

Part 6: Transformation Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year I of SIG.

Principal changes and flexibility	The principal is in their first year at Beveridge. The following has been done during the pre-grant implementation year to ensure teacher effectiveness and a safe and orderly environment: (i) Formal/informal classroom observations; (ii) utilize data to establish a coherent vision that is communicated to school community; (iii) develop and promote a coherent strategy and plan for implementing school vision; (iv) utilize data to work collaboratively with staff to maintain a safe and orderly environment; (v) ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
Effectiveness of staff and recruitment/retaining of staff	During the 2013-2014 school year, the principal did not have operational flexibility to recruit/retain teachers; however, principal is ensuring the effectiveness of teachers by: (i) Utilizing teacher evaluation process to provide feedback to teachers for improving classroom practices; (ii) informing/scheduling job-embedded professional development; and (iii) increasing student learning outcomes. Teachers are also provided professional development that enables them to continuously reflect, modify and evaluate their classroom practice to improve learning outcomes in both a structured collaborative setting and individually.
Building Culture	In contrast to last year, a school environment that supports the social, emotional, and learning needs of all students has been established during the pre-grant implementation year. We have implemented approaches that improve school climate (new dismissal procedures, new lunch room procedures, refined parental visits, disciplining with dignity and respect). “State your procedures and rehearse them until they become routines.” (Harry Wong)
Professional Development	High-quality, job-embedded and robust professional development has taken place this year. Teachers completed a needs assessment re: professional development so that professional development opportunities were meaningful to staff. The principal/school leadership team also identified areas of need for professional development (differentiated instruction, full utilization of Acuity Instructional Resources, Dibels/Burst). Formal/informal observations have been ongoing to ensure that professional development learning is actually being utilized in the classroom and meeting the unique needs of our learners.
Instructional Programs	The school partners with several higher education partners, which include Indiana State University and Indiana University. Principal frequently monitors teachers to ensure that research-based, rigorous and effective instruction to meet the needs of all students is taking place. Monitoring to also ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum. The faculty also follows the math curriculum as set by the Gary Community School Corporation aligned to the Indiana Academic Standards.
Parent and Community Involvement	This year we have initiated our Parent Teacher Organization (PTO); held six (6) Parental Involvement Meetings. We have utilized the survey process to schedule meetings at times that are most convenient for parents/guardians and to address their satisfaction/dissatisfaction of the school community. We have a parent volunteer on the school leadership team who also volunteers in the school assisting with dismissal of school and other school activities.

SMART Culture Goal Year I

Enhance student social and emotional growth and demonstration of civic responsibility by May 2015 measured by:

- Decrease in disciplinary infractions related to Uniform Code of Conduct
- Student well-being to be determined with the goal of increased scores year after year

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>The current principal was hired in July 2013. She is a participant in the Indiana Principal Leadership Institute (Indiana State University). The superintendent has determined the new principal has the ability to lead the transformation process at Beveridge Elementary School.</p>	District Staff	March 2014-June 2014		<i>Replace the principal who led the school prior to implementing the model</i>
<p>The new administration will utilize Teacher Evaluation Model to develop, support, and recognize excellent teaching based on student growth/proficiency. It will utilize four categories of highly effective, effective, improvement needed, ineffective to retain and recognize our best teachers and set them apart and give them the recognition they deserve.</p>	Principal	August 2014-June 2015	\$7,500.00	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
<p>Faculty will be rewarded with teacher leader opportunities and sustained professional development because of their commitment to the transformation principles. Staff will collect baseline performance data related to:</p> <ul style="list-style-type: none"> • Weekly and bi-weekly formative and summative assessments • Rates of attendance • Collaborative, informal walkthroughs • Attends to content and skills to ensure the students become college and career ready 	Principal	August 2014-June 2015	\$2,500.00/teacher based on student growth/proficiency. Specific criteria will be established based on percentages of increased growth/proficiency	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>

<p>Faculty will have the benefit of focused professional learning on a weekly and extended basis. The teacher learning will occur within a collaborative and supportive environment from trainers, mentors, and coaches. The professional development will be specifically aligned to strategies to reduce skill deficits identified in literacy and math. There will be a strong focus in the professional development for teachers who are struggling to teach the most at-risk students.</p>	<p>Principal</p>	<p>Summer 2014- Summer 2015</p>	<p>\$6,000.00</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>The principal and school leadership team have developed a teacher effectiveness rubric for the recruitment and retention of staff. The rubric will align with the teacher evaluation system and include the goals, which must be met for a successful transformation model. Teacher with content expertise, teacher specialists, principals, district personnel and external partners (which will include university partners) will confirm the interviewing and selection process and criteria for ultimate selection. Teachers will be specifically assigned to students to take advantage of their strengths.</p>	<p>Principal Establish hiring and timelines and processes that will allow the school to competitively recruit effective teachers. Intentionally assign staff to maximize the opportunities for all students to have access to the staff's instructional strengths.</p>	<p>April 2014 (start) Ongoing process</p>	<p>\$ 2,000.00</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>The school time for teacher collaboration and student learning will be extended. Teacher professional learning communities will meet on a weekly basis to further the cultural and academic goal of the SIG application. Additionally students will have an extended day, which will include approximately 90 minutes and an extended school year for summer sessions and teacher institutes.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2014 – Summer 2015</p>	<p>\$ 30,000.00</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>School officials will conduct a needs assessment among parents to identify the barriers to academic achievement of students. Additionally, they will coordinate with community service agencies and help organizations to provide services through the school.</p>	<p>Principal/School Leadership Team/Parent Liaison</p>	<p>Summer 2014- Summer 2015</p>	<p>\$ 2,000.00</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>Effectively employ staffing practices (recruitment and selection, assignment, shared leadership) to continuously improve instruction and meet student learning goals.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2014- Summer 2015</p>	<p>\$ 5,000.00</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

<p>The GCSC (through its high risk designation) will conduct needs assessments of priority schools. Included in this assessment will be: (1) student achievement; (2) teacher effectiveness; (3) leadership; (4) instruction; (5) community and parental involvement.</p>	<p>District Turnaround Officer</p>	<p>Summer 2015-August 2015</p>	<p>\$ 5,000.00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>
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SMART Culture Goal Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>The superintendent has confidence that the new principal is able to implement strategies to ensure the ability to transform school. Some practices will include:</p> <ul style="list-style-type: none"> • Align master schedule with school improvement plan • Use informal/formal observation data to monitor and improve school-wide instructional practices 	Principal	Summer 2015-June 2016	\$ 2,500.00	<i>Replace the principal who led the school prior to implementing the model</i>
<p>The full implementation of the teacher evaluation model will occur and its impact on student growth and proficiency rates will be monitored. There will be a focus on alignment to the Indiana Academic Standards and the development of formative and summative assessments and the analysis of that data</p>	Principal	August 2015 – June 2016	\$ 10,000.00	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
<p>A criteria and a rubric to recognize and reward staff will be developed. The criteria will focus on increased student achievement and positive student behaviors and how teacher behaviors and actions influence those outcomes. Rewards may include sustained professional development activities, teacher resources such as classroom materials and technology.</p>	Principal/School Leadership Team	Summer 2015 – June 2016	\$ 2,500.00	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>

<p>Faculty will have the benefit of focused professional learning on a weekly and extended basis. The teacher learning will occur within a collaborative and supportive environment from trainers, mentors, and coaches. The professional development will be specifically aligned to strategies to reduce skill deficits identified in the social emotional needs (such as self-regulation) of students in addition to literacy and math. There will be a strong focus in the professional development for teachers who are struggling to teach the most at-risk students.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2015 – Summer 2016</p>	<p>\$ 10,000.00</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>After implementing the recruitment and retention strategies during Year I, the strategies and outcomes will be evaluated against the performance of teachers to determine what changes are necessary.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2015- Summer 2016</p>	<p>\$ 5,000.00</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Year I increased time will be evaluated and revised based on student performance and patterns, which emerge from analysis of teacher observation and evaluation data. Teacher professional learning communities will continue to meet on a weekly basis to further the cultural and academic of the SIG application. Additionally students will have an extended day, which will include approximately 90 minutes and an extended school year for summer sessions</p>	<p>Principal/School Leadership Team/Teachers</p>	<p>January 2016 – June 2016</p>	<p>\$ 5,000.00</p>	<p><i>Provide increased learning time for students and staff</i></p>

and teacher institutes.				
Revisit needs assessment and its impact on student outcomes. Coordinate services of community based agencies that may serve students and their families based on needs assessment.	Principal/School Leadership Team	Summer 2015 – August 2015	\$ 2,500.00	<i>Provide mechanisms for family and community engagement</i>
Through evaluation and monitoring of Year I activities and outcomes, determine effectiveness of budget decisions and resource allocation. Recommend budget adjustment and reallocate resources to ensure teachers teaching the highest-need students have the appropriate support. Continue ongoing communication and planning around staffing decisions and overall resource management to meet SIG goals.	Principal/School Leadership Team	Summer 2015-August 2015	\$ 2,500.00	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
There will be a system in place to create complete services for an environment that focuses upon the psychological, social, and academic wellbeing of all students. Partnerships with local universities, contracted providers, and district administrators will ensure ongoing technical support and assistance.	Principal/Assistant	Current school year (2013-2014)	\$ 25,000.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SMART Culture Goal Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Implement strategies to insure the ability to transform the school: <ul style="list-style-type: none"> • Effectively employ staffing practices • Use data and research-based best practices will be evaluated to ensure that the transformation principles were effectively addressed and that assessment will determine whether or not the principal will be retained or replaced. 	Principal/School Leadership Team	Summer 2016 – Summer 2017	\$ 5,000.00	<i>Replace the principal who led the school prior to implementing the model</i>
We will continue to utilize the Gary teacher observation and evaluation model and analyze teacher ratings and student growth measures to ensure teacher effectiveness and to develop strategies to address areas and to continue to strengthen strategies.	Principal/School Leadership Team	August 2016 – June 2017	\$ 2,500.00	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
The criteria and rubric used in Years 1 & 2 to recognize and reward staff will be modified and revised based on results and feedback. The criteria continues to focus on increased student achievement and positive student behaviors and how teacher behaviors and actions influence those outcomes. Rewards will also be evaluated for impact on the sustained effects of teacher reward and recognition.	Principal/School Leadership Team	Summer 2016 – Summer 2017	\$ 10,000.00	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>

<p>Faculty will have the benefit of focused professional learning on a weekly and extended basis. The teacher learning will occur within a collaborative and supportive environment from trainers, mentors, and coaches. The professional development will be specifically aligned to strategies to reduce skill deficits identified in the social emotional needs (such as self-regulation) of students in addition to literacy and math. There will be a strong focus in the professional development for teachers who are struggling to teach the most at-risk students.</p>	<p>Principal/School Leadership Team/Grade Level Teams</p>	<p>August 2016 - June 2017</p>	<p>\$ 3,500.00</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>After implementing the recruitment and retention strategies during Year 1, the strategies and outcomes will be evaluated against the performance of teachers to determine what changes are necessary.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2016</p>	<p>\$ 5,000.00</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Years 1 and 2 increased time will be evaluated and revised based on student performance and patterns, which emerge from analysis of teacher observation and evaluation data. Teacher professional learning communities will continue to meet on a weekly basis to further the cultural and adacemical goals of the SIG application. Additionally students will continue to have an extended day, which will include approximately 90 minutes and an extended school year</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2016</p>	<p>\$ 10,000.00</p>	<p><i>Provide increased learning time for students and staff</i></p>

for summer sessions and teacher institutes.				
Revisit needs assessment and its impact on student outcomes. Coordinate services of community based agencies that may serve students and their families based on needs assessment	Principal/ School Leadership Team	Summer 2016- Summer 2017	\$ 4,000.00	<i>Provide mechanisms for family and community engagement</i>
Through evaluation and monitoring of Years 1 & 2 activities and outcomes, determine effectiveness of budget decisions and resource allocation. Recommend budget adjustment and reallocate resources to ensure teachers teaching the highest-need students have the appropriate support. Continue ongoing communication and planning around staffing decisions and overall resource management to meet SIG goals.	Principal/ School Leadership Team	Summer 2016- Summer 2017	\$ 4,000.00	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
There will be a system in place to create complete services for an environment that focuses upon the psychological, social, and academic wellbeing of all students. Partnerships with local universities, contracted providers, and district administrators will ensure ongoing technical support and assistance.	Principal/ School Leadership Team	Current school year (2013-2014)	\$ 3,500.00	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SUSTAINABILITY Culture Goal - Year 4

Maintain student social and emotional growth and demonstration of civic responsibility as measured by:

- Academic performance
- Student behaviors of respect, self-management, problem solving, and decision making including appropriate behavior required in classrooms, school corridors, cafeteria, lunch/recess, dismissal, bus, etc.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Establish focus group including district personnel, faculty, and parental community will be involved in the process and that the degree to which the cultural goal for a positive social/emotional learning environment has been addressed successfully will factor into the evaluation of the principal.	Principal/ School Leadership Team/ Parent Liaison District Administration	January 2017 (start) Ongoing	PTO	<i>Replace the principal who led the school prior to implementing the model</i>
Principal, school leadership team and faculty will continue to partner with community service agencies and health organizations to support the needs of students and families for positive social, emotional, and learning behaviors.	Principal/ Student Leadership Team/ Parent Liaison District Administration	August 2016 Ongoing	PTO	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Maintain criteria for rewarding staff because of their commitment to the transformation principles. The teacher evaluation system ratings will be used to determine retention or dismissal.	Principal/ School Leadership Team/Parent Liaison	August 2016	PTO	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>

<p>Select from the most successful strategies that increased family participation in school and improve of social emotional behaviors and continue to provide job-embedded professional development from the teacher leaders and principal.</p>	<p>Principal/ School Leadership Team/ Parent Liaison</p>	<p>August 2016</p>	<p>PTO</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>Select among the most successful strategies for the recruitment and retention of the most capable faculty. Continue to provide extended professional development to develop teacher leaders who will also ensure that the successes of the school improvement goals are furthered. Additionally, the teacher leadership opportunities, professional development will lead to opportunities for career growth within the school and district.</p>	<p>Principal/ School Leadership Team/ Parent Liaison, District Administration</p>	<p>August 2016 Ongoing</p>	<p>Scholastic Academic Partners</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Maintain flexibility in master schedule so that increased learning takes place for students and staff</p>	<p>Principal/ School Leadership Team/ Parent Liaison</p>	<p>August 2016 Ongoing</p>	<p>GCSC Staff, Transportation Provider/ Parents</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Select among the most successful strategies and update the communications plan to future standards (via existing and new media) on behalf of parents/families. Continue to partner with parents/guardians as volunteers as well as</p>	<p>Principal/ School Leadership Team/ Parent Liaison</p>	<p>August 2016 Ongoing</p>	<p>PTO</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

<p>faith based organizations and university partners. Continue to educate parents/guardians in their important role of increasing student achievement in their children</p>				
<p>Maintain the strategies that have furthered the culture coal in order to meet the social, emotional, and learning needs of students. Maintain flexibility in staffing (hiring, retaining, removing) Maintain flexible calendar which includes increased learning time Maintain flexibility in hiring and retaining staff, scheduling a flexible calendar for increased learning time, attendance which will be evident in the budget</p>	<p>Principal/ School Leadership Team/ Parent Liaison District Administration</p>	<p>August 2016 Ongoing</p>	<p>District Staff</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>Continue to provide ongoing technical assistance in the implementation and use of comprehensive literacy/ math improvement models</p>	<p>Principal/ School Leadership Team</p>	<p>August 2016 Ongoing</p>	<p>District Staff</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

SMART Academic Goal Year I

<p>ELA Academic Goal By May 2015, Beveridge School will raise Reading proficiency for grades 3-6 by 10% as measured by ISTEP+.</p>	<p>Math Academic Goal By May 2015, Beveridge School will raise Math proficiency for grades 3-6 by 10% as measured by ISTEP+.</p>	<p>Other Academic Goal (optional) By May 2015, Beveridge School will raise student growth rates of fifth (5th) grade students by 10%.</p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Based on the pre-grant implementation student baseline data, a comprehensive collection of research-based programs is budgeted for use during Year I. Programs selected include professional development and ongoing support to reinforce implementation of instructional strategies to address the needs of all students with an additional focus on at-risk students. Regular assessments and ongoing progress monitoring will support tiered instructional strategies. System 44 Next Generation has been selected to address the literacy deficiency (2-3 grade levels below goal as measured by ISTEP+, Acuity, DIBELS); Scholastic Reading Inventory (SRI), and Scholastic Phonics Inventory (SPI). Do</p>	Principal	July 2014 – July 2015	\$ 10,000.00	<i>Use data to implement an aligned instructional program</i>

<p>The Math and Math Concepts will address the math deficiency of students as measured by ISTEP+, Acuity, and Scholastic Math Inventory (SMI).</p>				
<p>High quality, job-embedded professional development will be aligned to curricula to ensure that the instruction is implemented with fidelity. The principal, teacher leaders, and all faculty will participate in professional development focused on data analysis and data-driven decision making that drives differentiated instructional strategies and supports the needs of diverse learners.</p>	<p>Principal/School Leadership Team</p>	<p>July 2015 – July 2016</p>	<p>\$ 5,000.00</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>Based on a thorough needs assessment targeting: (1) student achievement; (2) teacher effectiveness; (3) leadership; (4) instruction; (5) community and parental involvement, the principal, teacher leaders, faculty, and district office administration will commit to intensive and extensive technical assistance and support for all Transformation Principles and to meet the goals of Beveridge's</p>	<p>Principal/School Leadership Team</p>	<p>July 2015 – July 2016</p>	<p>\$ 10,000.00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

School improvement plan.				
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SMART Academic Goal Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Monitor impact of comprehensive literacy/math models for improvement on student outcomes during year 1. A needs assessment will be conducted to identify deficits in the professional development and support for program implementation, and additional, targeted professional development will be provided that focuses specifically on identified needs. Data-driven decision making sessions will convene with cohorts of faculty to conduct deep analysis of assessment data and progress monitoring data. Curriculum providers will be contacted for additional support as allowed under any existing agreement.</p>	<p>Principal/ School Leadership Team</p>	<p>July 2015 – July 2016</p>	<p>\$ 5,000.00</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p>Successful strategies implemented in Year 1 will be reviewed by the principal, school leadership team, and intervention specialists to further strengthen specific instructional strategies for at-risk students.</p>	<p>Principal/ School Leadership Team</p>	<p>July 2015 – July 2016</p>	<p>\$ 5,000.00</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>An overall review of all supporting partners providing services during Year I implementation of the school improvement grant will be conducted and reviewed by the principal, school leadership team, district administrators, teacher leaders, and all faculty to identify areas of success and deficit. Ongoing collaboration and reviews with external partners will support decisions to continue or terminate contractual agreements.</p>	<p>Principal/ School Leadership Team</p>	<p>July 2015 – July 2016</p>	<p>\$ 10,000 .00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>
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SMART Academic Goal Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Continue monitoring impact of selected literacy and math curricula for improvement on student outcomes during Years 1 and 2. Compare and contrast any changes made from Year 1 to Year 2 to identify best solution. An updated needs assessment will be conducted for Year 2 implementation review attempts to cover deficits in the professional development and support for program implementation. Strengthening of professional development will continue to focus specifically on identified needs. Data driven decision making sessions will continue to meet to conduct deep analysis of assessment data and progress monitoring data. Curriculum providers will be contacted for additional support as allowed under any existing agreement.</p>	<p>Principal/ School Leadership Team</p>	<p>July 2016 – July 2017</p>	<p>\$ 5,000.00</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p>Successful strategies implemented in Years 1 and 2 will be reviewed and compared by the principal, school leadership team, and intervention specialists</p>	<p>Principal/ School Leadership Team</p>	<p>July 2016 – July 2017</p>	<p>\$ 4,500.00</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>to further strengthen specific instructional strategies for at-risk students.</p>				
<p>Another comprehensive review of all supporting partners providing services during Years 1 and 2 implementation of the school improvement grant will be conducted. The principal, school leadership team, district administrators, teacher leaders, and all faculty will review and compare the previous years to further identify areas of success and deficit. Ongoing collaboration and reviews with external partners will support decisions to continue or terminate contractual agreements.</p>	<p>Principal/ School Leadership Team</p>	<p>July 2016 – July 2017</p>	<p>\$ 5,000.00</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

SUSTAINABILITY Academic Goal - Year 4

Maintain level of academic growth/ proficiency beyond this grant through policy, procedures, practices, and building capacity as measured by:

- Assessment scores at or above state average
- Appropriate utilization of assessment data

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Data will be used to align instructional programs to meet the academic needs of all learners	Principal/ School Leadership Team	August 2016 Ongoing	GCSC District Staff	<i>Use data to implement an aligned instructional program</i>
To maintain analysis training and professional development on differentiation so that instruction is differentiated and targeted interventions are utilized.	Principal/ School Leadership Team	August 2016 Ongoing	GCSC District Staff	<i>Promote the use of data to inform and differentiate instruction</i>
Continue support of the school by <ul style="list-style-type: none"> • Making literacy a focus for school reform • Supporting operational flexibility • Supporting Principal as Effective Instructional Leader 	Principal/ School Leadership Team	August 2016 Ongoing	GCSC District Staff	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

Ensuring Sustainability and Accountability from the Gary Community School Corporation

School Improvement 1003(g) Turnaround and Transformation Models

District Comprehensive Actions

Gary Community School Corporation will ensure the school's capacity to leverage school improvement funds with other funds to provide all necessary supplemental resources and related support to the identified schools. This commitment will the GCSC to implement, fully and effectively, the required activities of the intervention model it has selected. This could include, but is not limited to, district staff dedicated to provide support to School Improvement Grant (SIG) 1003(g) schools, additional funding, and use of external resources.

The current administration and Board of Trustees for the Gary Community School Corporation is fully invested in sustaining and supporting grant funded programs. The district currently successfully operates several grants, including three SIG 1003(g) and thirteen (13) SIG 1003(a) programs, entitlement federal programs and other private grants, enhancing educational technology grant, and several smaller foundation grants. The district will support Gary Community School Corporation by coordinating activities to build sustainable systems for continuous improvement.

The principal will coordinate with the Office of Innovation and Improvements/Federal Programs to expand services, which currently provides extended learning and tutoring during before, after, and summer schedules. The principal will also coordinate with the Specialized Services, City of Gary Youth Service Bureau, Boys and Girls Club for additional support programs, alleviating duplication and allowing for activities with minimal costs to the SIG 1003(g) School.

In addition, the principal will meet regularly with the superintendent and district administrators to review progress and plan for additional support strategies. The district will continue to strengthen its accountability and oversight procedures to ensure that program services are effective on all levels with very strong accountability benchmarks.

District Support over the School Improvement 1003(g) Four Years

The district will support the SIG 1003(g) School through specific, job related functions tied to the SIG culture and academic goals. Each district administrator will tailor support efforts to address root causes, which must be overcome to fully implement the SMART goals as outlined in this grant application. The Superintendent Dr. Pruitt's has outlined formative goals and outcomes in the overall District Strategic Plan (2014-2017). The office of federal grants will require school principals to align their PL221 Plans to the SIG 1003(g) culture and SMART goals.

The director of innovation and improvements will focus on data relating to assessment, offer training to support new curriculum development, which is vertically and horizontally aligned with a priority on literacy and math. The director will also assist with literacy and math SMART goals by overseeing ISTEP and multiple assessments testing and training, serving as the district contact for the math initiative and assigning professional development funds to SIG related activities.

The Director of Specialized Services (DSS) will focus efforts on SMART goals related to next generation learners/next generation programs and supports. The DSS will alleviate truancy at the SIG School through a renewed partnership with the Lake County and City of Gary Judicial Systems.

The SIG desired outcome of the SIG grant is to increase achievement for students as it relates to their social emotional needs and learning environment. Gary understands the purpose of the intensive and extensive professional development during the course of this grant is to ensure that the administrators and faculty have built and secured the capacity needed to continue at a high level of effectiveness once the positions, funded through the SIG grant, are not available.

As such, the PD will be focused, aligned to goals, and monitored for full implementation and effectiveness. The Gary schools are in need of curriculum development that is aligned to the Indiana Academic Standards. Faculty recognize that to become 21st century Schools, they must develop and implement, and assess the intended, taught and learned curricula. Through the support of a Standards Specialist, these areas will be assertively addressed so school faculty and leaders can continue its path of improvement beyond the grant. Curriculum mapping from the work of Heidi Hayes Jacobs will influence our direction.

The SIG Manager and Project Manager under the direction of the director of federal grants will review federal and state funding allocations to focus support strategies at SIG Schools and allow for fiscal sustainability of core SIG initiatives. This position will head recruitment and retention efforts to assure recruitment and retention of highly effective faculty as described in Teacher Evaluation Model.

The DSS will provide: professional development to address identified gaps, support for the GCSC for Instructional Discipline program, and additional training for instructional strategies for special education students.

In addition, the district will provide intensive technical assistance to school by locating a satellite of the Information Technology Department (IT) in the same building. This puts the entire resources of the IT Department within quick response time to the high school. The department can provide immediate response to high school technology needs, including assistance with testing, staff evaluation, literacy program and the Math Initiative.

Faculty will become proficient in the use of instructional technology to differentiate instruction as they learn and are supported by the Technology Integration Specialist. The work of Carol Tomlinson (2010) will assist with this topic. Additionally, we foresee students becoming technology integration specialists through a special program lead by the faculty member so that a student teacher partnership will allow continued sustainability.

In support of sustaining the SIG culture goals, the city of Gary Youth Service Bureau and the district Homeless Education program will facilitate services to families and the community, expand existing programs that address barriers to a student's education, and collaborate to provide additional summer learning opportunities. The court system will also be an integral partner as we address noncognitive barriers to learning, including truancy and behavior issues.

District Partners

The Gary Community School Corporation will expand educational partnerships to help make the SIG School model 21st Century school. Outside partners from post-secondary institutions and business industries will be a vital link to the success of the high school by helping to address gaps and root causes and focusing services to help meet the culture and academic SMART goals.

With support from the district public relations program, the principal will ensure open, two-way communication and networking with major stakeholders in the GCSC community through social media. In addition to support from district-level staff, GCSC will include community feedback in developing policies and programs through:

- The school principal and/or the superintendent will create two-way communication with parents and community members through forums, ad hoc committees round table groups, Gary New Day Educational Task Force, quarterly parent/teacher conferences, the Stuart committee, strategic planning teams, local radio and television media outlets, Regional Northwest Partnership which focuses on preparing students to contribute to the regional area by becoming gainfully employed, SIG ad hoc groups, and other scheduled parent programs, parent advisory councils and GCSC Board of Education meetings.
- Yearly surveys to parents, staff and students (working with the Internal Center for Leadership Strategies to measure perception, teacher efficacy and culture).
- Presentations to local community service groups (PTO, DADS, PTA, federal required parental engagement meetings, etc) about progress of SIG initiatives.

Information gathered through the resources above will be used to improve systems for continuous feedback from a diversity of stakeholders, leading to an improved student, customer and market focus.

District/SIG 1003(g) School Leveraging of Resources Over Four Years

The Gary Community School Corporation is choosing not to use school improvement grant funds for district level services. Multiple state and federal funds to be coordinated with the intervention model and how they will be utilized to improve student achievement, not limited to Family Resource/Youth Service Centers, Preschool, Professional Development, Title I, Title II, Title III funds etc.

The Gary Community School Corporation is choosing not to use school improvement grant funds for district level services.

District-level funds will be allocated to: add several teaching slots at the SIG School (above the allocation formula); contract for consultation to develop a student-focused schedule at school; and provide professional development regarding the math initiative and automaticity. The district will coordinate additional district, state and federal funding sources to support implementation of the transformation model and improve student achievement via:

- Title I will fund district-level instructional coaches to expand the work of the planning team across the spectrum. Title I will also pay for the program at the elementary and middle school levels to create continuity through high school.
- IDEA funds will support professional development, reading intervention strategies (Scholastic), behavior interventions (PBIS training and support), and curriculum to support Success initiatives, and progress monitoring.
- The district will apply for funding for 21st Century Community Learning Center program specific to the school (as well as other state and local grant funding).
- In addition to the items listed above, district monies will support additional staffing for the at-risk students and credit recovery staffing for the Secondary population of students.