

Part 6: Improvement 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	<p>The current principal has served in that capacity for one and two thirds of a year and the superintendent has determined he has the abilities to continue in this role. The following has been done during the pre-grant implementation year to ensure teacher effectiveness: Each faculty member has received at least one formal classroom evaluation and several informal observations; Teachers have received professional development sessions relative to the effective use of data to inform classroom instruction ; Informed stakeholders of our intention to apply for the SIG 1003g grant and how those funds will benefit the achievement of our students and the professional development of faculty; Extended our school day by one hour to address the needs of students with gaps in learning and to provide enrichment for those who need academic challenges; Held professional development intensive training to assist teachers in their efforts to be more effective in differentiating instruction,</p>
Effectiveness of faculty and recruitment/ retaining of faculty	<p>While the principal did not have operational flexibility to recruit/retain teachers during the 2013-2014 school year, the principal ensured the effectiveness of teachers by: implementing our new teacher evaluation design; teachers have established Professional Learning Communities to share strategies that address student academic and social/emotional needs; assign a mentor teacher to new faculty member to provide peer support and professional guidance.</p>
Building Culture	<p>Dunbar-Pulaski has established a school environment that supports the social, emotional, and learning needs of all students during the pre-grant implementation year. Parents are strongly encouraged to make regular visits to our school to dialogue with teachers and faculty regarding student academic goals and their progress toward those goals. The Dunbar Dunbar-Pulaski faculty and community subscribes to, and supports our common theme, which is that we are an educational environment, “Where Children Are Our First Priority”</p>
Professional Development	<p>Based on teacher needs and student skill deficit areas, high-quality, job-embedded, and robust professional development activities were developed for the pre-grant implementation year. Following is a sampling of those activities that either have occurred or are scheduled to take place during the pre-grant implementation year:</p> <ul style="list-style-type: none"> • Motivating the unmotivated student • Effective use of student data • Special education inclusion • Effective classroom management • Effective use of technology (panabords) • Effective classroom management

Instructional Programs	<p>All instructional programs used at Dunbar-Pulaski are researched based programs. The effectiveness of programs used to instruct students are assessed on a regular basis using Carnegie Learning and STAR Math and Reading bi-weekly assessments. Teacher generated formative assessments are also used to monitor progress. The principal and teacher leaders frequently monitor the programs to ensure fidelity of implementation to support rigorous and effective instruction to meet the needs of all students. Implementation of classroom instruction have been monitored both formally and informally throughout the pre-grant implementation year. The school also follows the standards-based curriculum as set by the Gary School Corp, aligned to the Indiana Academic Standards, and supported by Carnegie Learning for Math and Renaissance learning for reading for 7th and 8th grade students.</p>
Parent and Community Involvement	<p>Parents are invited to Dunbar-Pulaski to celebrate the academic accomplishments of their children. In efforts to increase parent involvement in the pre-grant implementation year, we have made an effort to reward the parents and families who show their active role in supporting their children at school and home. One successful initiative included a dual effort to increase parent involvement and close the digital divide between school and home. Thirty computers were awarded to parents who had demonstrated their support and increased involvement.</p> <p>We have also responded to parental request for assistance by customizing workshops based on their interest. For example, a training on providing effective strategies for addressing the needs of children with ADHD.</p> <p>In addition, teacher interdisciplinary TEAMS hold meetings with groups of parents to discuss, among other things, how to best help their children become successful in school and to prepare for college or careers.</p>

SMART Culture Goal Year I

By August 2014, Dunbar-Pulaski Academic and Career Academy will complete a needs assessment of students to establish a school environment that supports the social, emotional and learning needs of all students. Our SMART culture goal is to reduce the number of student suspensions by 40(forty) percent by June of the 2014-2015 school year. We will examine student suspension and teacher disciplinary referral data to assess the effectiveness of our Positive Behavior Interventions and Supports (PBIS) program. PBIS is a school-wide system of support that include proactive strategies for defining teaching and supporting appropriate student behaviors to create positive school environment.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>The new principal has been deemed highly effective and capable of implementing the strategies associated with a successful turnaround of a failing school. The superintendent has agreed that the new principal will remain in this position.</p>	<p>District Faculty</p>	<p>March 2014-June 2014</p>		<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p>The administration will use the Teacher Evaluation Model to develop, support, and recognize excellent teaching based on student growth.</p>				<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p>Faculty and the administration will develop a recognition plan to reward teachers who have implemented the strategies associated with the goals of the SIG grant. The rewards will be fair and equitable. Baseline performance will be gathered and referred to in this recognition plan for the following:</p> <ul style="list-style-type: none"> • Infractions • Interim assessments 	<p>Principal/faculty</p>	<p>August 2014-June 2015</p>	<p>\$2,500/teacher based on student growth/proficiency. Specific criteria will be established based on percentages of increased growth/proficiency.</p>	<p><i>Reward school leaders, teachers, faculty who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>

<ul style="list-style-type: none"> • Attendance • Discipline • Informal walkthroughs • Formative/summative assessments • Evaluation system • College and career readiness 				
<p>Strategic and focused professional development will equip teachers with strategies to improve instruction in literacy and math.</p> <p>A high quality professional development will be established to support teachers in determining that there is congruency between what students are to learn, what is taught, and what they have learned. This will include professional development related to curriculum design in ELA and Math, formative and summative assessments, analysis of data, and differentiated instruction.</p>	Principal/faculty	August 2014-June 2015		<i>Provide high quality, job-embedded professional development</i>
<p>Establish hiring timelines and processes that will allow the school to competitively recruit effective teachers. Intentionally assign faculty to maximize the opportunities for all students to have access</p>	Human Resources	March 2014-June 2015	71,000.00	<i>Implement strategies to recruit, place, and retain faculty (financial incentives, promotion, career growth, flexible work time)</i>

to the faculty's instructional strengths.				
Research indicates that increased learning time during which students are successfully engaged is likely to produce higher achievement. Therefore, the school day and year will be extended. This will include 90 additional minutes per day and summer learning for students and faculty.	Principal/School Leadership Team	Summer 2014 – Summer 2015	\$ 300,000.00	<i>Provide increased learning time for students and faculty</i>
The school principal and leadership team will conduct a needs assessment among parents to identify barriers and strategies, which impede or assist in the achievement of students, both academically and socially, and emotionally. An active plan will be implemented to engage community agencies and health services to fulfill family needs.	Principal/School Leadership Team/Parent Liaison	Summer 2014- Summer 2015	\$ 2,000.00	<i>Provide mechanisms for family and community engagement</i>
To meet the student goals associated with the SIG grant, Dunbar-Pulaski principal and leadership team will effectively employ faculty practices (recruitment and selection, assignment, shared leadership) to continuously improve instruction and meet student learning goals.	Principal/School Leadership Team	Summer 2014- Summer 2015	\$ 5,000.00	<i>Give the school sufficient operational flexibility (faculty, calendars/time, budgeting)</i>

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.	District Turnaround Officer	Summer 2015-August 2015	\$ 5,000.00	LEA and, SEA supports school with ongoing, intensive technical assistance and support
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SMART Culture Goal Year 2				
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
After a thorough and fair evaluation of the principal's leadership and performance during Year I, a decision will be made to either continue in his/her current capacity or to replace the principal.	Principal	Summer 2015-June 2016	\$ 2,500.00	Replace the principal who led the school prior to implementing the model
The full implementation of the teacher evaluation model will be in place and the ratings will be used to determine the impact on the social/emotional learning of students and their academic improvement.	Principal	August 2015 – June 2016	\$ 10,000.00	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
Faculty and the administration will review reward strategies implemented in Year I to determine the effectiveness in increasing student achievement and recognize teachers who have implemented the strategies associated with the goals of the SIG grant. Strategies	Principal/School Leadership Team	Summer 2015 – June 2016	\$ 2,500.00	Reward school leaders, teachers, faculty who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not

may be added, adjusted, or removed in order to improve performance in meeting this goal.				
Evaluation of Year I professional development strategies to improve instruction in literacy and math will be reviewed in relation to math and literacy improvement. Additional professional development will be incorporated based on teacher and student needs.	Principal/School Leadership Team	Summer 2015 – Summer 2016	\$ 10,000.00	<i>Provide high quality, job-embedded professional development</i>
Review strategies and processes to determine if the school was able to competitively recruit effective teachers based on formal and informal teacher evaluations and student data trends. Revise strategies as necessary to continue to strengthen teacher recruitment.	Principal/School Leadership Team	Summer 2015- Summer 2016	\$ 5,000.00	<i>Implement strategies to recruit, place, and retain faculty (financial incentives, promotion, career growth, flexible work time)</i>
Redesign the school year to include one hour before school; thirty minutes after school; and summer learning institutes for students and faculty.	Principal/School Leadership Team/Teachers	January 2016 – June 2016	\$ 5,000.00	<i>Provide increased learning time for students and faculty</i>
The school principal and leadership team will evaluate Year I family and community outreach efforts and determine if those efforts met the goals of the SIG grant. The outreach efforts will	Principal/School Leadership Team	Summer 2015 – August 2015	\$ 2,500.00	<i>Provide mechanisms for family and community engagement</i>

also be reviewed in relation to the impact on student outcomes.				
Based on a comprehensive review of Year I activities, the principal and school leadership team will determine the impact of Year I operational processes established re: operational flexibility, and student outcomes	Principal/School Leadership Team	Summer 2015-August 2015	\$ 2,500.00	<i>Give the school sufficient operational flexibility (faculty, calendars/time, budgeting)</i>
Continue to provide follow up professional development related to the implementation of the strategies of the PBIS model for discipline and positive behavior reinforcement.	Principal/Leadership Team/Faculty	August 2015-June 2016	\$ 5000.00	<i>Provide high quality, job- embedded professional development.</i>
The GCSC (through its high risk designation) will continue monitoring and review of priority schools. Included in this annual review will be: (1) student achievement; (2) teacher effectiveness; (3) leadership; (4) instruction; (5) community and parental involvement.	District administrators/ Principal	Summer 2015-Summer 2016		<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
<p>The principal's performance will be evaluated to ensure that strategies were implemented in order to transform the school toward a more positive social/emotional learning environment. The principal evaluation will also take into consideration baseline data and growth from year to year and monitoring of research-based best practices.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2016 – Summer 2017</p>	<p>\$ 5,000.00</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p>The full implementation of the teacher evaluation model will be in place and the ratings will be used to determine the impact on the social/emotional learning of students and their academic improvement.</p>	<p>Principal/School Leadership Team</p>	<p>August 2016 – June 2017</p>	<p>\$ 2,500.00</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p>Faculty and the administration will review reward strategies implemented in Year I to determine the effectiveness in increasing student achievement and recognize teachers who have implemented the strategies associated with the goals of the SIG grant. Strategies may be added, adjusted, or removed in order to improve performance in meeting this goal.</p>	<p>Principal/School Leadership Team</p>	<p>Summer 2016 – Summer 2017</p>	<p>\$ 10,000.00</p>	<p><i>Reward school leaders, teachers, faculty who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>

Teacher incentives to recruit high demand areas will be established. Teacher rewards will continue to include extended professional learning opportunities and classroom resources.	Principal/School Leadership Team	Summer 2016	\$ 5,000.00	<i>Implement strategies to recruit, place, and retain faculty (financial incentives, promotion, career growth, flexible work time)</i>
Monitor the effectiveness of the increased learning time and its impact on student outcomes related to community outreach, reduction of student suspensions, and improved academic performance.	Principal/School Leadership Team	Summer 2016	\$1,000	<i>Provide increased learning time for students and faculty</i>
The school principal and leadership team will evaluate Years 1 & 2 family and community outreach efforts and determine if those efforts met the goals of the SIG grant. The outreach efforts will also be reviewed in relation to the impact on student outcomes.	Principal/School Leadership Team	Summer 2016	\$5000,00	<i>Provide mechanisms for family and community engagement</i>
Based on a comprehensive review of Year 1 activities, the principal and school leadership team will determine the impact of Year 1 operational processes established re: operational flexibility, and student outcomes	Principal/School Leadership Team	Summer 2016	None	<i>Give the school sufficient operational flexibility (faculty, calendars/time, budgeting)</i>
There will be a system in place to create complete services for an environment that focuses upon the psychological, social,	Principal/School Leadership Team	Summer 2016	None	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

and academic well-being of all students. Partnerships with local universities, contracted providers, and district administrators will ensure ongoing technical support and assistance.				
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SUSTAINABILITY Culture Goal - Year 4

Teachers and staff will use prior professional development training to implement a train the trainer model to sustain a school culture and environment that is conducive to teaching and learning. By August 2017, all staff will be trained in PBIS model to fully implement its strategies throughout the day in all learning environments.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
The principal's performance will continue to be evaluated to ensure that strategies were implemented in order to transform the school toward a more positive social/emotional learning environment. The principal evaluation will also take into consideration baseline data and growth from year to year and monitoring of research-based best practices.	Principal/ Leadership Team	August 2017-June 2018	Scholastic ICLE ASCD	<i>Replace the principal who led the school prior to implementing the model</i>
The full implementation of the teacher evaluation model will be in place and the ratings will be used to determine the impact on the social/emotional learning of students and their academic improvement.	Principal/ Leadership Team	August 2017- June 2018	Scholastic ICLE ASCD	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>

Faculty and the administration will review reward strategies implemented in Year 1 to determine the effectiveness in increasing student achievement and recognize teachers who have implemented the strategies associated with the goals of the SIG grant. Strategies may be added, adjusted, or removed in order to improve performance in meeting this goal.	Principal/ Leadership Team	August 2017- June 2018	Scholastic ICLE ASCD	<i>Reward school leaders, teachers, faculty who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
Teacher incentives to recruit high demand areas will be established. Teacher rewards will continue to include extended professional learning opportunities and classroom resources.	Principal/ Leadership Team	August 2017- June 2018	Scholastic ICLE ASCD	<i>Provide high quality, job-embedded professional development</i>
Teacher incentives to recruit high demand areas will be established. Teacher rewards will continue to include extended professional learning opportunities and classroom resources.	Principal/ Leadership Team	August 2017- June 2018	Scholastic ICLE ASCD IUN (Indiana Univ. Northwest)	<i>Implement strategies to recruit, place, and retain faculty (financial incentives, promotion, career growth, flexible work time)</i>
Dunbar Pulaski will provide ongoing parental engagement activities	Principal/ Leadership Team	August 2017- June 2018	Scholastic ICLE ASCD	<i>Provide increased learning time for students and faculty</i>
Dunbar Pulaski will provide ongoing parental engagement activities	Principal/ Leadership Team	August 2017- June 2018	Scholastic ICLE ASCD DADs Parent Meetings	<i>Provide mechanisms for family and community engagement</i>

GCSC will allow Dunbar greater operational flexibility for extended learning opportunities (see district response included)	District	August 2017- June 2018	School	<i>Give the school sufficient operational flexibility (faculty, calendars/time, budgeting)</i>
GCSC (see district's comprehensive response included)	District	August 2017- June 2018	School	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SMART Academic Goal Year I

<p>By May 2015, there will be 25% fewer students demonstrating low growth in the area of English/Language Arts as measured by the ISTEP+ Assessment</p>	<p>By May 2015, the number of students demonstrating low growth in the area of Mathematics will be reduced by 20% as measured by the Spring ISTEP+ Assessment.</p>	<p>Other Academic Goal (optional)</p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Dunbar-Pulaski faculty analyzes Acuity, STAR reading, STAR math and Carnegie Learning data (math) to inform instruction The faculty determine student strengths and skill deficiencies and chooses interventions to accelerate and close skill gaps.</p>	<p>Principal/School Leadership Team/Teachers</p>	<p>Ongoing</p>		<p><i>Use data to implement an aligned instructional program</i></p>
<p>One component of increased learning time will be to provide professional development for teachers so that they are able to appropriately view data, disaggregate data, and utilize the data to inform and differentiate instruction in the classroom.</p>	<p>Principal/Data Coach/Literacy Coach</p>	<p>Summer 2014 (ongoing process after each Acuity administration)</p>	<p>\$ 4,000.00</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>Dunbar-Pulaski's principal, teacher leaders, faculty, and district office administration will provide intensive and extensive technical assistance and support to demonstrate their commitment to the success of the school improvement grant.</p>	<p>Principal/School Leadership Team/ Dr. Albert Holmes</p>	<p>May 2014-June 2015</p>		<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

SMART Academic Goal Year 2				
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
During the summer of 2015 a professional development institute will offer the Dunbar-Pulaski leadership team and faculty a data retreat. During the data retreat, the participants will analyze the effectiveness of currently used instructional programs. Additionally, faculty in their professional learning communities will collaborate as they analyze ISTEP+ results and additional formative and summative data to confirm the effectiveness of the research-based strategies chosen to address student gaps in learning.	Principal/Leadership Team/	June 2015-August 2015	\$3000	<i>Use data to implement an aligned instructional program</i>
Hold weekly interdisciplinary team meetings and bi-weekly content area meetings to professional learning communicates to review student data and monitor student progress and identify methods and resources to differentiate instruction.	Principal/Leadership Team/	August 2015- June 2016	NA	<i>Promote the use of data to inform and differentiate instruction</i>
	Principal	Summer 2015 – Summer 2016		<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
SMART Academic Goal Year 3				
Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles

During the summer of 2016 a professional development institute will offer the Dunbar-Pulaski leadership team and faculty a summer training institute. Here, participants will analyze the effectiveness of currently used instructional programs. Additionally, faculty in their professional learning communities will collaborate as they analyze ISTEP+ results and additional formative and summative data to confirm the effectiveness of the research-based strategies chosen to address student gaps in learning.	Principal/Leadership Team/	June 2016-August 2016	\$3000	<i>Use data to implement an aligned instructional program</i>
Hold weekly interdisciplinary team meetings and bi-weekly content area meetings to review student data and monitor student progress.	Principal/Leadership Team/	August 2016- June 2017	NA	<i>Promote the use of data to inform and differentiated instruction</i>
GCSC (see comprehensive response)	Principal/Leadership Team/	August 2016- June 2017	NA	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

SUSTAINABILITY Academic Goal - Year 4

By May 2018, 60% of our 7th and 8th grade students will demonstrate proficiencies in the areas of English/LA and Mathematics as measured by the ISTEP+ state assessment.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
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Dunbar-Pulaski faculty analyzes Acuity, STAR reading, STAR math and Carnegie Learning data (math) to inform instruction. The faculty determine student strengths and skill deficiencies and chooses interventions to accelerate and close skill gaps.	Principal/School Leadership Team/Teachers/Data Coach	August 2017-May 2018	Scholastic ICLE ASCD	<i>Use data to implement an aligned instructional program</i>
Organize weekly interdisciplinary team meetings and bi-weekly content area meetings to review student data and monitor student progress.	Principal/Leadership Team/Data Coach	August 2017- May 2018	Scholastic ICLE ASCD	<i>Promote the use of data to inform and differentiated instruction</i>
Monthly meetings with technical support team and school district leadership team.	Superintendent/Title I director/State's Title I coordinator	August 2017- May 2018	Scholastic ICLE ASCD	<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' 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 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 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 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 a 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 a 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.