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: Gary Community School Corporation	Corporation Number: 4690
Contact for the School Improvement Grant: Dr. Albert J. Holmes, Jr.	
Position and Office: Director of Federal Grants and Programs Office of Innovation and Improvements	Contact's Mailing Address: 620 E. 10th Place, Gary, IN 46402
Telephone: 219-881-4123	Fax: 219-881-4076
Email Address: ajholmes@garycsc.k12.in.us	
Superintendent (Printed name) Dr. Cheryl L. Pruitt	Telephone: 219-881-5301
Signature of Superintendent x Dr. Cheryl Pruitt	Date: June 10, 2013

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, "Priority Application" for *each* school applying for a school improvement grant.**

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Superintendent (Printed name) Dr. Cheryl L. Pruitt	Telephone: 219-881-5301
Signature of Superintendent X _____	Date: June 10, 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
1. Beveridge Elementary School	K-6	X		X			
2. Brunswick Elementary School	K-6	X		X			
3. Daniel Webster Elm School	K-6	X		X			
4. **Jacques Marquette Elm School**	K-6	X		X			
5. Jefferson Elementary School	K-6	X		X			
6. West Side Leadership Academy	7-12	X	X				

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.

School Name: Beveridge Elementary School School Number: 4061

Stakeholder Group	Mode of Communication	Date
Faculty/Staff	Meetings (face-to-face)	May 10, 2013 May 15, 2013 June 4, 5, 2013
Parents/Community Leaders	Meetings (face-to-face)	May 10, 2013 May 31, 2013
External Partners	Meetings (face-to-face)	May 31, 2013
Union Representatives, Board Member, Parents, and District Administrators	Meetings (face-to-face)	May 30, 2013 May 31, 2013

School Name: Brunswick Elementary School School Number: 4065

Stakeholder Group	Mode of Communication	Date
Faculty/Staff	Meetings (face-to-face)	May 10, 2013 May 15, 2013 June 4, 5, 2013
Parents/Community Leaders	Meetings (face-to-face)	May 10, 2013 May 31, 2013
External Partners	Meetings (face-to-face)	May 31, 2013
Union Representatives, Board Member, Parents, and District Administrators	Meetings (face-to-face)	May 30, 2013 May 31, 2013

School Name: Daniel Webster Elementary School School Number: 4165

Stakeholder Group	Mode of Communication	Date
Faculty/Staff	Meetings (face-to-face)	May 10, 2013 May 15, 2013 June 4, 5, 2013
Parents/Community Leaders	Meetings (face-to-face)	May 10, 2013 May 31, 2013
External Partners	Meetings (face-to-face)	May 31, 2013
Union Representatives, Board Member, Parents, and District Administrators	Meetings (face-to-face)	May 30, 2013 May 31, 2013

School Name: Jacques Marquette Elementary School _____ School Number: 4121

Stakeholder Group	Mode of Communication	Date
Faculty/Staff	Meetings (face-to-face)	May 10, 2013 May 15, 2013 June 4, 5, 2013
Parents/Community Leaders	Meetings (face-to-face)	May 10, 2013 May 31, 2013
External Partners	Meetings (face-to-face)	May 31, 2013
Union Representatives, Board Member, Parents, and District Administrators	Meetings (face-to-face)	May 30, 2013 May 31, 2013

School Name: Jefferson Elementary School _____ School Number: 4104

Stakeholder Group	Mode of Communication	Date
Faculty/Staff	Meetings (face-to-face)	May 10, 2013

		May 15, 2013 June 4, 5, 2013
Parents/Community Leaders	Meetings (face-to-face)	May 10, 2013 May 31, 2013
External Partners	Meetings (face-to-face)	May 31, 2013
Union Representatives, Board Member, Parents, and District Administrators	Meetings (face-to-face)	May 30, 2013 May 31, 2013

School Name: West Side Leadership Academy_____ School Number: 4163

Stakeholder Group	Mode of Communication	Date
Faculty/Staff	Meetings (face-to-face)	May 10, 2013 May 15, 2013 June 4, 5, 2013
Parents/Community Leaders	Meetings (face-to-face)	May 10, 2013 May 31, 2013
External Partners	Meetings (face-to-face)	May 31, 2013
Union Representatives, Board Member, Parents, and District Administrators	Meetings (face-to-face)	May 30, 2013 May 31, 2013

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

Gary Community School Corporation_____ assures that it will
Corporation/Charter School Name

__✓__ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

__✓___ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

__✓___ (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

__✓___ (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

__✓___ (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

__✓___ (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

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

- ☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

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

Appendix G: LEA Application for Each Priority School

School Improvement Grant (1003g)
2013-2014

LEA School Application: Priority

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

School Corporation Gary Community School Corporation_____ Number 4690

School Name _Marquette Elementary School_____

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

☐ Turnaround ☐ Restart

✓ Transformation ☐ Closure

Assurances

__Gary Community School Corporation_____ assures that it will
Corporation/Charter School Name

__✓___ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;

__✓___ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

__✓___ (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

__✓___ (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

__✓___ (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

__✓___ (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

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

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

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

A. LEA Analysis of School Needs

➢ ***Instructions:***

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

Appendix B:

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

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)

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	32.5%	86	High - 33% which is comparable but HIGH in that Black is not a subgroup but the majority. Over a third of our students failing are not acceptable.	High – Performance fluctuates from year to year in almost a yo-yo fashion. One year adequate progress, next year inadequate. This pattern covers at least 5 years. High mobility rate

Free/Reduced Lunch	32.7%	87	High - 35% which is comparable but HIGH in that Free/Reduced is not a subgroup but the majority. Over a third of our students failing are not acceptable.	High – Performance fluctuates from year to year in almost a yo-yo fashion. One year adequate progress, next year inadequate. This pattern covers at least 5 years. High mobility rate
Special Education	50%	6	Higher than general education students	High
General Education	29.9%	85	High	High
ELL	30.7%	91	High	High

Mathematics

Black	46.4%	123	High - 46% failing, which is comparable but high in that Black is not a subgroup but the majority. Almost one half of our students failed which is not acceptable.	High - 45% failing. Performance fluctuates from year to year in almost a yo-yo fashion. One year adequate progress, next year inadequate. This pattern covers at least 5 years.
Free/Reduced Lunch	45.9%	122	High - 53% It appears more F/R student pass mathematics than those who pay. High priority in that almost half of our students failed.	High – Performance fluctuates from year to year in almost a yo-yo fashion. One year adequate progress, next year inadequate. This pattern covers at least 5 years.

Special Education	75%	9	Higher than general education students	High
Multiracial	30%	6	High	High
General Education	44%	125	High	High
ELL	45.3%	134	High	High

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "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."
Over 1/3 of our students failed the E/LA portion of ISTEP+ while almost ½ failed mathematics. When analyzing DIBELS data, the following was apparent:	Too little time, too few resources (both staff and funding). Few interventions for our K-2 students in reading.

- In 2013, Kdg. Only 66% are reading at grade level; 53% and grade 2- 61%. As a whole, 60% of our K-2 students are reading at grade level. - In 2012, 75% Kdg., 66% in grade 1 and 58% of grade 2 were reading at grade level. These students are not prepared for 3rd grade. When analyzing *IREAD3* data, in 2012 only 68% passed while in 2013, 45% passed (before retest).	Students enter grade 3 not prepared for reading at grade level. The downward trend in performance begins in grade 1 and continues in grade 2, which is significantly influencing our grade 3 performance.

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	64,800	64,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	94%	95%

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	BAS SS WES	SS – IREAD3 only WES-10 weeks only
7. Discipline incidents*	36 suspensions 5 expulsions Referrals per grade level: K-17 1-13 2-26 3-19 4-24 5-22 6-63	23 suspensions Referrals per grade level: K-23 1-35 2-36 3-38 4-24 5-26 6-62
8. Truants (# of unduplicated students, enter as a whole number)	83 students missing more than 10 days (95%) per school year – 12%	89 students missing more than 10 days (95%) per school year – 12%
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Using the district's Staff	Using the district's Staff

	Evaluation design formal observations netted an average range of performance of 5 out of 7. Informal and hallway walks evidenced a heavy reliance on worksheets, only 80% student engagement, little or no differentiated teaching/learning, and no evidence of grade level collaboration (at 2 grades)	Evaluation design formal observations netted an average range of performance of 5 out of 7. Informal and hallway walks evidenced a heavy reliance on worksheets, only 70% student engagement, little or no differentiated teaching/learning, and no evidence of grade level collaboration (at 2 grades) This year at least 2 teachers were taken to the final stages of a recommendation for dismissal due to absenteeism and incompetency. Also, marginal teaching, with student test

		scores hovering at 50% describes 50% of our teaching staff. A salient feature of our students' performance and teacher evaluations is that the same staff who were in place during our upwards trend (A) status and intermittent making of AYP were also the staff in place during our downward trend. Our primary concern is stabilizing teaching and learning to garner consistently excellent results for our students.
10 Teacher attendance rate	80% with authorized school business 90% without	79% with authorized school business 89% without

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

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example: "Teachers* on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "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"
Very few opportunities for beyond the school day intervention exist. Time for in class interventions especially for Tier 1 and 2 students is limited due to the length of the school day. Student absenteeism is high. Staff absenteeism is higher than students'. Many students are out of class for discipline referrals, missing valuable instructional time.	Enrollment is high and funding is limited. School day is too short. Transportation concerns cause the majority of our attendance problems – when student misses the bus (due to his/her fault, the bus running too early or too late) the student is unable to get to school by another means. Staff are not equipped with strategies to intervene with discipline or have not established a working classroom discipline plan. Increase in population with a decrease in the funding. Staff leadership who are "A" and staff who are "F." We are unable or we are not skilled enough to work with the Tier III kids. We need people and

	funding to do this. We have intervention specialists for 2 students. Saturday Academy meets a few times a year. We don't always have the appropriate resources —not with the rigor that needs to be done. The evaluation system is less than desirable, and inappropriate. Parent participation is there. However we do not always know how to offer that and support the community. Busing for 90%+ of our kids and most of the time the busses are late. Counselors are needed, as well as data coaches. Display data! We need focused professional development. We are not managing the RTI Interventionist well. A natural decline in literacy.

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

➢ ***Instructions:***

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

The Principal and Leadership	**1**	**2**	**3**	**4**	**The Principal and Leadership**
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.				X	3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school		X			4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.	X				3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.			X		5. Works in teams, discussing student learning and instructional ideas.

6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time		X X			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.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.		X			2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			X		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		X			4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.			X		5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.	X				6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers.		X			1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.		X			2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.		X			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.		X			1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.		X X			2. Is aligned to the curriculum and instructional program.

3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X			3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.	X	X	X		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 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.

What are the key findings from the self-assessment of high-performing schools?	What is at the "root" of the findings? What is the underlying cause?
Appropriate example: "We don't have a curriculum aligned across grade levels." Appropriate example: "We only teach flags, festivals and foods with our students. "	Appropriate example:" We don't know how to align our curriculum across grade levels." Appropriate example: "Connecting curriculum to students' lives takes longer to prepare lessons."
The Principal and Leadership The administrators don't have time to regularly observe instruction. In high-performing schools, staff are assigned based on measureable criteria related to student performance and professional ethics not seniority.	**The Principal and Leadership** The administrators spend most of the day managing school affairs such as transportation, student discipline, parent complaints, and general management concerns. Non-instructional concerns account for most of the principal and assistant principal's day. Staff are assigned based on seniority. Staff with deficiencies takes an inordinate amount of time to address contractually. Numerous observations, meetings, provision of staff development render little effect with ineffective teachers with over 20 years seniority. Leadership within grade levels is inconsistent with little time or resources to develop skills. Seniority based teacher placement system does not consider the "fit" for students or positions.

Grade level leadership is inconsistent with varying degrees of involvement and collaboration. **Instruction** Many teachers rigidly adhere to textbook scope and sequence and textbook in general for teaching/learning. Observations and evaluations do not consider student performance either formal or informal.	**Instruction** Little opportunity exists for professional development to address instructional needs. Human resources along with financial resources preclude professional activities such as examining best practices within a job-embedded setting. Instruction all too often begins with page one and proceeds to the end of the book. A lack of knowledge regarding multiple sources beyond textbooks is apparent in that instructional delivery focuses on lecture type or worksheets. Technology appears to be more assessment related. The current staff evaluation design does not support accountability for teaching and learning. Test scores can be discussed but are not used in the evaluation. **Curriculum** Providing teachers with the professional development associated with understanding and using the ICCS and their relationship to teaching and learning is sparse due to time and fiscal barriers. Struggling students don't receive the amount or quality of differentiated learning as needed. **Formative Assessments**

Curriculum Although several of the Marquette staff work on curriculum, college- and career- ready standards, and textbook alignment, many others rely on the textbook scope and sequence as the curriculum. **Formative Assessments** Assessments both informal and formal are plentiful but the results are not regularly accessed nor analyzed by the teaching staff. **Professional Development** Staff does not receive professional development to increase their knowledge base of differentiated instruction, curriculum alignment, assessment, and improving instructional delivery. **Parents, Family, Community** The transiency level is high with over 50% of our students moving in and out each school year. Few school, district, or community supports exist for struggling families.	As the first step in making data-driven instructional decisions, the omission of accessing and analyzing data is indicative of a "stop gap' urgency" to improve our discussion about teaching and learning **Professional Development** Professional development is often not job embedded. Principals are unable to address, with frequency, professional development, analysis of data, etc., and not frequently enough to bring staff to the understanding of the relationship between teaching, learning and data **Parents, Family, Community** Many of our families move upwards of six times during their child's elementary education and are therefore not invested in their child's education at Marquette. Student absenteeism and tardiness are problematic with many parents nonplussed by teacher's and social worker's efforts toward attendance compliance. Staff are often unequipped to address parenting concerns which are common in our transient and impoverished population. **Cultural Competency** As the economic differences between our families and our staff increases, so does the disparity between understanding the primarily

Cultural Competency Our cultural focus is African-American but little consideration for economic differences exists.	two-tiered society.

B. Selection of School Improvement Model

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

Turnaround Model
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.
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.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
Required Elements
<u>Develop Teacher and Leader Effectiveness</u> 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.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<u>Comprehensive Instructional Reform Strategies</u> 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.
<u>Provide Operational Flexibility and Sustained Support</u> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting)

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
<u>Develop Teacher and Leader Effectiveness</u> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<u>Comprehensive Instructional Reform</u> 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 – a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<u>Operational Flexibility and Sustained Support</u> 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
Required Elements
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.
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
Required Elements
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:

- ☐ Turnaround
- ☐ Restart
- ✓ Transformation
- ☐ Closure

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

Intervention model selected _Transformation_____

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

The key findings and underlying causes at Marquette Elementary School suggest a need for increased support staff, focused and sustained professional development, and increased student instructional time through extended day and Saturday Academy. The curriculum and instruction interventions in grades K-2 are lacking in both human resources and materials. Students in third grade are not prepared to transition from learning to read to reading to learn, which has led to a downward trend in performance and significantly influencing test results. Administration and teachers have used data to inform instruction in the past resulting in increased student achievement. Over the past two years the lack of support staff has not allowed teachers and administration to analyze data to inform instruction due to increased time spent on discipline. A focused and sustained professional development plan tailored to Marquette Elementary's need for classroom management, data-driven decision making, and effective instructional strategies is imperative to increasing student achievement over the next one to three years. Students and parents currently look to the school as the community hub. Lack of resources and teacher union requirements have forced Marquette Elementary to end after -school tutoring programs and Saturday Academy. With the implementation of this grant, those programs will be instituted and monitored through data-driven decision making. The findings and root causes have led to the decision of selecting the Transformational Model.

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

Scholastic Achievement Partners' (SAP) transformation specialists and the GCSC will create and implement a professional learning plan for Marquette Elementary School that focuses on: (1) developing instructional excellence and building leadership capacity, (2) engaging the community, and (3) providing academic intervention for students. A blended model of individualized professional development training and coaching for school leaders and teachers will allow Marquette Elementary School to achieve instructional excellence and raise student achievement, as well as ensure its sustainability over time.

SAP will initially partner with the new school leadership to conduct a Needs Assessment. This data will drive the development and implementation of a robust, comprehensive whole-school improvement plan for principal leadership, teacher instruction, and student learning to transform school culture and increase student outcomes. All professional development and job-embedded instructional and executive coaching work will be based on actual proven school reinvention work and effective practices that SAP and Carnegie Learning have previously deployed. Evidence of this work is described in Section D.

Evidence of this work and a detailed plan to create and support sustainable change are presented in both Section D and in the elements and tasks for the Transformation Model.

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. *All models*	X		See attached budget. Resources are aligned and support each element of the selected Intervention Model. District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. The budget is aligned to the requirements of the Transformation model.

2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		See attached budget. Implementation of the transformation interventions are carefully selected and calibrated in each budget line item. See attached resume and job descriptions. Credentials of some support personnel are outlined in these attachments:

			- Dr. Albert J. Holmes, Executive Director of Federal Grants - Transformation Schools Manager* - New Principal* - Interventionist/Specialist* *These positions are TBD.

3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	**X**		See attached budget. Projected budget requests are reasonable, allocable, and allowable.

4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	**X**		See attached budget. The annual budget does not exceed $2,000,000.
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the number of Priority schools that are indicated. *All models*	**X**		The district has the resources to serve the number of Tier I and II schools; however, the leverage of SIG funding proposed will provide more funding and expand supplemental services to be able to adopt the Intervention Model.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified	**X**		The selection of External Partners (an on-going collaboration with the Scholastic Achievement Partners, Carnegie Learning, and GCSC), funded staff, extended-time initiatives,

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			incentives for staff and students, professional development, one-on-one technology and every component proposed within this grant application are directly linked to the improvement of student academic achievement. In order to achieve the goals and adequately address the needs of all students in Mathematics and English/Language Arts, the Transformation Model will be implemented. The transition resources will include local, state, and federal funds that will support this effort, and ensure that all funding directly impacts the school improvement processes for supporting systemic change, which ultimately will improve student achievement.

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement*	**X**		**Job Description of Transformation Manger** The leader and teachers have not yet been selected; the resume of Dr. Holmes, Executive Director of Innovation and Improvements, will serve as the Transformation Manager until someone has been identified.

• *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	**X**		**Teacher Commitment Letter** Building staff will sign a letter of support and commitment to fully implement the Intervention Model, as they apply for open SIG positions. All teachers at GCSC-SIG priority funded schools will sign a commitment letter that includes the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provide extended time for learning.

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	**X**		**Parent and Community Engagement** Meetings were held with parents and community leaders to inform and discuss the SIG district-wide initiatives: Parents: May 10, 2013 (face-to-face meeting) May 13, 2013 (face-to-face meeting) May 31, 2013 (face-to-face meeting) Union Representatives and Parent Group: May 31, 2013 (face-to-face meeting)

Capacity Task	**Yes**	**No**	**District Evidence**

10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *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*	**X**		**Minutes of School Board and Committee Meetings** Minutes from the July 12, 2011 Board of Trustee Meeting affirm the Board's approval to implementing an Intervention Model. The agenda from the Curriculum, Instruction, and Technology Committee for the fourth round of potential SIG schools affirms same. The 2012-14 Strategic Plan of the GCSC includes student achievement data points and core goals for each priority school, as required by federal and state laws.

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *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*	**X**		Dr. Cheryl Pruitt is fully committed and was an integral participant in the development of the SIG application. Dr. Pruitt supports innovative teaching, inclusion of all students, student achievement, and 21st century student learning centers, and technology. The Transformation Manager will provide continuous updates and weekly reports to the superintendent to ensure that the services are implemented with fidelity and accountability.
Capacity Task	**Yes**	**No**	**District Evidence**

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. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	**X**		**MOU: Restructuring Schools** The Teacher Union president has been informed, and is present and engaged in Board of Education meetings when discussing additional SIG schools within the GCSC. The GCSC is seeking to secure contract language as directed in the Memorandum of Understanding. A meeting was held with Teacher Union representatives and district administrators on May 30 and 31, 2013. (See attached Union Letter.)

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			**Principal Notice** The GCSC Human Resources Department has started recruitment internally and externally to ensure that Marquette Elementary School will have best principal in place for the 2013-14 school year. Job postings have been listed in major newspapers, electronic print media, and other publications. Priority will be given to candidates who have worked in schools with an Intervention Model and have a proven track record.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	**X**		**Principal Selection Process** The GCSC Human Resources Department has a rigorous selection process in place. In addition, the IDOE Principal Effectiveness Rubric will be used to determine qualification during the selection process. A comprehensive interview and tour will ensue, once candidates are selected to meet parents, teachers, students, administrators, and school board trustees. **Teacher Selection Process** All staff within each SIG school must reapply for their position. All staff must be willing to sign a commitment letter agreeing to fully support the Transformation Model, and recognize that all professional development is mandatory. Selection will be based on review of teacher evaluation data, principal recommendation, and an interview. Priority will be given to teachers who have a history of positive student growth data and high admiration for students. No more than 49% of the staff may be rehired.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffold focus aligned to key findings and root causes in SIG application*	**X**		**Timeline Below** The following timeline details the monthly focus of the proposal for Year One. Years Two and Three will follow a similar implementation; however, some modifications may be warranted as student data, teacher data, parent data, and district data are reviewed throughout the school year. The established tentative timeline indicates the commitment to high-quality trainings, collaboration, and discussion for ongoing professional development and student achievement throughout the school year.

TIMELINE FOR IMPLEMENTATION: 2013-2014

The timeline below captures the recommended timeline for implementation and can be modified based on further discussion. All elements of the plan are implemented in Year 1 and sustained across Years 2 and 3. Findings from continuous implementation monitoring will inform necessary adjustments (*e.g.,* focus of professional development and instructional services).

	July 2013 – August 2013	September 2013 – October 2013	November 2013 – May 2014	June 2014
Comprehensive Needs Assessment/ Strategic Planning	•	• Data Analysis Review and Report • *WE Survey Suite* • SAP Needs Assessment • Strategic Planning • Carnegie Learning Needs Analysis	•	•
Building Awareness	• District-wide Back-to-school Kick-off to further develop understanding culture of high expectations • Leadership Academy and Strategic Planning for Year 1	•	•	•
Coaching Support	• Instructional coaching to start building instructional capacity •	• Leadership and Executive coaching to build leadership capacity • Mathematics Leadership: Instructional Rounds • Mathematics Leadership: Job-Embedded Leadership Support • Mathematics Teacher Practice: Instructional	• Job-embedded instructional coaching to increase instructional density related to rigor/ relevance high-leverage strategies, and fidelity to current implementation of *READ 180/System 44* • Leadership and executive coaching to continue to develop and increase instructional leadership	•

	July 2013 – August 2013	September 2013 – October 2013	November 2013 – May 2014	June 2014
		Coaching	density to support vision and goals • Mathematics Leadership: Instructional Rounds • Mathematics Leadership: Job-Embedded Leadership Support • Mathematics Teacher Practice: Instructional Coaching	
Teacher and Leader Professional Development	• Instructional Academy to build awareness of Rigor/Relevance, Scholastic, and Carnegie Learning • Phase 1 Training for *READ180/System 44/iRead/Expert 21*	• Ongoing virtual learning and support through *Nextpert*	• Cross-content literacy strategies • Ongoing virtual learning and support through *Nextpert*	• Attendance at Model Schools Conference (June 2014) • Math Content Academy
Tiered Literacy Intervention, with Cross-Content Literacy Support	•	• Support the fidelity of implementation of *READ 180/System 44/iRead*/Expert21	• Expand and upgrade tiered literacy programs and supports for *READ 180/System 44/iRead/Expert 21.* Continue wrap around services with fidelity of implementation	•
Project Management Services	• Ongoing, collaborative oversight, data collection, and reporting	• Ongoing, collaborative oversight, data collection, and reporting	• Ongoing, collaborative oversight, data collection, and reporting	• Year-end evaluation based on collaborative oversight, data collection, and reporting

TIMELINE FOR IMPLEMENTATION: 2014-2015

	July 2014 – August 2014	September 2014 – October 2014	November 2014 – May 2015	June 2015
Comprehensive Needs Assessment/ Strategic Planning	•	• Data Analysis Review and Report • *WE Survey Suite* • Carnegie Learning Needs Analysis	•	•
Building Awareness	• Strategic Planning for Year 2	•	•	•
Coaching Support	• Instructional coaching to build instructional capacity •	• Leadership and Executive coaching to build leadership capacity • Mathematics Leadership: Instructional Rounds • Mathematics Leadership: Job-Embedded Leadership Support • Mathematics Teacher Practice: Instructional Coaching	• Job-embedded instructional coaching to increase instructional density related to rigor/ relevance high-leverage strategies, and fidelity to current implementation of *READ 180/System 44/iRead* • Leadership and executive coaching to continue to develop and increase instructional leadership density to support vision and goals • Mathematics Leadership: Instructional Rounds • Mathematics Leadership: Job-Embedded Leadership Support • Mathematics Teacher	•

	July 2014 – August 2014	September 2014 – October 2014	November 2014 – May 2015	June 2015
			Practice: Instructional Coaching	
Teacher and Leader Professional Development	• Professional Development and Training Based on End-of-Year Evaluation and Progress Monitoring • Phase 1 New Teacher Orientation for *READ180/System 44/iRead/Expert 21* • Phase 2 Training for *READ180/System 44/iRead/Expert 21*	• Ongoing virtual learning and support through *Nextpert*	• Cross-content literacy strategies • Ongoing virtual learning and support through *Nextpert*	• Attendance at Model Schools Conference (June 2015) • Math Content Academy
Tiered Literacy Intervention, with Cross-Content Literacy Support	• Continue with fidelity of implementation of *READ 180/System 44/iRead*/Expert21	• Continue with fidelity of implementation of *READ 180/System 44/iRead*/Expert21	• Continue with fidelity of implementation of *READ 180/System 44/iRead*/Expert21	•
Project Management Services	• Ongoing, collaborative oversight, data collection, and reporting	• Ongoing, collaborative oversight, data collection, and reporting	• Ongoing, collaborative oversight, data collection, and reporting	• Year-end evaluation based on collaborative oversight, data collection, and reporting

TIMELINE FOR IMPLEMENTATION: 2015-2016

	July 2015 – August 2015	September 2015 – October 2015	November 2015 – May 2016	June 2016
Comprehensive Needs Assessment/ Strategic Planning	•	• Data Analysis Review and Report • *WE Survey Suite* • Carnegie Learning Needs Analysis	•	•
Building Awareness	• Strategic Planning for Year 3	•	•	•
Coaching Support	• Instructional coaching to build instructional capacity	• Leadership and Executive coaching to build leadership capacity • Mathematics Leadership: Instructional Rounds • Mathematics Leadership: Job-Embedded Leadership Support • Mathematics Teacher Practice: Instructional Coaching	• Job-embedded instructional coaching to increase instructional density related to rigor/ relevance high-leverage strategies, and fidelity to current implementation of *READ 180/System 44/iRead* • Leadership and executive coaching to continue to develop and increase instructional leadership density to support vision and goals • Mathematics Leadership: Instructional Rounds • Mathematics Leadership: Job-Embedded Leadership Support • Mathematics Teacher Practice: Instructional	•

	July 2015 – August 2015	September 2015 – October 2015	November 2015 – May 2016	June 2016
			Coaching	
Teacher and Leader Professional Development	• Professional Development and Training Based on End-of-Year Evaluation and Progress Monitoring • Phase 3 Advanced Training for *READ180/System 44/iRead/Expert21*	• Ongoing virtual learning and support through *Nextpert*	• Cross-content literacy strategies • Ongoing virtual learning and support through *Nextpert*	• Attendance at Model Schools Conference (June 2016) • Math Content Academy
Tiered Literacy Intervention, with Cross-Content Literacy Support	• Continue with fidelity of implementation of *READ 180/System* 44/iRead/Expert21	• Continue with fidelity of implementation of *READ 180/System 44/iRead*/Expert21	• Continue with fidelity of implementation of *READ 180/System 44/iRead*/Expert21	•
Project Management Services	• Ongoing, collaborative oversight, data collection, and reporting	• Ongoing, collaborative oversight, data collection, and reporting	• Ongoing, collaborative oversight, data collection, and reporting	• Year-end evaluation based on collaborative oversight, data collection, and reporting

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	**X**		District staff has a high level of expertise and successful experience in research and the implementation of the selected model. The Transformation Manager has been created at the GCSC District Office and is supported by the Accountability Division and superintendent. Onsite visitation will ensue each week, and monthly compliance visits to monitor and support the initiative implementation will be conducted by the Transformation Specialist (funded with Title I), Transformation Manager, and Director of Federal Grants, at the priority school sites.

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	X		Community meetings specific to Intervention Models have been convened by Superintendent Dr. Cheryl Pruitt, Dr. Albert Holmes, and Mr. Zimmerman, President of Local Union. Educating the entire learning community of this initiative will be a continuous process. Listed below are the dates of the meetings: May 30, 2013 May 31, 2013
Capacity Task	**Yes**	**No**	**District Evidence**
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	X		The following document aligns federal, state, and local funding sources. The district has affirmed that the alignment of federal, state, and local funding sources will be supported for transformation efforts. The SIG funds will greatly enhance the instructional services, student achievement, and school climate and culture.

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*	X		Expanded Learning Time is described below. As a transformation school, extend learning time for students will be implemented during the school year. Using SIG funding, GCSC will add two additional hours per day, four

• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex :…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*
			days per week, and 27 weeks per year to the school day. SIG schools will modify their school calendar to permit Intercessions after the first and third nine-week quarters.
			These Intercessions will be ideal for providing intensive interventions to Tier 2 and 3 students needing extra time and instruction to master the essential learning, as needed, based on the students' progress reports and various formal and informal objective data sets.
			
			The GCSC demonstrates the ability and commitment to increased instructional time before, during, after school, and Saturday intervention extended learning opportunities. Due to limited resources the SIG funds will enable the school to enhance and strengthen the quality of instruction for students. This will also be evidence in the instructional time structured and embedded into the schools' daily schedule and/or school calendar.
			
			The school day will start at 7:30 a.m. instead of 8:00 a.m. to provide additional intervention support for students who are identified by various assessment. The school day will also be extended for one additional hour, four days a week to provide additional instructional time and

			professional development opportunities. Scholastic Achievement Partners and Carnegie Learning will assist with the identification of students who need the additional support, and provide quality trainings for teachers and staff. The Parent Community Engagement Specialist will cultivate and build the networking and school relationships that will align with the building and district parental needs. The Parent Specialist will work in coordination and collaboration with the key internal and external stakeholders to improve student achievement. The compensation for extended day will be provided by the SIG.

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.

5)

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***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:*** (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 supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least	The GCSC is committed to helping Marquette Elementary School implement the Transformation Model that will create a critical difference in the climate and culture of the school, and most important, improve instruction and enhance academic achievement. The GCSC and the school have scrutinized and disaggregated all types of student, teacher, and school data to determine how best to implement this model. The need to make systematic changes in this school is grounded in several major reports and in the district-wide strategic plan, "The Courage To Change." **GCSC Vision** To ensure that the Gary Community School Corporation becomes the premiere educational system competitively preparing our youth for ventures in higher education and employment opportunities; with necessary life skills in a uniformed, safe, secure, orderly, modern and state-of-the-art learning environment. **WHAT WE BELIEVE** • Every student can learn at his/her own rate/ability. • Schools have the responsibility to create an environment where teaching and learning is fun for students and teachers. • High expectations for staff, students, parents, and community yield positive results. • A quality education is every child's right. • Parents, teachers, and students share a common desire and expectation for educational excellence. • Educational excellence and opportunity require the responsible participation of committed students, teachers, and parents. • The Corporation has the human and fiscal resources necessary to provide a quality education for all students.

biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	• Change in educational practice is necessary in order for our students to be able to compete in a changing technological society. GCSC has hired Transformational Specialists to support the schools in ensuring district goals are met. The Transformational Specialist's primary goal will be to maintain and communicate project status to all stakeholders. Project updates will be communicated on a bi-weekly basis in collaboration with the SAP project manager. **Design and Implementation** The design and implementation of the intervention model and the school improvement activities to support that model, in full alignment of the GCSC's needs and goals, is outlined as follows. Scholastic Achievement Partners will: Align new, high-quality, job-embedded professional development in a variety of formats and venues with Marquette Elementary School's comprehensive instructional program and design with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Conduct a 5-day Professional Development Academy prior to the star of the 2013 school year. The Academy will build foundational professional development, focusing on: • Understanding Rigor and Relevance: What is it? Why is it important? • Applying the Rigor/Relevance Framework to various instructional settings, learning experiences, instructional strategies, and assessments. • Identifying behaviors, activities, and school structures that contribute to personalizing rigor and relevance and supporting learning. • Designing action steps unique to their own schools that develop a culture of rigor and relevance and relationships that support student learning • Strengthening the everyday use of highly effective teaching strategies

	• Improving learning opportunities that are sensitive to the needs of all learners and sustain student motivation **Comprehensive Needs Assessment Process** The purpose of the Needs Assessment is to bring administrators and teachers together as a team to identify the strengths and weaknesses of the school and make decisions on how to bring about needed improvements in the classroom and in the school as a whole. Based on the Daggett System for Effective Instruction (DSEI), the Needs Assessment is a school-focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment. The Needs Assessment is not an evaluation, but rather is designed to guide a school's staff through a journey of self-renewal. Information is gathered through a series of classroom observations, interviews, and surveys and compiled into a comprehensive report. This report is then shared with school leaders, who will review the data and comment on its accuracy. Modifications will be made as necessary. The school and reviewers from SAP will then use the data from the report to develop suggestions for improvement. Key components of the needs assessment process include: • **Data Analysis Report** This longitudinal report provides an in-depth review of a school or district's performance measures over the course of the past three years. It provides quantitative evidence to help identify strengths and areas of needs and serves as a starting point for whole-school reform. • **Evaluate Stakeholder Perceptions - WE™ Surveys and Report** Asking students and staff for feedback about their experiences in school can initiate innovative, meaningful school change. The WE™ Survey Suite is an easy-to-use tool to help school and district leaders. The suite includes four

	surveys: WE Learn™ Student Survey, WE Teach™ Instructional Staff Survey, WE Lead™ Whole Staff Survey, WE Support™ Community Survey. • **On-site School Visit** A SAP School Coach will conduct a three-day on-site visit at each school, organized by the principal and structured as a guided tour of the school's practices and programs. The visit provides opportunities for the coach to meet with a variety of school leaders, administrators, faculty, and students to discuss programs in detail and learn as much as possible about the characteristics and practices of the school. • **Needs Assessment Report** This report is developed as a result of the findings from the data collection (WE Surveys and DAR) and the on-site visit; it will be used to guide the strategic planning process. The report provides a comprehensive analysis of student achievement data, student participation data, student subgroup data, college readiness indicators, demographic data, and school characteristics to identify strengths and potential areas of need. • **Strategic Planning** SAP will work with each Cohort II school for two days to prioritize needs, develop an action plan, and determine how to measure our efforts. All of this comes together in the Strategic Plan, which serves as a roadmap for each school improvement initiative. **Best and Next Practices at the Model Schools Conference** Send a team of school leaders (five staff/building plus district administrators) to the Model Schools Conference. The conference will focus on guiding school and district leaders toward instructional excellence, which is crucial for meeting the increased expectations of college and career ready standards, Next Generation Assessments, and teacher evaluations. Presenters include leaders from 25 of the most rapidly-

	improved schools in the nation and around the world. These individuals will share the practices that led to significant gains in learning for their students. **Nextpert** Nextpert provides tools and resources that support teachers in adapting to the instructional changes driven by new teacher evaluations, college and career ready standards, and Next Generation Assessments, including: • Lesson and Assessment Builders that guide teachers through creating instruction that supports the rigor and relevance while also increasing their capacity to create them independently • A trusted library of carefully selected lessons and assessment items that teachers can customize and personalize for their specific needs • Powerful tools that not only help increase the quality of lessons and assessments but show teachers why the changes are important • A collaboration environment in which teachers can participate and engage with one another in designing lessons and assessments and examining student work **Deeper Dive into Cross- Content Literacy Strategies** Discipline-specific teacher training will be provided for teachers in accordance with the three major strands: English/Language Arts, Mathematics, and Content Area Literacy. This support will consist of ten (10) face-to-face professional development courses. **Job-Embedded Instructional Coaching** Provide a program of job-embedded instructional coaching focusing on topics related to being college and career ready and improving instruction. Results-oriented and holistic in approach, SAP's job-embedded instructional coaches support teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real- world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.

	This comprehensive and customizable instructional coaching model assists teachers in transforming instruction by using the Rigor/Relevance Framework to plan curriculum, deliver instruction, and monitor progress. Teachers learn approaches for differentiation and scaffolding and understand how to extend rigor and adjust instruction based upon assessment. The model is built upon the following cornerstones: • Focus on Student Achievement: The coach works closely with the leadership team to ensure commitment at all levels to this goal. • Trusting Relationships: The instructional coach builds trust and supports professional growth by providing positive reinforcement, opening lines of communication, and creating a caring relationship with teachers. • Professional Learning Communities: Educators collaborate around the shared goal of increasing student achievement. The reflective dialogue also helps the coach identify areas that might require additional support. **District Level Executive Coaching** Provide district-level administrators with advisement and coaching specific to systemic and district-wide initiatives as related to building level work that is focusing on college and career readiness, instructional effectiveness, and overall student achievement and engagement. A SAP coach will provide executive coaching to a district team to provide regular updates, as well as ensure that the work happening at the building level is consistent with overall district initiatives, goals, and objectives. **Tiered Literacy Interventions to Support Struggling Readers** SAP recommends all *READ 180* and *System 44* teachers are provided support through coaching and training to further strengthen the implementation and fidelity of both programs. Additionally, SAP recommends coaching for teachers to provide targeted support to address unique classroom implementation needs. In-

classroom coaching is meant to supplement the initial professional development teachers receive and help them apply best practices for instruction into their classrooms each day. Features of in-classroom coaching include:

- Topic-specific implementation support, tailored to meet the needs and professional growth opportunities for each teacher
- Instructional goal-setting aligned to the best practices of literacy instruction and measured against student performance data
- Opportunities for teachers to receive information specific to their unique classroom situation

SAP recommends the following implementation and coaching support for *READ 180* and *System 44* as follows:

- In-Classroom Support Visit for Literacy Programs for school year 2013-14
- *READ 180* Next Generation Conversion Implementation Training

Carnegie Learning

An extensive professional development program is composed of the following five elements.

Carnegie Learning Services	Data Focus
Leadership: Instructional Rounds	Classroom Data as collected during and measured by Instructional Rounds Protocols
Leadership: Job-Embedded Leadership Support	Classroom Data as collected during and measured by Instructional Rounds Protocols
Teacher Practice: Needs Analysis & Project Management	Needs Analysis Data as measured by Implementation Fidelity Rubric, Logs, and Look-Fors
Teacher Practice: Math Content Academies	MATHia and Cognitive Tutor Software Data, Workshop Evaluation Data, Optional Content Knowledge Evaluation Data
Teacher Practice: Instructional Coaching	Data Collection from the Classroom as measured by Implementation Fidelity Rubric, Logs, and Look-Fors along with student performance data

Focused Communication and Continuous Improvement Plan

	Data gathered via a variety of rubrics such as interviews, surveys, school and classroom walk-throughs, and conferences will be incorporated into a focused communication and continuous improvement plan to provide a consistent record of actions to address the challenges and the progress toward meeting development goals. This detailed communication plan will outline all stakeholders in the project, will identify procedures for communication of concerns and questions throughout the project, and will drive all day-to-day decisions. By utilizing a range of tools and techniques for the district and school leadership to share its feedback, the project manager and school team will have both quantitative and qualitative data to drive quality assurance and will provide a consistent record of actions to address challenges and the progress toward meeting developmental goals. This approach will also quickly assess effective instructional and administrative leadership. Any concerns regarding project quality, project milestones, or timeline of the work will be addressed as a priority.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***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:*** (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based	GCSC has recruited, screened, selected, and will support Scholastic Achievement Partners (SAP) and Carnegie Learning as its external providers. Scholastic Achievement Partners (SAP), the professional services arm of Scholastic Inc., focuses on providing comprehensive school improvement services to enable all students to reach their full potential. SAP is formed from a deep partnership between two world-class education improvement organizations — **Scholastic Inc.** and the **International Center for Leadership in Education** (ICLE) — to offer a powerful team capable of working across a broad range of needs to impact student achievement and improve low-performing schools. The result is school turnaround and transformation that is research-based, proven effective, and designed for scale and sustainability.

effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (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	The SAP team has deep experience in helping to impact student achievement positively. For over 90 years, Scholastic's mission has been to make every student a better reader, learner, and citizen. For the last 12 years, Scholastic Education has partnered with 1,500+ districts and 18,000+ classrooms of all sizes and diverse populations to enable scalable, sustainable literacy improvement for struggling, low income, minority, special education, limited English proficient, and low-achieving students. ICLE, founded by leading school improvement expert Willard Daggett, has 20 years of experience in helping to improve schools, strengthen instructional culture, and bolster teaching practices. Two examples of evidence of SAP's expertise and success in teacher and leadership development, community engagement, and academic intervention follow. 1. Broad Ripple Magnet High School, Indianapolis, Indiana One year after the Indiana State Board of Education (SBOE) paired Broad Ripple Magnet High School with Scholastic to help turn around a school in need of improvement; its state-assigned letter grade has improved from an "F" to a "B." Identified by the Indiana Department of Education in 2011 as a school in need of additional support, Broad Ripple has seen a rapid turnaround after just one year of work with Scholastic Achievement Partners, the services, consulting and school improvement arm of Scholastic Education. In the 2011-2012 school year, Scholastic and Broad Ripple Magnet High School focused on five key areas to quickly raise student achievement: 1) Improving Instruction – Scholastic and Broad Ripple set goals at the beginning of the year to identify key instructional best practices to implement in classrooms, and to provide professional development and support to teachers so they could learn them and use them. Scholastic helped create detailed professional learning plans for educators, enrolled teachers in online courses, provided side-by-side

(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.	coaching, and closely monitored the implementation of new strategies and programs. 2) Supporting Struggling Readers – With the goal of helping students who struggle with reading accelerate their learning, Scholastic and Broad Ripple implemented the READ 180® program for 88 struggling students, and provided ongoing training for teachers in data-driven instruction and progress monitoring for leaders. READ 180 is a research -based program proven to be effective in helping struggling students get back to grade level in reading. 3) Building Instructional Leaders – Scholastic worked with Broad Ripple school leaders on a plan to build a network of instructional leaders within the school. The result was the creation of a Teacher Advisory Leadership Committee made up of administrators and teachers who understand best practices and who represent the voice of teachers. 4) Involving Community – With the goal of helping the school better communicate with the community and elevate the voice of families, organized two community open houses and provided ongoing coaching for staff on enhancing community involvement. Comparing end-of-year test results from spring 2011 to spring 2012, students at Broad Ripple showed significant gains in math and reading. The percentage of students scoring at the proficient level went from 55% to 71%. “Creating fast, meaningful change in an organization as dynamic as Broad Ripple Magnet High School takes a strategic approach and one that involves buy-in from all levels,” said Duncan Young, Senior Vice President of SAP. “From the beginning, Scholastic and the educators and leaders at Broad Ripple approached the challenge of improving student outcomes as a team effort to help the school capitalize on successes, fine-tune instructional practices and focus on things that drive student learning. This was a true team effort involving the Indiana Department of Education, Indianapolis

	Public Schools, and of course the amazing team of Broad Ripple educators. We're proud of the progress that has been made, and we look forward to continuing our work with Broad Ripple to turn this B into an A." The full case study can be found at: http://teacher.scholastic.com/products/scholastic-achievement-partners/case-study-broad-ripple-indiana.htm 2. Assumption Parish School District, Louisiana During the 2007-08 school year, Labadieville Primary School (LPS) set out to improve academic outcomes for all students. An important goal was raising achievement on the state test. In 2007 only 62% of LPS 3rd grade students scored at the basic or higher level on the English Language Arts (ELA) *i*LEAP. In addition, the in-school suspension rate had grown to 10.7% in 2007, almost double the state average (5.9%). In the 2008-09 school year, LPS engaged SAP for help in identifying the school's unique needs and creating a sustainable plan to improve student achievement, engagement, and motivation. SAP conducted a comprehensive needs assessment to understand the strengths and challenges of the school, and identify areas for improvement. The comprehensive needs assessment included using WE Teach, WE Learn, and WE Lead surveys to collect data from LPS faculty, students, parents, and administrators. The surveys are designed to provide insight into these different stakeholders' perceptions of the learning environment. Since partnering with SAP in the fall of 2008, student achievement has improved. For example, in 2008 62% of students scored at the basic or higher level on the 3rd grade *i*LEAP, just under the state passing rate of 66%. By spring 2010, 75% of LPS 3rd graders scored at the basic level or above, compared to 67% for the state. This was a 14-percentage-point increase for LPS students from 2008, compared to a 1-

	percentage-point increase for the state. Out-of-school suspensions, which were at 7.6% (close to the state rate of 7%) prior to SAP's intervention, declined to a rate (4.3%) below the state level (6.4%) in 2008-09. Carnegie Learning is a leading publisher of innovative, research-based mathematics curricula and professional development services for middle school and high school students and teachers. The company, founded in 1997, is headquartered in Pittsburgh, Pennsylvania and employs 135 full-time staff with full-time national implementation support personnel. Founded by cognitive and computer scientists from Carnegie Mellon University in conjunction with veteran mathematics teachers, Carnegie Learning currently works with more than 500,000 students in nearly 3,000 schools nationwide to develop best practices in standards-based mathematics curricula and instruction. Carnegie Learning's professional development pedagogy has its roots in more than 20 years of cognitive and computer science research at Carnegie Mellon University. The primary theoretical basis for the student-centered learning approach comes from co-founder John Anderson's ACT-R model of learning and performance that states that performance knowledge (*i.e.,* how to do math) can only be learned by doing, not by just listening or watching. Using this theory, a cognitive model of problem solving was created by writing "if/then" rules that reflect and anticipate students' various strategies for solving math problems and the common misperceptions they had that led to missteps and wrong answers. The result is a highly effective, differentiated and mastery-based approach to teaching and learning math and knowledge tracing. The GSCS undertook a process for interviewing and analyzing the quality and efficiency of external provider candidates based on criteria that included evidenced-based effectiveness, experience, expertise, documentation, commitment of timely and effective implementation, and ability in addressing and meeting Marquette Elementary School's identified SIG needs. Further, GCSC aligned Marquette Elementary School's current efficiency, capacity, and time and personal resources to SAP's capabilities and recommendations. GCSC has been and will continue to assess regular communication with SAP to ensure that supports are taking place and are adjusted according to the school's identified

	needs. GSCS will be assessing the utilization of multiple sources of data (such as the WE™ Survey Suite, Needs Assessment, Data Analysis Report, etc.) to evaluate the effectiveness of the supports provided and will report the results to the IDOE. GCSC will assess the monitoring of records for quality and frequency of supports provided by SAP. GCSC will assess the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with SAP to ensure the full implementation of supports GSCS will assess the recording and reporting of progress to Marquette Elementary School, itself, IDOE, and USDE.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	

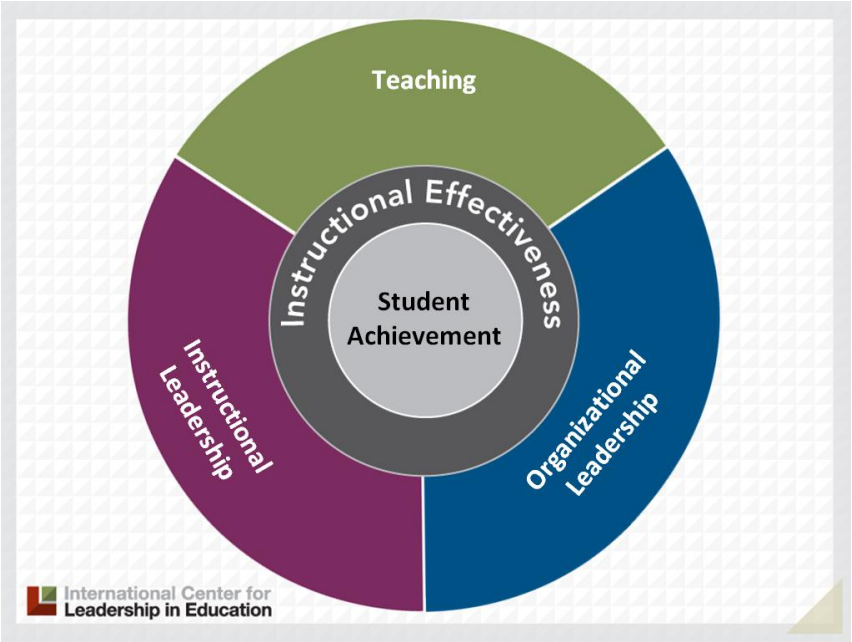
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and	GCSC has identified other potential resources as follows: • Research-based instructional practices that are vertically aligned across grade levels and academic standards • Assistance with the design and implementation of a school improvement plan that includes: • High-quality job-embedded professional development designed to assist the school in implementing the Transformation Model • Recruitment of teaching staff • High-quality job-embedded staff development aligned to grant goals to assist all student subgroups • Early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read **The Daggett System for Effective Instruction** Research and observation support what most educators see as common sense: what goes on between the teacher and the each student is central to high-level learning. Effective teaching is not the end goal, however; it is the means to an end: student achievement. Nevertheless, all teaching is more effective when supported. Achieving the goal of improving instruction requires a supportive and aligned system. Stated another way, effective teaching is essential, but not sufficient to maximize achievement for all students. This understanding of the need for an organization-wide commitment shapes the Daggett System for Effective Instruction (DSEI). DSEI is more than an approach to enhancing instruction and instructional capacity. It is a way of thinking about what we believe about children, schools, and learning which has coalesced at a critical time in American education when standards, assessments, accountability, and teacher evaluation systems are intersecting with budgets, time pressures, resources, and public policy debates. The DSEI builds upon the successful practices, tools and research of many, including: Research and meta-analysis on effective instruction and maximum learning time, such as:

(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.	• John Hattie's *Visible Learning* research on effective instructional practices • Sutton Trust *Toolkit of Strategies to Improve Learning* • InTASC *Model Core Teaching Standards* • the meta-analyses of Robert Marzano • Charlotte Danielson's *The Framework for Teaching* • *Focused on Student Success: A Five-Year Research Study of Models, Networks, and Policies to Support and Sustain Rigor and Relevance for ALL Students* conducted by Russ Quaglia, ICLE, and the Successful Practices Network • SAP's Rigor/Relevance Framework, which informs our two decades of assisting schools in curriculum and instruction • SAP's Effectiveness and Efficiency Framework tool and process, which helps leadership teams prioritize current programs, practices and initiatives according to both their instructional effectiveness and their time/cost efficiency The DSEI is a way to transform traditional systems, approaches and schools into efficient and effective models that more fully prepare students — especially students most at risk — to succeed. The Daggett System's most distinguishing attributes include: • Balancing effectiveness with considerations of efficiency (*e.g.,* affordability) • Its grounding in a broad base of analysis and meta-analysis research on instructional effectiveness as well as efficiency and optimal use of time and resources • Focus on coherence and alignment with instructional capacity at the system/organization level • Focus on instructional leadership's role in optimizing learning and maximizing instructional capacity and effectiveness • Best practices drawn from "hands-on" experiences partnering with model schools The Daggett System supports the teacher in the classroom via: • Vertical system alignment — with organizational systems, programs, schedules,

budgets, and structures

- Horizontal system alignment — with instructional leadership, peers, teaching colleagues and classroom and community resources

Because teachers are the most powerful influence on instruction, the entire system needs to be focused on making teachers effective and learning time optimal.



Organizational Leadership. In the DSEI, Organizational Leadership involves a mentality, structure, focus, and commitment to create the environment in which learning and time for learning are maximized. Six primary functions of Organizational Leadership are:

- Create a culture of high expectations
- Create a shared vision
- Build leadership capacity
- Align organizational structures and systems to vision

	• Align teacher/administrator selection, support, and evaluation • Support decision making with data systems **Instructional Leadership.** The Instructional Leadership segment of the DSEI concentrates on five overarching elements: • Use research to establish urgency for higher expectations • Align curriculum to standards • Integrate literacy and math across all content areas • Facilitate data-driven decision making to inform instruction • Provide opportunities for focused professional collaboration and growth **Teaching.** Drawing on the research on teacher effectiveness and instructional efficiency and on observations of best practices for two decades, the DSEI focuses on six aspects of Teaching: • Embrace rigorous and relevant expectations for all students • Build strong relationship with students • Possess depth of content knowledge and make it relevant to students • Facilitate rigorous and relevant instruction based on how students learn • Demonstrate expertise in use of instructional strategies, technology, and best practices • Use assessments to target, guide and differentiate instruction

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
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: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures;	The GCSC will provide ongoing monitoring and oversight throughout the three years of the SIG. The district's commitment to modify its practices or polices, if necessary, to ensure that all the required components of the Intervention Model is fully and effectively adhered to. a. The district will work with the union to address any potential impediments that may halt the school improvement implementation process. Also, the organizational structure of the school may need to be restructured to ensure that the needed change takes place. b. The principal, district, and select teacher representatives will be charged with interviewing and screening potential candidates. c. The main responsibility of the Transformation School Manager is to help document and provide ongoing accountability during the school year. Monthly reports and weekly visits will be required; team meetings will also be required on a monthly basis. The infusion of technology will enable school administrators, staff, parents, and district administrators to communicate and plan on a regular basis. The commitment of a new Transformation School Manager will ensure accountability for the following responsibilities: • Planning, organizing and facilitating the execution of strategic business initiatives. • Documenting concepts and ideas to help drive consensus around new ways of driving improvements. Providing recommendations on short and long term process, system and organizational changes

(iii) school administrator and staff dismissal procedures;
 	
(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]
 	
(v) school administrator and staff rewards for increased student achievement and/or graduation rate;
 	
(vi) school administrator and staff recruitment, placement and retention procedures ; and
 	
(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.
	• Maintaining and communicating project status to all stakeholders.
	• Driving the sound execution of complex, strategic projects. To this end, will perform a variety of tasks including:
	
	○ Developing sound execution plans
	  • Consulting with management and review project proposals to determine goals, time frame, funding limitations, staffing requirements and allotment of resources.
	  • Developing resource and activity plans; coordinating sub projects/tasks among vendor an internal departments; monitoring and managing project scope and project scope and effectively communicating necessary changes to scope and corresponding impact
	  • Developing and preparing and maintaining all project and account management deliverables, project plans, functional specifications, project status reports and project schedules in accordance with best practices.
	
	○ Driving the pace/problem solving
	  • Managing deadlines, evaluating team progress and performance, monitoring and summarizing progress of the on-going projects for executive – level review
	  • Escalating issues so that roadblocks can be effectively cleared on a time basis
	  • Proactively identifying potential issues through active management
	  • Encouraging team members in problem solving to proactively address issues
	  • Communicating progress and dependencies effectively between multiple internal and external stakeholders
	
	○ Identifying and mitigating project risks and uncertainties
	  • Identify risks to project schedule, budget, and effectiveness

	• Plan and prepare actions to mitigate • Develop contingency plans ○ Developing mechanism to monitor ongoing impact • Identify goals, metrics, and trajectories • Develop reporting dashboards • Create processes for ongoing student academic achievements, review, and related feedback loops ○ Instilling a culture of delivery • Creating a shared sense of urgency • Applying gently pressure, relentlessly • Consistently pushing for fast progress • Asking difficult questions, laboring to take excuses off of the table • Developing structures and culture focused on results • Presenting and communicating with cross- functional partners and leadership teams • Developing relationships through the use of candor and objectivity while being sensitive to business partners' unique internal and external drives.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as	**Program Evaluation and Management (On-going)** As part of SAP's work, it will assign a dedicated project manager to partner with district leaders to oversee the successful implementation of all initiatives. The project manager will work with school staff to create a robust implementation plan, defining, creating, and collecting metrics throughout the project and reporting progress back to the GCSC. The project manager will also maintain constant communication with the GCSC and oversee the coaching and consulting team to ensure quality delivery of all professional development. In addition, he or she will assist in the successful implementation of the scope of work and services through collaboration with the school leadership team and teaching staff. Successful evaluation will determine clearly if transition goals are being met and at what level. Program evaluation provides the story of where and why there are successes and if they haven't been met, a series of rationales for the "miss" that ensures discussion and potential action moving forward. A comprehensive evaluation plan will be created to outline the essential components that measure both progress and completion of the original goals. These components include both periodic and summative measurements, utilizing both quantitative and qualitative aspects. The final evaluation summary will outline strengths and growth components for all areas and suggest next steps where appropriate. It is vital that skill development be nurtured and developed over time. To meet this need, the end goal will be one of building the capacity of administrators and teachers in executing plans to maximize student success that extend beyond the perimeter of effective training and coaching per se. Such development is based on a school-focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment. In short, professional development

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,	and job-embedded coaching are not successful when structured as (or perceived to be) a one-time event or a short-term fad; participants must see a commitment and a long-term plan with regular coaching events presented in a mix of group and individual training; conferences at which attendees can observe, be inspired, and motivated by instructional leadership models used by peers outside the district; and receive ongoing, personalized support. Implementation of capacity building for system-wide change through a measurement plan is a core part of SAP's work. The SAP project manager will work with team members to collect all data — a significant part of their role is executing a progress monitoring process. SAP project managers have the support of an expert team of data analysts in the National Office who create almost 2,000 detailed data analyses on school improvement each year.

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)
1. *Replace the principal and grant principal operational flexibility.*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*			

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period

			(month)
4. *Provide high quality, job-embedded professional development.*			

5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*			

6. *Use data to implement an aligned instructional program.*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period

			(month)
7. *Promote the use of data to inform and differentiated instruction.*			

8. *Provide increased learning time for students and staff.*			

9. *Provide social-emotional and community-oriented services/supports.*			

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

Pre-Implementation

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

Action:

Timeline:

Budget:

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

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

Transformation Model

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	The Human Resources Department has started recruitment internally and externally to ensure that Marquette Elementary School will have best principal in place for the 2013-14 school year. Job postings have been listed in major newspapers, electronic print media, and other publications. Priority will be given to candidates who have worked in schools with an intervention model and have a proven track record. The GCSC Human Resources Department has a rigorous selection process in place. In addition, the IDOE Principal Effectiveness Rubric will be used to determine qualification during the selection process. A comprehensive interview and tour will ensue, once candidates are selected to meet parents, teachers, students, administrators, and school board trustees.	Cheryl Pruitt /Superintendent, GCSC	All tasks/steps begin summer 2013
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	Apply rigorous, transparent, and equitable systems for evaluation of teachers and the principal that take into account data on student growth and are designed and developed with teacher and principal involvement. This work will involve the observation, support, and evaluation of teachers and the principal in formal and informal Needs Assessments to identify areas of	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

	strength and areas in need of improvement. In addition, the WE™ Survey Suite will be used to initiate innovative, meaningful school change among school leaders, teachers, students, and the community. The suite includes four surveys: WE Learn™ Student Survey, WE Teach™ Instructional Staff Survey, WE Lead™ Whole Staff Survey, and WE Support™ Community Survey. SAP will identify key metrics for successful accomplishment of program goals, and create dashboards and conduct ongoing progress monitoring meetings to ensure that all key objectives are being met. Progress-monitoring tools and dashboards will track progress against goals. A primary role of the Director of Professional Learning will be to generate progress reports and data to give GCSC leadership a 360º view of progress against state goals. Detailed weekly reporting will update GCSC leadership on the progress of all key initiatives.		

3. 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.	Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. The current plan will first be evaluated, followed by collaborative development of a new plan to identify and reward high-impact leaders, teachers, and staff and identify and remove those unable/unwilling to improve.	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need. Professional development is conducted weekly through job-embedded opportunities at the school Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction. SAP will: Align new, high-quality, job-embedded professional development in a variety of formats and venues with Marquette Elementary School's comprehensive instructional program and design with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. Conduct a 5-day Professional Development Academy prior to the star of the 2013 school year. The Academy will build foundational professional development, focusing on: • Understanding Rigor and Relevance: What is it? Why is it important? • Applying the Rigor/Relevance Framework to various instructional settings, learning experiences, instructional strategies, and	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

	assessments. • Identifying behaviors, activities, and school structures that contribute to personalizing rigor and relevance and supporting learning. • Designing action steps unique to their own schools that develop a culture of rigor and relevance and relationships that support student learning • Strengthening the everyday use of highly effective teaching strategies • Improving learning opportunities that are sensitive to the needs of all learners and sustain student motivation **Comprehensive Needs Assessment Process** The purpose of the Needs Assessment is to bring administrators and teachers together as a team to identify the strengths and weaknesses of the school and make decisions on how to bring about needed improvements in the classroom and in the school as a whole. Based on the Daggett System for Effective Instruction (DSEI), the Needs Assessment is a school-focused process that operates on the belief that improving teaching and learning is a continuous effort that requires open and objective dialogue in a professional and non-threatening environment. The Needs Assessment is not an evaluation, but rather is designed to guide a school's staff through a journey of self-renewal. Information is gathered through a series of classroom observations, interviews, and surveys and		

	compiled into a comprehensive report. This report is then shared with school leaders, who will review the data and comment on its accuracy. Modifications will be made as necessary. The school and reviewers from SAP will then use the data from the report to develop suggestions for improvement. Key components of the needs assessment process include: • **Data Analysis Report** This longitudinal report provides an in-depth review of a school or district's performance measures over the course of the past three years. It provides quantitative evidence to help identify strengths and areas of needs and serves as a starting point for whole-school reform. • **Evaluate Stakeholder Perceptions - WE™ Surveys and Report** Asking students and staff for feedback about their experiences in school can initiate innovative, meaningful school change. The WE™ Survey Suite is an easy-to-use tool to help school and district leaders. The suite includes four surveys: WE Learn™ Student Survey, WE Teach™ Instructional Staff Survey, WE Lead™ Whole Staff Survey, WE Support™ Community Survey. • **On-site School Visit** A SAP School Coach will conduct a three-day on-site visit at each school, organized by the principal and structured as a guided tour of the		

	school's practices and programs. The visit provides opportunities for the coach to meet with a variety of school leaders, administrators, faculty, and students to discuss programs in detail and learn as much as possible about the characteristics and practices of the school. • **Needs Assessment Report** This report is developed as a result of the findings from the data collection (WE Surveys and DAR) and the on-site visit, it will be used to guide the strategic planning process. The report provides a comprehensive analysis of student achievement data, student participation data, student subgroup data, college readiness indicators, demographic data, and school characteristics to identify strengths and potential areas of need. • **Strategic Planning** SAP will work with each Cohort II school for two days to prioritize needs, develop an action plan, and determine how to measure our efforts. All of this comes together in the Strategic Plan, which serves as a roadmap for each school improvement initiative. **Best and Next Practices at the Model Schools Conference** Send a team of school leaders (five staff/building plus		

	district administrators) to the Model Schools Conference. The conference will focus on guiding school and district leaders toward instructional excellence, which is crucial for meeting the increased expectations of college and career ready standards, Next Generation Assessments, and teacher evaluations. Presenters include leaders from 25 of the most rapidly-improved schools in the nation and around the world. These individuals will share the practices that led to significant gains in learning for their students. **Nextpert** Nextpert provides tools and resources that support teachers in adapting to the instructional changes driven by new teacher evaluations, college and career ready standards, and Next Generation Assessments, including: • Lesson and Assessment Builders that guide teachers through creating instruction that supports the rigor and relevance while also increasing their capacity to create them independently • A trusted library of carefully selected lessons and assessment items that teachers can customize and personalize for their specific needs • Powerful tools that not only help increase the quality of lessons and assessments but show teachers why the changes are important • A collaboration environment in which teachers can participate and engage with one another in designing lessons and assessments and examining student work		

	Deeper Dive into Cross- Content Literacy Strategies Discipline-specific teacher training will be provided for teachers in accordance with the three major strands: English/Language Arts, Mathematics, and Content Area Literacy. This support will consist of ten (10) face-to-face professional development courses. **Job-Embedded Instructional Coaching** Provide a program of job-embedded instructional coaching focusing on topics related to being college and career ready and improving instruction. Results-oriented and holistic in approach, SAP's job-embedded instructional coaches support teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real- world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement. This comprehensive and customizable instructional coaching model assists teachers in transforming instruction by using the Rigor/Relevance Framework to plan curriculum, deliver instruction, and monitor progress. Teachers learn approaches for differentiation and scaffolding and understand how to extend rigor and adjust instruction based upon assessment. The model is built upon the following cornerstones: • Focus on Student Achievement: The coach works closely with the leadership team to ensure commitment at all levels to this goal. • Trusting Relationships: The instructional coach		

	builds trust and supports professional growth by providing positive reinforcement, opening lines of communication, and creating a caring relationship with teachers. • Professional Learning Communities: Educators collaborate around the shared goal of increasing student achievement. The reflective dialogue also helps the coach identify areas that might require additional support. **District Level Executive Coaching** Provide district-level administrators with advisement and coaching specific to systemic and district-wide initiatives as related to building level work that is focusing on college and career readiness, instructional effectiveness, and overall student achievement and engagement. A SAP coach will provide executive coaching to a district team to provide regular updates, as well as ensure that the work happening at the building level is consistent with overall district initiatives, goals, and objectives. **Tiered Literacy Interventions to Support Struggling Readers** SAP recommends all *READ 180* and *System 44* teachers are provided support through coaching and training to further strengthen the implementation and fidelity of both programs. Additionally, SAP recommends coaching for teachers to provide targeted support to address unique classroom implementation needs. In-classroom		

	coaching is meant to supplement the initial professional development teachers receive and help them apply best practices for instruction into their classrooms each day. Features of in-classroom coaching include: • Topic-specific implementation support, tailored to meet the needs and professional growth opportunities for each teacher • Instructional goal-setting aligned to the best practices of literacy instruction and measured against student performance data • Opportunities for teachers to receive information specific to their unique classroom situation SAP recommends the following implementation and coaching support for *READ 180* and *System 44* as follows: • In-Classroom Support Visit for Literacy Programs for school year 2013-14 • *READ 180* Next Generation Conversion Implementation Training In addition: **iRead** *iRead* is a new, fully digital, foundational reading solution designed to close the achievement gap before it begins and place all K-2 students on a predictable path to college and career readiness. The promise of *iRead* is to ensure that all children leave second grade with the foundational skills upon which reading proficiency can be built.		

	Expert 21 *Expert 21* teaches reading, writing, and thinking for the 21st Century by carefully weaving a comprehensive set of skills strands throughout the program. Reading selections emphasize development of interdisciplinary knowledge in English, Reading, Language Arts, History, Science, Geography, and the Arts. The *21 Book* emphasizes themes in Health Literacy, Civic Literacy, Financial Literacy, and Global Awareness. *Expert 21* accelerates the acquisition of standards-aligned literacy skills, while integrating 21st century competencies to ensure all students are college and career ready. ***Scholastic Reading Inventory*** The *Scholastic Reading Inventory* (SRI) is a research-based, computer adaptive test that assesses reading comprehension on the Lexile® Framework for Reading for students in grades K-12. The purpose of the assessment is to quickly and accurately assess reading comprehension over the course of students' education in order to inform instruction and match students to text using the Lexile Framework. The adaptive reading assessment must deliver fast, frequent, responsive, accurate, user-friendly, and meaningful reading assessment tools. Specifically, the assessment will be used to set growth goals, differentiate instruction, monitor progress, forecast performance, and help place students at the most appropriate level in a reading program so they will read	Liz Storey/ Director of Educational Partnerships,	

	with success. The program will include high-quality professional development designed to expand teachers' knowledge of the Lexile Framework, the adaptive assessment software, as well as, using report data to plan instruction The program will also include a management system for teachers and administrators to monitor achievement. Students' achievement must be tracked by the computer and reported frequently to teachers in various formats. The software should adapt based on student responses as they progress through the assessment. SAP also recommends expanding current *System* 44 and *READ 180* intervention systems purchased by the district: ***System 44* Next Generation Conversion Kit – Secondary.** *System 44 Next Generation* builds mastery of foundational reading skills through personalized learning technology and direct instruction phonics, decoding, reading, and writing skills as outlined in college and career ready standards. ***READ 180* Enterprise Edition to Next Generation Upgrade Package** - Stage B *READ 180 Next Generation*, which is individualized based on students' assessed needs and performance, addresses the five components of an effective reading program: phonemic awareness, phonics, fluency, comprehension, and vocabulary.	Carnegie Learning	

	READ 180 **Enterprise Edition to Next Generation Upgrade Package** - Stage C **Carnegie Learning** *Element A: Leadership Instructional Rounds* The Carnegie Learning Leadership: Instructional Rounds process will provide a mathematics framework for GCSC leaders to develop a common discourse and vision for high-quality instruction, define a strategy and theory of action for changing teacher practice, and observe and analyze teaching and learning. Developed at Harvard University, Instructional Rounds is a clinical approach for examining a school's instructional core; that is, the relationship between the teachers and the students in the presence of the content. The process provides an explicit structure of protocols and procedures for understanding effective teaching and learning. *Element B: Leadership: Job-Embedded Leadership Support* Carnegie Learning will work alongside GCSC Leaders to develop instructional leadership capacity by providing high-quality professional development tailored to the teachers and students they serve. Based on data and feedback from the Instructional Rounds Process, GCSC Leaders will work with Carnegie Learning Professionals to create goals and action plans focused on improving student achievement in mathematics. *Element C: Teacher Practice: Needs Analysis & Project Management* The GCSC Needs Analysis will collect information regarding the status of mathematics teaching and learning in each of the		

	six sites. The information gathered during the math needs assessment will provide data for Carnegie Learning and the district and schools to define a professional learning plan that meets the needs of the organization and the objectives of the GCSC school improvement objectives. The site-visits and subsequent analysis are intended to provide GCSC with feedback and recommendations to assist in making decisions about how to improve mathematics achievement and teacher practice. In cooperation with the schools, Carnegie Learning will gather information and document evidence about each site's implementation utilizing the Implementation Fidelity Rubric (included with this document), a research-based framework of best practices in teaching. A final summary report regarding the current status of the implementation and the next level of work in each building will be shared with building leaders. The Carnegie Learning GCSC Team will gather evidence and data that show each school's progress toward meeting the performance indicators set out in the Implementation Fidelity Rubric. Carnegie Learning will work with teachers to reflect on the evidence and data collected and create initial conclusions in an overall summary of findings. *Element D: Teacher Practice: Math Content Academies* Carnegie Learning Math Academies create a targeted learning experience in a specific content area and grade levels to give teachers a better understanding of the connection between early math concepts and later math concepts to develop and understanding of vertical articulation in a "Learning by Doing" environment. The benefits of incorporating this principle into the GCSC design include: • Participants are active learners. • High-level cognitive demand mathematical tasks require teachers to create models, connect representations, construct arguments, and solve problems in real-world		

	scenarios. • Best instructional practices are modeled by facilitator and debriefed by participants to investigate how instructional decisions informed by formative assessment techniques impact lesson implementation. • Focus on deep conceptual understanding through hands-on tasks using models & manipulatives allow participants to look for patterning to create generalizations in order to bridge the connection between concrete and abstract thinking. • Increased content knowledge increases teachers' confidence in delivering grade-level content. • Workshop design supports teachers to make connections to on-grade level mathematics and vertical alignment of the college- and career-ready standards for Mathematics. *Element E: Teacher Practice: Instructional Coaching* The Instructional Coaching phase is centered on the 1:1 coaching relationship between a Carnegie Learning team member and GCSC classroom teacher. During this phase, teachers will focus on their expertise and understanding in implementing the math curricula and in teaching mathematics.		

5. Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).	Collaboratively identify and develop an improved work environment and other incentives with an emphasis on attaining and retaining appropriately skilled staff. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

6. *Provide increased learning time for students and staff.*	Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for: (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development. Employ proprietary tools and technology (*e.g.,* dashboards, quickly administered and scored assessments, and webinars) to inform the collaborative creation of ways to increase instructional time and teacher planning and professional development opportunities. Provide classroom and professional time management support as well.	SAP Albert Holmes/Federal Programs Coordinator GCSC	

7. *Use data to implement an aligned instructional program.*	Identify, develop, and promote a continuous process of aligning curriculum, instruction, and assessment that is guided by a well-developed data structure to accelerate student achievement, coordinate and deliver training to faculty and staff, monitor the fidelity of data use in partnership with district and schools, and evaluate and revise professional development as necessary. Alignment will encompass both vertical alignment from one grade to the next as well as alignment with college and career ready standards. Gather and analyze data from all appropriate sources. A longitudinal Data Analysis Report (DAR) will provide an in-depth review of school performance measures	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

	over the course of the past three years. It offers quantitative evidence to help identify strengths and areas of needs and serves as a starting point for whole-school reform.		

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	Creating an actual culture of data-based decision making for Marquette Elementary School means utilizing current data to: (a) develop a clear understanding of the performance levels of each and every student and (b) make decisions about curriculum, instruction, and assessment. Promoting the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students needs to occur on a weekly basis. Using data structures, Marquette Elementary School can accurately validate areas of strengths and needs, identify priority issues, and effectively make adjustments in order to meet the needs of its students. Administrators and teachers can learn the knowledge and skill to collect and analyze data, turn it into meaningful information, and then change the school processes that will positively impact student achievement. Developing empowerment and relationship-building skills within the administrative team ensures that the initiative remains intact. Use a data-driven decision-making as a model and teachable moment for staff development relative to the use of data (*e.g.,* customized leadership development coaching plans). This includes a thorough analysis process	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

	and interpretation to all stakeholders.		

9. *Provide mechanisms for family and community engagement.*	SAP will collaborate with Marquette Elementary School and GCSC on the development and implementation of a comprehensive family and community plan to maximize engagement of all stakeholders. The plan will include the results from the WE Support™ Community Survey, defining clear expectations and specific policies and resources and recommendations for this work. The central component of this plan is the development of a focused communication initiative to ensure common focus and buy-in from all external and internal stakeholders. To do so, SAP will: 1. Assess the current status of community engagement 2. Create a collaboration plan to bridge the school and community 3. Develop buy-in from community, family, and business to support student achievement 4. Involve parents/families in academic goals 5. Support the collaboration plan between the school and community Promotion of engaged relevant stakeholders groups will occur through an improved communication and collaborative work. An exhaustive list of community resources/support systems for academic achievement will be prepared for alignment, coordination, and	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

	integration. Job functions and work plans for parent liaisons will be developed as well as an evaluation system.		

10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	Implement a fully comprehensive approach to substantially approve student achievement outcomes and ultimately increase high school graduation rates. Seek creative initiatives and maximize the positive impact of operational flexibility. Initiatives will be evaluated for their potential replication in other schools and curriculum areas. By focusing first on effective instructional strategies and practices, design safe, secure, and caring learning environments that enhance relationships and personalize instruction for all students, such as supportive transitional programs and community partnerships. Such structures facilitate staff collaboration, connect students with caring adults, and nurture learning environments designed to provide students with rigorous coursework, relevant experiences, and meaningful relationships with teachers who will help them attain their goals and aspirations. Programs, structures, and the physical environment reflec a concern for and reinforce relationships, address student needs, and offer a safe, secure, nurturing and engaging environment for learning. Instructional goals determine organizational issues and structures; organizational issues and structures are adapte	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

	to support the learning needs of all students, to forge staf collaboration, and to provide a personalized environment that supports relationships and encourages achievement. Time, use of space, “environmental,” physical plant, and resources are aligned with student learning and engagement goals. **Examine Models of Successful Organizational Structures** • Case study-based workshops on exemplars of organizational structures that support learning and achievement • Observations of exemplary best practices at annual Model Schools Conferences and Symposiums • Consultant-led workshops for leadership and staff on transition years programs **Align Organizational and Structure Issues to Curricular and Instructional Priorities** • Consultant-facilitated leadership team analysis of existing organizational issues and structures identify organizational barriers and prioritize issues and structures that need to be addressed. • Audit of staff and other school community stakeholders perceptions related to organizational and structural issues: relate to school improvement plans, identify disconnects with leadership team analysis, build consensus, and communicate rationale. • Review of school improvement plans related to		

	organizational and structural issues. **Clarify Needs and Develop Implementation Plans** • Consultant-facilitated needs assessment and action planning on organizational structures to support student learning. • Consultant-facilitated needs assessment and action planning on school facilities and physical plant and environment to support student learning, including architectural design analysis.		

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	SAP's Director of Professional Learning oversees *all* aspects of *all* improvement initiatives, including components of the SIG plan implemented by GCSC directly and the state. A complete list of technical assistance and support for both teachers and the principal is provided in #4. Further, SAP's chosen leaders for GCSC are incredibly experienced in change management and the Transformation Model per se.	SAP Albert Holmes/Federal Programs Coordinator GCSC	August 2013-June 2014

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

The Human Resources Department has started recruitment internally and externally to ensure that Marquette Elementary School will have best principal in place for the 2013-2014 school year.

Job postings have been listed in major newspapers, electronic print media, and other publications. Priority will be given to candidates who have worked in schools with an intervention model and have a proven track record.

The GCSC Human Resources Department has a rigorous selection process in place. In addition, the IDOE Principal Effectiveness Rubric will be used to determine qualification during the selection process. A comprehensive interview and tour will ensue, once candidates are selected to meet parents, teachers, students, administrators, and school board trustees.

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

<u>Check Your Work</u> - *Additional Requirements for All Models*

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	✓	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	✓	
3. The timeline demonstrates that *all* 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. *Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.*			
2. *Must enroll within the grades it serves, any former student who wishes to attend.*			

Pre-Implementation

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

Action:

Timeline:

Budget:

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

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

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. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* 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 measureable 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**
Example: 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
69% of all students are proficient on ISTEP+ ELA	**79% of all students are proficient on ISTEP+ ELA**	**85% of all students are proficient on ISTEP+ ELA**	**90% of all students are proficient on ISTEP+ ELA**
55% of all students are proficient on ISTEP+ Mathematics	**65% 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**

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)

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
1. The budget includes attention to each element of the selected intervention. *All models*			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			
5. The district has the resources to serve the number of Priority schools that are indicated. *All models*			

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • 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			

7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			

10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *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*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *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*			

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. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals.			

Turnaround, Transformation Models • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)*			

• *Streamline and scaffold focus aligned to key findings and root causes in SIG application*			

16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex :…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*			

○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

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**

• *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 *specifically and conclusively* demonstrated as appropriate.	• *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 *general* alignment between the needs of the school and the model chosen is has been demonstrated	• *No* completion of worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" • *Little to none* of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • *Little or no* use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is *lacking or minimal*.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1point**

There is exceptional evidence of a process for recruiting, screening, and selecting an external provider. All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained. The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.	There is adequate evidence of a process for recruiting, screening, and selecting an external provider. Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained. Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.	There is inadequate evidence of a process for recruiting, screening, and selecting an external provider. Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained. 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.

(3) Align other resources with the interventions.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. 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. The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.	There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. 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. 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.	There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities. 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. 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.

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

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. 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. 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.	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. 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. 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.	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. 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. 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.

(5) Sustain the reforms after the funding period ends.		
Exceptional **3 points**	**Adequate** **2 points**	**Inadequate** **1 point**

There is exceptional evidence of a process for sustaining reforms after the funding period ends. All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained. The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.	There is adequate evidence of a process for sustaining reforms after the funding period ends. Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained. Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.	There is inadequate evidence of a process for sustaining reforms after the funding period ends. Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained. 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.

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: **Gary Community School Corporation**
Corporation Number: **4690**
School Name: **Marquette Elementary School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Instructional Coach	1.0	Y		Collaborate and model for teachers in grades K-6 on the effective implementation of researched based strategies for Math and Reading and English/Language Arts	63,000	
Data Coach	1.0	Y		Collect, analyze and disaggregate test data. Create and update Data Walls; facilitate data meetings and conversations with teachers and leaders, assist with administering DIBELS, mClass math assessments, and other testing.	63,000	
K-2 RTI Teacher	1.0	Y		Provide direct instructional assistance to identified students in grades K-2 in the area of Reading/Language Arts and Math	63,000	
3-6 RTI Teacher	1.0	Y		Provide direct instructional assistance to identified students in grades 3-6 in the area of Reading/Language Arts and Math	63,000	
Special Education Building Facilitator	1.0	Y		Initial case conferences, ACR reports, review all move in IEP', facilitate move in conferences, special education record keeping (case conferences), assists general education teachers with accommodations and modifications for inclusion students with disabilities.	63,000	
Cadre Teacher	2.0	Y		Certified teachers to relieve and assist classroom teachers to allow data-driven collaboration in professional learning communities, learning log meetings, and professional development; provide assessment assistance and support, any other duties as assigned by principal (special education	126,000	

				certified teacher)		
Parent Community Coordinator	1.0			The Parent Community Coordinator would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and facilitate monthly workshops on school wide strategies and behavior. The Parent Community Coordinator will maintain the monthly school newsletter, monthly calendar and communicate pertinent information to parents by email, text, automated voice system, bulletin board and paper notices.	40,000	
Technology Specialist	1.0			Keep all technology working properly; supports teacher training as technology is integrated into instruction; upgrade/update school website to facilitate home school communication; assist with online testing.	63,000	
Social Worker	.5			Oversee student interventions (attendance and behavior). Follows up on attendance problems, provides individual and group sessions with students identified with at risk behavior.	31,500	
		TOTAL SALARIES				***575,500***
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.						
Benefits						***$ 250,000***
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				2014 Model Schools Conference	12,000	
in-state				Differentiated Instruction, inclusion, common core and co-teaching	5,000	
		TOTAL TRAVEL				***17,000***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Scholastic Achievement Partners				Scholastic Achievement Partners will provide Needs Assessment and Strategic Planning, Data Reports and Surveys for students, parents, and staff, Leadership and Instructional Workshops, Job-Embedded coaching for teachers	576,400	

	and Leaders.		
Scholastic, Inc.	**Instructional and Leadership Coaching for Scholastic Reading Inventory, iRead, System 44, Read 180, and Expert 21**	**107,755**	
Carnegie Learning	Instructional and Leadership Coaching support for mathematics.	158,500	
	TOTAL CONTRACTED SERVICES		***842,655***
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		***27,000***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Carnegie Learning	Grade 6 Instructional Math Materials	17,178	
Scholastic, Inc.	Grade K-6 Instructional Reading Materials (iRead, Read 180, System 44, Expert 21, SRI)	136,520	
Imagine Learning	Grade 3 Saturday Program Instruction	15,000	
	TOTAL OTHER SERVICES		***168,698***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***1,880,853***

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***
30	All in one Desk Top Computers, 3rd Gen Intel Core i7-3770S Processor, 3.10GHz, 8MB, w HD 4000 Graphics	$ 900 -	27000
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 27,000 -

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.*

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: **Gary Community School Corporation**
Corporation Number: **4690**
School Name: **Marquette Elementary School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Instructional Coach	1.0	Y		Collaborate and model for teachers in grades K-6 on the effective implementation of researched based strategies for Math and Reading and English/Language Arts	63,000	
Data Coach	1.0	Y		Collect, analyze and disaggregate test data. Create and update Data Walls; facilitate data meetings and conversations with teachers and leaders, assist with administering DIBELS, mClass math assessments, and other testing.	63,000	
K-2 RTI Teacher	1.0	Y		Provide direct instructional assistance to identified students in grades K-2 in the area of Reading/Language Arts and Math	63,000	
3-6 RTI Teacher	1.0	Y		Provide direct instructional assistance to identified students in grades 3-6 in the area of Reading/Language Arts and Math	63,000	
Special Education Building Facilitator	1.0	Y		Initial case conferences, ACR reports, review all move in IEP', facilitate move in conferences, special education record keeping (case conferences),assists general education teachers with accommodations and modifications for inclusion students with disabilities.	63,000	
Cadre Teacher	2.0	Y		Certified teachers to relieve and assist classroom teachers to allow data-driven collaboration in professional learning communities, learning log meetings, and professional	126,000	

				development; provide assessment assistance and support, any other duties as assigned by principal (special education certified teacher)		
Parent Community Coordinator	1.0			The Parent Community Coordinator would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and facilitate monthly workshops on school wide strategies and behavior. The Parent Community Coordinator will maintain the monthly school newsletter, monthly calendar and communicate pertinent information to parents by email, text, automated voice system, bulletin board and paper notices.	40,000	
Technology Specialist	1.0			Keep all technology working properly; supports teacher training as technology is integrated into instruction; upgrade/update school website to facilitate home school communication; assist with online testing.	63,000	
Social Worker	.5			Oversee student interventions (attendance and behavior). Follows up on attendance problems, provides individual and group sessions with students identified with at risk behavior.	31,500	
		TOTAL SALARIES				***575,500***
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.						
Benefits						***$ 250,000***
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				2015 Model Schools Conference	12,000	
in-state				Differentiated Instruction, inclusion, common core and co-teaching	5,000	
		TOTAL TRAVEL				***17,000***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Scholastic Achievement Partners				Scholastic Achievement Partners will provide Needs Assessment and Strategic Planning, Data Reports and Surveys for students, parents, and staff,	576,400	

	Leadership and Instructional Workshops, Job-Embedded coaching for teachers and Leaders.		
Scholastic, Inc.	**Instructional and Leadership Coaching for Scholastic Reading Inventory, iRead, System 44, Read 180, and Expert 21**	**75,771**	
Carnegie Learning	Instructional and Leadership Coaching support for mathematics.	134,000	
	TOTAL CONTRACTED SERVICES		***786,171***
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		***27,000***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Scholastic, Inc.	Grade K-6 Instructional Reading Materials (iRead, Read 180, System 44, Expert 21)	4794.50	
Imagine Learning	Grade 3 Saturday Program Instruction	15,000	
	TOTAL OTHER SERVICES		***19,794.50***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***1,675,465.50***

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***
30	All in one Desk Top Computers, 3rd Gen Intel Core i7-3770S Processor, 3.10GHz, 8MB, w HD 4000 Graphics	$ 900 -	27000
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 27,000-

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: **Gary Community School Corporation**
Corporation Number: **4690**
School Name: **Marquette Elementary School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Instructional Coach	1.0	Y		Collaborate and model for teachers in grades K-6 on the effective implementation of researched based strategies for Math and Reading and English/Language Arts	63,000	
Data Coach	1.0	Y		Collect, analyze and disaggregate test data. Create and update Data Walls; facilitate data meetings and conversations with teachers and leaders, assist with administering DIBELS, mClass math assessments, and other testing.	63,000	
K-2 RTI Teacher	1.0	Y		Provide direct instructional assistance to identified students in grades K-2 in the area of Reading/Language Arts and Math	63,000	
3-6 RTI Teacher	1.0	Y		Provide direct instructional assistance to identified students in grades 3-6 in the area of Reading/Language Arts and Math	63,000	
Special Education Building Facilitator	1.0	Y		Initial case conferences, ACR reports, review all move in IEP', facilitate move in conferences, special education record keeping (case conferences),assists general education teachers with accommodations and modifications for inclusion students with disabilities.	63,000	
Cadre Teacher	2.0	Y		Certified teachers to relieve and assist classroom teachers to allow data-driven collaboration in professional learning communities, learning log meetings, and professional development; provide assessment assistance and support, any other duties as assigned by principal (special education certified teacher)	126,000	

Parent Community Coordinator	1.0			The Parent Community Coordinator would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and facilitate monthly workshops on school wide strategies and behavior. The Parent Community Coordinator will maintain the monthly school newsletter, monthly calendar and communicate pertinent information to parents by email, text, automated voice system, bulletin board and paper notices.	40,000	
Technology Specialist	1.0			Keep all technology working properly; supports teacher training as technology is integrated into instruction; upgrade/update school website to facilitate home school communication; assist with online testing.	63,000	
Social Worker	.5			Oversee student interventions (attendance and behavior). Follows up on attendance problems, provides individual and group sessions with students identified with at risk behavior.	31,500	
		TOTAL SALARIES				***575,500***
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.						
Benefits						***$ 250,000***
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				2016 Model Schools Conference	12,000	
in-state				Differentiated Instruction, inclusion, common core and co-teaching	5,000	
		TOTAL TRAVEL				***17,000***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Scholastic Achievement Partners				Scholastic Achievement Partners will provide Needs Assessment and Strategic Planning, Data Reports and Surveys for students, parents, and staff, Leadership and Instructional Workshops, Job-Embedded coaching for teachers and Leaders.	576,400	

Scholastic, Inc.	**Instructional and Leadership Coaching for Scholastic Reading Inventory, iRead, System 44, Read 180, and Expert 21**	**66,575**	
Carnegie Learning	Instructional and Leadership Coaching support for mathematics.	117,000	
	TOTAL CONTRACTED SERVICES		***759,975***
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		***27,000***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Scholastic, Inc.	Grade K-6 Instructional Reading Materials (iRead, Read 180, System 44, Expert 21)	4394.50	
Imagine Learning	Grade 3 Saturday Program Instruction	15,000	
	TOTAL OTHER SERVICES		***19,394.50***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***1,648,869.50***

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***
30	All in one Desk Top Computers, 3rd Gen Intel Core i7-3770S Processor, 3.10GHz, 8MB, w HD 4000 Graphics	$ 900 -	27000
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ - 27,000

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

Element of the Intervention	Intervention	Resource

Federal Resources		
Use of *research-based instructional practices* 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 *improvement plan* 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
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	**Title II, Part A**
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	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	Scor e

1. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant *significant* operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant *minor* operational decisions to the principal	○ LEA *does not provide a document or plan that indicates* authority will be granted to the principal to make operational decisions; or the decisions allowed are *not of significance*.	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff *using classroom observation records and at least two additional sources to determine effectiveness*	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ LEA calibrates and tracks the effectiveness of staff using classroom observations *or* another single source to determine effectiveness	
	○ 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*	○ 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	○ 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	

	○ *Less than 50 percent of the staff is rehired*	○ *50 percent of the staff is rehired*	○ *More than 50 percent of the staff is rehired*	
3. Implement strategies to recruit, place, and retain staff	○ 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	○ 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	○ Strategies for recruitment and retention *do not correspond with strategies known to be effective*	
	○ *Mentors and/or coaches are provided* for all staff	○ *Mentors and/or coaches are provided* for identified groups of teachers, such as newer teachers or those changing grade levels	○ *Mentors nor coaches are included*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ 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*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	

	○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	○ Focus of professional development is *not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction*	
5. Adopt a new governance structure	○ Creates a *new* turnaround office with an appointed turnaround leader who has *significant and successful experience in school turnaround*	○ Creates a *new* turnaround office and/or appoints a turnaround leader with *successful experience in school turnaround*	○ *Reshuffles or redesigns* its current structure rather than creating a turnaround office and appointing a turnaround leader	
	○ Turnaround leader and staff will spend *extensive time in the school* allowing for a highly visible, supportive, and transparent relationship with the school	○ Turnaround leader and staff will spend some *time in the school* allowing for a supportive relationship with the school	○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school	
6. Use data to implement an aligned instructional program	○ LEA *provides multiple assessments and data points through technology-based resources* for the school to align its instructional program	○ LEA provides some *assessments and data* with minimal technology for the school to align its instructional program	○ LEA *provides minimal* assessments with no data; technology is not used	
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *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	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
8. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for *all* students and staff	○ Provides increased learning time for *all* students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of *extensive length (at least 300 hours)* to potentially increase learning	○ Time is of *sufficient length (at least 180 hours)* to potentially increase learning	○ Time is *not of sufficient length (90 hours or less)* to create change	
9. Provide social-emotional and community-oriented services/supports	○ Collaborates with several *external organizations and community partners* to provide sustainable space and services for *student needs*, (e.g., dental, medical, behavioral, etc)	○ Collaborates with minimal *external organizations or community partners* to provide space and services for *student needs*, (e.g., dental, medical, behavioral, etc) as needed	○ Does not collaborate with external organizations; support to families is *limited*	
	○ Works with community to provide on-going and consistent *family and community engagement activities*	○ Works with community to provide limited *family and community engagement activities*	○ *No partnerships* in the community to provide *family and community engagement activities*	

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.	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ 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	○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth	○ Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth	○ Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth	
	○ Evaluation systems are developed with teachers' *and* principal involvement	○ Evaluation systems are developed with teachers' *or* principals involvement	○ Evaluation system development does *not include involvement* 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	○ 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.	○ 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.	○ 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.	○ The awards correspond to *effective practices* 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	○ The awards correspond to *effective practices* of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions	○ Awards *not described or do not correspond to effective practices* of retaining teachers and thus are unlikely motivators	
	○ Provides a comprehensive, *effective, and logical* 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	○ Provides description of *effective and logical* process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates	○ Description for assisting teachers who are not improving student learning or graduation rates is *not given, not detailed, or not likely to change teachers' practices*	
4. Provide high-quality, job embedded professional development	○ *Topics* of professional development are *determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need*	○ *Topics* of professional development are *connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need*	○ 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*	
	○ Professional development is conducted *weekly through job-embedded opportunities at the school*	○ Professional development is conducted *monthly through job-embedded opportunities at the school*	○ Professional development is *rarely* provided at the school; *usually occurs as a whole district*	
	○ Professional development includes vertical and	○ Professional development often includes vertical collaboration;	○ Focus of professional development is *not related to teacher collaboration,*	

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

	program			
	○ LEA provides *intensive and ongoing* professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ *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	○ Provides *frequent structured time* (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide *regular time* (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ *Rarely* provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides *extended, job-embedded professional development* that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides *job-embedded professional development* to increase knowledge of differentiated instruction	○ Provides professional development that occurs *outside of the classroom* and does *not focus on* live student data or on improving differentiated instruction	
9. Provide mechanism for family and community engagement	○ 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.	○ 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.	○ 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	○ LEA provides a	○ LEA provides a document or plan	○ LEA *does not provide a document or*	

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

Total Score_____/66

GCSC
Gary Community School Corp
620 E. 10th Place Gary, IN 46402 (219) 886-6400

"Doing what is best for students – today, tomorrow, everyday!"

Board of School Trustees
ROSIE G. WASHINGTON, PRESIDENT
MARION R. WILLIAMS, VICE PRESIDENT
LABRENDA KING-SMITH, SECRETARY
ROBERT L. CAMPBELL
ANTUWAN CLEMONS
NELLIE F. MOORE
DORETHA ROUSE

May 22, 2013

PUBLIC NOTICE

CURRICULUM/INSTRUCTION & TECHNOLOGY
Doretha Rouse, Chairperson
Nellie F. Moore, Member
Antuwan Clemons, Member

10:00 A.M.

FRIDAY, MAY 24, 2013

SCHOOL SERVICE CENTER
CONFERENCE ROOMS A & B

AGENDA

CALL TO ORDER

1. **2013-14 School Calendar** — **Mr. Willie Cook**
   ☐ Consent Agenda ☐ New Business
2. **Summer School (Information)** — **Dr. Cordia Moore**
3. **1003g School Improvement Grant** — **Dr. Albert Holmes**, **Dr. Cordia Moore**
   ☐ Consent Agenda ☐ New Business

Adjournment

CONSENT AGENDA

Dr. Cheryl L. Pruitt

Dr. Pruitt: The Superintendent recommends approval of the Consent Agenda of May 28, 2013 as follows:

1. PERSONNEL

A. Retirement - Certified

		Effective	Employed
[redacted]	Social Worker/On Leave	4/25/13	8/20/01
[redacted]	Principal/Lincoln	7/31/13	9/9/74
[redacted]	Librarian/Bailly	5/31/13	8/27/90
[redacted]	Nurse/Lew Wallace	5/31/13	10/28/92
[redacted]	Business/West Side	5/31/13	9/2/69

Retirement – Classified

		Effective	Employed
[redacted]	FS Gen. Asst./Pulaski	5/31/13	8/25/89
[redacted]	Secretary/On Leave	6/13/13	9/24/84

B. Request for Leave – Certified

		Reason	Effective	Employed
[redacted]	English/West Side	Health	2013-14	8/24/98

Request for Leave – Classified

		Reason	Effective	Employed
[redacted]	Classroom Asst./Marquette	Health FMLA	1/3/13	1/10/90

CURRICULUM, INSTRUCTION AND TECHNOLOGY

1. **Memorandum of Understanding – Ready NWI Innovation Grant**

   The Superintendent recommends approval of the Memorandum of Understand for Ready NWI Innovation Grant. The MOU represents an agreement among the parties which will participate in this effort.

2. **Gary Community Schools High School Course Guide**

   The Superintendent recommends approval of the Course Guide for all high schools (pathways).

3. **Uniform Code of Conduct**

   The Superintendent recommends for approval the revised GCSC Uniform Code of Conduct Handbook.

4. **2013-14 School Calendar**

   The Superintendent recommends approval of the 2013-14 school calendar which will be available once it is approved.

5. **1003G School Improvement Grants**

   The Superintendent recommends approval of the intent to apply for the 1003g School Improvement Grant for Brunswick Elementary, Beveridge Elementary, Webster Elementary, Marquette Elementary, Jefferson Elementary Schools and the West Side Leadership Academy using the MOU agreement from January 1, 2011 – December 31, 2014 for "Restructuring of Schools."

Memorandum of Understanding
RE: Restructuring of Schools

During the life of the Agreement from January1, 2011, through December 31, 2014, when the State notifies the School Corporation that a school is in need of restructuring based on its failure to meet state standards:

- The School Board shall instruct staff to adopt an appropriate "restructuring" model to address issues identified by the State Department of Education.
- A School Board member shall chair a collaborative committee comprised of administration, Union, local universities, and parent representatives.
- A CPM schedule (including benchmarks) will be developed by the parties and submitted to the Board of Trustees for approval.
- Restructuring models should incorporate those adopted by the state.
- The Gary Community School Corporation and the Gary Teachers Union shall immediately work on a school remediation (turnaround) model for schools in their 5th year of school improvement.
- The work on the development of these models would be conducted by a collaborative committee (administration, school board, Union, local universities and parents).
- Modifications of the collective bargaining agreement shall be made in accordance with Article 38, Section D

The Memorandum of Understanding shall not be subject to the grievance procedure. Approval of school remediation models shall be the exclusive prerogative of the Board, and any provision of this Memorandum of Understanding that conflicts with the restructuring options available to the Board of School Trustees of the Gary Community School Corporation under federal or state statutes, regulations, or rules because of a failure of the School Corporation or school to meet federal or state accountability standards shall be null and void insofar as it restricts the restructuring options available to the Board of School Trustees.

Board of School Trustees
Gary Community School Corp. By:

Kenneth A. Stalling, President

Barbara D. Leek, Secretary

Gary Teachers Union, Local #4, AFT, AFL-CIO By:

Carlos Tolliver, President

GlenEva Dunham, Secretary

April 15, 2011

INDIANA UNIVERSITY
NORTHWEST
URBAN TEACHER EDUCATION PROGRAM

June 10, 2013

Dr. Cheryl Pruitt, Superintendent
Gary Community School Corporation
620 East 10th Place
Gary, IN 46402

Dear Dr. Pruitt:

I am writing today to express the Indiana University Northwest's Urban Teacher Education Program (UTEP) strong support for the Gary Community School Corporation's School Improvement Grant application.

Improving education in Gary Community School Corporation is a top priority. Over the years, UTEP has partnered closely with community organizations to support their social and educational improvement initiatives, especially focused on youth development.

The agenda set forth in Gary Community School Corporation's School Improvement Grant 1003(g) application promises enormous benefits for Gary Community School Corporation students. While your district is committed to carrying out these reforms regardless of whether it is awarded additional funding, School Improvement Grant would undoubtedly provide Gary Community School Corporation with critical resources to jumpstart the transformation of persistently struggling priority schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Urban Teacher Education Program is confident that the Gary Community School Corporation's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the school's School Improvement Grant application.

Sincerely,

Rochelle Brock

Rochelle Brock, Ph.D.
Executive Director

School of Education 3400 Broadway Hawthorn Hall 301 Gary, IN 46408-1197 (219) 980-6887 fax (219) 980-6846