

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- 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 and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority 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
- 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
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- 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
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

- "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.

Superintendent Signature: _____ Date: 3/31/14

Title I Administrator Signature: Errol Cardiner Date: 3/31/14

Principal Signature: James Miller Date: 3/31/14

Pre-Implementation Strategies

Instructional Programs

Our number one priority at Fairview is to make sure all children can read at grade level and perform math skills at grade level. In pursuit of providing proven scientifically researched instruction, we have restructured the academic program. Fairview implemented the competency based model at the beginning of this school year. Within this model, we are ensuring that all students master their math and reading standards at their grade level. In order to make this happen, we identify the gaps that students have and require them to master content from previous grade levels to “catch up”. Students also have the ability to work on advanced content. The school schedule has been designed to accommodate students, so they can move at a pace that is appropriate for their needs. In other words, students who are behind must be paced to catch up. In the instance of first graders who can demonstrate zero kindergarten skills, they must master skills for two years of their education. This gets them on grade level quickly before the gap gets bigger.

Each day, students participate in a 135 minute English Language Arts block and a 75-90 minute math block. Students are assigned to a class based on their reading or math data, not their age level. This model, sometimes called the acceleration model, is one of the top ten high impact strategies for student achievement according to John Hattie’s meta-analysis work. Each student at Fairview has their own personal learning path.

As educators, we know that students make more progress when the teacher to student ratio is small. Using this knowledge, we have utilized all certified staff to create more groups with smaller ratios. Students that are behind, work in small groups (4-6 students) that allow them to catch up to their grade level. Students that are at grade level or above have 15-20 students. These classes focus on accelerating students to higher levels in reading and math, with the ultimate goal of all students performing on grade level or higher. These small groups not only allow individual instruction, but also help diminish behavior problems.

Here are some examples of how it looks:

A 2nd grade student is reading at a 3rd grade level. That child would be accelerated to a group of 2nd and 3rd grade students working on 3rd grade standards. This does not mean that the 2nd grade standards would be skipped; the teacher would just start with 2nd grade standards and then move to 3rd. The students in the class set the pace. There is no ceiling for learning in this model!

A 5th grade student is reading at a 3rd grade level. This student would be in a smaller group for reading with other intermediate kids. The teacher will teach the 5th grade standards throughout the year. However, the teacher will also work on standards from 3rd and 4th grade to accelerate the student up to grade level.

A 1st grade student is ready for a 1st grade math class. This student would be in a group working on 1st grade standards.

Once students have mastered the standards in their level, they have the ability to move up anytime during the year. Students know what they standards they are working on and how they need to improve. The ultimate goal is for students to track their own progress so that they can have ownership in their learning. We seek to have students realize that even if they are behind they can catch up and have some control over their own life.

Fairview seeks to provide a rigorous reading program. Core reading instruction has been extended from 90 to 135 minutes daily. Our instructional approach focuses on the phonics, phonemic awareness, fluency, comprehension, and vocabulary. All students that are below the 50th percentile in reading also receive a Tier 2 instruction. We currently are using Fountas and Pinnell's Leveled Literacy Intervention for 30-40 minutes a day. Students that need Tier 3 are receiving an additional 20-30 minutes using the Read Naturally Program. The research shows that all students can learn to read if given many opportunities during the day to practice and direct instruction. We provide these opportunities at Fairview Elementary School.

During math block teachers are using Envision, Big Ideas, or Daily 5 Math to guide their instruction. We provide extra support through paraprofessionals during math block so that small groups can be made within the class. Our school uses Study Island & Khan Academy, for additional support for math.

Pre-Instructional Strategies

Parent and Community Involvement

The Indiana University Scholarship Office has formed a partnership with Fairview Elementary to provide literacy support for at least 50 select students once a week. This is made possible through the Herbert Scholars. Incentives for families will be provided during the tutoring sessions including meals and free books. The Housing Authority in conjunction with the Boys and Girls Club will be providing tutoring opportunities in the Section 8 housing areas with technology support using school-supported programs. These opportunities will be offered in the summer and evenings. A Fairview Literacy Coalition has been formed that will include volunteers from various religious organizations, community groups and businesses. The Coalition will oversee a volunteer initiative for students before, during and after school. The College Mentors Program is available to interested students once a week. The program connects college students with the most to give to kids who have the greatest need. The program helps kids understand the importance of education and motivates them to try harder in school. It engages and equips kids with the skills they need to be successful in life. The Catholic Services have recently provided counseling services in the school to students who have been identified in need to psychological services. MCCSC has a parent and community involvement coordinator for Title I schools that provides home to school support in literacy, math and instructional needs. Parent Teacher Conferences occur for limited students once a year.

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PROFESSIONAL STAFF
3120A/page 1 of 3

RECRUITMENT AND SELECTION OF CERTIFICATED STAFF

1. Candidates will secure an application from the Human Resources Office and file it upon completion with the Director of Human Resources.
2. A survey will be made early in the calendar year to determine which members of the certificated staff do not intend to return.
3. Staffing level changes due to changes in enrollment will be determined early in the school year.
4. Applications will be examined in the Human Resources Office to determine adequacy of transcripts and certification.
5. A series of screening activities will occur during the selection process.
 - a. **First preliminary screening.** This action is completed by the Director of Human Resources. Included in the action is a determination whether the application form has been completed sufficiently to verify basic certification and reference requirements for the position in question. A personal interview is uncommon, unless the candidate is traveling through the area and would not be readily available on other dates.
 - b. **Secondary preliminary screening.** Based upon a projection of position needs by the Director of Human Resources, choices of candidates from the supply of applicants are made for interviews by teams of professional staff members. The candidates with successful interviews are grouped to form a pool from which selections will be made for interviews for specific, identified positions.
 - c. **First interview, specific positions.** Recommendations from the pool of applicants developed at step b. are made to immediate supervisors by the Director of Human Resources. The Human Resources office administrator will provide the opportunity for each candidate to write, prior to being recommended to a supervisor for the first interview, an essay of approximately 100-300 words on a topic relevant to the certification area of the applicant. The degree of success the applicant achieves in this activity may affect the decision to submit the applicant's name for the first interview with a supervisor. It is recognized that job requirements will vary from certification area to certification area, thus the degree of writing and expression skills required may also vary from area to area. In-depth interviews are conducted by the supervisor who may or may not utilize other staff members in the process. A recommendation for the position is made by the supervisor to the Director of Human Resources.
 - d. **Final interview, specific positions.** This interview is conducted by the Director of Human Resources to determine final qualification in terms of certification and verification of salary schedule placement.

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PROFESSIONAL STAFF
3120A/page 2 of 3

- e. Former administrators, supervisors, and/or student teaching supervisors for all applicants will be contacted by either the Human Resources administrator or an administrator designated by the Human Resources administrator to secure recommendations regarding the applicant's ability and experience. Results of these recommendations will become a part of the employment record for the applicant.
 - f. Steps a. and b. may be bypassed for internal candidates who opt for transfers or promotions.
 - g. A recommendation for the position will be made to the Superintendent for consideration and action by the Board of School Trustees. No decision is final until approved by the Board of School Trustees.
6. Staff members who have previously taught in the Monroe County Community School Corporation or any of its predecessor school corporations and who wish to be considered for re-employment, must again participate in the interview procedure.
 7. Each employee will be expected to comply with school policies and regulations and provide continuing evidence during employment of:
 - a. high moral character;
 - b. a genuine interest in children and youth;
 - c. a loyalty to the United States of America and its cultural heritage and an appreciation of our democratic way of life;
 - d. a willingness to comply with state laws governing physical examination requirements;
 - e. a devotion to the profession of teaching, based on a recognition of its vital place in developing responsible citizens;
 - f. a desire to serve the school and community;
 - g. evidence of good health, vitality and enthusiasm;
 - h. effective self-expression.
 8. The application blank will include the words: "An Equal Opportunity Employer."
 9. When placement of employment agencies are asked to refer candidates for consideration as employees, these agencies will be advised that referrals are to be made without regard to race, color, religion,

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PROFESSIONAL STAFF
3120A/page 3 of 3

national origin, creed, ancestry, age, sex, marital status, disability or veteran status.

10. All persons who have the responsibility of making decisions relative to the employment or non-employment of personnel will be advised through the dissemination of copies of the MCCSC Recruitment and Selection policies and guidelines, of their responsibility to make recommendations without regard to race, color, religion, national origin, creed, ancestry, age, sex, marital status, disability or veteran status.
11. All persons who have the responsibility making decisions relative to job assignment, up-grading, promotion, transfer, selection for training, rates of pay, and all other employment benefits, will make recommendations and decisions without regard to race, color, religion, national origin, creed, ancestry, age, sex, marital status, disability or veteran status. These persons will be made aware of this policy by means of the dissemination to them of the MCCSC Recruitment and Selection Policies and Guidelines. The performance of administrators in aiding the MCCSC in meeting EEO goals will be evaluated in the same manner as is performance in meeting all other MCCSC goals.
12. In the event of advertising for candidates for any position, the message will contain the words, "An Equal Opportunity Employer."
13. Bulletin boards normally used to disseminate employee information will contain a statement on equal employment opportunity. The statement will include, but not necessarily be limited to: "It is the policy of the Monroe County Community School Corporation to provide equal employment opportunity to all individuals regardless of their race, color, religion, national origin, creed, ancestry, age, sex, marital status, disability or veteran status. Equal employment opportunity refers to all applicable Corporation practices including employee recruiting, hiring, transferring, training, promoting, disciplining, terminating, and all other conditions or privileges of employment. The selection of persons for positions with the Monroe County Community School Corporation is based upon the qualifications and abilities required to do the job."
14. The application blank will be accompanied by a form which solicits the voluntary provision of information related to sex, race, and national origin. The form will state that the information is not used in the determination of employment eligibility and that it is intended to enable the employer to comply with Federal Equal Employment Opportunity requirements and to contribute to an Affirmative Action Program.

Approved by the Board 9/16/68
Revised 7/1/74; 6/23/77; 11/25/80



Book MCCSC Policy Manual
Section 3000 - PROFESSIONAL STAFF
Title EMPLOYMENT OF PROFESSIONAL STAFF
Number 3120
Status Active
Legal I.C. 20-26-5-4, 35-44-1-3, 36-8-12-10.5
 20 U.S.C. 6319 & 7801
Adopted May 22, 2012
Last Revised November 6, 2012

The School Board recognizes that it is vital to the successful operation of the Corporation that positions created by the School Board be filled with highly qualified and competent personnel.

The School Board shall approve the employment, and also, when not covered by the terms of a negotiated agreement, fix the compensation and establish the term of employment for each professional staff member employed by this Corporation.

Individuals employed in the following categories shall be considered members of the professional staff:

- A. administrators
- B. teachers
- C. counselors
- D. media personnel
- E. social workers
- F. psychologists
- G. physical therapists
- H. occupational therapists
- I. speech therapists

Such approval shall be given only to those candidates for employment recommended by the Superintendent.

When any recommended candidate has been rejected by the School Board, the Superintendent shall make a substitute recommendation.

All applications for employment shall be referred to the Assistant Superintendent of Human Resources.

Relatives of School Board members may be employed by the School Board, provided the member of the School Board involved does not participate in any way in the discussion or vote on the employment.

Should the School Board choose to employ a family member of a School Board member, the Board member must file a conflict of interest statement.

Relatives of staff members may be employed by the School Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

Any professional staff member's intentional misstatement of fact or omission material to qualifications for employment or the determination of salary shall be considered by this School Board to constitute grounds for dismissal.

The employment of professional staff members prior to approval by the School Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the Board at the next regular meeting.

Whenever possible, positions shall be filled by properly-licensed professionals.

No candidate for employment as a professional staff member shall receive recommendation for such employment without having proffered visual evidence of his/her certification or pending application for certification. Such certification must indicate all of the areas in which the candidate has been certified. No deletions are acceptable except for professional staff members in the Career Education Program, positions shall provide proof of occupational experience and meet eligibility requirements for the occupational specialist certificate.

The Superintendent shall prepare administrative guidelines for the recruitment and selection of all professional staff.

VOLUNTEER FIREFIGHTERS

If a staff member is a volunteer firefighter and has notified the Corporation in writing that s/he is a volunteer firefighter, the Corporation may not discipline the staff member for being absent from duty by reason of responding to a fire or emergency call that was received prior to the time the staff member was to report to duty or for leaving his/her duty station to respond to a fire or an emergency call if s/he has authorization from his/her supervisor to leave duty in response to a call received after s/he has reported to work.

The School Corporation shall require that the staff member present a written statement from the officer in charge of the volunteer fire department at the time of the absence indicating the staff member was engaged in an emergency call at the time of his/her absence.

REQUIREMENTS FOR TITLE I TEACHERS

All teachers newly hired for a Title I supported program must be "highly qualified."

"Highly Qualified" means:

- A. full State certification as a teacher or passed State teacher licensing exam and holds current license to teach; certification or license requirements may not be waived on emergency, temporary, or provisional basis;
- B. for elementary teachers new to the profession, this also requires:
 - 1. at least a bachelor's degree;
 - 2. passing a rigorous State test on subject knowledge and teaching skills in reading, writing, math, and other areas of elementary curriculum (State certification test may suffice);
- C. for secondary or middle school teachers new to the profession this also requires:
 - 1. at least a bachelor's degree, and
 - 2. passing a rigorous State test in each of the subject areas s/he will teach (State certification test may suffice), or
 - 3. for each academic subject taught, having an academic major, course work equivalent to an undergraduate major, a graduate degree, or advanced certification or credentialing;
- D. for elementary, middle, or secondary school teachers with prior experience, this also requires:
 - 1. at least a bachelor's degree, and
 - 2. meets standards for new teachers (above), or
 - 3. demonstrates competence in all academic subjects s/he teaches based on a uniform State standard of evaluation (standard for academic subject matter and teaching skills set by the State).

REQUIREMENTS FOR TEACHERS IN CORPORATIONS RECEIVING TITLE I FUNDING

By the 2005-2006 school year, all teachers in a Corporation receiving Title I funds shall be "highly qualified" as described above. The Corporation must have a plan and show annual progress towards meeting these teacher qualification requirements.



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Mr. Timothy I. Thrasher, Director of Business Operations
Mrs. Tammy Miller, Director of Elementary Education
Mrs. Janice L. Bergeson, Director of Secondary Education
Dr. Kathleen Hugo, Director of Special Education
Mr. Jason Taylor, Director of eLearning Strategies

March 25, 2014

Dear Superintendent Ritz:

As superintendent of Monroe County Community School Corporation, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will plan to "transform" Fairview Elementary School (identified by the Indiana Department of Education as a priority school).

The support Fairview Elementary School will receive from the funding will enable the school to implement research based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

The members of the Monroe County Community School Corporation Board and I are committed to continuously supporting all aspects of the Transformation Model at Fairview. I wholeheartedly support the following required elements of the grant:

- Replacing the principal. A new principal will be hired for the 2014-2015 school year.
- Creating a clear process for hiring new staff.
- Improving classroom instruction and dramatically increase student achievement.
- Using data to drive decision-making, e.g. to inform curriculum and instruction practice and the delivery of differentiated supports for students.
- Establishing schedules and strategies to provide increased learning time.
- Supporting appropriate social-emotional and community-oriented services for teachers and students.
- Providing operational flexibility to the principal for hiring, retaining, transferring and replacing staff.

We are grateful to have this opportunity.

Sincerely,



Judith DeMuth, EdD

315 E. North Drive, Bloomington, IN 47401 • Ph. (812) 330-7700 • Fax (812) 330-7813 • www.mccsc.edu

OUR MISSION: Empowering students to maximize their educational success to become productive, responsible global citizens.



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As President of the Monroe County Community School Corporation, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin to "transform" Fairview Elementary School (identified by the Indiana Department of Education as a priority school).

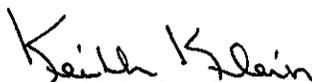
The support Fairview Elementary School will receive from the funding of the School Improvement Grant Initiative will enable the school to implement research based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

My fellow school board members and I are committed to continuously supporting all aspects of the Transformation Model at Fairview Elementary. We wholeheartedly support the following required elements of the grant:

- Replacing the principal. A new principal will be hired for the 2014-2015 school year.
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- Providing operational flexibility to the principal for hiring, retaining, transferring and replacing staff.

We are grateful to have this opportunity.

Sincerely,


Keith Klein, President

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March 25, 2014

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As President of the Monroe County Education Association, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin to "transform" Fairview Elementary School (identified by the Indiana Department of Education as a priority school).

The support Fairview Elementary School will receive from the funding of the School Improvement Grant Initiative will enable the school to implement research based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

The Monroe County Education Association and I are committed to continuously supporting all aspects of the Transformation Model at Fairview Elementary. We wholeheartedly support the following required elements of the grant:

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- Using data to drive decision-making, e.g. to inform curriculum and instruction practice and the delivery of differentiated supports for students.
- Establishing schedules and strategies to provide increased learning time.
- Supporting appropriate social-emotional and community-oriented services for teachers and students.
- Will continue to provide operational flexibility to the principal for hiring, retaining, transferring and replacing staff by working with bargaining agents.

We are grateful to have this opportunity.

Sincerely,

Linda Richardson, President

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2013-2014 MCCSC 1003g
Plan to Evaluate and Dismiss Teachers

	MCCSC Schools
Classroom Observations	Those on the evaluation cycle are observed formally once a semester. A principal can add a teacher to the evaluation cycle at anytime.
1 st Observation by Administrator	The first observation must be complete by November 30.
Mid-Year Conference	Mid-Year conference must be complete by November 30 and principal must check meets expectations or needs improvement.
Professional Growth Plan	If a staff member has an evaluation where needed improvement is indicated the staff member will be put on a professional growth plan.
2 nd Observation by Administrator	The second observation must be complete by March 1.
End of Year Conference	End of Year Conference must be complete March 15 and principal must check contract renewal in current assignment, contract renewal with re-assignment to, or contract termination.
Appeal Process	A private hearing before the School Board will be a given option upon recommendation for termination.