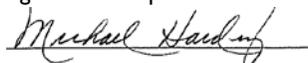


**Appendix F: LEA Application of General Information
2012-2013**

**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.)

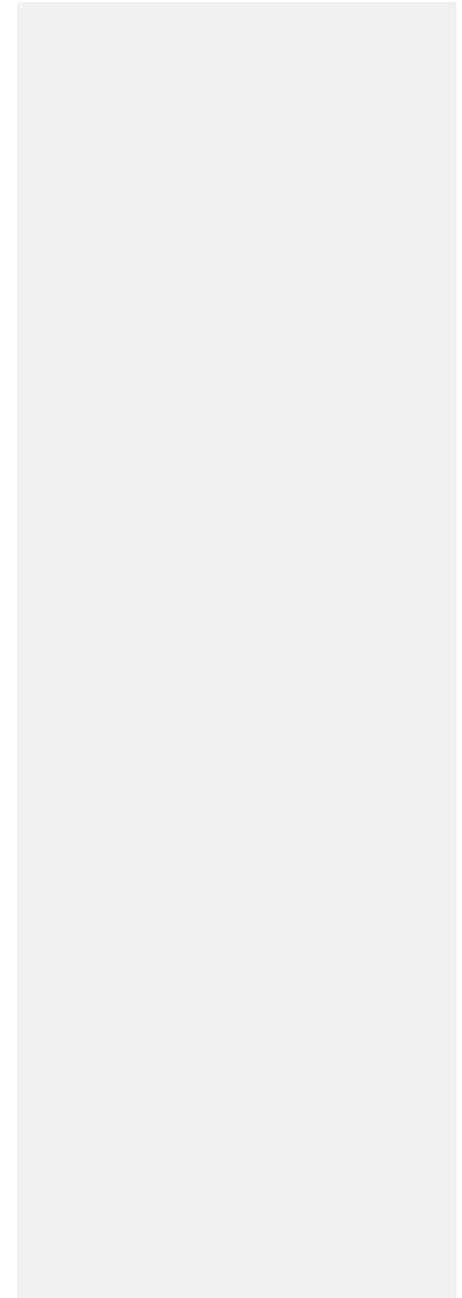
Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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

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.



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

School Name: East Chicago Central High

School Number: 4670-3924

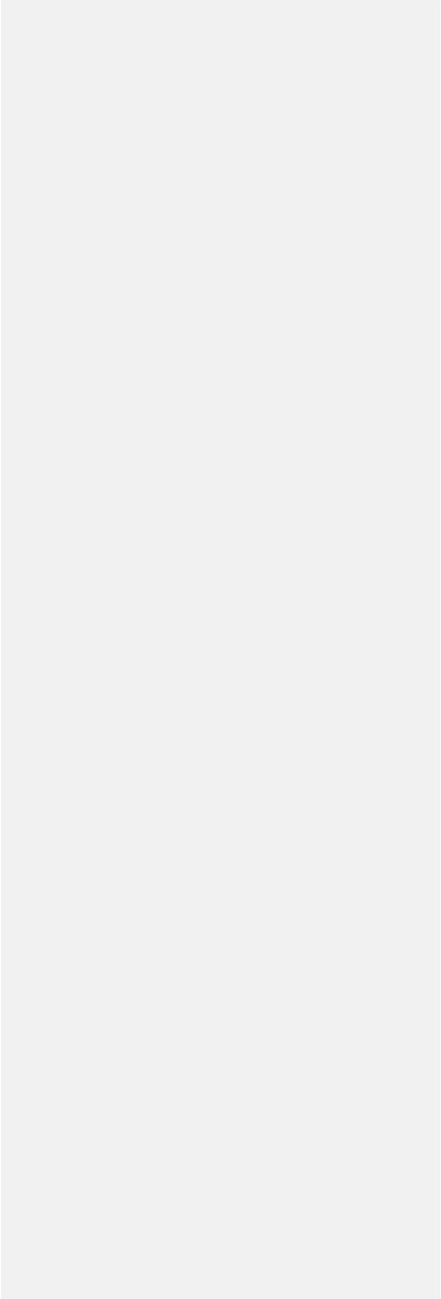
Stakeholder Group	Mode of Communication	Date
Indiana University Northwest	Phone	April 27, 2012
Purdue University Calumet	Phone	April 27, 2012
Ivy Tech	Meeting	April 27, 2012
Pearson Group	Phone	April 13, 2012
Title I & Parent Liaisons	Meeting	April 3, 2012

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

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



D. Collaboration with Teachers' Unions

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

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

E. Assurances

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 (I003g)
2012-2013**

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 East Chicago Central High School

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

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

Appendix B:

Worksheet #1: Analysis of Student and School Data
Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

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>

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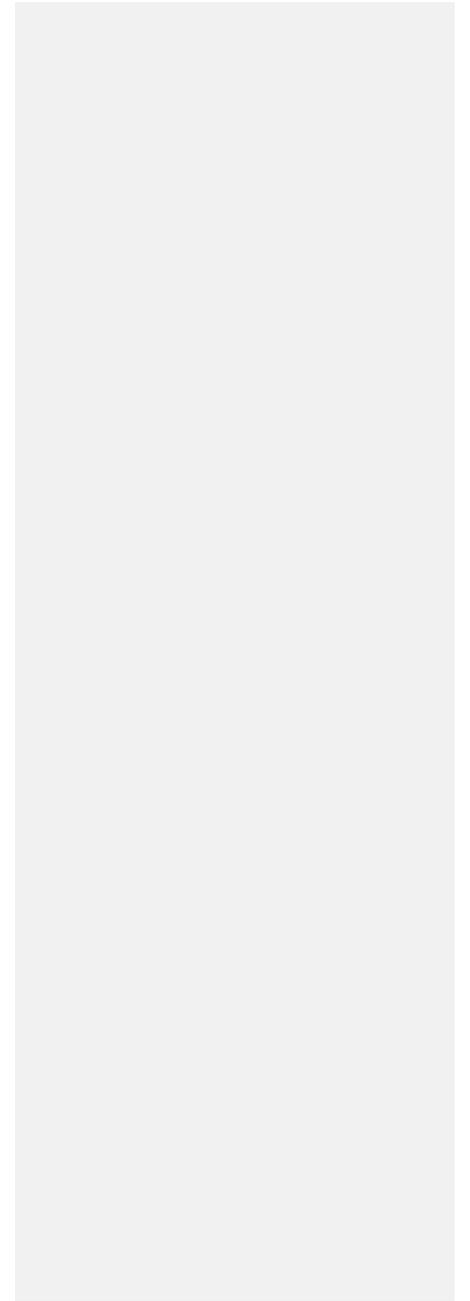
English/Language Arts-East Chicago Central High School

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Special Education	83%	212	High- 83 % of our Special Needs	High- Targeted instruction is limited.

			students have not mastered E/LA or Mathematics standards for four years or more on the ISTEP + assessment	
African American	62%	393	High- 62 percent of African American students have failed to master E/LA standards on the ISTEP+ assessment	High-Due to a lack of rubrics and exemplars, there is no clear understanding between students and their parents regarding how improvements should be made.
LEP	54%	93	High-54 percent of Hispanic (Spanish speaking) students have failed to masters E/LA standards on the ISTEP+ assessment	High- More than 60 percent of our LEP students' families only speak Spanish. Many of our instructor's inabilities to communicate with them regarding their child's progress clearly impacts student improvement.
Free/Reduced Meals	57%	658	High- More than 50 percent of students who receive free and reduced lunch failed to master E/LA standards for more than four years	High-Correlations between academic failure and students who receive free and reduced lunches are overwhelming. More programs are needed in order to address healthier lifestyles for parents and families. A downturn in the economy has clearly impacted our students' parents level of income and abilities to successfully provide for their families.

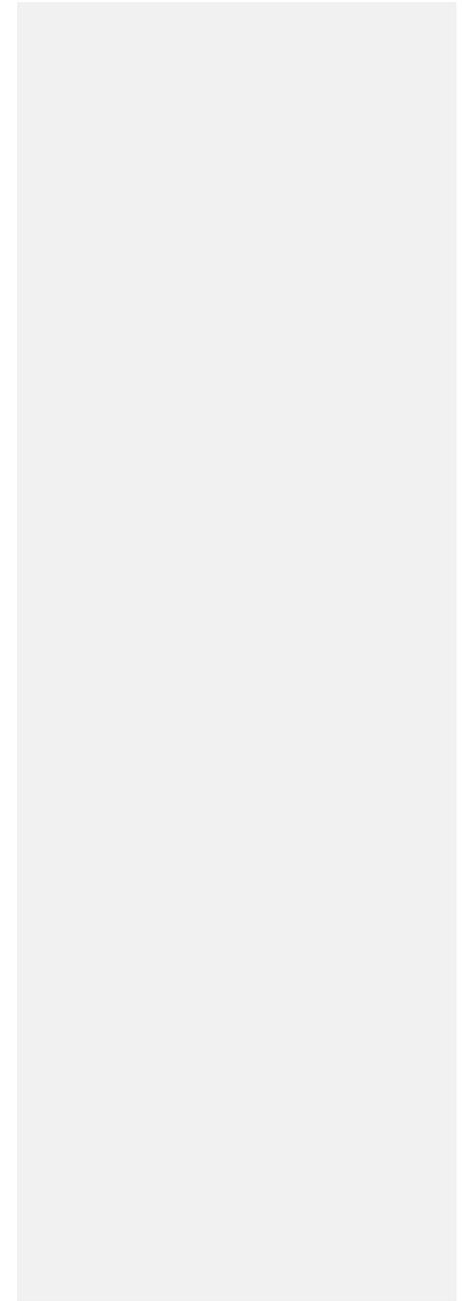
Mathematics-East Chicago Central High School

Special Education	83%	212	High- 83 percent of our Special Needs students have not mastered E/LA or Mathematics standards for four years or more on the ISTEP + assessment	Our special education students receive instruction in math. Delivery of instruction is provided in self-contained classrooms and necessary supports are provided. Professional Development is needed for teachers to individualize instruction.
African American	61%	444	High- 61 percent of African American students have failed to master Mathematics standards on the ISTEP+ assessment	A lack of formative evaluation makes it difficult for students to progress.
LEP	39%	40	High- 40 percent of Hispanic students have failed to master Mathematics standards on the ISTEP+ assessment	There is a lack of preparation available for LEP students. 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. The teacher to student ratio is high.
Free/Reduced Meals	36%	663	High- More than 30 percent of students who receive free and reduced lunch failed to master mathematics standards for more than four years	These students typically wait to improve their academic performance based upon the results of standardized testing. This timeframe is apparently late, earlier intervention is needed.



<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>An overwhelming percentage of African American, LEP and students who receive free/reduced lunch (more than 50%) did not meet annual yearly progress last year.</p> <p>More than half of the ELL students do not have the basic skills needed to successfully pass middle and high school courses.</p> <p>There aren't any mentoring programs in place for teachers or incentive pay programs that award teachers for student improvement</p>	<p>High suspensions, poor attendance and high failure rates result in poor student performance.</p> <p>Poor students and high discipline correlates to low performing students.</p> <p>There are limited opportunities for Special Education students to receive assistance outside of the academic classroom.</p> <p>Students who fail in the academic classroom must be provided with a map of the skills and state standards they need to attain. Such documentation is not currently provided to them.</p> <p>Additional remedial programs are needed for ELL students.</p>

	<p>A lack of professional development exists for teachers who instruct special needs students. Special Education leadership has been transitional for the past two years. Students' needs and best practices as a result were neglected while the department was under transition.</p> <p>Weak standards based instruction has been implemented with little focus on quality of education. The current curriculum has not been supported through data use and differentiated instruction methods have not been implemented.</p>
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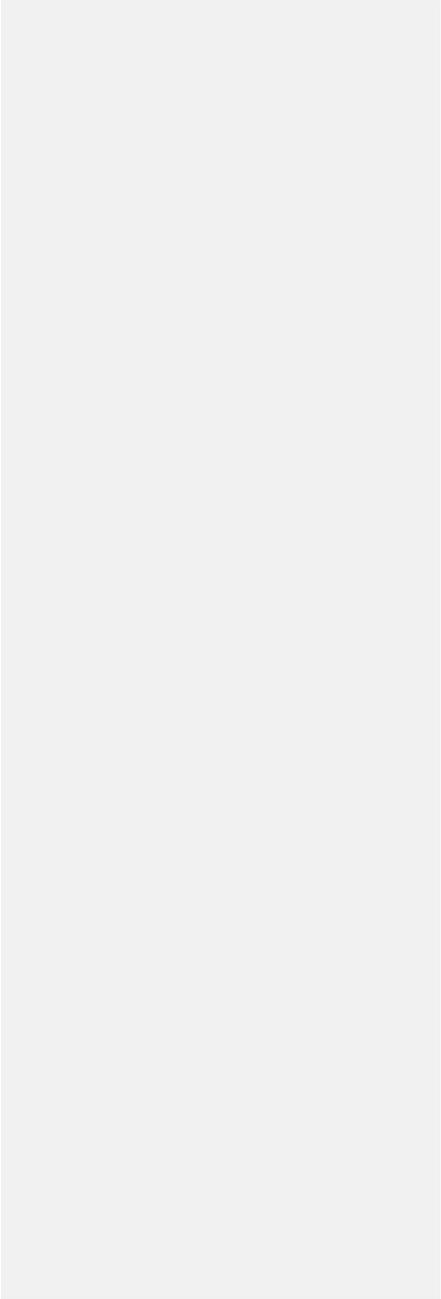
Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

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

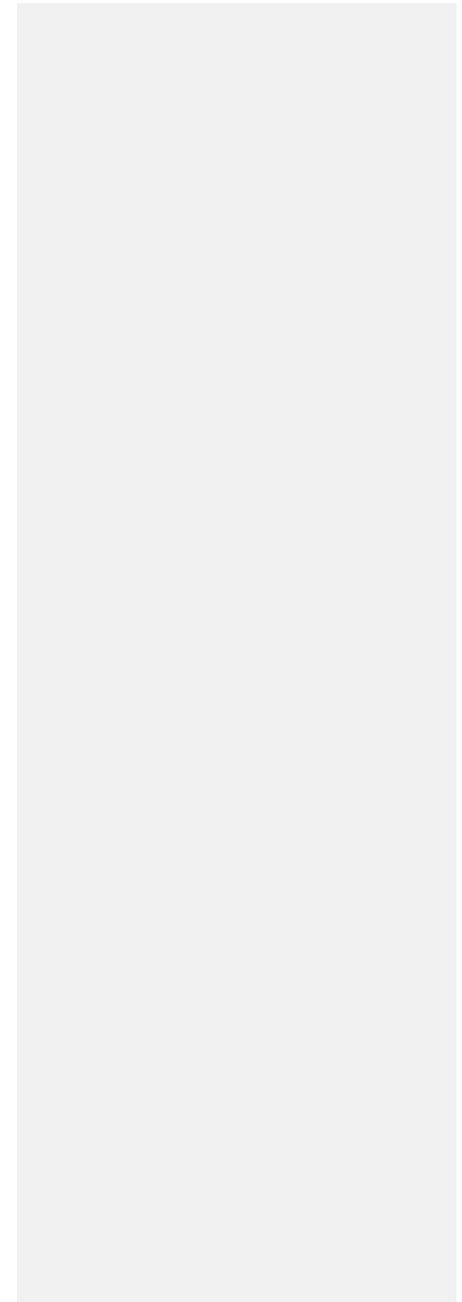
The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			3	4	1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or		2			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

<p>across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>			3	4	<p>technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		2	3	4	1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		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	2	3	2		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

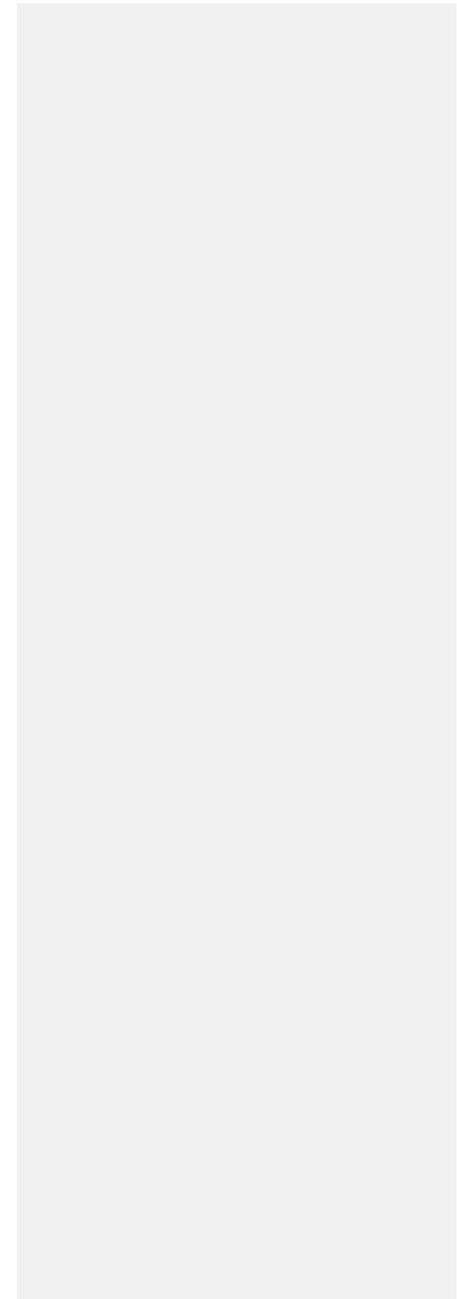
assistance, mentoring, or monitoring of classroom implementation.	3				4	Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community	
<ul style="list-style-type: none"> 1. Does not provide extended supports.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



Cultural Competency	1	2	3	4	Cultural Competency
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	3	1	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.

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels." <i>Appropriate example:</i> "We only teach flags, festivals and foods with our students. "	What is at the "root" of the findings? What is the underlying cause? <i>Appropriate example "</i> We don't know how to align our curriculum across grade levels." <i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."
More academic assistance is needed for students who take rigorous coursework.	There is a limitation of extra curricula and outside support available for students who need tutorial

<p>More focus is made on teacher seniority than effectiveness in the classroom.</p> <p>Lecture-style teaching is dominate which impacts one-on-one and project based activities.</p> <p>More differentiation is needed for struggling students.</p> <p>Formative assessments are not regularly used by students.</p> <p>Cultural instruction is limited and very traditional.</p> <p>Instruction isn't intertwined with real world occurrences.</p>	<p>help.</p> <p>Board policies are currently being modified in order to meet the specifications of School Improvement Reform.</p> <p>Most teachers are used to lecture-style teaching. More professional development is needed that introduces other methods.</p> <p>Additional tutorial and extra curricula activities are needed for struggling students.</p> <p>Rubrics and exemplars are not typically used by the secondary education teachers</p> <p>Teachers feel limited by textbook instruction and don't seek outside sources for instruction.</p>
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Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 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>

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

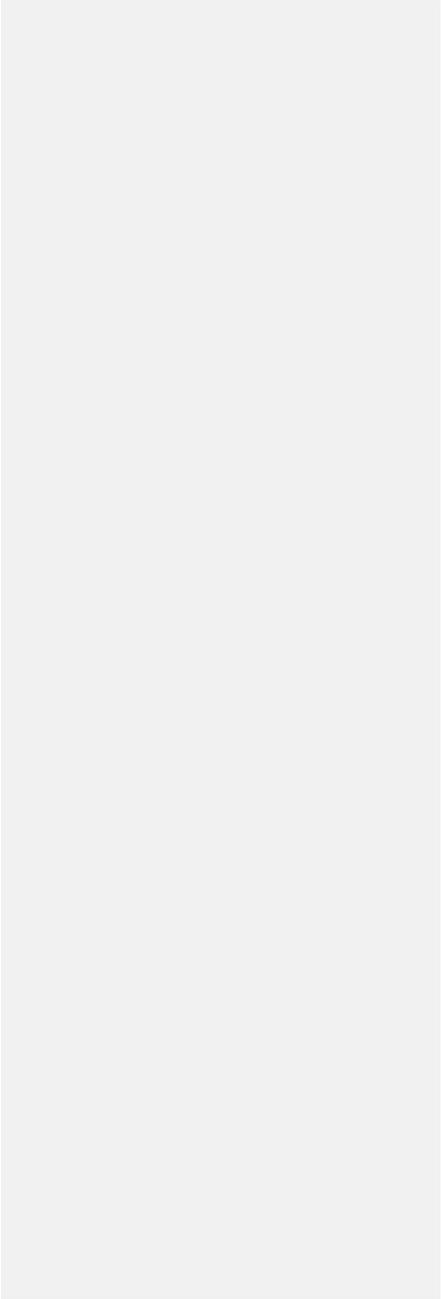
Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Special Education	83%	212	High- 83 percent of our Special Needs students have not mastered E/LA or Mathematics standards for four years or more on the ECA assessment	High- Students lack foundational skills needed to master subject matter

African American	62%	393	High- 62 percent of African American students have failed to master E/LA standards on the ISTEP+ assessment	High-Due to a lack of rubrics and exemplars, there is no clear understanding between students and their parents regarding how improvements should be made.
LEP	54%	93	High-54 percent of Hispanic (Spanish speaking) students have failed to masters E/LA standards on the ISTEP+ assessment	High- More than 60 percent of our LEP students' families only speak Spanish. Many of our instructor's inability to communicate with them regarding their child's progress clearly impacts student improvement.
Free/Reduced Meals	57%	658	High- More than 50 percent of students who receive free and reduced lunch failed to master E/LA standards for more than four years	High-Correlations between academic failure and students who receive free and reduced lunches are overwhelming. More programs are needed in order to address healthier lifestyles for parents and families. A downturn in the economy has clearly impacted our students' parents level of income and abilities to successfully provide for their families,

Mathematics

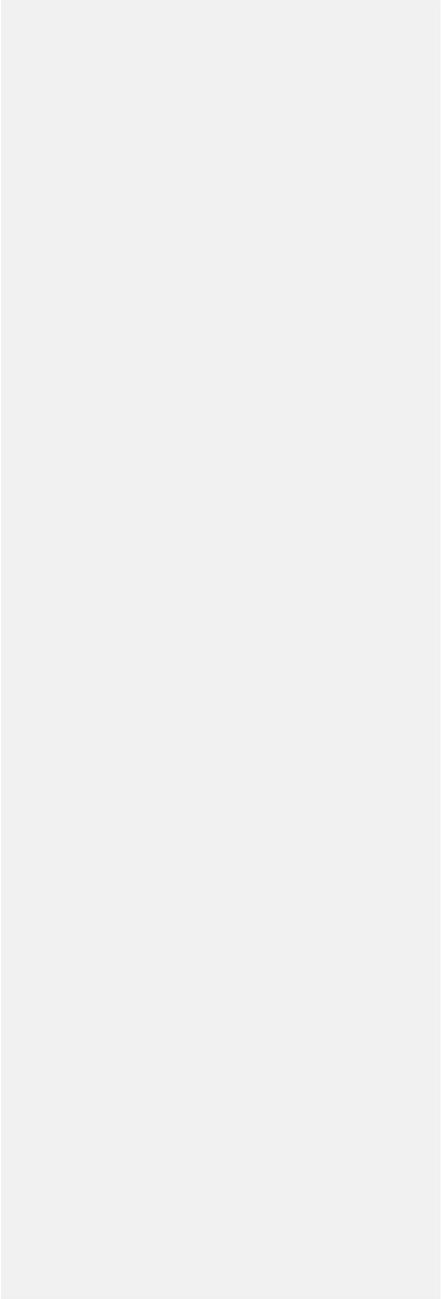
Special Education	83%	212	High- 83 percent of our Special Needs students have not mastered E/LA or Mathematics standards for four years or more on the ISTEP + assessment	Our special education students receive instruction in math. Delivery of instruction is provided in self-contained classrooms and necessary supports are provided. Professional Development is needed for teachers to individualize instruction more effectively.
African American	61%	444	High- 61 percent of African American students have failed to master Mathematics standards on the ISTEP+ assessment	A lack of formative evaluation makes it difficult for students to progress.
LEP	39%	40	High- 40 percent of Hispanic students have failed to master Mathematics standards on the ISTEP+ assessment	There is a lack of preparation available for LEP students. More teacher instruction is needed in order to ensure that teachers are teaching according to the Indiana Academic Standards while ensuring that LEP students understand

				the Indiana Academic Standards.
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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>More than 90% of the school population must be provided with better tools to help them better understand their failures and how to make improvement.</p> <p>More than 90% of our students need additional wrap-around services and support systems that provide them with the resources needed to be successful in school.</p> <p>Special Education students account for the greatest percentage of academic failure on standardized testing.</p> <p>More support is needed for Spanish speaking families who account for more than 60 percent of our population.</p>	<p>There is a limitation of rubrics and exemplars currently used by instructors in order to articulate a student's performance.</p> <p>Partnerships are currently being built with outside social service organizations and universities based upon the results of a recent needs assessment and strategic plan.</p> <p>Additional remedial support is needed for special education students.</p> <p>There aren't any bilingual parent groups or organizations that exist at East Chicago Central</p>

	High School
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Student Leading Indicators

➤ **Instructions:**

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

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	59,400	70,200
2. Dropout rate*	52%	33%
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95%	92.8%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	2%	5%
5. Number of students completing dual enrollment classes	2%	47%
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS SS	BAS LSD SS

7. Discipline incidents*	3420	3,223
8. Truants (# of unduplicated students, enter as a whole number)	18	1,433
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, less than half of all teachers are highly qualified	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective, less than half of all teachers are highly qualified
10 Teacher attendance rate	91.6%	84%

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

What are key findings or summaries from the student leading indicator data?	What is at the “root” of the findings? What is the underlying cause?
<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><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>A limitation of funds makes the implementation of scientifically based programs that increase academic success difficult and decrease ill-behaviors are limited.</p> <p>A drastic increase in the number of truants has significantly impacted the level of additional support needed for students.</p> <p>New opportunities for students to gain dual credit has increased student interest in college entry.</p> <p>Ineffective teaching strategies</p>	<p>Due to a downturn in the economy, grant dollars related to school safety programs have been suspended. School City of East Chicago’s grants management team continues to seek funds. Student retention continues to be a top priority.</p> <p>New school improvement plans and a strategic plan were recently developed in an effort to improve student retention. Such documents did not previously exist.</p> <p>Cultural competency training has not been utilized nor instructional strategies for at-risk students.</p> <p>Teachers are in need of professional development on classroom management strategies in order to effectively teach</p> <p>More support is needed to ensure the programmatic sustainability of the early and middle college while ensuring that teachers are equipped with necessary resources.</p> <p>High student absenteeism</p>

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 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>

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

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Special Education	83%	212	High- 83 % of our Special Needs students have not mastered E/LA or Mathematics standards for four years or more on the ISTEP + assessment	High- Targeted instruction is limited. All students do not have an Individual Learning Plan on file. Each student's work is therefore often inadequately assessed. Due to this limitation of information, students are often unable to make improvements in their work.

African American	62%	393	High- 62 percent of African American students have failed to master E/LA standards on the ISTEP+ assessment	High-Due to a lack of rubrics and exemplars, there is no clear understanding between students and their parents regarding how improvements should be made.
LEP	54%	93	High-54 percent of Hispanic (Spanish speaking) students have failed to masters E/LA standards on the ISTEP+ assessment	High- More than 60 percent of our LEP students' families only speak Spanish. Many of our instructor's inabilities to communicate with them regarding their child's progress clearly impacts student improvement.
Free/Reduced Meals	57%	658	High- More than 50 percent of students who receive free and reduced lunch failed to master E/LA standards for more than four years	High-Correlations between academic failure and students who receive free and reduced lunches are overwhelming. More programs are needed in order to address healthier lifestyles for parents and families. A downturn in the economy has clearly impacted our students' parents level of income and abilities to successfully provide for their families.

Mathematics

Special Education	83%	212	High- 83 percent of our Special Needs students have not mastered E/LA or Mathematics standards for four years or more on the ISTEP + assessment	Our special education students receive instruction in math. Delivery of instruction is provided in self-contained classrooms and necessary supports are provided. Professional Development is needed for teachers to individualize instruction.
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African American	61%	444	High- 61 percent of African American students have failed to master Mathematics standards on the ISTEP+ assessment	A lack of formative evaluation makes it difficult for students to progress.
LEP	39%	40	High- 40 percent of Hispanic students have failed to master Mathematics standards on the ISTEP+ assessment	There is a lack of preparation available for LEP students. 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. The teacher to student ratio is high.

<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>More than 90% of the school population must be provided with tools to help them understand their failures and how to make improvement.</p> <p>More than 90% of our students need additional wrap-around services and support systems that provide them with the resources needed to be successful in school.</p> <p>Special Education students account for the greatest percentage of academic failure on standardized testing.</p> <p>More support is needed for Spanish speaking families who account for more than 60 percent of our population.</p>	<p>There is a limitation of rubrics and exemplars currently used by instructors in order to articulate a student's performance.</p> <p>Partnerships have been built with outside social service organizations and universities based upon the results of a recent needs assessment and strategic plan.</p> <p>Additional remedial support is needed for special education students.</p>

Student Leading Indicators

➤ **Instructions:**

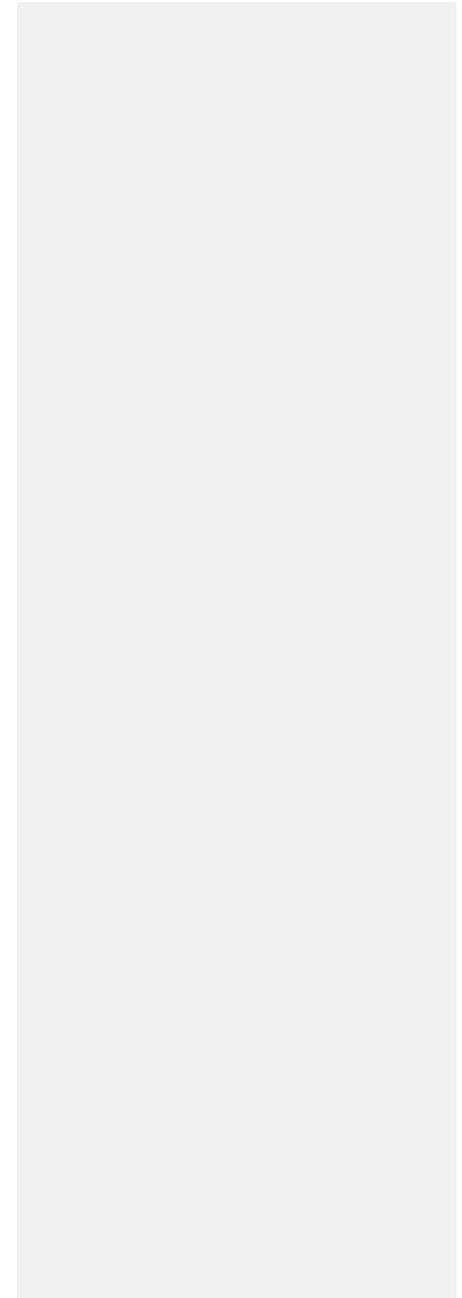
- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	59,400	70,200
2. Dropout rate*	52%	33%
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95%	92.8%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	2%	5%
5. Number of students completing dual enrollment classes	2%	47%
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	BAS LSD SS

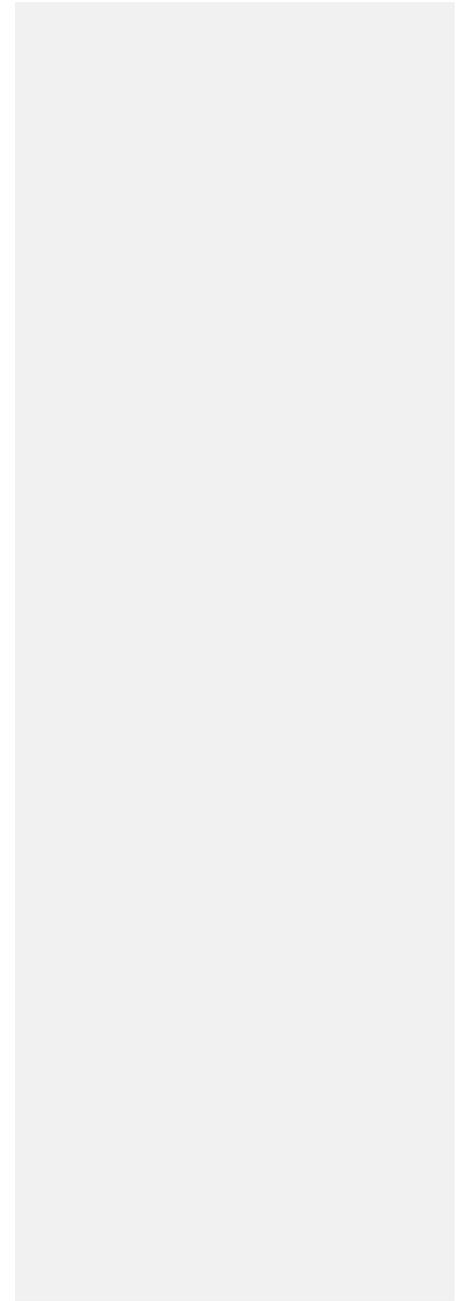
OTH-Other		
7. Discipline incidents*	3420	3,223
8. Truants (# of unduplicated students, enter as a whole number)	18	1,433
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective
10 Teacher attendance rate	91.6%	84%

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

What are key findings or summaries from the student leading indicator data?	What is at the “root” of the findings? What is the underlying cause?
<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><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>Student involvement in dual enrollment classes increased significantly.</p> <p>The number of minutes students are required to attend classes has increased.</p> <p>Suspended students missed important instructional time.</p>	<p>Partnerships with local colleges has helped to introduce students to opportunities beyond the high school classroom that can result in a college degree upon graduation.</p> <p>An hour per day has been added to each student’s schedule.</p> <p>The student drop-out rate has decreased by roughly 20 percent.</p> <p>There were more than 3,000 disciplinary referrals this school year.</p> <p>Due to unruly behavior classroom management is often difficult for teachers who frequently request time off from work.</p>



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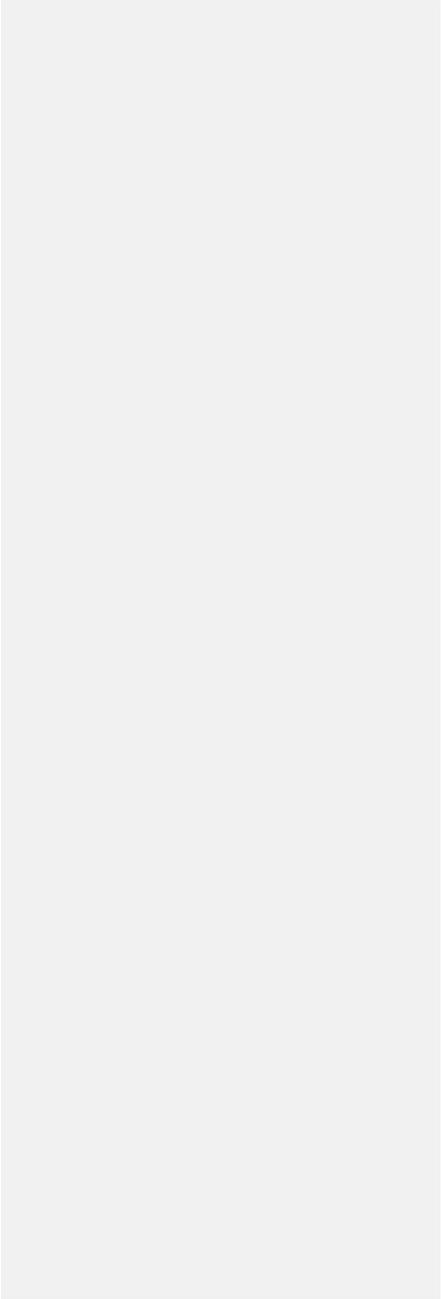
Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

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

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

<p>or across grade-level teams to discuss and improve.</p> <p>13. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>14. Instruction is not increased to allow for more student learning time.</p>		2		<p>technology.</p> <p>12. Works in teams, discussing student learning and instructional ideas.</p> <p>13. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>14. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
7. Leadership does not observe or evaluate teachers for use of the curriculum.		2			7. Is observed by school leadership that it is being taught.
8. Is considered to be the textbook or the state standards.		2			8. Is developed by the district/teachers based on unpacking the state standards.
9. Is not aligned within or across grade levels.		2			9. Is aligned within and across grade levels.
10. Is not rigorous or cognitively demanding.		2			10. Is rigorous and cognitively demanding.
11. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.			1		11. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
12. Is not differentiated for struggling students.					12. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
4. Are not regularly used by teachers.		2			3. Are used to implement an aligned instructional program.
5. Are not routinely disaggregated by teachers.		2			4. Are used to provide differentiated instruction.
6. Are not used to determine appropriate instructional strategies.		2			3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
4. Is individually selected by each teacher; includes conferences and conventions.		2			4. Is of high quality and job-embedded.
5. Is not related to curriculum, instruction, or assessment.		2			5. Is aligned to the curriculum and instructional program.
6. Is short, i.e., one-shot sessions.			3		6. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up					

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

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

What are the key findings from the self-assessment of high-performing schools?	What is at the “root” of the findings? What is the underlying cause?
<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><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 academic assistance is needed for students who take rigorous coursework.</p> <p>More focus is made on teacher seniority than effectiveness in the classroom.</p> <p>Lecture-style teaching is dominate which impacts one-on-one and project based activities.</p> <p>More differentiation is needed for struggling students.</p> <p>Formative assessments are not regularly used by students.</p> <p>Cultural instruction is limited and very traditional.</p> <p>Instruction isn’t intertwined with real world occurrences.</p>	<p>There is a limitation of extra curricula and outside support available for students who need tutorial help.</p> <p>Most teachers are used to lecture-style teaching. More professional development is needed that introduces other methods.</p> <p>Additional tutorial and extra curricula activities are needed for struggling students.</p> <p>Rubrics and exemplars are not typically used by the secondary education teachers</p> <p>Teachers feel limited by textbook instruction and don’t seek outside sources for instruction.</p>

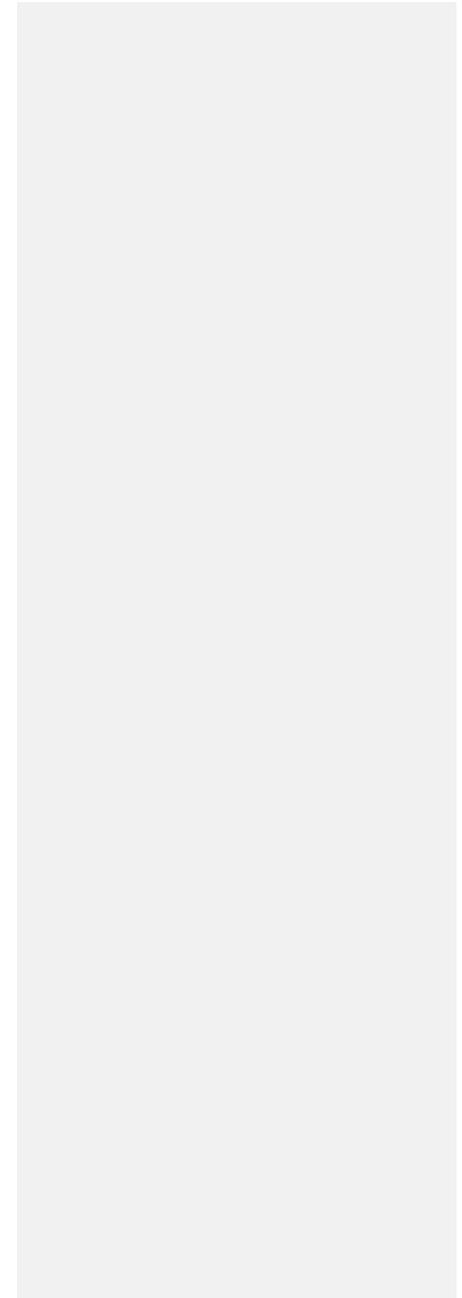
B. Selection of School Improvement Model

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

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

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

Transformation Model
Permissible Elements
<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.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.



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

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

II. Selection of Improvement Model

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

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

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

Intervention model selected Transformation

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

For more than three years academic failure remained rampant at East Chicago Central High School thus resulting in the inability to make adequate yearly progress. A daunting high school graduation rate was revealed via numerous media platforms while East Chicago Central was coined as a *dropout factory*. In 2009, the development of an Early and Middle College was established in an effort to change such alarming cultural norms. Through extensive professional development in the Early and Middle Colleges, new models and interdisciplinary learning for teachers has increased. Implementation of the 8 Step Process along with focused interventions and extensive opportunities for credit recovery has also been implemented throughout the high school. The efforts from staff and leadership resulted in a graduation rate increase of 15 percent and ECA increase of 13 percent. Ultimately, the high school was removed from a probationary status.

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.

A recent discussion with school leaders resulted in the goal to change practices for teachers through the implementation of RISE. Incorporation of the RISE model at School City of East Chicago's Early and Middle College aligns with School City of East Chicago's efforts to establish a transformation model. According to the 2010 case study entitled, "Early College High School Case Study Report," students reported that they experienced increased rigor and relevance in their coursework, better relationships across the school community, and increased support and expectations from teachers (Edmunds, et al.). Students are assigned grades according to each student's performance as it relates to the benchmarks and standards of college readiness and the Indiana Department of Education.

The Early and Middle Colleges currently coordinated at East Chicago Central High School fully align with a transformation model by creating community oriented schools while increasing learning time. Middle College is a nationally recognized initiative, centered on collaboration between the school district and a university or community college. SCEC's Middle College program has been developed to create opportunities for 7th through 12th graders, providing a more independent learning environment for these students and opportunities for them to earn dual and college credit, while in high school. Furthermore, its purpose is to encourage and provide hope to students, who may want to further their education beyond the high school level; many of whom will become "first generation" college students. Middle College students, at the high school and middle school level, will be required to take a combination of Core Academic Courses and select from a variety of electives designed to further their college and career goals. All students will choose a career focus and will select core and elective classes from career options that are found in the Districts' 10 Career Clusters. During the transition years, the goal of Middle College is to teach young adolescents how to firm up their values and to establish dispositions and habits of mind for learning. Acquiring these skills will largely direct their behavior, as they prepare to take high school and post-secondary credits. The Middle College Initiative will produce good students, who are motivated and prepared socially and academically. These students will learn to be responsible and prepared to succeed beyond their high school years.

Students in Middle College are those who may not initially excel in school or qualify for the Gifted Program. However, students enrolled in Middle College will be given every opportunity to improve academic performance, move on through high school and beyond and ultimately achieve academic, personal, and career success

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.

East Chicago Early College develops a unique vision and learning environment that represents community interest and student needs.

As a result of this program, students have the opportunity to earn transferrable college credit while still in high school. Mastery and competence are rewarded with enrollment in college-level courses and the opportunity to earn college credits for free. The years to a post secondary are compressed. The middle grades are included in the early college to promote academic preparation and awareness of the early college option. Academic and social supports are provided that help students succeed in a challenging course of study. Learning takes place in small, personalized learning environments that demand rigorous high – quality work and provide extensive support. The physical transition between high school and college is eliminated - and with the need to apply for college and for financial aid during the last year of high school.

Currently 43 students are attending Indiana University and Purdue University Calumet while receiving dual credit. Furthermore a total of nine advanced placement courses are currently offered including: biology, calculus, chemistry, English Language and Composition, Literature and Composition, Spanish Language, U.S. History, World History and Psychology.

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

The Transformation Model will enable members of East Chicago Central High School's Early and Middle College staff to reverse years of low performance by providing teachers with a series of opportunities for professional growth. By virtue of scientifically proven and measurable evaluation processes based on the RISE model, teachers will have the opportunity to work in tandem with their mentor to evaluate low performing students while receiving feedback and incentives concerning their current teaching practices.

The Educational Alliance at Brown University suggest that, "The large, impersonal high school must divide into smaller learning units, with a group of teachers responsible for a specific group of students. Options include school-within-a-school models, academies organized around a particular theme, career pathways, or multi-grade or single-grade clusters"(Allen, 2010). Clearly, the Early and Middle College Model concept adheres to this theory by virtue of strong instructional leaders, increased bilingual staff, interdisciplinary teams, digital curriculum and a project based approach to teaching. These areas clearly align with the goal of the Transformation Model. Students are provided with consistent feedback concerning their growth.

Ensuring that teachers have the comprehensive background that is needed to support the quality of teaching envisioned by Indiana Department of Education school reform will in turn help to insure that students are instilled with the values needed to transform their educational success. Such practices can result in the comprehension of both the Indiana Academic and Common Core Standards while providing compensation to retain staff so that they receive the extra mentoring needed to successfully implement a transformation model. RISE, a comprehensive evaluation and development system for teacher and student advancement, provides teachers with the tools and resources needed to effectively rate teachers while edifying them with the strategies that they need to successfully evaluate students. Currently, there aren't any mentoring opportunities available for teachers who are interested in developing systems that can empower their peers to excel. Due to this lack of opportunity, School City of East Chicago has seen the challenges of retaining quality educators who seek various career paths, comprehensive professional development and performance based compensation.

District leaders expect that through the implementation of this project, teachers will have a comprehensive knowledge of the exemplars needed to effectively evaluate students and teachers according to state requirements. The introduction of these resources have the potential to change the belief and knowledge of teachers, students, parents and principals concerning academic pedagogy. RISE will allow School City of East Chicago to align with many of the current state educational reforms and requirements for evaluation systems that exist.

Such as:

“Every teacher must receive an evaluation annually” (IDOE, 2012, p. 1)

“Every evaluation system must include four performance categories: Highly Effective, Effective, Improvement Necessary, and Ineffective;” (IDOE, 2012, p.1)

“and; Every evaluation system must incorporate measures of student growth and achievement as a *significant* portion of a teacher’s evaluation. “ (IDOE, 2012, p.1).

The impact of RISE on teachers and their mentors will extend beyond the classroom. This presents the opportunity for longitudinal studies as teachers take on additional mentoring opportunities.

RISE mentors will have the opportunity to help develop their peers through both training and evaluation. Mentors are trained and annually certified in teacher evaluation. Clearly articulated evaluation of low performing teachers will provide the opportunity for them to improve in their areas of weakness. The overarching goal is to meet the Indiana Department of Education’s requirement for Highly Qualified Teachers according to School City of East Chicago’s Equity Plan while ensuring that students meet annual academic growth requirements.

The RISE model will help to influence change for both students and teachers. Its core objectives will help to chart a clear course that all students understand while establishing high expectations and using data to track progress and performance. Furthermore, it will also help to develop teachers by providing needed support and training.

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

By analyzing our school data and deriving strategies to address root causes, we believe our school culture and learning environment will change through the Transformation Model. Our goal is to create systemic positive change and develop leaders for a Global Society. East Chicago Central HS will institute academic programs that provide rigor, relevancy and relationships for all students. This model will advance effective instruction that will engage and challenge our students as leaders and future investors in our community and society.

SIG funding and the transformation model will improve teacher effectiveness through research based professional development with instructional coaching, better morale with increased attendance, frequent classroom observations with immediate feedback, trusted strong principal leadership, and technology to reach different student learning styles.

The school leadership began August 2010 and has lead the school vision and SIG goals with supported operational flexibility. A system of distributed leadership will free the principal to be a visible presence in classrooms, providing timely feedback to teachers during daily Focus Walks. The principal's role has changed from school manager to instructional leader, visible throughout the campus, facilitating change through collaborative use of data. **East Chicago Central's principal has been in position for less than three years.**

The Common Core Institute Black Belt Training will help to transition staff to the Common Core and develop strong institutional strategies to provide core curriculum maps and assessments for decision making.

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

Teachers will participate in job-embedded professional development that is accompanied by onsite coaching to ensure classroom application of effective, research-based practices. Comprehensive and sustainable school improvement requires more than a focus on English language arts and mathematics. Schoolwide improvement requires teaching and learning for all students across all content areas (core and elective) and leads to change in the systems that organize and link programs and practices throughout the school. Teachers from all content areas will participate in Teacher Workgroups to collaborate using data to design and deliver differentiated instruction focusing on standards based instruction that expands students' Academic Language and College and Career Readiness Competencies that cross all content areas. Teachers will learn to effectively employ consistent and effective Learning Routines and Rituals to help establish and maintain a safe and orderly learning environment that safeguards instructional time for learning and to use technology effectively.

Students entering middle and high school with a limited foundation of literacy struggle with Academic Language and require consistent and explicit instructional supports. Effective reading and math interventions accompanied by digital tools will help students accelerate their learning. Students will increase literacy and math skills, achievement test scores, and take responsibility for their own learning, supported and motivated by 21st Century tools for learning.

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		Attached Budget
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		School City of East Chicago receives Title II A Funds
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		The attached budget aligns with all specifications and requirements of the SIG 1003g grant.
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		The attached budget adheres to the funding allocation requirement.

Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>	X		School City of East Chicago receives both Title I and Title II A funds.

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 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 	X		Strategic Plan, Budget
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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		Implementation of Early and Middle College
<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		Letter of Support for transformation model from model
<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		Letter of Support from Director of Title I (Supervisor of all parent liaisons)

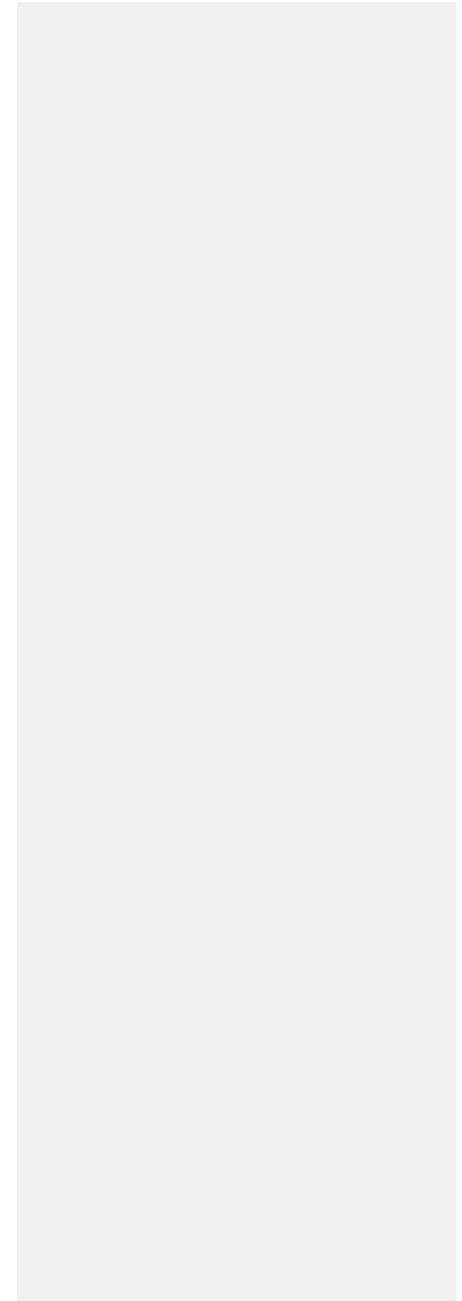
Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from 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		Board Meeting Minutes

<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		School Policies, Letter of support from superintendent
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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>Newly adopted teacher's contract, original transformation model agreement</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>Database of highly qualified staff, professional development based on funds from Title II A</p>

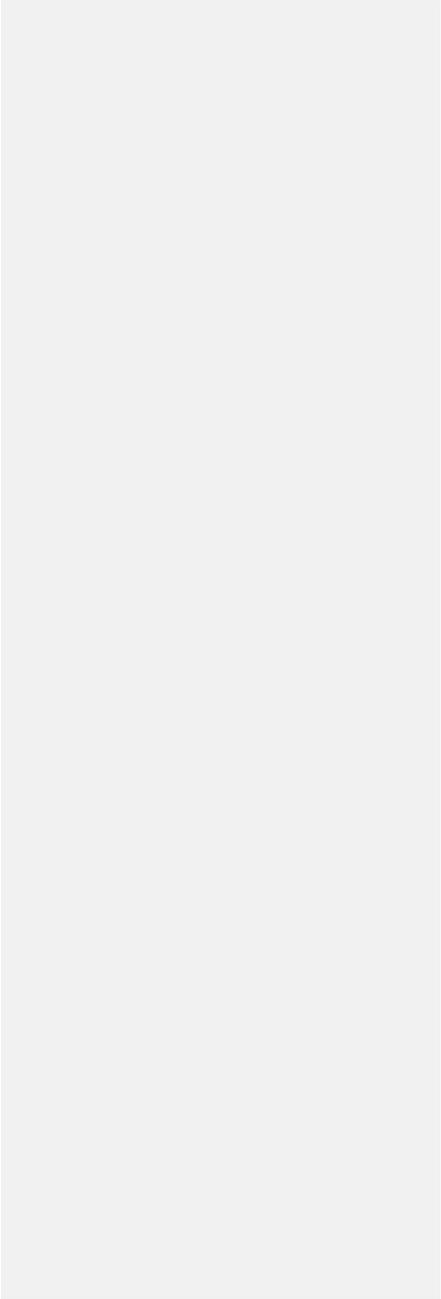
Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	x		<p>Database of highly qualified teachers, Strategies based upon RISE model</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, Strategic Plan articulating SMART Goals</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>Vitas and Resumes</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		School Board Minutes
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"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	x		Budget, Annual Audit
<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</i> 	x		<p>Increased instructional time based upon an equity model was adopted at the onset of the 2011-2012 school year</p> <p>Performance based pay will be incorporated based upon the TAP model</p>

<p><i>tiered and supported by licensed and/or highly qualified educators</i></p> <ul style="list-style-type: none"> • <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> ○ <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 2012-13*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p>	<p>School City of East Chicago's long range planning and research revealed that low performing students at the secondary level were interested in identifying ways to improve their academic studies and attend higher education. For a number of years, low performance was prevalent throughout East Chicago Central High School. A strategic planning process, held in collaboration with a number of community organizations, led to development of a strategic plan which articulated the need to establish an Early and Middle College.</p> <p>Gains in the program's implementation are positive as 43 students are currently receiving dual credit. High achieving students now serve as mentors to those who continually fail in their academics.</p> <p>IDOE's Growth Model also serves as a formative evaluation to determine each student's academic gain. Evaluation of each student's academic progress in the areas of standardized tests and grades continually occurs. The documents also allow data coaches to compare our district's progress to other schools throughout the state while sparking conversations with those districts concerning best practices.</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>To accomplish this Transformation, we have selected Pearson as our External Provider to assist us using their Schoolwide Improvement Model (SIM). The Pearson approach to comprehensive school improvement involves 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>SIM is powered by America’s Choice and Learning Teams research and experience and leverages Pearson’s range of education programs and services to complement the proven school design and expand its capacity to meet West Side’s needs for improvement. SIM brings resources to reverse the spiral of declining performance, achieve realistic growth goals within two years, and set course for sustained improvement with a strategy built on the foundations of a high performing school. These elements of Transformation are consistent with Mass Insight’s formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act.</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 acceleration programs. <i>Ramp Up Mathematics, Bridge to iLit</i> and have proven effective at raising math and reading levels of thousands of students by two or more grade levels in a single year in a wide range of districts from large urban districts to suburban and rural.</p> <p>The first and only complete instructional solution built and delivered on the iPad. <i>iLit</i> will offer each student personalized learning support based on their own instructional needs, engaging interactivities, and built-in reward systems that motivate students and track their progress.</p> <p>Teachers will be trained to effectively use these tools through professional development that is supported with coaching.</p>
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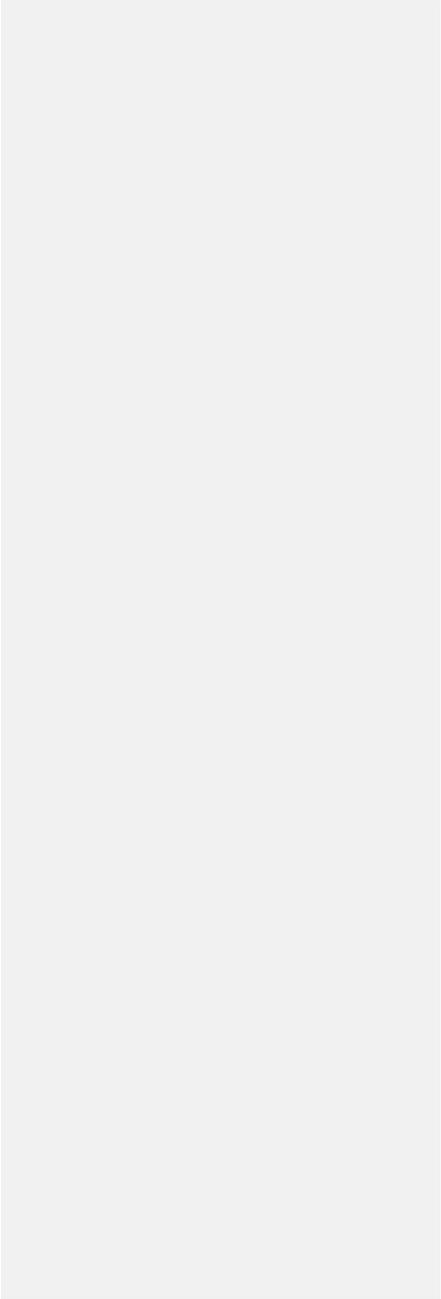
	Our Parent Assistant and Leadership Team will reach out to community partners to find enrichment opportunities (clubs, teams, PBL, mini internships, community service, etc.) for students not needing intense intervention while our teachers will use data to determine individualized plans, using SuccessMaker and other digital tools to support each student’s literacy and math skills.
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school’s SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability</p>	<p>Implementation of the transformation model at East Chicago Central High School is supported by two of the state’s major public institutions: Purdue University Calumet, Indiana University Northwest.</p> <p>Early and Middle College leaders have traveled across the country, researching best practices, and completing the processes necessary to improve the quantity and quality of Advanced Placement courses currently available for students. Furthermore, the Early and Middle College leaders participate in monthly meetings with CELL (Center of Excellence in Leadership and Learning). The meetings are held at various locations throughout Indiana and are focused on Early College opportunities. The meetings provide staff with the opportunities to network while gathering vital information concerning sustainability and best practices.</p> <p>“Since 2002, the partner organizations of the Early College High School Initiative have started or redesigned more than 230 schools in 28 states and the District of Columbia. The schools are designed so that low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate’s degree or up to two years of credit toward a Bachelor’s degree—tuition free” (Early College High School Initiative, 2011, par. 2).</p> <p>A recent national evaluation of the Early College High School Initiative resulted in the</p>

<p>to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>following:</p> <ol style="list-style-type: none"> 1. More ECHS students were on-track for college than control group students. 2. The ECHS model appears to be closing the performance gap among student sub-groups. 3. Students in the ECHS were less likely to be suspended and were absent fewer days. 4. ECHS students reported higher levels of academic engagement. ECHS students reported more positive school experiences than students in the control group, including better relationships, higher expectations, more rigorous and relevant instruction, and more academic and social support. 5. 97 percent of ECHS students had completed Algebra I compared to 76 percent of the control group. 6. For attendance, both groups had similar numbers of excused absences (2.86 for the ECHS and 2.94 for the control), but ECHS students had significantly fewer unexcused absences. The ECHS students had an average of 3.85 unexcused absences compared to 6.41 in the control group (the adjusted impact was 1.5 days, a difference that was statistically significant at $p < .05$). <p>Additional details can be found at http://www.earlycolleges.org/newsletter.html#watch.</p> <p>The following external partners have committed to working with School City of East Chicago:</p> <ol style="list-style-type: none"> 1. American College Testing (ACT)- This vendor will provide student assessments, data collection and correlation with Career Path Development through Plan Explore and Work Keys. We began our relationship with ACT annually in Aprils. We seek to pursue more aggressive data usage through the program during the 2012-2013 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. 2. Indiana University, Purdue University - Professional development sources for staff as well as advanced credit opportunities for students. These institutions have
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	<p>pledged their support to insure that the transformational model operates with fidelity.</p> <ol style="list-style-type: none"> 3. Pearson Group- Will implement the SIM model in an effort to decrease academic failure. 4. Discovery Education- Will implement technology integrated curriculum and professional development for instructional strategies <p>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:</p> <p>District Office</p> <ul style="list-style-type: none"> • 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..... <p><u>Principals</u></p> <ul style="list-style-type: none"> • 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. <p><u>Classroom Educators</u></p> <ul style="list-style-type: none"> • 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 sequence integration).
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	<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. <p>Our External Providers will help us create effective change. The Pearson Schoolwide Improvement Model is organized around a wheel of improvement that specifies the aspects of school operations that must be addressed to achieve comprehensive school improvement.</p> <p>With our External Providers, we have developed a plan to address our failure to make AYP by looking at our data and analyzing it to determine findings and root causes. We recognize our school culture must change and by applying Pearson's Schoolwide Improvement Model (SIM) to the Transformation Model, we believe we can bring about positive change that will support East Chicago Central to provide rigor and relevance for our students by supporting effective teachers to create lessons that engage and challenge our students, preparing them for college and careers.</p>
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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>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:</p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making 	<p>School City of East Chicago's current grant funding including Title II A, Title III and ARRA will be used by East Chicago Central High School. General Funds will support the principal, vice principal and teaching staff. The Title III grant will also provide additional support for ELL students and parents,</p> <p>School staffing is funded through General Funds. Professional Development will be ongoing and provided through Pearson and The Common Core Institute. PL 221 monies will be used to provide additional school improvement professional development that is job-embedded and of high quality.</p> <p>Indiana University Northwest and Purdue University Calumet provide additional in-kind professional development concerning Early and Middle College Instruction.</p> <p>The Special Education grant will help School City of East Chicago to ensure that students have the resources they need for success. Greater measures will be made to ensure that instruction for special education students is differentiated as more than 83 percent of their student population failed standardized testing. The Director of Special Education and the principal at East Chicago Central will meet on a more routine basis in order to discuss concerns and recommendations.</p> <p>Purdue University Calumet and Indiana University Northwest will provide dual credit to students who master AP and College prep courses.</p> <p>District leaders will work with parent liaisons to continually involve parents in the planning and implementation process while ensuring programmatic sustainability. All initial outcomes will be assessed using questionnaires that will be administered to students, parents and administrators.</p>

<p>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>East Chicago Central's Leadership Team, supported by our Pearson Field Specialist, will regularly review and redirect resources so that SIG funding has the greatest impact on East Chicago Central students' achievement. A Pearson Field Specialist will be on-site at least once each week</p> <p>7 hour instructional days designed to increase the remediation of failing students (180 additional hours)</p> <p>4 additional hours on 30 Saturdays (120 additional hours)</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p>	<p>(a) The RISE model clearly aligns with the transformation model. This school reform model helps experienced teachers to obtain paid and performance based incentives based upon their success in the classroom. Both the transformation and RISE models offer a series of evaluation tools that provide teachers and administrators with flexibility and incentives. The RISE will provide teachers with the opportunity to obtain additional responsibilities while receiving incentives based upon their performance. This system moves beyond seniority and focuses specifically upon skill while providing all educators with the opportunity for advancement. The principal will be replaced and an additional 300 hours will be added to the extended day.</p> <p>(b) During monthly board of directors meetings, school and community leaders have the opportunity to openly address issues that may concern school improvement reform. Once concerns are made, actions can be made according to vote made by the school corporation's board of directors.</p> <p>(c) School City of East Chicago's non-discrimination policy prohibits leaders from discriminatory practices. In an effort to ensure the ongoing incorporation of this practice, a series of activities take place including: the review of curriculum content, ongoing in-service, systematic review of student programmatic activities, and the continual review of policies in order to ensure that East Chicago Central receives the support needed for proper annual teacher salaries, staff support, and instructional time.</p> <p>(d) The RISE model as the evaluation tool for all teachers. The model serves the premise that teacher performance drives incentive or pay increases along with other performance factors. High achieving teachers will have the opportunity to serve as mentors.</p>

<p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>(e) The building principal is allowed flexibility to develop job postings for open positions within the building. Job descriptions will be based on the RISE model.</p> <p>Students will continue to receive an Individualized Learning Plan based on their educational needs. The ILP will dictate the number of additional days that a student will need to attend. These additional days will be accompanied through utilization of before and after the traditional school day classes.</p> <p>Our strategic plan has determined that East Chicago Central High School will require a new principal with operational flexibility and a screening of all staff before rehiring to ensure a staff open to the school culture transformation. Leadership will be distributed throughout the school to make informed decisions that foster a positive school culture. Teachers will need extensive training supported by effective coaches and ongoing job-embedded professional development in order to be effective. Powerful and proven tools and technology will be needed to motivate and accelerate the progress of a complacent student body. Formative data must be disaggregated and analyzed in a timely fashion by teachers who have been trained and are supported to collaboratively design and deliver instruction that meets the needs of all learners. On-site support from our External Provider will be frequent and flexible to meet the changing needs as we transform education at Central. The role of the Parent Assistant will be expanded to include becoming part of the Leadership Team and reaching out to both parents and community leaders to establish positive partnerships.</p> <p>Critical for our success to become data users for instructional improvement, are the formative assessments delivered from the district in 3 week intervals. These data will be disaggregated and analyzed by Teacher Workgroups to determine appropriate and timely remediation.</p> <p>(f,g) SIM supports the emergence of a data-driven school culture by initially centering on the work of the school leadership team. This focus on building habits of appropriate and effective use of data to guide decisions extends over time to an</p>
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	<p>ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice. Data meetings will occur in a variety of regular settings throughout each month:</p> <p>Leadership Team The Leadership Team is expected to meet on matters relating to SIM implementation for approximately one hour at least three times each month and for an extended period of 2 hours 4 times during the year for the purpose of progress monitoring (quarterly Progress Monitoring Meetings).</p> <p>Leadership Team meetings incorporate three important settings:</p> <ul style="list-style-type: none"> ▪ Professional Development. Each month the team participates in a study of data knowledge and use to build the foundation necessary to establish a Data-Driven Culture. Content includes the language of assessment and data, investigating data, analyzing student work, and triangulating data to reframe performance problems into instructional issues. ▪ Progress Monitoring. The process of progress monitoring begins prior to the start of school with data gathered during the early engagement conversations between school leadership and Pearson. This data becomes crucial to the Leadership Team as they develop an initial action plan for implementation prior to the beginning of school. ▪ Progress Monitoring Meetings, conducted quarterly, allow the team to track and analyze implementation of SIM across the whole school using various tools, as well as data gathered from Workgroup meetings and classroom visits conducted by the principal and certified members of the Leadership Team. ▪ Implementation Meetings. These leadership meetings occur at least every other week. Led by the principal, team members engage in decision making about the status of SIM implementation and problem solve issues where needed. During these meetings, the principal and assistant principals share findings from classroom visits where they looked for evidence of the Workgroup learning and practices under study. Workgroup Facilitators, in turn,
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report on implementation progress and challenges from their Workgroup meetings. The Leadership Team applies knowledge from Data-Driven Culture modules as team members analyze student work, address issues relating to the creation of a data collection system and/or engage in periodic Focus Walks to monitor implementation schoolwide.

Teacher Workgroups

A Teacher Workgroup is made up of teachers who share responsibility. Workgroups also allow content teachers and special education teachers an important opportunity for collaboration to build the quality of literacy/ELA and math curriculum and instruction. They also stimulate collaboration among teachers to work on the Schoolwide Instructional Focus instructional strategies to support students' development of Academic Language and Independent Learner Competencies.

Each Workgroup meets a minimum of 12 times during the year on a cycle that allows for flexibility in scheduling while assuring continuity of work. Meeting protocols guide a process of teachers' trying out strategies in their classrooms, sharing their experience with reference to student work and other artifacts, revising their approach based on their discussion and reflection and beginning the cycle of exploration anew (8 Step Process).

The initial emphasis is on establishing and maintaining effective Learning Routines and Rituals, including taking into account the similarities and differences between the Learning Routines and Rituals of literacy/ELA and math. Additional topics in literacy/ELA include independent reading, monitoring students' progress in reading, and analyzing student writing. Math-specific topics include selecting rich problems and analyzing students' misconceptions in order to plan further instruction.

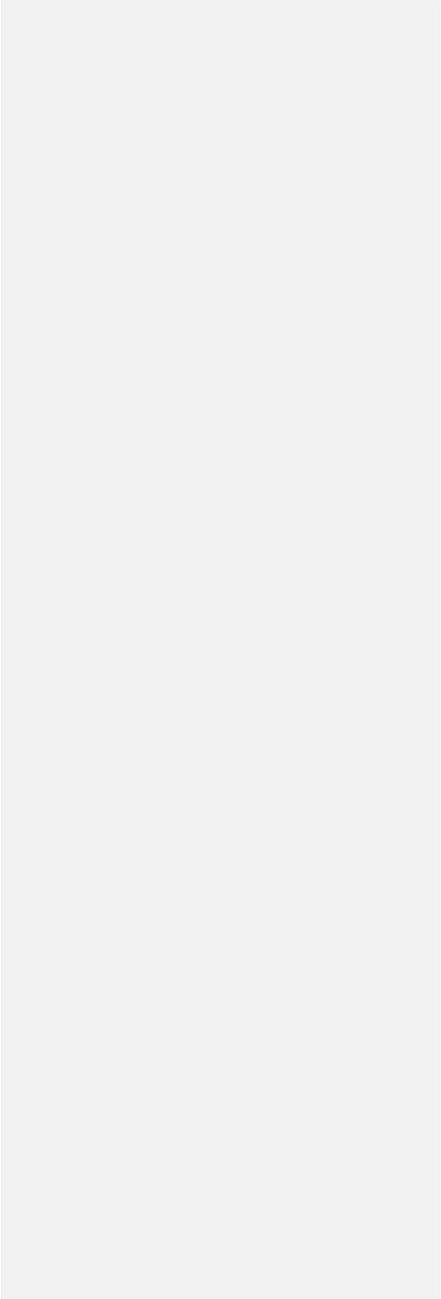
Engagement Workgroup

The Engagement Workgroup are the staff who provide student services: the dean(s), counselor(s), social worker(s), psychologist(s), nurse, librarian, and Parent Assistant(s). They meet a minimum of 12 times during the year to investigate and

	<p>recommend school policies and practices that relate to cultivating strong connections between home and school in supporting children’s engagement in school and their learning progress. This includes working on building parents’ involvement in their children’s learning and assisting in the school-wide independent reading initiative by actively building partnerships with parents to support reading at home. This is coordinated with the Principal’s Book of the Month and the Million Word/25 Book Campaign. The Engagement Workgroup also helps to build partnerships with community agencies that can provide supports for student’s continuing engagement in their education. This committee will explore enrichment that supports college and career readiness through dual enrollment classes, mini-internships, and job shadowing.</p> <p>Leadership A Pearson Field Specialist participates in 3 Leadership Team settings each month. That participation includes facilitating the Data-Driven Culture professional development module, as well as providing technical support for the progress monitoring and implementation activities of the Leadership Team.</p> <p>The Field Specialist works closely with the principal and other Leadership Team members in classroom visits to establish systematic practices for data gathering, analysis, and triangulation that are aligned to the School-wide Instructional Focus. These data determine focus of on-going, job-embedded professional development.</p> <p>Technical support provided by Field Specialists with literacy and math specialties to support the operations of the Workgroups on an as-needed basis via participation in selected meetings and communication with Workgroup Facilitators, and as indicated by data gathered in the course of progress monitoring. The Leadership Team setting supports communication about needs and progress by and between the Field Specialist and the Leadership Team.</p> <p>Teacher Effectiveness Data Pearson’s Teacher Compass, designed by researchers at Johns Hopkins University, is a web-based application that provides a vehicle to assess teacher effectiveness by</p>
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	<p>collecting observation data. Supervisors use this tool on weekly Focus Walks to drive improvements in instructional delivery and decision-making based on observable data. Accessed from a web browser using an iPad, it is used to enter teacher performance data, disaggregate results rapidly, and generate easy-to-read reports and graphs related to various performance indicators.</p> <p>Ensuring Effectiveness</p> <p>Pearson, our External Partner will support us throughout our School Transformation. To ensure that we are headed in the right direction, they will expand our needs assessment with an on-site visit and we will collaboratively set schedules, identify goals and timelines, and make sure we are on path for school improvement.</p> <p>To increase the effectiveness and efficiency of school educators and administrators in their school improvement efforts, SIM includes these tools and services:</p> <ul style="list-style-type: none">• Powerful, cloud technology-based progress monitoring capabilities customized for the iPad and laptop that use observational protocols from Johns Hopkins University• Anywhere, anytime 24/7 access to online tools and resources for Leadership Teams, Workgroup Facilitators, teachers and staff engaged in SIM work• Webinars on key implementation topics delivered live periodically and recorded for accessing later• Dropout prevention early-warning technology and dashboard <p>Planning Conference</p> <p>A Planning Conference will take place as soon as possible following completion of the contract to provide SIM. This full-day meeting of the principal and key school and district personnel with Pearson Field Specialists. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability.</p>
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	<p>Throughout our turnaround, our Pearson Field Specialists will closely monitor the implementation for coherence and adherence.</p> <p>Systematic Monitoring of Progress</p> <p>Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. These data are disaggregated and used to determine instructional plans by the Leadership Team, Teacher Workgroups, and the Engagement Work Group described below.</p>
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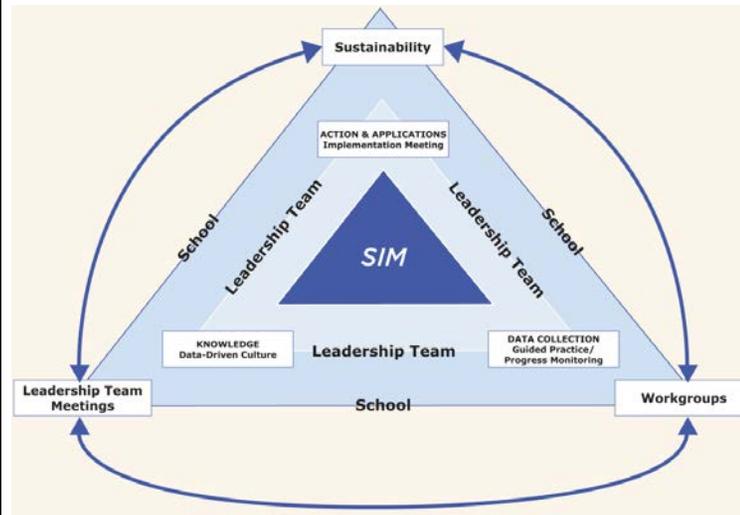


Indicators of LEA Commitment	Description of how this action was or will be completed
	<p>5. Sustain the model after the funding period ends.</p> <p>Already existing funding streams will be used to sustain the program upon the exhaustion of funds including Title II A, Title I and ARRA. Furthermore, the infrastructures of <i>the transformation model, remediation programming and the Early/Middle Colleges</i> are dependent on the overarching collaboration between the School City of East Chicago and its collaborative partners. The partnership facilitates 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.</p> <p>A budget committee, consisting of licensed administrative staff, in collaboration with the Board of Trustees will provide oversight in order to ensure the accountability of all funds obtained to support School Improvement programming. Furthermore, partnerships with external organizations will remain ongoing.</p> <p>School City of East Chicago has already begun to impelments and planning towards long-term implementation of the transformation model. To this end, several core strategies for long-term sustainability have already been established. First, School City of East Chicago draws upon the success of fostering public and private partnerships. Businesses, industries and foundations that benefit from collaboration with School City of East Chicago have been asked to partner in order to sustain the transformation model. Many of this program’s objectives align with those of the Investing in Innovation Grant. It may prove practical to configure some of the Investing in Innovation grant components that have the greatest impact on our district into the requirements of the transformational model.</p> <p>School City of East Chicago’s Office of Grants Management and Resource Development has developed a stewardship plan that determines potential donors, deadline dates and ceiling award amounts.</p> <p>The Office of Grants Management and Resource Development's current proposal development strategies and efforts represent an opportunity to leverage philanthropic support and sustain the program. Local community foundations and federal donors whose mission and vision align with the scope of the program have been approached. By year 2, we will develop a diversified resource development plan to obtain future funding from private donors, foundations, corporations, and governmental entities.</p>

<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as 	<p>Already existing school improvement plans will be reviewed and incorporated on a quarterly basis. Long term objectives include based upon the RISE model will include:</p> <ul style="list-style-type: none"> • The development of standards based curriculum and instructor support materials using both print and electronic format in order to meet the needs of all students' learning capacities according to resources made available through Pearson • Evaluating and revising developed materials • Disseminating the results through presentations, publications, and professional development activities • Support instruction based upon a constructivist theory of knowing including the use of individual and group learning tasks, self-assessments, as well as oral and written communication of mathematical and linguistic ideas • Evaluate the curriculum materials in the form of each student's beliefs about mathematics and language arts • Immediately report results of standardized testing to parents • Multiple career paths, instructionally focused accountability, ongoing applied professional growth and performance based compensation for teachers <p>Monthly evaluations of East Chicago Central High School's school achievement and growth data will continually take place involving key administrators, teachers and the school's principal.</p> <p>Periodic evaluations will enable Central leadership to:</p> <ul style="list-style-type: none"> • Hold teachers professionally accountable for their on-the-job performance • Produce valid and reliable data on teacher performance
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<p>evidenced by an extensive action plan;</p> <p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(j) Developing a process to sustain alignment of resources with the school’s mission, goals, and needs;</p> <p>(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;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions,</p>	<ul style="list-style-type: none"> • Make personnel decisions (pay, tenure, etc.) based on measured teacher performance • Provide parents or other stakeholders with reports on individual teacher effectiveness <p>One of the reasons we chose Pearson as our External Provider is the Schoolwide Improvement Model which is designed to sustain improvement after the period of funding. Each aspect of the implementation process and the system of supports Pearson provides is designed to scaffold development of capacity for sustained improvement within each school and district.</p> <p>Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for us as we take on new roles, tackle new problems, or approach tasks in different ways from those we have followed in the past.</p> <p>Pearson uses a debriefing processes and transparent facilitation and provides protocols to transfer these practices to us. Pearson will gradually withdraw scaffolding as we grow in competence and confidence in our changed roles. This approach is reflected in the design of professional development and, especially, in the way their field services teams provide onsite technical assistance and coaching from Pearson Field Specialists. The scaffolds provided are designed to build capacity so we can assume responsibility, independent of Pearson support, for continuing improvement at the end of our funding.</p> <p>From the outset, SIM incorporates structures and processes for sustaining, monitoring and adjusting implementation over time to ensure school-level capacity building and a gradual transfer of responsibility from Pearson staff to school staff.</p> <p>As illustrated in the following graphic, effective distributed leadership and collaborative practices have a ripple effect that reaches the furthest corners of school attitudes and operation consistent with a school-wide approach to continual school-wide improvement.</p>
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school improvement activities, financial management, and operations of the school.

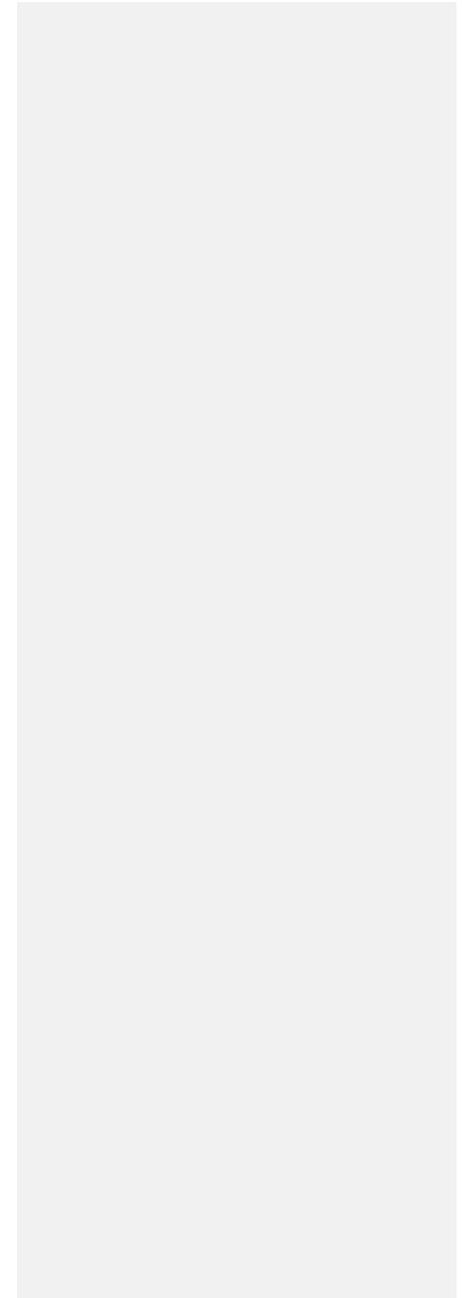


SIM begins with an initial focus on the Leadership Team as the vital setting for establishment of cultural norms for the school necessary for the creation of a Data-Driven Culture. The strategy entails the following:

- Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving
- Building the Leadership Team's capacity to oversee, monitor, evaluate, and support school improvement
- Improving the Leadership Team's ability to use data from multiple sources to identify and think critically about Central's Transformation

	<p>Activities are conducted in a series that is repeated throughout the year. Each series of activity starts with a knowledge-sharing PD that include the content, information, techniques, and protocols for effectively using data. The topics developed in these modules are:</p> <ul style="list-style-type: none">▪ The Language of Assessment and Data▪ Investigating Data▪ Analyzing Student Work▪ Triangulating and Reframing▪ Describing Current Practice▪ Identifying Strategies to Address Problems of Practice▪ Measuring and Improving <p>Each of these knowledge-building modules connects to a cycle of guided practice and application by the Leadership Team. These cycles of knowledge-building, guided practice, and application are connected together in a recursive cycle that lays the foundation of a school-wide data culture.</p> <p>As implementation deepens, the focus of building a Data-Driven Culture widens to include the practices of subject departments and other areas of the school, including discipline, safety, and student services. The process of connecting performance and instruction progressively becomes embedded in the daily functioning of the school.</p> <p>The Leadership Team meets quarterly for Progress Monitoring Meetings. These meetings occur regularly throughout implementation and use information from systematically and continually employed progress monitoring tools and techniques (the SIM Progress Monitoring System) to improve implementation. Multiple data sources help the Leadership Team investigate, track, and address critical areas of SIM implementation throughout the year in a manner that mirrors the 8-Step</p>
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	<p>Process.</p> <p>Specifically, we will:</p> <ol style="list-style-type: none">1) use data through <i>Teacher Compass</i> to enhance teachers' effectiveness through reflective conversation and targeted professional development2) the quarterly <i>Acuity</i> assessments to provide formative assessment data on students to direct instruction. <p>Hold collaborative data conversations with Teacher Workgroups to plan instruction</p>
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

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

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

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

If implementing the turnaround model, complete the table below.

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

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

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

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

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

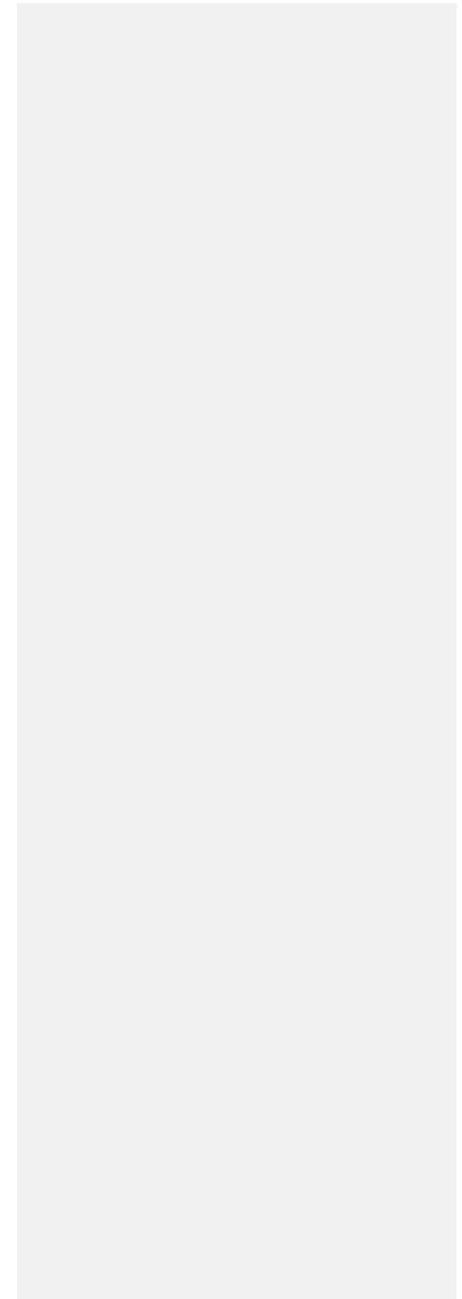
Pre-Implementation

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

Action:

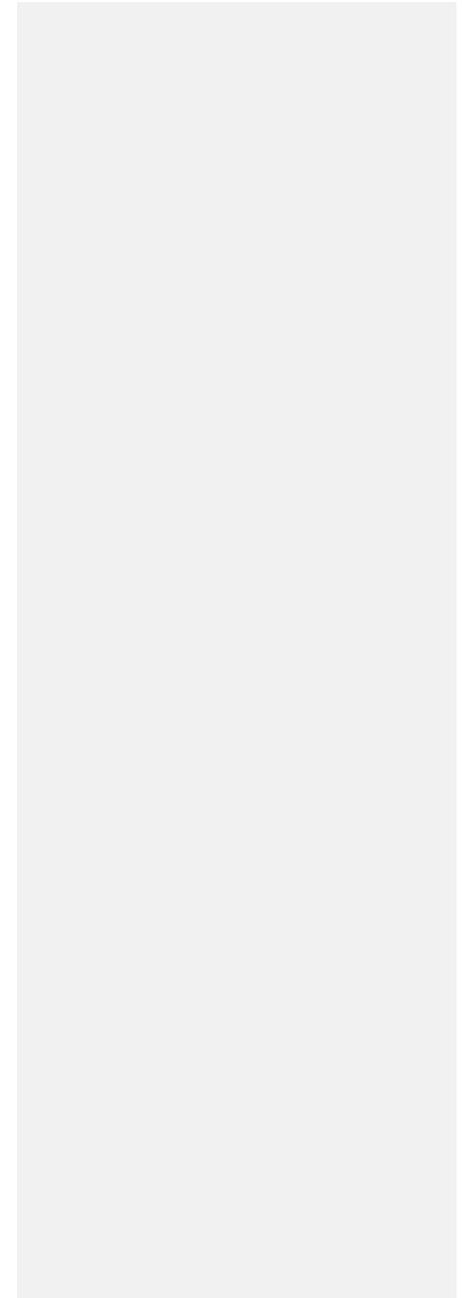
Timeline:

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 2012-2013 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>	2010-2011 school's principal is currently leading a transformation model. The individual has been in position less than three years (one year)		
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<p>School City of East Chicago will work in collaboration with the Indiana Department of Education and an external evaluator in order to develop a principal evaluation tool that meets the core requirements of the School Improvement Grant in the event that an award is made.</p> <p>Establish and implement new principal and teacher evaluation tools based on RISE model</p> <p>Evaluation of new principal and teacher evaluation tools</p>	<p>Chief Acad. Officer, Supt., External Evaluator</p> <p>Chief Acad. Officer, Supt.,</p> <p>Board of Directors, Chief Acad. Officer, Supt.,</p>	<p>6-12</p> <p>6-12</p> <p>6-12</p>

	<p>the consortium and the Indiana Department of Education. Professional Development Incentives determined</p> <p>Professional development at Central will be personalized, job-embedded, supported, and closely monitored.</p> <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 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.</p> <p>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</p>	<p>Principal Pearson</p> <p>Principal</p> <p>Principal</p> <p>Principal</p>	<p>6-12, ongoing</p> <p>8-12, ongoing</p> <p>8-12, ongoing</p> <p>8-12, ongoing</p>
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	<p>Launch Institute</p> <p>4) Overview & Visioning (1/2 day): Principal and all staff</p> <p>5) Schoolwide Instructional Focus Institute (2 days) Principal and all faculty</p> <p>6) English Department Institute (1 day): Literacy Coaches, English Teachers, Special Education Teachers who support English instruction</p> <p>7) Math Department Institute (1 days): Math Coach, Math Teachers, Special Education Teachers who support math instruction</p> <p>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):</p> <p>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</p> <p>10) Guided Practice for Classroom Observation: (6x year) FS accompanies/coaches principal during Focus Walk/ Classroom Observation</p> <p>11) Progress Monitoring: (4x year) LT facilitated by FS to analyze progress supported by data</p> <p>12) Principal Coaching: (weekly) Principal job-embedded coaching by FS during planning, facilitating meetings, and providing instructional leadership to staff</p> <p>13) Department Workgroups: (12x year) FS supports Workgroup Facilitators through planning and/or participation</p> <p>14) English & Math Department: (12x year): PD by FS on standards-aligned instruction supported by 8-Step Process</p>	<p>FS</p> <p>FS and LT</p> <p>FS</p> <p>Workgroup Facilitators</p> <p>FS</p> <p>FS</p> <p>FS</p> <p>FS</p> <p>FS</p> <p>FS</p>	<p>8-12, ongoing</p>
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	<p>15) English Department: (1 ½ days): FS on focused content</p> <p>16) Math Department: (1 ½ days): FS on focused content</p> <p>17) 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>18) Engagement Workgroup: (2 half day sessions to develop shared knowledge base for their work</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>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</p>	<p>Principal</p> <p>Principal, Office of Grants Management Director of Human Resources, Director of Communications</p>	<p>8-12</p> <p>8-12</p> <p>8-12</p>
<p>6. <i>Provide increased learning time for students and staff.</i></p>	<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>	<p>Principal</p> <p>Board of Directors</p>	<p>6-12 8-12</p>

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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	Central High Staff, Administrators	8-12, quarterly
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	engagement include the following activities:		
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<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
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<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
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

1. Develop a descriptive job description that clearly articulates performance based compensation, professional development and
2. Post the position both internally and externally using both the Human Resources website and The National Education Association.
3. Establish an interview committee
4. Interview committee identifies candidate
5. Candidate is introduced to the board of trustees
6. Promote the standards desired for new leadership according to the National Institute for Excellence in Teaching:
 - Ability to develop a school's academic improvement plan
 - Ability to communicate student progress
 - Ability to provide instructional leadership: knowledge of quality instructional practices
 - Ability to provide instructional leadership: knowledge of curriculum

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 East Chicago Central 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. 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.

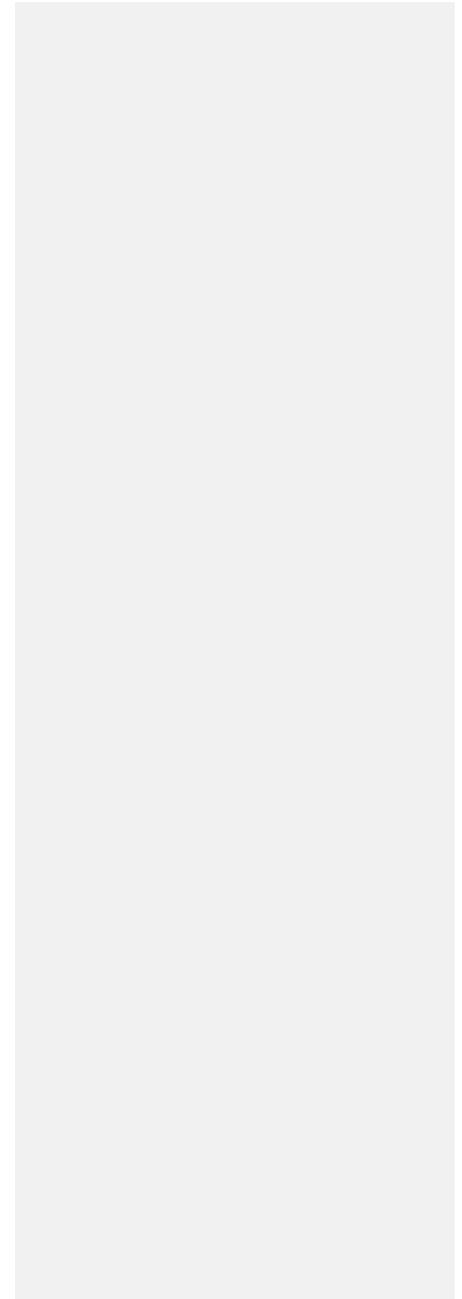
Action:

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.

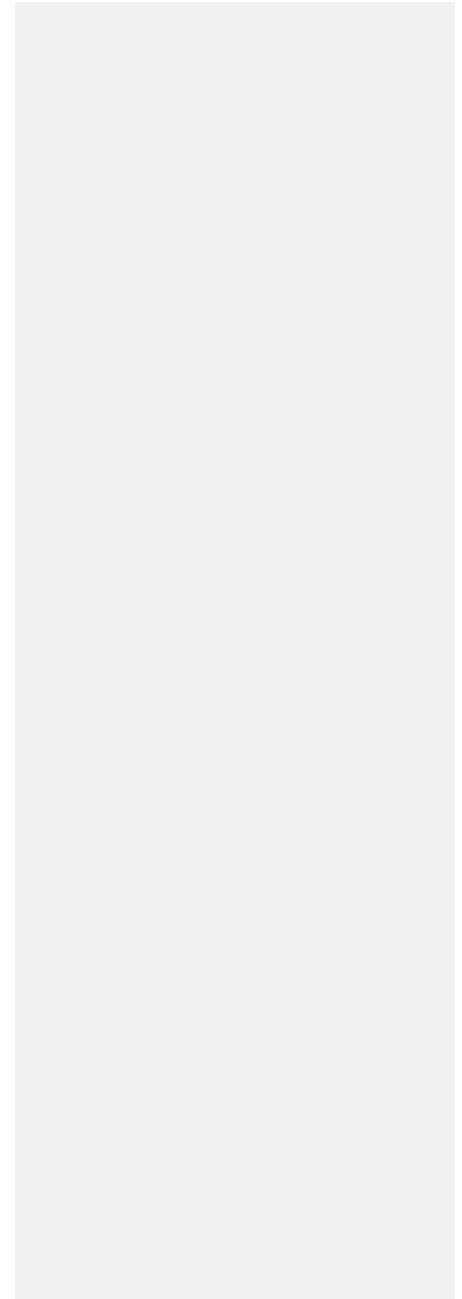
Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. 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 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 measureable and aggressive, yet attainable.

SY 2010-2011 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
	65% of all students are proficient on all areas of ECA, GQE and Safe Harbor	75% of all students are proficient on all areas of ECA, GQE and Safe Harbor	85% of all students are proficient on all areas of ECA, GQE and Safe Harbor

II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 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.

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: Central High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				Performance Based Incentives	125,000.00	
	x	x		Early and Middle College Directors 2 @ 97,500	195,000.00	
	x	x		Math and Language Arts Coordinators 2 @ 65,000	130,000.00	
	x	x		Curriculum and Technology Specialist	60,000.00	
	x	x		College and Career Readiness Counselors 2 @ 65,000	130,000.00	
		x		Math and Language Arts Interventionist 12 @ 15,000 PT	180,000.00	
				Subs and Stipends for Professional Development	75,000.00	
		x		Saturday Intervention Teachers 30@ 4 hrs \$125	\$60,000.00	
				TOTAL SALARIES		955,000.00
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.						
						173,870.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			Travel to Early and Middle Colleges	10,000.00	
	in-state			Early and Middle College Regional Conferences	5,000.00	
	In and out of state			Student College Tours	10,000.00	
				National Conference for Pearson ACT and Discovery Ed	15,000.00	

	TOTAL TRAVEL		40,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School Improvement Implementation Model	350,000.00	
RISE	Training on RISE Model	30,000.00	
Scholastic Education	Project Based Materials: Read 180 Scholastic Math Inventory	60,000.00	
Common Core Institute	Professional Development on Common Core	75,000.00	
Empower Learning	Professional Development of Standards Based Technology	15,000.00	
	TOTAL CONTRACTED SERVICES		530,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		22,000.00
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		178,424.75
7. OTHER SERVICES: (Include a specific description of services.)			
	Marketing Materials	4,000.00	
	Indirect & Administrative Costs	108,045.24	
	Resources for Standards Based Parent Take Home Communication	\$6,000.00	
	TOTAL OTHER SERVICES		118045.24
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,977,339.99

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Copy Paper (Case)	\$ 30.00	\$ 1,200.00
1	Workshop Supplies	\$ 250.00	\$ 250.00
12	Literacy Navigator- Student materials- Sets of 10	\$ 230.00	\$ 2,750.00
20	Math Navigator- Student Materials- Sets of 10	\$ 180.00	\$ 3,600.00
1	Book Series to Support 25 Book Campaign and Principal's Book of the Month	\$ 2,200.00	\$ 2,200.00
100	Texas Instruments Graphic Calculators	\$ 120 -	\$ 12,000
		\$ -	\$
	TOTAL SUPPLIES COSTS		\$ 22,000.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
10	Promethean Boards by Empower Learning	\$ 8,400	\$ 84,000.00
75	iPads	\$ 499	\$ 37,425 -
5	Bretford Mobility iPad Cart	\$ 1,799.95 -	\$ 8,999.75
40	Discovery Education Licenses	\$ 1200.00 -	\$ 48,000.00 -
100	Scholastic Math Licenses	\$ 299.99 -	\$ 29,999.00 -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 208,423.75
			\$

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: Central High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				Performance Based Incentives	125,000.00	
	x	x		Early and Middle College Directors 2 @ 97,500	195,000.00	
	x	x		Math and Language Arts Coordinators 2 @ 65,000	130,000.00	
	x	x		Curriculum and Technology Specialist	60,000.00	
	x	x		College and Career Readiness Counselors 2 @ 65,000	130,000.00	
		x		Math and Language Arts Interventionist 12 @ 15,000 PT	180,000.00	
		x		Subs and Stipends for Professional Development	75,000.00	
		x		Saturday Intervention Teachers 30@ 4 hrs \$125	60,000.00	
				TOTAL SALARIES		955,000.00
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.						
						173,870.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			For Travel to Shadow Early and Middle Colleges	10,000.00	
	in-state			Early and Middle College Regional Conferences	5,000.00	
	In and out of state			College Tours	10,000.00	
				TOTAL TRAVEL		25,000.00

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School Improvement Implementation Model	350,000.00	
Rise	Training on RISE Model	30,000.00	
Scholastic Education	Project Based Materials	40,000.00	
Common Core Institute	Professional Development on Common Core	75,000.00	
Empower Learning	Professional Development of Standards Based Technology	15,000.00	
	TOTAL CONTRACTED SERVICES		510,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		22,000.00
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		\$77,990.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Marketing Materials	4,000.00	
	Indirect & Administrative Costs	102,529.11	
	Resources for Standards Based Parent Take Home Communication	\$6,000	
	TOTAL OTHER SERVICES		112,529.11
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,876,389.11

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Copy Paper (Case)	\$ 30.00	\$ 1,200.00
1	Workshop Supplies	\$ 250.00	\$ 250.00
12	Literacy Navigator- Student materials- Sets of 10	\$ 230.00	\$ 2,750.00
20	Math Navigator- Student Materials- Sets of 10	\$ 180.00	\$ 3,600.00
1	Book Series to Support 25 Book Campaign and Principal's Book of the Month	\$ 2,200.00	\$ 2,200.00
100	Texas Instruments Graphic Calculators	\$ 120.00	\$ 12,000.00
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 22,000.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Discovery Education Licenses	\$ 1200.00 -	\$ 48,000.00 -
100	Scholastic Math Licenses	\$ 299.99 -	\$ 29,999.00 -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -
			\$ 77,999.00

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

School Year 2014 - 2015

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

Corporation Name: School City of East Chicago
 Corporation Number: 4670
 School Name: Central High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				Performance Based Incentives	125,000.00	
	x	x		Early and Middle College Directors 2 @ 97,500	195,000.00	
	x	x		Math and Language Arts Coordinators 2 @ 65,000	130,000.00	
	x	x		Curriculum and Technology Specialist	60,000.00	
	x	x		College and Career Readiness Counselors 2 @ 65,000	130,000.00	
				Math and Language Arts Interventionist 12 @ 15,000	180,000.00	
				Subs and Stipends for Professional Development	75,000.00	
		x		Saturday Intervention Teachers 30@ 4 hrs \$125	60,000.00	
				TOTAL SALARIES		
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
						173,870.00
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				For Travel to Early and Middle Colleges	10,000.00	
in-state				Early and Middle College Regional Conferences	5,000.00	
In and out of state				Student College Tours	10,000.00	

	TOTAL TRAVEL		25,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School Improvement Implementation Model	350,000.00	
Rise	Training on RISE Model	30,000.00	
Scholastic Education	Project Based Materials	40,000.00	
Common Core Institute	Professional Development on Common Core	75,000.00	
	TOTAL CONTRACTED SERVICES		495,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$22,000.00
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		\$77,990.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Marketing Materials	4,000.00	
	Indirect & Administrative Costs	101,662.11	
	Resources for Standards Based Parent Take Home Communication	6,000.00	
	TOTAL OTHER SERVICES		111,662.11
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,860,522.11

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Copy Paper (Case)	\$ 30.00	\$ 1,200.00
1	Workshop Supplies	\$ 250.00	\$ 250.00
12	Literacy Navigator- Student materials- Sets of 10	\$ 230.00	\$ 2,750.00
20	Math Navigator- Student Materials- Sets of 10	\$ 180.00	\$ 3,600.00
1	Book Series to Support 25 Book Campaign and Principal's Book of the Month	\$ 2,200.00	\$ 2,200.00
100	Texas Instruments Graphic Calculators	\$ 120	\$ 12,000
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 22,000.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Discovery Education Licenses	\$ 1200.00	\$ 48,000.00 -
100	Scholastic Math Licenses	\$ 299.99	\$ 29,999.00 -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -
			\$ 77,999.00

**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
1. The budget includes attention to each element of the selected intervention. <i>All models</i>			
2. The budget is sufficient and appropriate to support the full and effective implementation 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>			
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>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			

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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> 			
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<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> 			
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<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> 			
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<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 2012-2013 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"> • Streamline and scaffolded focus aligned to key findings and root causes in SIG application 			
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<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"> • Professional Development sign in sheets aligned to SIG funded PD • 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) 			
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<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"> • Town Hall Meetings • Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers) • Town Hall sign in sheets • Community Partner Assurances • Documentation of mailings 			
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<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none">○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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Attachment B: LEA Commitments Scoring Rubric

(I) 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” • Little to none of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • Little or no 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.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<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>
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(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>
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(5) Sustain the reforms after the funding period ends.		
<p>Exceptional 3 points</p>	<p>Adequate 2 points</p>	<p>Inadequate 1 point</p>

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

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of research-based instructional practices that are vertically aligned across grade levels and the state	Turnaround Transformation	Title I, Part A - regular and stimulus funds (schoolwide or

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

Attachment F: Intervention Scoring Rubrics

Turnaround

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

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

	<ul style="list-style-type: none"> Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is <i>rarely provided at the school; 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 assessments with no data; technology is not used</i> 	

	<ul style="list-style-type: none"> o 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"> o LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> o <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"> o 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"> o 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"> o <i>Rarely provides</i> time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> o 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"> o Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> o 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"> o Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> o Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> o Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> o Time is of <i>extensive length</i> (at least 300 hours) to potentially increase learning 	<ul style="list-style-type: none"> o Time is of <i>sufficient length</i> (at least 180 hours) to potentially increase learning 	<ul style="list-style-type: none"> o 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"> o 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"> o 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"> o 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</i> or do not correspond to <i>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"> ○ Topics 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 for all staff</i>	○ <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i>	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments</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 <i>rarely provides</i> 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"> <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 	
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 <i>does not provide a document or</i> 	

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> .	
II. 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 for <i>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

Appendix H: LEA Application for Each Tier III School

School Improvement Grant (I003g)

LEA Application for each Tier III School

A. School to be Served: _____ Number: _____

School Corporation: _____ Number: _____

Instructions:

1. The LEA must complete a new application for *each* Tier III school applying for a school improvement grant.
2. Before deciding which school improvement model for the school and which strategies to implement, use the Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-performing Schools” (Attachment A).
3. Indicate whether a school improvement model will be implemented in this school.
 - Yes, this school will implement this improvement model.
 - Turnaround Restart
 - Transformation Closure
 - No, this school will *NOT* implement an improvement model.
4. Complete the following as noted.
 - If this school is implementing an improvement model, the LEA must complete and submit:

- a. Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-performing Schools” including findings and root cause analysis
 - b. Tier I and Tier II application
- If this school is *not* implementing an improvement model, the LEA must complete and submit:
- a. Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices
 - b. This Tier III application

B. Descriptive Information

I. LEA Analysis of School Needs

- a) Provide a summary of the **findings** and most critical needs of the school from using Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-Poverty, High-Performing Schools (Attachment A). Bullet points rather than full sentences are acceptable.

- b) Explain how the findings listed above informed the LEA’s decision regarding the changes and strategies to be implemented.

2. Annual Goals for Tier III Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets and the findings.
- 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 2010-2011 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

C. Budget

Instructions:

- 4) Complete the budget pages provided in the attached Excel file for the three years. Choose each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 5) 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.

- 6) 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.

D. Assurances

_____ assures that it will

Corporation/Charter School Name

- ___ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each 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 English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds.
- ___ 3. If it implements a restart model in a 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.

E. 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.

Worksheet #1: Analysis of Student and School Data

Corporation Name _____ Number _____

School Name _____ Number _____

Purpose:

According to the School Improvement Grants Application, the LEA is to analyze the needs of each school identified in the LEA's application and select an intervention for each school (see <http://www2.ed.gov/programs/sif/applicant.html>).

In order to assist the local educational agency (LEA) in the analysis of the school's needs, this needs assessment tool was developed by the Indiana Department of Education. The LEA must use this tool and submit it with its application.

Instructions:

- 1) The LEA is to complete the needs assessments and the selection of a model for each school that it proposes to receive School Improvement Grant (1003g) funds.
- 2) The assessment includes three sections: (1) student achievement - AYP, (b) student leading indicators, and (c) practices of effective schools.
- 3) For each section, the LEA is to develop several key findings or summaries from the data sources (an example is provided for each data source).
- 4) Finally, the LEA uses the data findings to select the most appropriate improvement model for the school.

I. Data

A. Student Achievement - AYP

Instructions:

- Complete the following table for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010. (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>

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

Example: LEP	100%	23	High - refugees recently arrived from Iran	High - no prior formal schooling; from non-Western culture

Mathematics

What are several key findings or summaries from the student achievement data?

Example: "In this school, students in 4th grade generally did not pass ISTEP+ in the E/LA strand of 'vocabulary.'"

Formatted Table

B. 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 or summaries from the data.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are to attend school?		
2. Dropout rate*		
3. Student attendance rate*		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes		
5. Discipline incidents*		
6. Truants*		
7. Distribution of teachers by performance level on LEA's teacher evaluation system		
8. Teacher attendance rate		

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

What are key findings or summaries from the student leading indicator data?

Example: "In this school, teachers on average are out of the classroom 32 days of the school year."

Worksheet #2: Self-Assessment of Practices of 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 or summaries.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
<ul style="list-style-type: none"> ○ Spends most of the time managing the school. ○ Is rarely in the classrooms. ○ Is not knowledgeable about English/ language arts or mathematics instruction. ○ Serves as lone leader of the school ○ Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. 					<ul style="list-style-type: none"> ○ Is highly knowledgeable of E/LA and mathematics instruction. ○ Conducts frequent walk-throughs. ○ Know E/LA and mathematics instruction well and is able to assist teachers. ○ Utilizes various forms of leadership teams and fosters teachers' development as leaders. ○ Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
<ul style="list-style-type: none"> ○ Is primarily lecture-style and teacher-centered. ○ Places the same cognitive demands on all learners (no differentiation). ○ Is primarily textbook-oriented. ○ Does not include technology. ○ Works alone, rarely meeting in or across grade-level teams to discuss and improve. 					<ul style="list-style-type: none"> ○ Includes a variety of methods that are student-centered. ○ Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). ○ Uses multiple sources beyond textbooks. ○ Includes frequent use of technology.

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

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

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

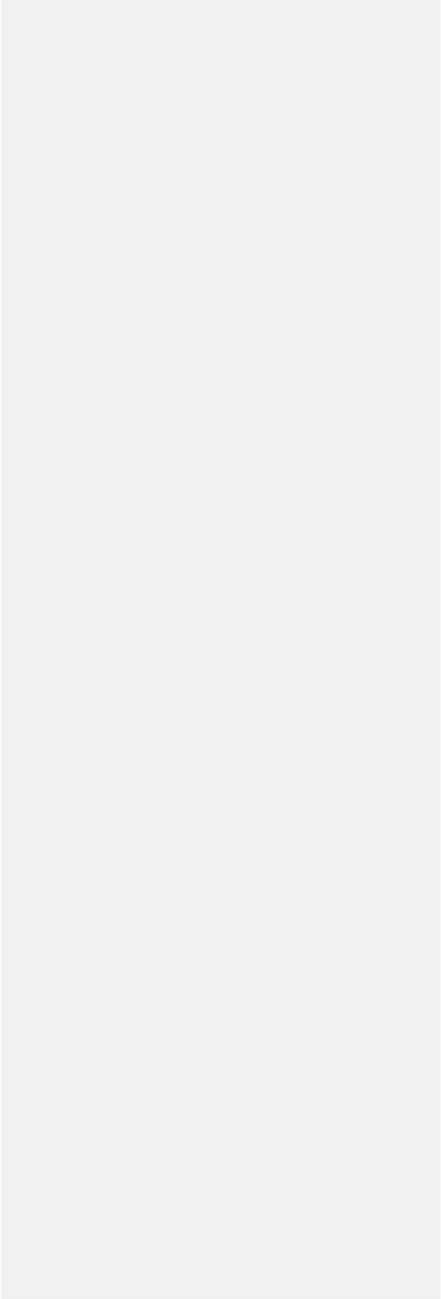
What are key findings or summaries from the practices of high-performing schools?

Example: “In this school, the teachers are not providing differentiated instruction; the principal is unable to help them in the area of good instructional practices; and they have not yet implemented Response to Instruction.”

II. Selection of Improvement Model

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

- Turnaround
- Transformation
- Restart
- Closure



Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
1. The budget includes attention to each element of the selected intervention. <i>All models</i>			
2. The budget is sufficient and appropriate to support the full and effective implementation 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>			
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>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			

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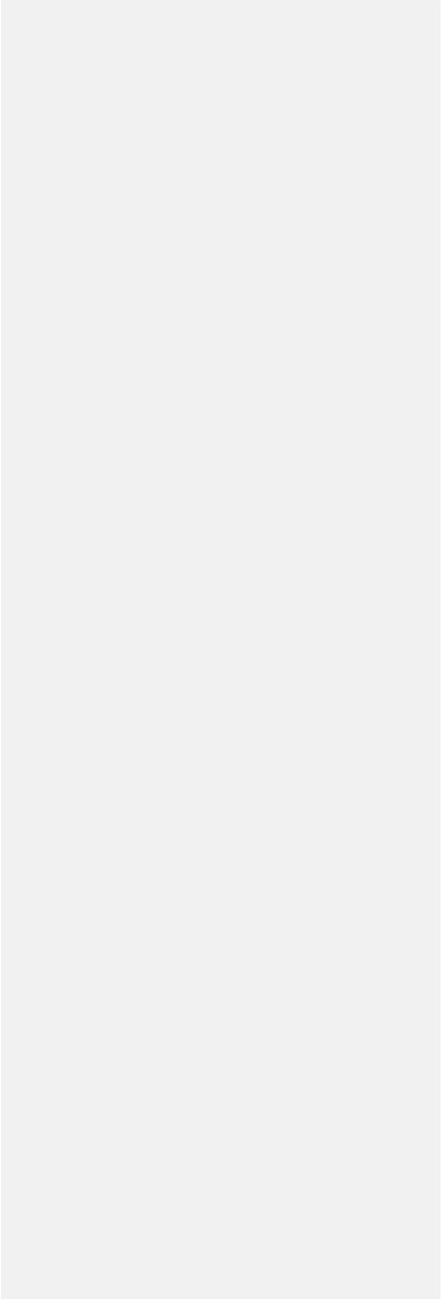
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • Professional Development sign in sheets aligned to SIG funded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

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				Performance Based Incentives	175,000.00	
	x	x		Early and Middle College Directors 2 @ 97,500	195,000.00	
	x	x		Math and Language Arts Coordinators 2 @ 65,000	130,000.00	
	x	x		Curriculum and Technology Specialist	60,000.00	
	x	x		College and Career Readiness Counselors 2 @ 65,000	130,000.00	
				Math and Language Arts Interventionist 12 @ 15,000	180,000.00	
				Subs and Stipends	75,000.00	
				TOTAL SALARIES		945,000.00
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.						
						171,517.50
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			For Travel to Shadow Early and Middle Colleges	10,000.00	
	in-state			Early and Middle College Regional Conferences	5,000.00	
	In and out of state			College Tours	10,000.00	
				TOTAL TRAVEL		25,000.00

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School Improvement Implementation Model	350,000.00	
Rise	Training on RISE Model	30,000.00	
Scholastic Education	Project Based Materials	40,000.00	
Common Core Institute	Professional Development on Common Core	75,000.00	
	TOTAL CONTRACTED SERVICES		495,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		17,360.00
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		153,696.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Marketing Materials	4,000.00	
	Indirect Costs	57,015.51	
	Resources for Standards Based Parent Take Home Communication	\$6,000	
	TOTAL OTHER SERVICES		4,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1957532.51

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Copy Paper	\$30.00	\$1,200.00
12	Literacy Navigator Student Materials Set of 10	\$ 230.00	\$2,760.00
20	Math Navigator Student Materials Set of 10	\$ 180.00	\$ 3,600.00
5	Teacher Materials Literacy Navigator	\$ 120.00	\$ 600.00
10	Teacher Materials Math Navigator	\$ 120.00	\$ 1,200.00
	Consumable Materials and Games to Support 8 Step Process	\$ 3,000.00	\$ 5,000.00
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 17,360.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
2500	Licenses for Scholastic Math	\$ 29.99	\$ 74,975.00
125	iPads	\$ 499.00	\$ 62,375.00
5	iPad Carts	\$ 1,800.00	\$ 9,000.00
5	Gateway Desktop Z86800	\$ 850.00	\$ 4,250.00
24	TI 83t Texas Instruments Graphing Calculators	\$ 129.00	\$ 3096.00
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 153,696.00 -

**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: Central High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				Performance Based Incentives	175,000.00	
	x	x		Early and Middle College Directors 2 @ 97,500	195,000.00	
	x	x		Math and Language Arts Coordinators 2 @ 65,000	130,000.00	
	x	x		Curriculum and Technology Specialist	60,000.00	
	x	x		College and Career Readiness Counselors 2 @ 65,000	130,000.00	
				Math and Language Arts Interventionist 12 @ 15,000	180,000.00	
				Subs and Stipends	75,000.00	
				TOTAL SALARIES		945,000.00
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.						
						171517.50
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			For Travel to Shadow Early and Middle Colleges	10,000.00	
	in-state			Early and Middle College Regional Conferences	5,000.00	
	In and out of state			College Tours	10,000.00	
				TOTAL TRAVEL		25,000.00

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School Improvement Implementation Model	350,000.00	
Rise	Training on RISE Model	30,000.00	
Scholastic Education	Project Based Materials	40,000.00	
Common Core Institute	Professional Development on Common Core	75,000.00	
	TOTAL CONTRACTED SERVICES		495,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		10,000
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		28,100.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Marketing Materials	4,000.00	
	Indirect Costs	57,015.51	
	Resources for Standards Based Parent Take Home Communication	\$6,000	
	TOTAL OTHER SERVICES		67015.51
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1957532.51

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
1	Consumable Supplies to Support 8 Step Process	\$ 5,000.00	\$ 5,000.00	-
40	Ream of Copy Paper	\$ 1200.00	\$ 1,200.00	-
	Miscellaneous Office Supplies	\$ 3800.00	\$ 3,800.00	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
	TOTAL SUPPLIES COSTS		\$ 10,000.00	-

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
1	IKON Printer	\$ 8,100.00	\$ 8,100.00	-
20	Promethean Boards	\$ 2,000.00	\$ 20,000.00	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
		\$ -	\$ -	-
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 28,100.00	-

School Improvement Grant (1003g)

Section II – BUDGET

School Year 2014 - 2015

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

Corporation Name: School City of East Chicago
 Corporation Number: 4670
 School Name: Central High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				Performance Based Incentives	175,000.00	
	x	x		Early and Middle College Directors 2 @ 97,500	195,000.00	
	x	x		Math and Language Arts Coordinators 2 @ 65,000	130,000.00	
	x	x		Curriculum and Technology Specialist	60,000.00	
	x	x		College and Career Readiness Counselors 2 @ 65,000	130,000.00	
		x		Math and Language Arts Interventionist 12 @ 15,000	180,000.00	
				Subs and Stipends	75,000.00	
				TOTAL SALARIES		945,000.00
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.						
						171517.50
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state			For Travel to Shadow Early and Middle Colleges	10,000.00	
	in-state			Early and Middle College Regional Conferences	5,000.00	
	In and out of state			College Tours	10,000.00	
				TOTAL TRAVEL		25,000.00

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Pearson	School Improvement Implementation Model	350,000.00	
Rise	Training on RISE Model	30,000.00	
Scholastic Education	Project Based Instruction	40,000.00	
Common Core Institute	Professional Development on Common Core	75,000.00	
	TOTAL CONTRACTED SERVICES		495,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		10,000.00
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		12,000.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Marketing Materials	4,000.00	
	Indirect Costs	57,015.51	
	Resources for Standards Based Parent Take Home Communication	\$6,000	
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1957532.51

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	<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 	
	<ul style="list-style-type: none"> LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal 	<ul style="list-style-type: none"> LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i> 	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness 	<ul style="list-style-type: none"> 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 provided at the school; 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 assessments with no data; technology is not used</i> 	

	<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 <i>rarely</i> provides 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</i> 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 	
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 	
4. 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</i> or do not correspond to <i>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"> ○ Topics 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"> ○ Topics 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"> ○ Topics 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 for all staff</i>	○ <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i>	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments</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 <i>rarely</i> 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"> <i>Rarely</i> 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 <i>does not provide a document or</i> 	

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> .	
II. 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 for <i>both</i> teachers and principals are not in place or transparent	