

School Improvement Grant (1003g)

Section II -- Amendment

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: 4415
 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		Leslie Yanders Turnaround Principal	\$ 120,000.00	
21130-112	1.00	2.00		Social Workers	\$100,000	
11300-112	1.00	4.00		Master Teacher and intervention teachers	\$300,000	
21130-112	1.00	1.00		Sophomore Academy Counselor	\$50,000	
11300-113				PD; Extended day; Summer; Saturday; after school	\$700,000	
22120-113				Collaboration	\$50,000	
11300-113				Incentive	\$ 100,000.00	
	4.00	TOTAL SALARIES				\$ 1,420,000.00
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				\$262,700
3. TRAVEL: (differentiate in-state and out-of-state)						
22120-580				PLC; Improvements in ELA and/or math; SDC; HSTW; etc	\$ 15,000.00	
22120-580				NWIESC professional dev & PLC, schl imp & differentiation, Literacy, CELL	\$ 10,000.00	
		TOTAL TRAVEL				\$ 25,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
22120-319				Robert Trammel Math consultant; provides TA on instruction; assessments (See	\$ 21,540.00	
22120-319				Blane Smith & Associates Student Personal Development Program	\$20,000	
22120-319				L & R Innovative Solutions, LLC	\$50,000	
				5 Student Interest Experts (dance, karate, drama, etc)	\$30,000	
		TOTAL CONTRACTED SERVICES				\$ 121,540.00
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.)						
		TOTAL SUPPLIES				\$78,840
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				\$81,500

**LEA Application of General Information
2011-2012**

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: School City of Hammond		Corporation Number:
Contact for the School Improvement Grant: Leslie Yanders		
Position and Office: Principal of Hammond High School	Contact's Mailing Address: 5926 Calumet Ave Hammond, In 46320	
Telephone: (219)933-2442	Fax(219)554-4572	
Email Address: ldyanders@hammond.k12.in.us		
Superintendent (Printed name) Walter J. Watkins, Ph. D	Telephone: (219)933-2400	
Signature of Superintendent X _____	Date: July 26, 2011	

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

➔ **Complete a second form, "Tier I and II Application" for each school applying for a school improvement grant.**

LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-2012*.
- 2) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 3) For how the descriptions of commitments will be scored, see the attached scoring rubric.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for</p>	<ul style="list-style-type: none"> • During the 2009-2010 school year teachers completed a "Self-Assessment of practices of High-Poverty" Survey • Analysis of Student and School Data revealed some areas of concern which involved a high percentage of ESL and African-American students not making academic progress. • Meet with HHS staff; inform staff of change in leadership practices/requirements for turnaround model • Data taken from IDOE on students' performance on ECA (GQE) for the past three years, graduation rate, and attendance were all reviewed] • Findings from the data indicated the underperformance of HHS for the past 5 years • Informational meeting with HHS staff about qualifications and process to apply 1003(g)-

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<ul style="list-style-type: none"> • Informational meeting with parents, community, and board about findings and plans to apply for 1003(g) • Informational meeting with HHS staff to update them on progress of hiring of new principal and replacement of staff/teacher surveys • For 2011-2012 teachers are placed into teams for the 9th and 10th graders who will have common planning time • The teachers in the upper levels of instruction will have common planning times according to subject matter • TAP cluster meetings will require teachers to meet at least once a week for PD • Department meetings will take place once per week • Agendas, meeting logs, and sign-in sheets will provide evidence of collaborations
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to</p>	<ul style="list-style-type: none"> • The LEA has a process for recruiting, selecting, and contracting with and monitoring external partners that includes: <ul style="list-style-type: none"> (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. • The LEA will be using the International Center for Leadership in Education as an external Partner for this initiative (The School City of Hammond has partnered with ICLE since 2008 to implement SLC grant through LASS. Through the Corporation's initial investigation, we have found that ICLE 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. ICLE will help to provide technical assistance for language arts. • Other external providers will undergo the same process as the one used for selecting ICLE • The LEA will develop and submit a copy of the contract with 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.

the school's identified needs,

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

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

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

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

- The LEA will monitor and evaluate the implementation of the contract by routinely participating in PD, conducting walk-throughs to observe transfer of practices and strategies, and monitoring the school's binder system for PD activities (i.e. meeting record forms, agendas, handouts, etc.)

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet</p>	<ul style="list-style-type: none"> • 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 (a) Literacy Lab for grades 9 through 12 (b) Math Lab for grades 9 through 12 (c) Bi-lingual resource literacy and math lab for levels 4 and 5 (d) 2 literacy interventionists (e)2 math interventionists (f) 1 bi-lingual interventionist (g)Technical assistance and consultants working with staff on improving literacy and math instruction for students (ESL, special education, and African-American) (h)The LEA may use resources in the recruitment of teaching staff with skills and experience to effectively implement the turnaround model • The LEA may use resources from the TIF to implement the TAP program for job-embedded professional development and performance based incentives to support implementation of the turnaround model. (a)Professional development will focus on improving instruction to ensure rigor and relevance. (b)PD activities will directly address the academic achievement problem that caused the school to be identified; The focus will be on differentiated instruction, school-based modeling and coaching; technical assistance for data analysis and links to strategies and interventions, professional materials. • The LASS grant will be used to sustain the implementation of small learning community for Freshman. The Freshman Academy for 9th grade students is housed on a separate floor of the school where core-academic teacher teams will share the same students. Each team of interdisciplinary teachers will improve student/teacher relationships and develop opportunities for teams to make connections to or across the content areas. • The Work One grant will provide students with high at-risk circumstances the opportunities to improve on their working skills through career training,

the intended outcomes or making adjustments as necessary;

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

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

additional academic support, and employment opportunities. These students must meet certain criteria such as low-income, mild learning disabilities, and/or situational circumstances.

- Title II funds will be used to provide training to teachers who are pursuing an AP endorsement, ACP endorsement, or PLTW. These programs will help to increase the rigor of the curriculum and give students the chance to obtain college credits before graduation.
- The LEA will use resources from Title III and Special Education for job-embedded staff development aligned to grant goals to assist critical subgroups; 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.
- Non-financial resources provided by state or IDOE for implementing Indiana's Common Core Standards, curriculum mapping. The Learning Connection and INSPIRE in developing and implementing elements of rigor and relevance in daily lesson design.
- Resources provided to HHS by the District includes Learn 360, Grolier, Plato, Reading Counts, Professional Development workshops for the district, STI/MISI, Common School Fund, and Hammond Education Foundation (mini grants for special projects)
- School City of Hammond Central Office Support Staff will provide technical support to HHS: (a) Walter J. Watkins, Superintendent for SCH will provide support for the school reform projects and implementation of LEA/District Improvement PD in the schools. He will monitor and evaluate the turnaround model participating in data analysis and educational walkthroughs (b) Theresa Mayerik, Chief Administrator for Academic Affairs will provide support for the school reform projects and implementation of LEA/District Improvement PD in the schools. She will monitor and evaluate the turnaround model participating in data analysis and educational walkthroughs. Mrs. Mayerik will provide monthly consultation/meetings with HHS administrators and leadership and/or management team for planning, analyzing, and evaluating school progress. (c)

	<p>Jana Abshire, Title I Director will establish meetings between successful school reform principal, turnaround principal and other Title I principals. Ms. Abshire coordinates technical assistance for Title I schools and supports the alignment of school improvement strategies across the non-Title I schools. (d) Rebecca Hammar, Literacy Coordinator will work with teachers to implement best practice strategies and models for intervention. She will meet with principals, teachers, and interventionists to discuss, review, and assist with the implementation of strategies that support the needs of students based on data. (e)Kris Byquist, Title I Coordinator will provide support for the Family Involvement Facilitators and the use of Acuity. (f) Tana Porter, Title I Office Manager will assist schools with the monitoring of budgets. (g)Connie Manous, Director of Special Education will provide support to teachers and the principal through monthly/regular consultations (h)Peggy Harrington, Director of ESL will provide support to teachers and the principal through monthly/regular consultations. (i) Eliza Gonzalez, Chief Administrator of Human Resources will help with the screening, recruitment and retaining of highly qualified staff members.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p>	<ul style="list-style-type: none"> • Meet with HHS staff; inform staff of change in leadership practices/requirements for turnaround model • Process for recruiting, screening and hiring of a new principal • The release of 51% of the staff and hiring for vacancies • Letters of approval was submitted by the Superintendent, the President of the SCH AFT, Board of Education, Parents, and Community which helped to provide input and support of the turnaround model. • After the approval phase has been finalized, The Chief Administrator of Human Resource and Chief Administrator of Academic Affairs conduct the process for recruiting, screening and hiring of new principal. • The new principal uses the informational binder for existing staff members to conduct interviews on all staff members. • 51% of the staff is released and the screening process is used to fill in the vacancies. • Throughout the year and using IDOE's teacher effectiveness rubric, teachers will be evaluated and either retained, released, or given a PGAP

<p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<ul style="list-style-type: none"> • 2011-2012 Administrators will use the elements of TAP to evaluate and provide coaching to teachers. • Retention and sign-on bonuses offered; bonuses offered to effective teachers and all building administrators • All teachers will receive a copy of the evaluation tool that will be used for the evaluation process through the use of TAP initiatives (a) Modeling will be provided to all teachers that demonstrate effective instructional strategies (b) All teachers will be observed by a mentor, master, or administrator (c) determining formal evaluations will be conducted by an administrator • Teacher and principal evaluation will guide the individual's professional growth plans. 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) • Teachers and principals who are not able to reach "effective" capacity based on a minimum of 2 evaluations (end of 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 • The flexible schedule will provide an additional 70 minutes to the students' regular school day (a) Counselors and students meet to review plan for extended time opportunities and plans of study (b) schedule students as a regular schedule
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:

- (a) Developing school improvement planning processes that support sustainability of education reform protocol;
- (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
- (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;
- (d) Identifying alternative funding sources to sustain operational protocol that may require financial support;
- (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;
- (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;
- (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the

- 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.

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Attachment B: LEA Commitments Scoring Rubric

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

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

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

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

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

**LEA Application of General Information
2011-2012**

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: School City of Hammond		Corporation Num4710ber:
Contact for the School Improvement Grant: Leslie Yanders		
Position and Office: Principal of Hammond High School	Contact's Mailing Address: 5926 Calumet Ave Hammond, In 46320	
Telephone: (219)933-2442	Fax(219)554-4572	
Email Address: Idyanders@hammond.k12.in.us		
Superintendent (Printed name) Walter J. Watkins, Ph. D	Telephone: (219)933-2400	
Signature of Superintendent X _____	Date: July 26, 2011	

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

A. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

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.								
6.								

B. 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.

C. Consultation with Stakeholders

Instructions:

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

School Name: Hammond High School School Number: 4415

Stakeholder Group	Mode of Communication	Date
See stakeholder and letter of assurances		

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: Hammond High School

School Number: 4415

Stakeholder Group	Mode of Communication	Date
<i>Richarda Rene Morris</i>	Meeting	<i>April 22, 2010</i>
<i>Dee Jones</i>	Meeting	<i>April 22, 2010</i>
<i>Pat Taylor</i>	Meeting	<i>April 22, 2010</i>
<i>Blanchy Webb</i>	Meeting	<i>April 22, 2010</i>

School Name: Hammond High School

School Number: 4415

Stakeholder Group	Mode of Communication	Date
<i>Duane Webb</i>	Meeting	<i>April 22, 2010</i>
_____	Meeting	<i>k.</i>
<i>Rolene Jones Harris</i> <small>N.A.</small>	Meeting	<i>April 22, 2010</i>
<i>Gary E. Jones</i>	Meeting	<i>April 22, 2010</i>

School Name: GHammond High School

School Number: 4415

Stakeholder Group	Mode of Communication	Date
<i>Marilyn Jones</i>	Meeting	<i>April 23, 2010</i>
<i>Helen M. Branigan</i>	<i>International Center for Leadership in Education</i>	<i>April 23, 2010</i>
<i>Janette Ott, ILLE</i>	Meeting	<i>4/23/2010</i>

*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 MDCG	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:

Turnaround

Restart

Transformation

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.

Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

- 1) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
 - 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.

SY 2010-2011 Baseline Data E/LA and Math (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
<i>Example: 50% of all students are proficient on ISTEP+ mathematics</i>	<i>75% of all students are proficient on ISTEP+ mathematics</i>	<i>85% of all students are proficient on ISTEP+ mathematics</i>	<i>95% of all students are proficient on ISTEP+ mathematics</i>
E/LA 46%	51%	56%	61%
Math 26%	31%	36%	41%

SY 2010-2011 Baseline Data Graduation Rate	Graduation Rate Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
70%	73%	76%	79%

Implementation of Turnaround Model

➤ **Instructions:**

- 1) Using the tables provided, develop a detailed 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).
- 2) For how the descriptions will be scored, see the attached Turnaround Intervention Model scoring rubric.

Turnaround Model (Guidance Document, Section B, pages 26-31)

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>1. <i>Replace the principal and grant principal operational flexibility.</i></p>	<ul style="list-style-type: none"> • Meet w/ HHS staff; inform staff of change in leadership practices/ requirements for turnaround model 	<p>Dr. Watkins, Superintendent Mrs. Mayerik Chief Administrator for Academic Services Jana Abshire, Director of Title I Mrs. Eliza Gonzalez, Chief Administrator for Human Resources Patrick O'Rourke, President of AFT Union</p>	<p>2010 3/31 6/10 7/12</p>

	<ul style="list-style-type: none"> • Begin process for recruiting, screening and hiring of new principal 	Dr. Watkins, Superintendent Mrs. Mayerik Chief Administrator for Academic Services Mrs. Eliza Gonzalez, Chief	7/7 7/17
	<ul style="list-style-type: none"> • Choose a principal w/ credentials, competency and capabilities to implement the turnaround model 	Administrator for Human	8/28/10
	<ul style="list-style-type: none"> • 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) 	Dr. Watkins, Superintendent Mrs. Mayerik Chief Administrator for Academic Services Jana Abshire, Director of Title I Mrs. Eliza Gonzalez, Chief Administrator for Human, Patrick O'Rourke, President of AFT Union and representatives from the community.	8/28/10
	<ul style="list-style-type: none"> • Commitment of Superintendent, SCH School Board, Human Resources, Directors and SCH AFT President in granting 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). 		

	<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 		
	<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. 		ongoing

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>	<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. 		3/31/10

	<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 • End of Course Assessments: Algebra 1; Biology 1; English 11 • Scholastic Reading Inventory scores (2009-2010): • Advanced Placement test scores 6. Teacher evaluations/ Professional Growth Plans (PGAP): 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. 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. 9. Information page containing professional development activities and school improvement activities 	<p>Chief Administrator of Academic Services and Secondary Education</p> <p>Assistant Principal</p>	<p>6/2010</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”. 		
	<ul style="list-style-type: none"> • Meet w/ HHS staff; inform staff of IDOE evaluation tool and how the common evaluation will be used for hire, reassignment, transfer or dismissal. 	<p>Director of Secondary Principal C/I</p>	<p>6/2010</p> <p>8/2/10</p>

	<ul style="list-style-type: none"> Screen, identify and train screening committee to effectively implement screening and rehiring of existing staff 	Principal C/I Principal C/O	8/2/10
	<ul style="list-style-type: none"> Begin process for screening and hiring existing staff 	Principal C/I Principal C/O	7/1
	<ul style="list-style-type: none"> Select/ finalize staff w/ credentials and demonstrated track record to implement the turnaround model; rehire no more than 50 percent 	Principal C/I Principal C/O	9/30
Grant Elements	Tasks/ Steps	Responsibility	Checkpoint/ Timeline

3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</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. 	Assistant to Superintendent Principal C/I HR	
	<ul style="list-style-type: none"> Develop job descriptions for: instructional coaches (i.e., reading and writing across the curriculum; math; differentiation); interventionists; data & PD management. 	Assistant to Superintendent Principal C/I Title I Director HR	
	<ul style="list-style-type: none"> 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. 	Chief Administrator for Human Resources and Turnaround Principal	8/1
	<ul style="list-style-type: none"> Align strategies and incentives to common evaluation tool and explicitly describe how evaluation system will be implemented and used 		
	<ul style="list-style-type: none"> Recruit teaching staff with skills and experience to effectively implement the <i>turnaround model</i>. 	Chief Administrator for Human Resources and Turnaround Principal	8/1
	<ul style="list-style-type: none"> Select review team. Conduct training for the review/ interview team and begin to screen applicants based on grant requirements and expectations. 	Chief Administrator for Human Resources and Turnaround Principal	8/1
	<ul style="list-style-type: none"> Begin process of hiring new staff w/ credentials and demonstrated track record to implement the turnaround model 	Turnaround Principal Chief Administrator for Human Resources	8/1
	<ul style="list-style-type: none"> Begin process of hiring new staff w/ credentials and demonstrated track record to implement the turnaround model 	Turnaround Principal Chief Administrator for	8/1

		Human Resources	
	<p>• 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 instructional quality. The final component of the TAP program is “Performance-Based Compensation.” TAP teachers have the opportunity to earn bonuses each year outside of the contracted amount of pay for their performance in the classroom. In addition, teachers who assume additional roles as mentor and master teachers are compensated for their added roles and responsibilities. The 2010-2011 school year will serve as the planning year for this program. During this time, the turnaround principal will work with the community to gain buy in and support for the program. During the summer of 2011, the identified staff will receive the eight days of training in the research based rubrics. Implementation of the TAP program will occur during the 2011-2012 school year.</p>	<p>Superintendent Chief Administrator of Academic Services and Secondary Education, Chief Administrator of Human Resources, Director of Title I and Hammond HS principal.</p> <p>Superintendent Chief Administrator of Academic Services and Secondary Education, Chief Administrator of Human Resources, Director of Title I, Director of Finance and President of AFT Union.</p>	<p>9/15</p> <p>10/7</p>

	academies for TAP cluster meetings and PD		
	Develop a master schedule that allows for student mentoring and PLC for entire staff		9/1/2011
	3. Set measurable objectives for professional development and system for evaluation (i.e., evidence used to document and judge quality of the collaboration)	Assistant Principal Instructional leaders M. Simic Collaboration Rubric	9/16 /2010 ongoing sent 9/10 (MS)
	4. Develop, implement and evaluate data management system for professional development activities.	M. Simic Instructional leaders	10/13/2010
	5. Support staff development needs based on priority or critical needs identified in the data <ul style="list-style-type: none"> • focus on how to personalize the learning environment and instructional process. A personalized learning environment that fosters a school climate where students and teachers get to know one another and can provide academic, social and behavioral encouragement • 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 	Instructional leaders meet w/Lori Owens Assistant Principal Instructional Coach	10/1/2010
	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,	Instructional Leaders Instructional Coach with support from Becky Hammar	9/20/2010

	similarities and differences, questions and cues, higher order thinking, DOK 3/4, problem solving).	Sue Bowers (Teri M. will contact her)	TBA
	<p>7. 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 <p>Contract services from Lambert and Trammell for the 2011-2012 SY</p>	<p>Instructional Leaders</p> <p>Principal I/C Assistant Principal</p> <p>(Bernadette Lambert)</p> <p>Dr. Trammel</p>	<p>Daily walkthroughs; weekly S & P</p> <p>TBD</p> <p>2010 Oct 4/5</p> <p>May 2011</p>
	<p>8. Support instructional coach 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 (based on PD aligned to Action Plan/ School Improvement Plan) to target identified skills at team level.</p> <p>Instructional Coach position changed to Master Teacher for the next school year</p>	<p>Instructional Coach</p> <p>Instructional Coach Principal C/I Title I Director Consultant</p>	<p>9/16</p> <p>10/13</p> <p>8/1/2011</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</p>	<p>Principal for I/C</p> <p>Instructional Coach</p> <p>Master/Mentor Teachers</p>	<p>9/8 ongoing</p>

	<p>collaboration for impact using student work and tracking system.</p>	<p>Instructional Coach Teachers</p> <p>Data and Professional Development Manager</p> <p>Data and Professional Development Manager</p> <p>Teri M. will contact Rina and Sarah at Lafayette.</p>	<p>Syllabus 9/3</p> <p>mail staff 9/13</p> <p>x</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 trimester/ year</p> <p>Meet with Instructional Leaders (Management Team) to review schedule of mapping, assessments, SIP, and checkpoints</p>	<p>9/13</p> <p>Instructional leaders</p> <p>Team leaders Management Team</p>	<p>9/10</p> <p>10/13</p> <p>8/9/2011</p>
	<p>11. Conduct ongoing review of current educational research that has implications for student learning to guide decisions about 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) 		

	<ul style="list-style-type: none"> • <i>Getting Started</i> (Eaker) • <i>Becoming A Great High School</i> (Westerberg) 		
	12. Establish timelines for data collection to provide current feedback/ evaluation of the effectiveness of implementation and impact of the school improvement plan activities.	Instructional leaders	9/16
	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	Principal C/I Principal C/O Instructional Leader	Newsletter (weekly) Walk throughs (random & daily) x
	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. Research and informational meetings on TAP Recruit mentor and master teachers for TAP TAP Training	Depts; Academies Principal C/I T. Mayerik	Dept. monthly Academy/ weekly 11/12/10 5/1/2011 July 2011
Grant Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
		Principal C/I Principal C/O	
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	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.	Principal C/I	completed
	2. Implement practices, specific to the turnaround model, that allow school turnaround teachers to be compensated for extended instructional time and professional learning time.	Principal C/I Data & PD Manager Title I Director	
	3. Implement policy, specific to the turnaround model, that allow the LEA to implement a extended time schedule, day or calendar.	Lead Counselor	
	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	HR Title I Director	

	<p>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> <p>Based upon the 2011 Cambridge Quality Review – the responsibilities of the Principal of Climate and Operations will be given to the additional Assistant Principal</p>		
Grant Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
		Instructional Coach Data & PD Manager	

<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> • <i>Planning changes based on the information gathered in the embedded/ continuous improvement of instruction process</i> 	<p>1. Develop and implement data management system; identifying critical indicators of success and output variables impacting student achievement.</p>	<p>M. Simic (sent template of indicators)</p> <p>Data collection:</p> <p>1) Classroom teachers aggregate data at course level.</p> <p>2) Instructional leaders aggregate course level data at department level</p> <p>3) Instructional leaders</p>	<p>9/13</p>
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		<p>collaborate w/ Lori Owens & Chris B. to prepare schoolwide data (summative)</p> <p>4) Instructional leadership team meets (checkpoint) to analyze progress</p>	
	<p>2. Analyze CNA/ trend data:</p> <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 planning for continuous school improvement • 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>1) Instructional leaders collaborate w/ Lori Owens & Chris B. to prepare school wide data (summative)</p> <p>2) Instructional leadership team meets (checkpoint) to analyze progress</p>	
	<p>3. Review/ implement <i>Indiana's Common Core Standards</i> and the State's course maps 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>Instructional Leaders Teachers (ELA 9 & 10; Math Algebra I)</p> <p>Instructional Coach</p>	10/ 12-13

		Read 180 Teachers	
	4. Develop course syllabi aligned to IN Common Course 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.	Instructional Coach Teachers	Syllabus 9/3 ongoing
	5. Monitor learning on a timely basis (using data management system).	Instructional Leaders Teachers Instructional Coach	
	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.	Instructional leaders Teachers Instructional Coach	Oct 4/5 Oct 12 &13 ongoing
	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 with instructional strategies and approaches and work of coaches and technical assistance is contextualized in the work of teachers teams.	Instructional leaders Teachers Instructional Coach Master/Mentor Management	9/10 10/12 &13 ongoing
	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.	Instructional leaders Teachers Instructional Coach Master/Mentor Management	9/10 10/12 &13 ongoing
	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.	Instructional leaders Teachers Instructional	ongoing

	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.	Coach M/M Management	
	10. Revise pacing guides, review assessments, re-teach, 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 the way, gaps in student performance will be identified and plan will be developed to address these gaps.	Instructional leaders Teachers Instructional Coach M/M	ongoing
	11. Address gaps in student knowledge with the extended time schedule, thus, common assessments become the link between the school day and the suspended learning time. Teachers may choose to meet with certain groups of students on a temporary basis during school for small group support, providing instruction on the missing subject knowledge or skills.	Instructional leaders Teachers M/M	ongoing
	12. Draft and finalize system for assessment that includes data at three levels: 1) at the school level to focus on areas that need school-wide improvement, such as SRI to monitor improvement in reading achievement, to meet adequate yearly progress, 2) at the classroom level to focus on teachers' instructional strengths and weaknesses, and 3) at the student level to focus on instructional needs of individual students.	Principal C/I Instructional leadership Team Instructional Coach Title I Director Assistant to Superintendent	Ongoing
	13. Determine results for student learning clearly and concisely that are defined in measurable terms and accompanied by both short and long-term benchmarks that are reasonable to achieve.	Principal C/I Instructional Leaders Instructional Coach	Ongoing
	14. Establish timelines for data collection to provide current feedback/ evaluation of the effectiveness of implementation and impact of the school improvement plan activities.		Ongoing
	15. Examine and monitor classrooms, performance and staff in the implementation	Principal C/I	9/10

	of the improvement plan to determine if any changes in the improvement plan are needed based on how goals and objectives are being achieved	Principal C/O Instructional Leadership Team	10/13 10/2010, 11/2010, 12/2010, 3/2011 5/2011
	16. Use results to identify strengths and weaknesses in individual and team practice, to help each other address areas of concern, and to improve their effectiveness in helping all students learn.	Principal C/I Instructional Leadership Team	9/10 10/13

Grants Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<i>7. Promote the use of data to inform and differentiated instruction.</i>	1. Review IN Common Core Standards for ELA and Math and guides for pacing instruction.	Instructional	Ongoing
	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.	Instructional Leaders Teachers Instructional Coaches	Ongoing
	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.	Instructional Leaders Team Leaders (Academy) Instructional Coaches	Ongoing
	4. Establish a specific proficiency standard each student must achieve on each skill.		Ongoing
	5. Develop and implement a series of common, formative assessments that are aligned with state standards and curriculum guides/ maps.	Instructional Leaders Team Leaders (Academy) Instructional Coaches	Ongoing
	6. Develop and implement a system for analyzing and utilizing formative tests	Instructional	Ongoing

	<p>throughout the year to:</p> <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 • Using data, help teachers identify and design Tier 2 intervention in the classroom, such as small group instruction/ lessons delivered by teacher, that is temporary, increases the intensity of instruction, breaks the original lesson down into smaller steps, making learning more accessible for students 2-3 times during the week. • Using data, help teachers, counselors and interventionists understand the purpose of Tier 3 intervention sessions, such as Literacy Lab (Read 180) and Math Lab and appropriately identify students for more intensive small group support that increases the duration and frequency of 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. 	Leaders Instructional Coach Data & PD Manager	
	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).	Instructional Leaders Instructional Coach	ongoing
	8. Draft/ Develop System for Assessment that provides an overview 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.	Instructional Leaders Instructional Coach	ongoing
	9. Increase utilization of computer-based instruction (PLATO Learning Network and NovaNet)		
	<ul style="list-style-type: none"> > The JAG and Wrap Programs > Curriculum will be designed by certified teachers and aligned with state standards. > 		
Grants Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
		Assistant Principal Lead	

		Counselor Instructional Coach	
8. Provide increased learning time for students and staff.	1. Master schedule for extended time (waived policies and practices for regular contracted time under Article 7 of the School City of Hammond AFT contract).	Assistant Principal	
	2. An extended time 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 Full implementation	Assistant Principal Teachers	11/2010 8/2011
	3. The extended time schedule (morning or afternoon) will provide 70 minutes of additional instructional time to the students' regular school day to accommodate student needs (i.e., working students; students with children; students participating in extra-curricular activities after school).		
	4. 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 classes that allow the student to learn a new skill or enhance one that already exists.	Assistant Principal	11/2010 8/2011
	5. The extended time 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.	Assistant Principal	Ongoing
	6. Analysis of trend data will determine teacher schedules to support needs/ requests to sustain the model; offering a flex schedule for instructional time.	Assistant Principal Teachers	Ongoing
	7. Establish extended time school calendar for first period (fall sessions/ term.	Assistant Principal	Ongoing
	8. Counselors and students meet to review plan for extended time opportunities to	Assistant	

	meet needs; schedule students into extended time.	Principal Counselors	
	9. Counselors, social worker(s), students and parents meet to review plan for extended time opportunities to meet needs.	Assistant Principal Lead Counselor Social Workers	Ongoing
	10. Review issues and concerns based on implementation of first round session; <u>draft plans for next extended school calendar</u> (6 weeks beyond the school calendar; 4 days per week; 2 hours per day.	Principal C/I Assistant Principal School Leadership Team TAP M/M	

9. Provide social-emotional and community-oriented services/supports.	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. Midyear report to the Board	Assistant Principal set up meeting w/ Lafayette	9/17 February 2011
	2. LEA and Principals will review job description for Social Worker(s) and Data Assessment and Professional Development Manager positions.	Principal C/I	
	3. LEA and Principals will recruit, screen and hire Social Workers and Behavior/Instructional Interventionist (Tri-City)	Principal C/I	
	4. LEA, Principal of Turnaround School (Curriculum and Instruction) and Principal of Climate and Operations will meet with staff to discuss the activities, actions and expectations of the turnaround model and Hammond High School Improvement Plan. For 2011-2012; Responsibilities of the Principal of Climate and Operations will be given to the additional Assistant Principal	Principal C/I	

	5. LEA and Principal for Climate and Operations will meet with advisory/ counseling group, social workers and behavior/ instructional interventionist to discuss how to identify and implement support for high risk students; those students at risk of dropping out and at risk of not graduating. Develop a plan for reducing number of students dropping out and increasing the number of students graduating. Specifically outline the purpose and expectations of the suspension/ expulsion targeted intervention for students in need of this extended academic support, i.e., alternative education coursework.	Principal C/O Freshmen/ Sophomore Counselors Social Workers JAG Specialist	Ongoing
	6. LEA and Principal (Climate and Operations) will meet with school leadership team. Provide appropriate social-emotional and community-oriented services and supports for students. A carefully designed and implemented student behavior plan will facilitate learning by reducing disruptions and increasing the time and attention that teachers can devote to instruction. Reducing disruptive behavior and developing a safe and orderly learning environment can be put into place quickly to initiate the turnaround.	Principal C/O Freshmen/ Sophomore Counselors Social Workers JAG Specialist	Ongoing
	7. Principal of Climate and Operations/ Organization will develop and implement a curriculum to improve the climate and culture of the turnaround school. This plan will be implemented during the “suspended” curriculum time and all students and teachers will be included. Topics may include but not limited to, importance of attendance; high expectations, feedback and goal setting; understanding how to use rubrics to improve performance; test taking strategies; use of strategies to understand a variety of text; practicing items for ECA ; how to work in groups and project learning; service learning and peer tutoring.	Principal C/O Social Workers	Ongoing
	8. LEA and Principal of Climate and Operations will meet with the custodial staff and district personnel to create and supervise a plan to clean up the school’s environment before students arrive, as well as, discussing steps for continuous improvement in caring for and pride in the building’s cleanliness and maintenance. Meet with school safety officers to discuss rules for behavior that will be simple and strictly enforced; displaying a mindset that improvement is whole staff---demonstrating a willingness to be diligent, and doing whatever it takes to meet goals and raise student achievement.	Principal C/O LEA custodial staff	Ongoing
	9. 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.	Principal C/O LEA/ SCH food service staff	Ongoing
	10. LEA and Principals (Turnaround and Climate and Operations) and Social Workers will meet with School Leadership Team to identify a group of parents and community members that will form the HHS Parent-Community Support Team.	Principal C/O Leadership Team	9/21

	<p>11. LEA, Principal of Climate and Operations, Social Workers, the Parent-Community Support Team and the School Leadership 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. 	Principal C/O Social Worker Parent Involvement Team	Ongoing
	<p>12. The Principals, Social Workers, Title I Director, School Leadership 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>	Principal C/I	Ongoing
	<p>13. LEA and Principal (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 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>	Principal C/O	Ongoing
	<p>14. 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>IN Standards and Common</i> 	Data Manager	Ongoing

	<p><i>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>		
	<p>15. 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>	Principal C/O Social Worker Parent Involvement Team	
	<p>16. 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>	Principal C/O Social Worker Parent Involvement Team Academies	
	<p>17. 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>	Principal C/O Social Workers Parent Involvement Team	
	<p>18. 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/</p>	Principal C/O Social Worker Parent Involvement Team	

	academic nights.		
	<p>19. 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 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>	Principal C/O Social Worker Parent Involvement Team	
	<p>20. 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 of 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>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.</p>	Principal C/O Social Worker Parent Involvement Team Superintendent Chief Administrator for Academic	9/8 9/28

		Services and Secondary Education	
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Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2011-2012 school year.	X	

Turnaround Intervention Scoring Rubric

Turnaround

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

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

			<i>teacher need</i>	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely provided at the school; usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> ○ Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Adopt a new governance structure	<ul style="list-style-type: none"> ○ Creates a <i>new</i> turnaround office with an appointed turnaround leader who has <i>significant and successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ Creates a <i>new</i> turnaround office and/or appoints a turnaround leader with <i>successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ <i>Reshuffles or redesigns</i> its current structure rather than creating a turnaround office and appointing a turnaround leader 	
	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school 	

6. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments</i> with no data; technology is not used	
	○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year	○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year	○ LEA <i>rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction	
7. Promote the use of data to inform and differentiate instruction	○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions	○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions	○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions	
	○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction	○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction	○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction	
8. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length</i> (at least 300 hours) to potentially increase learning	○ Time is of <i>sufficient length</i> (at least 180 hours) to potentially increase learning	○ Time is <i>not of sufficient length</i> (90 hours or less) to create change	

9. Provide social-emotional and community-oriented services/supports	○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i> , (e.g., dental, medical, behavioral, etc)	○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i> , (e.g., dental, medical, behavioral, etc) as needed	○ Does not collaborate with external organizations; support to families is <i>limited</i>	
	○ Works with community to provide on-going and consistent <i>family and community engagement activities</i>	○ Works with community to provide limited <i>family and community engagement activities</i>	○ <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i>	

Total Score _____/60

LEA Budget/Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (Scoring rubric is below).

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		<p>*Job Descriptions support the credentials of one Principal of Turnaround and additional Assistant Principal; social worker(s); 2 literacy interventionists, 2 math interventionists, and Master teacher who serves as the instructional coach (i.e. reading and writing across the curriculum; math; differentiation, teacher observations using TAP rubric)(See job descriptions)</p> <p>* Contracts and/or resumes of consultants show capacity to provide support to the turnaround model</p> <p>*On-going professional development established by the structures of TAP cluster meetings;</p> <p>*Class schedule for extended day</p>
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		<p>*Cambridge Report</p> <p>*SIG Implementation Action Plan</p>

<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>	<p>X</p>		<p>*Budget Page aligns to described elements of the Turnaround model</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	<p>X</p>		<p>*CNA, Cambridge report and 1003(g) application demonstrate a need for implementation of the turnaround model in Hammond High School *LASS grant supports the implementation of small learning community (Freshman Academy) the 1003(g) supports expanding the slc to the (Sophomore Academy) by improving rigor and relevance of instruction and the system for data collection / management and continuous school improvement</p>
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current 	<p>X</p>		<p>*Principal contract and resume demonstrate capacity to implement turnaround model * Staff roster and resumes support quality of teachers aligned to IDOE Teacher Effectiveness rubric (screening tool) *Action Plan with attainable goals *Master Schedule shows the extended instruction * Interventions added for math, language arts, special education, and ESL *TAP allows for on-going professional development and teacher mentoring * Teachers who are hired through Teach For America(TFA) will have ongoing support and professional development through the university</p>

capacity to improve student achievement			
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>*Principal contract and resume</p> <p>*Staff roster and resumes</p> <p>*License of all staff members listed by IDOE</p> <p>*IDOE Screening tool(s); Teacher and principal effectiveness rubrics used for interview process</p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>*Cambridge Review staff surveys</p> <p>*Faculty meeting agendas</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	X		<p>*Sign in Sheets</p> <p>*Parent Meeting Agendas</p> <p>*Public Hearing with IDOE</p>

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

Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X		<p>*Letter of Support from SCH AFT President for three years</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	X		<p>*Turnaround Principal was hired in August of 2010 and will continue in this capacity for the 2011-2012 school year</p> <p>*The position of Principal of Climate and Operations has been changed to an Assistant Principal for 2011-2012</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 	X		<p>* New Principal hired in August of 2010 will continue for 2011-2012 school year</p> <p>*During the 2010 School Year 51% percent of the staff was released and new staff hired using IDOE Screening tool(s) for interview process</p> <p>*Under TAP (TIF grant) and SIG incentive budget will be used to recruit and retain HQ staff members</p> <p>* Teachers who are hired through Teach For America(TFA) will have ongoing support and professional development through the university</p>
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i> 	X		<p>*Master schedule indicates extended day at the beginning of the school year.</p> <p>* Early release of ineffective staff members helped to recruit needed staff members earlier</p> <p>*Roles and responsibilities identified</p> <p>*Extended learning time for teachers (reduce the number of days out of the classroom)</p> <p>*Goals are identified in the annual goals report</p> <p>*Instructional management team will help to identify objectives based upon data from assessments</p>

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	X		<p>*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 of 2009 and 2010</p> <p>*Collaborative meetings between the LEA, Title I Principals, and HHS Principal helps to provide successful strategies for academic improvements in urban/high poverty schools</p> <p>*Comparison of the Cambridge report from 2009-2010 and 2010-2011 helps to narrow in on areas of weakness and showed an improvement from one year to the other.</p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X		<p>*Sign in Sheets</p> <p>*Parent Workshops</p> <p>*Parent Meeting Agendas</p> <p>*Public Hearing with IDOE</p> <p>*Letter of support from parent and community stakeholders</p>

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	X		<p>*Budget reflects use of consolidation of funds from the following sources:</p> <ul style="list-style-type: none"> >Title II >LASS (Lake Shore Alliance for Student Success) >Project Lead the Way >Special Education >Work I Grant >Response to Instruction >IDOE Remediation Fund >AP Professional Development >TIF (teacher’s incentive fund = TAP)

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p>			<p>*Job descriptions for HHS teachers to accommodate / provide flexible and/or extended learning schedules for students</p> <p>*Master schedule shows extended instructional time (70 minutes)</p>
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<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex:...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 	<p>X</p>	<p>added to the regular schedule)</p> <ul style="list-style-type: none"> *Additional AP courses *Introduction of ACP courses *Increased PLTW offerings *Intervention courses in literacy and math *Additional World Language courses (Chinese)
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