

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

**School Improvement Grant (I003g)
Application due June 3, 2013
Email application to I003g@doe.in.gov**

LEA Application: General Information

Corporation Name: <i>Flanner House Elementary</i>		Corporation Number: <i>9390</i>
Contact for the School Improvement Grant: <i>Latika Warthaw</i>		
Position and Office: <i>Principal</i>	Contact's Mailing Address: <i>2424 Martin Luther King Indianapolis IN 46208</i>	
Telephone: <i>(317) 925-4231 Ext. 240</i>	Fax: <i>317-923-9632</i>	
Email Address: <i>lwarthaw@flannerhouse.com</i>		
Superintendent (Printed name) <i>Latika Warthaw</i>	Telephone: <i>(317) 925-4231</i>	
Signature of Superintendent <i>X</i> <i>L. Warthaw</i>	Date: <i>6/10/13</i>	

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

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

Worksheet #1: 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)
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English/Language Arts

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	32.1%	24	medium	medium
Free/Reduced	43.2%	19	high	high
Special Education	63%	5	High	High

All students 3 rd grade –IREAD3	73%	16	N/A Grade 3 test only	high

Mathematics

Black	24.3%	18	medium	medium
Free/Reduced	25%	11	medium	medium
Special Education	63%	5	high	high

<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>Data showed an overall negative trend in our language arts scores as evidenced by the 2012 IREAD-3 scores. In order to improve in this area, student proficiency will have to increase by 25% on the Spring 2013 Iread-3 test. Increasing the performance of all students in grade three will also increase the performance of the bottom 25%.</p> <p>Data from our Spring ISTEP 2012 scores showed that the third grade math scores were low compared to the rest of the grades at our school. The passing rate was 58% compared to an average of 70% in the other grades.</p> <p>Data from our Spring Istep 2012 scores showed</p>	<p>The root cause of our low reading scores on the Iread-3 is a lack of adequate assessments in grades K thru 2nd in language/reading.</p> <p>The root cause of our low math scores was that our school relied heavily on using the scope and sequence of the Saxon Math Program. We needed to utilize a curriculum pacing guide based on the IN math standards that will keep teachers responsible for teaching all standards for that grade level.</p> <p>The root cause of our special education not</p>

<p>that 63% of our special education population was not passing IMAST testing.</p>	<p>passing was determined to be because the student was missing too much instruction due to pull-out services. A new push-in plan was developed and implemented for the 2012-2013 school year.</p>
<p>Data showed that 43.2% of our free/reduced student group did not pass ELA ion lstep 2012.</p>	<p>The root cause of this low passing rate is partly due to not having previously included parents as much in academics of their children. I.e. . sending home fluency passages to help with reading daily</p>
<p>Data showed that 25% of our free/reduced student populations did not pass math. 63% of our Special education population also did not fare according to our data.</p>	<p>The root cause of this may be due to a lack of , and need for, more professional development in the area of how to teach math.</p>

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		
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	98.5%	97.6%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
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	AS SS	AS SS
7. Discipline incidents*	N/A	N/A

8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	13	13
10 Teacher attendance rate	95%	96%

*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>Teachers are absent on average 12 schooldays per year.</p>	<p>The root cause of these absences is mostly due to teachers being out for professional development. The school will look into scheduling professional development before/after school so as to not interfere with learning time of pupils. Also, an all day retreat for professional development was scheduled for after school lets out for this school year.</p>

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

➤ **Instructions:**

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

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

<ol style="list-style-type: none"> 1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time. 			<p style="text-align: center;">X</p>	X	<ol style="list-style-type: none"> 1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
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Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 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	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	1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up			X	X	1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

assistance, mentoring, or monitoring of classroom implementation.				X	4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ul style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 				<ul style="list-style-type: none"> X X X 	<ul style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.		X	X	X	1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students.”</p> <p><i>Curriculum:</i> <i>We have been using textbooks primarily to determine</i></p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p> <p>We didn’t know how to align our curriculum across all grade levels.</p>
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the focus of studies til this year when we implemented a school wide pacing guide. However the guide was not cross curricular.

We did not have a school wide leadership team until recently.

Data-Formative Assessment:

Teachers did not use data from testing to mostly drive instruction.

Professional Development:

Professional Development was during school day so valuable instruction time was being missed. Professional development did not address all weakness shown in data.

The previous leader of the school had solely decided the curriculum of the school.

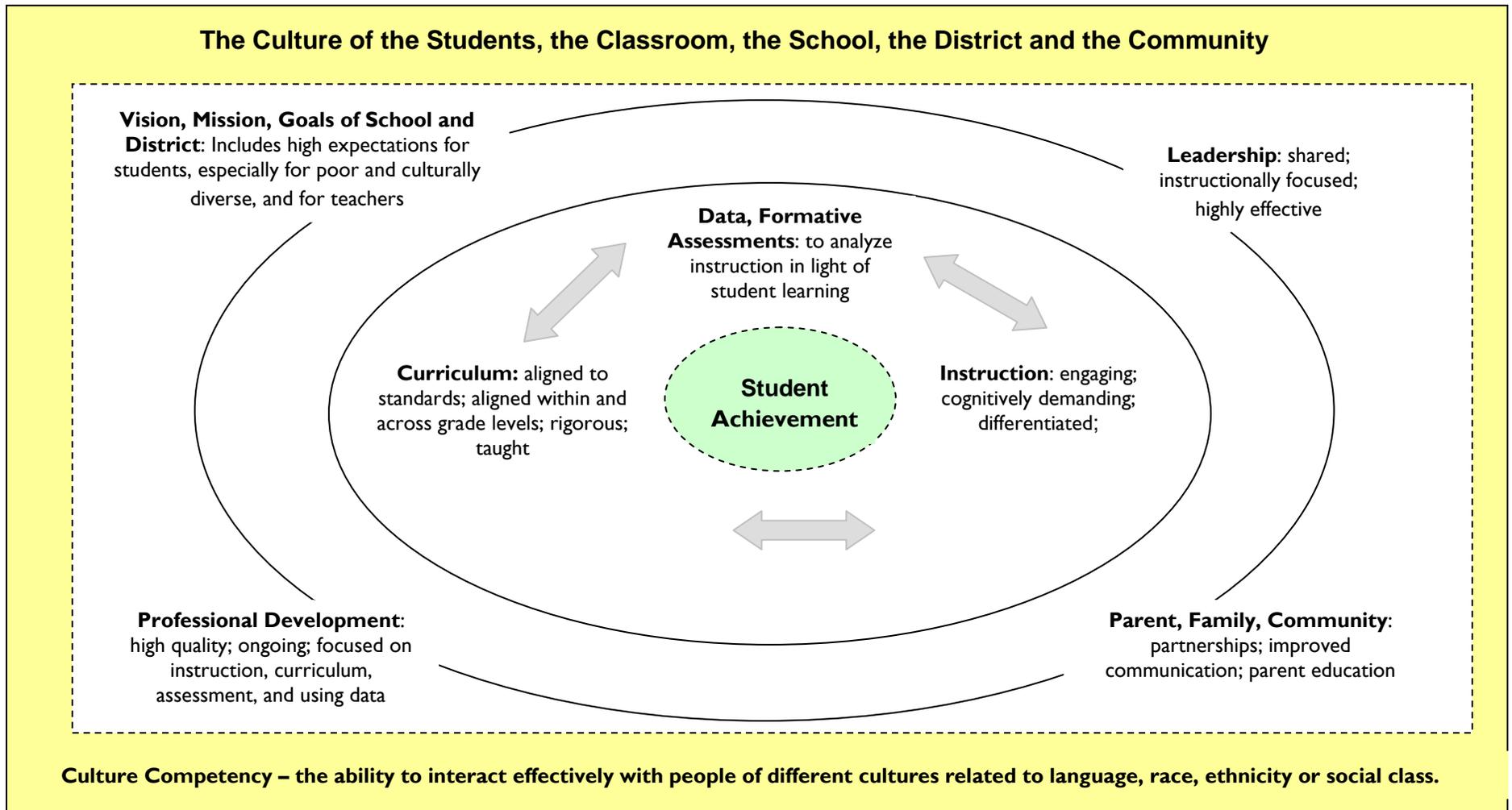
The teachers weren't monitored closely to make sure they were using best practices and data driven instruction.

Professional development will be during summer, afterschool and before school in some instances.

The teachers sometimes choose workshops based on preferences instead of being sent to them based on data and weakness in certain skills.

Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance

The Indiana Department of Education, Title I analyzed the literature and research on high-performance, high-poverty schools and districts. The findings revealed specific practices and policies of successful high-poverty schools and districts. These findings serve as the components of the Theory of Action below. Supports to and requirements of schools and districts correspond to these components of successfulness.



Appendix D: Elements of School Intervention/Improvement Models

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
Permissible Elements
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.

Transformation Model
Permissible Elements
<p><u>Develop Teacher and Leader Effectiveness</u></p> <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.
<p><u>Comprehensive Instructional Reform</u></p> <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
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <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.
<p><u>Operational Flexibility and Sustained Support</u></p> <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.

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.

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

Appendix E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

**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: Flanner House Elementary		Corporation Number: 9390
Contact for the School Improvement Grant: Latika Warthaw		
Position and Office: Principal	Contact's Mailing Address: 2424 Dr. Martin Luther King Dr.	
Telephone: 317-925-4231 Ext. 240	Fax: 317-923-9632	
Email Address: lwarthaw@flannerhouse.com		
Superintendent (Printed name) Latika Warthaw	Telephone: 317-925-4231	
Signature of Superintendent X _____	Date: 06/13/2013	

- ➔ **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
Flanner House Elementary	k-6	x	x				
2.							
3.							
4.							
5.							
6.							

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

We will serve all of our Priority schools.

We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

We do not have more than one school in our district as we are a stand alone charter school.

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: Flanner House Elementary School Number: 9390

Stakeholder Group	Mode of Communication	Date
Parents	letter	May 2013
PSG (Parent Support Group)	Meeting, One-Call	April 2013
School Board	meeting	June 12, 2013

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

*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 _____

Flanner House Elementary _____ 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.

X “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

X 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 Flanner House Elementary Number 9390

School Name Flanner House Elementary

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

_____ Flanner House Elementary _____ assures that it will
Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

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

x“Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

xImplementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ Instructions:

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

Appendix B:

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

Worksheet #1: Analysis of Student and School Data

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English/Language Arts

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	32.1%	24	Medium	Medium
Free/Reduced	43.2%	19	High	High
Special Education	63%	5	High	High

Third Grade	73%	16	High	High

Mathematics

Black	24.3%	18	Medium	Medium
Free/Reduced	25%	11	Medium	Medium
Special Education	63%	5	High	High

<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>Data showed an overall negative trend in our ELA scores as evidenced by the Spring 2012 Iread-3 scores.</p> <p>Data showed that 63% of our special education population did not pass both ELA and math on ISTEP/IMAST.</p> <p>Data shows that 43.2% of our free/reduced students failed ELA on ISTEP.</p> <p>Data shows that 24.3% of Black and 25% Free/Reduce4d student populations did not</p>	<p>We believe the root cause of our low reading scores on the Iread-3 is a lack of adequate assessments in grades K thru 2 in language/reading.</p> <p>The root cause of low test scores for our Special Education population is due to a need for professional development in the area of differentiating.</p> <p>The root cause may be that we have failed to adequately communicate and involve parents in these households to help their students achieve academically by asking them to do such things as fluency reads with their child every night.</p>

<p>pass the mathematics portion of Istep.</p> <p>In ELA, 32.1% of our Black student population was found to be lacking on ELA skills.</p>	<p>The root cause of this was determined to be due to need for more rigorous instruction by the teacher of state standards. The principal also needs to monitor to be sure teacher is teaching effectively.</p> <p>The root cause of this is due to teachers not meeting students where they are at and not considering their home life and life experiences as they make lesson plans.</p>
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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	72,900	72,900
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	98.5%	97.6%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
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	AS SS	AS SS

7. Discipline incidents*	N/A	N/A
8. Truants (# of unduplicated students, enter as a whole number)	N/A	N/A
9. Distribution of teachers by performance level on LEA's teacher evaluation system	13	13
10 Teacher attendance rate	95%	96%

*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>Teachers were absent on average 12 days per school year.</p>	<p>The majority of the time teachers were absent from the classroom, it was due to professional development. This can be remedied by holding professional development some of the time before/after school and in the summer on break.</p>

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

➤ **Instructions:**

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

The Principal and Leadership	1	2	3	4	The Principal and Leadership
6. Spends most of the time managing the school. 7. Is rarely in the classrooms. 8. Is not knowledgeable about English/ language arts or mathematics instruction. 9. Serves as lone leader of the school 10. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			X	X	6. Spends great deal of time in classrooms. 7. Conducts frequent walk-throughs. 8. Knows E/LA and mathematics instruction well and is able to assist teachers. 9. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 10. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
8. Is primarily lecture-style and teacher-centered. 9. Places the same cognitive demands on			X	X	8. Includes a variety of methods that are student-centered. 9. Provides various levels of cognitive demands (differentiation; Response

all learners (no differentiation).					to Instruction - RTI).
10. Is primarily textbook-oriented.			X		10.Uses multiple sources beyond textbooks.
11. Does not include technology.			X		11.Includes frequent use of technology.
12. Works alone, rarely meeting in or across grade-level teams to discuss and improve.				X	12.Works in teams, discussing student learning and instructional ideas.
13. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.			X		13.Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
14. Instruction is not increased to allow for more student learning time.				X	14. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
<p>7. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>8. Is considered to be the textbook or the state standards.</p> <p>9. Is not aligned within or across grade levels.</p> <p>10. Is not rigorous or cognitively demanding.</p> <p>11. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.</p> <p>12. Is not differentiated for struggling students.</p>		X		X	<p>7. Is observed by school leadership that it is being taught.</p> <p>8. Is developed by the district/teachers based on unpacking the state standards.</p> <p>9. Is aligned within and across grade levels.</p> <p>10. Is rigorous and cognitively demanding.</p> <p>11. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>12. Is differentiated for struggling students.</p>
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<p>4. Are not regularly used by teachers.</p> <p>5. Are not routinely disaggregated by teachers.</p> <p>6. Are not used to determine appropriate instructional strategies.</p>			X	X	<p>3. Are used to implement an aligned instructional program.</p> <p>4. Are used to provide differentiated instruction.</p> <p>3. Are discussed regularly in teacher groups to discuss student work</p>
Professional Development	1	2	3	4	Professional Development
<p>4. Is individually selected by each teacher; includes conferences and conventions.</p> <p>5. Is not related to curriculum, instruction, or assessment.</p> <p>6. Is short, i.e., one-shot sessions.</p> <p>4. Does not include follow-up</p>			X	X	<p>4. Is of high quality and job-embedded.</p> <p>5. Is aligned to the curriculum and instructional program.</p> <p>6. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</p>

assistance, mentoring, or monitoring of classroom implementation.			X		4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
3. Does not provide extended supports. 4. Does not ensure a safe school and community environment for children.				X X X	3. Provides social and emotional supports from school and community organizations. 4. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

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

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
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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
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><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 6. Replace the principal who led the school prior to implementing the model. 7. 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 8. 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. 9. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 10. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
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><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 3. Establish schedules and implement strategies that provide increased learning time. 4. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 3. 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. 4. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<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
Provide appropriate social-emotional and community-oriented services and supports for students.	

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.

Transformation Model
<i>Permissible Elements</i>
<u>Develop Teacher and Leader Effectiveness</u> 5. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 6. Institute a system for measuring changes in instructional practices resulting from professional development. 7. 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. 8. 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> 6. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 7. Implement a school wide “response-to-intervention” model. 8. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 9. Using technology-based supports. 10. In secondary schools – d) increase rigor e) summer transition programs; freshman academies f) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 5. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 6. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 7. Implement approaches to improve school climate and discipline. 8. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> 3. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 4. Implement a per-pupil school-based budget formula that is weighted based on student needs.

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.

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

II. Selection of Improvement Model

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

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

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

Intervention model selected

___Turnaround_____

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

The turn around model will help Flanner House Elementary School to make a plan which, when implemented, will lead to greater student achievement. Our first step was to hire a turnaround consultant to help us analyze our weaknesses and come up with a plan for school improvement. The plan will address our weaknesses in instruction, data, curriculum , and professional development. Our first item on the agenda is to identify and implement an instructional program that is research-based and vertically aligned from one grade to another as well as aligned with the State academic standards in grades 3 thru 6 and the Common Core standards in grades Kindergarten thru 2nd grade. We will go with a thematic unit format based on best practice research .The use of student data to inform and differentiate instruction will be mandatory. Establishing schedules and implementing strategies that provide increased learning time for the 2013-2-14 school year will also be addressed. Professional Development will be required based on data analysis so that weaknesses in teaching may be overcome. Emphasis will be placed on engaging, cognitively demanding, and differentiated classroom

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

The turnaround model will create many changes. Our vision is to have high expectations for students and teachers which will result in high student achievement. The principal will focus on enhancing the shared, instructionally focused, highly effective teaching of her staff. She will do this by offering high quality, ongoing professional development focused on instruction, curriculum, assessment, and using data effectively. Instruction will be required to be engaging, cognitively demanding, and differentiated to meet the needs of the students.. Teachers and leadership will utilize a rigorous curriculum (theme-based) which is aligned to standards within and across grade levels . Finally, data-formative assessments will be used to analyze instruction in light of student learning and will drive the instruction.

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 as submitted.
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		Budget as submitted.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	x		Budget as Submitted. Paperwork on items purchased.
x			
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		Per Budget

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		Budget
<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		Budget and the turnaround model school improvement plan.

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	x		<p>Teacher Portfolios</p> <p>DOE School Improvement Plan submitted to Sarah Shaffer, Turnaround Specialist Nov. 2012</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>Staff Meeting assurances</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>Parent Focus Groups (Feb 2013)</p> <p>Parent Surveys (May 2013)</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>School Board Meeting Minutes</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>Superintendent assurance at School Board Meeting</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> 			<p>N/A ..no teachers union</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> 			<p>N/A one school corporation</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	x		<p>DOE job listing for applicants.</p> <p>Staff hiring procedure and policy.</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <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>Data results..available as a classroom or individually per student on our virtual data wall.</p>

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and</p>	x		<p>Hired a consultant successful in working with turnaround schools.</p>

<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> 	<p>X</p>	<p>PSG (Parent Support Group) is kept abreast of all new developments.</p> <p>We have a Community Board which informs our families and the community when we have our school board meetings and events.</p>
<p>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> 		

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	x		<p>Paperwork, budget</p>
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning</i> 	X		<p>Hiring of reading specialist for increased instructional time and to support differentiated learning.</p> <p>Increase in reading block for extended learning time.</p>

<p>(ex :...)</p> <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>X</p> <p>x</p>		<p>Summer School</p> <p>After School tutoring</p> <p>Iread intensive tutoring</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 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>The teachers will follow the implementation plan as stated below:</p> <p>S.M.A.R.T Goal #1 FHE will use Dibels Next assessment program to increase achievement on our 3rd grade IREAD by progress monitoring students in reading. Benchmark: There will be 3 Dibels Assessments given yearly, in September, January and May. The principal will ensure that all students are assessed.</p> <p>S.M.A.R.T Goal#2 FHE will provide professional development to all of the teachers in order to increase its passing rate in Mathematics and ELA on ISTEP. Benchmark: The first professional development will be Friday, June 14, 2013 with a schedule of other PD Training in the summer, spring, and fall.</p> <p>S.M.A.R.T Goal#3 FHE will strive to increase student achievement in our special education population by increasing our pass rate on ISTEP/IMAST from 37% to 50% passing. This will be done by the use of push in services with pull out services as needed. In addition Mrs. O'Tain, Mrs. Smith, and/or Ms. Billups will work with students in need of one on one or small group instruction. Parents will be informed of the new curriculum and teachers will be in contact with parents weekly by use of newsletters. Teachers will meet weekly to share data and monitor the implementation of the</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>goals. The minutes of the meetings will be kept for document purposes. Schedules goals and timelines will be revised as needed.</p> <p>During the weekly meeting the principal will use a survey to evaluate needs of professional development based upon the assessed needs of the students.</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>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to</p>	<p>Nicole Law was selected as FHE external provider to help the school with the school improvement implementation plan. Nicole Law was chosen among a group of four individuals with diverse backgrounds. However, Mrs. Law was the best fit for the school due to the experiences that she has in working with students from the same socio-economic background. She also has experience with Priority Schools based and Title I schools. Mrs. Law was previously employed with Wayne Township as a teacher, administrator, and Curriculum Developer for the district. She will be at the school on a weekly basis to monitor the interactions of the administration and staff. She will perform walk-thru and informal classroom evaluation/discussions with principal and staff. She will use observation and data to ensure that supportive measures are taken place according to the needs of the school.</p>

the school's identified needs,

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

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

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

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

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet 	<p>The resources that will be used in reference to the turnaround model will be aligned to the needs of the school. The use of research based instructional practices will be aligned across each grade level according to Common Core and the state standards. This will be supported by the by use of Title I funds and with the use of the outside consultants. Monies will be allocated to purchase technology and testing needs that will be utilized in all classrooms. Regularly scheduled reviews by the Business Manager and Principal of the research alignment will take place on a monthly basis by use of a spreadsheet to ensure that all areas are operating to meet the intended outcomes and to make necessary adjustments.</p> <p>Mrs. Law will assess on a weekly basis the implementation of the interventions.</p>

the intended outcomes or making adjustments as necessary;

(f) Redirecting resources that are not being used to support the school improvement process; and

(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.

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> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(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</p> <p>(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:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p>	<p>Lack of funding may slow or halt the school improvement implementation process. The board and staff will have a written assessment protocol for assessing designing and implementing any policy modification necessary. All input must be written and/or documented through a submission process (the committee, principal, and board). The staff will be provide a survey on quarterly basis to assess the areas and policies that need to be modified. The administration will be open to altering the traditional school day and calendar to include additional instructional and planning time if deemed necessary by the data compiled by the teachers and/or consultants. The hiring practices will involve only those individuals that are highly qualified. The applicants will interview with the administrative staff and then have a second interview with the school leadership team. Teachers are placed according to their skills sets, experiences, and evaluation. At least 51% of their evaluation is based upon school and student performance data. The staff is awarded and given incentives for increased student achievement and growth. FHE has a high retention rate due to the consistent levels of communication between administration and staff. The staff receives quarterly surveys and are given opportunities for new positions within the school. Dismissal is based upon either insubordination or incompetence within the classroom. The staff member would receive a verbal warning, then written reprimand and/or a improvement plan to follow. If the individual is not successful, he or she will be given a formal written letter of termination.</p>

<p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

<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>The school improvement plan will be shared with the entire staff. Therefore, all of the teachers will be expected to follow the S.M.A.R.T goals in accordance to the improvement plan. The staff will be expected to provide the students with the same level of instruction by use of the best practices and professional development that the staff received during the funding period. The Title I teacher will work closely with all consultants, the instructional coach, and the interventionalist to ensure the necessary documents and information is secured to replicate the success of the same model.</p> <p>The school will designate a committee of teachers that will help to plan processes that will sustain the education reform protocol. This model will be updated and evaluated on a quarterly basis with the administration team.</p> <p>An additional source of professional development would be maintained through Smekens Workshops and workshops provided by the DOE (via Webex). FHE will constantly survey and re-evaluate of the teaching staff in regards to their needs of continuous professional development.</p> <p>FHE will use the RISE model to measure short term and long term needs of the teachers through the evaluation process and classroom goals.</p> <p>The school will maintain long term goals in student achievement by use of data driven practices that is consistently shared schoolwide in weekly data meetings. The principal and consultant will provide oversight of the implementation process to ensure that all goals are being met. This will be done by use of a template with a checklist. The business manager and board will also be a part of this process to ensure that resources are properly allocated.</p>
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evidenced by an extensive action plan;

- (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.

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> Significant operational decisions will be at the discretion of the principal and with input from the School Leadership team.	The principal will work in conjunction with the School Leadership Team to create a School Improvement Plan to address the the concerns found after analysis of student data. This will be an ongoing process changing as needed according to data results obtained throughout the year.	Latika Warthaw, Principal	June 2013- June 2014.

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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>	<p>The principal calibrates and tracks the effectiveness of staff three different ways: using classroom observation records (from walk-thrus), formal RISE evaluations, and by considering how well a teacher's students did on standardized testing, such as ISTEP, Acuity, and Dibels. Current staff interviews are conducted by the principal and the lead teachers at the school. Interview questions are specific and rigorous to see if the staff is willing to fully implement the turnaround model.</p>	<p>Latika Warthaw, Principal</p>	<p>Walk –thrus (Weekly)</p> <p>RISE (October, May)</p> <p>Data Istep Results (July)</p> <p>Data Dibels and Acuity..(throughout year from October to May)</p>

<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>Flanner House Elementary utilizes some strategies for recruitment and retention of staff: these are 1. financial incentives for performing well in the classroom as determined by data, 2. Chance to become the lead teacher in your grade level and 3. Family friendly work atmosphere. i.e. taking off for an hour at end of day for a doctor's appt as opposed to having to take off a whole or half day.</p> <p>Mentors are provided for all first and second year teachers as well as for teachers who are teaching in a grade level they have never taught before.</p>	<p>Latika Warthaw, Principal</p> <p>Tanjla Lawrence, Human Resources</p>	<p>Financial Incentives (May)</p> <p>Retention Incentive (August)</p>
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	Upon analysis of test data, especially ISTEP, professional development is selected by the principal for teachers to attend. This year they went to reading workshops, Istep prep workshops and writing conventions. Individual teachers also can request to get professional development in areas of weakness, such as behavior management or to get more info on topics such as autism.. Quite a few teachers have asked and been approved to attend these differentiated need workshops.	Latika Warthaw, Principal Tanjla Lawrence, Human Resources	June 2013- june 2014
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	Our turnaround consultant, Nicole Law, started working with Flanner House Elementary last fall. She is a curriculum and instructional practices specialist. She has had significant and successful experience in school turnaround both here in Indiana and in Texas. She is providing us with the framework for our soon to be implemented new curriculum which is theme –based and vertically aligned across grade levels.	Nicole Law, Curriculum and Instructional Strategist Consultant	October 2012- present Monthly ongoing curriculum training.
6. <i>Use data to implement an aligned instructional program.</i>	Multiple assessments and data points are provided at FHE through technology based resources for the school to align its instructional program. We participate in the web based Acuity measurements in grades 3 thru 6 for all 4 academic areas- Math, ELA, Social Studies, and Science. We do Dibels in grades Kindergarten thru 2 nd grade to measure reading ability. Beginning in Fall of 2013, all students in K thru 6 will do math and ELA Acuity testing. Istep and Imast testing is in the spring. Results of all this data is used to	Latika Warthaw, Principal Kirk Butler, IT coordinator	Varies Istep/Imast- March and May Dibels – Sept, January, May Acuity –Oct. .Jan, March,

	drive instruction. Professional Development is also implemented based on weaknesses seen in test data.		May
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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>	Teachers get together once a week with their grade levels to collaborate and analyze student data and make instructional decisions. Teachers get together in a staff meeting as a whole group also once every two weeks to stay in touch as a school. This is beneficial since teachers can share what works/doesn't work for students especially when it comes to differentiating instruction.	Latika Warthaw, Principal Amanda Smith, Primary Lead Teacher Dave Siegelin, Upper Grade Lead Teacher	August – June weekly
8. <i>Provide increased learning time for students and staff.</i>	Based on data results, intentional increased learning time will be and has been dedicated to hopefully increase learning. Approximately 150 hours per semester which equals to 300 hours per school year. This is done by addition on our staff of a reading specialist. The specialist also has trained staff on how to administer Dibels and fluency testing.	Latika Warthaw, Principal Marilyn O'Tain, Reading Specialist	September – May 2 days per week (7 hours per day)
9. <i>Provide social-emotional and community-oriented services/supports.</i>	Flanner House Elementary collaborates with Flanner House Inc. to provide wrap-around services to its families. Some of the services available are caseworkers for assistance getting food stamps, heat assistance, etc. We also refer our families there to get their GED diplomas. Furthermore, we have a public library on site with free computer access. As a school, we have partnered with Community Health	Latika Warthaw, Principal Wilbert Buckner, Executive	Throughout school year- August – June.

	Networks to have a nurse in our school clinic and with Cummins Behavioral Health to help students /families referred for social/emotional needs.	Director, FHI Inc.	
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➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

N/A---Hired a turnaround consultant, Nicole Law.

Pre-Implementation

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

Action: Approval by School Board

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.	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	

Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>			
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>			
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>			

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

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

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➤ 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>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</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. <i>All</i> the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.	X	

School Closure

We will implement this model.

We will not implement this model – do not complete.

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

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

Pre-Implementation

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

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

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.		

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:
 - One English/language arts goal for “all students.”
 - 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
74% of all students passed Mathematics and 66.2% passed Language Arts on ISTEP.	75% of all students will be proficient on ISTEP+ Language Arts.	78% of all students are proficient on ISTEP+ Mathematics.	81% of all students are proficient on ISTEP+ Mathematics.

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)

The school will use research-based practices that are aligned throughout all grade levels and according to the state standards. The school will use funding/grant sources to plan and implement professional development that is aligned with the diverse needs of the students and staff. The school will use Title II funds to recruit and maintain highly qualified teaching staff. The school will focus on intervention strategies for students in the primary grades to bridge the gap of those students that would be considered as “at risk.”

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

Attachment A: LEA Budget Capacity Scoring Rubric

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

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

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			<p>No Union</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> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 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> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 			
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<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <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> 			
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i></p> <ul style="list-style-type: none"> • <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> 			
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<ul style="list-style-type: none">○ <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>			
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Attachment B: LEA Commitments Scoring Rubric

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

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

<p style="text-align: center;">Exceptional 3 points</p>	<p style="text-align: center;">Adequate 2 points</p>	<p style="text-align: center;">Inadequate 1 point</p>
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

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

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

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

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

Attachment C: Budget

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: Flanner House Elementary
 Corporation Number: 9390
 School Name: Flanner House Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
lesha Billups		1		Instructional Coach	40,000	
Amanda Smith		1		Instructional Interventionalist	40,000	
Jennifer Jones		1		Primary Lead Teacher	45,000	
Dave Sieglin		1		Intermediate Lead Teacher	45,000	
		TOTAL SALARIES			130,000	
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.						
		Additional 5 school days				\$ 35,000.00
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.)			
Nicole Law	Development and Curriculum Specialist	30,000	
Marilyn O'Tain	Reading Specialist	15,000	
Kirk Butler	IT Specialist	30,000	
	TOTAL CONTRACTED SERVICES	75,000	
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.)			
	TOTAL SUPPLIES		
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".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

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.*

The requested amounts for the following element/activity:

Pre-implementation will include professional development with Nicole Law, turnaround specialist, to implement curriculum development, best instructional practices, and data driven instruction.

Marilyn O'Tain, the Reading Specialist will train teachers in DIBELS Next and will provide additional instructional support to teachers and students. Ms. O'Tain will train teachers prior to the assessments being administered to the students. After training, she will provide additional small group instructional time (300 hours).

Kirk Butler, IT Specialist, will synchronize iPads and laptop computers to enable technology based assessments such as Acuity, mClass, IREAD and ISTEP.

Amanda Smith, Interventionalist, will be used to focus on early grade level intervention to improve reading skills in the primary grades. She will be used to help bridge the gap of the students that are considered to be "at risk."

Jenifer Jones, Primary Lead Teacher, will help mentor and provide implementation of instructional skills to primary grade teachers.

Dave Siegelin, Intermediate Lead Teacher will help mentor and provide guidance on instructional skills to the intermediate grade teachers.

Iesha Billups, Instructional Coach, will provide best practices of instruction to the teachers in all grade levels. Ms. Billups will work under the guidance of the principal.

**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: Flanner House Elementary
 Corporation Number: 9390
 School Name: Flanner House Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Iesha Billups		1		Instructional Coach	40,000	
Amanda Smith		1		Interventionalist	40,000	
Dave Sieglin		1		Intermediate Lead Teacher	45,000	
Jennifer Jones		1		Primary Lead Teacher	45,000	
		TOTAL SALARIES			130,000	
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.						
		Additional 5 school days				
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.)						
	Nicole Law	Curriculum and Instruction Specialist			30,000	
	Marilyn O'Tain	Reading Specialist			15,000	

Kirk Butler	IT Specialist	30,000	
	TOTAL CONTRACTED SERVICES		\$ 168,000.00
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.)			
	TOTAL SUPPLIES		\$ 13,100.00
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".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 114,059.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Staff Retreats	\$ 6,000.00	
	Professional Development Stipends	\$ 12,000.00	
	Attendance Incentive	\$ 5,000.00	
	Teacher Innovation Mini Grants	\$ 10,000.00	
	ECA Test Incentives	\$ 5,000.00	
	TOTAL OTHER SERVICES		\$38,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 654,159.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -

		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS	\$ -	\$ -

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS	\$ -	\$ -

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: Flanner House Elementary
 Corporation Number: 9390
 School Name: Flanner House Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		1		Instructional Coach	40,000	
		1		Interventionalist	40,000	
		1		Primary Lead Teacher	45,000	
		1		Intermediate Lead Teacher	45,000	
				TOTAL SALARIES	130,000	
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.						
				<i>Additional 5 school days</i>		
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.)						
	Nicole Law			Curriculum and Development Specialist	30,000	
	Marilyn O'Tain			Reading Specialist	15,000	

Kirk Butler	IT Specialist	30,000	
	TOTAL CONTRACTED SERVICES		
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.)			
	TOTAL SUPPLIES	attached	
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".			
	TOTAL EQUIPMENT AND TECHNOLOGY	attached	
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -

		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

Attachment E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

Attachment F: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal and grant principal operational flexibility	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
	<ul style="list-style-type: none"> LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal 	<ul style="list-style-type: none"> LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal 	<ul style="list-style-type: none"> LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i> 	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness 	<ul style="list-style-type: none"> LEA calibrates and tracks the effectiveness of staff using classroom observations or another single source to determine effectiveness 	

	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model 	<ul style="list-style-type: none"> X Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model 	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by the school or district; interview questions are of insufficient nature to determine staff's willingness to implement the model 	2
	<ul style="list-style-type: none"> X Less than 50 percent of the staff is rehired 	<ul style="list-style-type: none"> ○ 50 percent of the staff is rehired 	<ul style="list-style-type: none"> ○ More than 50 percent of the staff is rehired 	3
3. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> X Recruitment and retention of staff includes at least two strategies known to be effective, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> ○ Strategies for recruitment and retention do not correspond with strategies known to be effective 	2
	<ul style="list-style-type: none"> ○ Mentors and/or coaches are provided for all staff 	<ul style="list-style-type: none"> X Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels 	<ul style="list-style-type: none"> ○ Mentors nor coaches are included 	2
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need 	<ul style="list-style-type: none"> X Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need 	<ul style="list-style-type: none"> ○ Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need 	2

	<ul style="list-style-type: none"> o Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> o Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> o Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> o Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> o Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> o Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Adopt a new governance structure	<ul style="list-style-type: none"> o Creates a <i>new</i> turnaround office with an appointed turnaround leader who has <i>significant and successful experience in school turnaround</i> 	<ul style="list-style-type: none"> o Creates a <i>new</i> turnaround office and/or appoints a turnaround leader with <i>successful experience in school turnaround</i> 	<ul style="list-style-type: none"> o <i>Reshuffles or redesigns</i> its current structure rather than creating a turnaround office and appointing a turnaround leader 	
	<ul style="list-style-type: none"> o Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school 	<ul style="list-style-type: none"> o Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school 	<ul style="list-style-type: none"> o Turnaround leader and staff provides minimal and/or inconsistent support and time in the school 	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> o LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> o LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> o LEA <i>provides minimal assessments</i> with no data; technology is not used 	

	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ LEA rarely provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
8. Provide increased learning time for students and staff	<ul style="list-style-type: none"> ○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> ○ Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> ○ Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> ○ Time is of <i>extensive length</i> (at least 300 hours) to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is of <i>sufficient length</i> (at least 180 hours) to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is <i>not of sufficient length</i> (90 hours or less) to create change 	
9. Provide social-emotional and community-oriented services/supports	<ul style="list-style-type: none"> ○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i>, (e.g., dental, 	<ul style="list-style-type: none"> ○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i>, (e.g., dental, medical, behavioral, etc) 	<ul style="list-style-type: none"> ○ Does not collaborate with external organizations; support to families is <i>limited</i> 	

	medical, behavioral, etc)	as needed		
	o Works with community to provide on-going and consistent <i>family and community engagement activities</i>	o Works with community to provide limited <i>family and community engagement activities</i>	o <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i>	

Total Score __/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

development, have not.	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ <i>Topics</i> of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics</i> of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ <i>Topics</i> of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration,</i> 	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	<i>coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	○ Recruitment and retention of staff includes at least three <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and offering job promotions	○ Recruitment and retention of staff includes at least two <i>strategies known to be effective</i> , such as improving working conditions, providing higher salaries, and/or offering job promotions	○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i>	
	○ <i>Mentors and/or coaches are provided</i> for all staff	○ <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels	○ <i>Mentors nor coaches are included</i>	
6. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments with no data</i> ; technology is not used	

	program			
	<ul style="list-style-type: none"> LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> LEA rarely provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	
10. Give school sufficient	<ul style="list-style-type: none"> LEA provides a 	<ul style="list-style-type: none"> LEA provides a document or plan 	<ul style="list-style-type: none"> LEA does not provide a document or 	

operational flexibility	comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	that indicates areas that will grant <i>minor</i> operational decisions to the school	<i>plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i> .	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ <i>No</i> supports are described; support appears <i>sporadic</i>	
	○ Multiple support for <i>both</i> teachers and principals are in place	○ Some supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	
	○ Provided by external, <i>experienced leaders</i> in change and in the school model	○ Provided by <i>external leaders</i> in change with knowledge of the identified school model	○ Provided by district staff or others <i>without proven track records</i> in school change or the model	

Total Score _____/66