



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Kokomo School Corporation		Corp #	3500
School	Maple Crest Middle School		School #	2963
Superintendent Name	Dr. Jeff Hauswald		Email	jhauswald@kokomo.k12.in.us
Title I Administrator Name	Dr. Dorothea Irwin		Email	dirwin@kokomo.k12.in.us
Principal	Dr. Kathryn Reckard		Email	kreckard@kokomo.k12.in.us
Mailing Address	2727 S. Washington St.	City	Kokomo	Zip Cod 46902
Telephone	765-455-8085	Fax	765-455-8062	
Total Funding Authorization				

Application Type

Select one of the following options:

- Turnaround
- Transformation
- Restart
- Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014

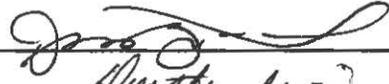
Part 2: LEA and School Assurances and Waivers

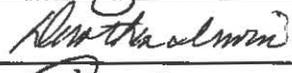
The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

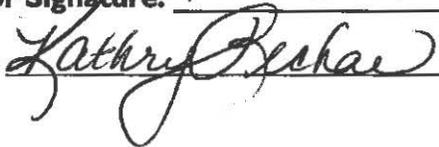
- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

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

Superintendent Signature:  Date: 3.31.14

Title I Administrator Signature:  Date: 3.31.14

Principal Signature:  Date: 4/1/14

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
All Students	32%	184	HIGH – low performance is above the state average. In addition to low performance, overall low growth is also a concern.	70%	75%	80%
General Education	28%	139	MEDIUM- Performance is above the school rate, but slightly below the state average. Overall low growth is a concern for this subgroup.	75%	80%	85%
Special Education	63%	45	HIGH-The percentage of Special Ed students is significant. We do not have an assessment that identifies reading level and student instructional needs.	50%	55%	60%
English Learner	57%	4	HIGH-compared with all students, this subgroup's lack of performance is significant. There was an interruption to ELL services during the school year due to the	40%	45%	50%

			death of a staff member.			
Non-Eng Learner	32%	180	HIGH-low performance is equal to all students within the school. However, this failure rate significantly exceeds the state average of 22%. Low overall growth is also a concern.	70%	75%	80%
Male	35%	102	HIGH-lack of performance this subgroup is significant. Males are often not engaged in reading at school.	70%	75%	80%
Female	29%	82	MEDIUM-lack of performance is does not exceed the school level, but lack of overall growth is a concern.	75%	80%	85%
Paid Lunch	23%	42	MEDIUM- lack of performance of this subgroup is below the overall student group, but exceeds the state average of 16%. Low growth is a concern for this group.	80%	85%	90%
Free and Reduced Lunch	36%	142	HIGH-lack of performance exceeds the overall student group. Lack of background experiences contributes to low student achievement and growth.	70%	75%	80%
Am Indian/Alaska Native	100%	1	LOW-the performance of this student can be addressed on an individual basis.	100%	100%	100%
African American	42%	52	HIGH- the lack of performance of this subgroup is significantly higher than the overall student population. This data correlates with high levels of student discipline	65%	70%	75%

			referrals for this subgroup.			
Asian	0%	0	LOW- all students in this subgroup passed ISTEP+	100%	100%	100%
Hispanic	40%	14	HIGH- the lack of performance for this subgroup exceeds the overall student population.	65%	70%	75%
White	28%	104	MEDIUM- the lack of performance for this subgroup is lower than the overall student group. Low growth is a concern.	75%	80%	85%
Multiracial	24%	13	MEDIUM- the lack of performance for this subgroup is lower than the overall student group. Low growth is a concern.	80%	85%	90%

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
All Students	24%	137	HIGH- Low performance is above the state average. In addition to low performance, overall low growth is also a concern	80%	85%	90%
General Education	22%	111	MEDIUM- Low performance is above the state average. In addition to low performance, overall low growth is also a concern.	80%	85%	90%
Special Education	37%	26	HIGH- low performance is above the state average.	70%	75%	80%
English Learner	29%	2	LOW-the performance of this student group can be	75%	80%	85%

			addressed on an individual basis			
Non-Eng Learner	24%	135	HIGH- Low performance is above the state average. In addition to low performance, overall low growth is also a concern	80%	85%	90%
Male	21%	62	MEDIUM-Lack of performance for this subgroup is above the state average.	80%	85%	90%
Female	28%	75	HIGH-lack of performance of this subgroup is above the building level and the state level.	75%	80%	85%
Paid Lunch	11%	20	LOW-low performance is above the state level	90%	95%	100%
Free and Reduced Lunch	30%	117	HIGH-lack of performance of this subgroup is above the state average and building average	75%	80%	85%
Am Indian/Alaska Native	0%	0	LOW-the student in this subgroup passed ISTEP+	100%	100%	100%
African American	40%	49	HIGH- Low performance is above the state and district average	65%	70%	75%
Asian	0%	0	LOW-the students in this subgroup passed ISTEP+	100%	100%	100%
Hispanic	31%	11	HIGH- Low student performance is above the state average	70%	75%	80%
White	19%	67	MEDIUM- low student performance is above the state average	85%	90%	95%
Multiracial	19%	10	LOW- Students in this group can be addressed on an individual basis	85%	90%	95%

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Learning Indicators

2013-2014

2014-2015

Key Findings

1. Number of minutes within the school year that students are required to attend school	73,800	73,800	There is a lack of instructional time focused on the teaching of reading.
2. Dropout rate*	NA	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.9%	96%	Student attendance at MCMS meets the state average for students in grades 6-8 (96.1%)
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	NA	NA
5. Number of students completing dual enrollment classes	NA	NA	NA
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	NA	NA	NA
7. 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	OTH- Remediation period built into school schedule for students who did not pass ISTEP+	OTH – Acuity Learning Lab taught by a certified teacher and supervised by a virtual learning paraprofessional	Teachers were not given instructions or purpose for this period. The remediation instruction has not been intentional or data driven. There is a need for increased learning time for identified students in the areas of ELA and Math. Targeted instruction based on Acuity Predictive Assessment and resources will provide data to implement focused/targeted instruction.
8. Discipline incidents*	916	800	This number had decreased by 4% from the previous year. However, there is a higher incident rate per student for African American, Special Education, and LEP students.
9. Truants (# of unduplicated students, enter as a whole number)	4	0	Student truancies are minimal when compared with the student population.
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	IN=0 IMP=1 EF=16 HEF=23	IN=0 IMP=0 EF=17 HEF=23	1. The teacher performance levels by MCMS staff does correlate with the low level of student performance and growth.

			2. The principal needs additional training and support in the use of the teacher evaluation instrument.
II. Teacher attendance rate	94%	95%	Analysis of the teacher attendance data shows that teacher absence is not a factor in low levels of student performance and growth.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	<ol style="list-style-type: none"> 1. The staff at Maple Crest Middle School has experienced a transition in programs over the past two years. A partnership with the Kokomo High School Career Center to provide career training to 8th grade students and a new STEM initiative has impacted time and resources available for professional development in ELA, Math, and STEM. 2. New Indiana College and Career Readiness Standards will be implemented in the 2014-15 school year and changes in the curriculum will be needed. 3. Curriculum needs to be well articulated and aligned to the new Indiana College and Career Readiness Standards and assessments should be aligned with the curriculum. More explicit course descriptions and pacing guides are needed to direct classroom instruction. 4. Lack of reading instruction is negatively impacting performance and growth for ELA on ISTEP+ for 7th and 8th grade students. These students (130) passed ISTEP+ ELA in 6th grade and have not received reading instruction, but have taken Spanish in place of Language Arts the past two years. 5. A new STEM initiative was initiated at the beginning in 2013-14, which will require integration of STEM into professional development. 6. There is no instructional coach to provide job imbedded professional development for staff in the areas of literacy and math, curriculum development across all content areas. 7. Current work load of the administrators indicates it is a hardship for them to administer and monitor the grant activities.
Justification for Selected Interventions	<p>In order to ensure fidelity to the Transformation Model Principles, the following interventions have been selected:</p> <ol style="list-style-type: none"> 1. The selected interventions will provide professional development that will promote a positive classroom environment and instructional practices that are necessary for success. An external provider of School Improvement Practices will provide a supportive, organized, and accountable method focusing on adult actions that positively impact student performance.

	<ol style="list-style-type: none"> 2. Professional development on the new Indiana College and Career Readiness Standards will be crucial to improve instruction in ELA and Math and support the STEM initiative in the school. 3. External providers will work with the new instructional coach, the leadership team, and teachers to articulate the curriculum and to design assessments to align with the new Indiana standards and the district curriculum, course descriptions, and pacing guides. 4. Revise the master schedule to include reading instruction for all students regardless of pass/fail status on ISTEP+ to provide the instructional support students need to improve performance and growth on required state assessments. Achieve 3000 will be used as a tool to provide additional informational texts and assessments. This will provide a method of monitoring student reading levels and integration of informational text across content areas needed for STEM instruction. 5. External providers will assist the administrators, staff, and instructional coach with integrating professional development for ELA, Math, and STEM across the content areas. 6. Hire an instructional coach to work with staff with improving instruction in ELA and Math across the curriculum. External providers will support the new instructional coach with in-house coaching 45 days per year.
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School Leadership	
LEA analysis	<ol style="list-style-type: none"> 1. Building a strong support system for the principal that enables the leadership team to improve the school's infrastructure is needed. 2. In reviewing the outcome of the teacher effectiveness rating on the 2012-13 school year, it has been determined that the principal needs additional training on interpretation and use of the new teacher evaluation instrument (KEEP – Kokomo Educator Evaluation Process), conduct classroom walk-through evaluations, work with the principal on analyzing data gathered in the classroom walk-throughs and effective conferencing with teachers.
Justification for Selected Interventions	<p>In order to ensure fidelity to the Transformation Model Principles, the following interventions have been selected:</p> <ol style="list-style-type: none"> 1. The selected interventions will provide a systemic, three year plan to build strong data teams and team leaders who will assist the principal in the leadership responsibilities. This team will focus on student data, goals, best instructional practices, along with implementing and monitoring interventions. 2. A consultant, Mike Langevin of Equitable Solutions, will be contracted to provide training on the use of the new district teacher evaluation instrument (KEEP) for administrators and teaching staff. 3. Maple Crest Middle School will have 15 teachers and 2 administrators go through intensive STEM training.

School Infrastructure

<p>LEA analysis</p>	<ol style="list-style-type: none"> 1. Instruction is not fully aligned with assessments and standards. 2. Lack of focus and explicit instruction in the school's scheduled remediation time contributing to low student performance on state assessments. 3. Curriculum and course descriptions need to be more explicitly defined. Curriculum units will be posted on the district's web-based framework. 4. The absence of an instructional coach contributes to the lack of opportunity for job-embedded professional development. 5. The absence of a leveled bookroom that contains high quality/high interest reading resources for students, in order to differentiate reading instruction across content areas, is impacting student achievement. 6. Lack of staffing and qualified substitutes hinder collaboration time and professional development.
<p>Justification for Selected Interventions</p>	<p>In order to ensure fidelity to the Transformation Model Principles, the following interventions have been selected:</p> <ol style="list-style-type: none"> 1. The external provider will provide professional development to assist teachers, administrators, and the instructional coach in aligning their instruction with assessments and the new Indiana standards. 2. Focused and explicit extended learning time during the school day will be provided through the analysis of testing data and structured-sequential instructional units within the remediation period and Acuity Lab instruction. 3. The external provider will provide coaching for teachers and the leadership team to define and align the curriculum. 4. The creation of the position for an instructional coach will promoted job-embedded coaching and professional development. 5. Building a leveled bookroom containing high quality/high interest books will provide staff with the resources they need to engage students in reading and improve performance/growth on required state assessments. 6. Substitutes and stipends for after school work will provide a seamless transition for classroom instruction when teachers need to be available for collaboration and job-embedded professional development.

Part 5: Selection of Improvement Model

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

- Turnaround
 Transformation
 Restart
 Closure

Instructions: Reflect on the data, findings, root cause analysis, 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.

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

Data indicates that high number of students did not pass English Language Arts (32%) and high numbers of identified subgroups did not pass in Math (Special Education -37%, Females – 28%, Free & Reduced-30%, and African American-40%). In addition, the overall low growth of students in both English Language Arts and Math is alarming (the school lost a point for overall low growth on the 2012-13 A-F Accountability Report Card in both areas).

1. Root cause analysis indicated that the staff at Maple Crest has experienced a transition in new programs over the past two years. A partnership with Kokomo High School Career Center to provide career training to 8th grade

students and a new STEM initiative for 6th -8th grade staff created high levels of professional development need. One of the Transformation Model principles is to *provide high quality, job-embedded professional development*. This principle addresses the finding that indicates a need for professional development. The findings and analysis also indicate a need for interventions that correspond to the Transformation Model principle, *use data to implement an aligned instructional program and promote the use of data to inform and differentiate instruction*.

2. The findings indicate that there is a need for a more well-articulated curriculum that aligns with the new Indiana College and Career Readiness Standards. In addition, more explicit course descriptions and pacing guides are needed to direct high quality instruction. The Transformation Model Principle, *provide high quality, job-embedded professional development*, will be addressed through the resources provided with this grant.
3. The Transformation Model principle that encourages *rewarding school leaders, teachers, and staff who, in implementing this model, increased student achievement or high graduation rates* corresponds to the need for more effective instruction and curriculum built on research based practices.
4. A finding that affects the delivery that affects the delivery of professional development is that the district does not have enough substitute teachers to accommodate professional development. The Transformation Model principle of *providing high quality, job-embedded professional development, give the school sufficient operational flexibility, and promote the use of data to inform and differentiated instruction*.
5. One of the Transformation Model principles, *provide mechanisms for family and community engagement*, will be addressed when planning more intensive parent education within the family activities that occur once quarterly.
6. The hiring of a new Instructional Coach will support the Transformation Model principle of *providing high quality, job-embedded professional development and promote the use of data to inform and differentiated instruction*.

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

1. The Transformation Model Principles state the *LEA and SEA supports the school with ongoing intensive technical assistance and support*. With this model the principal will be given support by the *Assistant Superintendent* and the external providers to strengthen the leadership position. Training for the principal on the use of the teacher evaluation instrument will increase the accuracy and correlation of teacher evaluations to student performance and growth. In addition, this training will also strengthen the staff understanding of the evaluation instrument.
2. *Providing high quality, job-embedded professional development and promoting the use of data to inform differentiated instruction* is a major goal in this grant. The transition in instructional practices for new programs over the past two years has contributed to the school's struggles with academic performance and growth. A partnership with the Kokomo High School Career Center to provide career training to 8th grade students and a new STEM initiative has impacted time and resources available for professional development in ELA, Math, and STEM integration across all content areas. The amount of job-embedded PD in this model will create change in teachers' instructional practices and a deeper understanding of research-based practices and curriculum. Stipends will be paid to staff members when attending out-of-school-time professional development activities or collaboration. In addition, hiring permanent substitute personnel for Maple Crest Middle School will increase participation in professional development during school time. Establishing these procedures that encourages additional growth aligns with the Transformation Model principles and will create changes in teachers' pedagogical thinking, increase the level of high quality and focused instruction and improve learning and achievement for students.

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.</p>	X		<p>Total proposed investments by external providers have been submitted for this grant and costs of materials and supplies have been researched. Reasonable allocations of funds for extended learning time have been included. These expenditures have been included in the budget and are sufficient to fund the grant activities during the three year period.</p>
<p>2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.</p> <p><i>Turnaround and Transformation models</i></p> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	X		<p>The Assistant Superintendent and the administrative staff are committed to hiring highly qualified teachers as openings occur at Maple Crest Middle School. Transfer procedures are in place in the corporation and teachers within the corporation who apply to teach at Maple Crest would be involved in an interview process and selection is based on the most qualified internal and external candidate, not seniority. Central Office and building level administrative staff members have demonstrated an excellent track record in the administration of present and previous years' grants, such as Comprehensive School Reform and 21st Century Learning grants.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		<p>The School board is fully committed to eliminating barriers and providing support to allow for full implementation of the School Improvement Partnership. School board minutes from the March work session and assurances are included.</p>

<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	X		<p>The Superintendent is fully committed to eliminating barriers and providing support to allow for full implementation of the School Improvement model. School board minutes and assurances are included.</p>
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 	X		<p>The LEA met with the teachers' union president and the principal met with the building level union representative. The Teacher Union Assurance is included in this grant application. There are no amendments to the teacher contract at this time.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies and procedures ○ Staff recruitment, placement, and retention procedures 	X		<p>Kokomo School Corporation presently has a process in place to select the staff for each building. A detailed and descriptive interview and hiring process is well articulated by the district leadership and the teacher's union. There is also a well-articulated process for creating new positions. Documents describing these policies are included appendix.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • Professional Development Calendar 	X		<p>Some current administrators and teachers who will be involved in this grant were staff members when Bon Air Middle School was awarded Comprehensive School Reform grants. These staff members are familiar with working within grant requirements and implementation plans. Implementation of the grant requirements including professional development plans, curriculum and</p>

<ul style="list-style-type: none"> • Curriculum and Assessment Calendar • Parent Requirements • Monitoring and Evaluation System • Support Process • Data Review • Special Population Review • Fiscal Monitoring 			<p>assessment, parent and family activities, and plans for data review are outlined in a grant activity calendar in the appendix. An employee of the school district business office is currently responsible for monitoring grants that the district has received.</p>
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Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>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) 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>	X		<p>The Leadership and Learning Center consultants were interviewed by the LEA to determine that their company will be able to deliver the services that are necessary to fulfill the grant requirements. Mike Langevin, of Equitable Solutions, is a current external provider of services in analyzing student data and teacher effectiveness for our schools. Center for Education and Lifelong Learning (CELL) consultants will provide technical assistance and training in school positive behavior instruction support (PBIS). We feel certain that these providers do have the experience and expertise to deliver the necessary services to Maple Crest Middle School and to ensure quality and efficiency in this service.</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	X		<p>Selection of the external providers was deliberate in that we sought out providers who were capable of providing services within the transformation focus of the school, which is a STEM school. The external providers have made a commitment to deliver services based on an agreed upon timeline.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	X		<p>The selection of the external providers is within the existing capacity of the Assistant Superintendent and staff resources available. The Assistant Superintendent has investigated the past services of the external providers and feels confident that they are capable of providing the time and resources needed. The Assistant Superintendent, principal, and the instructional coach will serve as the liaison between the staff and the external provider so that the existing capacity is best utilized. The professional development supplied by the external providers will be delivered in a timely manner,</p>

			utilizing summer professional development and in-school and out-of-school time.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	X		A responsibility of the Assistant Superintendent and administrative staff will assess the services of the external providers including monitoring the in-school presence, the records and reports of progress, and the effectiveness of the external providers' services. Exit slips and reflections by staff members will assist in evaluating the effectiveness of the services. The Assistant Superintendent and the principal will review the services.

Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for each of the three years of the SIG. Attach with LEA and School Data.