



School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: School City of Hammond		Corporation Number: 4710
Contact for the School Improvement Grant: Jana M. Abshire		
Position and Office: Director of Title I Programs	Contact's Mailing Address: 41 Williams Street Hammond, IN 46320	
Telephone: 219-933-2514	Fax: 219-933-2517	
Email Address: jmabshire@hammond.k12.in.us		
Superintendent (Printed name) Walter J. Watkins, Ph.D.	Telephone: 219-933-2400	
Signature of Superintendent 	Date: April 23, 2010	

- Complete and submit this form one time only.
- Complete a second form, "Tier I and II Application" or "Tier III Application" for each school applying for a school improvement grant.

1. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III schools provided by the IDOE (see "General Instructions for Applying for a School Improvement Grant), complete the information below. Include all Tier I and II schools listed in the "General Information" document whether or not the LEA plans to serve them. Typing in the school name and indicate the grade span (e.g., K-5, 6-8, 6-12, etc.).
- 2) Complete the activities and information in the Tier I and Tier II application or the Tier III application. This will lead to an appropriate determination for the best "fit" of an improvement model for each specific school.
- 3) For each school below, place an "X" indicating the tier and the school improvement (intervention) model selected. (Add rows to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	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. Hammond High School	9-12		X	X				
2. George Rogers Clark Junior/Senior High School	6-12		X					X
3.								
4.								
5.								

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

- We will serve all of our Tier I schools.
- We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA’s intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date it occurred. (Individual names are not needed*).

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School City of Hammond, Hammond High School

School Name: Hammond High School School Number: 4415

Stakeholder Group	Mode of Communication	Date
Richarda Ann Morris	Meeting	April 22, 2010
Dee Jones	Meeting	April 22, 2010
Pat Taylor	Meeting	April 22, 2010
Ramona Wake	Meeting	April 22, 2010

School Name: Hammond High School School Number: 4415

Stakeholder Group	Mode of Communication	Date
Duane Webb	Meeting	April 22, 2010
_____	Meeting	k.
Deleone Georges Harris	Meeting	April 22, 2010
Gary E. Jones	Meeting	April 22, 2010

School Name: Hammond High School School Number: 4415

Stakeholder Group	Mode of Communication	Date
Marilyn Jones	Meeting	April 23, 2010
Helen M. Branigan	International Center for Leadership in Education	April 23, 2010
Trudy Ott, III	Meeting	4/23/2010

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

School Name: Hammond High School School Number: 4415

Stakeholder Group	Mode of Communication	Date
Hammond Optimist Club	School Board Meeting	April 15, 2010
Saint Margaret Marys	School Board Meeting	April 15, 2010
Hammond Common Council	School Board Meeting	April 15, 2010

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

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

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the model's 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 a letter(s) from the teacher's union with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

_____ School City of Hammond _____ assures that it will
Corporation/Charter School Name

- 1. Use its School Improvement Grant to implement fully and effectively an intervention in each 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 for 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 Tier I and Tier II School that it serves with school improvement funds.
- 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- 4. 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.

- Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

Yes "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

➤ *Complete Tier I and Tier II application or Tier III application if not already done so.*

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation **School City of Hammond** Number 4415

School Name **Hammond High School**

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

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

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, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://mustang.doe.state.in.us/AP/ayppress.cfm>

Student groups not meeting AYP Based on GQE for HHS (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
--	---------------------------------	---	--	--

English/Language Arts

LEP	73%	24/31	High - have been in U.S. 3 or more years	High - inconsistent formal schooling; from non-Western culture
Hispanic	52%	44/84	Medium	Medium -- language/ vocabulary barriers; reading below grade level; lack of strategies and skills to read &/or comprehend grade level text
Overall	58%	119/205	Medium	Medium --- reading below grade level; lack of strategies and skills to read &/or comprehend grade level text

Mathematics

Black	72%	77/105	High	High – math vocabulary; lack of mathematical knowledge of concepts and skills to understand and apply strategies for correct answer and solutions.
Hispanic	68%	57/84	High	High – math vocabulary; lack of mathematical knowledge of concepts and skills to understand and apply strategies for correct answer and solutions.
Free Lunch	71%	118/166	High	High – math vocabulary; lack of mathematical knowledge of concepts and skills to understand and apply strategies for correct answer and solutions.
LEP	86%	4/31	High - have been in	High - inconsistent formal

			U.S. 3 or more years	schooling; from non-Western culture
Overall	70%	62/205	High	High – math vocabulary; lack of mathematical knowledge of concepts and skills to understand and apply strategies for correct answer and solutions.

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school."</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>73% of LEP students did not pass ISTEP+ in ELA; reading vocabulary and reading comprehension were the weakest academic standards.</p> <p>52% of Hispanic students did not pass ISTEP+ in ELA; reading vocabulary was the weakness academic standard.</p> <p>Overall, 58% of the students did not pass ISTEP+ in ELA; reading comprehension was the weakest academic standard.</p> <p>86% of LEP students did not pass ISTEP+ in Math; number sense and data analysis and probability were the weakest academic standards.</p> <p>68% of Hispanic students did not pass ISTEP+ in Math; data analysis and probability was the weakness academic standard.</p> <p>72% of Black students did not pass ISTEP+ in Math; data analysis and probability was the weakness academic standard.</p> <p>71% of Free and Reduced students did not pass ISTEP+ in Math; data analysis and probability was the weakness academic standard.</p> <p>Overall, 70% of the students did not pass ISTEP+ in Math; data analysis and probability was the weakest standard.</p>	<p>LEP services are off-site. Our LEP students receive instruction/ supplemental support services at the Area Career Center. They leave Hammond High School and attend LEP services in the afternoon.</p> <p>Our classroom instruction has no connection to or across instruction, curriculum and life.</p> <p>Our overall curriculum lacks align to the standards, instruction, assessments. Assessments do not reflect what students must be able to know and do on statewide assessments. Instruction is not differentiated in the classroom (Tier I RTI) for those students who are not learning.</p>

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.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school	67,500 minutes 1,875/wk 36 wk/yr	67,500 minutes 1,875/wk 36 wk/yr
2. Dropout rate*	32 (12.6%) Male 18 Female 14 Black 13 Hispanic 12 White 6 Multiracial 1 Special Ed 6 Free/ reduced Lunch 11	30 (12.4%) Male 16 Female 14 Black 13 Hispanic 12 White 5 Multiracial Special Ed 6 Free/ reduced Lunch 20
3. Student attendance rate*	93.1% Blk 94% Hisp 93% White 91%	92.9% (State 95.9%) Blk 93% Hisp 93% White 90%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	7%	7% (12% State average)
5. Discipline incidents*	Suspensions 325 Involving Drugs, Weapons or Alcohol 24	Suspensions 576 Involving Drugs, Weapons or Alcohol 11
6. Truants* > 10 unexcused days absent	255	297
7. Distribution of teachers by performance level on LEA's teacher evaluation system		
8. Teacher attendance rate	Total Tchrs 47 Ave days missed 12 English 7 10 (69.5) Math 3 9 (43) Science 5 8 (39.5) Social Studies 4 6 (24.5)	Total Tchrs 52 Ave days missed 16 (826) English 7 13 (91.5) Math 5 13 (64.5) Science 6 8 (47) Social Studies 5 7 (32.5)

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

<p>What are key findings or summaries from the student leading indicator data?</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p>
<p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p><i>Inappropriate example:</i> “Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms.”</p>
<p>Teachers on average are out of the classroom 16 days of the school year.”</p> <p>Student average daily attendance rate is 92.9 % (State standard is 95%)</p> <p>7% of students taking AP courses (State is 15%)</p> <p>297 students were truant.</p> <p>30 students dropped out of school.</p> <p>579 students were suspended from school</p>	<p>See Appendix A: Cambridge Education --- <i>Quality Review Report</i></p> <p>The school lacks a cohesive approach to the challenges it faces --- challenges w/ staff, student population and aligning curriculum, instruction and assessments to standards.</p> <p>Leaders need to find time to improve communications with staff.</p> <p>The school has not established adequate structures for staff to meet on a regular basis.</p> <p>Lack of useable data entails the absence of data-driven instruction.</p> <p>Classroom observations that focus on instruction are infrequent and administrators set no goals for teachers related to student success in their classes. No feedback on their teaching. The administration, in turn, does not have an adequate grasp of how well students are learning.</p> <p>The school does not have a coherent strategy for professional development. The professional development of staff does not link to whole school priorities.</p> <p>Teachers are not explicit about what student must know and be able to do to improve.</p> <p>The school does not hold counselors accountable to ensure that all students have comprehensive assessments of their needs and personalized goals.</p> <p>Lack of short-term realistic and challenging learning targets for students.</p>

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

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/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.

Note: 67 staff members received survey; 59 surveys were returned. Not all 59 surveys were complete.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.	9	25	20	4	1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.	4	25	24	4	2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.	7	22	24	5	3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school	5	23	24	3	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.	5	31	17	0	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.	31	23	1	3	1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).	27	13	10	6	2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.	24	19	10	5	3. Uses multiple sources beyond textbooks.
4. Does not include technology.	30	24	3	1	4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.	12	20	24	3	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.	20	16	20	2	6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.	17	17	19	2	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.	4	25	24	4	1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.	24	19	10	5	2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.	17	17	19	2	3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.	5	20	27	4	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.	12	20	24	3	5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.	27	13	10	4	6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers.	15	29	15	1	1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.	18	26	14	1	2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.	20	21	15	1	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.	20	17	12	3	1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.	4	26	24	3	2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.	10	20	22	7	3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	8	14	22	10	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.	0	15	21	21	1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.	0	10	41	8	2. Creates a safe learning environment within the school and within the community.
	1	18	26	17	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.	5	19	29	4	1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.	24	20	11	4	2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.	1	31	25	2	3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.	0	10	9	40	4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	3	18	23	15	5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students; we don't really get into the students' different cultures."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> "We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p>
<p>Teachers do not use assessments regularly to monitor student performance and design interventions.</p> <p>The textbook usually determines what is taught and frequently serves as the curriculum.</p> <p>Union agreement determines staff available for instruction.</p> <p>Instructional time is not usually increased for students needing such time.</p>	<p>We have not aligned assessments to standards. We do not have common course assessments.</p> <p>We do not know how to align our instruction to standards. We do not know how to differentiate instruction to meet the needs of students who are reading below grade level.</p> <p>We do not identify staff who are most qualified to instruct the students who are the most in need (i.e., a teacher with a reading or math endorsement/ specialist degree w/ less seniority may not be able to teach summer school because he/ she does not have the most seniority).</p> <p>Assessments are not used to respond to student needs and regroup for intervention.</p>

B. Selection of School Improvement Model

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

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

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

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

- **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, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected Turnaround Model

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

The need to improve student achievement is most pressing for this low-performing school that serves our most disadvantaged high school students in the School City of Hammond. Based on the key findings of persistent low graduation rates, high drop out rates, low student performance and lack of alignment of instruction to standards, the LEA's decision to select the *turnaround model* is to formulate specific and coherent evidence based recommendations for use by all Hammond High School educators and stakeholders aiming to quickly and dramatically improve student achievement in this low-performing school. Through the *turnaround model*, we seek to achieve and experience dramatic and quick results. The differentiating factors will be the intensity of the turnaround practices and the speed of putting them in place. We have taken findings from school turnaround research (Darden; Fullan, Walberg; Dufour; Eaker; Marzano; Westerberg) to help determine the strength of the evidence-base grounding each recommendation and practice. All failing schools need guidance on what will work quickly to improve student outcomes. Hammond High School, in the past, had explored a variety of strategies to improve student achievement, but without rapid, clear success. We now need to look beyond slow, incremental change and examine practices that will raise and sustain student achievement within one to three years. Visible changes will include changing policies and practices that allow the replacement of the principal; recruiting and selecting new staff that understand the urgency and commitment to the turnaround requirements; focusing on instruction that improves student performance and paves the way for graduation and opportunities for post-secondary education and skilled careers beyond high school.

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

School *turnaround* aims to improve student outcomes by changing how schools and classrooms operate, but just as significant, the school *turnaround model* involves quick, dramatic improvement within three years. In a *turnaround model*, we will fill all staff positions based on an application and review process for the 2010-2011 school year and continue to use the IDOE Draft *Principal and Teacher Effectiveness* (See **Appendix B: IDOE Draft *Principal Effectiveness*** and **Appendix C: IDOE Draft *Teacher Effectiveness***) evaluation process to replace staff unable to easily make the transition with those already qualified to do so. School *turnaround model* literature builds on effective school improvement practices (Lezotte) but focuses on how to speed up and increase the impact of these practices. According to the research, effective *school turnaround* strategies remove factors that inhibit school improvement and that do not support effective teaching and learning. The LEA will replace the principal and grant the new principal operational flexibility (staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach that improves student achievement outcomes and increases high school graduation rates. Because the current school leader(s) may be enmeshed in past strategies, a new leader with credentials and competency who has the capacity to implement the turnaround model will immediately signal change. The LEA will use the IDOE Draft *Principal and Teacher Effectiveness* rubric to monitor the implementation of the turnaround model and to guide the development of individual teacher professional growth plans. We will set clear, high improvement goals for Hammond High School, and monitor and publicly report school achievement and progress to the School Board after each trimester. We will set short, clear timetables for the turnaround school to demonstrate large improvements, with an expectation of one year. The LEA will support the school in establishing practices, schedules and tools for monitoring the turnaround model that will focus on improving teaching and student learning by analyzing student assessment and classroom data, establishing goals for instructional improvement in targeted subject areas, using the goals and data to make changes designed to affect instruction, and monitoring progress regularly and adjusting strategies. Professional development will focus on helping teachers understand how to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school (Marzano). Teachers will have ongoing ways to expand their knowledge and improve their skills. Professional development will be facilitated by team leaders, instructional coaches (i.e., reading and writing across the curriculum; math; differentiation) and/or outside professional consultants. Teachers will participate in training and/ or PD opportunities weekly, monthly and during the summer that will cover instructional practices related to teaching curricular material content or classroom-based instructional practices. Data will be used to support a realistic diagnosis of the number of students (disaggregated by subgroup) who drop out and that will help identify individual students at high risk of dropping out. MISI will allow the school the ability to track comprehensive, student level data, to monitor and review student data, including absences, grade retention and low achievement. Data will be reviewed regularly, with a particular emphasis before the transitions to middle school and high school (i.e., students transitioning from Eggers Middle School to Hammond High School). Counselors will provide students with extra assistance and information about goal setting and mapping course plans for academic success (individual learning plans), working toward graduation and setting regular meetings/ student conferences to monitor those goals. Social workers, counselors and teachers work as teams with students at risk of dropping out (Westerberg) based on targeted interventions. This will be implemented in conjunction with other activities and strategies that include extended time and schoolwide interventions. Extended time intervention will be a certified staff member (behavioral/ instructional interventionist) who provides and monitors academic support to students at high risk of dropping out, offers guidance on matters inside and outside of school, models positive behavior and decision-making skills, and can be an encouraging role model for students, thus helping the students continue to earn more credits toward high school completion and keeping on track with their individual learning plan. While this extended time's primary focus is for intervention, it will provide opportunity for project learning, inquiry, online learning, community service learning and internships. Extended time will provide academic support and enrichment to improve student achievement and engagement in school for all students. (See **Appendix D: *School-wide Action Plans*** (2010-2011))

C. LEA Capacity to Implement the Intervention Model

- **Instructions:** Consider each topic under the column “capacity” and determine if the district currently has or will develop the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	x		>Elements and activities in the plan align to budget and requirements of the turnaround model.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	x		>Job Descriptions support the credentials of Principal of Turnaround School (Curriculum and Instruction) and Principal of Climate and Operations; social worker(s); literacy (9-12) and math interventionists, and instructional coaches (i.e., reading and writing across the curriculum; math; differentiation) (i.e., reading and writing across the curriculum; math; differentiation) (See Appendix E: Job Descriptions for 1003(g) funded positions) >Contracts & resumes of consultants show capacity to provide support to the turnaround model >Master schedules and timelines for professional development that includes collaboration times for staff >Master schedule for extended instructional time/ calendar >Student Assessment Schedule
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	x		>CNA documentation >Cambridge Report >School Improvement Action Plan
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	x		>Budget Page aligns to described elements of the turnaround model
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>		x	>CNA, Cambridge report and 1003(g) application demonstrate a need for implementation of the turnaround model in Hammond High School >Title I plan supports implementation of targeted interventions for literacy (9-12) and

			<p>math</p> <p>>LASS grant supports the implementation of small learning community (Freshman Academy) by improving the rigor and relevance of instruction and the system for data collection/ management for monitoring student achievement and continuous school improvement.</p>
--	--	--	---

<p>6. A clear alignment exists between the goals and intervention model and the funding request (budget).</p> <p><i>All models</i></p>	x		<p>>Principal contract and resume demonstrate capacity to implement turnaround model</p> <p>>Staff roster and resumes support quality of teachers aligned to IDOE <i>Teacher Effectiveness</i> rubric (screening tool)</p> <p>>Action Plan w/ attainable goals</p> <p>>Master schedule shows extended instruction; interventions (with descriptions & use of time; attendance logs of students and teachers)</p> <p>>Intervention attendance rosters; schedule blocks for intervention; progress monitoring</p>
--	---	--	--

Capacity	Yes	No	District Evidence
<p>7. Principals and staff have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>	x		<p>>Principal contract and resume</p> <p>>Staff roster and resumes</p> <p>>IDOE Screening tool(s): <i>Teacher and Principal Effectiveness</i> rubrics used for interview process</p>

<p>8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p> <p><i>All models</i></p>	x		<p>>School Board notification (04/15/10)</p> <p>>Agendas</p> <p>>Sign in sheets</p> <p>>Media releases</p> <p>>Parent calendar of events and meetings</p>
---	---	--	--

<p>9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	x		<p>>Letters from School Board (See Appendix F: Letter of Support)</p>
--	---	--	---

<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>	x		<p>>Letter from Superintendent (See Appendix G: Letter of Commitment)</p>
---	---	--	---

<p>11. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p>			<p>>Letter from SCH AFT President (See Appendix H: Letter of Commitment)</p>	
--	--	--	---	--

Capacity	Yes	No	District Evidence
<p>12. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>	x		<p>>Job description >National posting of job search >Roster and credentials of screening and interview committee >Schedule/ calendar (dates and times) for recruiting new principals >Interview questions w/ notes/ responses</p>

<p>13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</p> <p><i>All models</i></p>	x		<p>>Timeline >Roles and responsibilities identified >Extended learning time for teachers (reduce the # of days out of the classroom)</p>
--	---	--	---

<p>14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p>	x		<p>>District restructured a Title I school during 2004-2005; school has demonstrated progress and LEA has experience in replacing leadership, staff and improving instruction. School made AYP Fall 09. >Meet w/ this Title I school and HHS Principals and Title I Director to discuss "lessons learned" and "helpful tips" to turning around a school. Small learning academy for leaders implementing continuous improvement in urban/ high poverty schools....schedule of principal meetings. >When CNA was gathered and reviewed and the findings of the Cambridge Report discussed, research was conducted by central office and school committee concerning each of the models. It was determined that the turnaround model would provide us the most effective and efficient approach for improving student achievement. >LEA meet w/ HHS staff on March 31 and discussed the opportunities for the</p>
---	---	--	---

		<p>1003(g) grant (i.e., viewed IDOE Webinar) and discussed the four improvement models and the decision to use the turnaround model and how it was determined as the model for HHS.</p> <p>>Extensive research was conducted on the turnaround model to complete the 1003(g) grant.</p>
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>	x	<p>Budget reflects use of consolidation of funds from the following sources:</p> <ul style="list-style-type: none"> >Title I; II >LASS (Lake Short Alliance for Student Success) >Project Lead the Way >Special Education >Work 1 Grant >Response to Intervention >AP Professional Development
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>	x	<ul style="list-style-type: none"> >Job descriptions for HHS teachers to accommodate/ provide flexible &/or extended learning schedules for students >Budget reflects costs for extended time schedules >Description of extended time (flexible schedule; extended time beyond regular school day; extended time beyond regular school calendar) provides for intervention as well as opportunity for rigorous and challenging academic achievement of standards for all students (i.e., intervention in core academic areas; project learning; inquiry; online learning; community service learning; offering additional AP courses; apprenticeships; internships for real life experiences and career skill building).

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 implemented or which must take place in *school year 2010-11*.
- 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 A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. <i>Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here as this information is required later in the description of the model selected.
2. <i>The LEA has or will recruit, screen, selects and support appropriate external providers.</i>	<ol style="list-style-type: none"> 1. The LEA has a process for recruiting, selecting, and contracting with and monitoring external partners that includes: a) using student qualitative and quantitative data to determine specific school needs; b) identifying a host of external providers, based on national reputation and state approval, to fulfill this need; c) interview external partners and review specific services and activities to be provided; d) obtain approval from district leadership and school board of education; and e) monitor quality of service and accountability based on student performance data indicators. 2. The LEA is currently investigating using the International Center for Leadership in Education as an external Partner for this initiative (The School City of Hammond has partnered with the International Center for Leadership in Education since 2008 to implement SLC grant through the Lakeshore Alliance of School Success. Both the International Center and School City of Hammond have insisted on quality assurances to monitor each service and activity of the grant. The principals recently completed a district generated quality assurance based on the services being provided this year. The report indicates a high degree of satisfaction with the Services provided by the International Center. More importantly, the report indicates increases in student achievement and attendance for the 9th cohort. Through the Corporation’s initial investigation we have found that the International Center has had prior success in turning around low performing schools in Pasadena, Texas, Spring ISD, Texas, and is currently involved in school turnaround work in Detroit, Philadelphia, and Puerto Rico. The International Center appears qualified to help Hammond High School produced

	<p>measurable gains in student achievement (per Tim Ott, Senior Vice President, International Center for Leadership in Education, See Appendix I: <i>Technical Assistance and Contract</i>)</p> <ol style="list-style-type: none">3. Develop criteria for selecting the providers and utilize it in determining the past effectiveness of provider(s) in implementing the needs of the turnaround model, especially as related to the student population of the school and/or the type of school.3. The LEA will develop and submit a copy of the contract with the provider(s) clearly indicating the roles and responsibilities of the provider(s), how the LEA will support the provider(s), and any consequences should the provider(s) not meet obligations including but not limited to increasing student achievement.4. The LEA will monitor and evaluate the implementation of the contract by routinely participating in professional development, conducting walk-through to observe transfer of practices and strategies, and monitoring the school's binder system for professional development activities (i.e., meeting record forms; agendas; handouts).
--	---

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. <i>Align other resources with the school improvement model.</i> (For examples of resources and how they might align, see Attachment B).</p>	
<ul style="list-style-type: none"> o For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided. 1. Title I, Part A; Title III--- (targeted assistance program) 2. Title II, Part A 3. Title I, Part A and ARRA --- (targeted assistance program; LASS Grant; AP Funds). 4. Title I, Part A; Title III, Part A, Special Ed). 5. Title I, Part A; ARRA; (targeted assistance program). 6. LASS Grant 	<ul style="list-style-type: none"> 1. The LEA uses research-based practices that are vertically aligned across teams and departments, when appropriate, to provide supplemental services to students who are at risk. (Literacy Lab (9-12) and Math Lab and Bi-lingual resource literacy lab: funds support Literacy (3) and Math interventionists (1) and Bi-lingual interventionist (1) onsite at HHS for ELL/LEP students) 2. The LEA may use resources in the recruitment of teaching staff with skills and experience to effectively implement the <i>turnaround model</i> 3. The LEA will use resources to assist with the design and implementation of the improvement plan that includes high-quality job-embedded professional development to support implementation of the <i>turnaround model</i>. Professional development will focus on improving instruction to ensure rigor and relevance. 4. The LEA will use resources for job-embedded staff development aligned to grant goals to assist critical subgroups, LEP and Special Education (specifically, job-embedded professional development to support in-class instruction for students with an IEP and how to provide instruction that uses effective team/ collaborative and differentiated instruction that enhances achievement for all students in the classroom). 5. The LEA will use resources to focus on 9th through 12th grade intervention to improve the reading skills of students who are at risk and reading below grade level; 9th grade math skills who are at risk of failing. 6. Sustain implementation of small learning community for Freshmen. The Freshman Academy for 9th grade students was developed to ease the transition into the high school, in this type of small learning community, the students are housed in a separate floor of the school building, with core-academic teacher teams that share the same students. Each small learning community consists of an interdisciplinary team of teachers whom students work with throughout the school year to improve student/ teacher relationships, as well as providing professional develop opportunities for teams to make connection to or across

- STI/ MISI (access to 3year trend data)
- Common School Fund (hardware and software)
- Hammond Education Foundation (mini grants for special projects)

8. LEA technical assistance or support to school(s):

9. School City of Hammonds' Central Office Support Staff:

- The roles and responsibilities are under the direct supervision of the Curriculum and Instruction Services. Ruth Mueller, Assistant to the Superintendent expertise in school reform, curriculum, instruction and assessment. Ms. Mueller's office will provide support for the school reform projects and implementation of LEA/ District Improvement professional development in the schools.
- Theresa Mayerik, Director of Secondary Instruction has expertise in working with high schools and providing support to schools in meeting requirements for graduation, providing a rigorous and challenging curriculum for all students and aligning interventions to assessments. Ms. Mayerik will support the implementation, monitoring and evaluation of the turnaround model participating in data analysis and educational walkthroughs.
- Jana Abshire, Title I Director has expertise in school reform and will provide monthly consultation/meetings with school teams for planning, analyzing and evaluating school progress. Establishes meetings between successful school reform principal and turnaround principal. Ms. Abshire has expertise in data analysis and will provide support for the turnaround model by meeting with the principal and appropriate teams/ groups on a monthly basis to review progress and assist with problem solving strategies. Ms. Abshire coordinates technical assistance for Title I schools and supports the alignment of school improvement strategies across the non-Title I schools. Ms. Abshire will support the implementation, monitoring and evaluation of the turnaround model participating in data analysis and educational walkthroughs.
- Rebecca Hammar, Literacy Coordinator has expertise in literacy and working with teachers to implement best practice strategies and models for intervention. Ms. Hammar will meet with principals, teachers and interventionists to discuss/ review, implement and monitor the turnaround model's alignment with school needs and goals as well as using data to monitor intervention components and supporting student needs.
- Kris Byquist, Title I Coordinator has expertise in working with students in poverty and will provide support to teachers and the principal through monthly consultations. Ms. Byquist has expertise in working with parents and will provide support for the Family Involvement Facilitators and principals to develop, implement and monitor

LEA School Improvement Funds/ Title I/
LASS

parent involvement requirements and programs aligned with school needs and goals.

- Tana Porter, Title I Office Manager has expertise in fiscal accountability for Title I and will help school teams develop and monitor budgets and by preparing fiscal reports.
- Connie Manous, Director of Special Education has expertise in working with students with special needs and will provide support to teachers and the principal through monthly/ regular consultations.
- Peggy Harrington, Director of ELL has expertise in working with students with special language needs and will provide support to teachers and the principal through monthly consultations.
- Will Wraggs, Director of Student & Instructional Support Services has expertise in working with students needing alternative learning conditions. Mr. Wragg's works with the school, parents and students to provide interventions to assist in transitions from alternative educational environments to the regular classroom. He is also a liaison for the school and community.

10. PD activities will directly address the academic achievement problem that caused the school to be identified: The major areas of focus for these funds are for district-wide training in differentiated instruction, school-based modeling and coaching, technical assistance for data analysis and links to strategies & interventions, professional materials (training videos, books), and consultants working with staff on improving literacy and math instruction for students (LEP, special education, Black).

11. PD activities will meet NCLB professional development requirements. The professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, especially in core academic subjects (reading across the content and math), and the alignment of classroom activities with *IN Common Core Standards* and assessments. We will continue to support teachers in analyzing classroom, grade level, content and school-wide data and use it to inform their instruction. The professional development will be provided in a manner that expects teachers to participate in job-embedded as well as extended learning professional development. Professional development activities will help staff focus on priorities after examining multiple data sources (including student data and a review of classroom practices), prepare teachers to provide enriched, accelerated curricula and use research-based teaching strategies that reflect and support the *Indiana Common Core Standards*, provide adequate time for professional development during the school day as well as other times, include a variety of approaches to follow-up initial information and support improvement of instruction and

student success, and require and foster continuous improvement.

12. The LEA will provide increased opportunities for participating in professional development.

- Professional development opportunities will be increased by the additional of instructional coaches who provide modeling and coaching, facilitate study groups and team, content and/or cross grade level collaboration, and target goal setting at each checkpoint for individual teachers and team/ grade level.
- Professional development activities will be sustained and based on meeting student needs.
- Professional development will contribute to an increase both in teachers' knowledge of the subjects they teach to prepare students for challenging post-secondary education and in their use of effective, scientifically based instructional strategies with a diverse range of students.
- Professional development will be provided over time and not take the form of one-day or short- term workshops. The advancement of our reform efforts in instruction and curriculum will be ongoing and guided based on student data and key findings.
- Study groups will continue to meet during collaboration and focus on specific topics that address critical indicators in reading, writing and math/ problem solving; continuing to support understanding what student must know and be able to do related tasks (Depth of Knowledge Level 3/4 or Level of Understanding thinking). Professional development time will be used for team/ grade level meetings and vertical articulation; conducting ongoing needs assessment & progress monitoring. Team/ grade level planning will support consistency and alignment in standards, curriculum, strategies, and assessments.
- System for Continuous Improvement & Job Embedded Professional Development: Weekly team (cross-curricular) and/or unit/ common course level collaboration will focus on "assessment for learning"—key criteria and assessment aligned to standard(s). (Additional instructional groups, such as cross curricular groups, will need to meet to ensure the fidelity of implementation of the turnaround model and modifying instruction for improving student performance.) Freshman Academy team leaders and content area teachers will conduct monthly collaboration to ensure alignment of *Core Curriculum Standards*, common assessments and implementation of effective instruction across all classrooms is reviewed and evaluated based on student performance. Checkpoints during each trimester will be conducted & involve consistent use of a school-wide Data Management System that will be monitored, reviewed and used to adjust the implementation of the turnaround model.

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</p>	<ul style="list-style-type: none"> >LEA will review with staff the IDOE <i>Teacher Effectiveness Rubric</i> to discuss and clarify qualifiers. This will be included in the job description and recruitment packet. >Additional criteria may be added but none of the current criteria will be removed. >Teachers who are not able to reach “effective” capacity for implementing the turnaround model on the rubric will be dismissed (51% of evaluation based on student performance).
<p>b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</p>	<ul style="list-style-type: none"> >A master schedule will be developed for staff and principal evaluations using the IDOE <i>Teachers and Principal Effectiveness Rubric(s)</i> at least 2 times a year (the first series of evaluations must be completed by December 15). > 49% of the evaluation will be based on the IDOE <i>Teacher/ Principal Effectiveness Rubric</i> that includes purposeful planning, classroom culture, effective instruction, and professional leadership and 51% will be based on student data/ performance and demonstrating attainable but rigorous levels of improvement (i.e., LEA will determine assessments, such as SRI; ECA; Plato; integrated reading and writing benchmarks; writing benchmarks; common core assessments). >Teacher and principal evaluations will guide the individual’s professional growth plans (identifying areas of strengths and specific growth areas and a description of how those areas of growth will be addressed, i.e., providing additional support through professional development; study groups/ inquiry; coaching). Teacher and principal growth plans will monitor: number of personal days; number of sick days; and number of professional days. >The growth plan will be reviewed and revised regularly based on the alignment to the school improvement goals and individual student needs (areas of student performance).
<p>c) Clear dismissal pathway for ineffective teachers and principals.</p>	<ul style="list-style-type: none"> >Teachers and principals who are not able to reach “effective” capacity based on a minimum of 2 evaluations (end of the year) using the rubric, that includes lack of capacity to implement turnaround model and the individual professional growth plan, will be dismissed. >Regular policies and practices for dismissal have been waived under Article 7 of the School City of Hammond AFT contract.

<p>d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</p>	<p>>Letters from the Superintendent, SCH AFT President, and SCH School Board Members will support the capacity and ability for hiring, retaining, transferring and replacing staff to facilitate the turnaround model. (See Appendix for letters)</p>
<p>e) Staff recruitment and retention</p>	<p>>Positions will be posted with a list of turnaround criteria requirements. The IDOE <i>Teacher Effectiveness</i> rubric will be attached to this document to clarify how teachers will be evaluated.</p> <p>>Interview teams will consist of the Principal for the Turnaround School, community members, university faculty, regional education service center director, human resources, Title I Director and Director for Secondary Education.</p> <p>>New teachers will be provided support, i.e., mentor, to promote quality instructional practices and understanding of operations.</p> <p>> All teachers will be issued copies of teacher evaluations before the school year begins.</p> <p>> Evaluations will determine level of instructional coach intervention (ineffective and improvement necessary high intervention).</p> <p>>After 2 consecutive evaluations and effective has not been reached, then the teacher is dismissed.</p>
<p>f) <i>Appropriate</i> amount of instructional time added (if required by the model).</p>	<p>>An extended day flexible schedule will be implemented for all students; an extended calendar (additional 6 weeks beyond school calendar; 4 days/ week; 2 hours/ day). Students will have opportunities for an extended instructional day in the morning and/or afternoon and also during the regular summer break to accommodate their needs (intervention), as well as, opportunity to participate in rigorous and challenging academic standards based curriculum and instruction that may include but not limited to project learning, inquiry, online learning, course/ credit recovery, community service learning, additional AP courses, apprenticeships, and internships. The flexible schedule will provide an additional 70 minutes to the students' regular school day (to accommodate students needs (i.e., working students; students who are parents; students participating in extra-curricular activities after school).</p> <p>>Analysis of trend data will determine teacher schedules and course design to support needs/ requests to sustain the model; offering a flexible, but purposeful, time for instruction.</p> <p>>Identify focus/ descriptions of extended time offerings and staff assignments based on expertise</p> <p>>Master schedule for extended time (waived policies and practices for regular contracted time under Article 7 of the School City of Hammond AFT contract).</p> <p>>Counselors and students meet to review plan for extended time opportunities to meet needs.</p> <p>>Schedule students into extended time</p>

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>5. Sustain the model after the funding period ends.</p>	
<p>a) <i>Continuous</i> measurement of effectiveness of model's implementation provided.</p>	<ul style="list-style-type: none"> > During each of the three year of grant implementation, the LEA, leadership and school improvement team will review the comprehensive needs assessment to determine the impact of the turnaround model, discuss areas of strengths (growth), areas where improvements are needed, and identify barriers that are impacting implementation and change. Available resources will be reviewed (allocation and expenditures) and revised for meeting next steps. > The LEA will sustain the model by using resources to assist with the refinement of the turnaround model and implementation of the improvement plan that includes high-quality job-embedded professional development that specifically sustains professional learning communities and supports new staff in understanding and implementing classroom strategies learned during the grant period. > The LEA will use resources for job-embedded staff development aligned to grant goals to assist critical subgroups, LEP and Special Education (specifically, job-embedded professional development to support in-class instruction for students with an IEP and how to provide instruction that uses effective team/ collaborative and differentiated instruction that enhances achievement for all students in the classroom). > The LEA will use resources to focus on 9th through 12th grade intervention to improve the reading skills of students who are at risk and reading below grade level; 9th through 12th grade intervention to improve the math skills of students who are at risk and performing below grade level. > Sustain implementation of small learning community for HHS/ 9-12. Each small learning community consists of an interdisciplinary team of teachers whom students work with throughout the school year to improve student/ teacher relationships, as well as providing professional develop opportunities for teams to make connection to or across instruction, curriculum and life for students. Ongoing monitoring by the administrative team (Principals; Title I; Director of Secondary Instruction) that includes, student performance, teacher performance, student-teacher attendance, discipline, and implementation of professional development related to changes in teacher practices and changes in classroom instructional culture. > Teams will collaborate weekly using data (i.e., common assessments; student work) to

	<p>monitor student improvement and the implementation of rigor and relevance as it relates to differentiating instruction and connecting strategies across content areas.</p> <ul style="list-style-type: none"> > Monthly meetings will be conducted to monitor the implementation of the 1003(g). This meeting will include the School Improvement Evaluation Committee: HHS Principals for Turnaround and Climate and Operations, Title I Director, Director of Secondary Instruction, Coaches, Social Workers, Data Assessment and Professional Development Manager, Technical Assistance provider(s)/ consultants and representation from the School Improvement Team.
<p>b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</p>	<ul style="list-style-type: none"> > Principal, Director of Secondary Instruction and Title I Director will participate in monitoring the extended time. Monthly reviews will evaluate implementation and needed adjustments. Attendance of students and teachers, lesson plans, instructional resources, assessment tools and rubrics as evidence of student performance will be reviewed. > Principal (Curriculum and Instruction), teams/ teachers conduct trimester checkpoints (development and use of data management system) to review and analyze the overall student achievement data and multiple sources of data to monitor the fidelity of implementation of the turnaround model and when improvements are not significant enough, then adjustments to implementation will be made. > Based on student performance and needs, teachers will review individual professional growth plans and refine as needed based on addressing students' needs > IDOE <i>Teacher Effectiveness</i> rubric will lead to teachers designing an individual professional growth plan.
<p>c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</p>	<p>Title I will provide support to this school-wide:</p> <ul style="list-style-type: none"> > Job-embedded professional development will support small learning communities (student-teacher relations). > Extended learning opportunities will sustain students ability to achieve at high levels and receive additional support to improve achievement > Additional instructional support during the instructional day > Additional teacher support during the instructional day for job-embedded professional development and extended learning time for teachers will be a key element of this model after funding ends.

E. 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) Federal guidance notes that “the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year” (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
- 4) **Complete the table for only the model that the school will implement.**
- 5) If the improvement model will *not* be implemented, check “We will not implement this model.”

Turnaround Model

(Guidance Document, Section B, pages 15-18)

We will implement this model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	• Meet w/ HHS staff; inform staff of change in leadership practices/ requirements for turnaround model	Superintendent	March 2010
	• Begin process for recruiting, screening and hiring of new principal	Superintendent & HR	May 15
	• Choose a principal w/ credentials, competency and capabilities to implement the turnaround model	Superintendent	June – August 2010
	• Provide turnaround principal the authority to evaluate and replace staff based on <i>IDOE Teacher Effectiveness Rubric</i> (teacher must obtain a rating of <i>Effective</i> by the end of the year)	AFT HR	
• Commitment of Superintendent, SCH School Board, Human Resources, Directors and SCH AFT President in granting	Superintendent AFT		June 2010 –

	operational flexibility and commitment of resources that support the principal's implementation of the turnaround model (i.e., removing barriers when replacing staff; altering schedules for students to ensure extended learning time; altering schedules for teachers to ensure ongoing professional development).	HR	July 2011
	<ul style="list-style-type: none"> • Provide timely support and aligned systems to the school, including at least: <ol style="list-style-type: none"> 1) management and communication support 2) student learning progress data 3) correct funding allocation according to school's population 	Principal	June 2010 – July 2011
	<ul style="list-style-type: none"> • Monthly meetings will be conducted to monitor the implementation of the 1003(g). This meeting will include the School Improvement Evaluation Committee: HHS Principals for Turnaround and Climate and Operations, Title I Director, Director of Secondary Instruction, Coaches, Social Workers, Data Assessment and Professional Development Manager, Technical Assistance provider(s)/ consultants and representation from the School Improvement Team. 	Principal	September 2010 – July 2011

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	<ul style="list-style-type: none"> • Currently there are 56 teachers on staff at Hammond High School. Eight of those staff members will not be returning to Hammond HS because they have elected to retire at the end of the 2009-2010 school year. 	Dir. Sec. Edu. HR	May 2010
	<ul style="list-style-type: none"> • Develop an informational binder on the remaining teaching staff to assist the new principal in the selection of the staff for Hammond HS. Background CNA/ Documentation for New Principal will include: <ol style="list-style-type: none"> 1. Teacher licensing page from IDOE 2. Print out of teacher attendance from STI (2009-2010) 3. Print out of teacher discipline referrals from STI (2009-2010) 4. Print out of teacher grade distribution from STI (2009-2010) 5. Three year trend data for student achievement for: <ul style="list-style-type: none"> • Core Academic Subjects (i.e., Teachers of Mathematics, English/Language Arts, Science and Social Studies) 		May 2010

	<ul style="list-style-type: none"> • End of Course Assessments: Algebra I; Biology I; English II • Scholastic Reading Inventory scores (2009-2010): • Advanced Placement test scores <p>6. Teacher evaluations/ Professional Growth Plans (PGAP):</p> <p>7. A sheet will be included for each teacher that lists Professional Development received over the last year, participation in school improvement initiatives and a listing of additional student support activities that he/she sponsored.</p> <p>8. Identify the specific classes and teacher licenses needed to complete a schedule with a staff that meets the needs of the Hammond HS clientele.</p> <ul style="list-style-type: none"> • LEA and Principal review and implement IDOE <i>Teacher Effectiveness Rubric</i> that supports and integrates improved student achievement to professional development goals and conduct and commitment to high quality classroom instruction that fosters teaching and learning. Discuss how rubric and student performance will support the development of individual professional growth plan. Timelines for evaluation, feedback and review of growth plan and expectations for meeting “effectiveness”. • Meet w/ HHS staff; inform staff of IDOE evaluation tool and how the common evaluation will be used for hire, reassignment, transfer or dismissal. • Screen, identify and train screening committee to effectively implement screening and rehiring of existing staff. • Begin process for screening and hiring existing staff • Select/ finalize staff w/ credentials and demonstrated track record to implement the turnaround model; rehire no more than 50 percent 	Principals Dir. Sec. Edu.	June 2010
3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career</i>	<ul style="list-style-type: none"> • Conduct needs assessment for available staff positions and develop job descriptions based on turnaround model requirements and expectations. 	Turnaround Principal	Summer 2010

<p><i>growth, and flexible work conditions).</i></p> <ul style="list-style-type: none"> • (job descriptions; instructional coaches (i.e., reading and writing across the curriculum; math; differentiation); interventionists. • Identify and specifically describe strategies used to recruit and retain staff (i.e., identify potential candidates w/ expertise and credentials from other high schools and recruit. • Align strategies and incentives to common evaluation tool and explicitly describe how evaluation system will be implemented and used • Recruit teaching staff with skills and experience to effectively implement the <i>turnaround model</i>. • Select review team. Conduct training for the review/ interview team and begin to screen applicants based on grant requirements and expectations. • Begin process of hiring new staff w/ credentials and demonstrated track record to implement the turnaround model • All teachers will need to: interview with Director of Secondary Instruction; Title I Director; and Turnaround Principal • Strategies to Recruit Staff: Utilize a nationally developed initiative developed by the Miliken Family Foundation to restructure and revitalize the teaching profession. This initiative is known as “The System for Teacher and Student Advancement” (TAP). TAP is based on four interrelated elements. The first element is “Multiple Career Paths”. This element allows teachers to pursue a variety of positions throughout their careers based on their interests, abilities and accomplishments. These career paths include: career, mentor and master teacher. The second element is “Ongoing Applied Professional Growth”. By restructuring the school schedule TAP teachers meet during the school day in weekly cluster group meetings led by master and mentor teachers. In these cluster meetings, teachers examine student data, engage in collaborative planning and together learn instructional strategies with proven success. The third element of this initiative is “Instructionally Focused Accountability”. TAP teachers are observed multiple times throughout the school year. The observers are principals and mentor and master teachers, who are trained and certified on the utilization of research-based rubrics to determine 	HR	April 2010
	HR	Summer 2010
	Turnaround Principal/ HR	Summer 2010
	Grant Committee	April 2010
	Turnaround Principal/ HR	Summer 2010
	Turnaround Principal	August 2010 – June 2011

	<p>that fosters a school climate where students and teachers get to know one another and can provide academic, social and behavioral encouragement</p> <ul style="list-style-type: none"> • focus on how to provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after students leave school. Increasing engagement by providing students with the necessary skills to complete high school and introduce students to postsecondary options <p>6. Conduct ongoing review of current educational research that has implications for student learning to guide decisions about action steps. Identify and model categories of specific instructional strategies across content areas that affect student achievement (<i>Classroom Instruction That Works</i>, Marzano, Pickering & Pollock, 2001). Implement 5-9 instructional strategies from Marzano’s “what works” to target identified skills (i.e., cooperative learning, similarities and differences, questions and cues, higher order thinking, DOK 3/4, problem solving).</p> <p>7. Attend and implement strategies from the following professional development opportunities:</p> <ul style="list-style-type: none"> • Bernadette Lambert literacy training • Bob Trammell math training • Marzano strategies • Conference focused on PBIS; Differentiated Instruction; RTI; PLCs (July 6-9; Chicago, IL) <p>8. Support instructional coaches through monthly district collaboration (HS and MS interventionist; coaches; District Title I Literacy Leader) that includes inquiry (reviewing current research; training (LEA; IDOE; state/ national) and analysis of data. Coaches will be supported in using instructional practices that are determined by current research to be effective; coaches, interventionists and teams study effective and varied instructional practices to improve instructional practices. Instructional coaches support staff in developing and implementing assessments and teacher and “student” rubrics. Instructional coaches and teachers collaborate to implement a variety of instructional strategies</p>	<p>Principal Principal for Climate & Operations Dir. Sec. Edu. Title I Dir. Sch. Improv. Team Staff</p> <p>Turnaround Principal Instructional Coaches Staff</p> <p>Turnaround Principal Instructional Coaches Staff</p> <p>Turnaround Principal Instructional Coaches Staff</p> <p>District Title I Literacy Leader</p>	<p>Nov 2010 Nov 2010 – Mar 2011</p> <p>July 2010 – Nov 2010 Nov 2010 – Mar 2011</p> <p>April 2010 July 2010</p> <p>Monthly District/ coaches meetings</p>
--	--	---	---

	<p>(based on PD aligned to Action Plan/ School Improvement Plan) to target identified skills at team level.</p> <p>9. Develop and implement elements of rigor and relevance lesson design daily (instructional framework for units that use/apply SPN & the 4 quadrants of a Gold Seal Lesson) (<i>Instructional Strategies: How to Teach for Rigor and Relevance</i> by International Center for Leadership in Education. Inc.). Instructional coaches and teachers collaborate to implement a variety of instructional strategies (based on PD aligned to Action Plan/ School Improvement Plan) to target identified skills at team level. Monitor and discuss during weekly collaboration for impact using student work and tracking system.</p> <p>10. Facilitate team level and department level checkpoints to monitor attainment of the most critical academic content available to teachers routinely throughout the quarter/ semester/ year</p> <p>11. Conduct ongoing review of current educational research that has implications for student learning to guide decisions about 8- step process for improving instruction. Teams will organize and conduct study groups to develop and implement effective professional learning communities</p> <ul style="list-style-type: none"> • <i>Learning by Doing</i> (DuFour) • <i>Getting Started</i> (Eaker) • <i>Becoming A Great High School</i> (Westerberg) <p>12. Establish timelines for data collection to provide current feedback/ evaluation of the effectiveness of implementation and impact of the school improvement plan activities.</p> <p>13. Examine and monitor classrooms, performance and staff in the implementation of the improvement plan to determine if any changes in the improvement plan are needed based on how goals and objectives are being achieved</p> <p>14. Use results to identify strengths and weaknesses in their individual practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn.</p> <p>Documentation/ Evidence:</p> <ul style="list-style-type: none"> • School Improvement Plan 	<p>Turnaround Principal Instructional Coaches Interventionists Staff</p> <p>Turnaround Principal Department Chairs</p> <p>Turnaround Principal Instructional Coaches</p> <p>Turnaround Principal Dir. Sec. Edu. Dir Title I</p>	<p>August 2010 – June 2011</p> <p>Nov 2010 Mar 2011 May 2011</p> <p>July 2010</p> <p>Daily educational rounds/ walkthroughs Bi-annual evaluations</p>
--	--	---	---

	<ul style="list-style-type: none"> • Collaboration records/ agendas • Data collection system • Assessments & Assessment system • Rubric w/ indicators for effectiveness 		
<p>5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i></p>	<ol style="list-style-type: none"> 1. Implement policy and system, specific to the turnaround school, that allows school turnaround leaders who achieve large Year 1 learning improvements to remove from the school teachers and other staff who have not made needed changes. 2. Implement practices, specific to the turnaround model, that allow school turnaround teachers to be compensated for extended instructional time and professional learning time. 3. Implement policy, specific to the turnaround model, that allow the LEA to implement an extended schedule, day or calendar. 4. Implement policy, specific to the turnaround model, that allow the LEA to hire two principals: a Principal of the Turnaround School, responsible for curriculum and instruction (funded with 1003(g) grant) and Principal of Climate and Operations (paid through general funds). Principal of Turnaround School (Curriculum and Instruction) will be responsible for the academic turnaround performance of the school, focusing on implementing the model with fidelity and improving the alignment of curriculum, instruction and assessments to standards. The Principal of Climate and Operations will be responsible for building climate and physical turnaround of the school (based on the Cambridge Education --- Quality Review Report findings). 	<p>Turnaround Principal</p> <p>Data Assessment and PD Manager Title I</p> <p>Grant Committee Turnaround Principal Principal of Climate & Operations Director of Secondary Instruction</p>	<p>August 2010 – June 2011</p> <p>August 2010 – June 2011</p> <p>May – June 2010 June 2010 – June 2011</p>
<p>6. <i>Use CNA data to implement an aligned instructional program.</i></p> <ul style="list-style-type: none"> • <i>Examine and align content standards</i> • <i>Create common assessments</i> • <i>Scoring student work by consensus</i> 	<ol style="list-style-type: none"> 1. Develop and implement data management system; identifying critical indicators of success and output variables impacting student achievement. 2. Analyze CNA/ trend data: <ul style="list-style-type: none"> • Use current data on student achievement, demographics, growth patterns and other relevant data to develop a profile of the school over time, showing trends and shifts that help the school identify future as well as current needs that will be considered when 	<p>Turnaround Principal Instructional Coach Data Assessment and Professional Development Manager</p>	<p>June 2010 – June 2011</p>

<ul style="list-style-type: none"> • <i>Planning changes based on the information gathered in the embedded/ continuous improvement of instruction process</i> 	<p>planning for continuous school improvement</p> <ul style="list-style-type: none"> • Disaggregate student demographic and achievement data to identify subgroups not reaching proficiency. Regularly use results to set goals, prioritize resources and develop strategic action steps to improve performance (i.e., extended day/ summer classes and interventions) <p>3. Review/ implement <i>Indiana's Common Core Standards</i> and the State's initial map of the updated "unpacked" standards for course(s) that describe/ outline:</p> <ul style="list-style-type: none"> • Specific content aligned to the <i>IN Common Core Standards</i> • Precise skills needed to demonstrate understanding of the standard(s) • Major concepts that students must demonstrate understanding of • Assessments that align with the skills and demonstrate understanding of content and skill <p>4. Develop course syllabi aligned to IN Common Core Curriculum Map that includes standards, concepts that students will learn, skills that students will be able to do, resources used to support instruction and guided practice, and descriptions of how learning will be assessed.</p> <p>5. Monitor learning on a timely basis (using data management system).</p> <p>6. Review and implement pacing guides: Convene teachers with common courses to meet and decide on a timeline for the sequence of content instruction. Group of teachers will use their content standards (<i>IN Common Core Standards</i>) to ensure that each standard is addressed in a meaningful way, mapping to the <i>IN guide for pacing of instruction</i>, and ensuring standards-aligned instruction.</p> <p>7. Discuss and determine instructional materials and arrangements: Teachers review and identify instructional materials, strategies, approaches and arrangements. Teachers collaborate/ share their evidence-based and effective instructional approaches with one another. Team receive assistance from coaches, outside consultants and LEA who can assist them a with instructional</p>	<p>Turnaround Principal Instructional Coaches Director Title I Director of Curriculum and Instruction Teachers</p>	<p>August 2010</p> <p>August 2010 – Nov 2010 (Trimester 1)</p> <p>Trimester 1 – Trimester 3 (August 2010- May 2011)</p>
--	---	--	---

	<p>strategies and approaches and work of coaches and technical assistance is contextualized in the work of teachers teams.</p> <p>8. Develop common assessments: At predetermined points in the school year, every three weeks, students will participate in a common assessment of their learning. Creating common assessments will allow groups of teachers to talk about the standards, how the standards might be assessed, where students are performing currently, and what learning needs to take place for students to demonstrate proficiency. Creating common assessments will provide teachers with an opportunity to “begin with the end in mind” --- Goal Clarity Window. In addition, common assessments will provide students with test format practice, which has been documented to increase performance (Langer, 2001). When students understand the genre of the test, they are likely to do better.</p> <p>9. Conduct consensus scoring and item analysis: Collect and summarize common assessment data and meet to discuss the results. Results will be disaggregated by significant subpopulations, such as students with disabilities, English language learners, specific ethnic/ racial groups, and/or socio-economic status. Teachers will identify and discuss achievement gaps and plan interventions. Teachers will also conduct item and error analysis; number and percent of students who answered correctly and identify errors of the students who answered incorrectly. Teachers will review student work and note changes that need to be made in the pacing guides, review standards for clarification of the content, and plan for re-teaching opportunities. Teachers will discuss the implications that specific instructional materials have for students’ learning and make recommendations about changes in this aspect. Teachers will receive/ review assessment data for their own students so that they can compare with the school, department, or overall team/ grade average.</p> <p>10. Revise pacing guides, review assessments, reteach, and form intervention groups: The timeline or protocol for using common assessments is continued; the assessment data inform instruction, curriculum, and ongoing/ future assessments. Along</p>	<p>Director Title I Director of Curriculum and Instruction Turnaround Principal</p> <p>Director Title I Director Sec Ed</p>	<p>August 2010 – Dec 2010 (Trimester 1)</p> <p>Beginning Sept 2010 Monthly</p> <p>Beginning October Every Six - Eight Weeks</p>
--	---	---	---

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>7. <i>Promote the use of data to inform and differentiate instruction.</i></p>	1. Review IN Common Core Standards for ELA and Math and guides for pacing instruction.	Turnaround Principal	Aug 2010
	2. Develop and implement common assessments using standardized testing format with stem starters to provide students multiple times throughout the year to respond to higher order questions and responses.	Data Assessment and Professional Development Manager	Trimester 1 (Sept. – Nov., 2010) Sept. – Dec., 2010
	3. Receive relevant feedback (develop Data Management System: use of data collection and analysis system). Information is provided regarding the extent to which students meet agreed upon standards of mastery on valid test in comparison to all students attempting to meet the same standard.	Turnaround Principal	Trimester 1 (Sept. – Nov., 2010)
	4. Establish a specific proficiency standard each student must achieve on each skill.	Turnaround Instructional Coach	
	5. Develop and implement a series of common, formative assessments that are aligned with state standards and district curriculum guides/ maps.	Turnaround Principal	Trimester 2 (Nov. – Mar., 2011)
	6. Develop and implement a system for analyzing and utilizing formative tests throughout the year to: <ul style="list-style-type: none"> • Identify students who need additional time and support • Help individual teachers identify area of strength and weakness in their instruction • Help the team measure progress towards its goals and identify areas in need of attention • Use the results to inform and improve their individual and collective practice; identify students who need additional support; and use to help students monitor their own progress toward agreed-upon standards/ expectations. 	Turnaround Instructional Coach	Summer 2010
		Data Assessment and Professional Development Manager	June 2010 – June 2011
		Turnaround Principal	Trimester 2 (Nov. – Mar., 2011)
7. Develop and implement performance standards based on common rubrics that are clearly communicated, evident in classrooms and observable in student work (i.e., models of actual student performances and teacher-developed examples are shared across content areas and expectations of performance are demonstrated using rubrics).	Turnaround Instructional Coach		
8. Draft/ Develop System for Assessment that provides an overview	Turnaround Principal	Trimester 3	

	<p>or rationale for the school's assessment system, describes each assessment, timeline for administration and how assessments will be analyzed, used to identify students who are not learning and guide instruction to differentiate in classrooms.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • Collaboration records/ agendas • Data Management System • Assessments & Assessment system • Lesson Plans • Rubrics 	Turnaround Data Assessment and Professional Development Manager	(Mar. – June 2011 August 2010 – June 2011
8. <i>Provide increased learning time for students and staff.</i>	<p>>Master schedule for extended time (waived policies and practices for regular contracted time under Article 7 of the School City of Hammond AFT contract).</p> <p>>An extended day flexible schedule will be implemented for all students. Students will have opportunities for an extended instructional day in the morning and/or afternoon and also during the regular summer break to accommodate their needs (intervention), as well as, opportunity to participate in rigorous and challenging academic standards based curriculum and instruction that may include but not limited to project learning, inquiry, additional AP courses, online learning, community service learning, apprenticeships, and internships.</p> <p>>The flexible schedule (morning or afternoon) will provide 70 minutes of additional instructional time to the students' regular school day to accommodate students needs (i.e., working students; students with children; students participating in extra-curricular activities after school).</p> <p>> Increased Learning Time: During the 2010-2011 school year, all students at Hammond HS will have the opportunity to pick up a sixth class period (currently, the students and staff at Hammond High School operate on a five period schedule). The benefits of the increased learning time are varied. A student may utilize the additional time to receive instructional support in an area in which the student is struggling. Other students may select from elective</p>	<p>Turnaround Principal Counselors Turnaround Principal Counselors Teachers</p> <p>Counselors Data Assessment & Professional Development Manager Turnaround</p>	<p>Summer 2010 July 2010 – June 2011 Prior to each Trimester</p>

	<p>classes that allow the student to learn a new skill or enhance one that already exists.</p> <p>>The extended day will increase opportunity to expand the Advanced Placement and Project Lead the Way course offerings. The scheduling will be flexible to allow students to begin their day earlier than the current schedule or to stay later in the day. The need for a flexible schedule takes into account the various roles and responsibilities of our students in the community as well as the involvement of students in extracurricular activities and athletics.</p> <p>>Analysis of trend data will determine teacher schedules to support needs/ requests to sustain the model; offering a flex schedule for instructional time.</p> <p>>Identify focus/ descriptions of extended time offerings and staff assignments based on expertise and evaluation outcomes of IDOE <i>Teacher Effectiveness</i> rubric</p> <p>>Counselors and students meet to review plan for extended time opportunities to meet needs.</p> <p>>Schedule students into extended time</p> <p>>Draft plans for extended school calendar (6 weeks beyond the school calendar; 4 days per week; 2 hours per day</p> <p>>Counselors, social worker(s), students and parents meet to review plan for extended time opportunities to meet needs.</p>	<p>Principal</p> <p>Turnaround Principal Counselors Social workers</p> <p>Turnaround Principal Data Assessment and PD Manager Plan Team Counselors Social workers</p>	<p>Prior to each trimester</p> <p>March – April 2011 End of year</p>
<p>9. <i>Provide social-emotional and community-oriented services/supports.</i></p>	<p>1. Principal of Turnaround School (Curriculum and Instruction) and Principal of Climate and Operations along with the Title I Director will schedule an informal meeting with a Title I school in the district who has implemented “restructuring” to discuss “lessons learned” and “tips” to implementing an improvement model. Discuss effective use of social worker roles to be used in the HS and in working with parents (include Parent Involvement Coordinator from this building) in addressing attendance, truancy, behavior and other barriers impacting academic success. Also discuss how to coordinate and integrate Social Workers roles that support student/ parent/ school relationships.</p> <p>2. LEA and Principals will review job description for Social</p>	<p>Turnaround Principal</p> <p>Turnaround</p>	<p>Early July 2010</p> <p>June 2010</p>

	<p>diligent, and doing whatever it takes to meet goals and raise student achievement.</p> <p>8. LEA and Principal of Climate and Operations will meet with food service staff to discuss their role in the turnaround model, understanding and supporting the school improvement model and their how they can support the improvement of the school climate.</p> <p>9. LEA and Principals (Turnaround and Climate and Operations) and Social Workers will meet with School Improvement Team to identify a group of parents and community members that will form the HHS Parent-Community Support Team.</p> <p>10. LEA, Principal of Climate and Operations, Social Workers, the Parent-Community Support Team and the SI Team member will identify strategies to promote effective parent involvement and improve relationships in the school that will:</p> <ul style="list-style-type: none"> • engage parents as partners with teachers in educating their children; • involve them in meaningful decision-making at the school • include appropriate family information and activity nights, • parent newsletters, • parent conferences, • parent open houses, • parent participation on the review of the school-wide plan, <u>monthly HHS Parent-Community Support Team meetings,</u> and regular open houses. <p>11. The Principals, Social Workers, Title I Director, SI Team and PI Committee will meet with parents and community leaders to explain the purpose and expectations of the turnaround model and how initiatives support roles and responsibilities. Relate parents' support of the model to, fully and effectively, implement the required activities of the school improvement/ turnaround model.</p> <p>12. LEA and Principal(s) of Turnaround School (Curriculum and Instruction) and Climate and Operations will meet with athletic instructional coaches (i.e., reading and writing across the curriculum; math; differentiation) in establishing expectations for academic performance and participating in extra-curricular</p>	<p>Climate & Operations Principal</p> <p>Principals Social Workers</p> <p>Climate & Operations Principal Social Workers</p> <p>Principals Social Workers</p> <p>Principals</p>	<p>July 2010</p> <p>July</p> <p>July/ August 2010</p> <p>August 2010</p> <p>August 2010</p>
--	---	--	---

	<p>sports. Instructional coaches (i.e., reading and writing across the curriculum; math; differentiation) will be expected to conduct “study table” or “brain conditioning” prior to the season as well as during the season. This athlete to athlete support with adult supervision will model higher expectations for academic success as well as peer mentoring for students who may need additional support in a particular content area or assignment. Instructional coaches (i.e., reading and writing across the curriculum; math; differentiation) will be expected to monitor and collect data on each student’s performance.</p> <p>13. The teachers will provide individual academic assessment results to parents online:</p> <ul style="list-style-type: none"> • Through parent conferences, school newsletters, the school website, <i>Indiana’s Common Core Standards</i>, standards based report cards and ECA and other school performance assessment reports, parents are helped to understand the state’s academic content and achievement standards as well as how students will be assessed and how to monitor their student’s progress. The school will inform parents of student progress in core academic areas aligned to <i>Indiana Common Core Standards</i> and performance on benchmark assessments for SRI, reading and writing across the curriculum and math on a regular basis. The school will provide individual academic assessment results and/or progress to parents 9 times during the school year. <p>14. Materials and Training: Parents will be provided with instructional materials and training to help improve their student’s achievement when parents attend family activities, and parent conferences. Parents will be provided information about additional websites that will provide learning activities related content, as well as parent involvement centers, such as Indiana Center for Parent/ Family Involvement Resource Center (Indianapolis) and other resources for online support and learning. Parents will participate in developing and reviewing the school parent involvement policy.</p>	<p>Social Workers Teachers</p> <p>Social Workers</p>	<p>August 2010 – June 2011</p> <p>August 2010 – June 2011</p>
--	--	--	---

	<p>15. Educate educators: During collaboration meetings, teachers, the principals and other student support staff will be educated about the value of parent contributions and about how to reach out, communicate and work with parents as equal partners, to coordinate and implement parent programs, and to build ties between home and school. Parents will participate in conferences with staff to discuss the home-school compact.</p> <p>16. Understandable communication: Information related to school and parent programs, meetings, and other activities will be presented in a format and language that parents can understand. Information is made available to all parents on the school website, through conferences and meetings, and through direct mailings. Notices will be sent to parents regarding the updating of policies and procedures and reviewing the School Improvement Plan. This information requests parent participation in these processes. Phone calls to parents will be made so that parents are involved in updating compacts, parent policies/ handbooks and school improvements plans. With the support of the Social Worker, parents will participate in developing and reviewing the school parent involvement compact and policy. Policies, handbooks and compacts are prepared in Spanish and English.</p> <p>17. Other reasonable support: When parents request other parent involvement activities, student support staff will provide support, to the best of their ability and available resource, for these activities by collaborating with parents and developing plans for implementation and evaluation. Parents will be encouraged to participate more fully in their student's education through activities such as parent conferences, phone calls, letters, extra curricular activities and educational/ academic nights.</p> <p>18. Strategies to involve parents in the planning, review and improvement of the school-wide plan Parents will be contacted to participate in the planning process. The process and plan will be shared with parents during parent</p>	Social Worker	August 2010 – June 2011
--	---	---------------	-------------------------

	<p>training opportunities and the plan will be shared annually. The SWP/ PL221 School Improvement Plan will be shared on the school's website for access by parents and community members. Parents, community members, teachers, and administrators will participate in reviewing and updating the plan through PL221 school-wide planning meetings. The Social Workers will continue to contact parents throughout the year and use parent training sessions and Adult/ Student Education opportunities to involve parents in the planning, review and improvement of the school-wide plan.</p> <p>19. Support Agencies: The School City of Hammond and Hammond High School have signed a Memorandum of Understanding with the Indiana Department of Workforce Development to implement the JAG-Indiana Multi-Year Dropout Prevention Program Model program during the 2010-2011 school year. The JAG-Indiana program is financed using federal Workforce Investment Act corporate and foundation contributions, state funds and other in-kind contributions. JAG-Indiana will provide a JAG instructor who will be trained in the JAG Model. The JAG instructor will work with 45 identified students who are at risk of graduating in four years. The instructor will work with these students during their four years of high school as well as for 12 months after graduation. The JAG model has a 90% graduation/GED rate and a 80% overall success rate with participants either employed in a job leading to a career, in the military, or in post-secondary education.</p> <p>The School City of Hammond will continue its Memorandum of Understanding with the Legacy Foundation to collaborate on the implementation nFocus software as a tool to network with community organizations. This software will enable Hammond HS to form a partnership with community agencies to share student information and work to address student concerns. Other community organizations utilizing the nFocus software are: the Hammond Boys and Girls Club and the Hammond YMCA.</p>	<p>Social Workers JAG instructor Tri-City Mental Health Counselor</p> <p>Social Worker</p>	<p>August 2010 – June 2011</p> <p>August 2010 – June 2011</p>
--	--	--	---

	A behavioral specialist employed by Tri-City Mental Health will be available on a daily basis to help counsel students and their families with mental health issues.	Tri-City Mental Health Counselor	August 2010 -- June 2011
--	--	----------------------------------	--------------------------

*Signal the need for dramatic change with strong leadership by recruiting building administrators, especially a new turnaround principal, to implement the turnaround model that focuses exclusively on curriculum and instruction and strengthening the overall educational achievement of the school. A change in leadership practices in the school is essential (Duke, Tucker, Belcher, Crews, Harrison-Coleman, Higgins, et al.) so two principals will support this model, however, the second principal will focus on the climate and operations (i.e., discipline, facilities, classified staff, parent and community relations) so that the turnaround principal focuses on “the work” of student performance, instructional change and grounding a model for continuous improvement. The LEA will replace the current principal and support the new turnaround principal (staffing, calendars/ time) in implementing a comprehensive approach that improves student achievement outcomes and increases high school graduation rates. Because the current school leader(s) may be enmeshed in past strategies, a new leader with credentials and competency who has the capacity to implement the turnaround model will immediately signal change. The LEA, SCH School Board and teachers’ association will support to make the Hammond High School leader the instructional leader who is highly visible in classrooms. The LEA and both leaders at the school will make a clear commitment to dramatic changes from the status quo and signal the magnitude and urgency of those changes. As a *turnaround school*, Hammond High School may differ in areas such curriculum, daily and annual schedule, discipline, teaching method, staff hiring, and management. After three years, the LEA will support one highly qualified principal to implement and improve the continuous school improvement model and the systems which were developed over the three year period. The LEA will develop a job description based on input from other LEAs who have implemented the turnaround model and have expertise in implementing this model. The LEA will conduct a national search, as well as contact Darden Partnership for Educational Leadership (University of Virginia), for the Principal of the Turnaround School. The turnaround principal will be responsible for curriculum and instruction; focusing responsibility of implementing visible evidence of change in aligning Indiana Core Academic Standards to curriculum, instruction and assessments. Whereas, the climate and operations principal will focus on implementing visible evidence of climate changes concerning discipline and building operations related to classified staff. The LEA will gather a group of experts to support the screening, review and hiring of the Principal of the Turnaround School that will include: SCH Superintendent and local superintendent; university instructional leaders (R. Trammel; K. Vendetti); Director of Educational Service Center (C. Cate-Clements); SCH Human Resources; SCH Director of Secondary Instruction; Parent/ Community Leader (S. Jackson, Steen Center); Parent/ Community Member (M. Champion). This group of evaluators will be trained on the evaluation tool(s), protocols, and policy and practices of confidentiality prior to beginning the interviews. Debriefing each review will answer questions and concerns regarding use of the protocols. Process for screening:*

1. Phase 1 Initial screen: vitae and resume review to identify pool of strong turnaround candidates
2. Phase 2: Phone/ conference Interview: (identify who will do this)
3. Phase 3: Panel/ Committee review for final 3-5 candidates
4. Phase 4: Committee review for 3 candidates
5. Phase 5: Selection of candidate
6. Phase 6: Interview with and approval of candidate by IDOE
7. Phase 7: Approval by Hammond School Board

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.	x	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	x	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.	x	

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - o One English/language arts goal for “all students.”
 - o One mathematics goal for “all students.”
 - o For examples of goals, see guidance document, H-25, p. 41.
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable (SMART goals)

SY 2008-2009 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
8% of students are proficient on ECA Algebra I	40% of students are proficient on ECA Algebra I	50% of students are proficient on ECA Algebra I	60% of students are proficient on ECA Algebra I
29% of students are proficient on ECA English 11	50% of students are proficient on ECA English 10	60% of students are proficient on ECA English 10	70% of students are proficient on ECA English 10
61% of students graduate w/in 4 yrs or less (as required by IC 20-26-13)	65% of students graduate w/in 4 yrs or less (as required by IC 20-26-13)	70% of students graduate w/in 4 yrs or less (as required by IC 20-26-13)	75% of students graduate w/in 4 yrs or less (as required by IC 20-26-13)

92.9% was the student attendance rate.	Students will have 3 or less absences each trimester. (95% average attendance rate)	Students will have 3 or less absences each trimester. (95% average attendance rate)	Students will have 3 or less absences each trimester. (95% average attendance rate) (95% average attendance rate)
--	---	---	---

➤ *Complete “LEA Application: General Information” if have not already done so.*

Section 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 2010-2011, 2011-2012, 2012-2013.
- 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.

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of research-based instructional practices that are vertically aligned across contents and the <i>IN Core Common Standards</i>	Turnaround	Title I, Part A --- regular and stimulus funds (schoolwide 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	1003(g) School Improvement Grant Title I, Part A --- regular and stimulus funds (school-wide programs)
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model.	Turnaround	Title II, Part A
Job-embedded staff development aligned to grant goals to assist English language learners and students with exceptional learning needs	Turnaround	Title III, Part A --- LEP Special Education
Focuses on interventions to improve the reading and math skills of student who are at risk of not learning or who are	Turnaround	Title I, Part A --- regular and stimulus funds (school-wide programs)

performing significantly below grade level in basic skills.		
<i>State Resources</i>		
Assessment of students who enroll advanced courses	Turnaround	High Ability Grant
Assessments of subgroups who take the PSAT	Turnaround	State assessment funds.
<i>Local Resources</i>		
Job-embedded staff development aligned to grant goals to assist middle school/ Freshmen students transition to high school.	Turnaround	LASS (Lakeshore Alliance for Student Success).

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

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2010 - 2011

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: School City of Hammond
 Corporation Number: 4415 4710
 School Name: Hammond High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
24300-111	1.00	1.00		Turnaround Principal (focus on curriculum & instruction)	\$ 150,000.00	
21130-112	2.00	2.00		Social Workers (behavior; discipline; parent/ community)	\$ 120,000.00	
11300-112	1.00	1.00		Instructional coach (WRAC; differentiating instruction)	\$ 60,000.00	
22120-113				Collaboration; all tchrs; 1 hour weekly	\$ 130,000.00	
11300-113				Extended learning for all students; including all tchrs	\$ 1,060,000.00	
22120-113				PD; extended learning for tchrs (summer; Sat; after sch)	\$ 100,000.00	
	4.00	TOTAL SALARIES				\$ 1,620,000.00
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.						
	11300	TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 300,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
22120-580				PLC conference; National Reading and Math conference	\$ 20,000.00	
22120-580				NWIESC professional development for PLC, sch improve. & differentiation	\$ 10,000.00	
				TOTAL TRAVEL		\$ 30,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
22120-319				R. Trammell, Math Consultant; provides TA on instruction; assessments	\$ 21,540.00	
				(See Appendix I: Robert Trammel Vitae and Resume)		
				TOTAL CONTRACTED SERVICES		\$ 21,540.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
11300-611				TOTAL SUPPLIES		\$ 28,040.00

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
TOTAL EQUIPMENT AND TECHNOLOGY			\$ -
7. OTHER SERVICES: (Include a specific description of services.)			
TOTAL OTHER SERVICES			\$0.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 1,999,580.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1,000	SRI (Reading Assessment Student Licenses)	10	\$ 10,000.00
140	Professional Books for teacher study groups	\$ 36.00	\$ 5,040.00
65	Classrm supplies (chart paper; jumpdrives; whitebds; slates; markers; fldrs; notebk	\$ 200.00	\$ 13,000.00
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 28,040.00

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

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

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2011 - 2012

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: School City of Hammond
 Corporation Number: 4710
 School Name: Hammond High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL
1. PERSONNEL (include positions and names)					
24300-111	1.00	1.00		Turnaround Principal (focus on curriculum & instruction)	\$ 150,000.00
21130-112	2.00	2.00		Social Workers (behavior; discipline; parent/ community)	\$ 120,000.00
11300-112	1.00	1.00		Instructional coach (WRAC; differentiating instruction)	\$ 60,000.00
22120-113				Collaboration; all tchrs; 1 hour weekly	\$ 130,000.00
11300-113				Extended learning for all students; including all tchrs	\$ 1,060,000.00
22120-113				PD; extended learning for tchrs (summer; Sat; after sch)	\$ 100,000.00
	4.00	TOTAL SALARIES			
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the PERSONNEL above and only for the percentage of time devoted to this project.					
	11300	TOTAL FIXED CHARGES / FRINGE BENEFITS			
3. TRAVEL: (differentiate in-state and out-of-state)					
22120-580				PLC conference; National Reading and Math conference	\$ 20,000.00
22120-580				NWIESC professional development for PLC, sch improve. & differentiation	\$ 10,000.00
				TOTAL TRAVEL	
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)					
22120-319				R. Trammell, Math Consultant; provides TA on instruction; assessments (See Appendix I: Robert Trammel Vitae and Resume)	\$ 21,540.00
				TOTAL CONTRACTED SERVICES	
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount purchase testing, programmatic and/or office supplies.)					
11300-611				TOTAL SUPPLIES	
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of					
				TOTAL EQUIPMENT AND TECHNOLOGY	

LINE ITEM TOTAL	
\$	1,620,000.00
<i>ersonnel listed under</i>	
\$	300,000.00
\$	30,000.00
\$	21,540.00
<i>nt to be used to</i>	
\$	18,040.00
<i>nd technology on a more than one year".</i>	
\$	-

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2012 - 2013

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: School City of Hammond
 Corporation Number: 4710
 School Name: Hammond High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
24300-111	1.00	1.00		Turnaround Principal (focus on curriculum & instruction)	\$ 150,000.00	
21130-112	2.00	2.00		Social Workers (behavior; discipline; parent/ community)	\$ 120,000.00	
11300-112	1.00	1.00		Instructional coach (WRAC; differentiating instruction)	\$ 60,000.00	
22120-113				Collaboration; all tchrs; 1 hour weekly	\$ 130,000.00	
11300-113				Extended learning for all students; including all tchrs	\$ 1,060,000.00	
22120-113				PD; extended learning for tchrs (summer; Sat; after sch)	\$ 100,000.00	
	4.00	TOTAL SALARIES				\$ 1,620,000.00
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.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ 300,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
22120-580				National Reading and Math Conference	\$ 10,000.00	
22120-580				NWIESC workshops on topics relevant to HHS SIG	\$ 10,000.00	
				TOTAL TRAVEL		\$ 20,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
				TOTAL CONTRACTED SERVICES		\$ -
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES		\$ 18,040.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
				TOTAL EQUIPMENT AND TECHNOLOGY		\$ -

