

**Appendix F: LEA Application of General Information  
2013-2014**

**School Improvement Grant (1003g)  
Application due June 3, 2013  
Email application to [1003g@doe.in.gov](mailto:1003g@doe.in.gov)**

**LEA Application: General Information**

Corporation Name: <b>EMMA DONNAN MIDDLE SCHOOL</b>		Corporation Number:
Contact for the School Improvement Grant: <b>TERRY STOLLAR / CAROLYN GECK</b>		
Position and Office: <b>PRINCIPAL / GRANTS MANAGER</b>	Contact's Mailing Address: <b>1202 EAST TROY AVE INDIANAPOLIS, IN 46203</b>	
Telephone: <b>317-217-1979 / 501-633-7474</b>	Fax:	
Email Address: <b>TSTOLLAR@EMMADONNANMS.ORG CGECK@CHARTERSCHOOLSUSA.COM</b>		
Superintendent (Printed name) <b>SHERRY HAGE</b>	Telephone: <b>954-202-3500</b>	
Signature of Superintendent <b>X Sherry A. Hage</b>	Date: <b>6/2/13</b>	

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

**Appendix F: LEA Application of General Information  
2013-2014**

**School Improvement Grant (1003g)  
Application due June 10, 2013  
Email application to [1003g@doe.in.gov](mailto:1003g@doe.in.gov)**

**LEA Application: General Information**

Corporation Name: Emma Donnan Middle School		Corporation Number: 8825
Contact for the School Improvement Grant: Sherry Hage CAO/ Carolyn Geck Grants Manager		
Position and Office: Sherry Hage Chief Academic Officer, CSUSA Carolyn Geck Grants Manager/CSUSA		Contact's Mailing Address: 6245 N. Federal Hwy, 5 <sup>th</sup> Floor Fort Lauderdale, FL 33398
Telephone: (954) 202-3500 / (561) 633-7474		Fax:
Email Address: cgeck@charterschoolsusa.com		
Superintendent (Printed name) Sherry Hage		Telephone: 954 202 3500
Signature of Superintendent  X _____ ( enclosed PDF )		Date:

- ➔ **Complete and submit this form one time only.**
- ➔ **Complete a second form, "Priority Application" for each school applying for a school improvement grant.**

## I. Schools to be Served by LEA

*Instructions:*

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority 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 priority 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.)

School Name	Grade Span	Priority	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. Emma Donnan Middle School	7-8	X			X		
2.							
3.							
4.							
5.							
6.							

## 2. Explanation if LEA is Not Applying to Serve Each Priority School

- We will serve all of our Priority schools.
- We believe we do not have the capacity to serve all Priority 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: Emma Donnan School Number: 5572**

Stakeholder Group	Mode of Communication	Date
Donnan April Leadership Team	Direct Meeting	February 28, 2013 March 6, 2013 April 25, 2013
7 <sup>th</sup> Grade Cohort Teachers 8 <sup>th</sup> Grade Cohort Teachers Split Team Cohort Teachers	Direct Meeting Direct Meeting Direct Meeting	April 23, 2013
Parent Focus Group	Direct Meeting	May 8, 2013

\*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

Emma Donnan Middle School/LEA assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or 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 in 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) 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.

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

**Appendix G: LEA Application for Each Priority School**

**School Improvement Grant (1003g)  
2013-2014**

**LEA School Application: Priority**

**The LEA must complete this form for *each* Priority school applying for a school improvement grant.**

School Corporation EDMS Number 8825

School Name Emma Donnan Middle 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

**Emma Donnan Middle School/LEA**

assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or 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 in 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 Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) 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.

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

## **A. LEA Analysis of School Needs**

### **➤ Instructions:**

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

**Appendix B:**

**Worksheet #1A: Analysis of Student and School Data**  
**Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013**  
**Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools**

**EDMS Worksheet #1A: Analysis of Student and School Data**

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
<b>English/Language Arts – ISTEP+</b>					
<b>School Wide</b>	<b>69.0</b>	<b>556</b>			
<i>Black</i>	74.2	279	-5.2	High	<b>High</b> - Prior to EDMS being restarted, ISTEP+ scores revealed a chronic decline over a three-year period on school-wide combined scores, as well as alarming declines in English Language Arts (ELA) for both 7th and 8 <sup>th</sup> grades. This is a large sub group with 43% black. Educational gaps from earlier years were not

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					sufficiently tied into systematical teaching that curtailed successful subject knowledge progression. As such, entering the first year of turnaround, the students were already several years behind in specific ELA skills, particularly regarding reading comprehension. Data and benchmark assessments revealed serious gaps in basic skills that may hinder these students success on standardized tests. Socioeconomic factors have also negatively impacted the ability to narrow achievement gaps with this student subgroup. Further analysis of current year NWEA fall and spring 2012/2013 did not show significant gains.
<i>Hispanic</i>	66.7	56	+2.3	High	<b>High</b> – This group would benefit from added focus on secondary language needs and more individualized attention to the unique language and cultural needs of these students.
<i>White</i>	64.2	183	+4.8	High	<b>High</b> – Data and benchmark assessments reveal gaps in basic skills, particularly reading comprehension, which may hinder these students success on standardized tests. In addition, the majority of the students in this

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					<p>subgroup are from high-poverty homes with limited commitment to the overall educational process. The community served by EDMS is primarily composed of young working families, with 57.5% of families being single-parent households (Census, 2012). Many parents may lack the necessary tools to assist with homework and academic studies – with 31.0% of adults not completing high school and 84.4% not completing college (Census, 2012). Educational gaps from earlier years were not sufficiently tied into systematical teaching that curtailed successful subject knowledge progression. Further analysis of current year NWEA fall and spring 2012/2013 did not show significant gains.</p>
<i>Multi-Racial</i>	60.4	32	+8.6	High	<p><b>High</b> – Although these students have the highest passage rate among the racial/ethnic sub-groups, the rate remains lower than desired. ISTEP+ scores prior to restart revealed a chronic decline in ELA scores for both 7th and 8<sup>th</sup> grades. Educational gaps from earlier years have continued. Students were already several years behind in specific ELA skills,</p>

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					particularly regarding reading comprehension. Data and benchmark assessments reveal gaps in basic skills, particularly reading comprehension, which may hinder these students success on standardized tests.
FRL	69.0	516	0.0	High	<b>High</b> – 88% of the students at EDMS qualify for free/reduced lunch. While poverty rates are not necessarily inherent, this disparity combined with attending a chronically low performing school indicates an achievement gap that requires attention and resources to address.
SPED	92.0	160	-23.0	High	<b>High</b> – EDMS has a large special education population (26% of the population), with one out of three eighth graders on an IEP and 18% of seventh graders requiring special education support. In addition, many special need students enter and/or transferred to EDMS at mid-year, thus providing limited opportunity for the faculty to impact student achievement prior to standardized assessments. This subgroup participates in school inclusion, and impact could be better achieved with increased

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					individualized instruction, pull outs, RTI skill enhancement, and additional guidance counseling.
ELL	88.2	45	-19.2	High	<b>High</b> – EDMS serves a limited number of students identified as English Language Learners- 8% of students; 9 seventh graders and 20 eighth graders. The average LAS Lincs proficiency level was 3.88 (range from 1 to 5). These students have noticeable second language difficulties with reading and vocabulary. Ultimately, the school does not have the resources to provide this group of students with specialized classes and individualized ELL support, which would likely help these students perform better within the ELA subject areas.
<b>Mathematics – ISTEP+</b>					
School Wide	59.6	489			
Black	66.4	257	-6.8	High	<b>High</b> – There are extreme levels of skill-set differentiation among students in this subgroup. For instance, using NWEA and MAP benchmark data, students in this subgroup had significant delays in basic math skills and operations (e.g., division, multiplication, and

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					subtraction) when first entering the school year – suggesting the students were already substantially behind prior to enrolling in the school. Difficulties in reading skills also impact student abilities to complete word problems & comprehend math directions.
<i>Hispanic</i>	60.0	51	-0.4	High	<b>High</b> – Although this subgroup has a similar failure rate as the overall school, it remains at 60% and suggests unmet needs. Within this subgroup, difficulties in reading have impacted student abilities to complete problems & comprehend math directions.
<i>White</i>	51.7	148	+7.9	High	<b>High</b> – Although the failure rate of this subgroup is lower than the overall school, it remains alarmingly high. As with other students, NWEA and MAP benchmarks suggest these students had significant delays in basic math skills and operations (e.g., division, multiplication, and subtraction) at the beginning of the academic year.
<i>Multi-Racial</i>	50.9	27	+8.7	Medium	<b>Medium</b> – Although the failure rate of this subgroup is lower than the overall school, it remains alarmingly high. As with other

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					students, benchmark data suggest these students had significant delays in basic math skills and operations at the beginning of the year.
FRL	60.0	454	-0.4	Medium	<b>High</b> – Overall, all FRL students are at risk of not succeeding in math courses and assessments. NWEA and MAP benchmark data suggest these students have significant delays in basic math skills and operations (e.g., division, multiplication, and subtraction). 88% of the students at EDMS qualify for free/reduced lunch. While poverty rates are not necessarily inherent, this disparity combined with low performance at this school indicates an achievement gap that requires attention and resources to address.
SPED	84.7	150	-25.1	High	<b>High</b> - EDMS has a large special education population (26% of the population), with one out of three eighth graders on an IEP and 18% of seventh graders requiring special education support. This subgroup participates in school inclusion, and impact could be better achieved with increased individualized instruction, pull

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?		How unique are the learning needs of this group? (high, medium, low)
					outs, RTI skill enhancement, and additional guidance counseling.
ELL	76.9	40	-17.3	High	<b>High</b> – EDMS serves a limited number of students identified as English Language Learners. These students have noticeable second language difficulties with reading and vocabulary. The current curriculum is not uniquely tailored for this subgroup, as the reading level is too high, such that they have difficulty understanding the material presented.

<b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b>	<b>What is at the “root” of the findings? What is the underlying cause?</b>
92.0% of special education students did not pass the ISTEP+ assessment in English Language Arts and 84.7% did not pass the ISTEP+ assessment in mathematics.	There is a significantly large portion of special education (SPED) students at EDMS, with over 26% of the student body identified with special needs or disabilities. One out of three eighth graders on an IEP and 18% of seventh graders requiring special education support. Many SPED students are transferred to EDMS mid-year from other area schools, thus limiting the ability of faculty to make desired impacts and often requiring the students to “catch-up” through faster-paced instruction. SPED students are enrolled in the school under an inclusion model to best address their academic-psychosocial needs. However, these students would benefit from a stronger variety of learning options, smaller self-contained classes, modified pacing for

	<p>some material, and more one-on-one support. The school leadership team needs more data meetings and daily observation of classrooms serving SPED students. The school can benefit from additional specialists and additional professional development for all teachers on working with special education students in an inclusive environment.</p>
<p>The Black student subgroup lagged substantially behind other racial/ethnic subgroups, with 74.2% of these students not passing the ELA ISTEP+ and 66.4% not passing the Math ISTEP+.</p>	<p>EDMS is a first-year school under the restart model, meaning administrators and faculty were required to be replaced and the school restarted. The school experienced difficulties finding high-quality teachers after the school year began in August. Such gaps in hiring teachers impeded the ability of EDMS to intertwine strong remediation programs in the first year of the restart model. For instance, individualized targeted instruction and intervention was only offered to struggling students twice per week, which was insufficient to assist in increasing student achievement through addressing skill gaps and learning deficiencies to bring students to grade level or near grade level. In addition, there was insufficient staffing to provide such services to all students needing the intervention. There is an acute need to increase daily supplemental instruction and RTI interventions throughout the year, both during school and during out-of-school time. However, students did not take advantage of the provided “out of school time” remediation to the level desired – with attendance figures for Afterschool and Saturday school indicating inadequate attendance of low performing and struggling students. Students did not connect to afterschool intervention and remediation programs. Additionally, overall school attendance is also lower among this student group. While the racial/ethnic composition of all Indiana schools are consistent with the overall country (81.5% white, 12.4% Black, and 4.8% Hispanic), the majority of students at EDMS are from traditionally-defined “minority” groups (53.3%) and qualify for Free or Reduced Price Lunch (88.0%). While “minority” and poverty rates are not necessarily inherent needs, this disparity combined with a chronically low performing school indicates an achievement gap that requires attention to resources to address.</p>
<p>Students identified as “English Language Learners” (ELL) demonstrated substantial disparities compared to the overall student population, with 88.2% not passing the ELA ISTEP+ and 76.9% not</p>	<p>EDMS serves a limited number of students identified as English Language Learners (ELL). These students have noticeable second language difficulties with reading and vocabulary. The current</p>

<p>passing the ELA ISTEP+.</p>	<p>curriculum is not uniquely tailored for this subgroup, as the reading level is too high, such that they have difficulty understanding the material presented.</p>
<p>Overall FRL passage rates are minimally low in both ELA and Math with only 31% of FRL students passing ELA and 40% of students passing in Math. 88% of the student population is on free and reduced lunch.</p>	<p>There is an acute need to increase daily supplemental instruction and RTI throughout the year, both during school and during out-of-school time. Irregular attendance is another factor with this group – wherein transportation issues are exacerbated by underlying perceptions that there is no harm in missing school (both by students and families). Behavior/Discipline issues also impact classroom teaching and provide interruptions, with many of the teachers at EDMS being first-year teachers and needing continued professional development and support to promote effective teaching practices with ELL students, especially differentiated instruction, student motivation, engagement and classroom management. 88% of the students at EDMS qualify for free/reduced lunch. While poverty rates are not necessarily inherent, this disparity combined with attending a chronically low performing school indicates an achievement gap that requires attention and resources to address.</p>

## EDMS Worksheet #IB: Student Leading Indicators for 2011-2012 and 2012-2013

### 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.

	<b>2011-2012</b>	<b>2012-2013</b>
1. Number of minutes within the school year that students are required to attend school	This school was under the Indianapolis Public Schools (IPS) in 2011-2012. Due to performance deficiencies, it was effectively closed and “restarted” in 2012-2013. As such, data for 2011-2012 are not available and/or not appropriate for comparison. Records were not provided by IPS.	81,000 minutes
2. Dropout rate*	IPS Data Not Provided.	0 Dropouts
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	91.0%	84.0%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	IPS Data Not Provided.	15 Students taking Algebra I (advanced math course)

	2011-2012	2012-2013
5. Number of students completing dual enrollment classes	0	0
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	IPS Data Not Provided.	Mandatory All Students: LSD (7.5 hours/day)  Voluntary: BAS (M-W, 1.25 hours/day) SS (17 days, 4 hours/day) WES (Saturdays, 3 hours/day)
7. Discipline incidents	IPS Data Not Provided.	1,480 discipline incidents in 12/13. Largest categories were defiance, verbal profanity, and intimidation.
8. Truants (# of unduplicated students, enter as a whole number)	IPS Data Not Provided.	20 truancy referrals to Marion County Juvenile Probation – 5 became open truancy cases.
9. Distribution of teachers by performance level on LEA's teacher evaluation system	IPS Data Not Provided.	On a 4-Tier Teacher Performance Evaluation system (TPE4 is highest) * 0 teachers were TPE1 * 18 teachers were TPE2 * 13 teachers TPE3 * 0 teachers were TPE4
10 Teacher attendance rate	IPS Data Not Provided.	Data not available.

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

<p><b>What are key findings or summaries from the student leading indicator data?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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><b>Key Finding 1:</b> A review of discipline records suggests significant behavioral issues among students. There were a total of 1,480 discipline incidents in SY 2012/2013. The highest ranking categories for offenses were defiance, verbal aggression and profanity, fighting, and intimidation. The outcomes of these incidents resulted in 227 students being suspended 428 times (many were suspended multiple times) for 1,528 days (average 3.5 days).</p>	<p>Acts of violence can disrupt the learning process and have a negative effect on students and the school itself. Emma Donnan Middle School (EDMS) recent history has been plagued with discipline difficulties. A series of newspaper articles published throughout the 2011/12 school year chronicled behavior problems in and out of the classrooms. To address the potential of continuing difficulties this year, teachers and administrators spent three weeks prior to the beginning of the 12/13 school year in New Teacher Induction training, working out school-wide plans and procedures that would be implemented in each classroom. In spite of instituting orderly procedures and practices, teachers expressed great frustration during the first weeks of school knowing what to do with defiant and unruly students in their rooms. During the 2012-13 academic year, 26% of students were special education students and 35% were students with emotional or mental health disorders (e.g., ADHD), such that “acting out” was relatively common and accounted for a large proportion of the defiance incidents. Most of the students come from high poverty, single family households. They are not accustomed to routine, schedules and rules to accomplish effective student learning. Many of the students have struggled in school with academics and discipline, lack confidence in their own academic abilities, and have become discouraged over the years. In fact, many of the students decided to attend EDMS only after they were unsuccessful at an IPS school or an alternative education program. As a Turn Around School, EDMS has an open policy for registration, but there tends to be a lack of upfront information to address the student needs. Additionally, new teachers were inexperienced in classroom management, setting clear expectations and implementing positive reward systems. A new discipline system was installed during second quarter, as was a school-wide positive behavioral reinforcement system. A Behavior Interventionist, Campus Monitor, and Behavioral Specialist were hired in the third quarter of the 2012-13 academic year. The addition of experienced behavior support and monitoring decreased the incidents from 534 in the first quarter and 542 in the second quarter to 247 in the third and 157 in the fourth. There is a dire need to provide alternative educational formats such as small learning communities for students unable to manage in traditional classroom setting.</p>

<p><b>Key Finding 2:</b> Over 50% of the teachers at EDMS are first year teachers, and less than 50% were at TPE level 3 or above.</p>	<p>There is a clear need for the school attract and retain teachers that can provide highly engaging classroom learning and instructional accountability, which includes benchmarking instructional activities, and differentiated learning. As a turnaround school, incentives to attract highly effective and passionate teachers are imperative. There are 31 full time teachers; 17 are first year teachers (54.8%). These new teachers are inexperienced and need training and support to serve students, particularly with such a high percentage of special education, behavior issues and academic deficiencies. It has been hard to attract experienced and highly qualified teachers into a school that has such a long history of failure and discipline issues. The new teachers require ongoing training to address instructional and classroom needs. Conditions are difficult because of the characteristics of the student population and academic challenges of individual students, since many are several years behind in academic skills. Given that 58% of teachers were at TPE level 2, all teachers would benefit from additional professional development to better utilize curriculum resources for instruction. They also need continued training in using NWEA data to understand the scores, advise students and target instruction - understanding student data and skill gap deficiencies is imperative to gains in student academic achievement. Additionally, they need continued support in utilizing effective instructional strategies and greater rigor to accelerate learning. In addition, there was only one CRT due to a change in positions in SY 12/13 which decreased the ability to work with teachers more closely.</p>
<p><b>Key Findings 3:</b> Student attendance figures are estimated to be in the 80 percentile, with an 84% student attendance rate and only 34% of students attending for at least 95% of all school days.</p>	<p>There is an overall misconception about the importance of attending school among students and families. Real learning requires regular attendance, though most families and students have developed 'learned helplessness' and many perceive minimal education as adequate. Overall student culture regarding regular attendance is indifferent. The community served by EDMS is primarily composed of young working families, with 57.5% of families being single-parent households (Census, 2012). Even when home to support their children, many parents may lack the necessary tools to assist with homework and academic studies ( especially special education needs)– with 31.0% of adults not completing High School and 84.4% not completing college (Census, 2012).Transportation is another serious limiting factor, with students complaining about the distance between pick-up and drop-off points. Due to the low-income of most families, the parents do not have cars and/or gas money to drive the students to school, such that bus transportation is the primary mode of getting students to school. Students have expressed a lack of motivation to walk to far-away bus stops, especially in inclement weather. Currently, there is one social worker who has made gains in working with families and students</p>

	utilizing close contact methods to reverse this trend, but the caseload is far too high to manage and maintain effective interventions as students and families develop a closer relationship and understand as to the importance of education and getting to school on time. Additional guidance counseling and social work would further benefit the students.
--	--

## 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.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.				X	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.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).

<p>3. Is primarily textbook-oriented.</p> <p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>		X				<p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>	
<p>1. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>2. Is considered to be the textbook or the state standards.</p> <p>3. Is not aligned within or across grade levels.</p> <p>4. Is not rigorous or cognitively demanding.</p> <p>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.</p> <p>6. Is not differentiated for struggling students.</p>		X				<p>1. Is observed by school leadership that it is being taught.</p> <p>2. Is developed by the district/teachers based on unpacking the state standards.</p> <p>3. Is aligned within and across grade levels.</p> <p>4. Is rigorous and cognitively demanding.</p> <p>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>6. Is differentiated for struggling students.</p>

<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
<ul style="list-style-type: none"> <li>1. Are not regularly used by teachers.</li> <li>2. Are not routinely disaggregated by teachers.</li> <li>3. Are not used to determine appropriate instructional strategies.</li> </ul>		X			<ul style="list-style-type: none"> <li>1. Are used to implement an aligned instructional program.</li> <li>2. Are used to provide differentiated instruction.</li> <li>3. Are discussed regularly in teacher groups to discuss student work</li> </ul>
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
<ul style="list-style-type: none"> <li>1. Is individually selected by each teacher; includes conferences and conventions.</li> <li>2. Is not related to curriculum, instruction, or assessment.</li> <li>3. Is short, i.e., one-shot sessions.</li> <li>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</li> </ul>		X			<ul style="list-style-type: none"> <li>1. Is of high quality and job-embedded.</li> <li>2. Is aligned to the curriculum and instructional program.</li> <li>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</li> <li>4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</li> </ul>
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
<ul style="list-style-type: none"> <li>1. Does not provide extended supports.</li> <li>2. Does not ensure a safe school and community environment for children.</li> </ul>		X			<ul style="list-style-type: none"> <li>1. Provides social and emotional supports from school and community organizations.</li> <li>2. Creates a safe learning environment within the school and within the community.</li> </ul>

<b>Cultural Competency</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Cultural Competency</b>
1. Holds the belief that all students learn the same way.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.		X			3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
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.		X			4. Investigates students’ education prior to coming to the United States; home languages; 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.		X			5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<b>What are the key findings from the self-assessment of high-performing schools?</b>	<b>What is at the “root” of the findings? What is the underlying cause?</b>
<b>The school needs to maximize availability of the principal and the knowledgeable leadership team.</b>	The principle must serve a key role in driving academic achievement with teachers and staff. Currently, the Principal and School Leadership Team do not have sufficient time to do frequent and meaningful classroom walk-throughs, largely secondary to high behavioral and discipline issues among the student body. The principal and leadership must focus on RTI, remediation strategies and differentiated learning strategies. The Principal is often kept busy with discipline and school operational needs. There are not enough CRT and Leadership staff to identify and deliver quality and meaningful RTI/remediation strategies and to assist teachers (particularly those new to turnaround school environments) in effective instructional approaches, when a majority of students in grade content classes are struggling. The school should focus efforts on increasing necessary staffing to support positive behavioral changes in the student body.

<b>What are the key findings from the self-assessment of high-performing schools?</b>	<b>What is at the “root” of the findings? What is the underlying cause?</b>
<p><b>Students are severe and chronic skill gaps.</b> The school needs to increase focus on more intensive, student-focused, and differentiated instruction in core academic subjects.</p>	<p><b>Cause:</b> During the 12/13 school year, reading and math interventionists met with students only twice a week, pulling them from elective credits for their intervention groups. The 13/14 school year will provide students with five days/week of reading or math intervention in lieu of one elective. This will allow for more intensive instruction on specific skills for those students scoring in the lowest quartile on NWEA/MAP testing in the fall. <b>Cause:</b> EDMS has a longer school day, with an extra period built into every day in which career and college readiness was emphasized, however time slots could have been enhanced to focus on addressing chronic skill gaps in ELA and Math. During the FY14 school year, this extra period will be used as a Reading Lab, wherein each student will be placed into a Reading Lab specific to their level of reading achievement. The levels of Reading Lab range from beginning readers who need basic word deciphering and fluency skills, to accelerated students who can challenge their reading skills in literacy groups. <b>Cause:</b> The afterschool, weekend, and summer programming provided by the school was well-received by some students, but did not effectively garner attention from those students with the greatest needs. For the 13/14 school year, the school needs to strengthen the out-of-school programming by incorporating high quality instruction, project based learning, and sports and clubs that support and encourage higher academic achievement.</p>
<p><b>The school needs to do a better job keeping parents informed of their student’s progress.</b> Activities to draw parents into school need to be joined with brief information sessions teaching parents about how their children are progressing and what the testing means.</p>	<p><b>Cause:</b> Parental involvement has been a consistently difficult component to build. Attendance at parent oriented events (e.g., nights advertised to teach them about test results, ISTEP, math and reading strategies to use at home) typically drew 3 to 5 parents each time – with some having no parents in attendance. This issue was discussed with the parents who attended a school advisory meeting to give input into the Title I Plan, and their input will help drive the plan for the 13/14 school year. <b>Cause:</b> The school did not effectively reach out to parents in the 12/13 school year. The school needs to develop processes that utilize continual outreach to the parents to build stronger support systems for the students. The school can better support parents through combining parent classes with school</p>

What are the key findings from the self-assessment of high-performing schools?	What is at the “root” of the findings? What is the underlying cause?
	<p>programs / activities and through providing classes specific to parents’ personal needs for employment support. <b>Cause:</b> Teachers were not trained to improve their individual communication with parents of their students. Improving communication will help build stronger, more collaborative relationships with parents. <b>Cause:</b> Parent events did not include the students. Parents are much more likely to come to school if they are attending an event with their children. Meetings centered on activities parents can participate in with their children (e.g., student led conferences, talent show, art fair) can begin with a 20 minute information presentation, with the rest of the event supporting positive interactions between parents and their children.</p>
<p><b>Professional Development Opportunities:</b> Faculty needs professional development to better utilize curriculum resources, improve the use of data to inform instruction, and effectively use instructional strategies for greater rigor and accelerated learning.</p>	<p>There is an overwhelming majority of students with serious skill gaps. Staff needs to increase knowledge on effective teaching strategies that ensure grade mastery of subject content areas serve struggling students behind in reading or other basic academic skills. Instruction is not differentiated for struggling students. The 13/14 school year will include professional development to teachers, paraprofessionals, and school leadership on increased support and strategies to help lowest achievement group increase achievement. The training will focus on parent engagement, differentiation of instruction, and use of technology with the learning environments. All teachers and paraprofessionals need professional development the week before school begins to better understand the leveled reading programs, NWEA and ISTEP data, school wide procedures, expectations, and safety programs, as well as the development of team and cohort strategies to support all students.</p> <p>While teachers discussed data frequently during biweekly team meetings, they agree that there was not enough direct training in using NWEA/MAP data. Teachers and leaders need to find time to assess and utilize data on a routine basis. Due to the high numbers of struggling students in each class, it has been difficult to continuously assess data and integrate findings into instruction. There is a constant struggle to teach lower grade content to students that have trouble reading and performing basic skills, while also blending current grade content. There</p>

<b>What are the key findings from the self-assessment of high-performing schools?</b>	<b>What is at the “root” of the findings? What is the underlying cause?</b>
	<p>needs to be a faster way to identify skill gaps and align RTI needs to help grade mastery in subject content areas. Teachers would benefit from weekly trainings during a common planning time to focus on effective desegregation of data, effective instructional strategies – including co-teaching structures and differentiated instruction. The school would also benefit from adopting an instructional consultation model to facilitate trainings at the school level to support teachers who are struggling to provide instructional program for students within their classrooms. This can be supported with instructional assistants to help further support struggling students in the classroom.</p>
<p><b>Students need a better understanding and ownership of their test data.</b> By sharing and instructing students in the meaning of their test data, students will have more investment in testing sessions and daily instruction. Students need to have more ownership into their learning and increase attendance. Students are discouraged learners and lacking positive experience in a school setting.</p>	<p>Students have not been provided sufficient information about their academic standing relative to students across the nation, and were not provided assistance in setting reasonable, challenging goals. One of the points of discussion with teachers during the School-Wide Needs Assessment was that students need to be provided more information and guidance about their progress in school. Teachers believe that if students are better informed about the purpose of testing, and are assisted in utilizing their test results for their own planning, they will be better invested in the mandatory assessments that are required, and take more ownership of their own learning throughout the year. Teachers should work with students and help them develop Personal Learning Plans during the first quarter. Teachers should meet individually with students assigned to their Reading Lab and review assessment data such as MAP testing, STAR Math and ISTEP results. These “data chats” can help students understand where they are and where they need to be, and should be the basis for academic goal setting. With this information in hand, students can be trained to present this information to their parents in student-led report card conferences, which will be held at the end of first and third quarter. Students should understand how their daily effort contributes to their educational opportunities outside the school’s wall and increase their view of future opportunities.</p>

## B. Selection of School Improvement Model

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

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

<b>Turnaround Model</b>	<b>Transformation Model</b>
<b><i>Permissible Elements</i></b>	<b><i>Permissible Elements</i></b>
New school model (e.g., themed, dual language academy)	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> <li>1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.</li> <li>2. Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority.</li> <li>4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.</li> </ol>
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.	<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> <li>1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</li> <li>2. Implement a school wide “response-to-intervention” model.</li> <li>3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.</li> <li>4. Using technology-based supports.</li> <li>5. In secondary schools –               <ol style="list-style-type: none"> <li>a) increase rigor</li> <li>b) summer transition programs; freshman academies</li> <li>c) increasing graduation rates establishing early warning systems</li> </ol> </li> </ol>
	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> <li>1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.</li> <li>2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships.</li> <li>3. Implement approaches to improve school climate and discipline.</li> <li>4. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ol>
	<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> <li>1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.</li> <li>2. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ol>

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

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

## II. Selection of Improvement Model

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

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

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

*Intervention model selected* \_\_\_\_\_ Restart Model \_\_\_\_\_

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

The selection of a restart model continues to serve the needs of Emma Donnan Middle School. EDMS serves 7<sup>th</sup> and 8<sup>th</sup> graders and is responsible for the unique challenges of serving the students, families and neighborhood communities in Indianapolis vicinity. There has been a lengthy history of discipline issues that have plagued the school. 88% of the students at EDMS qualify for Free and Reduced Lunch, likewise 43% of all students are in black subgroups. Only 26% of students in the black sub group passed ELA English in 2012, schoolwide only 31%. One out three students in eighth grade was on an IEP, and 13% of the seventh graders needed special education support. Over the past decade, this school has remained a chronically-low-performing school, failing to meet even minimal progress towards established AYP metrics. The continuation of the restart model initially implemented in 2012-2013 is necessary to continue the process of replacing long term improvements and making sustainable systematic change. The restart model will provide flexibility to make these changes. Emma Donnan Middle School must be redesigned. Intervention elements will focus on extended instructional time, supplemental English and Math lab classes, RTI infusion, improved special education services, and differentiated instruction with engaging lessons for students. Likewise, other socio-academic factors; such as, discipline, attendance, parental involvement and a strong school culture can be better addressed in a new restart model that has flexibility and expertise towards progress in ameliorating conditions and impacting school improvement.

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

In contrast to traditional approaches that are “system-serving,” innovative leadership is required at this restart school to implement new ways of thinking to embed deep change. The principal will have the latitude for decision making to impact student achievement. The principal will have skill sets in effective practices that tie curriculum, instruction and data-driven assessment to ensure a culture of student achievement. In an effort to achieve this shift, transitional support, monitoring and operational support must be in place to ensure principal leadership is effective. Interventions will focus on increasing the principal’s role in the classroom. Placing priority in quality instruction and RTI/remediation will be primary. The principal will additionally serve a key community role with students and families, promoting new values and cultural. Likewise teacher change will focus on replacing teachers that are not highly effective and attracting passionate teachers for this student audience. The CSUSA recruitment model, will implement its rigorous examination of credentials and performance skill sets to select those most able to deliver its premier educational model. The principal is provided the autonomy to make personnel decisions based on the need of the school, including the authority to control scheduling and the ability to allocate resources. CSUSA/Emma Donnan Middle School (EDMS) will implement a bonus structure that rewards performance and teacher effectiveness. A robust evaluation system that establishes a reliable, valid, and fair evaluation of performance will be in place. Quality training for new teachers through the TFA and CSUSA QUEST teacher observation will be utilized. Principals and Assistant principals will have mandatory monthly leadership training. Student change will occur through confidence of actual learning and by catching up missing educational gaps in learning. Interventions will focus on increased learning time, massive infusion of remedial learning/RTI during school and out of school time; Attendance and attitudes of school will be addressed by offering relevant courses, college/career readiness, engaging classes and improving transportation issues.

### 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 covers reform measures for the Restart Model: Strong Principal Leadership, Extended Instructional Time (During School, After School and Summer Programming); Data-Driven Decision Making; Parental Involvement; Recruiting and Retaining highly effective teachers; and Teacher Financial Performance Incentives.
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		The budget includes continuation of intervention methods and reforms for three years.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		All budget items are reasonable, allocable and allowable. The budget was prepared using established rates of pay consistent with those of the Indianapolis Public Schools, fringe benefit rates established by federal and state laws and regulations, and equipment costs based on a cost analysis.
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		Budgets have been developed to meet minimum and maximum set criteria thresholds.

Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	<b>X</b>		<p>The School is its own LEA (district), as designed by state procedures. Because the school is one of the identified Indiana Priority Schools, the school (as the district) technically serves all priority schools within the LEA.</p>
<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"> <li>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>	<b>X</b>		<p>The school improvement goals for 13/14 are based on key findings in the data analysis of school needs. Funding will directly assist the key findings and intervention elements proposed for school improvement. EDMS is a unique school, in which the restart process attracted the neediest students of the community.</p>
<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"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> </ul>	<b>X</b>		<p>All credentials are thoroughly investigated and documented. School records keep a copy of diploma and college transcripts and Praxis scores (or transcript that shows 24 credits in license area). School administration downloads license from LVIS site on DOE website to verify license. All teacher positions are reviewed to meet highly qualified credentialing as specified by State criteria.</p>

Capacity Task	Yes	No	District Evidence
<ul style="list-style-type: none"> <li><i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>			
<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"> <li><i>Staff Assurances</i></li> <li><i>Staff Surveys</i></li> <li><i>Staff Needs Assessments</i></li> </ul>	<b>X</b>		<p>Under the Restart model all staff is employed by the EMO, Turn around school operator, CSUSA; Assurances, surveys and assessments have been conducted during the transition phase of the contract- as specified by the contract.</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"> <li><i>Parent Meeting Agendas</i></li> <li><i>Parent Surveys</i></li> <li><i>Parent Focus Groups</i></li> </ul>	<b>X</b>		<p>Under the Restart model all stake holders were thoroughly engaged. As the EMO, Turn around school operator, CSUSA; numerous parent and community stakeholder meetings were completed during the transition phase of the contract- as specified by the contract deliverables.</p>
<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"> <li><i>School Board Assurances</i></li> <li><i>School Board Meeting Minutes from proposal and or discussion</i></li> <li><i>Support the creation of a new turnaround office (or reorganization if additional schools</i></li> </ul>	<b>X</b>		<p>Under the Restart model the EMO, Turn around school operator, CSUSA has flexibility to eliminate barriers to allow for the full implementation of the restart model. Turn around operator contracts and assurances are on file.</p>

Capacity Task	Yes	No	District Evidence
<p><i>are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></p>			
<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"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <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></li> </ul>	<b>X</b>		<p>Under the Restart Model, the school is the LEA and is managed by the turn around school operator, CSUSA. As such, there is no superintendent or administrative structure that would present barriers to the full implementation of the selected model.</p>
<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"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	<b>X</b>		<p>There is no teacher’s union under the CSUSA model at this school.</p>

Capacity Task	Yes	No	District Evidence
<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"> <li>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</li> <li>Statewide and national postings</li> <li>External networking</li> </ul>	X		<p>CSUSA, as the Turn-around Operator has the flexibility to recruit and replace principals as necessary. There are current partnership agreements on record with TFA and universities.</p>
<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"> <li>Principal and staff hiring practices</li> <li>Principal and staff transfer policies/procedures</li> <li>principal and staff recruitment, placement and retention procedures</li> </ul>	X		<p>CSUSA, offers the highest quality in recruitment of principals for the Restart model. There are principal, staff recruitment, placement and retention plans and HR policies in place.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>Monthly focus with identified objectives</li> <li>Smart Goals</li> <li>Measurable Outcomes (consisting of transformative, formative, and summative data)</li> </ul>	X		<p>Timelines have been integrated into target reform strategies- Interventions have been clearly identified and translated into action items and activities for implementation. Activities in this application have direct links to effective implementation. Goals &amp; Intervention Elements</p> <ol style="list-style-type: none"> <li>Strategy/Intervention: <u>Implement programming that will provide additional instructional time for students and teachers.</u> This goal will be achieved by 1) Implementing an extended at EDMS; 2) Implement lab classes in ELA and Math in addition to ELA &amp; Math Core classes, utilizing fully their extended time; 3) RTI/Remediation pullout groups; 4) Alternative Ed small learning communities with class retake</li> </ol>

Capacity Task	Yes	No	District Evidence
<ul style="list-style-type: none"> <li>Streamline and scaffold focus aligned to key findings and root causes in SIG application</li> </ul>			<p>options (virtual) during school for discipline issues 5) Increase Instruction “Out of School Time” - Afterschool, Saturday and summer programming to provide RTI or remediation instruction. A massive infusion of supplemental support must be embedded in the school and budget resources will permit for the above activities. The budget items in this application will cover expenses to provide extended time, remediation during school day and out of school time (afterschool, Saturday and summer programming); Staffing that is only RTI/ remedial related staff ( teachers, CRT) Equipment and materials are for remedial instructional purposes will be in the budget.</p> <p>S.M.A.R.T. Goal: <u>Increase instructional time with extended school day, lab ELA &amp; Math classes and afterschool, summer and Saturday programming and raise the number of students passing 2014 ISTEP+, ELA &amp; Math per grade by 5% each year ; with a total increase of 15 %, school wide at the end of the grant period.</u></p> <p>Measures: ELA &amp; Math ISTEP Scores, Midyear bench marks, student assessment data portfolios.</p> <p>2. Strategy/Intervention: <u>Implement a premier system of attracting and retaining effective teachers and rewarding excellence.</u> Attracting and keeping highly effective teachers at EDMS requires proactive reform elements. In order to attract teachers to this restart school with a history of serious discipline problems and a significant number of students in special education it is necessary that incentives are in place to attract the best talent. Equally important are performance incentives to retain teachers and promote exceptional individual performance. Incentives and other related</p>

Capacity Task	Yes	No	District Evidence
			<p>attractors/retainers will be sought after in this budget.</p> <p>S.M.A.R.T. Goal: <u>Staff only teachers with effective and engaging teaching skills sets and retain effective teachers in which 80% of the teachers in school year 2013/2014 will receive improved markings on performance indicators for effective classroom teaching.</u></p> <p>Measures: ELA &amp; Math ISTEP Scores, Midyear bench marks, student assessment data portfolios, Teacher performance evaluations.</p> <p>3. Strategy/Intervention: <u>Utilize data-driven decision making concerning instruction and personalized learning plans in each grade/subject area and across grade levels.</u> There is an overwhelming majority of students with serious skill gaps. Staff needs to increase knowledge on effective teaching strategies that ensure grade mastery of subject content areas serve struggling students behind in reading or other basic academic skills. The 13/14 school year will include professional development to teachers, paraprofessionals, and school leadership on increased support and strategies to help lowest achievement group increase achievement. Weekly Data chats, professional development and additional CRTs will be utilized to accomplish this school improvement goal. Budget items will include CRT positions and professional development.</p> <p>S.M.A.R.T. Goal: <u>Increase student achievement by using data benchmarking and personalized learning plans for all students and raise the number of students passing 2014 ISTEP+, ELA and Math per grade by 5% each year ; with a total increase of 15 %, school wide at the end of the grant period.</u></p>

Capacity Task	Yes	No	District Evidence
			<p>Measures: ELA &amp; Math ISTEP Scores, Midyear bench marks, student assessment data portfolios.</p> <p>4. Strategy/Intervention: <u>Ensure dynamic leadership is in place that will serve as the change agent and instructional leader focusing on building leadership capacity, achieving learning goals and improving instruction.</u></p> <p>S.M.A.R.T. Goal: <u>Increase student achievement with principal leadership that drives effective teaching and student learning in Emma Donnan Middle School and achieve indicators towards positive growth in school improvement by the end of the School Year 2013/ 2014.</u></p> <p>Measures; QUEST Visits, School Culture Surveys, Principal Performance Evaluations, ELA &amp; Math ISTEP+ scores- school wide.</p> <p><b>Increase Learning Time:</b> Extended School Day, Lab classes for English and Math, Implement pull out RTI/Remedial teachers, Alternative Classrooms-ABC for student with discipline issues. CRT, and. Staffing, lab classes and pullout times have already been scheduled and are in place for the SY 13/14 opening – Q1</p> <p><b>Leadership:</b> Staffing and Community/Family Meetings will be designed and implemented by the end of Q1 for the 2013-2014 school year.</p> <p><b>Out of School Time Programs:</b> Afterschool and Saturday School programs will be designed and implemented by the first day of school in the 2013-2014 academic year. Summer programming will be designed and recruitment initiated by Q3, with implementation of summer programming implemented after the fourth quarter of the 2013-2014 academic year.</p> <p><b>Teacher Recruitment &amp; Retention:</b> Evaluations will be designed and distributed in Q1 of the 2013-2014 academic year, with continuous professional development to understand school goals initiated in Q1 and continuing throughout Q2, Q3, and Q4. At least one professional</p>

Capacity Task	Yes	No	District Evidence
			development will be provided to all teachers in each quarter. Goals of school improvement are clearly translated into individual teacher performance.
<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"> <li>• Professional Development sign in sheets aligned to SIG funded PD</li> <li>• 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)</li> </ul>	X		CSUSA, Corporate Staff has extensive experience to research, recommend and implement only high quality research based reforms. Schools have ongoing high quality support to ensure reforms are properly identified as evidenced based, with thorough investigation of best practices. Equally, important are the steps to implementation of reforms to ensure fidelity to approaches. Professional development will be monitored to see a transfer of training into school and classroom practices. School Staff participates in routine surveys to provide input on relevant professional development.
<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"> <li>• Town Hall Meetings</li> <li>• Town Hall Meeting Postings (newspaper, district website, parent newsletters, public flyers)</li> <li>• Town Hall sign in sheets</li> <li>• Community Partner Assurances</li> <li>• Documentation of mailings</li> </ul>	X		Under the Restart model all stakeholders were thoroughly engaged. Under the guidance of the EMO (Turn around school operator, CSUSA), numerous parent and community stakeholder meetings were completed during the transition phase of the contract - as specified by the contract deliverables. Documentation of town hall meetings, mailings, newspaper announcements, public flyers are on file.
<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"> <li>• Title I</li> </ul>	X		All funding has been aligned to restart intervention goals. Oversight and documentation of such activities is conducted by the school site coordinators and further monitored by CSUSA corporate grants compliance team.

Capacity Task	Yes	No	District Evidence
<ul style="list-style-type: none"> <li>• Title II</li> <li>• Title III</li> <li>• IDEA</li> <li>• E-Rate</li> <li>• TAP</li> </ul>			
<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"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> <li>○ <i>An additional block of time embedded into the school day</i></li> <li>○ <i>Summer enrichment/remediation</i></li> <li>○ <i>Saturday intervention</i></li> <li>○ <i>Before or after school enrichment/remediation</i></li> <li>○ <i>School vacation weeks</i></li> </ul> </li> </ul>	<b>X</b>		<p>Under the restart model, the school will be extended an additional 49 minutes per day. Students will be required to attend lab classes in additional block time for ELA and Math during that time to ensure all skill gaps are addressed sufficiently to assist the student in grade course mastery in subject content areas. Students will also be pulled out with remedial teachers – math &amp; English to provide continues support for literacy and math. English and Math lab classes will be implanted. There will be afterschool, Saturday school and summer programming which will include summer classes and summer remedial assistance for students. Professional development will focus on differentiated learning for all subgroups and students in classes that are operating on different levels.</p>

Capacity Task	Yes	No	District Evidence
<ul style="list-style-type: none"> <li>• <i>Compensation for extended day is identified by the LEA</i></li> </ul>			

## 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 2013-2014*.
- 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><b>I. Design and implement school intervention model consistent with federal application requirements.</b></p> <p><b><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></b></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and</p>	<p>SIG/ School Needs Assessment analysis of student and school data was completed and respective key finding were ascertained based on data. Data used was collected from ISTEP+ English and Math scores, NWEA, and Acuity testing scores. CSUSA high performing platform is a data driven. Students are routinely benchmarked. A comprehensive look at data revealed the greatest needs in subgroups and reforms have been identified. Other quantitative data sources such as attendance rates, discipline, and teacher performance were analyzed to provide a deeper look into problems. There were systematic problems that led to the restart model intervention. Lack of academic achievement and grade level mastery were due to numerous years of skill gaps, cultural attitudes toward the school, teacher performance, leadership and lack of capacity to address symptoms effectively. Under the restart model, capacity will increase with the flexibility to serve students and implement academic and socio-academic measures under and educational management organization. The restart model will lend to a school's operating system that has flexibility to implement much needed measures. The EMO will extend school time, implement classes/sessions to address learning gaps so students can achieve and master grade content, increase literacy skills, and implement only proven evidenced based strategies. With new staff, comes the ability to provide financial incentives for teachers and related instructional staff. Teachers not performing to standards will be easier to let go or non-renew. Activities set out in the application will be evaluated quarterly to ensure designed</p>

<p>school improvement processes for supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>interventions and associated activities are making progress towards school improvement. The restart model will be routinely assessed by the IDEO School Turnaround Office; Contract will be routinely checked to ensure compliance of deliverables. There are routine and frequent reviews by the state office staff through site visits. Teachers, students and parents meet with the site review team to ensure further accountability with families. The model will be implemented under the City of Indianapolis, Education Division and is subject to further oversight and scrutiny to ensure interventions result in progress towards school improvement. Internal controls of CSUSA are in place in which monthly and quarterly site review teams from Corporate Office will conduct internal assessments of instruction and operation. Corporate controls are in place with routine checks and policies to ensure integral operation of the school. All Title I schools with CSUSA have distinct procedures and are monitored by the Corporate office to ensure program and financial compliance of federal funds. CSUSA, Corporate office has compliance/grant staff that will be responsible to ensure that all activities are documented and copies of all activities and correspondence is available to view at any time. All meeting with stakeholders (staff, parents, and community) are documented with sign in sheets, agenda and other items for documentation. Mailings are further documented with postal verification. The principal will review weekly data meetings and their overall impact. Activities in the school improvement grant will be monitored quarterly with staff dedicated to the project to ensure compliance. Timeline, goals and activities will be monitored by the program coordinator, designated at the school. Quarterly reports are submitted to CSUSA corporate office, to ensure adherence to timelines. Documentation of all staff and equipment covered in the school improvement grant are easily available and reports through automated HR/Personnel systems can be quickly produced. Equipment purchased through the School Improvement Grant will tagged and inventoried. CSUSA has several layers of corporate curriculum specialists to assist the school in all ongoing intervention methods. Interventions must be evidenced based and suit the needs of the students in the school. Local input is highly valued to deliver interventions that are most likely to succeed. Community and parental engagement is an ongoing task with the school in which schools traditionally have experienced difficulty in stakeholder participation. Outreach efforts will utilize a multifaceted plan to engage stakeholders from various audiences and ensure parents are comfortable in participating. All activities to engage stakeholders are presented in comfortable adult literacy formats and available in different languages. School schedules are completed weekly for data interfacing and review of benchmark results. There is a strong</p>
--	--

	<p>professional development plan built in yearly, following school assessment needs. Teachers and related staff are surveyed to determine gaps and desired trainings. Biweekly professional development items are reviewed in teacher and leadership meetings. All activities concerning school improvement such as teacher meetings, leadership team meetings, professional development activities, classroom walk through, CSUSA Corporate QUEST Trainings, parent and family activities and meetings are routinely documented by minutes, agenda's sign in sheets and kept with the Coordinator for later use. Grant utilization reports are distributed quarterly. The CSUSA corporate grants team provides follow up and guidance to ensure all forms and activities update are delivered to IDEO by requested time.</p>
--	---

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b>  <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>(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 provider(s) to ensure that supports are taking place and are adjusted according to</p>	<p>Identifying external providers based on each school's SIG needs are adhered to by written procedures and training on contracts for services for students. SIG School needs and data analysis specifically targets areas of professional development or student/family academic and socio-academic services. CSUSA policies dictate a timely plan to identify external providers based on reform measures. There is a vendor selection criteria rubric which encompasses areas such as expertise, evidenced based, financial health; references etc. Providers are thoroughly referenced and investigated to understand past work in schools. Often it is protocol to utilize university expertise in providing or selecting potential vendors. Additionally strict adherence to GEPA guidelines further ensures equitable access to all students. Providers selected are evidenced based and have national merit in services. Contract negotiations have clear guidelines and are vetted through CSUSA attorneys before final signatures. CSUSA policy dictates RFP procedures and strict adherence to minority and women owned businesses. CSUSA purchasing policies provide further controls through checks and balances to ensure fair selection and clearly indicate purchase order policies and approvals. Vendor Rubric incorporates this element to ensure providers commitment. CSUSA, as the turnaround operator, will ensure LEA capacity and school resources are continued to be aligned. Internal assessments will be in place to ensure all contract conditions and deliverables as turnaround operator are communicated with IDOE. CSUSA, as the turnaround operator will comply with all required reporting and documentation procedures.</p>

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.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. Align other resources with the school improvement model.</b> (For examples of resources and how they might align, see Attachment C).</p>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>(a) Identifying resources currently being utilized in an academic support capacity;</li> <li>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</li> <li>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</li> <li>(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);</li> <li>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making</li> </ul>	<p>The CSUSA model emphasizes a “productive” fidelity of public funds and translating those resources into quality reforms and strategies that result in school improvement. Resources must be first and foremost, be distributed with careful deliberation to ensure maximum academic support capacity. This requires examination of proven outcomes of potential reform measures. EDMS is a high poverty school and receives funding from numerous sources, in addition to state education dollars. EDMS receives Title I, II, IDEA Part B, and summer school funding. Comprehensive leveraging of resources to complement one another (not supplant strategies) is critical. Professional Development will be aligned with Title II funds to assist with teacher professional development, educational training consultants, conferences, teacher credentialing, recruitment, and retention. Title I Part A, will assist with academic supplemental instruction activities and assist in providing supplemental remediation teachers, afterschool stipends, summer stipends and other related academic or socio academic needs at the school. Part B funds will assist with the personnel and instructional materials for special education students. Alternative education funds will offset costs in specialized classes for students that are struggling in regular classes. Additional resources will be available through summer school – state funded programs, graduation qualifying examination remediation program. School safety items will assist with training through Safe Haven grant opportunities.</p> <p>All materials and strategies will be evidenced based and nationally recognized practices. Resources will be monitored to ensure all state, federal and local resources are aligned. CSUSA, turnaround operators will ensure corporate resources are available to monitor compliance with federal, state and local guidelines. CSUSA will conduct grant utilization reports and any resources that need to be redirected will be addressed in this process. CSUSA, as the</p>

<p>adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>turnaround operator will comply with all required reporting and documentation procedures.</p>
--	--

Indicators of LEA Commitment	Description of how this action was or will be completed
<b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</li> <li>(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</li> <li>(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"> <li>(i) school administrator and staff hiring practices;</li> <li>(ii) school administrator and staff transfer procedures;</li> <li>(iii) school administrator and staff dismissal procedures;</li> <li>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</li> <li>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</li> <li>(vi) school administrator and staff recruitment, placement and retention procedures ; and</li> <li>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</li> </ul> </li> </ul>	<p>Under the restart model, capacity will increase with the flexibility to serve students and implement academic and socio- academic measures under and educational management organization. The restart model will lend to a school operating system that has flexibility to implement much needed measures. The EMO will extend school time, implement classes/sessions to address learning gaps so students can achieve and master grade content, increase literacy skills, utilize innovative evidenced based strategies. With new staff, comes the ability to provide financial incentives for teachers and related instructional staff. Teachers not performing to standards will be easier to let go or non-renew. CSUSA, policies provide flexibility to meet requirements necessary for school restart; policies dictate hiring/dismissal practices. Private sector innovation will ensure improved recruitment and retention. Incentives will be built in to teacher evaluations and teacher goals that align with school goals. Performance incentive will be given to staff based on a rubric and evaluations are continuous throughout the school year. Instruments are in place to ensure quality teacher evaluations. Flexibility of the EMO permits for adjustments based on student academic needs and sound school interventions, in contrast to multi-level board and bureaucratic approval system. School calendar and instructional times will be lengthened with approval from IDOE.</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<b>5. Sustain the model after the funding period ends.</b>	
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>(a) Developing school improvement planning processes that support sustainability of education reform protocol;</li> <li>(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;</li> <li>(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;</li> <li>(d) Identifying alternative funding sources to sustain operational protocol that may require financial support;</li> <li>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</li> <li>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate</li> </ul>	<p>Reforms will be routinely assessed to ensure effective operation after the funding period ends. This will be incorporated into annual school improvement planning. Advisory groups and community participation will be an ongoing mechanism to ensure all resources are notated accordingly. CSUSA is a business model that adheres to school financial health. Behind CSUSA's ability to drive student achievement is its dedication to identifying and systemizing successful education and business practices and replicating them throughout its school system and in each new school it starts or takes over. The company has deep experience managing high quality schools as well as turning them around. School administrators will participate monthly in trainings to ensure sound operation of their school. CSUSA has developed a comprehensive service delivery model supported by processes, methods, systems and tools that ensure consistency and address the requirements of each stakeholder group – students, parents, staff, governing board, and local school board. Although the Site Visit form will be a more detailed document, the school Principals of other CSUSA-managed schools has clearly articulated their dedication to teacher support by their initiation of the CSUSA Walk-through challenge. This challenge clearly articulates that the Principals have determined that each teacher will be visited by an administrative team member each week. The walk through form will be used as a non-evaluative way to communicate areas of strength of the teacher as well as possible opportunities for growth. The Teacher Performance Evaluation will support the monitoring of the Educational Model, by evaluating the use of evidence-based research strategies that the teacher has been exposed to through Professional Development, guidance through weekly walk-throughs, and provided feedback through the network during the Site Visit process from a mentor teacher. All new teachers will receive a “practice” teacher performance evaluation in the fall to prepare them for the spring teacher performance evaluation. After each site visit and each benchmark test, the Education Team will meet with the School Leadership Team to discuss strengths and opportunities for growth for the school, as well as each grade level and each subject area. Based on these discussions and the data collected, the Education Team will make recommendations such as professional development training, individualized professional development, opportunities, targeted mentoring, and increased observations.</p>

<p>changes into their instruction as evidenced by an extensive action plan;</p> <ul style="list-style-type: none"><li>(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;</li><li>(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;</li><li>(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;</li><li>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</li><li>(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;</li><li>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</li></ul>	
---	--

#### 4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

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

**Turnaround Model**

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

If implementing the turnaround model, complete the table below.

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

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

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

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

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

**Pre-Implementation**

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

Action:

Timeline:

Budget:

**Check Your Work - Additional Requirements for All Models**

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

## Transformation Model

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>			
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>			
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>			

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>			
6. <i>Provide increased learning time for students and staff.</i>			
7. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>			
9. <i>Provide mechanisms for family and community engagement.</i>			
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i>			
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>			

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

**Pre-Implementation**

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

Action:

Timeline:

Budget:

**Check Your Work - Additional Requirements for All Models**

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

## Restart Model

**We will implement this model.**

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

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>	CSUSA is a Charter Management Organization and is currently under contract as the provider for the restart model at EDMS. The first year of implementation of the model was during SY 2012/2013. The model and interventions within the model will be continued and refined in SY 2013/2014.	IDOE	July 2012
2. <i>Increase &amp; Redesign Learning Time.</i>	Extended School Day, Lab classes for English and Math, Implement pull out RTI/Remedial teachers, Alternative Classrooms- ABC for student with discipline issues. CRT, and. Staffing, lab classes and pullout times have already been scheduled and are in place for the SY 13/14 opening – Q1.	Principal, Leadership Team, CSUSA CAO	July 2013
3. <i>Improve School Leadership, School Culture &amp; Environment:.</i>	Staffing in place by Q1; Community/Family Meetings will be designed and implemented by the end of Q1 for the 2013-2014 school year.	Principal, Leadership Team, CSUSA CAO	July 2013
4. <i>Out of School Time Programs.</i>	Afterschool and Saturday School programs will be designed and implemented by the first day of school in the 2013-2014	Principal, Leadership Team, CSUSA	August 2013

<p>5. <i>Teacher Recruitment, Retention &amp; Professional Development.</i></p>	<p>academic year. Summer programming will be designed and recruitment initiated by Q3, with implementation of summer programming implemented after the fourth quarter of the 2013-2014 academic year</p> <p>Evaluations will be designed and distributed in Q1 of the 2013-2014 academic year, with continuous professional development to understand school goals initiated in Q1 and continuing throughout Q2, Q3, and Q4. At least one professional development will be provided to all teachers in each quarter. Goals of school improvement are clearly translated into individual teacher performance.</p>	<p>CAO</p> <p>Principal, Leadership Team, CSUSA CAO</p>	<p>July 2013</p>
<p>6. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i></p>	<p>There are no barriers to enrolling new and re-enrolling former students in the Restart Model. All former students are eligible to attend the school.</p>	<p>CSUSA/IDOE</p>	<p>July 2012</p>

**Pre-Implementation**

<p><i>Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget. <b><u>NA continuation of restart.</u></b></i></p> <p>Action:</p> <p>Timeline:</p> <p>Budget:</p>
--

**Check Your Work - Additional Requirements for All Models**

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.	X	

## School Closure

We will implement this model.

**We will not implement this model** – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. Close the school.			
2. Must enroll the students in other schools in the LEA that are higher achieving.			

### Pre-Implementation

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

Action:

Timeline:

Budget:

**Check Your Work - Additional Requirements for All Models**

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

## 5. Annual Goals for Priority 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.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

*Note: Goals must be measurable and aggressive, yet attainable.*

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<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
School-wide, 69 % of students did not pass ISTEP + ELA.	35 % of students school wide will pass the ISTEP + ELA.	40 % of students school wide will pass the ISTEP + ELA.	45% of students school wide will pass the ISTEP + ELA.
School-wide, 50% of students did not pass ISTEP+ Math.	55 % of students school wide will pass the ISTEP+ Math.	60 % of students school wide will pass ISTEP+ Math	65 % of students school wide will pass the ISTEP+ Math.

## II: Budget

### Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 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)

Element of the Intervention	Intervention	Resource
<b>Federal Resources</b>		
Increase Instructional Time and redesign school time; Provide instruction after school, Saturdays and Summer.	Restart	<b>Title I, Part A</b> - regular school wide
Teacher training, high-quality job-embedded professional development designed to assist schools.	Restart	<b>Title II, Part A</b>
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Restart	<b>SIG</b>
Special Education	Restart	<b>Part B</b>

**Submit all materials in this document,  
including the two worksheets in this application to IDOE**

# Attachment C: Budget

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

**School Year 2013 - 2014**

<b>Note: The total amount of funding per year must total <u>no less than \$50,000</u> and <u>no greater than \$2,000,000</u> per year.</b>						
<b>Corporation Name:</b>						
8825						
<b>Corporation Number:</b>						
5572						
<b>School Name:</b>						
CSUSA Emma Donnan						
<b>ACCOUNT NO.</b>	<b>FTE</b>	<b>Cert.</b>	<b>Noncert.</b>	<b>EXPENDITURE DESCRIPTION</b>	<b>SUBTOTAL</b>	<b>LINE ITEM TOTAL</b>
<b>1. PERSONNEL (include positions and names)</b>						
<b>Intervention Coordinator</b>	<b>1 FTE</b>		<b>xx</b>	<b>This position will oversee the discipline program of the school, helping to support teachers in their classrooms by providing appropriate consequences for students who are unruly or unsafe in their behavior.</b>	<b>\$50,000.00</b>	
<b>Social Worker</b>	<b>1 FTE</b>		<b>xx</b>	<b>This position will provide support to teachers, students and parents by working with students with mental health or attendance issues providing individual and group counseling, home visits, and calls to parents.</b>	<b>\$52,000.00</b>	

<b>Curriculum Resource Teacher</b>	<b>2 FTE</b>	<b>xx</b>		<b>1</b>		<b>\$115,000.00</b>	
<b>Teacher ABC</b>	<b>2 FTE</b>	<b>xx</b>			<b><i>This position will provide intervention instruction during school for students whose behavior keeps them from remaining in general classrooms. This position will oversee the credit virtual recovery courses and provide instructional support, to provide maximum assistance in passing classes necessary for graduation. 2 x 45,000</i></b>	<b>\$90,000.00</b>	
<b>Behavior Specialist</b>	<b>1 FTE</b>		<b>xx</b>		<b><i>This position will work with administrators and others to help establish a school environment that improves school safety and discipline by working with students both individually and in small group settings on behavioral issues that prevent the student from learning.</i></b>	<b>\$52,000.00</b>	
<b>Student Services Coordinator</b>	<b>1 FTE</b>	<b>xx</b>			<b><i>This position will oversee the special education team in compiling with all necessary documentation requirements for full compliance with IDEA.</i></b>	<b>\$52,000.00</b>	
<b>Campus Monitor</b>	<b>1 FTE</b>		<b>xx</b>		<b><i>This position will work with School Resource Officer and administrators to establish a safe and orderly school environment.</i></b>	<b>\$45,000.00</b>	
<b>Instructional Assistants</b>	<b>3 FTE</b>				<b><i>These paraprofessionals will work to support struggling learners in the classrooms. 3 fte x 26,000</i></b>	<b>\$78,000.00</b>	
						<b>\$534,000.00</b>	

		<b>TOTAL SALARIES</b>	<b>\$1,068,000.00</b>	<b>\$534,000.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>				
<b>Benefits</b>		<b>534,000 x 20% = 106,800</b>		<b>\$106,800.00</b>
<b>Performance Incentive - Turn Around Instructor</b>		<b>35 Instructional Positions at \$3000 each</b>	<b>\$105,000.00</b>	<b>\$105,000.00</b>
<b>Performance Incentive - Extended Day</b>		<b>35 Instructional Positions for an additional 30 minutes each day at \$2000/ day</b>	<b>\$70,000.00</b>	<b>\$70,000.00</b>
<b>Individual Teacher Incentive- highly effective teacher rating</b>		<b>35 Instructional Position at \$1500 each</b>	<b>\$3,500.00</b>	<b>\$52,500.00</b>
<b>School Wide Performance Incentive</b>		<b>35 Instructional Positions at \$1000 each</b>	<b>\$35,000.00</b>	<b>\$35,000.00</b>
				<b>\$369,300.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>				
<b>ASCD Conference-- Las Vegas, NV</b>	<b>out of state</b>	<b>3 administrators to attend conference</b>	<b>\$6,600.00</b>	
<b>in-state</b>				
		<b>TOTAL TRAVEL</b>		<b>\$6,600.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>				
<b>SIG Grant Administration</b>		<b>10 hours / week x 50 weeks x \$25</b>	<b>\$12,500.00</b>	
<b>State Reports Coordinator stipend</b>		<b>1 stipend @ 5 hour /week x @\$25 / hour x 40 weeks</b>	<b>\$5,000.00</b>	
<b>CRT Data Stipend</b>		<b>1 stipend @ 1 hour / week x \$30/hour x 22 weeks</b>	<b>\$660.00</b>	
<b>Teacher Data Stipends</b>		<b>10 stipends @ 1 hour / week x \$30/hour x 22 weeks</b>	<b>\$6,600.00</b>	
<b>After-school Tutoring</b>		<b>4 stipends at \$25/hour x 2 hours/ day x 4</b>	<b>\$12,000.00</b>	

<b>Stipend</b>	<b>days/week x 30 weeks</b>		
<b>After-school Security Guard</b>	<b>2 stipends at 2 hours/day x 2 days/week x \$25 /hour for 22 weeks</b>	<b>\$4,400.00</b>	
<b>Saturday School Tutoring Stipend</b>	<b>2 stipends at \$30/hour x 4 hours/day x 28 Saturdays</b>	<b>\$6,720.00</b>	
<b>Summer School Teacher Stipend</b>	<b>8 stipends at 6 hours / day x \$30 / hour for 20 days</b>	<b>\$28,800.00</b>	
<b>Summer School Teacher Aides Stipend</b>	<b>3 stipends at 6 hours / day x \$18 / hour for 20 days</b>	<b>\$6,480.00</b>	
<b>Summer School Director Stipend</b>	<b>1 stipend at 7 hours / day x \$40 / hour for 25 days</b>	<b>\$7,000.00</b>	
<b>Summer School Nurse Stipend</b>	<b>1 stipend at 6 hours / day x \$30 / hour for 20 days</b>	<b>\$3,600.00</b>	
<b>Summer School Campus Monitor</b>	<b>2 stipends at 6 hours / day x \$25 / hour for 20 days</b>	<b>\$6,000.00</b>	
<b>Summer School Custodian</b>	<b>1 day stipend x 20 days x 7 hours x \$18.68/ hr and 2 evening stipends x 20 days x 4 hours x \$18.68</b>	<b>\$5,604.00</b>	
	<b>TOTAL CONTRACTED SERVICES</b>	<b>\$105,364.00</b>	<b>\$105,364.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$48,790.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$92,171.28</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
<b>Buses for Saturday School Program</b>	<b>2 buses/4 hours/28 Saturdays (\$350/rt trip)</b>	<b>\$19,600.00</b>	<b>\$19,600.00</b>
<b>Buses for Summer School</b>	<b>4 buses/20 days (\$350/rt trip)</b>	<b>\$28,000.00</b>	<b>\$28,000.00</b>
	<b>TOTAL OTHER SERVICES</b>	<b>\$47,600.00</b>	<b>\$47,600.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$1,203,825.28</b>


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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
30	Classroom supplies for 30 classrooms to include paper, pencils, pens, markers, construction paper, glue, masking tape, notebooks, etc.	\$200.00	\$6,000.00
3	Classroom supplies for 3 elective classrooms--music, art, pe-gym equipment, art supplies and papers, sheet music, etc.	\$1,000.00	\$3,000.00
100	Fusion reading curriculum materials for 100 students	\$250.00	\$25,000.00
100 sets	100 Student sets of classroom novels fo Fusion Reading curriculum	\$30.00	\$3,000.00
6 sets of 30	Cambridge Advanced Studies--2 classes of 30 x \$45/book and 4 classes of 30 X \$42/book and 6 teacher books at \$175 each	\$8,790.00	\$8,790.00
	Classroom supplies for summer school to include paper, pencils, pens, markers, construction paper, glue, tape, notebooks, etc.	\$3,000.00	\$3,000.00
		\$ -	\$ -
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$48,790.00</b>


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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
orchestra instruments	Instruments for beginning orchestra/band classroom offering elective credit.	\$16,500.00	\$16,500.00
Student ID maker	Used to support campus security	\$6,000.00	\$6,000.00
Technology Curriculum	Study Island for 500 students-- 1 year renewal	\$5,886.50	\$5,886.50
Technology Curriculum	Achieve 3000 for 500 students	\$17,834.60	\$17,834.60
Technology Curriculum	Plato for 400 students--two year subscription (5% discount)	\$6,588.78	\$12,338.68

<i>Technology Curriculum</i>	<i>NWEA/MAP testing</i>				<i>\$5,562.50</i>	<i>\$5,562.50</i>
<i>Technology Curriculum</i>	<i>Renaissance Accelerated Math-- 500 students</i>				<i>\$5,049.00</i>	<i>\$5,049.00</i>
<i>10</i>	<i>Cicso Internet Hubs at \$300 each</i>				<i>\$300.00</i>	<i>\$3,000.00</i>
<i>7</i>	<i>Panasonic electronic White Boards</i>				<i>\$2,500.00</i>	<i>\$17,500.00</i>
<i>1</i>	<i>Yearly fee for Identimetrics system</i>				<i>\$2,500.00</i>	<i>\$2,500.00</i>
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>					<b>\$92,171.28</b>

**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.

***EDMS is the LEA, such that funds do not need to be set aside from the proposed school-based budgets for LEA-level activities. As such, there are no “indirect costs” or infrastructure costs that do not directly benefit the students at this school. Indeed, all budgeted items are specifically proposed to provide direct student services and/or support the development of faculty to better educate the students and work with the student families. This model maximizes the funding available for direct student impact.***

**School Improvement Grant (1003g)**

**Section II -- BUDGET**

**School Year 2014 - 2015**

<b>Note: The total amount of funding per year must total <u>no less than \$50,000</u> and <u>no greater than \$2,000,000</u> per year.</b>						
<b>Corporation Name:</b>				<b>8825</b>		
<b>Corporation Number:</b>				<b>5572</b>		
<b>School Name:</b>				<b>CSUSA Emma Donnan</b>		
<b>ACCOUNT NO.</b>	<b>FTE</b>	<b>Cert.</b>	<b>Noncert.</b>	<b>EXPENDITURE DESCRIPTION</b>	<b>SUBTOTAL</b>	<b>LINE ITEM TOTAL</b>
<b>1. PERSONNEL (include positions and names)</b>						
<b>Intervention Coordinator</b>	<b>1 FTE</b>		<b>xx</b>	<b>This position will oversee the discipline program of the school, helping to support teachers in their classrooms by providing appropriate consequences for students who are unruly or unsafe in their behavior.</b>	<b>\$50,000.00</b>	
<b>Social Worker</b>	<b>1 FTE</b>		<b>xx</b>	<b>This position will provide support to teachers, students and parents by working with students with mental health or attendance issues providing individual and group counseling, home visits, and calls to parents.</b>	<b>\$52,000.00</b>	

<b>Curriculum Resource Teacher</b>	<b>2 FTE</b>	<b>xx</b>		<b><i>By having this position to disseminate and interpret current trends and research related curriculum, instruction, technology, and related areas our teachers will have the information and support needed to be successful. With a young staff this will be particularly important. An important component to this position related to school improvement is the CRT assisting teachers in the implementing of effective instructional strategies. Salary 1 x 57,500</i></b>	<b>\$115,000.00</b>	
<b>Teacher ABC</b>	<b>2 FTE</b>	<b>xx</b>		<b><i>This position will provide intervention instruction during school for students whose behavior keeps them from remaining in gen e classrooms. This position will oversee the credit virtual recovery courses and provide instructional support, to provide maximum assistance in passing classes necessary for graduation. 2 x 45,000</i></b>	<b>\$90,000.00</b>	
<b>Student Services Coordinator</b>	<b>1 FTE</b>	<b>xx</b>		<b><i>This position will oversee the special education team in compiling with all necessary documentation requirements for full compliance with IDEA.</i></b>	<b>\$52,000.00</b>	
<b>Campus Monitor</b>	<b>1 FTE</b>		<b>xx</b>	<b><i>This position will work with School Resource Officer and administrators to establish a safe and orderly school environment.</i></b>	<b>\$45,000.00</b>	
<b>Instructional Assistants</b>	<b>3 FTE</b>			<b><i>These paraprofessionals will work to support struggling learners in the classrooms. 2 fte x 26,000</i></b>	<b>\$78,000.00</b>	
					<b>\$482,000.00</b>	
				<b>TOTAL SALARIES</b>	<b>\$964,000.00</b>	<b>\$482,000.00</b>

**2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.**

<b>Benefits</b>	<b>482,000 x 20% = 96400</b>		<b>\$96,400.00</b>
<b>Performance Incentive - Turn Around Instructor</b>	<b>35 Instructional Positions at \$3000 each</b>	<b>\$105,000.00</b>	<b>\$105,000.00</b>
<b>Performance Incentive - Extended Day</b>	<b>35 Instructional Positions for an additional 30 minutes each day at \$2000/ day</b>	<b>\$70,000.00</b>	<b>\$70,000.00</b>
<b>Individual Teacher Incentive-- highly effective teacher rating</b>	<b>35 Instructional Position at \$1500 each</b>	<b>\$3,500.00</b>	<b>\$52,500.00</b>
<b>School Wide Performance Incentive</b>	<b>35 Instructional Positions at \$1000 each</b>	<b>\$35,000.00</b>	<b>\$35,000.00</b>
			<b>\$358,900.00</b>

**3. TRAVEL: (differentiate in-state and out-of-state)**

<b>in-state</b>			
		<b>TOTAL TRAVEL</b>	<b>\$ -</b>

**4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)**

<b>SIG Grant Administration</b>	<b>10 hours / week x 50 weeks x \$25</b>	<b>\$12,500.00</b>	
<b>State Reports Coordinator stipend</b>	<b>1 stipend @ 5 hour /week x @\$25 / hour x 40 weeks</b>	<b>\$5,000.00</b>	
<b>CRT Data Stipend</b>	<b>1 stipend @ 1 hour / week x \$30/hour x 22 weeks</b>	<b>\$660.00</b>	
<b>Teacher Data Stipends</b>	<b>10 stipends @ 1 hour / week x \$30/hour x 22 weeks</b>	<b>\$6,600.00</b>	
<b>After-school Tutoring Stipend</b>	<b>4 stipends at \$25/hour x 2 hours/ day x 4 days/week x 30 weeks</b>	<b>\$12,000.00</b>	
<b>After-school Security Guard</b>	<b>2 stipends at 2 hours/day x 2 days/week x \$25 /hour for 22 weeks</b>	<b>\$4,400.00</b>	
<b>Saturday School Tutoring Stipend</b>	<b>2 stipends at \$30/hour x 4 hours/day x 28 Saturdays</b>	<b>\$6,720.00</b>	
<b>Summer School Teacher Stipend</b>	<b>8 stipends at 6 hours / day x \$30 / hour for 20 days</b>	<b>\$28,800.00</b>	

<b>Summer School Teacher Aides Stipend</b>	<b>3 stipends at 6 hours / day x \$18 / hour for 20 days</b>	<b>\$6,480.00</b>	
<b>Summer School Director Stipend</b>	<b>1 stipend at 7 hours / day x \$40 / hour for 25 days</b>	<b>\$7,000.00</b>	
<b>Summer School Nurse Stipend</b>	<b>1 stipend at 6 hours / day x \$30 / hour for 20 days</b>	<b>\$3,600.00</b>	
<b>Summer School Campus Monitor</b>	<b>2 stipends at 6 hours / day x \$25 / hour for 20 days</b>	<b>\$6,000.00</b>	
<b>Summer School Custodian</b>	<b>1 day stipend x 20 days x 7 hours x \$18.68/ hr and 2 evening stipends x 20 days x 4 hours x \$18.68</b>	<b>\$5,604.00</b>	
	<b>TOTAL CONTRACTED SERVICES</b>	<b>\$105,364.00</b>	<b>\$105,364.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$36,290.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$49,171.28</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
<b>Buses for Saturday School Program</b>	<b>2 buses/4 hours/28 Saturdays (\$350/rt trip)</b>	<b>\$19,600.00</b>	<b>\$19,600.00</b>
<b>Buses for Summer School</b>	<b>4 buses/20 days (\$350/rt trip)</b>	<b>\$28,000.00</b>	<b>\$28,000.00</b>
	<b>TOTAL OTHER SERVICES</b>	<b>\$ 47,600.00</b>	<b>\$47,600.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$1,079,325.28</b>
		<b>10% reduction from FY14</b>	<b>\$(1,083,442.27)</b>
		<b>amt over 10%</b>	<b>\$(4,116.99)</b>
			<b>FY14 = 1,203,825.28 x 90% = 1,083,442.27</b>
<b>SUPPLIES: The following list represents the anticipated materials and supplies purchases.</b>			

<b>QUANTITY</b>	<b>DESCRIPTION</b>				<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
30	Classroom supplies for 30 classrooms to include paper, pencils, pens, markers, construction paper, glue, masking tape, notebooks, etc.				\$200.00	\$6,000.00
3	Classroom supplies for 3 elective classrooms--music, art, pe---gym equipment, art supplies and papers, sheet music, etc.				\$1,000.00	\$3,000.00
50	Fusion reading curriculum materials for 100 students				\$250.00	\$12,500.00
100 sets	100 Student sets of classroom novels for Fusion Reading curriculum				\$30.00	\$3,000.00
6 sets of 30	Cambridge Advanced Studies--2 classes of 30 x \$45/book and 4 classes of 30 X \$42/book and 6 teacher books at \$175 each				\$8,790.00	\$8,790.00
	Classroom supplies for summer school to include paper, pencils, pens, markers, construction paper, glue, tape, notebooks, etc.				\$3,000.00	\$3,000.00
					\$ -	\$ -
	<b>TOTAL SUPPLIES COSTS</b>					<b>\$36,290.00</b>
<b>EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.</b>						
<b>QUANTITY</b>	<b>DESCRIPTION</b>				<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
Technology Curriculum	Study Island for 500 students-- 1 year renewal				\$5,886.50	\$5,886.50
Technology Curriculum	Achieve 3000 for 500 students				\$17,834.60	\$17,834.60
Technology Curriculum	Plato for 400 students--two year subscription (5% discount)				\$6,588.78	\$12,338.68
Technology Curriculum	NWEA/MAP testing				\$5,562.50	\$5,562.50
Technology Curriculum	Renaissance Accelerated Math--				\$5,049.00	\$5,049.00
	500 students					
1	Yearly fee for Identimetrics system				\$2,500.00	\$2,500.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>					<b>\$49,171.28</b>

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

**School Year 2015 - 2016**

<b>Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.</b>						
<b>Corporation Name:</b>						
<b>Corporation Number:</b>						
<b>School Name:</b>						
<b>ACCOUNT NO.</b>	<b>FTE</b>	<b>Cert.</b>	<b>Noncert.</b>	<b>EXPENDITURE DESCRIPTION</b>	<b>SUBTOTAL</b>	<b>LINE ITEM TOTAL</b>
<b>1. PERSONNEL (include positions and names)</b>						
<b>Intervention Coordinator</b>	<b>1 FTE</b>		<b>xx</b>	<b>This position will oversee the discipline program of the school, helping to support teachers in their classrooms by providing appropriate consequences for students who are unruly or unsafe in their behavior.</b>	<b>\$50,000.00</b>	
<b>Social Worker</b>	<b>1 FTE</b>		<b>xx</b>	<b>This position will provide support to teachers, students and parents by working with students with mental health or attendance issues providing individual and group counseling, home visits, and calls to parents.</b>	<b>\$52,000.00</b>	

<b>Curriculum Resource Teacher</b>	<b>1 FTE</b>	<b>xx</b>		<b>By having this position to disseminate and interpret current trends and research related curriculum, instruction, technology, and related areas our teachers will have the information and support needed to be successful. With a young staff this will be particularly important. An important component to this position related to school improvement is the CRT assisting teachers in the implementing of effective instructional strategies. Salary 1 x 57,500</b>	<b>\$57,500.00</b>	
<b>Teacher ABC</b>	<b>1 FTE</b>	<b>xx</b>		<b>This position will provide intervention instruction during school for students whose behavior keeps them from remaining in gen e classrooms. This position will oversee the credit virtual recovery courses and provide instructional support, to provide maximum assistance in passing classes necessary for graduation. 1 x 45,000</b>	<b>\$45,000.00</b>	
<b>Student Services Coordinator</b>	<b>1 FTE</b>	<b>xx</b>		<b>This position will oversee the special education team in compiling with all necessary documentation requirements for full compliance with IDEA.</b>	<b>\$52,000.00</b>	
<b>Instructional Assistants</b>	<b>2 FTE</b>			<b>These paraprofessionals will work to support struggling learners in the classrooms. 2 fte x 26,000</b>	<b>\$52,000.00</b>	
					<b>\$308,500.00</b>	
				<b>TOTAL SALARIES</b>	<b>\$617,000.00</b>	<b>\$308,500.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
<b>Benefits</b>				<b>308,500 x 20% = 61,700</b>		<b>\$61,700.00</b>
<b>Performance Incentive - Turn Around Instructor</b>				<b>35 Instructional Positions at \$3000 each</b>	<b>\$105,000.00</b>	<b>\$105,000.00</b>



<i>Summer School Custodian</i>	<i>1 day stipend x 20 days x 7 hours x \$18.68/hr and 2 evening stipends x 20 days x 4 hours x \$18.68</i>	<i>\$5,604.00</i>	
<b>TOTAL CONTRACTED SERVICES</b>		<b>\$105,364.00</b>	<b>\$105,364.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
<b>TOTAL SUPPLIES</b>			<b>\$20,790.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>			<b>\$36,832.60</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
<i>Buses for Saturday School Program</i>	<i>2 buses/4 hours/28 Saturdays (\$350/rt trip)</i>	<i>\$19,600.00</i>	<i>\$19,600.00</i>
<i>Buses for Summer School</i>	<i>4 buses/20 days (\$350/rt trip)</i>	<i>\$28,000.00</i>	<i>\$28,000.00</i>
<b>TOTAL OTHER SERVICES</b>		<b>\$47,600.00</b>	<b>\$47,600.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$843,286.60</b>
		<b>20% reduction from FY15</b>	<b>\$(863,460.22)</b>
		<b>amount over 20%</b>	<b>\$(20,173.62)</b>
			<b>FY15 = 1,079,325.28</b>
			<b>x 80% =863,460.22</b>
<b>SUPPLIES: The following list represents the anticipated materials and supplies purchases.</b>			
<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
<b>30</b>	<i>Classroom supplies for 30 classrooms to include paper, pencils, pens, markers, construction paper, glue, masking tape, notebooks, etc.</i>	<b>\$200.00</b>	<b>\$6,000.00</b>
<b>3</b>	<i>Classroom supplies for 3 elective classrooms--music, art, pe-gym equipment, art supplies and papers, sheet music, etc.</i>	<b>\$1,000.00</b>	<b>\$3,000.00</b>

6 sets of 30	Cambridge Advanced Studies--2 classes of 30 x \$45/book and 4 classes of 30 X \$42/book and 6 teacher books at \$175 each			\$8,790.00	\$8,790.00
	Classroom supplies for summer school to include paper, pencils, pens, markers, construction paper, glue, tape, notebooks, etc.			\$3,000.00	\$3,000.00
				\$ -	\$ -
	<b>TOTAL SUPPLIES COSTS</b>				\$20,790.00
<b>EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.</b>					
<b>QUANTITY</b>	<b>DESCRIPTION</b>			<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
Technology Curriculum	Study Island for 500 students-- 1 year renewal			\$5,886.50	\$5,886.50
Technology Curriculum	Achieve 3000 for 500 students			\$17,834.60	\$17,834.60
Technology Curriculum	NWEA/MAP testing			\$5,562.50	\$5,562.50
Technology Curriculum	Renaissance Accelerated Math--500 students			\$5,049.00	\$5,049.00
1	Yearly fee for Identimetrics system			\$2,500.00	\$2,500.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>				\$36,832.60

**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.*

EDMS is the LEA, such that funds do not need to be set aside from the proposed school-based budgets for LEA-level activities. As such, there are no “indirect costs” or infrastructure costs that do not directly benefit the students at this school. Indeed, all budgeted items are specifically proposed to provide direct student services and/or support the development of faculty to better educate the students and work with the student families. This model maximizes the funding available for direct student impact.