

**Appendix F: LEA Application of General Information
2011-2012**

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: School City of East Chicago		Corporation Number: 4670
Contact for the School Improvement Grant: Dr. Jane Larson		
Position and Office: Chief Academic Officer	Contact's Mailing Address: 210 East Columbus Drive	
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Email Address: jl Larson@ecps.org		
Superintendent (Printed name) Michael Harding	Telephone: 219-391-2315	
Signature of Superintendent x <i>Michael A. Harding</i>	Date: <i>7-14-11</i>	

- Complete and submit this form one time only.
- Complete a second form, "Tier I and II Application" for each school applying for a school improvement grant.

Appendix B:

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Special Education	83%	212	High- 83 % of our Special Needs students have not	High- Targeted instruction is limited. All students do not have an Individual Learning Plan on file. Each student's work is therefore often inadequately assessed. Due to this limitation of

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

Mathematics-East Chicago Central High School

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

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>An overwhelming percentage of African American, LEP and students who receive free/reduced lunch (more than 50%) did not meet annual yearly progress last year.</p> <p>More than half of the ELL students do not have the basic skills needed to successfully pass middle and high school courses.</p>	<p>High suspensions, poor attendance and high failure rates result in poor student performance.</p> <p>Poor students and high discipline correlates to low performing students.</p> <p>There are limited opportunities for Special Education students to receive assistance outside of the academic classroom.</p> <p>Students who fail in the academic classroom must be provided with a map of the skills and state standards they need to attain. Such documentation is not currently provided to them.</p> <p>Additional remedial programs are needed for ELL students.</p> <p>A lack of professional development exists for teachers who instruct special needs students. Special Education leadership has been transitional for the past two years. Students' needs and best practices as a result were neglected while the department was</p>

	<p>under transition.</p> <p>Weak standards based instruction has been implemented with little focus on quality of education. The current curriculum has not been supported through data use and differentiated instruction methods have not been implemented.</p>
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Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			3	4	1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.

Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow		2			1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction – RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account

for more student learning time.					student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
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Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.			3		1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.			3		2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			3		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		2			4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.				4	5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.		2			6. Is differentiated for struggling students.

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

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

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example "</i> We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<p>Radical improvement is needed. Poor discipline has resulted in high student suspensions.</p> <p>Many teachers do not use student performance data in order to set goals for student improvement.</p> <p>LEP and Special Education students do not receive the targeted support needed in order to improve their educational capabilities.</p> <p>Nearly 50 percent of East Chicago Central High School students failed to graduate for three consecutive years.</p> <p>Although programs have been implemented, progress is gradually being made.</p>	<p>East Chicago Central High School has experienced a rapid turnaround of school principals.</p> <p>Student achievement has remained below the state average at East Chicago Central. The school has failed to make annual yearly progress for three consecutive years.</p> <p>Individual learning plans do not exist for a number of LEP and Special Education students.</p> <p>High school students continually fail the Graduate Qualifying Exam due to a lack of preparation.</p> <p>Consecutive leadership since 2009 has shown some stability and positive change.</p>

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

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

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

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

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

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: East Chicago Central High School

School Number: 4670-3924

Stakeholder Group	Mode of Communication	Date
Indiana University Bloomington	Email	June 27, 2011
Indiana University Northwest	Phone	June 27, 2011
Purdue University Calumet	Phone	June 27, 2011
Covering Kids and Families	Phone	June 27, 2011
Apple Computers Incorporated	Email	July 6, 2011

School Name: Joseph L. Block Middle School

School Number: 4670-3963

Stakeholder Group	Mode of Communication	Date
Office of Councilman Pete Visclosky	Phone	June 28, 2011
Apple Computers Incorporated	Email	July 6, 2011
Solution Tree	Email	July 6, 2011
Office of Councilman Pete Visclosky	Phone	June 27, 2011

DADS (Dads Are Doing Something)		
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School Name: East Chicago Central High School School Number: 4670-3924

Stakeholder Group	Mode of Communication	Date
Read 180-Scholastic	Phone	July 8, 2011
Scientific Learning	Phone	July 8, 2011
ACT Partnership	Email	July 8, 2011

School Name: Joseph L. Block Middle School School Number: 4670-3963

Stakeholder Group	Mode of Communication	Date
Read 180-Scholastic	Phone	July 8, 2011
Scientific Learning	Phone	July 8, 2011
Office of Councilman Pete Visclosky	Phone	June 27, 2011
Senator Lonnie Randolph	Phone	July 13, 2011

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

School City of East Chicago assures that it will

Corporation/Charter School Name

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

F. Waivers

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

- Extending the period of availability of school improvement funds.

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

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

School Improvement Grant 1003(g)
2011-2012

LEA School Application: Tier I and Tier II

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

School Corporation School City of East Chicago Number 4670

School Name East Chicago Central High School

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

Turnaround

Restart

Transformation

Closure

Assurances

School City of East Chicago assures that it will

Corporation/Charter School Name

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

Waivers

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

- Extending the period of availability of school improvement funds.

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

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Special Education	83%	212	High- 83 percent of our Special Needs students have not mastered E/LA or Mathematics standards for four years or more on the ISTEP + assessment	High- Targeted instruction is limited. All students do not have an Individual Learning Plan on file. Each student's work is therefore often inadequately assessed. Due to this limitation of information, students are often unable to make improvements in their work.
African American	62%	393	High- 62 percent of	High-Due to a lack of rubrics and exemplars, there is no clear

			African American students have failed to master E/LA standards on the ISTEP+ assessment	understanding between students and their parents regarding how improvements should be made.
LEP	54%	93	High-54 percent of Hispanic (Spanish speaking) students have failed to masters E/LA standards on the ISTEP+ assessment	High- More than 60 percent of our LEP students' families only speak Spanish. Many of our instructor's inabilities to communicate with them regarding their child's progress clearly impacts student improvement.
Free/Reduced Meals	57%	658	High- More than 50 percent of students who receive free and reduced lunch failed to master E/LA standards for more than four years	High-Correlations between academic failure and students who receive free and reduced lunches are overwhelming. More programs are needed in order to address healthier lifestyles for parents and families. A downturn in the economy has clearly impacted our students' parents level of income and abilities to successfully provide for their families,

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

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

Free/Reduced Meals	36%	663	High- More than 30 percent of students who receive free and reduced lunch failed to master mathematics standards for more than four years	These students typically wait to improve their academic performance based upon the results of standardized testing. This timeframe is apparently late, earlier intervention is needed.
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<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>More than 90% of the school population must be provided with better tools to help them better understand their failures and how to make improvement.</p> <p>More than 90% of our students need additional wrap-around services and support systems that provide them with the resources needed to be successful in school.</p> <p>Special Education students account for the greatest percentage of academic failure on standardized testing.</p> <p>More support is needed for Spanish speaking families who account for more than 60</p>	<p>There is a limitation of rubrics and exemplars currently used by instructors in order to articulate a student's performance.</p> <p>Partnerships are currently being built with outside social service organizations and universities based upon the results of a recent needs assessment and strategic plan.</p> <p>Additional remedial support is needed for special education students.</p> <p>There aren't any bilingual parent groups or organizations that exist at East Chicago Central High School</p>

percent of our population.

Student Leading Indicators

➤ **Instructions:**

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

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	59,400	59,400
2. Dropout rate*	48%	52%
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	92%	95%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	Not Tracked	2%
5. Number of students completing dual enrollment classes	Not Tracked	2%
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School	BAS SS	BAS SS

WES-Weekend School OTH-Other		
7. Discipline incidents*	2432	3420
8. Truants (# of unduplicated students, enter as a whole number)	Not Tracked	18
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective	Evaluations are differentiated based upon the categories of highly effective, effective, improvement necessary and ineffective
10 Teacher attendance rate	92.5%	91.6%

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot."</p> <p><i>Appropriate example:</i> " Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>" Teachers don't feel like coming to school"</p> <p><i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"</p>
<p>Disciplinary problems are drastic and often uncontrollable by teachers. Stronger control systems must be implemented immediately in order to ensure school safety and accountability.</p> <p>The teacher attendance rate is relatively high.</p> <p>The school drop-out rate has not increased for three consecutive years.</p>	<p>Due to a downturn in the economy, grant dollars related to school safety programs have been suspended. School City of East Chicago's grants management team continues to seek funds and recently established a partnership with the East Chicago Police Department. Student retention continues to be a top priority.</p> <p>New school improvement plans and a strategic plan were recently developed in an effort to improve student retention. Such documents did not previously exist.</p> <p>Cultural competency training has not been utilized nor instructional strategies for at-risk students.</p> <p>Teachers are in need of professional development on classroom management strategies in order to effectively de-escalate student behaviors.</p>

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

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
6. Spends most of the time managing the school.			3		6. Spends great deal of time in classrooms.
7. Is rarely in the classrooms.				4	7. Conducts frequent walk-throughs.
8. Is not knowledgeable about English/ language arts or mathematics instruction.			3		8. Knows E/LA and mathematics instruction well and is able to assist teachers.
9. Serves as lone leader of the school				4	9. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
10. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		2			10. Is not bound by seniority rules in hiring and placement of teachers.

Instruction	1	2	3	4	Instruction
8. Is primarily lecture-style and teacher-centered.		2			8. Includes a variety of methods that are student-centered.
9. Places the same cognitive demands on all learners (no differentiation).		2			9. Provides various levels of cognitive demands (differentiation; Response to Instruction – RTI).
10. Is primarily textbook-oriented.		2			10. Uses multiple sources beyond textbooks.
11. Does not include technology.				4	11. Includes frequent use of technology.
12. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			3		12. Works in teams, discussing student learning and instructional ideas.
13. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.			3		13. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
14. Instruction is not increased to allow for more student learning time.				4	14. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
7. Leadership does not observe or evaluate teachers for use of the curriculum.			3		7. Is observed by school leadership that it is being taught.
8. Is considered to be the textbook or the state standards.			3		8. Is developed by the district/teachers based on unpacking the state standards.
9. Is not aligned within or across grade levels.			3		9. Is aligned within and across grade levels.
10. Is not rigorous or cognitively demanding.		2			10. Is rigorous and cognitively demanding.
11. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.				4	11. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
12. Is not differentiated for struggling students.		2			12. Is differentiated for struggling students.

Data – Formative Assessments	1	2	3	4	Data – Formative Assessments
4. Are not regularly used by teachers. 5. Are not routinely disaggregated by teachers. 6. Are not used to determine appropriate instructional strategies.		2 2 2			4. Are used to implement an aligned instructional program. 5. Are used to provide differentiated instruction. 6. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
4. Is individually selected by each teacher; includes conferences and conventions. 5. Is not related to curriculum, instruction, or assessment. 6. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.			3 3		4. Is of high quality and job-embedded. 5. Is aligned to the curriculum and instructional program. 6. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
3. Does not provide extended supports. 4. Does not ensure a safe school and community environment for children.		2		3	3. Provides social and emotional supports from school and community organizations. 4. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

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

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students. "</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example</i> " We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<p>More academic assistance is needed for students who take rigorous coursework.</p> <p>More focus is made on teacher seniority than effectiveness in the classroom.</p> <p>Lecture-style teaching is dominate which impacts one-on-one and project based activities.</p> <p>More differentiation is needed for struggling students.</p> <p>Formative assessments are not regularly used by students.</p> <p>Cultural instruction is limited and very traditional.</p> <p>Instruction isn't intertwined with real world occurrences.</p>	<p>There is a limitation of extra curricula and outside support available for students who need tutorial help.</p> <p>Board policies are currently being modified in order to meet the specifications of School Improvement Reform.</p> <p>Most teachers are used to lecture-style teaching. More professional development is needed that introduces other methods.</p> <p>Additional tutorial and extra curricula activities are needed for struggling students.</p> <p>Rubrics and exemplars are not typically used by the secondary education teachers</p> <p>Teachers feel limited by textbook instruction and don't seek outside sources for instruction.</p>

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

Intervention model selected Transformation

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

Comprehensive Instructional Reform Strategies are a core component of the recently established Early and Middle Colleges. Early and Middle Colleges are a four year high school program that enables high school students to earn college credit while still in high school. Early and Middle College program leaders are currently traveling across the country, researching best practices, and completing the processes necessary to improve the quantity and quality of Advanced Placement courses currently available for students. One key feature of the Early and Middle College is the coordination of the research-based program, AVID. AVID stands for Advancement Via Individual Determination. AVID is a fourth- through twelfth-grade system to prepare students in the academic middle for four-year college eligibility. AVID focuses on youth in the "academic middle" by providing them with the right support tools needed to ensure their academic growth. Through the program, students complete individual learning plans which help program leaders to develop strategies based upon the students' needs. While in this program, students enroll in rigorous coursework. The program is monitored through the AVID center data system.

A core component of the Early and Middle College is the development of smaller learning communities.

The transformational model addresses several key themes that were recently outlined in School City of East Chicago's strategic plan. The strategic plan was developed as a result of several monthly meetings with more than 39 business leaders. The process was led by Cambridge Strategies. School City of East Chicago's strategic plan lists several strategies for developing teacher and leader effectiveness. This includes the establishment of partnerships with such companies as Apple Computer Incorporated, Read180, Fast Forward and Solution Tree. Such partnerships have resulted in district-wide professional development on topics ranging from classroom management to social media, the establishment of smaller learning communities and interdisciplinary teams. Decreasing the teacher to student ratio has clear impacts on the educational advancement of students. Furthermore, when instructors collaborate in an effort to improve student performance, there is a stronger likelihood that student achievement will increase (Rosenholtz, 1989). Furthermore, the transformational model intertwines with both the Early and Middle College concept.

The Educational Alliance at Brown University suggest that, “The large, impersonal high school must divide into smaller learning units, with a group of teachers responsible for a specific group of students. Options include school-within-a-school models, academies organized around a particular theme, career pathways, or multi-grade or single-grade clusters”(Allen, 2010). Clearly, the Early and Middle College Model concept adheres to this theory by virtue of strong instructional leaders, increased bilingual staff, interdisciplinary teams, digital curriculum and a project based approach to teaching. Apple Computers Incorporated leads School City of East Chicago’s technological training.

Apple Computers Incorporated meets with the Informational Technology Team to exchange ideas and strategies in an effort to develop effective models in student assessment, curriculum content and faculty development. The strategies discussed are currently being used in order to strengthen School City of East Chicago's three year technology plan and build a digital curriculum based upon Indiana Academic Standards. This meaningful collaboration enables the technology enterprise in two ways. First, it helps to ensure that students are equipped with the resources needed to master technologically-based course content. Secondly, it helps to establish a repeatable process and common framework to acquire, reuse, and consistently deliver high-quality professional development.

The transformational model will allow School City of East Chicago to improve its differentiated instruction. Increasing learning time and creating community-oriented schools is a key element of School City of East Chicago’s strategic plan. School City of East Chicago recently completed all documentation needed to become a member of the Early and Middle College National Consortia. The organization’s over-arching goal is to assist Middle and Early College schools with successfully preparing students for matriculation to an institution of higher education by virtue of rigorous coursework. Due to our Middle and Early College's partnership with local colleges and universities, a total of 43 students are taking rigorous courses at Indiana University Northwest and receiving dual credit while 58 students are enrolled in credit recovery. As a result of students working to complete the recently established credit recovery program and those who are taking advanced placement courses, we anticipate a drastic improvement in the graduation rate which is currently 52 percent.

Providing operational flexibility and sustained support is a critical component of our schools’ operations. Recently members of School City of East Chicago’s teaching and administrative staff completed The 8-Step Process training with the Indiana Department of Education. The training taught leaders how to successfully implement a system-wide approach that ensures adequate yearly progress. By virtue of this training, leaders at East Chicago Central High School and Joseph L. Block Middle School developed a school improvement plan that was approved by and submitted to School City of East Chicago’s Title I Office. School City of East Chicago anticipates completing additional similar trainings with the Indiana Department of Education in the event that an award is made.

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

The transformational model will help School City of East Chicago to strengthen its current policies and systems while hiring significantly different and sustainable school principals. Furthermore, since 95 percent of our students receive free or reduced lunch and 60 percent are English As A New Language Learners, the extended school time, community intervention and Early/Middle Colleges will provide students with the extra support that they need to enhance their academic abilities.

One key component of the model is the development of professional learning communities. Professional learning communities

are a collaboration of teachers, administrators, parents and students that work together to seek out best practices, test them in the classroom, continuously improve process, and focus on results (Richard DuFour, 2001). The core components of the professional learning communities will include:

- Interdisciplinary teams (teams consisting of 4 teachers in Math, Science, English, Social Studies)
- An extended school day of up to 8 hours
- Partnerships with local colleges
- Building support for Students, Teachers and Staff through
 1. 3 Social Workers
 2. Data/Professional Development Coaches
 3. Curriculum Coaches
 4. Grading Scale of A, B, C or No Grade (No Fail Option)
 5. Instructional Leader for Early College
 6. Instructional Leader for Middle College
 7. Principal
 8. Special Education Consultant
 9. ESL/ENL Support Services

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	x		Budget Request
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	x		Attached Budget Request Copies School Improvement Grant (East Chicago Central Does Not Receive Funds)
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	x		Attached Budget Request
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	x		Attached Budget Request

Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I and II schools that are indicated. <i>All models</i>	x		Copies School Improvement Grant (East Chicago Central Does Not Receive Funds)

6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 	x		Attached budget and progress on transformational model April 2011 report.
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	x		<p>Progress on transformational model April 2011 report. Copies of licenses.</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	x		<p>Copy of board meeting minutes</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	x		<p>Copy of board meeting minutes. Letter of support from Title I Director</p>

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

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

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

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

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	x		Copies School Improvement Grant (East Chicago Central Does Not Receive Funds)

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning</i> 	x		Memorandum of Understanding with IDOE
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<p>(ex...)</p> <ul style="list-style-type: none"> ○ An additional block of time embedded into the school day ○ Summer enrichment/remediation ○ Saturday intervention ○ Before or after school enrichment/remediation ○ School vacation weeks • Compensation for extended day is identified by the LEA 			
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service</p>	<p>Implementation of the transformational model at East Chicago Central High School is supported by three of the state's major public institutions: Purdue University Calumet, Indiana University Northwest and Ivy Tech Community College of East Chicago, Indiana. In 2010, as the result of a rigorous strategic planning process, and the determination to successfully implement a Transformational Model, School City of East Chicago established an Early and Middle College initiative in collaboration with Indiana University Northwest, Ivy Tech Community College of East Chicago and Purdue University Calumet.</p> <p>District leaders have traveled across the country, researching best practices, and completing the processes necessary to improve the quantity and quality of Advanced Placement courses currently available for students. Partnerships with such organizations as Covering Kids and Families, Apple Computer Incorporated, Solution Tree, Dads Are Doing Something, The East Chicago Police Department, and The East Chicago Katherine House Boys & Girls Club were established based upon the results of a rigorous needs assessment and school improvement goals. Community leaders are invited to attend monthly board meetings in an effort to discuss promising research based practices that can improve the quality of education available for East Chicago youth.</p> <p>During the onset of the strategic planning process, strategic planning teams began evaluating and determining those organizations that could have a significant impact on both the livelihood and educational gain of East Chicago students. That information was presented to the superintendent and compiled into the 2010-2015 strategic plan.</p> <p>East Chicago Central High School's administrative staff will work in collaboration with the Early and Middle College High School Consortium in order to redesign East Chicago Central High School's Early College and to successfully implement the transformational model.</p> <p>"Since 2002, the partner organizations of the Early College High School Initiative have started or redesigned more than 230 schools in 28 states and the District of Columbia. The schools are designed so that low-income youth, first-generation college goers, English</p>

provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and

(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.

language learners, students of color, and other young people underrepresented in higher education can simultaneously earn a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree—tuition free" (Early College High School Initiative, 2011, par. 2).

A recent national evaluation of the Early College High School Initiative resulted in the following:

1. More ECHS students were **on-track for college** than control group students.
2. The ECHS model appears to be **closing the performance gap** among student sub-groups.
3. Students in the ECHS were **less likely to be suspended** and were **absent fewer days**.
4. ECHS students reported **higher levels of academic engagement**. ECHS students reported **more positive school experiences** than students in the control group, including **better relationships, higher expectations, more rigorous and relevant instruction, and more academic and social support**.
5. 97 percent of ECHS students had completed Algebra I compared to 76 percent of the control group.
6. For attendance, both groups had similar numbers of excused absences (2.86 for the ECHS and 2.94 for the control), but ECHS students had significantly fewer unexcused absences. The ECHS students had an average of 3.85 unexcused absences compared to 6.41 in the control group (the adjusted impact was 1.5 days, a difference that was statistically significant at $p < .05$).

Additional details can be found at <http://www.earlycolleges.org/newsletter.html#watch>.

The following external partners have committed to working with School City of East Chicago:

1. **Scientific Learning**-(Fast Forward) Intervention will provide learning tools to remediating students that will facilitate increased capacity in brain function and heightened academic awareness. This initiative was begun in January of 2010 and has been expanded throughout k-12 curriculum for students in need of academic motivation as identified through test scores, placement exams and general

performance.

2. **K-12 Insight-** The intervention is comprised of strategies to engage the community in effective and productive communication. The district has identified communication as a need or an area that needs improvement. Through this relationship ESL/ENL, Special Education, as well as high achieving students will benefit from input and involvement from the community of stakeholders.
3. **Scholastic Read 180-**This intervention will provide remediation in reading to increase the Lexile score of each student every year. In conjunctions with Fast Forward, students have been found to exhibit extraordinary growth in one academic year. East Chicago Central High School is a national Read 180 site. Since the implementation of this scientifically-based program 794 students have completed literacy reading and advanced literacy programming with a completion rate of 86 percent.
4. **American College Testing (ACT)-** This vendor will provide student assessments, data collection and correlation with Career Path Development through Plan Explore and Work Keys. We began our relationship with ACT in April 2010. We seek to pursue more aggressive data usage through the program during the 2011-2012 school year. ACT's reputation is nationally endorsed by school districts, states and federal resources. The programs listed within the plan will benefit from ACT resources in career planning and additional work opportunities. The program is being integrated cooperatively with the Title I and Special Education departments.)
5. **Blackboard Connect-** Parent and community to school to school communications will be enriched through our relationship with Blackboard Connect. Communication and accessibility of pertinent data and information has been an ongoing problem in the district. Blackboard will enhance technology while allowing stakeholder to become better informed.
6. **Florida Virtual School- K-12 Knowledge On Line;** This organization will enable students to take classes that are advanced, remedial or classes that are too small in number. The reputation of this vendor has been supported by the Indiana Department of Education and the program is currently being used in districts across the nation. A relationship with this vendor was established in 2010.
7. **Compass Odyssey-** This company provides online courses that will allow students to take classes for Credit Recovery. This partnership will aid in the extension of both the day and year by allowing students to work from any computer. The reputation of this vendor has been supported by testimonials from

numerous districts and School City of East Chicago has collaborated with them since 2008.

8. **College Board-** Through a partnership with this organization, the district will assist teachers by helping them to become qualified to teach AP courses and to become Master Teachers. Using a local college program, teachers will receive incentives to pursue additional course work. This relationship is ongoing due to the reputation of College Board for Advanced Placement assessments.
9. **Indiana Department of Education-** The IDOE has provided technical support through Moodle classes, Learning Connection and Technical Support teams that assist with hiring and operational information.
10. **Indiana University, Purdue University, Ivy Tech Community College-** Professional development sources for staff as well as advanced credit opportunities for students. These institutions have pledged their support to insure that the transformational model operates with fidelity.
11. **Cambridge Strategic-** This organization assisted the district with formulating a plan for the next five years that will provide a blueprint for the site planning that must take place at the high school. Dr. William Cook, the organization's head personnel has more than 40 years of experience in strategic planning. The superintendant is the internal facilitator and provides oversight for district planning. The high school will continue the process on site with a veteran teacher of 15 years serving as internal facilitator directly with the principal, staff and community.
12. **Covering Kids and Families-** This organization works closely with schools in East Chicago in order to ensure that students have the proper health insurance needed to ensure a healthy quality of life.
13. **Central Health Centers-** The program was developed to offer health services for pregnant girls in order to prevent drop-out rates.
14. **The East Chicago Education** This organization provides mini-grants for classroom based projects that align with Indiana Academic Standards.
15. **Arcelor Mittal Foundation-** This foundation is committed to ensuring students are prepared for the future by providing internships and employment. Arcelor Mittal has been very instrumental in developing the high school STEM programming especially Project Lead the Way.
16. **Communities In Schools of East Chicago-** Provides ACT and SAT preparation for students.
17. **East Chicago Police Department-** Provides some safety intervention for

	<p>students. A pending Safe Haven grant will extend programmatic opportunities.</p> <p>Cambridge Statistics- Provides strategic planning based upon SMART Goals that lead to the development of standard's based school improvement plans</p> <p>Pearson Mathematics- Provides standards based professional development for teachers.</p> <p>As a result of implementing this new system, teachers will be provided the opportunity to apply for career advancement stipends. Current partnerships with Indiana and Purdue University will provide Master Teachers will the opportunity to improve their quality of teaching thus ensuring that students meet annual yearly progress and engage fully with our external partners.</p>

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet 	<p>School City of East Chicago's current grant funding including Title II, Title III and ARRA will be used by East Chicago Central High School. General Funds will support the principal, vice principal and teaching staff.</p> <p>School staffing will be funded through General Funds. Professional Development will be ongoing and provided through Apple Computers Incorporated, Scientific Learning and Scholastic Books. PL 221 monies will be used to provide additional school improvement professional development that is job-embedded and of high quality.</p> <p>Indiana University Bloomington will provide additional in-kind professional development that focuses on barriers faced by Hispanic and Latino youth as well as STEM –based curriculum for all students. The Title III grant will also provide additional support for ELL students and parents,</p> <p>The Special Education grant will help School City of East Chicago to ensure that students have the resources they need for success. Greater measures will be made to ensure that instruction for special education students is differentiated as more than 83 percent of their student population failed standardized testing. The Director of Special Education and the newly hired principal will meet on a more routine basis in order to discuss concerns and recommendations.</p> <p>Covering Kids and Families, will provide a series of afterschool programs and health related intervention. While Communities In Schools of East Chicago provides financial literacy and ACT/SAT test preparation.</p>

<p>the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>Purdue University Calumet and Indiana University Northwest will provide dual credit to students who master AP and College prep courses.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. <i>Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></p>	
<p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; 	<ul style="list-style-type: none"> (a) School City of East Chicago will work in collaboration with the Indiana Department of Education and the external evaluator in order to develop an evaluation instrument that determines student growth. There aren't any policies that negatively impact the development of an evaluation for the high school's principal. (b) During monthly board of directors meetings, school and community leaders have the opportunity to openly address issues that may concern school improvement reform. Once concerns are made, actions can be made according to vote made by the school corporation's board of directors. (c) School City of East Chicago's non-discrimination policy prohibits leaders from discriminatory practices. In an effort to ensure the ongoing incorporation of this practice, a series of activities take place including: the review of curriculum content, ongoing in-service, systematic review of student programmatic activities, and the continual review of policies in order to ensure that East Chicago Central receives the support needed for proper annual teacher salaries, staff support, and instructional time. (d) New evaluations are based upon the Canadian Evaluation format for Performance Based Incentives. This new system is grounded on the premise that student performance drives incentive or pay increases along with other performance factors. This system will be based on one year academic growth for every student equating into percentage averages for classrooms and teachers. Building growth will be assessed for principals to effectively monitor data. According to this model, 86-100 percent growth equates to a highly effective setting, 71-85 percent growth is effective, 50-70 percent growth denotes that improvement is need, and percentages below 50 percent suggest that a process is ineffective. Principals are evaluated for

<ul style="list-style-type: none"> (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time. 	<p>growth planning in September, with a mid-term assessment in December and the final evaluation is June. Informal and data assessments are constant and expected.</p> <ul style="list-style-type: none"> (e) All statutory and contractual procedures will be followed. However in the process of dismissal, teachers will be given all due process in informal observation, prompting immediate notification of formal evaluation, discussion and corrective action implementation (coaching, professional development) (f) The building principal will be allowed flexibility to develop job posting for open positions within the building, (g) The instructional time added to the high school will equate to no more than two class periods per day and an additional month per year. Students will receive an Individualized Learning Plan based on their educational needs. The ILP will dictate the number of additional days that a student will need to attend. These additional days will be accompanied through utilization of before and after the traditional school day classes.
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>5. Sustain the model after the funding period ends.</p>	<p><i>Professional learning communities are a commonly used practice at East Chicago Central High School.</i> With implementation of reputable programming, ongoing and local conversations on how to impact the livelihood of low performing youth will result in a cycle of change. The infrastructures of the <i>transformational mode, remediation programming and the Early/Middle Colleges</i> are dependent on the overarching collaboration between the School City of East Chicago and its collaborative partners. The partnership will facilitate the coordination and communication necessary to provide the most effective and efficient array of services and educational programming for students beyond the grant cycle. A Steering Committee consisting of administrative staff and community personnel will meet quarterly to discuss IEP goals, Indiana Academic State Standards, school improvement plans and student achievement in accordance with the transformational model and requirements as set forth by the Indiana Department of Education.</p> <p>A budget committee in collaboration with the Board of Trustees will provide oversight in order to ensure the accountability of all funds obtained to support School Improvement programming. Furthermore, partnerships with external organizations will remain ongoing.</p> <p>Despite the current economic challenges that it faces, School City of East Chicago possess a concentration of talented human capital including its parents, staff, community partners and students. Increasing the number of collaborations and facilities that support school improvement will help to increase our efforts towards sustainability of the transformational model. School City of East Chicago proposes to use these elements and begin planning for long-term implementation of the transformational model. To this end, several core strategies for long-term sustainability will be established. First, School City of East Chicago will draw upon its success of fostering public and private partnerships. Businesses, industries and foundations that benefit from collaboration with School City of East Chicago will be asked to partner in order to sustain the transformational model. Many of this program's objectives align with those of the Investing in Innovation Grant. It may prove practical to configure some of the Investing in Innovation grant components that have the greatest impact on our district into the requirements of the transformational model.</p> <p>School City of East Chicago's Office of Grants Management and Resource Development is in the process of developing a stewardship plan that determines potential donors, deadline dates and ceiling award amounts.</p> <p>The Office of Grants Management and Resource Development's current proposal development strategies and efforts represent an opportunity to leverage philanthropic support and sustain the program. Local community foundations and federal donors whose mission and vision align with the scope of the program will also be approached. By year 2, we will develop a diversified resource development plan to obtain future funding from private donors, foundations, corporations, and governmental entities.</p> <p>1. Our action steps include the following:</p>

2. Talk to local grantors about how the mission of this initiative aligns with their goals
3. Identify and talk to community leaders who might have a common/vision or interest
4. With development team and school staff, discuss financial goals of the program
5. Identify budget items
6. Select and implement methods for fundraising/resource gathering for the year. Use more than one method (direct mail, special events, in-kind sources, grants, personal solicitation).

Without the funding needed to ensure sustainability, East Chicago Central High School will remain at-risk, academic failure will continue and proper interventions won't be incorporated in an effort to alleviate risk factors.

Funding from the Indiana Department of Education is the "seed money" needed to improve our effort for long-term internal capacity building while aiding our endeavors to increase levels of academic support for struggling students.

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

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

School City of East Chicago's school improvement planning processes are ongoing. In April 2011, a transformational progress report was developed that outlined the progress that schools failing to meet AYP have made since last year. Included in the plan are a listing of consortium partners whose evidenced collaborations with schools and communities have greatly impacted the educational gains of students. A copy of the proposal entitled School City of East Chicago Transformational Model Progress Report can be found in Attachment D of this proposal.

School City of East Chicago will focus on collaborations involving Scholastic Read 180, Apple Computers Incorporated, Indiana Department of Education, Cambridge Statistics and Pearson Mathematics in an effort to ensure that professional development is ongoing for teachers. The content included in each professional development session will be presented using effective pedagogical strategies that emphasize Indiana Academic Standards. Long term objectives include:

- The development of standards based curriculum and instructor support materials using both print and electronic format in order to meet the needs of all students' learning capacities
- Evaluating and revising developed materials
- Disseminating the results through presentations, publications, and professional development activities
- Support instruction based upon a constructivist theory of knowing including the use of individual and group learning tasks, self-assessments, as well as oral and written communication of mathematical and linguistic ideas
- Evaluate the curriculum materials in the form of each student's beliefs about mathematics and language arts
- Quickly assess each student's phonemic awareness
- Immediately report results of standardized testing to parents.

Monthly evaluations of East Chicago Central High School's school achievement and growth data will take place involving key administrators, teachers and the school's

<p>evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions,</p>	<p>principal. The overarching goal of the meeting will be to analyze Spring and Fall projectiles on standardized testing while developing an ongoing action plan that results in effective change.</p> <p>We expect that the use of these meetings will result in administrators and teachers who have a comprehensive annual yearly progress background to support the quality and style of teaching envisioned by the Indiana Department of Education. All curriculum will be based upon Indiana Content Standards for Educators as well as the Indiana Academic Standards. Professional Development opportunities will be offered to university educators in an attempt to share best practices involving curriculum development.</p> <p>School City of East Chicago's accounting department operates with integrity and applies Financial Accounting Standards Board rules to its usage of all incoming revenues. A budget review committee in addition to a Grants Management Specialist will provide interventions in order to ensure that all funds are spent according to the itemized requests. Key administrators including the Chief Academic Officer, Director of Special Education, Board of Trustees, East Chicago Central's principal and Superintendent will work in collaboration in order to ensure that all accountability processes, school management activities and operations of the school are performed with integrity.</p>
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school improvement activities, financial management, and operations of the school.

Transformation Model

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

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Post the position both internally and externally using both the Human Resources website and The National Education Association.	Director of Human Resources, Supt, Chief Acad. Officer	7-11
	Establish an interview committee	Director of Human Resources, Supt, Chief Acad. Officer	7-11
	Interview committee identifies candidate	Director of Human Resources, Supt, Chief Acad. Officer	7-11

	Candidate is presented to the board of directors	Director of Human Resources, Supt, Chief Acad. Officer	7-11
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	All evaluation systems used for this model will be modified in order to meet criteria set forth by the Indiana Department of Education. School City of East Chicago will work in collaboration with the Indiana Department of Education and an external evaluator in order to develop a principal evaluation tool that meets the core requirements of the School Improvement Grant in the event that an award is made.	Chief Acad. Officer, Supt., External Evaluator	8-11
	Establish and implement new principal and teacher evaluation tools	Chief Acad. Officer, Supt.,	8-11
	Evaluation of new principal and teacher evaluation tools	Board of Directors, Chief Acad. Officer, Supt.,	8-11
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	Teachers will have the opportunity for professional growth by virtue of partnerships with Purdue University Calumet. Teachers will have the opportunity for career advancement through stipends for their textbooks, a total of \$2,000 annually. Professional development stipends of \$1,000 annually will also be provided.	Principal, Finance Office	8-11 and ongoing
	Teachers that receive unsatisfactory marks on their evaluations will be placed on probation. In the event that improvements aren't made within six months, instructors will be removed from their positions	Principal	Ongoing

	Collaborations will be made with School City of East Chicago's Director of Communication's in order to enhance the job postings made by the school corporation in order to ensure they reflect the benefits of working within it	Human Resources, Director of Communications	8-11
6. <i>Provide increased learning time for students and staff.</i>	<p>Add an additional 45 minutes of instructional time</p> <p>Add an additional four days of instructional time to the school year</p>	<p>Principal</p> <p>Board of Directors</p>	<p>8-11</p> <p>8-11</p>
7. <i>Use data to implement an aligned instructional program.</i>	<p>Baseline data including each student's grade point average and standardized test scores will be initially gathered. The analysis of the above measures will be further aided by the use of focus groups with partners and the distribution of the Parent and Student Survey issued by Dr. Matthew Ringenberg.</p> <p>All intermediate outcomes (behavioral and performance changes) of the Early and Middle College will be assessed using both control group/experimental group and single group before and after measures. The interval and ratio measures that are identified in the grant and further articulated in the logic diagram will be used for this purpose (grades, number of absences from school, number of disciplinary incidents, etc.) The student's T-test statistic will be used to assess the behavioral and performance impacts accruing from the proposed programmatic intervention.</p> <p>A high degree of flexibility will be maintained with</p>	External Evaluator, Planning Team	8-11, quarterly

	<p>respect to every aspect of the evaluation. It is assumed that the specific design of the grant will be enhanced over time as lessons are learned and as additional resources are mobilized. The evaluator will participate in regularly scheduled meetings with the planning team.</p>		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<p>All programmatic staff will be trained in order to assist them with properly identifying the indicators needed to successfully implement the model.</p> <p>Monthly data meetings will be held per academic area. Instructors will be encouraged to use data when developing lesson plans.</p>	Principal	8-11, monthly
9. <i>Provide mechanisms for family and community engagement.</i>	<p>In collaboration with community partners, establish bilingual quarterly parent outreach events and conferences. During the summer, host a Parent University consisting of a number of community leaders and educational institutions. Family and community engagement include the following activities:</p>	Principal, Parent Liaisons	8-11
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</i>	<p>Work with the Early and Middle College Consortium to develop the most appropriate Early and Middle College structure that meets the needs of East Chicago Central High School Students.</p> <p>Work with partnering agencies to develop action plans.</p> <p>Two full time social workers will be hired to assist at-risk students which will provide the principal with the opportunity to focus on successful implementation of the grant.</p>	Principal, Early and Middle College Consortium	8-11

<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<p>Monthly meetings with district administrators (Chief Academic Officer, Director of Special Education, Director of Technology, District System Administrator).</p> <p>Meetings as required with the Indiana Department of Education.</p> <p>Professional Development trainings with Apple Computers Incorporated, Scientific Learning, Scholastic Books, Indiana University Bloomington, and the Early and Middle College Consortium</p>	<p>Principal, Administrators, Partners</p>	<p>8-11, ongoing</p>
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➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

1. Develop a descriptive job description in collaboration with board of trustees superintendent and Chief Academic Officer
2. Post the position both internally and externally using both the Human Resources website and The National Education Association.
3. Establish an interview committee
4. Interview committee identifies candidate
5. Candidate is introduced to the board of trustees

Pre-Implementation

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

Action: Administrative personnel and community leaders will meet to review the proposed action plan and dates in order to ensure that action items are completed according to the proposed deadlines.

The Grants Management Specialist will develop a feasibility plan and tactical action plan which will be distributed to community collaborators and key officials. An excel spreadsheet with the approved budget will also be distributed and discussed.

Timeline: August 1- August 5, 2011

Budget: N/A

Check Your Work - Additional Requirements for All Models

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

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

Instructions:

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

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

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
31.5% of all students passed both Math and English End of the Course assessments	60% of all students are proficient in Math and English End of the Course assessments	75% of all students are proficient on End of the Course assessments	95% of all students are proficient on End of the Course assessments, all NCLB goals will be met to include each student population of African American, ENL, Free Reduced Lunch, Special

<p>43% of all students are proficient on ISTEP + English</p>	<p>65% of all students are proficient on ISTEP+ English,</p>	<p>85% of all students are proficient on ISTEP+ English</p>	<p>Education 95% of all students are proficient on ISTEP+ English, all NCLB goals will be met to include each student population of African American, ENL, Free Reduced Lunch, Special Education</p>
<p>64 % of all students are proficient on ISTEP+ mathematics</p>	<p>75% of all students are proficient on ISTEP+ mathematics</p>	<p>85% of all students are proficient on ISTEP+ mathematics</p>	<p>95% of all students are proficient on ISTEP+ mathematics, all NCLB goals will be met to include each student population of African American, ENL, Free Reduced Lunch, Special Education</p>

II: Budget

Instructions:

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

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

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

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

East Chicago Central High School does not receive Title I or School Improvement Funds. General operating funds are used in lieu for the ongoing facilitation of daily operations.

School City of East Chicago's current grant funding including Title II, Title III and ARRA will be used by East Chicago Central High School. General Funds will support the principal, vice principal and teaching staff.

School staffing will be funded through General Funds. Professional Development will be ongoing and provided through Apple Computers Incorporated, Scientific Learning and Scholastic Books. PL 221 monies will be used to provide additional school improvement professional development that is job-embedded and of high quality.

Attachment A: LEA Budget Capacity Scoring Rubric

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

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

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

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

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

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

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

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

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

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

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

Attachment C: Budget

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

Original
 Amendment # _____

Allocation
Amount

Corporation Name: School City of East Chicago Corp #: 4670

		School Name: East Chicago Central High School						School #:				Line Totals
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	\$100,000		\$18,000								\$118,000
21000	Support Services-Student	\$336,000		\$60,984								\$396,984
22100	Improvement of Instruction (Professional development)					\$270,000						\$270,000
22900	Other Support Services: Admin for School-Level Activities		32,000		\$5808							\$37,808
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance					\$593,400						\$593,400
27000	Transportation							\$44,500				\$44,500
33000	Community Service Operations											\$0.00
60100	Transfers (Interfund)											\$0.00
Column Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1460692

TOTAL COST

\$2000000 (This amount includes line items listed on the proceeding pages and indirect cost)

Current Indirect Cost
3%

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	\$1435692
Total Available for Indirect Costs	\$60,000
Amount of Indirect Cost to be used	\$60,000
Grand Total After Indirect Cost	2000000

ITEMIZE and EXPLAIN

General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
	<p>Scientific Learning Fast Forward at a rate of \$20,000 includes licenses for students and coaching for teachers.</p> <p>ACT for the purchase of the assessment sources in line with academic standards and consultation at a rate of \$10,000</p> <p>EChalk- for the purchase of technology used for parent contact and communication at a rate \$20,000</p> <p>Florida Virtual- for the purchase of an on-line tool for providing students additional course options at a rate of \$45,000</p> <p>Compass Odyssey- for credit recovery and online courses taking place within the remediation program at a rate of \$25,000</p> <p>Technology- This line includes all necessary software and hardware to support Scholastic Read 180 and Scientific Learning including:</p> <ul style="list-style-type: none"> • Read 180 Stage A (50 Licenses) at a rate of 6290 each= \$314,500 • FastForward Secondary Literacy Series (60Kits) at a rate of \$1600 per unit = \$96,000 <p>Total Property: 530,500</p>	<p>This line includes professional development contracts with</p> <p>Cambridge Strategics at a rate of \$10,000 for strategic planning with learning teams and administration</p> <p>Instructional Framework/Professional Learning Communities, Common Assessments (In-State) at a rate of \$40,000</p> <p>Instructional Teaming at a rate of \$40,000 for the development and evaluation of professional learning teams</p> <p>Apple Computers Incorporated to support digital curriculum at a rate of \$40,000</p> <p>Pearson Mathematics Support at a rate of \$60,000 to assist teachers with the development of standards based curriculum</p> <p>Scholastic Read 180 at a rate of \$30,000 to provide instructors with reading remediation training and resources</p> <p>Total Professional Services: \$270,000</p>		<p>This line includes the hiring of three social workers at a rate of \$52,000 full-time. Two will support the Early and Middle College and one will support remediation programming. The remediation program's social worker will provide support in an effort to decrease the drop out rate for a total of \$156,000.</p> <p>This line includes the hiring of two Special Education teacher at a rate of \$50,000 per teacher to support remediation programming for a total of \$100,000</p> <p>This line includes the hiring of a Curriculum/Instructional Coach at a rate of \$60,000 annually. The individual will be responsible for exclusively developing high school curriculum that is rigorous and standard's based.</p> <p>This line includes the hiring of a Data/Professional Development Coach at a rate of \$60,000. The individual will be responsible for monthly review of high school related data in an effort to ensure that gains towards adequately yearly progress are being made.</p> <p>This line includes the hiring of a Career Technical and Success Coordinator at a rate of \$60,000. This individual will be responsible for career counseling and academic guidance within the Early and Middle Colleges.</p> <p>A Grants Management Specialist will be responsible for fiscal oversight at a rate of \$32,000 per year , FTE</p>

				<p>Total Salaries: 468,000</p> <p>All benefits are based upon the following percentages: FICA at 6.2% Employer Medicaid at 1.45% TERF at 10.5%</p> <p>Total Benefits: \$78,984</p>
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Pre-Implementation Activities:

Action: Administrative personnel and community leaders will meet to review the proposed action plan and dates in order to ensure that action items are completed according to the proposed deadlines.

The Grants Management Specialist will develop a feasibility plan and tactical action plan which will be distributed to community collaborators and key officials. An excel spreadsheet with the approved budget will also be distributed and discussed.

Timeline: August 1- August 5, 2011

Budget: N/A

Budgeted Items

Funds will be used to extend the academic school year. Academic teaching staff will be extended to 10.5 months. A total of Fifty full-time employees will work an additional one hour per day for 180 days at a rate of \$50 per hour for a **total of \$450,000.**

A Grants Management Specialist will be hired to provide fiscal oversight and to ensure that all monies are spent with fidelity (**FTE 40 hours per week at a rate of \$32,000 annually**).

Professional Development Stipends for teachers will be awarded at a rate of \$500 per teacher for a total of 75 stipends will be awarded annually for a **total of \$37,500.**

A total of \$4500 will be used for the newly hired principal, Middle College Director and Early College Director to attend the Middle College-Early College high schools three day residency program. A total of \$1500 includes costs for travel and hotel expenses. Additional information can be found at <http://www.mcnc.us/professional-development/principal-residency/>.

A total of \$40,000 will be used to facilitate quarterly college tours to colleges and universities. Monies will be used to pay for overnight accommodations and transportation for 50 students per quarter. A total of \$200 per student.

A total of \$4,808 will be used to fund action research stipends. A total of 30 \$160 stipends will be awarded.

Allocation
Amount

Original
 Amendment # _____

Corporation Name: School City of East Chicago Corp #: 4670

		School Name: East Chicago Central High School						School #:				Line Totals
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert	Noncert									
11000	Instruction	\$100,000		\$18,000								\$118,000
21000	Support Services-Student	\$336,000		\$60,984								\$396,984
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33000	Community Service Operations											\$0.00
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Column Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$138530

TOTAL COST

\$2000000 (This amount includes line items listed on the proceeding pages and indirect cost)

Current Indirect Cost
3%

Subtract the amount above 25,000 (per individual contracted service) from your total budget:

Total after deducting Property (710-748)	\$1435692
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ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
	<p>Scientific Learning Fast Forward at a rate of \$20,000 includes licenses for students and coaching for teachers.</p> <p>ACT for the purchase of the assessment sources in line with academic standards and consultation at a rate of \$10,000</p> <p>EChalk- for the purchase of technology used for parent contact and communication at a rate \$20,000</p> <p>Florida Virtual- for the purchase of an on-line tool for providing students additional course options at a rate of \$45,000</p> <p>Compass Odyssey- for credit recovery and online courses taking place within the remediation program at a rate of \$25,000</p> <p>Technology- This line includes all necessary software and hardware to support Scholastic Read 180 and Scientific Learning including:</p> <ul style="list-style-type: none"> • Read 180 Stage A (50 Licenses) at a rate of 6290 each= \$314,500 • FastForward Secondary Literacy Series (60Kits) at a rate of \$1600 per unit = \$96,000 <p>Total Property: 530,500</p>	<p>This line includes professional development contracts with</p> <p>Cambridge Strategics at a rate of \$10,000 for strategic planning with learning teams and administration</p> <p>Instructional Framework/Professional Learning Communities, Common Assessments (In-State) at a rate of \$40,000</p> <p>Instructional Teaming at a rate of \$40,000 for the development and evaluation of professional learning teams</p> <p>Apple Computers Incorporated to support digital curriculum at a rate of \$40,000</p> <p>Pearson Mathematics Support at a rate of \$60,000 to assist teachers with the development of standards based curriculum</p> <p>Scholastic Read 180 at a rate of \$30,000 to provide instructors with reading remediation training and resources</p> <p>Total Professional Services: \$270,000</p>		<p>This line includes the hiring of three social workers at a rate of \$52,000 full-time. Two will support the Early and Middle College and one will support remediation programming. The remediation program's social worker will provide support in an effort to decrease the drop out rate for a total of \$156,000.</p> <p>This line includes the hiring of two Special Education teacher at a rate of \$50,000 per teacher to support remediation programming for a total of \$100,000</p> <p>This line includes the hiring of a Curriculum/Instructional Coach at a rate of \$60,000 annually. The individual will be responsible for exclusively developing high school curriculum that is rigorous and standard's based.</p> <p>This line includes the hiring of a Data/Professional Development Coach at a rate of \$60,000. The individual will be responsible for monthly review of high school related data in an effort to ensure that gains towards adequately yearly progress are being made.</p> <p>This line includes the hiring of a Career Technical and Success Coordinator at a rate of \$60,000. This individual will be responsible for career counseling and academic guidance within the Early and Middle Colleges.</p> <p>A Grants Management Specialist will be responsible for fiscal oversight at a rate of \$32,000 per year , FTE</p>

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Timeline: August 1- August 5, 2011

Budget: N/A

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Amount

Original
 Amendment # _____

Corporation Name: School City of East Chicago Corp #: _____

		School Name: East Chicago Central High School						School #:				Line Totals
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Column Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

TOTAL COST

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ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
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				<p>Total Salaries: 468,000</p> <p>All benefits are based upon the following percentages: FICA at 6.2% Employer Medicaid at 1.45% TERF at 10.5%</p> <p>Total Benefits: \$78,984</p>
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LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

Pre-Implementation Activities:

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overnight accommodations and transportation for 50 students per quarter. A total of \$200 per student.

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School City of East Chicago

Attachments

Attachment A- Letters of Support

1. 2nd District State Senator, Lonnie Randolph
2. United States House of Representatives; Congressman Pete Visclosky
3. School City of East Chicago Superintendent; Mr. Michael Harding
4. School City of East Chicago Director of Human Resources; Elaine Martínez
5. School City of East Chicago Director of Title I; Leigh Holland
6. Apple Computers Incorporated; John McMahon
7. Purdue University Calumet-Office of the Chancellor; Regina Biddings
8. Indiana University Northwest-Office of Academic Affairs;
Executive Vice Chancellor, David J. Malik
9. Indiana University Northwest-College of Arts and Sciences;
Professor of Psychology, Mark Hoyert
10. Indiana University Bloomington-Center for P-16 Research and Collaboration;
Director Ada B. Simmons
11. Covering Kids and Families of Indiana; Executive Director David Roos



State of Indiana

Senate

Senator Lonnie M. Randolph
1919 E Columbus Drive
East Chicago, Indiana 46312-2827
Residence: (219) 397-5531
Toll Free: (800) 382-9467
Email: S2@iga.in.gov

Committees:
Energy & Environmental Affairs, R.M.M.
Judiciary
Local Government
Tax & Fiscal Policy
Utilities & Technology

July 14, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 W. Ohio Street
Indianapolis, IN 46204

Dear Ms. Bush:

I render my full support for the School Improvement Grant for the School City of East Chicago. Although East Chicago Central has remained a low-performing school for a number of years, I rest assure that the implementation of the proposed community organizations and standardized programming will result in the positive change needed to enhance the quality of life and education for some of our City's poorest students.

The district's new leadership team has devoted themselves to building partnerships with community leaders in an attempt to provide those wrap around services that students often do not receive, which can ultimately negatively impact their educational gain. With a 98 percent free and reduced lunch rate and a 60 percent Spanish speaking parent population, clearly new interventions and models are needed for student success.

Through implementation of the Growth Model and ongoing conversations with the community, East Chicago Central High School will produce larger numbers of talented graduates.

To that end, I offer my full support of this endeavor.

Respectfully,

A handwritten signature in cursive script that reads "Lonnie M. Randolph".

Lonnie M. Randolph
2nd District State Senator

LMR:ma

PETER J. VISCLOSKY
1ST DISTRICT, INDIANA

COMMITTEE ON APPROPRIATIONS
SUBCOMMITTEES:
DEFENSE
ENERGY AND WATER DEVELOPMENT
FINANCIAL SERVICES
CONGRESSIONAL STEEL CAUCUS
CHAIRMAN
U.S. HOUSE LAW ENFORCEMENT
CAUCUS

Congress of the United States
House of Representatives
Washington, DC 20515-1401

2256 RAYBURN BUILDING
WASHINGTON, DC 20515-1401
(202) 225-2461

7895 BROADWAY, SUITE A
MERRILLVILLE, IN 46410
(219) 795-1844

Call Toll Free
1 888 423 PETE
(1 888 423-7383)

INTERNET:
<http://www.house.gov/visclosky/>

July 5, 2011

Dr. Tony Bennett
Superintendent
State of Indiana
200 West Washington Street, Suite 229
Indianapolis, Indiana 46204

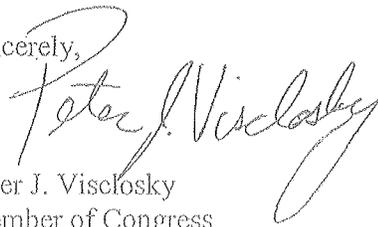
Dear Superintendent Bennett:

I write in support of the School City of East Chicago in its efforts to secure funding through the Indiana Department of Education.

The School City of East Chicago is taking great strides to improve the quality of education provided to its students within the school system, especially those students enrolled at Joseph L. Block Middle School and East Chicago Central High School. As stipulated in its proposal, the funding requested will be used for curriculum development, professional development, and performance incentives as well as technological equipment. Once instituted, these efforts will help enhance student learning and improve graduation rates.

I know this proposal will receive the consideration it deserves. If you are in need of any additional information, please do not hesitate to contact me or have the appropriate member of your staff contact Elizabeth Johnson, Director of Projects and Grants, in my Merrillville District Office at 219-795-1844.

Sincerely,



Peter J. Visclosky
Member of Congress

PJV:ej

School City of East Chicago



210 E. Columbus Drive
East Chicago, Indiana 46312
(219) 391-4100
Fax (219) 391-4126

Michael Harding
Superintendent of Schools

June 27, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Dear Ms. Bush:

The School City of East Chicago provides full support of the attached School Improvement Grant 1003g submitted on behalf of East Chicago Central High School and Joseph L. Block Middle School. A number of community leaders are dedicated to working with us in order to ensure that our students receive the educational instruction and wrap-around services needed to ensure their academic advancement. It is through the collaborative efforts of our community that we can begin to improve our students' academic levels.

In 2007, researchers at Johns Hopkins University released a report calling three Northwest Indiana high schools "dropout factories". In a national analysis, East Chicago Central High School was one of the named schools (McCullough, 2007, par. 1). Nearly four years later, this down cycle of low academic achievement continues. Clearly, a number of factors critically impact our students' abilities to matriculate successfully through school including parent support, health-related needs and language barriers.

We are constantly reviewing new systems, technologies, and strategies within our school improvement plans that can be used to successfully implement the transformational model at East Chicago Central and Joseph L. Block Middle School. We have positioned ourselves to attain positive results, despite the fact that the children currently attending our schools rank second when it comes to poverty in Northwest Indiana and 40 percent of our parent population speaks Spanish.

Without this program, our school and community won't obtain the resources needed to successfully institute a program that insures meaningful change. We look forward to changing district policies and incorporating new methodologies that enhance the quality of teaching and learning in our academic classrooms.

Sincerely,

Michael Harding
Superintendent

Fernando M. Treviño, Clifton E. Johnson, Frank Rivera, Constance El-Amin, Clarence Lewis
President Vice President Secretary Member Member

School City of East Chicago



210 E. Columbus Drive
East Chicago, Indiana 46312
(219) 391-4100
Fax (219) 391-4190

Michael Harding
Superintendent of Schools

Geralda Elaine Martinez
Director of Human Resources

July 7, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Dear Amy Bush:

The Early and Middle Colleges are a national endeavor that successfully prepares students in the academic middle as well as those who perform successfully for matriculation to an institution of higher education. Several years after the Early and Middle College concept was introduced to our school community, meetings were held to infuse this concept with a transformational model in an effort to ensure ongoing success and integrity.

This letter ensures that School City of East Chicago's proposal in response to the 1003g School Improvement Grant grant fully aligns with the General Education Provisions Act (GEPA) Section 427 requirements. Our board policy clearly requires that all programs and services offered by School City of East Chicago are based upon a series of steps in order to ensure that they are provided to all students and staff despite race, color, disability, religion, gender, ancestry, age, national origin, and place of residence within the boundaries of the Corporation, social and economic status. This policy is strictly enforced by School City of East Chicago's Human Resources Department.

Furthermore, our non-discrimination policy clearly articulates that our school corporation ensures equal opportunities for staff. Staff evaluations are developed in collaboration with teachers and supervisors. Both integrity and anonymity are maintained throughout the teacher evaluation process.

Sincerely,

Geralda Elaine Martinez
Director of Human Resources

School City of East Chicago

Title I Office



210 E. Columbus Drive
East Chicago, Indiana 46312
(219) 391-4185
Fax (219) 391-4258

Leigh N. Holland
Title I Coordinator/ENL Coordinator

July 11, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Dear Amy Bush,

School City of East Chicago's Title I Department and its parent liaisons render their full support of School City of East Chicago's 1003g School Improvement Grant proposal. Our district's special needs students have struggled for a number of years with standardized testing, while language barriers impair the academic success of our English as a New Language students. Clearly, our school district needs additional systems that have the potential to improve our students' abilities.

As a result of ongoing conversations with a number of organizations including Scientific Learning, Scholastic Books and Apple Computer Incorporated, we have positioned ourselves to better meet the needs of those students who struggle the most. Without the 1003g School Improvement Grant, our students will remain at-risk.

In the event that a grant is awarded, we look forward to working closely with our district's administrators in order to improve the quality of education for our students.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Holland", written over the word "Sincerely,".

Fernando M. Trevino
President

Cliffon E. Johnson
Vice-President

Juana Valdes
Secretary

Ernest Jones
Member

Scott J. Prewitt
Member



Apple Professional Services

April 18, 2011
Michael Harding, Superintendent
School City of East Chicago
210 East Columbus Drive
East Chicago, Illinois 46312

Dear Superintendent Harding,

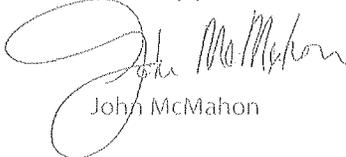
The past year has been both exciting and challenging. I have enjoyed my assignment assisting the district in the transformative project implementing the 1:1 MacBook Initiative.

We have accomplished a great deal and here is a list of the project milestones met in the past several months:

MILESTONE	COMPLETED
Teacher MacBook Rollout	Spring 2010
Server Engineering	November 2010
Server Installation and Configuration	December 2010
Master MacBook Image created	December 2010
MacBooks imaged and delivered	January 2011
MacBook Rollout I: High School	January 2011
MacBook Rollout II: Grades 7,8, 9	January 2011
MacBook Cart Implementation	February 2011
Apple Professional Development	Ongoing

Each one of the above milestones represents hundreds of hours of effort by your staff, Apple, and our partners.

Sincerely yours,



John McMahon



CALUMET

OFFICE OF THE CHANCELLOR

July 11, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Dear Amy Bush,

Purdue University Calumet is pleased to learn that the School City of East Chicago has applied for the 1003g School Improvement grant with a proposal to implement a Transformational Model at East Chicago Central High School and Joseph L. Block Middle School.

During the past four years Purdue Calumet's Educational Talent Search program and the School City of East Chicago have forged a collaborative partnership to ensure educational equity, access, and a gateway to postsecondary opportunities for targeted middle and high school age participants.

The School City of East Chicago has provided tangible and intangible resources in support of Educational Talent Search (ETS) at Purdue Calumet as follows:

1. **Physical Space** for ETS counselors to meet with students concerning career paths, post-secondary intentions, assessments, financial aid, academic monitoring, etc.
2. **Access to electronic mediums** including facsimile machines, telephones, printers, computers, etc. to facilitate timely transmission of critical documents pertaining to the students' individual educational plan.
3. **Bus transportation** to selected events sponsored by Educational Talent Search, such as "The Reality Store," and "Day on Campus."
4. **Utilization of clerical support staff, teachers, and administrators** for identification and recruitment of targeted participants, and publicizing activities.

In addition, Purdue Calumet looks forward to developing ongoing partnerships with the School City of East Chicago that will support a stronger college-going culture among families in East Chicago.

Sincerely,

A handwritten signature in cursive script that reads "Regina D. Biddings-Muro".

Regina Biddings-Muro
Executive Assistant to the Chancellor for Engagement



INDIANA UNIVERSITY
NORTHWEST

OFFICE OF ACADEMIC AFFAIRS

April 15, 2011

Michael A. Harding, Superintendent
School City of East Chicago
210 East Columbus Drive
East Chicago, IN 46312

Dear Dr. Harding:

I want to express great satisfaction with your staff and students who have made our collaboration quite successful. As you know, last November, Chancellor Lowe and you had a preliminary conversation discussing opportunities for dual credit at IU Northwest. We then engaged in marathon discussions in December with your staff, Dr. Jane Larson and Lydia Jagger, and our Dean of the College of Arts and Sciences and managed to create a quick and robust solution for dual credit.

In fact, our model, which is actually a concurrent model, brought a group of your students to campus for credit in several gateway courses. Your facilitation of travel for your students really helped shape a good solution. We also had the opportunity to include them in a first year experience course that we use to prepare our regularly matriculated students for the college-level expectations. Quite honestly, many first time college students need a strong introduction to the collegiate learning process, and now your students will have that benefit while still in high school.

Clearly the cooperation from your school was central to achieving this collaboration. Both Jane and Lydia, together with support staff there, were able to quickly rearrange schedules and accommodate the scheduling complexities for your students in our classes with our students. From my perspective as the chief academic officer at IUN, I think these collaborations do more for students to prepare them for collegiate success than many other approaches.

Our hope is that this relationship will continue and that we can in earnest revise, improve, and assess the program for the mutual benefit of your students and ours. Your staff continues to support active problem-solving to optimize the operation. These on-going adjustments and revisions are necessary to ensure a strong outcome for the program... this assessment is key to improving learning and raising student success.

Looking to continued success,

Best regards,

David J. Malik
Executive Vice Chancellor for Academic Affairs

Cc: Chancellor William Lowe
Mark Hoyert, Dean, College of Arts and Sciences
Dr. Jane Larson
Lydia Jagger



covering kids
& Families of Indiana

ADVOCATING HEALTH COVERAGE FOR ALL

Our Partners:

About Special Kids
Anthem Blue Cross Blue Shield
American Academy of Pediatrics – Indiana Chapter
Area Five Agency on Aging
Centene Corporation
Clarian Health Partners
Community Action of Northeast Indiana
Delaplaine Consulting Health and Hospital Corporation of Marion County
HealthVisions Midwest
Indiana Area Health Education Centers
Indiana Association of United Ways
Indiana Department of Education
Indiana Health Advocacy Coalition
Indiana Hospital Association
Indiana Minority Health Coalition
Indiana Perinatal Network
Indiana Primary Health Care Association
Indiana Public Health Association
Indiana Rural Health Association
Indiana State Department of Health
Indiana University School of Nursing
Managed Health Services MDwise
Open Door Health Services
School City of East Chicago
SynCare, LLC
St. Vincent Health System
United Way of Central Indiana
Willing & Company
Welborn Baptist Foundation

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Dear Amy:

Ensuring a meaningful education for every child within School City of East Chicago's academic system has never been more critical than it is today. Many Hispanic/Latino and low literacy youth are achieving below expected state-mandated educational levels due to their lack of medical attention, insurance coverage and language barriers. Studies prove that a student's lack of medical attention is closely related to his or her academic failure (Sudano, 2006; Henry J. Kaiser Foundation, 2011). Clearly, East Chicago student's emotional, mental and physical well-being is directly related to their health, approximately 80 percent of students, district-wide do not have medical insurance. We are therefore committed to ensuring that students at East Chicago Central High School and Joseph L. Middle School receive the quality of care that they need to matriculate to higher grade levels. We extend our full support of the School Improvement 1003g Grant.

Covering Kids & Families of Indiana, Inc. (CKF-IN) is a statewide organization, that was originally funded by the Robert Wood Johnson Foundation. We are committed to ensuring that all children and families eligible for Medicaid and the State's Children's Health Insurance Program (SCHIP) are enrolled. Covering Kids & Families of Indiana is a partnership of more than five hundred organizations and individuals "Advocating Health Coverage for All." Since 1999, our Lake County Coalition has worked with School City of East Chicago and other schools throughout Lake County in an attempt to make sure all students have access to affordable health coverage.

In April of this year, we partnered with School City of East Chicago and a number of additional school districts located throughout Indiana to develop a comprehensive plan to improve the availability of healthcare for students. The Children's Health Insurance Program Reauthorization Act (CHIPRA) has created funding for school-based outreach activities, and Covering Kids & Families has led a statewide application for these new funds. We think that our proposed outreach and enrollment activities will complement the 1000G grant activities by helping to create a healthier



covering kids
& Families of Indiana

student population who are better prepared to learn and more ready respond to new curriculum and instructional strategies. We will receive notice from CMS about this CHIPRA Outreach Grant in July 2011 and activities will extend for the next two years.

One of the characteristics of organizations ready and willing to transform their culture and operations is that they actively seek out similar organizations with whom to collaborate in community-wide partnerships. School City of East Chicago is one of those transformational organizations, and we strongly support their application for 1000G grant funding. We pledge our active participation in the proposed grant activities.

If there is any other information we can provide to support the application for 100G funding, please contact me as soon as possible at (574) 968-1645.

Thanks you very much for the opportunity to express our support for School City of East Chicago. We urge your serious consideration and approval of their funding request.

Sincerely,

David A. Roos, Executive Director



INDIANA UNIVERSITY
NORTHWEST
COLLEGE OF ARTS AND SCIENCES

April 18, 2011

Michael A. Harding, Superintendent
School City of East Chicago
210 East Columbus Drive
East Chicago, IN 46312

Dear Dr. Harding:

I wish to report the pleasure of working with the students, faculty, and administrators of East Chicago Central High School and of our interest in continuing the partnership between Indiana University Northwest and East Chicago Central High School. This past semester, forty-two students from East Chicago High School enrolled in concurrent enrollment courses at the two schools. All classes were held on the Indiana University Northwest campus. East Chicago Central High School provided transportation to and from IU Northwest. Once here, the concurrent credit students enrolled in one or two already classes that are commonly completed by first year college students.

We were delighted and excited to enter this partnership. We feel this provides great benefits to all parties involved. At IU Northwest, we work hard to develop and provide a variety academic programs. We are pleased whenever we teach and we are especially pleased to extend our offerings to your students. You are in a better position than I to comment on the advantages offered to your school. For our now shared students, the partnership provides them a gentle introduction to the college experience and responsibilities. If done correctly, those students will gain some understanding of their potential and will be excited to return to college in the fall (hopefully at IU Northwest). The experience also provides them with the chance to earn a Core 40 or Honors Diploma.

Throughout the Spring Semester, I have spoken with many of the teachers and students involved in the partnership. There have been challenges, but overall everyone is pleased and our teachers are impressed with your students. After the semester is over, we are looking forward to meeting with the East Chicago staff, assessing the program, revising when needed, and are looking forward to more years of a productive partnership.

Mark Hoyert
Professor of Psychology
Dean, College of Arts and Sciences
Indiana University Northwest



CENTER FOR P-16 RESEARCH
AND COLLABORATION

INDIANA UNIVERSITY
School of Education

June 28, 2011

Amy Bush
Director of Title 1
Indiana Department of Education
151 West Ohio Street
Indianapolis, Indiana 46204

Dear Ms. Bush:

We are writing in support of the School City of East Chicago's (SCEC) proposal for the School Improvement Grant 1003 (g) to apply a transformational model at East Chicago Central High School and Joseph L. Block Middle School. From collaborative STEM activities with East Chicago schools over the past year, we are aware that the corporation is committed to increasing student achievement and is making strides in data-informed, evidence-based decision-making.

In light of the fact that East Chicago Central's graduation rate has remained below the state average for three consecutive years and given the majority of Hispanic students enrolled in the district, SCEC has partnered with us in a proposed *Alianza Indiana de Educación project* to empower 8th through 12th grade students with the skills they need to graduate from high school and enroll in college. The *Alianza* seeks to increase the numbers of Latino 8th graders with career and course plans; the percentage of Latino 8th graders taking Algebra 1 in Block Middle School; and the percentage of Latino students completing academic honors diplomas at Central.

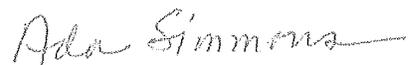
SCEC's participation in the proposed *Alianza* involves a needs assessment utilizing the Universal Encouragement Program tool, used by schools nation-wide and throughout Indiana to identify students' readiness for graduation and college-going and to connect them with the school, family and community supports that will propel them towards this goal. Representatives from northwest Indiana higher education, business, local government, non-profit youth-serving, faith-based, and philanthropic organizations are joined in a strong coalition in support of these efforts. Indiana University is ready to provide translated seminars, webinars, and other online and traditional professional development sessions for East Chicago teachers and parents to promote an increased graduation rate and build a college-going culture in the East Chicago community.

The P-16 Center has extensive experience in assisting struggling schools in implementing comprehensive instructional reform through the use of advisory periods, professional development in the use of technology-infused curriculum, dual credit opportunities that increase student rigor and teacher expectations, and other research-based transformational practices. Thus, we applaud SCEC's

determination to adopt a transformational model that employs proven strategies that rely upon a careful analysis of student and school data and reflection upon the underlying causes of the data findings.

It is our hope that the teachers and students of Block and Central will reach their fullest potential through a School Improvement Grant 1003 (g) for the School City of East Chicago to accomplish its stated mission.

Respectfully,

A handwritten signature in cursive script that reads "Ada Simmons". The signature is written in black ink and is positioned above the typed name.

Ada B. Simmons
Director
Indiana University Center for P-16 Research and Collaboration



School City of East Chicago

Attachments

Attachment B- Board Minutes Regarding Transformational Model (May 6, 2010)

To: EC Central High School Administration,
Staff, Faculty, Paraprofessionals, Custodians, etc

From: Michael A. Harding
Superintendent

Date: May 3, 2010

Re: 2010-11 Transformational Model

This letter is written to invite you to a meeting to review the proposed Transformational Model Plan as the result of the 1003g Grant and the Educational Program submitted to the Indiana Department of Education for the high school effective 2010-11 school year.

This meeting will be held on Thursday, May 6, 2010, 2:45 p.m. in the East Chicago Central High School Mini Theater.

We would appreciate your attendance at this time in this important matter.

Thank you for your cooperation.

MAH/rag

To: All Board Members
From: Michael A. Harding
Superintendent
Date: May 3, 2010
Re: Timeline/Meetings Regarding E.C. Central
High School and Middle Level Education

In an effort to keep everything straight and do the necessary meetings with students, parents, faculty members, and community leaders, the following is offered for the month of May through May 24, 2010.

May 6, 2010, Thursday, 2:30 p.m.

Meeting with administration, faculty, and staff of E.C. Central High School to review Transformational Model planned for the 2010-11 school year.

May 7, 2010, Friday

Meet with E.C. Central High School students in present grades 9th, 10th, and 11th to review PL#221 process, required steps to be taken from IDOE and plans for the 2010-11 school year utilizing the Transformational Model.

May 10, 2010, Monday 12:30 p.m.

The School Board will be presented with a revised program of studies for the present juniors and school consolation. Further to accentuate the need for educational program articulation and consistency for grades 7th-12th within the district. We will utilize the IDOE report for Block and the two surveys from the faculty of both schools conducted in March regarding school improvement recommendations.

Additional meetings presentation and communication will be held and/or made to the Strategic Plan Core Plan Team, East Chicago City Administration and City Council and other key communicators/groups within the community.

Throughout these discussions, we plan to focus on the three major areas of concern from the IDOE regarding the high school and Block Jr. High School, i.e., Curriculum, Instructional Quality/School Leadership, and how the school is organized to support learning and achievement.

May 10, 2010

Meeting with parents of students of present grades 9th, 10th, and 11th.

May 24, 2010

Board of School Trustees meeting.

The recommendation will be submitted to the school board for consideration and approval to:

Consolidate Block and West Side Jr. High Schools to Block Middle Level College effective for the 2010-11 school year.

The educational program will resemble the major components of the Transformational Model adopted at E.C. Central High School and represent the philosophy, essential characteristics/components of middle level education.

High Schools in the “Related Arts Areas” only

This proposed study was necessary to be in greater compliance with IDOE standards and requirements as well as to offer consistency between the two schools.

This effort will be necessary if we consolidate schools (later will to be recommended at the May 24, 2010 Board Meeting as to allow us to survey students and parents in elective areas and/or communicate to them what the new rotations would be for all students. The of enrollments by teaching area is required for adequate staffing purposes. Remember, we must provide all teachers with a tentative assignment by June 1, 2010. Therefore, an accurate count of each magnet area is needed.

This survey, communication, staffing process in the Related Arts areas will between May 11-17. The composition of the Interdisciplinary Teams can be determined without scheduling or course selections. This is done by hand, not the computer system. At this meeting also, an overview of “Middle School educational program and philosophy will be presented for the board and community.

Meetings will be scheduled May 11-20 with students, faculty, administration and support personnel at West Side and Block Jr. HS to discuss the matter of middle level education within School City of East Chicago.

MAH/rag

Meetings need to be set up:

Thursday, May 6th 2:45 p.m.

E.C. Central High School, All Faculty and Support Services personnel 2:45 p.m. (This includes administrators, secretaries, teachers custodians, paraprofessionals, etc.)

Friday, May 7th

Meet with all:

9 th grade students	8:10 a.m. – 9:00 a.m.
10 th grade students	9:10 a.m. – 10:00 a.m.
11 th grade students	10:10 a.m. – 11:00 a.m.

Monday, May 10th, 5:30 p.m.

Meet with all 9th, 10th, and 11th grade parents at the high school auditorium at 5:30 p.m.

MAH/rag



School City of East Chicago

Attachments

Attachment C- Signed Memorandum With IDOE 8 STEP Process

STATE SUPPORT TEAMS
STATEMENT OF ASSURANCE

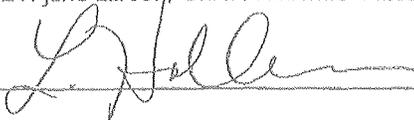
I certify that I am aware of the support School City of East Chicago; Joseph L Block Middle School & East Chicago Central High School will receive from a state support team for school improvement purposes and that the Indiana Department of Education (IDOE) will fund this support through a School Improvement Grant to School City of East Chicago; Joseph L Block Middle School & East Chicago Central High School with the purpose of contracting directly with Patricia Davenport Consulting, LLC in the amount of \$30,000 (\$15,000 per school) for this additional support from March 14-18, 2011. The Indiana Department of Education (IDOE) will also fund the attending teams' travel, food and lodging for the above dates in the form of a stipend through a School Improvement Grant.



Dr. Jane Larson, Chief Academic Officer SCEC

2-8-11

Date



Ms. Leigh Holland, Title I Program Administrator SCEC

2-9-11

Date



Dr. Terrina Ellerson, Principal JLBMS

2/8/11

Date



Mr. Wendel McCollum, Associate Principal ECCHS

2/7/11

Date



Karla Van Winkle, Principal WSFA

2/8/11

Date

**Please provide original signatures and return to the Office of Title I Academic Support by Tuesday, February 8, 2011. If this form is not received by this date your spot will be forfeited.*

School City of East Chicago

8-Step Process Participants

Cohort III-Group I

March 14-18, 2011

Block Junior High			
	Name	Position/Title	Email address
1	Julie Clark	Teacher	jclark@ecps.org
2	Simona Martin	Instructional Coach	smartin@ecps.org
3	Della Martin	Teacher	dniblett@ecps.org
4	Joseph Stankovich	Teacher	jstankovich@ecps.org
5	Lisa Szanyi	Teacher	LSZANYI@ecps.org
6	Carolyn Taliaferro	Teacher	ctaliaferro@ecps.org
7	Charlotte Joseph	Teacher	cjoseph@ecps.org
8	Carrie Franson	Teacher	cfranson@ecps.org
9	Dr. Terrina Ellerson	Principal	tellersen@ecps.org

East Chicago Central High School/Freshman Campus			
	Name	Position/Title	Email address
1	Lois Anderson	Teacher	landerson@ecps.org
2	Jason Bredesen	Teacher	jbredesen@ecps.org
3	Alex Ortiz	Teacher	aortiz@ecps.org
4	Gale Carter	Teacher	gcarter@ecps.org
5	Gloria Vela	Teacher	gvela@ecps.org
6	Karla Van Winkle	Principal	kvanwinkle@ecps.org
7	David Tokarz	Teacher	dtokarz@ecps.org
8	James Novosel	Instructional Coach	jnovosel@ecps.org
9	Claudia Zikas	Instructional Coach	czikas@ecps.org
10	Doug Devries	Teacher	ddevries@ecps.org
11	Becky Ruchti	Teacher	bruchti@ecps.org
12	Mina Kuros	Teacher	mkouros@ecps.org
13	Mary Ellen Holle	Teacher	mholle@ecps.org
14	Wendel McCollum	Principal	wmccollum@ecps.org

Administration:

Michael Harding, Superintendent mharding@ecps.org

Dr. Jane Larson, Chief Academic Officer jl Larson@ecps.org

Leigh Holland, Title I Program Administrator lholland@ecps.org

Block & Central



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Office of Title I Academic Support

The 8-Step Process & Integrated Systems Model

A System-wide Approach for School Improvement

Training facilitated by:
Patricia Davenport,
School Improvement Consultant

With assistance from:
Dr. Peggy Hinckley, Superintendent
MSD Warren Township

Overview

The Integrated System is made up of Effective Schools research, total quality management principles and an eight-step continuous improvement model that employs data driven decision-making and collaboration between teachers to improve academic achievement in their schools.

The eight-step process was developed by teachers who were having success with all of their students as evidenced by the state achievement scores but most importantly with at-risk students; those that were labeled special education students, English language learners and students that were economically disadvantaged. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement.

It works because it is a PROCESS not a PROGRAM and teachers manage it.

Goals

- To increase student achievement as reflected by the Indiana state assessment instrument.
- To close the gap in student achievement scores between student groups.
- To provide both excellence and equity in the cohort schools through system change.

The Eight Steps

STEP 1 – Data Disaggregation

Using the most recent state data, teachers analyze and disaggregate the data, looking for strengths and weaknesses of the entire grade level and then of individual students. The data is then used to create an instructional calendar.

STEP 2 – Instructional Calendar

ACTION PLAN

• Step 1: Staff Buy in

Solution	Short & Long Term Actions	Who & When	\$\$	Done
*Disseminate the information about the 8 Step Process	•Short Term: Group presentation to PLC. Large group presentation using DVD and slideshow	•Core Team: Thursday, March 24	None	April 13
•Assemble mock learning log meeting	•Short Term: Group presentation for teachers Large Term: Group presentation for teachers	• Core Team: May 11 faculty meeting	None	May
•Treat bag	•Short Term: Create treat bags with 8 small things	•Core Team: May faculty meeting	Title 1	May

*2011-2012
School
year
Each
school
created
an action
plan*

ACTION PLAN

• Step 2: Data Disaggregation

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> •Analyze state data by subject/ grade level 	<ul style="list-style-type: none"> •Long Term: schedule time for analysis 	<ul style="list-style-type: none"> •Principal and Core Team: Summer 	Stipend	August
<ul style="list-style-type: none"> •Schedule Test Talks 	<ul style="list-style-type: none"> Short Term: Schedule Talks for all bubble Long Term: Principal does test talks 	<ul style="list-style-type: none"> •8A, Special Ed, Principal and Ms. Martin: March 28-April 1 	None	April 1
<ul style="list-style-type: none"> •Identify mini assessments 	<ul style="list-style-type: none"> Long Term: Meet in grade level/subject area teams to analyze results, adjust calendar 	<ul style="list-style-type: none"> •Teachers: weekly 	None	Summer
<ul style="list-style-type: none"> •Evaluation of assessment results 	<ul style="list-style-type: none"> Long term: use formal and informal surveys to assess processes, school climate, and stakeholder stratification 	<ul style="list-style-type: none"> •Teachers: As needed 	None	Ongoing

ACTION PLAN

- **Step 6: Tutorials (Re-teach)**

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> •Develop hands on activities 	Short & Long Term: contribute to a common resource bank	Staff: ongoing	None	Ongoing
<ul style="list-style-type: none"> •Group students based on assessments and skills 	Long Term: analyze ISTEP data and create initial grouping	Teachers: Summer	Stipend	August

ACTION PLAN

• Steps 7: Enrichment

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> • invite support from community 	<p>Short Term: requesting speakers to come in to discuss goals with students.</p> <p>Long Term: establish financial sponsorship from community partners</p>	<p>East Chicago Educational Foundation, Communities and Schools: August</p>	<p>None</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> •Assign Teacher Roles 	<p>Long Term: Teachers provide preference on teaching groups ultimately determined by principal</p>	<p>Teachers and Principals: August</p>	<p>None</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> •Determine teaching assignments for specials 	<p>Long Term: Create schedule to incorporate success time in the morning</p>	<p>Principal and Guidance Counselors: Summer</p>	<p>None</p>	<p>Summer</p>

ACTION PLAN

• Step 8: Maintenance

Solution	Short & Long Term Actions	Who & When	\$\$	Done
•Creative re-teaching methods based review of standards previously taught	Long Term: meeting with disciplinary groups and discussing what did or did not work.	Teachers: ongoing	None	Ongoing
•Analyze student results	Long Term: ask students to apply previously learned skills to new materials.	Staff: Now- ongoing	None	Ongoing
•Create a progress check <i>Check email</i>	Long term: creating a maintenance booklet	Staff: summer <i>• 8:30 - 12:30 • July (all week) • 8:30 - 3:30</i>	Stipend	Summer <i>June 28th June 30th July Aug. 2nd</i>

ACTION PLAN

• Step 9: Monitoring

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> • Schedule visits during Focus lessons 	<p>Long Term: create a rotating schedule to monitor teacher instruction in classroom.</p>	<p>Principal: starting August</p>	<p>None</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Implement Learning Log meetings 	<p>Long Term: develop schedule which enables department and PLC teams to meet on a 3 week basis.</p>	<p>Staff: August</p>	<p>None</p>	<p>August</p>
<ul style="list-style-type: none"> • Discuss best practices 	<p>Long Term: meet with department teams to discuss what is or is not effective.</p>	<p>Staff: Ongoing</p>	<p>None</p>	<p>Ongoing</p>
<ul style="list-style-type: none"> • Share Strategies 	<p>Long Term: Create an online database to store instructional strategies</p>	<p>Teachers and Tech: August</p>	<p>Stipend</p>	<p>August</p>

Central - 8-Step Process

ACTION PLAN

• Step 1: Data Disaggregation

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> • Analyze data • Schedule and conduct test talks • Create and post data walls 	<ul style="list-style-type: none"> • Schedule time for job alike teachers to meet (short term) • Analyze the state data (long term) • Schedule Friday test talks in Read 180 and Fast Forward • Analyze Quarterly grades • Review Attendance and Discipline data • Review transcript data • Construct layout for data chart 	<ul style="list-style-type: none"> • Data coach • 10th grade teachers • 4 times per quarter January until May • Principal • Read 180 Fast Forward teachers • Grade level subject area teachers • Guidance counselors and students and administrators and district instructional coach and superintendent 	<ul style="list-style-type: none"> • None • None • Money for the supplies for data board 	<p>*Until the ECA (May)</p>

ACTION PLAN

• Step 2: Develop Instructional Timeline

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> • Complete implementation of the calendar for the remainder of the 2010-2011 school year • Create a Standards calendar for English 10 and Algebra 1 courses • Embed common planning by subject area teachers in the master schedule • Distribute the calendar to parents and students • Revisit calendar on a monthly basis for modifications • Schedule reteaching days within calendar 	<ul style="list-style-type: none"> • Continue mini assessments as scheduled (short term) • Schedule time for calendar development • Share calendar with faculty, students and parents • Adjust the daily schedule • Analyze results of mini assessments and adjust calendar accordingly 	<p>10th grade teachers Data coaches Instructional coaches</p> <p>Principal and administrators Principal and administrators</p> <p>Instructional coach and data coach</p>	<p>Money for substitutes</p> <p>Money for calendar development</p> <p>None</p>	<p>*May</p> <p>May</p> <p>August</p> <p>Monthly</p> <p>Ongoing</p>

ACTION PLAN

• Step 3: Instructional Focus

Solution	Short & Long Term Actions	Who & When	\$\$	Done
Continue implementation of calendar	Distribute to math and English teachers	All English and algebra teachers	None	May
Provide focused lesson resources for reteaching	Implement writing across the curriculum	Instructional coaches and teachers	Money for professional development in direct instruction	Ongoing
	Develop common bell-ringers	Instructional coaches and teachers	Money for intervention programs	
Provide additional instructional opportunities	Create instructional resources using direct instructional model	Instructional coaches and teachers		Ongoing
	Provide professional development regarding best practices	Instructional coaches and teachers		
Publicize instructional focus	Adjust the master schedule to incorporate blocking of math and English	Guidance and Administration	Money for additional teacher	Ongoing
	Create and display word walls	Principal, staff and students	Money for instructional materials	
	Post instructional focus in all classes			

ACTION PLAN

• Step 4: Assessments

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<p>Choose mini assessments for 2011-2012 school year</p> <p>Administer the assessments</p> <p>Analyze assessment results</p>	<p>Investigate and online essay grader for consistency</p> <p>Modify mini assessments to include spiral review</p> <p>Administer according to calendar</p> <p>Identify strengths and weakness as reflected in the data</p>	<p>Teachers and instructional coaches</p> <p>Teachers</p> <p>Teachers and instructional coach, data coach and administrators</p>	<p>Stipends to develop mini assessments during the summer</p> <p>Monies to purchase online essay grader</p>	<p>September</p> <p>Every 3 weeks</p> <p>Every 3 weeks</p>

ACTION PLAN

• Steps 5 & 6: Tutorials & Enrichment

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none"> • Build common PLC time by department • Schedule reteaching day for sophomores • Assign teacher roles • Provide a test taking session for students school-wide • Improve reading comprehension skills • Provide College Awareness 	<ul style="list-style-type: none"> • Schedule time in master schedule for common planning • Group sophomores for reteaching day • Determine teacher roles for intervention • Create and distribute bookmark with test taking tips • Establish a strategies for test taking day school-wide • Incorporate independent reading • Institute a college fair 	• Administrators	None	August
		• Sophomore teachers and administrators	Office materials	August
		• Teachers	None	Ongoing
		• Principal and Central staff	Office/ DVD materials	Ongoing
		• Classroom teachers	Money for Scholastic materials	Ongoing
		• Outside speakers	None	Ongoing

ACTION PLAN

• Step 7: Maintenance

Solution	Short & Long Term Actions	Who & When	\$\$	Done
<ul style="list-style-type: none">• Implement maintenance of skills schoolwide	<ul style="list-style-type: none">• Create and use scripted bellringers• Revisit previous indicators, one question per assessment spirals back to previous instructional focus• Analyze maintenance results• Ask students to apply previously learned skills to new material• Create skills taught posters	<ul style="list-style-type: none">• Teachers and instructional and data coaches as well as administrators	None	Ongoing

ACTION PLAN

• Step 8: Monitoring

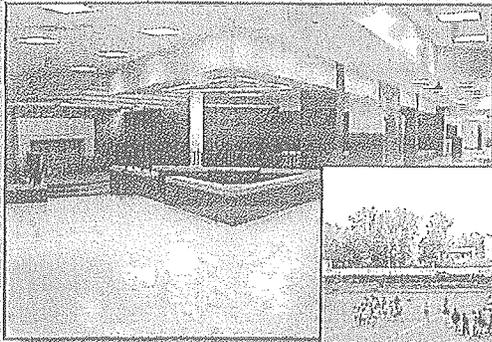
Solution	Short & Long Term Actions	Who & When	\$\$	Done
• Monitor teachers	• Schedule walk-throughs during focused lessons	• Principal	None	Ongoing
• Monitor students	• Implement test talks • Review assessment date	• Teachers and students	None	Ongoing
• Monitor student progress	• Graph assessment data	• Students	None	Ongoing



School City of East Chicago

Attachments

Attachment D- School City of East Chicago Transformational Model Progress Report



School City of East Chicago Transformational Model Progress Report April 2011



SCEC
School City of East Chicago

Overview

Mission Statement

The mission of the School City of East Chicago, a destination community of learning committed to excellence, is to ensure that each student is an agent for change while achieving unparalleled academic, career and personal success through an educational system distinguished by: customized instruction enriched by emerging technology; a culture of positive energy focused on accomplishments today and excitement for tomorrow; world class career path development; a passionate community fully engaged in our educational process.

Vision Statement

The schools throughout East Chicago are a dynamic, motivating, flexible, and cooperative community of students, parents, educators, residents, agencies, and businesses learning, dialoguing, and sharing.

Goals

- The interaction between teachers and students evidenced significant change.
- Innovative practices support dynamic classrooms.
- The integration of technology enriches the curriculum.
- Cooperation, communication, and mutual respect are promoted through a community partnership.

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Chapter I: Readiness to Learn

Climate

Central High School is composed of two campuses, the main high school campus, which has grades 10-12, and the Freshman Academy (formerly Westside Junior High), which houses all freshmen. There are roughly 1,150 students at the main campus, and 400 students at the freshman campus.

The split campus has led to an overall decrease in discipline referrals and office contacts; 2,640 as of the end of third quarter, and student suspensions, 368 as of the end of the third quarter in comparison to 2009-2010. All students have received a copy of the Code of Responsible Behavior, and team meetings at the beginning of the year, and at the beginning of the second semester were led by the administration to reinforce behavioral expectations. With a building-wide focus on high expectations concerning behavior, there has also been a decrease in the number of expulsions, 25 as of the third quarter in comparison to 99 for the 2009-2010 school year.

With the teaming concept and the middle college/early college structure, students have a small school within a school experience. After conducting student focus groups, the administration worked with the food service provider, Sodexo, to alter the lunch menu and the flow of the cafeteria to help foster a more college-like experience for the students.

In an effort to present Central High School as an institution of learning, there has been a reduction in the police-like state appearance, which had been the norm for several years.

- Number of police officers reduced from 4 to 2
- Removal of metal detectors
- Number of uniformed security has been reduced from 8 to 4
- With the reduction of security and the removal of the metal detectors, there has been a decrease in violent attacks/ assaults and no student has been expelled for a weapon this year.

Full-Service Schools

C.L.A.S.S. Health Clinic

- 1,288 enrolled students grades 9-12
- 3,030 student contacts (out of 496 students served)
- 1,313 student medical contacts
- 88 student immunizations
- 48 student laboratory tests
- 20 pregnant teen moms
- 236 nutritional student contacts
- 452 social work contacts
- 159 Healthy Start (student pregnancy contacts)

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- 185 mental health contacts
- 21 teen father: Fatherhood Alliance contacts
- 28 Haven House (abuse referrals)
- 634 staff contacts
- 135 C.L.A.S.S. students are over the 95% recommended rate for height and weight ratios

Educational Program Services:

- Prenatal Program
- Moms Program
- Fatherhood Program
- Not-for-Tots: Babies Health Class
- Heartland Blood Drive
- Education Outreach to classrooms
- English/Spanish Health Literature
- Video Health Lending Library
- Health Lifestyle Obesity Class
- Mobile Dentist

Education Groups: Diabetes, Hypertension, Asthma

Social Worker

The school social worker will function as a link between school, home and community; addressing the mental health needs of students, recognizing the family and societal dynamics that influence students' social/emotional health. School social workers work within a systems of care framework and therefore must attend to not only the mental health needs of students and contributing family system, but also to the complexities of the cultural environments in which students live. As direct services providers, social workers function as consultants to educational staff and family, helping to remove the barriers that impede student academic and personal success.

Professionalism:

School social workers are bound by a code of professional ethics and to adhere to state and federal laws that govern the practice of mental health within a social context. School social workers are to abide by the ethic of student/case confidentiality except for during instances when withholding information may result in harm to the student or others. The school social worker is to be knowledgeable of the rights of children with disabilities and provide services and make decisions under the laws governing Article 7. The work code of ethics for social workers as noted by the INDOE, are as follows:

- Service: Social workers help people in need and address social problems.
- Social Justice: They challenge social inequality and injustice and pursue social change.
- Dignity and worth of the person: They treat each person in a caring and respectful manner.
- Relationships: They use human relationships as key tools in the change process.

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- **Integrity:** They are aware of the profession's mission, values, ethical principles, standards and practice, and practice in a manner consistent with them.
- **Confidentiality:** They are familiar and comply with the various local, state and federal mandates related to confidentiality.
- **Advocacy:** They facilitate change that effectively responds to the needs of students, families, and school systems.

Knowledge:

- School social workers have the knowledge and apply knowledge related to micro and macro dynamics of systems theory in the context of social work practice. As clinicians, they understand the developmental influences associated with the ages and stages of human growth and can assess development in the context of systems theory. The school social worker understands the influence of students' life experiences and the relation to educational attainment.

Performance:

SCEC Elementary School Social Workers will possess the ability to:

- Accurately assess the clinical mental health disposition and needs of all students served.
- Work effectively within the Systems of Care framework.
- Serve as a consultant to staff and families on issues of child/adolescent mental health.
- Work effectively with individual, small group or family therapeutic contexts.
- Empower students, families and educators with knowledge on how to access and utilize community resources to meet their needs.
- Provide services to students, families and educators with cultural competency.
- Resolve ethical dilemmas within the parameters of law and with a professional moral compass.
- Build collaborative relationships with staff and community resources with the focus of meeting the needs of students/families.
- Implement social work practice and theory within multiple settings: school, community and home.
- Work effectively with staff as a team member within the PLC model (Professional Learning Community).
- Apply effectively and consistently the policies and procedures of SCEC.
- Cultivate a welcoming environment within the school and support the process of school improvement.
- Facilitate the SCEC Strategic Plan as it applies to the areas of school social work.
- Adjust work schedules to meet the needs of students/families within the parameters of professional boundaries.
- Collect and analyze designated data to ensure continuous improvement in the identification and delivery of services to students/families.
- Pursue and participate in professional development opportunities.
- Assist in the facilitation of district wide initiatives related to student behavior/discipline and parent education on designated topics.
- Apply strengths based intervention services to increase student/family resiliency.
- Facilitate prevention services to students/families in the areas of mental health.

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- Provide short-term and crisis intervention assessment and services to students.
- Apply the RTI framework within the framework of public education.
- Self-assess their strengths and areas that need further strengthening to achieve continuous improvement as a school social worker.
- Effectively utilize supervision as a means to ensure professional growth.
- Apply research and evidence based practice.

Parent Liaison - Title I

The family plays an important role in the life of our student. Research shows that when parents/families are involved in a child's life, attitudes, motivation and self-esteem are improved. Research also indicates that parental involvement supports and motivates the school's staff, resulting in increase teacher and program effectiveness. The prime focus of parental involvement activities will be to establish a strong link between school and the community.

School Environment:

- The Parent Liaison (PL) will model and facilitate a welcoming school environment for their assigned school in collaboration with building administration and staff.
- The PL will be an ambassador of the SCEC Strategic Plan within the sectors of school and community and will be the pivotal link in helping family's access services to meet their individual and collective needs, in order that barriers that impede the academic and personal success of students and self can be diminished.

Direct Services to Families:

- The PL will serve the families and students in grades Pre-K -12th in all Title schools.
- The role of the PL will be to identify, develop and implement a diversity of Title I Services through the school-based Family Resource Room that reflects the needs of the student/family population served.
- The PL will develop and nurture an active Parent Leadership committee, representing ALL grade levels in their designated school of assignment.
- The PL will provide critical knowledge or access to knowledge of all SCEC Title I Program services both academic and non-academic to families, while promoting the channels for securing desired services.
- The PL will participate in district-wide Title I student events as assigned, such as SES student recruitment, pre-registration for student programs, fall student enrollment, School Open House, Technology and building student and/or family initiatives.
- The PL will work a "flex" schedule to meet the needs of her/his building/student/family needs.
- The PL will help to assist parents in the understanding of students' ILP, as well as facilitating the coordination of the parents' role in development of their childrens' ILP.
- The PL will be an active problem-solver, have the ability to take initiative, while also take guidance when appropriate.
- The PL will be a resource to and facilitate trainings for parents on topics of child development, behavior acquisition and addressing childhood behavioral concerns, student

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expectations and achievement through the Annual Title I Meetings and monthly Parent Involvement Workshops.

- The PL will develop and facilitate an “Ambassador Welcome Program” for new students and parents in collaboration with the school’s Parent Leadership Committee.
- The PL will serve as the resource or resource link for parents whereby English is their second language.
- The PL will facilitate volunteer opportunities for their designated school building and implement their school’s Parent Involvement Policy.
- The PL will assist in-home visits with School Social Worker as needed.

Building and District Collaboration:

- The PL will work effectively with building and district level administrators within all K-12th Title I schools.
- The PL will be a training resource for parent engagement for building staff.
- The PL will engage SCEC educational and support staff, to create an effective communication channel in order that school and family connections may be established and sustained for the benefit of student success.
- The PL will function as the “Parent Feedback” loop for school improvement.
- The PL will collect data as assigned maintain records and submit data records within the set timeframe.
- The PL will support and assist as needed district-wide SCEC marketing campaigns and work collaboratively with the district Public Relations Coordinator.
- The PL will work in collaboration with SCEC: Grant Writer to identify and pursue monetary resources in support of FRC programs/services.
- The PL will report to their supervisor, building administrator and Title I director to keep them abreast of PL activities, concerns, and seek guidance as needed.

Professionalism:

- The PL will handle all assigned duties with professional integrity and a motivation that reflects enthusiasm for her/his role.
- The PL will be dependable in meeting their role expectations.
- The PL will be culturally sensitive in their interaction with students, families, and staff.
- The PL will participate in in-service training and professional development as provided.
- The PL will maintain confidentiality with families served; accept for circumstances involving harm to self or others or in case of supervision.
- The PL will participate in monthly departmental meetings.

Community Collaboration:

- The PL will collaborate with service providers that focus on the transitional age groups of 0 to 3 year olds; and youth/adults in the realm of school to work and areas or the emerging workforce, facilitate linking resources to needs.
- The PL will seek out community resources in support of FRC program services in coordination with the SCEC Grant Writer.

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Student Attendance Officer

Employment Length: School calendar

Responsibilities:

- Daily Monitoring of student attendance at designated school sites
- Collecting and reporting of required student data
- Utilizing of SCEC student database system
- Frequent consultation with building principal regarding student attendance concerns, trends, etc. at designated school sites.
- Participating in monthly departmental student attendance meetings
- Representing the SCEC with integrity
- Upholding SCEC student attendance policy/protocol
- Knowing and upholding Indiana Dept. of Education student attendance laws
- Working collaboratively with school support staff to increase student attendance at designated school buildings to meet the goals of no less than 95% student attendance rates
- Working effectively in linking students/families to community/school resources to remove the barriers impacting poor student attendance; utilizing Parent Liaisons in respective building sites
- Being a dependable employee

Student Attendance Officer Assistant

Employment Length: School calendar; Title IV grant-funded position with continuation of position dependent on availability of grant funds.

Responsibilities:

- Monitoring of assigned students between 9-15 school absences
- Collecting and reporting of required student data
- Utilizing of SCEC student database system
- Reporting daily to assigned School Attendance Officer
- Participating in monthly departmental student attendance meetings
- Representing the SCEC with integrity
- Upholding SCEC student attendance policy/protocol
- Knowing and upholding Indiana Dept. of Education student attendance laws
- Working collaboratively with building administration and staff to increase student attendance at designated school buildings to meet the goals of no less than 95% student attendance rates
- Working effectively in linking students/families to community/school resources to remove the barriers impacting poor student attendance
- Being a dependable employee
- Completing other duties as assigned

Hoosier Healthwise

Hoosier Healthwise ensures children and adults in the East Chicago community have the opportunity to receive health insurance programs, when it may otherwise not be available, to promote a healthy community. Health care is provided at little or no cost to Indiana families enrolled in the program. The enrolled member chooses a doctor to get regular checkups, prenatal services, and health care for illnesses. Other health needs such as prescriptions, dental care, vision care, family planning services, and mental health services are also available as part of the Hoosier Healthwise program.

Chapter 2: Readiness to Teach

Instruction

Inter-Disciplinary Teams

The Interdisciplinary Teaming concept was implemented in Fall 2010 at both the Central and Freshman Campuses. Trained by the Elements of Teaming philosophy with Consultant Jack Berckemeyer, core teachers in Math, Science, English, and Social Studies meet during a daily team planning period to discuss three major components: student achievement, curriculum, and professional development. The teams' focus is continuous discussion around the monitoring of student academic progress to ensure each student meet and or exceed academic standards. Each team declares its own vision, mission, objectives, and goals to best serve its respective core group of students. The team's tactics include but are not limited to individual student meetings, parent meetings, academic contracts, and interventions. The current teaming model at both campuses includes core group of students (averaging around 130 per team). Each core content teacher (including exceptional services) is assigned to a team with elective teachers serving as auxiliary members providing input. The overall goal of each team is to increase / improve student achievement within a caring and nurturing environment. The total student population is divided among thirteen teams with nine teams representing Middle College and four teams representing Early College.

8-Step Process

The integrated system is a methodology for ensuring that teachers teach and students learn by using data and focusing on individual students and the core curriculum elements of mathematics, reading, writing, and science.

The system involves PLANNING:

- Staff buy in
- Data disaggregation
- Calendar development

The system involves DOING:

- Instructional focus

The system involves CHECKING:

- Assessments

The system involves ACTING:

- Tutorials & Enrichment
- Maintenance
- Monitoring

Data

Student Attendance – as of April 2011

Student attendance protocol and staffing at East Chicago High School has undergone a significant revision this past school year.

- District wide protocol for the handling of student attendance was reviewed and restructured during the first semester of the 2010-2011 school year.
- Administrative and secretarial staff was trained in the implementation of student attendance protocol, with full fidelity of implementation of protocol beginning January 2011. An Attendance Officer was assigned to both the Central and West Side high school campuses for students in grades nine through twelve beginning in August 2010.
- School social workers, nurses and counselors were also provided an in-service on the attendance protocol.
- The assignment of the Attendance Officer to both high school buildings increased the continuity of case management with regard to student attendance/absenteeism.
- Student absenteeism data-tracking system was developed utilizing the district wide student data based software. Attendance Officers and designated secretarial staff were trained on the use of the data base system for documentation and report preparation.
- Developed a Student Attendance/Absenteeism Summary document for efficient processing of students who would be referred to Juvenile Services or adults to adult courts for adults suspected for educational neglect.
- Attendance Officers and Coordinator of Student Services met with: 1) IN Public Welfare Eligibility Officer, 2) Lake County Truancy Officer and 3) Lake County Juvenile Services program coordinators. These meetings were held to: 1) introduce SCEC staff to appropriate county collaborators, 2) clarify county resources/services assistance in addressing student absenteeism, 3) provide to county collaborators SCEC new student attendance protocol, 4) explore how county entities and SCEC could improve their collaborative efforts in reducing student absenteeism, and 5) obtain feedback from county collaborators on the topic of how to better address student absenteeism.
- Coordinator of Student Services made a School Board Presentation on the State mandates governing student attendance, factors influencing student attendance, current student attendance status, new attendance protocol, challenges to increasing student attendance, and SCEC-county collaborative initiatives in decreasing student absenteeism.
- January of 2011 an educational campaign on the importance of student attendance was launched both on a district wide level and also specific to high school students.
- High School specific campaign was facilitated by two high school teachers with student voice. The campaign title was developed by a high school student and entitled: “The New Cool is being in School”. Posters and a community billboard were utilized to publicize the campaign, as well as t-shirts, and student incentives for perfect attendance.
- Utilized area minister’s in door-to-door neighborhood campaign informing parents of student attendance expectations and targeting students with 9-20 school absences for grades nine through twelve.

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- District-wide campaign involved student info flyers, posters, billboard and report card inserts and student focused attendance brochure; parent information meeting presentations at 2 Central High School PAC meetings.
- Monthly student attendance data review meetings are held with Attendance Officers facilitated by Coordinator of Student Services
- Coordinator of Student Services participation in Lake County Student Drop-Out Prevention Council.

*Please note additional insert examples of published student attendance literature.

Read 180 Program

Read 180 is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The program is designed to improve student reading comprehension and fluency and directly addresses individual needs through adaptive software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills.

East Chicago School District chose this program for the following reasons:

- It is scientific research based
- It has proven results –research has proved that Read 180 works
- It is data driven
- It has integrated professional development

Curriculum

Course Description Guidebook

To help the students understand and see course options, a team developed a new tool, the Course Description Guidebook, for the 2011-2012 school year. The guide provides students with a description of the courses being offered for the upcoming school year, including core and elective classes. It also provides information on the different diploma tracks students may select, which are: Core 40, Core 40 with honors, and Core 40 with technical honors.

The course description guide also supplies students information about:

- Graduation requirements
- Regular and advanced course descriptions
- Early College and Middle College requirements
- Career Options track: This track guides students towards a particular career, based on 16 career clusters, such as health sciences and business management.

Student Schedules

To increase student and parent knowledge of scheduling and course options, informational meetings were held this year for the first time, prior to scheduling, for students and their parents/guardians. Students were organized by teams to review the process, the new course

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description guide, and new course options for early and middle college. Additional informational meetings were held for parents to increase involvement and commitment in the process and so they can provide additional support for their child/children.

The informational meetings also covered these topics:

- Selection of Career focus
- Core Classes
- Elective Classes
- Requirements for Graduation

AVID

AVID (Advancement Via Individual Determination) is an elective course that prepares students for entrance into four-year colleges. There is an emphasis on learning processes and higher level-thinking skills that include analytical writing, preparation for college entrance and placement exams, study skills, test taking, note taking, organization and research.

Data:

AVID has been in the school district for 4 years.

- 189 High School (9-12) enrolled in the AVID Elective (Data from 2010/2011 High School Data Collection Form)
- 1 AVID student enrolled in AP Science (Data from 2010/2011 High School Data Collection Form)
- 4 AVID Students enrolled in AP U.S. History (Data from 2010/2011 High School Data Collection Form)
- 4 AVID Students enrolled in AP English (Data Updated from 0 students in the fall to 4 students in spring)
- 102 High School (9-12) enrolled in AVID for 3 or more years. (Data from 2010/2011 High School Data Collection Form)
- 8 AVID Seniors enrolled at Indiana University Northwest. (Data from Students and Courses for IUN 2010-2011)

AVID Students meeting the State Test Requirements in Language Arts and Math ISTEP/GQE and/or ECA

State Testing Data as of 4-15-11:

26 Seniors Currently Enrolled in AVID Elective

- Seniors 24/26 92% Passed Language Arts
- Seniors 23/26 88% Passed Math

27 Juniors Current Enrolled in AVID Elective

- Juniors 21/27 78% Passed Language Arts
- Juniors 23/27 85% Passed Math

20 Sophomores Currently Enrolled in AVID

- Sophomores ELA test in spring 2011

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- Sophomores Math 15/16 94% Passed Math - 4 Students will take the test in spring 2011

Early College

East Chicago Early College is a focused program where students will be expected to complete the Honor's courses and be prepared to have the opportunity to complete dual credit courses at the high school level.

Vision:

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

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

Admission Requirements:

- Application forms for students on track to be promoted to the next grade level
- Student is the first generation in their family to attend college
- Student is an English Language Learner
- Student demonstrates characteristics to function in a rigorous learning environment
- Student is representative of underrepresented population in post-secondary education institution
- Student to meet or exceed 95% attendance
- Student has demonstrated positive behaviors conducive for the honor classes environment

Application Process:

- East Chicago Early College Application
 - Completed by parent or guardian
 - Completed by student's counselor
- East Chicago Early College Student Recommendation
 - Completed by student
 - Completed by (2) teachers
- East Chicago Early College Parent/Guardian Support Agreement
- East Chicago Early College Student Agreement

Middle College

Middle College is a nationally recognized initiative, centered on collaboration between the school district and a university or community college. SCEC's Middle College program has been developed to create opportunities for 7th through 12th graders, providing a more independent learning environment for these students and opportunities for them to earn dual and college credit, while in high school. Furthermore, its purpose is to encourage and provide hope to students, who may want to further their education beyond the high school level; many of whom will become "first generation" college students.

Middle College students, at the high school and middle school level, will be required to take a combination of Core Academic Courses and select from a variety of electives designed to further their college and career goals. All students will choose a career focus and will select core and elective classes from career options that are found in the Districts' 10 Career Clusters.

During the transition years, the goal of Middle College is to teach young adolescents how to firm up their values and to establish dispositions and habits of mind for learning. Acquiring these skills will largely direct their behavior, as they prepare to take high school and post-secondary credits.

The Middle College Initiative will produce good students, who are motivated and prepared socially and academically. These students will learn to be responsible and prepared to succeed beyond their high school years.

During these formative years, opportunities in the Middle College will:

- Assist students who need to develop academic skills through a curriculum that focuses on reading, writing and math; enabling students to progress to grade level and beyond
- Facilitate students' social and personal growth
- Develop students' critical and independent thinking skills
- Explore career and college preparation
- Explore Career Clusters and Career Pathways
- Provide opportunities for parents to assist in the selection of the students' Career Pathways and partner in academic success planning and attainment
- Foster effective technology-related research skills
- Provide counseling services that encourage and support students' success
- Allow many opportunities teachers to identify and re-teach required skills.

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

ACT College Readiness

The ACT is the nation's most widely accepted college entrance exam for 11th and 12th grades. It measures students' academic readiness for college in English, Mathematics, Reading, and

Science. The 10th graders will take PLAN, which identifies student's academic strengths and weaknesses, and provides practical suggestions for making improvements.

EXPLORE is the curriculum-based academic achievement test for students in the 8th and 9th grades. EXPLORE provides an early indicator of college readiness and opportunities for students to find careers that match their interests. The Work Keys job skill assessment system is used in high schools and community and technical colleges across the country.

8-Step Process

The integrated system is a methodology for ensuring that teachers teach and students learn by using data and focusing on individual students and the core curriculum elements of mathematics, reading, writing, and science.

The system involves PLANNING:

- Staff buy in
- Data disaggregation
- Calendar development

The system involves DOING:

- Instructional focus

The system involves CHECKING:

- Assessments

The system involves ACTING:

- Tutorials & Enrichment
- Maintenance
- Monitoring

Academic Competitions

Great Moonbuggy Race

The 18th Annual Great Moonbuggy Race was held on April 1 - 2, 2011 in Huntsville, Alabama, at the U.S. Space & Rocket Center. Students were required to design a vehicle that addressed a series of engineering problems that are similar to problems faced by the original Moonbuggy team. Each Moonbuggy was human powered and carried two students, one female and one male, over a half-mile simulated lunar terrain course including "craters," "rocks," "lava" ridges, inclines, and "lunar" soil.

This competition allows students to take on the role of engineers and design a human powered "Moonbuggy" that will traverse a simulated moon surface. They were challenged and stretched in their ability and skill levels to display and exude their entire prowess in Science, Technology, Engineering, Mathematics, and English, along with a myriad of presentation techniques. This is a once in a lifetime experience, which takes education and learning to the next level. Not just

memorization and regurgitation of information, but the true incorporation and maturation of life-long-learning.

The two-day competition afforded the High School Students of East Chicago Central an opportunity to act as International Ambassadors for Northwest Indiana, as well as the rest of the state, as the lone Indiana High School entrant. They interacted with teams from various parts of the United States, Canada, Puerto Rico, India, Russia, Pakistan, Ethiopia, and Germany. The student team and professors from Purdue University Calumet worked with EC Central students as mentors and coaches and continued that role in Huntsville, AL at the Marshall U. S. Space & Rocket Center.

Special Education

Central High School Special Education Department has been diligent in their improvement in methods, procedures and pedagogy several areas including but not limited to the following: compliance of all IEPs, service delivery, improved instruction for all students, and improvement of overall management procedures such as: move ins, manifestation, conferences, staffing, scheduling and regularly held staff meetings. The following are areas of improvement demonstrated this school year and areas we will target for improvement. These are:

Compliance:

- Transition: ECPS was cited for lack of compliance in the area of overall transition planning for the students. The staff, with the leadership of Mrs. Gillman, has not only met compliance in this area but continue to be devoted to the improvement of transitioning the students beginning at age 14. The Department of Education has removed this area of non-compliance for Central High School. Central is participating on these transition-planning efforts of the DOE.
- The eligibility for students identified as Emotionally Handicapped has been reviewed and revised and the DOE has removed our non-compliance status in this area.
- IEP completion: Central has now demonstrated compliance in completion of IEPs in a timely manner in accordance with Article 7. In addition, we have requested to begin the process of using the new Indiana IEP as soon as possible, which will assist the continued improvement of IEPs for the students.
- The data indicating the completion of IEPs is reviewed monthly by the administration to assure compliance of deadlines and procedures.
- IEP goal development: All goals are now written with timelines and monitoring of goals. DOE staff will be providing staff with training on goal writing and development, this school year.
- Move In students: Move in procedures have been put in place for all students entering our school in order for the students to begin services immediately
- Alternative Service Program: A new Alternative Service Program has been put in place for students to receive services and pursue credits when the traditional school placement has not been successful. The placement is IEP driven and has provided an avenue for our students to gain credits and continue to improve educationally despite some challenges they face.

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- **Manifestation Process:** There has been a consistent process developed for the case conferences for a Manifestation for students that are being considered for expulsion.
- **Parent communications:** There has been great effort made to be responsive to all parents and families. In addition, the district has hired a family support person that assists our parents that are Spanish speaking in understanding special education, the legal aspects, the evaluation process, and understanding the case conference process.
- **Standards and Procedures:** Standards and Procedures for Special Education have been approved by the Board of Trustees of School City of East Chicago.

Curriculum:

- **Co-Teaching:** The DOE technical assistance team is working with our district to improve the co teaching at all buildings. Sandi Cole has observed and is making recommendations for our staff development. Differentiated Instruction training will be put in place in the secondary level next school year. The technical assistance team began this effort in the elementary programs.
- **Inter-disciplinary Teaming:** The special educators have been included in the ongoing training for the interdisciplinary teaming efforts. They have been placed on teams to enhance their work in the general classroom and increase the communication between staff members. Next school year they will be placed on teams that include more of their specific students which was not possible this year, our intention and purpose was for the special education staff to have a deeper understanding and increase knowledge base on the power of the teams for student achievement.
- **Community based curriculum and scheduling:** The Community Based classrooms are near completion of the curriculum based on the ISTAR assessments. In addition, the vocational jobs and community based programming has been redeveloped and is now in place for our students.
- **Positive Behavioral Support School Wide Systems:** Central will be participating the PBIS training, which will be led by Wendell McCollum. He has great background in PBIS and has requested this effort for Central be put in place, further understands the impact the system can have for all students.
- **Special Education Services:** Classes for Diploma track students, Co teaching services for students in general education classes, and Non diploma classes have been put in place this school year to increase appropriate instruction for our students based on assessment data and IEP recommendations. The staffs gain continued support from the Central Administration as well as the Special Education Administration on reviewing their data, utilizing accommodations when necessary, and providing appropriate instruction and guidance to general team members.
- **Equipment and supplies** have been provided or are in the process, for our students to access the appropriate education instruction. This includes using PATINS staff to guide us in the ordering and utilization of assistive technology necessary for our student. Equipment such as changing tables, equipment for the visually impaired, refrigerators and stoves are being ordered for our community-based classrooms. Instructional materials are ordered as requested and are aligned with state standards.
- **Learning Lab:** A learning lab has been put in place at Central that has a Special Education Teacher and support staff to assist any special education or general education student at any time of the day allowing the students to remain in the general education

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setting and meet with greater success. The Learning Lab has been open to all students creating a more inclusive setting.

- The new course book for Central includes all special education information including the types of diplomas available for students, and suggested courses to align with specific grade levels such as freshman, sophomore, junior, and senior years.
- Autism Training: We have a partnership with Riley Hospital, Hands in Autism, to build our capacity and knowledge to best serve our students and families.

Highly Qualified Staff:

- The HQ status of all staff has been reviewed and schedules will be planned using the appropriate licensed staff.
- The district has posted our positions for licensed staff and is committed to the Special Education staff being fully licensed in Special Education and highly qualified in content areas. Interviews have begun with applicants that have shown interest. All staff on Emergency permits have been notified they will not be employed unless fully licensed in specific areas required.
- All support staff, paraprofessionals, are highly qualified in the special education department.

District Intervention

Read 180 Program

Read 180 is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The program is designed to improve student reading comprehension and fluency and directly addresses individual needs through adaptive software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills.

East Chicago School District chose this program for the following reasons:

- It is scientific research based
- It has proven results --research has proved that Read 180 works
- It is data driven
- It has integrated professional development

Credit Recovery

East Chicago Central High School is offering Compass Learning Odyssey for students that need a credit recovery program to help them earn the credits for graduation. The Compass Learning Odyssey provides research-based curriculum and it is standards- aligned content. Each student has an individualized learning plan, differentiated instruction, and is challenged with highly engaging learning activities which fosters an interest in learning. As students move through the curriculum, they are easily monitored by the instructor. At ECCHS we offer the following courses: Algebra I &II, Geometry, Biology, Physical Science, United States History, United States Government, English 9,10,11,12, Economics, Health, Earth Space Science, and World Geography.

School City of East Chicago Transformational Model Progress Report

We have a total of 278 students signed up for credit recovery. Students attend after school from 3:30 – 5:30 pm or they have the option to complete the assignments at home but they must meet with the instructor to take the tests.

ECA Algebra 1 and English 10

East Chicago Central High School and the Freshmen Academy has implemented courses at each building that will prepare our students for the End of Course Assessments in Algebra I and English 10, which will be administered in May. By using data that was collected from ECA results, Algebra Acuity, GQE results, and SRI scores, students were scheduled in an Algebra I ECA course. Students also had the option to take the course if they thought they needed some extra assistance in a particular area.

The Algebra I ECA curriculum that is being used was a collaborative effort among all Algebra I teachers and the curriculum coach to make sure all standards were taught and the learning activities reach all different learning styles. Teachers were given a full day to construct the strategies and activities that accompany each standard. Teachers also meet once a week to look at the student's data so they can make adjustments if needed to their instruction.

Students at both campuses have several different opportunities to attend these sessions:

“0” Hour (6:45 -7:40) Both campuses

“8th”Hour (3:30 – 4:30) Both campuses

Saturday Freshman Campus

There are courses offered during the school day as well at both campuses.

GQE Basic Skills

East Chicago Central High School had 120 students that had not passed either one part or both parts of the GQE. We realized that this would be the last time that this test was administered so we offered during the school day courses and before and after school. Each student and teacher was given a copy of their scores so they could work on the standards that they were deficient in.

No- Grade Policy

East Chicago Central High School for 2010-2011 has adopted a new grading policy as part of the Transitional Model provided to the state. All students are required to earn an A, B, C for each grading period. All students who received an “N” grade for the grading period completed an intervention plan. All students receiving an “N” for any grading period must be gain an opportunity to makeup work to replace the “N.” Students will be given extended time for makeup work, additional assignments to complete, retake a test and /or quiz and a project if needed.

Extended Day Programs

Extended Day programs at both Central and Freshman Campuses represent an extension of the regular school bell schedule. Extended classes include both Zero (0) and Eighth (8) hour classes

offered before and after school respectively. The Zero hour, a for credit course, is offered Monday – Friday prior to first period. The Eighth (8) hour, a for credit course, is offered Monday – Friday after 7th period. Both Zero and Eighth Hour courses are Algebra courses designed to help students meet Core 40 requirements needed for graduation. Additionally, Saturday School classes are offered at the Freshman Campus for tutorial / remediation purposes. Students attending on Saturday are offered help with Algebra and Reading / Language Arts. The extended day programs assist students with additional or alternate curricular options within their schedules.

Project Completion

Project Completion is an intervention designed by the Interdisciplinary Teams at Freshman Campus. By using auxiliary staff members and vacant classrooms, teachers (or an aide) provide mini lessons, “re teach” or offer homework assistance to small groups of students outside of the regular classroom but within the same class period. The model is simple in that it holds students accountable to complete coursework and maintain skill sets needed to pass tests, quizzes, and complete projects. Project Completion allows the teacher to be creative in using an aide and an adjacent space to provide further instruction where needed. Project Completion is a “win win” in that it allows each student to become successful where failure is not an option.

Inter-Disciplinary Teams

The Interdisciplinary Teaming concept was implemented in Fall 2010 at both the Central and Freshman Campuses. Trained by the Elements of Teaming philosophy with Consultant Jack Berckemeyer, core teachers in Math, Science, English, and Social Studies meet during a daily team planning period to discuss three major components: student achievement, curriculum, and professional development. The teams’ focus is continuous discussion around the monitoring of student academic progress to ensure each student meet and or exceed academic standards. Each team declares its own vision, mission, objectives, and goals to best serve its respective core group of students. The team’s tactics include but are not limited to individual student meetings, parent meetings, academic contracts, and interventions. The current teaming model at both campuses includes core group of students (averaging around 130 per team). Each core content teacher (including exceptional services) is assigned to a team with elective teachers serving as auxiliary members providing input. The overall goal of each team is to increase / improve student achievement within a caring and nurturing environment. The total student population is divided among thirteen teams with nine teams representing Middle College and four teams representing Early College.

Professional Development

In an effort to improve the effectiveness of Central High School staff and to promote more success for all students, School City of East Chicago has worked to encompass all types of facilitated learning opportunities for the instructional staff.

These professional development opportunities range from professional conferences and school site visits, to informal training, such as coaching, practice sessions, mentoring, technical

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assistance (Apple Training), and staff-lead activities that provide additional learning opportunities for all instructional staff.

Our goal for all professional development activities has been to increase the academic success for our students by helping staff to improve their instructional practices and to increase subject-area knowledge and skill development.

8-Step Process

The integrated system is a methodology for ensuring that teachers teach and students learn by using data and focusing on individual students and the core curriculum elements of mathematics, reading, writing, and science.

The system involves PLANNING:

- Staff buy in
- Data disaggregation
- Calendar development

The system involves DOING:

- Instructional focus

The system involves CHECKING:

- Assessments

The system involves ACTING:

- Tutorials & Enrichment
- Maintenance
- Monitoring

PBS (Positive Behavior System)

Positive Behavior Support (PBS) systems are put in place at both campuses. Teachers used their team meetings to discuss acceptable behavior in classrooms, hallways, lunchrooms, etc. Students who consistently follow proper behavior procedures are recognized periodically during each grading period. Example of student recognition includes sports activities, student government assemblies, T-shirt giveaways, prizes, giveaways, etc. Teams nominate students who have exhibited behaviors that most closely represent the Code of Responsible Behavior. An official unified school-wide PBS plan will be fully implemented for the 2011 – 2012 school year.

Strategic Plan

District Strategic Plan

In November 2009, the Board of School Trustees of the School City of East Chicago adopted a process to provide a Strategic Plan for the school system. Cambridge Strategic Services, led by Dr. William Cook, was chosen to provide direction, coordination, and facilitation that ensured all resources and energies were dedicated to the organization's strategic educational intent.

The planning process in SCEC started with Strategic Thinking. In this step, we explored and discussed the urgent necessity of change, basic planning philosophies, the process and discipline of Strategic Planning and the most effective methods of implementation. The focus was to understand the organizational challenges and accelerating external circumstances with the school district and with the broader community.

In short, Strategic Planning is always being developed, under construction, and monitored with appropriate course corrections. It is a community-based, community-driven, and community-owned process. The SCEC Strategic Plan is the license to improve and increase educational opportunities for the students and families of East Chicago.

Freshman Academy Strategic Plan

The mission of the ECC Freshman Campus is to provide an excellent educational foundation for all students to reach their highest potential through quality instruction in an inclusive and supportive learning environment. By engaging the community, parents, teachers, and staff, we will ensure that all students receive the tools and resources to achieve a successful transition into a 21st century world.

Student Focused

- Tactics
- Grades
- Attendance
- Suspension/Expulsion
- Data to support tactics team

Measurable Skills

- Increase skills by % each year.
- Laying a foundation to make a successful individual in and out of school.
- Making education available in and out of school.

Objectives

- Students will attend school daily.
- Students will receive interventions based on their educational, social, and technological needs.

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- Students will identify their career paths and discover the vital skills necessary to be competitive in a global society.
- Students will have a ninth grade reading level or higher by the end of the school year.
- Students will demonstrate 10% growth based on state standardized testing.

Tactics

- Build alliances for collaboration between both the school and community.
- Identify and establish methods of effective and focused communication to create a more informed and responsive population.
- Develop and implement systematic programs for a successful transition into and out of freshman campus.
- Identify and establish interventions to meet the needs of the freshman population.
- Communicate and reinforce expectations for staff, students, and community as it relates to the school environment.

School Partnerships

The school City of East Chicago realizes that schools that work in partnerships are better able to provide more opportunities for students to succeed in and out of school. Central High School, along with the Freshman Academy, have developed the following partnerships:

- Indiana University Northwest
- Purdue University Calumet
- Ivy Tech
- Jobs for America's Future
- Communities in Schools
- ACT
- BP

Jobs for America's Future

Jobs for America's Future (JAG) is an integral part of East Chicago Central High and a great asset to students who are enrolled in the program. JAG was founded in 1980 and to date, it has served more than 750,000 students in middle and high school programs across the US. JAG has achieved great success by keeping at-risk youth in middle school and high school through graduation, assisting JAG graduates in securing entry level jobs that lead career advancement opportunities, encouraging and helping JAG graduates to pursue a postsecondary education, and providing program participants with competency based instruction. The purpose of JAG has always been to make a difference in the personal lives of participants in and beyond the high school years.



School City of East Chicago

Attachments

Attachment F- Non-Discrimination Policy

NONDISCRIMINATION AND
ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The School Board does not discriminate on the basis of religion, race, color, national origin, sex, disability or age in its programs, activities or employment.

Further, it is the policy of this Corporation to provide an equal opportunity for all students, regardless of race, color, creed, disability, religion, gender, ancestry, age, national origin, place of residence within the boundaries of the Corporation, or social or economic background, to learn through the curriculum offered in this Corporation.

In order to achieve the aforesaid goal, the Board directs the Superintendent to:

A. Curriculum Content

review current and proposed courses of study and textbooks to detect any bias based upon race, color, gender, disability, religion, national origin, ancestry, or culture; ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

B. Staff Training

develop an ongoing program of in-service training for school personnel designed to identify and solve problems of color/racial, gender, religious, national, cultural, or other bias in all aspects of the program;

C. Student Access

review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of race, color, creed, gender, disability, or national origin in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;

policy

BOARD OF SCHOOL TRUSTEES
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D. Corporation Support

ensure that like aspects of the Corporation program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

ensure that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of race, color, creed, gender, or national origin.

The Superintendent shall appoint and publicize the name of the compliance officer whose responsibility it will be to ensure that Federal and State regulations are complied with and that any inquiries or complaints regarding discrimination or equal access are dealt with promptly in accordance with law. S/He shall also ensure that proper notice of nondiscrimination for Title II, Title VI, and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Act is provided to students, their parents, staff members, and the general public.

The Superintendent shall attempt annually to identify children with disabilities, ages 3-22, who reside in the Corporation but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in Corporation programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the Corporation will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

policy

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The Superintendent shall prepare administrative guidelines as needed in furtherance of the proper implementation of this policy.

I.C. 20-33-1-1

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendment Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

42 U.S.C. 6101 et seq.

34 CFR Part 110 (7/27/93)

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, March 1979

Title III of the No Child Left Behind Act of 2001



School City of East Chicago

Attachments

Attachment G- School City of East Chicago National Job Postings

SCHOOL CITY OF EAST CHICAGO



- Administration
- Board of Trustees
- Campus Email
- District Applications
- School Closings

Directory | Group Pages | Directory | Departments | Human Resources | Job Postings | ENL Specialist Secondary Level 7th-12th

ENL SPECIALIST SECONDARY LEVEL 7TH-12TH

*** PLEASE POST ***

SPECIAL BULLETIN #4
July 11, 2011

VACANCY
2011-2012 School Year
School City of East Chicago

POSITION: (1) ENL Specialist- Secondary Level 7th- 8th
(1) ENL Specialist – Secondary Level 9th – 12th

SCHOOL: Bilingual Education & English as a New Language

START DATE TBD – 39 Weeks contract

Job Summary: The ENL Specialist will provide personalized support to Transitional Bilingual Education (TBE), ESL/ENL, and General Education teachers through in-class demonstration lessons, classroom observations, cooperative lesson planning, incorporating assessment using data analysis and provide professional development on researched-based methodologies for English Learners.

QUALIFICATIONS REQUIRED:

- Master's degree from an accredited college/university.
- Current Indiana Teaching License Bilingual/Bicultural; ESL/ENL Endorsement.
- Minimum 5 years of successful teaching experience in a secondary content-area classroom setting; Bilingual-Spanish preferred.
- Experience using researched-based instructional methods with English learners.
- Strong content-area knowledge for Secondary (7-12th)
- Experience interpreting LAS Links disaggregate data and completing & monitoring state compliant guidelines.

SUMMARY OF ESSENTIAL JOB FUNCTIONS:

- Responsible for instruction of R180 and/or Systems 44 with LEP students.
- Facilitate monthly professional development with all teachers.
- Create positive relationships with teachers and administrators.
- Communicate and demonstrate researched-based instructional practices with ELD that result in increased student performance.
- Observe ENL & General Education classrooms and model lessons with teachers. Provide instructional feedback through peer conferencing.

- Communicate effectively with parent, members of the school district and local community.
- React to change productively and handle other tasks as assigned.
- Support the value of an education for multi-linguistic and ethnic students.
- Assist families with enrollment in the Bilingual Education & ENL Program. Administer LAS Placement for appropriate age and grade level placement.
- Responsible for accurate data-entry for all LEP students on RDS, along with maintaining current documentation of 1st yr./2nd yr. Level 5 Monitoring, Exit Forms, Retention and Special Education Identification.
- Organize, schedule and conduct training on Annual Spring LAS Links for EL students within your assigned building.
- Maintain a log/schedule of visits to classrooms and/or conferencing with teachers.

GENERAL RESPONSIBILITIES:

- Demonstrate willingness to assume leadership positions.
- Demonstrate knowledge of researched-based instructional strategies that engage all students.
- Provide organized, individual and/or group learning opportunities for teachers as needed.
- Demonstrate knowledge using a variety of assessment tools.
- Demonstrate a thorough knowledge of curriculum and subject matter.
- Assist teachers with designing instructional decisions based on assessment data.
- Assist teachers with specific classroom activities when requested.
- Provide support for classroom motivation and management strategies.
- Assist teachers in creating materials that are in alignment with curriculum.
- Monitor intervention programs by observing and meeting with teachers.
- Provide teachers Internet links related to instruction and curriculum.
- Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies.
- Provide assistance in researching instructional and/or curriculum issues.
- Model lessons when appropriate.
- Provide encouragement and emotional support to teachers.
- Encourage ongoing professional growth for all teachers.
- Manage time and schedule flexibility that maximizes teacher schedules and learning.
- Work positively toward meeting identified district and building improvement goals.
- Develop and maintain a confidential, collegial relationship with teachers.
- Possess an understanding of when to contact administrators regarding issues of safety/ethics involving students in classroom observed.
- Obtain advance approval of the Principal/ENL Program Administrator for unique activities and expenditures.
- Attend workshops/conferences to learn about new innovative instructional strategies.
- Adhere to all district and building health and safety policies, including all precautions of the Blood borne Pathogens Exposure Control Plan and Building Crisis Plan.
- Understand that job responsibilities may vary related to each building's needs.
- Perform duties as assigned by the Principal and the ENL Program Administrator.

REPORTS:

- Building Principal & Bilingual Education /ENL Program Administrator

SALARY / BENEFITS:

- According to Certified Salary Schedule

POSTING DEADLINE: Monday, July 18, 2011

***Internal Candidates MUST submit a letter of interest and credentials to:
External Candidates MUST submit a letter of interest and credentials, and in
addition, apply on-line at the site listed below:***

Mrs. GERALDA ELAINE MARTINEZ
Director of Human Resources
School City of East Chicago
210 East Columbus Drive
East Chicago, IN 46312
emartinez@ecps.org

Look for postings on-line @ [www.scec.k12.in.us/Links/Human Resources](http://www.scec.k12.in.us/Links/HumanResources)

Created on 7/12/2011 - Last updated on 7/12/2011

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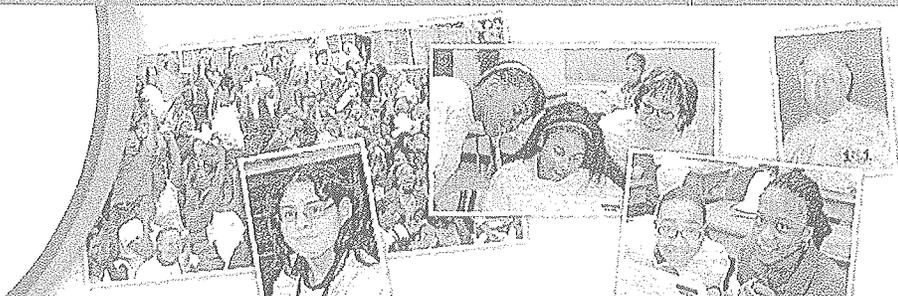


School City of East Chicago, 210 East Columbus Drive, East Chicago, IN 46312
Phone: 219-491-1100

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English

SCHOOL CITY OF EAST CHICAGO



- Administration
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- District Applications
- School Closings

Directory | Group Pages | Directory | Departments | Human Resources | Job Postings | ENL Sheltered Content 7th-9th

ENL SHELTERED CONTENT 7TH-9TH

*** PLEASE POST ***

SPECIAL BULLETIN#5

July 11, 2011

VACANCY

2011-2012 School Year

School City of East Chicago

POSITION: (1) ENL Sheltered Content 7th- 8th
(1) ENL Sheltered Content 9th

SCHOOL: Bilingual Education & English as a New Language

START DATE TBD – 39 Weeks contract

Job Summary: Teachers instruct English Learners (ELs) in a combined classroom with students who speak English as their first language. The activities of an ENL Teacher are similar to the typical activities of a General Education Teacher. Planning for the needs of English Language Learners is required to help students not only learn academic English, but teach the knowledge and skills necessary to achieve performance on IAS Links, ISTEP+ and other grade level content area classrooms.

QUALIFICATIONS REQUIRED:

- Licensed Bilingual/Bicultural; ESL/ENL Endorsement
- One or more years of Teaching Experience
- Bilingual, but not required.
- Knowledgeable in ESL Theory of Language Acquisition is preferred, but must be willing to gain knowledge of acquiring new skills to support English Learners in Sheltered Content Classrooms

SUMMARY OF ESSENTIAL JOB FUNCTIONS:

- Must demonstrate strong background knowledge in teaching the content area.
- Instruction must be fully immersed in the English language. Teachers assist in the immersion by providing students with a classroom environment that has a variety of visually and mentally stimulating materials.
- Although the first priority is to teach students academic English, it is also extremely important to nurture pride in each student's ethnic and cultural background.

- Provide students with a safe classroom environment where they can take risks with their new language without being ridiculed by their peers or teacher.
- Collaboration with colleagues is more instrumental in creating students' success. Creating lesson plans that cross over multiple subjects help students learn more effectively because they will be exposed to the same vocabulary and concepts in several classes.
- Offer classroom accommodations to students as needed and/or appropriate. Attend and participate in ENL professional development activities, conferences/workshops, curriculum/program planning and special event and activities.
- Assist with the selection of appropriate books, equipment, and other instructional materials for the SCEC Bilingual Services & ENL Program.

REPORTS:

- Building Principal & Bilingual Education /ENL Program Administrator

SALARY / BENEFITS:

- According to Certified Salary Schedule

POSTING DEADLINE: Monday, July 18, 2011

*Internal Candidates MUST submit a letter of interest and credentials to:
External Candidates MUST submit a letter of interest and credentials, and in addition, apply on-line at the site listed below:*

Mrs. GERALDA ELAINE MARTINEZ
Director of Human Resources
School City of East Chicago
210 East Columbus Drive
East Chicago, IN 46312
emartinez@ecps.org

Look for postings on-line @ www.scec.k12.in.us Links / Human Resources

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Phone: 219-291-1100
Grade: District

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English