

**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**

LEA Application: General Information

Corporation Name: EMMERICH MANUAL HIGH SCHOOL		Corporation Number: 8815
Contact for the School Improvement Grant: BYRON ERNEST & CAROLYN GECK		
Position and Office: PRINCIPAL GRANTS MANAGER.	Contact's Mailing Address: 2405 MADISON AVE INDIANAPOLIS, IN 46225	
Telephone: 317-217-1983 / 561-633-7474	Fax:	
Email Address: BERNESTEREMMERICHMANUALHS.ORG CGECK@CHARTERSCHOOLSUSA.COM		
Superintendent (Printed name) SHERRY HAGE	Telephone: 954-202-3500	
Signature of Superintendent X <u>Sherry A Hage</u>	Date: 6/2/13	

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

**LEA Application of General Information
2013-2014**

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

LEA Application: General Information

Corporation Name: Emmerich Manual High School		Corporation Number: 8815
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 th 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:	

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→ 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. Emmerich Manual High School	9-12				X		
2.							
3.							
4.							
5.							

6.							
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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: Emmerich Manual High School 8815

Stakeholder Group	Mode of Communication	Date
Manual Leadership Team	Direct meeting	May 14, 2013
Manual Leadership Team	Direct Meeting	May 20, 2013
Parent Meeting	Direct Meeting	April 8, 2013

Parent and Community Focus Group	Direct Meeting	May 15, 2013
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*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

Emmerich Manual High School 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 – Emmerich Manual High School

Number 8815

School Name Emmerich Manual High School

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

- Turnaround Restart
 Transformation Closure
-

Assurances

Emmerich Manual High School _____ assures that it will
Corporation/Charter School Name

- X (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;
- X (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;
- X (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;
- X (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

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

EMHS 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)
English/Language Arts – English 10					
<i>School Wide</i>	50.7	74			
<i>Black</i>	62.1	18	-11.4	High	High - Socioeconomic factors have negatively impacted the ability to narrow achievement gaps with this student subgroup. Data and benchmark assessments revealed serious gaps in basic skills that may hinder these students passing the ECA's. Predictors and targets scales; Acuity and NWEA scores revealed critical gaps.
<i>Hispanic</i>	41.7	10	+9.0	Medium	Medium –The school does not currently serve a large population of students from this subgroup.

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)
					However, students within this subgroup face secondary language barriers, which are negatively impacting the ability to of these students to advance even higher and reach their full potential in the ELA subjects.
White	51.2	44	-0.5	High	Medium – While the failure rate of students in this subgroup are approximately equal to the overall school population, it remains alarming that over 50% of the students are not passing the 10 th grade End-of-Course Assessment in ELA. The majority of the students in this subgroup are from high-poverty homes - with strong, “blue collar,” Appalachian roots.
FRL	51.8	71	-1.1	High	High – Although the failure rate of students qualifying for Free or Reduced Lunch is approximately equal to the overall school population, the vast majority of students are FRL. All FRL students are at high risk of failure, with reading comprehension the most notable barrier.
SPED	88.2	15	-37.5	High	High – EMHS has a large number of students identified with special needs and in special education

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>programs (25% of the population). In addition, many special need students enter and/or transfer to EMHS 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 individualized instruction, pull outs, and RTI skill enhancement.</p>
ELL	72.7	8	-22.0	High	<p>High – EMHS serves a limited number of students identified as English Language Learners. Currently, the school provides pull-outs for three (3) students that are first-time students in the United States. The remaining 17 students identified as ELL are mainstreamed. Ultimately, the school does not have the resources to provide this group of students with specialized classes with individualized ELL support, which would likely help these students perform better within the ELA subjects.</p>
Mathematics – ECA 10th Algebra I					
School Wide	65.4	106			

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)
<i>Black</i>	72.2	26	-6.8	High	High – There are extreme levels of skill-set differentiation among students in this subgroup. For instance, many students were promoted into this school from prior schools and placed in Algebra I, but are still lacking skills in multiplication, division, and subtraction - thus impeding mastery of basic algebraic operations. Difficulties in reading skills impact student abilities to complete word problems & comprehend math directions. This subgroup has limited exposure to STEM careers and mathematics in the communities, thus limiting their interest and perceived relevance for students.
<i>Hispanic</i>	55.0	11	+10.4	Medium	Medium – Although this subgroup has a lower failure rate than the overall school, it remains over 50% of the students in the group. Student difficulties in reading have also impacted student abilities to complete word problems & comprehend math directions.
<i>White</i>	66.0	66	-0.6	High	High – This subgroup is mainly comprised of students from high-poverty / low-income backgrounds

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)
					with "blue-collar," Appalachian cultural roots. These students have limited exposure to STEM careers and mathematics outside the classroom, such that there is little relevance for the students to connect STEM and careers beyond high school. Data and benchmark assessments revealed serious gaps in basic skills that will hamper passing ECA's. Predictors and targets scales/ Acuity and NWEA scores revealed critical gaps.
FRL	64.1	98	+1.3	High	High – Overall, all FRL students are at risk of not passing the ECA Algebra and not graduating.
SPED	91.2	31	-25.8	High	High - This subgroup participates in a school inclusion model and could benefit from increased individualized instruction or pull-out skill enhancement
ELL	65.6	103	-0.2	High	High – The current curriculum is not uniquely tailored for this subgroup, as the reading level is too high for many students, such that they have difficulty understanding the material presented.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>
<p>88% of special education students did not pass the 10th grade End-of-Course Assessment (ECA) in English Language Arts and 91% did not pass the 10th grade ECA in Algebra.</p> <p>62% of Black students did not pass the 10th grade End-of-Course Assessment (ECA) in English Language Arts and 72% did not pass the 10th grade ECA in Algebra.</p>	<p>There is a significantly large portion of special education (SPED) students at EMHS, with over 25% of the student body identified with special needs or disabilities. Many SPED students are transferred to EMHS 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 at EMHS are enrolled in the school under an inclusion model to best address their psychosocial needs. However, these students could have benefited from a stronger variety of learning options, smaller self-contained classes, modified pacing for some material, and more one-on-one support. The school leadership team needs more data meetings and daily observation of classrooms serving SPED students.</p> <p>EMHS is a first-year school under the restart model, meaning all administrators and faculty were required to be replaced. The school experienced difficulties finding high-quality teachers after the school year began in August. Such gaps in hiring teachers impeded the ability of EMHS to intertwine strong remediation programs in the first year of the restart model. For instance, there was an overall emphasis on College & Career Readiness, but the school was not able to cover the 45-minute Algebra and ELA preparatory course until the second</p>

66% of White students did not pass the 10th grade End-of-Course Assessment (ECA) in English Language Arts and 51% did not pass the 10th grade ECA in Algebra.

semester. There is an acute need to increase daily supplemental instruction and RTI throughout the year, both during school and during out-of-school time. However, students did not take advantage of “Out of School Time” remediation – with attendance figures for Afterschool and Saturday school showing low turnout. Students did not connect to afterschool intervention and remediation programs. Data and benchmark assessments revealed serious gaps in basic skills that will hamper these students passing the ECAs. Acuity and NWEA scores revealed insignificant growth from 2012 to 2013.

The majority of students at EMHS are from FRL white subgroups with high-poverty / low-income backgrounds, and “blue-collar,” Appalachian cultural roots. There are cultural perceptions that high school level education is adequate, thus limiting performance motivation. Indeed, there are overall motivational weaknesses in both ELA and Algebra, with students lacking real-life exposure to STEM careers and colleges, and few outside opportunities. This subgroup also had notable skill gaps in testing scores that will negatively impact performance on future ECAs, with Acuity and NWEA revealing basic skill deficiencies and insignificant growth from 2012 to 2013. There is an acute need to increase everyday supplemental instruction/ RTI all year long. 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). Past experiences found few consequences or accountability for missing school; and changing these learned behaviors have been a challenge. Expectations need to be raised within families to incorporate the importance of readiness beyond high school. Behavior/Discipline issues also effect classroom teaching and provide interruptions, with many of the teachers at EMHS being first-year teachers and needing continued professional development and support to promote effective teaching practices, especially differentiated instruction, student motivation, engagement and classroom management.

EDMS Worksheet #1B: 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.

	2011-2012	2012-2013
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 or not appropriate for comparison. Records were not provided by IPS.	81,000 minutes
2. Dropout rate*	24.5%	27 dropouts
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	89.5%	79%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	38 % passed	19 Passed AP English 11 Passed AP Government

		0 Passed AP Math
5. Number of students completing dual enrollment classes	9.3 %	7.0%
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.	LSD BAS SS WES
7. Discipline incidents	IPS Data Not Provided.	1,129 discipline incidents in 12/13. Largest category was defiance and the second largest was skipping class. 361 suspensions and 9 expulsions; the largest occurrences were in 9 th grade. White subgroups outnumbered other sub groups 2:1.
8. Truants (# of unduplicated students, enter as a whole number)	IPS Data Not Provided.	290 Truancies
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) * 3 teachers were TPE2 * 28 teachers TPE3
10 Teacher attendance rate	IPS Data Not Provided.	92%

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<p>The percentage of students enrolled in college level course work or advanced placement classes is extremely low - with 9.3% of the students in SY 11/12 and 7.0% in SY 12/13 enrolled in dual enrollment classes. Similarly, in 12/13, only 19 students passed the AP English exam, 11 passed the AP Government exam, while no students passed the AP Math exam.</p> <p>Student attendance is chronically low at 79%.</p>	<p>EMHS has career academies that offer many dual credit classes. However, many require prerequisites that the students have not completed, such as biology and chemistry. There are extensive gaps in grade and skill knowledge from previous years, resulting in students being unprepared for standard content presented in advanced and college-level courses. ELA and math scores of feeder schools are extremely low. In addition, students enter high school with little exposure to STEM-related curriculum and lack an internal understanding of how science and math connect to the job market. Overall, it has proven difficult to keep students progressing in CTE or college bound tracks. To help address this issue, the school requires additional focus on professional development and training around advanced courses (such as that provided through Cambridge and included under this proposed restart model).</p> <p>Transportation is a major issue, with pick up and drop off points not close enough, especially in inclement weather. The majority of students are from high-poverty / low-income backgrounds, and “blue-collar,” Appalachian cultural roots. There are cultural perceptions that high school level education is adequate, thus limiting attendance motivation. Transportation issues are exacerbated by underlying perceptions that there is no harm in missing school (both by students and families). Past experiences found few consequences or accountability for missing school; and changing these learned behaviors have been a challenge. Expectations need to be raised within families to incorporate the importance of readiness beyond high school. In addition, there was insufficient staff to provide the necessary level of personal contact with families on issues of attendance. New teachers lacked training and experience to motivate students to attend more regularly with positive rewards. New teachers need to reinforce student-centered</p>

<p>Discipline- There were 1,129 discipline incidents in 12/13</p>	<p>learning to improve attendance and make progress towards school improvement, while simultaneously combating negative cultural and systematic attitudes to promote positive academic and social conditions at the school. In addition to teachers, there is also a lack of buy-in and commitment on behalf of the students – in part because there was no cohesive path that mapped educational goals, curriculum delivery and actual learning. Personalized learning plans for students were not fully utilized and failed to provide accurate and routine data analysis of student progression. Engaging student and family activities that are college- and career-related need to be increased to counteract lack of opportunities outside of school and impact motivation by connecting to life beyond high school. Likewise, attendance in out-of-school programs was not as high as intended, wherein students did not consistently participate in weekend or afterschool supportive instructional programs and interventions to improve academic skills. In part, the structure for retaining participation and systematic measures to transition students to out-of-school programs were weak. Afterschool and summer programming would benefit from having an enhanced enrichment component, including career-related programming, hands-on science, and project-based clubs integrated into the academic instruction. The students were not empowered in their own education and lacked motivation. Finally, strategies to increase student attendance must be systematic with strong principal leadership to drive change. Staff must feel a deep commitment to accountability, along with a missionary zeal for student achievement. Likewise, school leaders must make mission-based decisions to remedy the attendance culture at EMHS. Finally, the need for enhanced guidance counseling for EMHS students cannot be understated, such that this is a key element of the proposed restart model.</p> <p>Discipline incidents are extremely high at EMHS, a serious deterrent to overall progress to school improvement. The white male sub group carries the largest percentages in this areas. There were 1,129 discipline incidents in 12/13. There were 361 suspensions and 9 expulsions; the largest occurrences were in 9th grade. The white/male subgroups outnumbered other sub groups 2:1. A culture of high expectations and caring for students is fundamental at EMHS, and continued progress in this direction must continue to achieve a safe and disciplined environment. For students to achieve academically, they must have a safe and disciplined environment in which to do so. Students at EMHS must learn self-control, self-esteem and self-motivation.</p>
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16 of the teachers at EMHS are first year teachers. There is a need to attract and retain more experienced teachers. EMHS needs to attract and retain highly effective teachers and leadership staff.

There are 16 first year teachers, five of them are Teachers for America (TFA)/ five from ITS. 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. Internal surveys of teachers indicate the desire for more in class observation and class room support. More time and training in data assessments was also suggested. With such high numbers of students behind grade level there is a need to better align academic deficiencies with effective intervention. Again, understanding student data and skill gap deficiencies is imperative to gains in student academic achievement. Students had limited opportunities to assess their own learning, with many students often unclear as to what they need to do to improve. There is a need for a higher quality intervention strategy that provides every opportunity for grade content support and remedial instruction. Intervention measures needed to fill skill knowledge gaps are not systematically applied nor massively infused into the school's platform. There was only one CRT in school year 12/13, which was not enough to give the teachers support they required. The principal has allocated specific responsibilities within a small administrative team. However, this group does not have the capacity to ensure a rigorous monitoring of the activities because of the pressure of other commitments. The school needs a visible principal in teacher instruction with staff to relieve him of school operations. The principal must serve a key role in driving academic achievement with teachers and staff.

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).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates		X			6. Instruction is evaluated through rigorous, transparent,

are not made. 7. Instruction is not increased to allow for more student learning time.			X		and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.		X X X X	X X		1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X X	X		1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work

Professional Development	1	2	3	4	Professional Development
<p>1. Is individually selected by each teacher; includes conferences and conventions.</p> <p>2. Is not related to curriculum, instruction, or assessment.</p> <p>3. Is short, i.e., one-shot sessions.</p> <p>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</p>		X			<p>1. Is of high quality and job-embedded.</p> <p>2. Is aligned to the curriculum and instructional program.</p> <p>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</p> <p>4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</p>
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<p>1. Does not provide extended supports.</p> <p>2. Does not ensure a safe school and community environment for children.</p>		X			<p>1. Provides social and emotional supports from school and community organizations.</p> <p>2. Creates a safe learning environment within the school and within the community.</p>
Cultural Competency	1	2	3	4	Cultural Competency
<p>1. Holds the belief that all students learn the same way.</p> <p>2. Uses the textbook to determine the focus of study.</p> <p>3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.</p>			X		<p>1. Holds the belief that students learn differently and provides for by using various instructional practices.</p> <p>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</p> <p>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</p>

<p>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.</p>		X		<p>4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</p>
<p>5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.</p>		X		<p>5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.</p>

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>The school needs a visible principal with strong leadership skills with a knowledgeable leadership team.</i> The principal must serve a key role in driving academic achievement with teachers and staff; Principal and Leadership Team do not have time to do frequent and meaningful classroom walk-throughs. RTI, remediation strategies and differentiated learning strategies must be a focus.</p> <p><i>Students are not prepared to master grade content and advanced (college and career building) classes due to skill gaps, increased instructional time during school and out of school time is essential for school improvement;</i> There needs to be more emphasis placed on differentiation instruction, RTI, and a stronger focus on remediation during the school day and out of school time. There was no cohesive path that mapped educational goals, curriculum delivery and actual learning.</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p>Principal is often kept busy with discipline and school operational needs. There is not enough CRT/Leadership staff to identify and delivery quality and meaningful RTI/remediation strategies and to assist new teachers to turnaround school environments in effective instructional approaches, when a majority of students in grade content classes are struggling.</p> <p>Student learning gaps are so severe that there must be an integrated platform to catch up students. Students have severe gaps in reading levels, which is affecting their ability to master grade content across all subjects. There is a revolving door of students and it is hard to diagnose problems earlier. There must be additional time to catch up students so they can learn grade content subject matter.</p>
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Need to implement strategies to improve the use of data to inform instruction and for continuous improvement, including time for collaboration on the use of data. Are not routinely disaggregated by teachers and are not routinely and frequently checked to determine appropriate instructional strategies. Personalized Student Learning plans were not fully utilized and failed to provide accurate and routine data analysis of student progression.

Professional Development needs to be focused on classroom teaching with struggling students on varied levels. Professional Development is not concentrated on assessment and curriculum instruction that integrates differentiated learning for struggling students. Benchmarking that includes RTI or remediation team should be recurrent.

The school environment needs to improve image, safety, discipline and parental buy-in. School culture and community perception of school after years of chronically low performance indicators is hindering growth & change. School Culture and environment has serious issues with student attendance, discipline and overall motivation.

There is an overwhelming majority in each class with serious skill gaps; teachers and leaders need to find time to assess and utilize data on a routine basis. Due to the high numbers of students in each class, it has been difficult to continuously assess data and integrate findings into instruction. There is a constant struggle to teach grade content to students that have trouble reading and performing basic skills. There needs to be a quicker way to identify skill gaps and align RTI needs to help grade mastery in subject content areas. There needs to be systems in place to encourage collaboration on the use of student data to inform and differentiate instruction.

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.

School Leadership and culture must embed high expectations to make changes. Order must be in place to ensure a high quality learning environment. There is a revolving door of students; often transfers between IPS. Many of the students are in special education, with an overwhelming high percentage of students in this category. Many have not fitted into IPS traditional, alternative or magnet programs; falling in the cracks with serious and chronic skill gaps that have not been identified. Many students have long transfer records and early identification of academic skill sets is weak. Attendance rates among the student body are low. There is a transportation issue - students are not motivated to walk to bus stop (especially in inclement weather) and families are not enforcing school attendance.

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
Required Elements	Required Elements
<p>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.</p>	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 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 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. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p>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.</p>	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p>Promote the use of student data to inform and differentiate instruction.</p>	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 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. 2. Promote the continuous use of student data to inform and differentiate instruction.
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
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.

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

Restart Model
<i>Required Elements</i>
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.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

Transformation Model
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 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. 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.
<u>Comprehensive Instructional Reform</u> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

II. Selection of Improvement Model

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

- Turnaround **Restart**
 Transformation 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 continuation of the restart model initially implemented in 2012-2013 is necessary to continue the process of eradicating systematic problems that have embedded themselves at this school and community over the course of many years. Over the past decade, this school has remained a chronically-low-performing school, failing to meet even minimal progress towards established AYP metrics. It is on the State's top listing of failing schools and is currently one of Indiana's Priority Schools. Despite IPS interventions, it continued to not meet AYP year after year. A glance of diagnostic scores confirms an overall lag in learning, wherein over 50% of the general student body did not pass the 10th grade ECA in English Language Arts; and 72% of the black subgroup of students did not pass Algebra I. With over 25% of the student population identified with a special education need, these students also performed poorly on ECA assessments. Years of negative publicity concerning the school has not relieved any of the embedded problems. There is a negative perception about the school among the community, families and students. Family participation in the school has been minimal and the school atmosphere has not been motivating. Attrition and student turnover over the past years have been common. Coupled with low testing scores and little, if any, college enrollment; EMHS would be best served by the restart model to rebuild their community school. Under a restart model, strategies focused to address real reform are crucial to any turn-around. The restart model will provide flexibility to leverage **immediate** and **effectual** changes. The school must be redesigned to focus on missing skills gaps through extended instructional time, RTI infusion, improved special education services, and differentiated instruction with engaging lessons for students. Teachers prepared to help struggling students and have a passion for their well-being must be in place. Lastly, a school culture change will require a strong principal and leadership team. Utilizing the CSUSA high performing model will help ensure success under the restart model.

(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 culture. 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/Emmerich Manual High School (EMHS) 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 filling 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>	X		<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"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 	X		<p>Budget items align with needs indicated in this application to continue Restart Model. Reform measures encompass the following areas: Strong Principal Leadership, Extended Instructional Time – during School, After and Summer; Data Driven Decision Making; Parental Involvement, Recruiting and retaining highly effective teachers; teacher financial performance incentives. The budget items in this application will cover expenses to provide extended time, remediation during school day and out of school time (afterschool and summer programming); Staffing that is only RTI or remedial related-remediation teachers in school/CRT to better lead the remediation for students and assist teachers are charged to the budget; Professional development will assist with strong principal leadership and integrate data driven instructional strategies into classrooms is included. Attracting high quality teachers is paramount in a school turn around settings; financial incentives for performance have been included to ensure the ability for the model to attract and retain the best teachers. The funding is wisely applied to the SIG application and seeks solely to improve academic achievement by focusing on closing academic skills gaps so students can master grade content so they can graduate High School. Literacy skills have seriously impeded the ability for students to pass ECA exams, necessary for graduation. Culture and school community, family, and student perception must be changed by strong leadership and controlling attitudes concerning attendance. CRT and data assessments must become paramount in order to effectuate school improvement and better assist students with missing skill gaps to master grade content subjects.</p>

Capacity Task	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>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>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>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"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		<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>

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

Capacity Task	Yes	No	District Evidence
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X		<p>There is no teacher’s union under the CSUSA model at this school.</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	X		<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"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>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>

Capacity Task	Yes	No	District Evidence
<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"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 	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.</p> <p>Redesign School Time: Extended School Day, Place RTI/Remedial teachers, CRT, Implement pull out and lab classes for English and Math. Staffing, lab classes and pullout times have already been scheduled and are in place for the SY 13/14 opening – Q1</p> <p>Leadership: Staffing and Community/Family Meetings will be designed and implemented by the end of Q1 for the 2013-2014 school year.</p> <p>Out of School Time Programs: 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>Teacher Recruitment & Retention: 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>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	X		<p>CSUSA's, 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>

Capacity Task	Yes	No	District Evidence
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X		<p>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>
<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"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	X		<p>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.</p>

Capacity Task	Yes	No	District Evidence
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 	<p>X</p>		<p>Under the restart model, the school will be extended an additional 45 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 & 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>

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>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><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></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for 	<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 ECA 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 interventions and associated activities are making progress towards school</p>

<p>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>improvement. The restart model will be routinely assessed by the IDEO and the 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's 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 professional development plan built in yearly, following school assessment needs. Teachers and related staff are surveyed to</p>
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	<p>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 throughs, 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 IDOE by requested time.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(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 the school's identified needs,</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>

(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>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making 	<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 first and foremost, be distributed with careful deliberation to ensure maximum academic support capacity. This requires examination of proven outcomes of potential reform measures. EMHS is a high poverty school and receives funding from numerous sources, in addition to state education dollars. EMHS receives Title I, II, Perkins, IDEA Part B, summer school funding and alternative education. 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. Federal Perkins funds will provide career academies, dual enrollment specializations, and career/college connection for 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. Building stronger local partnerships with universities, colleges and workforce centers will provide further mechanisms to offer more services and programs for high school students. All materials and strategies will be evidence- based and nationally recognized practices. Resources will be monitored to ensure all state, federal and local</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>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 turnaround operator will comply with all required reporting and documentation procedures.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>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:</p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time. 	<p>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
5. Sustain the model after the funding period ends.	
<p>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:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as 	<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 the 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>evidenced by an extensive action plan;</p> <ul style="list-style-type: none">(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;(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;(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;(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;(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;(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	
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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)
I. <i>Replace the principal and grant principal operational flexibility.</i>			
Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)

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>			
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6. <i>Use data to implement an aligned instructional program.</i>			
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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>			
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9. <i>Provide social-emotional and community-oriented services/supports.</i>			
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➤ 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

Requirement	Yes	No
1. All 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)
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

Requirement	Yes	No
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 EMHS. 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>Apply strategies to support effective principal leadership and school improvement.</i>	The principal will have flexibility and leverage to ensure necessary activities towards school improvement are in place, serving a major role in supporting classroom instruction. The principal will ensure that there is sufficient staff to manage daily work streams to relieve the principal of routine operations and campus monitoring. Budget resources included additional staffing to assist the principal such as campus monitors for school discipline and safety, dean, student services coordinator and principal leadership development activities.	Chief Academic Officer / LEA/ CSUSA	July 2013
3. <i>Provide increased learning time for students and staff.</i>	The school day will be increased 49 minutes per day. EMHS will implement a mass infusion of academic support to remedy existing skill gaps among struggling students; ELA Lab class, Algebra Lab classes, pull- out RTI- During School Time; Out of School Time will	Principal/CRT/ School Leadership Team/ Chief Academic Officer / LEA/	July 2013

<p>4. <i>Use data to implement an aligned instructional program.</i></p>	<p>include- Afterschool Remedial Programs, Saturday School, Summer school; Cambridge programming for advanced students. Budget resources to assist this are remediation/RTI teachers, CRT, supplemental software license fees, equipment and student supplies, Cambridge materials and transportation & Business mall program.</p> <p>Closer introspection of formative data and benchmarking mastery; lends to sound decision making concerning differentiated instruction and continuous improvement. CSUSA/Emmerich Manual will implement Power School, a “state of the art” student information system that will offer each school, teacher and the management the capability of disaggregating data by individual student, by individual class, by grade level and by school; Data chats will be weekly using benchmarks, RTI benchmarks, NWEA, Acuity indicators to incorporate all data assessments. Budget resources will assist with a CRT and professional development.</p>	<p>CSUSA</p> <p>Principal/CRT/ School Leadership Team/ Chief Academic Officer / LEA/ CSUSA</p>	<p>August 2013</p>
<p>5. <i>Implement strategies to recruit place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<p>Implement through the CSUSA talent recruitment programs, a rigorous examination of credentials and performance skills sets and select those most able to deliver its premier educational model. CSUSA/Emmerich Manual will implement a bonus structure that rewards performance and teacher effectiveness. Incentives will utilize to attract talented teachers to EMHS, turnaround school environment. A robust evaluation system that establishes a reliable, valid, and fair evaluation of performance will be in place. Teacher evaluations will also include individual goals that</p>	<p>Principal/ School Leadership Team/ Chief Academic Officer / LEA/CSUSA</p>	<p>July 2013</p>

<p>6. <i>Provide high quality, job embedded professional development.</i></p> <p>7. <i>Provide mechanisms for family and community engagement.</i></p>	<p>tie into school improvement goals. Budget resources will offset incentive costs for instructional staff and extended time costs.</p> <p>Implement a comprehensive professional development plan based on a thorough assessment of instructional practices. Schedule professional development trainings before school opens and intermittently throughout the year based on student and teacher performance using recognized educational consultants. Quarterly, CSUSA QUEST school teams will visit the school and examine practices and potential areas for improvements.</p> <p>Family participation is a key problem at EMHS. Quarterly activities will be provided, however there is need for more frequent and close contact with families. Especially, with attendance issues and fostering an improved attitude about EMHS. Budget resources will assist with providing a social worker to work with families on academic issues such as attendance; parent liaison and family trainings.</p>	<p>Principal/ School Leadership Team/ Chief Academic Officer / LEA/CSUSA</p> <p>Principal/ School Leadership Team/ Chief Academic Officer / LEA/ CSUSA</p>	<p>August 2013</p> <p>August 2013</p>
<p>2. <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 2011</p>

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget. **N/A YR 2 Restart Model.**

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <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. <i>Close the school.</i>			
2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i>			

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

Requirement	Yes	No
1. All 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, 50% of students did not pass End of Course Assessments in ELA.	60 % of students school wide will pass the ECA ELA.	65 % of students school wide will pass the ECA ELA.	70 % of students school wide will pass the ECA ELA.
School-wide, 50% of students did not pass Algebra End of Course Assessments.	60 % of students school wide will pass the ECA Algebra.	65 % of students school wide will pass the ECA Algebra	70 % of students school wide will pass the ECA Algebra.
In 2011, 68% of all students graduated from EMHS.	70% of all students will graduate from High School.	75% of all students will graduate from High School.	80% of all students will graduate from High School.

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
<i>Federal Resources</i>		
Increase Instructional Time and redesign school time; Provide instruction after school, Saturdays and Summer.	Restart	Title I, Part A - regular school wide; Summer School Program- state funds-only for core classes. Alternative Education support for students not in mainstreamed classes. Part B IDEA – special education.
Teacher training, high-quality job-embedded professional development.	Restart	Title II
<i>Recruitment of teaching staff</i> and incentives with skills and experience to effectively implement the selected intervention model.	Restart	SIG
<i>State Resources</i>		
Summer School Program to provide retakes for core classes necessary for graduation.	Restart	Summer School Program
Graduation Qualifying Examination Remediation Support Fund	Restart	Remediation funding for graduation classes.

**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

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

Corporation Name:	Charter Schools USA
Corporation Number:	8815
School Name:	Emmerich Manual High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
11000/110	1	x		CRT	50,000	
11000/110	1	x		Math Specialist	57500	
11000/110	1	x		Reading Specialist	57500	
11000/110	1	x		Reading Remediation Teacher	40000	
11000/110	1	x		Math Remediation Teacher	40000	
11000/120	5		x	Instructional Aide	150000	
20000/120	1		x	Academic Dean	57500	
20000/120	1		x	Student Services Coordinator	49000	
20000/120	1		x	Guidance Counselor	42527	
20000/120	1		x	College and Careers Coordinator	59225	
20000/120	1		x	Campus Monitor	50000	
11000/110	34 differential pay	x		Extended Day Instructor Incentive	68000	
11000/110	34 incentive	x		Turnaround School Incentive	99000	
11000/110	34 incentive	x		Individual Performance Goal Incentive	51000	
11000/110	34 incentive	x		School Wide Performance Goal	34000	

				Incentive		
20000/120	1 stipend		x	Saturday Program Coordinator	5400	
20000/110	1 stipend	x		Manual Mail Finance Stipend	5400	
20000/120	1 stipend	x		Teacher classroom food pantry Stipend	5400	
11000/110	10 stipends	x		After School Teacher remediation Tutor	14000	
11000/110	10 stipends	x		After School ECA Prep Tutoring	14000	
22900/120	1 stipend		x	Grant Coordinator Stipend	12000	
20000/120	1		x	Guidance Counselor - Attendance	45000	
		TOTAL SALARIES				1,006,452

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.

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
11000/110	1	x		CRT	8,000	
11000/110	1	x		Math Specialist	9,200	
11000/110	1	x		Reading Specialist	9,200	
11000/110	1	x		Reading Remediation Teacher	6,400	
11000/110	1	x		Math Remediation Teacher	6,400	
11000/120	4		x	Instructional Aide	24,000	
20000/120	1		x	Academic Dean	9,200	
20000/120	1		x	Student Services Coordinator	7,840	
20000/120	1		x	Guidance Counselor	6,804	
20000/120	1		x	College and Careers Coord	9,476	
20000/120	1		x	Campus Monitor	8,000	
20000/120	1		x	Guidance Attendance Specialist	10,880	
		TOTAL SALARIES				115,400

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

out-of-state			
in-state			
	TOTAL TRAVEL		

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

20000/311-319	Scribing artist visualization workshops and young artist training	15000	
20000/311-319	Bling Mentoring	20000	
20000/311-319	Operation Mojo anti bullying program	25000	
26400/311-319	Increased Security for after school events	10000	
22100/311-319	Cambridge Teacher/Staff Training Full Year	15000	
22100/311-320	School Principal's Membership	500	
22100/311-321	ADCD Conference	2000	
22100/311-322	ED Leaders Conference	1000	
22100/311-323	Indiana Principal's Conference	500	
22100/311-324	Data Wise Impact Workshop	6000	
22100/311-325	Instructional Rounds	6000	
22100/311-326	Connecting the Mind, Brain, and Education	6000	
20000/311-319	Transportation for Summer School	40000	
20000/311-319	Transportation difference increased pick up	200000	
22100/311-319	Building Schl Capacity to Strengthen Tchr Effectiveness TNTP	122000	
20000/311-319	TOTAL CONTRACTED SERVICES		469000

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.)

11000/611-689	Teacher Supplies	10000	
11000/611-689	Manual Mall Start Up Business/class supplies	10000	
	TOTAL SUPPLIES		20000
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".			
11000/611-689	Gradecam Membership school wide	1200	
11000/611-689	Study Island/Plato	7500	
11000/611-689	Achieve 3000	17000	
11000/611-689	Ebooks	5000	
11000/611-689	Media Center Books	4000	
11000/611-689	Algebra 1 Intervention	2000	
11000/611-689	English Intensive	2000	
11000/611-689	Renissance Math	10000	
11000/611-689	2 mobile Carts/30 Macbook airs each	78400	
11000/611-689	2 printers for carts	1000	
11000/611-689	Imac Software Microsoft package for macbook airs	7200	
	TOTAL EQUIPMENT AND TECHNOLOGY		135300
7. OTHER SERVICES: (Include a specific description of services.)			
22100/710-748	Powersignal - Enhanced Communication Infrastructure	10000	
	TOTAL OTHER SERVICES		10000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,756,152

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.*

EMHS 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

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

Corporation Name:	<u>Charter Schools USA</u>
Corporation Number:	<u>8815</u>
School Name:	<u>Emmerich Manual High School</u>

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
11000/110	1	x		CRT	50,000	
11000/110	1	x		Math Specialist	57500	
11000/110	1	x		Reading Specialist	57500	
11000/110	1	x		Reading Remediation Teacher	40000	
11000/110	1	x		Math Remediation Teacher	40000	
11000/120	5		x	Instructional Aide	150000	
20000/120	1		x	Academic Dean	57500	
20000/120	1		x	Student Services Coordinator	49000	
20000/120	1		x	Guidance Counselor	42527	
20000/120	1		x	College and Careers Coord	59225	
20000/120	1		x	Campus Monitor	50000	
11000/110	34 differential pay	x		Extended Day Instructor Incentive	68000	
11000/110	34 incentive	x		Tunraround School Incentive	99000	
11000/110	34 incentive	x		Individual Performance Goal Incentive	51000	

11000/110	34 incentive	x		School Wide Performance Goal Incentive	34000	
20000/120	1 stipend		x	Saturday Program Coordinator	5400	
20000/110	1 stipend	x		Manual Mail Finance Stipend	5400	
20000/120	1 stipend	x		Teacher classroom food pantry Stipend	5400	
11000/110	10 stipends	x		After School Teacher remediation Tutor	14000	
11000/110	10 stipends	x		After School ECA Prep Tutoring	14000	
22900/120	1 stipend		x	Grant Coordinator Stipend	12000	
20000/120	1		x	Guidance Counselor - Attendance	45000	
		TOTAL SALARIES				

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.

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
11000/110	1	x		CRT	8,000	
11000/110	1	x		Math Specialist	9,200	
11000/110	1	x		Reading Specialist	9,200	
11000/110	1	x		Reading Remediation Teacher	6,400	
11000/110	1	x		Math Remediation Teacher	6,400	
11000/120	4		x	Instructional Aide	24,000	
20000/120	1		x	Academic Dean	9,200	
20000/120	1		x	Student Services Coordinator	7,840	
20000/120	1		x	Guidance Counselor	6,804	
20000/120	1		x	College and Careers Coord	9,476	
20000/120	1		x	Campus Monitor	8,000	
20000/120	1		x	Guidance Attendance Specialist	10,880	

		TOTAL SALARIES		115,400
3. TRAVEL: (differentiate in-state and out-of-state)				
	out-of-state			
	in-state			
		TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)				
20000/311-319		Scribing artist visualization workshops and young artist training	15000	
20000/311-319		Bling Mentoring	20000	
20000/311-319		Operation Mojo anti bullying program	25000	
26400/311-319		Increased Security for after school events	10000	
22100/311-319		Cambridge Teacher/Staff Training Full Year	15000	
22100/311-320		School Principal's Membership	500	
22100/311-321		ADCD Conference	2000	
22100/311-322		ED Leaders Conference	1000	
22100/311-323		Indiana Principal's Conference	500	
22100/311-324		New and Aspiring School Leaders workshop	6000	
22100/311-325		Transformative Power or Teacher Teams	6000	
22100/311-326		Think Tank on Global Education	6000	
20000/311-319		Transportation for Summer School	40000	
20000/311-319		Transportation difference door to door daily	200000	
20000/311-319		TOTAL CONTRACTED SERVICES		347000
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.)				
11000/611-689		Teacher Supplies	10000	

11000/611-689	Manual Mall Start Up Business/class supplies	10000	
	TOTAL SUPPLIES		20000
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".			
11000/611-689	Gradecam Membership school wide	1200	
11000/611-689	Study Island/Plato	7500	
11000/611-689	Achieve 3000	17000	
11000/611-689	Ebooks	5000	
11000/611-689	Media Center Books	4000	
11000/611-689	Algebra 1 Intervention	2000	
11000/611-689	English Intensive	2000	
11000/611-689	Renissance Math	10000	
11000/611-689	2 mobile Carts/30 Macbook airs each	78400	
11000/611-689	2 printers for carts	1000	
11000/611-689	Imac Software Microsoft package for macbook airs	7200	
	TOTAL EQUIPMENT AND TECHNOLOGY		135300
7. OTHER SERVICES: (Include a specific description of services.)			
22100/710-748	Powersignal - Enhanced Communication Infrastructure	10000	
	TOTAL OTHER SERVICES		10000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,634,152

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2015 - 2016

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

Corporation Name: Charter Schools USA
 Corporation Number: 8815
 School Name: Emmerich Manual High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
11000/110	1	x		CRT	50,000	
11000/110	1	x		Math Specialist	57500	
11000/110	1	x		Reading Specialist	57500	
11000/110	1	x		Reading Remediation Teacher	40000	
11000/110	1	x		Math Remediation Teacher	40000	
11000/120	5		x	Instructional Aide	150000	
20000/120	1		x	Academic Dean	57500	
20000/120	1		x	Student Services Coordinator	49000	
20000/120	1		x	Guidance Counselor	42527	
20000/120	1		x	College and Careers Coord	59225	
20000/120	1		x	Campus Monitor	50000	
11000/110	34 differential pay	x		Extended Day Instructor Incentive	68000	
11000/110	34 incentive	x		Tunraround School Incentive	99000	
11000/110	34 incentive	x		Individual Performance Goal Incentive	51000	
11000/110	34 incentive	x		School Wide Performance Goal	34000	

				Incentive			
20000/120	1 stipend		x	Saturday Program Coordinator	5400		
20000/110	1 stipend	x		Manual Mall Finance Stipend	5400		
20000/120	1 stipend	x		Teacher classroom food pantry Stipend	5400		
11000/110	10 stipends	x		After School Teacher remediation Tutor	14000		
11000/110	10 stipends	x		After School ECA Prep Tutoring	14000		
22900/120	1 stipend		x	Grant Coordinator Stipend	12000		
20000/120		1	x	Guidance Counselor - Attendance	45000		
		TOTAL SALARIES					1,006,452

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.

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
11000/110	1	x		CRT	8,000	
11000/110	1	x		Math Specialist	9,200	
11000/110	1	x		Reading Specialist	9,200	
11000/110	1	x		Reading Remediation Teacher	6,400	
11000/110	1	x		Math Remediation Teacher	6,400	
11000/120	4		x	Instructional Aide	24,000	
20000/120	1		x	Academic Dean	9,200	
20000/120	1		x	Student Services Coordinator	7,840	
20000/120	1		x	Guidance Counselor	6,804	
20000/120	1		x	College and Careers Coord	9,476	
20000/120	1		x	Campus Monitor	8,000	

20000/120	1		x	Guidance Attendance Specialist	10,880	
		TOTAL SALARIES				115,400
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
		TOTAL TRAVEL				
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
20000/311-319		Scribing artist visualization workshops and young artist training			15000	
20000/311-319		Bling Mentoring			20000	
20000/311-319		Operation Mojo anti bullying program			25000	
26400/311-319		Increased Security for after school events			10000	
22100/311-319		Cambridge Teacher/Staff Training Full Year			15000	
22100/311-320		School Principal's Membership			500	
22100/311-321		ADCD Conference			2000	
22100/311-322		ED Leaders Conference			1000	
22100/311-323		Indiana Principal's Conference			500	
22100/311-326		Principal PD			6000	
20000/311-319		Transportation for Summer School			40000	
20000/311-319		Transportation difference door to door daily			200000	
20000/311-319		TOTAL CONTRACTED SERVICES				335000
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.)						

11000/611-689	Teacher Supplies	10000	
11000/611-689	Manual Mall Start Up Business/class supplies	10000	
	TOTAL SUPPLIES		20000
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".			
11000/611-689	Gradecam Membership school wide	1200	
11000/611-689	Study Island/Plato	7500	
11000/611-689	Achieve 3000	17000	
11000/611-689	Ebooks	5000	
11000/611-689	Media Center Books	4000	
11000/611-689	Algebra 1 Intervention	2000	
11000/611-689	English Intensive	2000	
11000/611-689	Reniasance Math	10000	
11000/611-689	2 mobile Carts/30 Macbook airs each	78400	
11000/611-689	2 printers for carts	1000	
11000/611-689	Imac Software Microsoft package for macbook airs	7200	
	TOTAL EQUIPMENT AND TECHNOLOGY		135300
7. OTHER SERVICES: (Include a specific description of services.)			
22100/710-748	PowerSignal- enhanced communication infrastructure	10000	
	TOTAL OTHER SERVICES		10000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			1,622,152