

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

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: East Allen County Schools		Corporation Number: 0255
Contact for the School Improvement Grant: Britt Magneson		
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Superintendent (Printed name) Dr. Karyle M. Green, Superintendent		Telephone: 260/446-0100
Signature of Superintendent x 		Date: 07/14/2011

→ Complete and submit this form one time only.

→ Complete a second form, "Tier I and II Application" or "Tier III Application" for each school applying for a school improvement grant.

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Tier I, II and III 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 SY2011/2012	Tier I	Tier II	Tier III	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
Southwick Elementary School	PreK-2	X				X			
Paul Harding Jr. High School	7-8	X							X
Prince Chapman Academy: Tier III – not eligible to request 1003g funds at this time per IN-DOE guidance	3-6			X					X

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

We will serve all of our Tier I schools.

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

At this time in the midst of redesign efforts in our District, our focus in this Title I attendance area (SY11/12 Southwick Elementary School serving PreK-2; Prince Chapman Academy serving Grades 3-6; and Paul Harding Jr. High School serving students in Grades 7-8), we have selected to focus upon our early childhood area: Southwick Elementary School (Tier I).

3. Consultation with Stakeholders

Instructions:

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

School Name: Southwick Elementary School

School Number: 0310

Stakeholder Group	Mode of Communication	Date
School's Teachers	Meeting with Principal	07/11/2011
Community members at-large	Community meetings re: transitions	Over 100 meetings occurred (see attached Corporation listing of meetings dates and audiences)

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

East Allen County Schools (Corporation #0255) assures that it will

- 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. **Not applicable as we have selected the TRANSFORMATIONAL model.**
- 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.

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

LEA Application for Each Tier I and Tier II School

**School Improvement Grant (1003g)
2011-2012**

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 East Allen County Schools Number 0255

School Name Southwick Elementary School

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

- Turnaround Restart
 Transformation Closure
-

A. LEA Analysis of School Needs

➤ *Instructions:*

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

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2009-2010. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
All students groups met AYP in 2009-10	N/A	N/A	N/A	N/A
Asian	76% not meeting benchmark	56	High	High
Hispanic	72% not meeting benchmark	18	High	High

Mathematics

Student groups not meeting AYP (list groups below)	% of this group not meeting AYP	# of students in this group not meeting AYP	How severe is this group's failure? (high, medium, low)	How unique are the learning needs of this group? (high, medium, low)
All student groups met AYP in 2009-10	N/A	N/A	N/A	N/A
Asian	59% did not meet benchmark	44	High	High
African American	73% did not meet benchmark	27	High	High
Hispanic-Latino	60% did not meet benchmark	15	High	High
<p>PLEASE NOTE: While all student groups met AYP for SY2009/10, Southwick will not consist of the same student population (due to the district redesign) as it had during SY10/11. During the SY2011/12, we will serve students in Grades Pre-K thru 2. Therefore, in the above-listed data, we have provided our SY2010/11 mCLASS math data which we used to gather our key findings and root causes.</p>				

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Not appropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>1. Our ELL population is making improvements, but not as quickly as necessary to perform at grade level. This is most evident in the area of "computation".</p>	<p>1. A large percentage of the school population is coming to school far below grade level and it is difficult to meet all their needs. Differentiated instruction is used in each general education classroom; however, there are more needs than one teacher can address. The language barrier is still a struggle for staff and students.</p>
<p>2. Our African American students struggle to reach benchmarks in number sense, more specifically in computation.</p>	<p>2. Several of our African American students are unmotivated and lack hope for the future. Our students do not comprehend furthering their education. A large percentage of their parents or siblings did not graduate from high school.</p>

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	66,600	66,600
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.97%	96.4%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year; LSD- Longer School Day; BAS- Before/After School; SS- Summer School; WES- Weekend School; OTH-Other	BAS SS	BAS SS
7. Discipline incidents*	312	301

8. Truants (# of unduplicated students, enter as a whole number)	409	492
9. Distribution of teachers by performance level on LEA's teacher evaluation system	Unsatisfactory 1 Satisfactory 5 Proficient 19 Distinguished 5	Unsatisfactory 2 Satisfactory 4 Proficient 21 Distinguished 6
10 Teacher attendance rate	83%	85%

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

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> "Teachers are absent a lot."</p> <p><i>Appropriate example:</i> "Teachers on average are out of the classroom 32 days of the school year."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Teachers don't feel like coming to school"</p> <p><i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"</p>
<p>Teacher absenteeism, coupled with the amount of referrals, has led to a reduced amount of quality teaching time. Teachers missed an average of 27 teaching days during SY2010-11.</p>	<p>There is a high level of physical exhaustion and stress working in a building with high student needs and discipline issues.</p>
<p>Students engage in inappropriate physical altercations with each other and disrespect students and staff.</p>	<p>Built-up anger and mistrust that students bring to school each day cause them to lash out. Several students come to school lacking the necessary skills for success they find excuses to be removed from the classroom so they can "save face" in front of their peers. Although our staff has managed to drop the referral rate by 60% over the last four years, we still have students with high emotional needs. There is a sense of hopelessness among much of our community. This key finding is impacted by the challenges of living in poverty.</p>
<p>Numerous trancies are logged on a daily basis with most of these individuals are repeat offenders.</p>	<p>A large percentage of students come from single-parent homes. Many students wake themselves and get ready for school on their own. Older siblings have had to stay home and babysit for younger siblings so their parent can go to work. Their lives are focused on survival, not school.</p>
<p>More than 60% of referrals come from the primary grades.</p>	<p>Many of our students come to school for the first time with undeveloped social skills. They are not used to being in a structured environment with little freedom.</p>

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

➤ **Instructions:**

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

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

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

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

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

What are the key findings from the self-assessment of high-performing schools? <i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."	What is at the "root" of the findings? What is the underlying cause? <i>Appropriate example</i> "We don't know how to align our curriculum across grade levels."
Our lack of knowledge about our ELL students makes it difficult to meet their needs.	Our ELL staff has had numerous trainings; however, our general education population has only had sporadic ELL training. We have also had a large teacher turnover since this training was conducted so many of our general education teachers have not had any training in how to address the needs of the ELL. Only six of 36 SY10/11 Southwick teachers will return to Southwick for SY11/12.
We have not spent time connecting curriculum to students' lives to make learning meaningful to them.	Teachers lack cultural knowledge of their Burmese, Hispanic, and African American students.
Although we have made it a priority, Southwick's parental involvement is very low.	Many of our parents have a language barrier which becomes very difficult to support their children at home. We also have several parents that are working multiple jobs to make ends meet and are not available to support their child.

B. Selection of School Improvement Model

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

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

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

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

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

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

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

Intervention model selected **TRANSFORMATION**

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

Despite the fact that over the last four (4) years Southwick teachers have learned to value collaboration and use data-driven instruction, our staff has struggled to keep up with the needs of our changing student population. The needs of our students have changed and we have not kept up by providing staff with the necessary professional development to meet these challenges. Not only have we continued to evolve over the past few years, our school is being transformed from a Grade 1-5 serving school to a PreK-2 building for the upcoming SY11/12. We will continue to enroll students from our community and add the students who are coming to us from Village Elementary School (an EACS school that closed effective at the end of SY10/11). Therefore, the student population will continue to be similar: majority of minority students, large free/reduced lunch population and a significant number of students who are English Language Learners (Burmese refugees). With the redesign, we will face many of the same challenges that we have had in the past. The Transformation Model will allow Southwick to not only transform our early elementary school, but also to be a significant part of transforming our students and the community. Being able to provide research-based professional development in the areas of ELL, early childhood, and parental involvement will help us to unify our community and will provide the opportunity to grow a school culture with a focus that is systematic and comprehensive. This will empower us to reach high levels of academic achievement. In addition, the opportunity to reward staff members for teaching excellence is welcomed to all who choose to educate in distinctly challenging schools.

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

The Transformation Model will give us the opportunity to increase the rigor and focus our professional development to transform Southwick into a premier Early Childhood school. During the SY2011/12, the Corporation will increase elementary student learning time by an additional 30 minutes. Since our Corporation has granted this additional instructional time, this allows more time for us at the building level to focus on creating a Nationally-accredited preK program with the support of The National Association for the Education of Young Children. Obtaining this accreditation will allow our children to attend a well-planned, high-quality program where curriculum aims are specified and integrated. This will appropriately prepare students for success in mastering the complex demands of formal schooling. Additionally, by joining the No Excuses University Network of Schools (“No Excuses” herein) and with the on-site guidance that will come from being assisted by the TurnAround Schools founder (No Excuses), Damen Lopez, we will build a bridge for all students to attend college as we begin promoting the District Plan for comprehensive college readiness model beginning with Kindergarten. Please refer to the “EACS 7 Academic Keys to College & Career Preparedness” details that are provided throughout this application and in the attachments.

By focusing efforts upon involving the community, parents, leaders, teachers and students, the necessary culture of change will provide students the confidence and motivation that they need to succeed. In regards to addressing our needs with ELL students, we have not had ELL training for general education teachers. So, through this funding, Jo Gusman (New Horizons for Education) will provide focused professional development and coaching to connect ELL strategies with our curriculum which is based on the Common Core Standards.

In partnership with the Literacy Alliance (Allen County – IN), the Corporation will offer a half-day Family Literacy program (“Families Learning Together”) onsite at Southwick. Families Learning Together will increase the literacy of our LEP parents and also our LEP students. The program components will include 10 hours of learning English each week for the LEP parents, parenting skills coursework (1 hour / week), and weekly interaction of parents learning in the classroom with students (Parent And Children Together: PACT time) which will occur 30 minutes/week. The adult education teacher will be provided by the Literacy Alliance and transportation (approximately \$7,200/year) will be provided through this 1003g award.

Finally, with the addition of the following supplemental staff members, our leadership will have the resources necessary to provide the school with professionals who will serve as resources for our teachers and staff: two (2) math/reading specialists, an ELL coach and a full-time substitute to cover for teachers to attend professional development sessions. These individuals are essential to the success of our proposed programming through 1003g funding.

A commitment from the principal, staff, students, and parents is paramount to make the cultural transference beginning with the first day of school SY11/12. By providing our staff with the appropriate research-based instructional strategies, students will make the shift from “I can’t” to “I can” and this will be a life-style change that we hope will lead to success as they matriculate through life.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		The attached budget is aligned to our reform areas and is specific to the initiatives within each reform area we have for Southwick.
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		The required timeline and budget are included in this application (see specifically Transformation section of this application where additional details are provided). In addition, we are attaching a copy of our three-year Curriculum Instruction and Assessment (CIA) team’s Plan (see attached). We include this document to show that we are prepared and have the capacity for immediate implementation upon approval of this funding.
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>	X		The budget reflects adherence to Indiana Board of Accounts rules and regulations and are appropriate for the transformational goals we have established.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		Total requested budget is <u>\$1,851,192.47</u> : Year 1 = \$611,263.15 Year 2 = \$615,360.15 Year 3 = \$624,569.17

Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated.</p> <p><i>All models</i></p>	X		<p>Based upon our district's identification as a district not meeting AYP, our Superintendent reorganized central office administrators prior to the beginning of SY10/11. This 1003g proposal recognizes that reorganization of responsibilities to provide the support necessary for our principal to succeed with the focused efforts described in this application and which the principal will lead. EACS has a balanced budget. In addition to Title I funding, more funds are expended in our Title I-recipient schools (which include Southwick) than any other schools in our district. These efforts will supplement what is provided and will lead to increased student achievement.</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 capacity to improve student achievement 	X		<p>Budget is established and is aligned with our identified reform areas.</p> <p>Over the term of this grant, the funding requests are aligned with the School Improvement processes outlined throughout:</p> <ol style="list-style-type: none"> 1) professional development: including New Horizons in Education; ELL Coach; and No Excuses University (Damon Lopez) = 41% 2) interventions for students and families: pre-School, Reading and Math Specialists, Camp Invention and Family Literacy and Parent Literacy and Numeracy support = 40% 3) other: staff rewards = 16% and program evaluation (CEEP) = 4%

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>Returning to Southwick for the 2011-2012 school year are six out of the 36 total staff members. To address the issue of teacher performance, we use the IN-DOE's Learning Connection student growth reports by class / teacher. We have selected representative samples of these reports to demonstrate our interest and intent that all of our teachers will implement the appropriate and best practice instructional strategies so that all students will exhibit student growth. Because Southwick is becoming a PreK – 2 school beginning with SY11/12, measures of student growth will be evaluated within our district using our Wireless Generation model. However, the IN-DOE Learning Connection site has provided us with student growth reports for those teachers in grades 3-5. Although teachers will not be teaching in these grades, these reports have provided a starting point for conversation and collaboration with the new principal. See attached sampling of teacher data portfolios (6 pages attached).</p> <p>To provide information related to the high quality status of our teachers, please refer to the attached letter from our Corporation's Director of Human Resources.</p> <p>On July 5, 2011, Corporation representatives received notification from the IN-DOE (via an email from Amy Bush which contained our District's "Corp Profile Amendment" which was from Molly Chamberlain and dated 06/29/2011) that, moving forward, Southwick is identified by the IN-DOE as a Tier I school. Southwick had been a Tier III school because of the improvement they were making. With the significant redesign, the Corporation was informed that Southwick will now assume the School Improvement status of Village Elementary School (a school that was in improvement and identified as a Tier I school by the IN-DOE).</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>As a follow-up to when our Corporation was notified on July 5, 2011 (via an email from Amy Bush which contained our District's "Corp Profile Amendment" which was from Molly Chamberlain and dated 06/29/2011), we learned that, moving forward, the school improvement status of Southwick Elementary is Tier I School Improvement status. Due to the timeline involved in completing this application, we were not able to call or conduct the number of meetings that we would have wanted to prior to the submission of this application. However, to be sure, the Corporation has the capacity and the experienced professionals to implement the programming requested in this application.</p> <p>The additional pieces related to this transformation plan are understood by the School Improvement Team members. That is, the school improvement process is embedded at Southwick. Staff members are aware of the school improvement strategies through the PL221 Plan.</p> <p>Please refer to the staff signature pages which are in the Attachments section.</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>As a follow-up to when our Corporation was notified on July 5, 2011 (via an email from Amy Bush which contained our District's "Corp Profile Amendment" which was from Molly Chamberlain and dated 06/29/2011), we learned that, moving forward, the school improvement status of Southwick Elementary would be Tier I School Improvement status. Due to the timeline involved in completing this application, we were not able to call or conduct the number of meetings that we would have wanted to prior to the submission of this application. However, to be sure, the Corporation has the capacity and the experienced professionals to implement the programming requested in this application.</p> <p>Southwick has a Family Group Specialist who began in SY10/11. This was a new position for our Corporation at that time. The Family Group Specialist will continue to be instrumental, with the principal's leadership, to increase parent involvement and collaborative efforts with the community. We were out of school when we learned that we were eligible to request this funding. So, we were not able to utilize the contacts of our</p>

		<p>Family Group Specialist to the fullest. We will, however, during the term of this award, utilize our Family Group Specialist, under the leadership of our building principal, to help to collaborate and continue to increase relationships between the school and parents and the school and the community at large as this individual will be instrumental in providing for the full implementation of our transformation model. This application uses Southwick's School Improvement Plan as the structure and parents play an integral part in the development of their child(ren) as learners.</p>
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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 commitment from Corporation's Board of School Trustees president. (See attachment.) The Corporation has had and continues to have the strong commitment from our Board of School Trustees to utilize effective instructional strategies to increase student achievement. In our SY10/11 1003g applications, the Corporation was able to provide a letter of commitment from our Board of School Trustees' President. This year, however, due to the timeline of our Board meetings held in the summer of 2011, we do not have another meeting until July 19, 2011. At that meeting, an Action Item and Abstract will be provided to the Board members for approval to request and receive these 1003g funds. The Corporation's Board recognizes that Corporation leadership will implement the proposed programming described within this application to increase student achievement. Please refer to the attached Abstract and Action Item sheet which are attached to this application and will be presented to our Board for discussion and approval at the 07/19/2011 Board meeting.</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>Commitment Letter from the Corporation's Superintendent stating agreement, leadership and support of our transformational efforts proposed in this application (see attached letter).</p> <p>School Board Minutes are not available for attachment due to the timeframe between notification of eligibility status as to which of our Corporation's school(s) had been identified as Tier I schools. However, the attached Abstract and Action Item sheet will be provided to the Board members at their 07/19/2011 Board of School Trustees meeting. The most recent meeting of the Corporation's Board was on June 28, 2011 and the Corporation was not notified until July 5, 2011 of our eligibility status.</p> <p>Board meeting minutes from our 07/19/2011 Board of School Trustees meeting which will contain the Abstract and Action Item (see attachments) will be provided upon your request following the 07/19/2011 meeting.</p>

Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	X		<p>Commitment Letter from Greg Geise, President, East Allen Educators Association (Teachers' Union) stating the commitment of the EAEA to working with EACS. See attached letter.</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>Nation-wide posting of our transformational principal position will soon be completed. This Nation-wide posting will make the information available to universities and colleges throughout the USA. We will hire an educational professional to implement the Transformation model requirements and we will network with colleagues to determine who will fill the principal position at Southwick. According to guidance provided by the IN-DOE's Title I Director (Amy Bush), Southwick Elementary School is required to replace their principal since they now (with our redesign) have received the improvement status of Village Elementary School since the Southwick Elementary principal has been in place at Southwick for more than two (2) years. Village was a Tier I school serving students in Grades Pre-K to 5 and Southwick had been a Tier III school serving students in Grades 1-5. Beginning in Sy11/12, Southwick will serve students in Grades PreK – 2. Village Elementary School closed at the end of SY10/11.</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>Because we have had and continue to have the support of our board, central office administrators, community stakeholders and union, our staff is now empowered with the capacity to make the transformations proposed in this application under the leadership of our principal (TBD). There is a replacement process in place in our Corporation (see attachment) as well as a job description for an Elementary School Transformation Principal (see attached).</p> <p>In addition to this Long-Range Plan, we are focused on K-12 improvement throughout the district through our “EACS 7 Academic Keys to College and Career Preparedness” which are:</p> <p style="padding-left: 40px;">Key 1: Read at advanced levels in Grades K-2</p> <p style="padding-left: 40px;">Key 2: Score “Pass+” in language arts on ISTEP in Grades 3-8</p> <p style="padding-left: 40px;">Key 3: Complete Algebra I by Grade 8 with a “B” or higher and Algebra II by 9th or 10th Grade with a “B” or higher</p> <p style="padding-left: 40px;">Key 4: Complete an advanced science course such as physics or chemistry by the Junior year with a “B” or higher</p> <p style="padding-left: 40px;">Key 5: Score 3 on an AP exam or complete dual credit courses with a “B” or higher</p> <p style="padding-left: 40px;">Key 6: Score at least 1650 on the SAT or at least 24 on the ACT.</p> <p style="padding-left: 40px;">Key 7: Complete an advanced technology class with a “B” or higher</p> <p>Please refer to the attached two-page “EACS 7 Academic Keys to College and Career Preparedness” also known as “7 Keys” within the district.</p> <p>The Corporation will provide a focused emphasis upon the EACS 7 Keys within our district so that all students – Grades PreK-12 – will see growth and be prepared for college and/or career success.</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> 	<p>X</p>	<p>The timeline for implementing the reforms proposed in this transformation is aggressive and will be implemented during SY2011/2012, SY2012/13 and SY2013/14 as described in this application. In addition, please refer to our attached EACS Curriculum Assessment and Instruction (CIA) Team's Long-Term Planning document (see attachment). The Corporation has had this Long-Term Planning document in place and we are working to fulfill the timeline that it provides. With your support, we would ramp-up the implementation of these projects / programs due to the additional funding. The Corporation will continue to move forward on these long-range plans.</p> <p>In addition, we are providing (see attachment) our District's Professional Development calendar which is in place for SY11/12. This demonstrates the actual implementation of our Corporation's long-range planning. Information on our CIA Long-Range Plan may not be listed on the Corporation's Professional Development calendar because that / those item(s) have not yet been funded. When funding is available (approval is received), then additional professional development items will be added to the calendar.</p> <p>The District's Long-Range Plan is in effect at this time and we have the capacity and leadership to provide more depth for Southwick Elementary. That is, the Corporation's long-term planning is in place for all schools, however, with these supplemental resources (i.e. 1003g funds), Southwick will more efficiently and effectively serve students.</p>
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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>Because we have the support of our leadership, community stakeholders and union, our staff is now empowered with the capacity to make the transformational changes proposed in this application under the leadership of our transformational principal (TBD). The principal position at Southwick will be filled with a highly-able, high-quality educational professional who will be a leader in our building.</p> <p>Britt Magneson, EACS Executive Director of Instruction and Student Support, member of the National Literacy Assessment Committee and a 35-year veteran in education, will provide support to our Tier I 1003g recipient school by having an office space in our 1003g-recipient school and provide frequent walk-throughs to conduct classroom observations and support for building-level leaders. Ms. Magneson will be in Southwick a minimum of one full-day every other week throughout this grant term.</p> <p>Chris Hissong, EACS Executive Director of School Management, will provide school management support to our Tier I 1003g recipient school by having an office space in our Tier I building and provide frequent walk-throughs to conduct classroom observations and support for building-level leaders. Mr. Hissong will be in Southwick Elementary a minimum of one full-day every other week throughout this grant term.</p> <p>Natalie Drummond, EACS Director of Government Funded Programs, has proven experience in working with New Horizons in Education representatives and has served as a consultant for Aha! Process (Dr. Ruby Payne’s Framework for Understanding Poverty, etc.). Natalie is a seasoned provider of staff development. Ms. Drummond will provide on-going support to our Tier I 1003g recipient school through frequent walk-throughs to conduct classroom observations and support for building-level leaders. Ms. Drummond has an office in a Title I attendance area school.</p> <p>Marilyn Hissong, Director of Curriculum, has been responsible for coordinating the District’s written curriculum. She will provide weekly support to our Tier I school through her leadership of all instructional coaches and Response To Intervention Specialists.</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	<p>X</p>	<p>As explained throughout this application, Corporation representatives received notification from the IN-DOE (via an 07/05/2011 email from Amy Bush which contained our District's "Corp Profile Amendment" which was from Molly Chamberlain and dated 06/29/2011) that, moving forward, Southwick is identified by the IN-DOE as a Tier I school. Southwick had been a Tier III school because of the improvement they were making. With the significant redesign, the Corporation was informed that Southwick will now assume the School Improvement status of Village Elementary School (a school that was in improvement and identified as a Tier I school by the IN-DOE). Please refer to the attached parent meeting sign-in sheets which were completed as a part of the School Improvement process to obtain input from parents.</p> <p>Here are some additional background details related to our Corporation which we are sharing as points of information so that reviewers of this application will better understand what has occurred/is occurring in our Corporation. Due to significant budget reductions, our Corporation has undertaken a significant re-design that will culminate at the beginning of SY11/12 with, among other consolidations and closing, the opening of Southwick Elementary as a PreK-2 school. Southwick had previously served students in Grades 1-5. Village Elementary School (an elementary school that had served students in Grades PreK-5) and an elementary feeder school in our Title I area, closed at the end of SY10/11.</p> <p>Please refer to the IN-DOE District Profile (received on 07/05/2011) which we have attached (see attachments) for additional details related to the Corporation's schools affected by our significant redesign.</p> <p>As a Corporation, we have engaged our staff and community members in numerous meetings throughout the ideation phase and through to the transition phase of our Corporation's redesign (detailed throughout this application). Staff and community members have provided input and feedback on how the redesign might be accomplished. The information they provided helped us to better understand their perspectives and the issues we might encounter during transition / redesign. The redesign plan we selected affects nearly every EACS school in some manner. To help this redesign</p>
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		<p>effort be successful, including to request and receive community, parents and staff input and to address challenges before they became issues, our Corporation – led by our Superintendent and our central office staff – met with every teacher and every EACS administrator as well as conducted meetings with community members. In total, in 2010 alone, there were at least 100 meetings with staff and community members related to the redesign and to obtain input. See attached list of Redesign meetings which were conducted (see attachment).</p> <p>The information gathered and shared at these meetings has helped us to set the stage for a smooth transition beginning with the coming SY11/12 when the first phase of this redesign is implemented. There have been challenges, however, our leaders, our staff and our community stakeholders have worked together recognizing that costs had to be reduced in order to continue to provide the services to our students to help them increase academic achievement and to simultaneously have a balanced budget.</p>
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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>Under the leadership of the Superintendent, Corporation funds will be focused on the successful implementation of our transformation reform areas identified in this application. Federal, state and local funds will be coordinated, including but not limited to Title I, Title IIA, Title III, as well as funding the Corporation receives to assist our burgeoning refugee student population (NESP, RCSIG, etc.).</p> <p>District Directors who are educational professionals will coordinate the alignment of federal, state and local funding sources with our proposed grant activities. We will request the input of building-level administrators to ensure that appropriate levels of support are also in place for each activity proposed in this request and alignment of resources is maximized.</p>
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support</i> 	X		<p>The instructional day for each of our Corporation's elementary schools will be increased by 30 minutes beginning with SY11/12. This increase in the instructional day was approved by our School Board. Teachers, administrators and the Board recognized the necessity to increase the time available for students to learn. This increase in instructional time will occur without the use of 1003g funds.</p> <p>Effective Instruction: Southwick will partner with New Horizons in Education (Jo Gusman, a Nationally-known education professional) who will provide focused, professional development and coaching to connect ELL strategies with our curriculum which is based on the Common Core Standards. Please refer to Section D (part 2) of this application wherein we have placed details related to the work that Southwick and Jo Gusman will partner to accomplish.</p> <p>Summer Enrichment: Camp Invention® will be our summer support for up to 110 Southwick students. This program utilizes the Camp Invention® model and high-interest learning materials. The program's goal is to engage students in hands-on learning activities outside of the regular school year to increase achievement of our economically-disadvantaged Southwick students – especially over summer breaks. Our goal is for our Camp Invention “campers” (our Southwick students) to be achieving the proposed goals in this application. This</p>

<p><i>differentiated learning (ex:...)</i></p> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> ● <i>Compensation for extended day is identified by the LEA</i> 		<p>will be a four-week program. Through this active, hands-on summer enrichment, student participation and engagement will be at a high level because of the quality, problem-based learning projects that will enhance their literacy skills over the summer months. Teachers pay, nurse pay, Camp Invention materials and transportation will be provided through 1003g funding.</p> <p>The Camp Invention program was selected because a 2010 study from <i>What Works Clearinghouse</i>, “Addressing Summer Reading Setback Among Economically Disadvantaged Elementary Students” found that students who received three consecutive years of free, self-selected summer reading books had statistically significant higher reading scores than students who did not receive summer reading books. This study concluded that there was also a statistically significant effect of summer reading among students who were most economically disadvantaged.</p> <p><i>Citation:</i> http://ies.ed.gov/ncee/wwc/publications/quickreviews/QRReport.aspx?QRId=158 The study was compiled by: Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010). <i>Addressing summer reading setback among economically disadvantaged elementary students</i>. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.</p>
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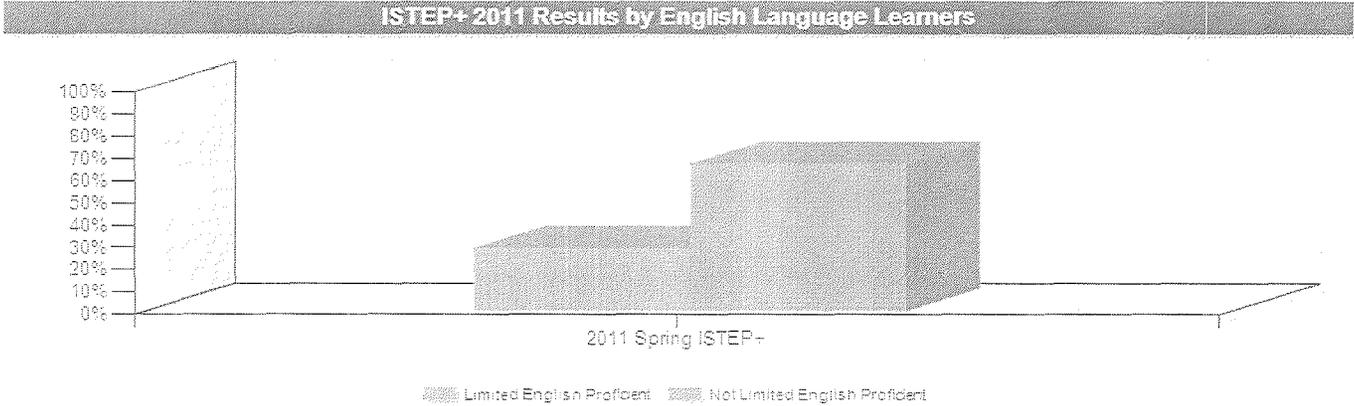
D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <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>	<p>Our district has completed a significant redesign and has a three-year improvement plan in place which addresses academic and behavior issues. We have the capacity to implement this plan. We have closed / consolidated schools in our district through this redesign and are focused on our improvement plans as they provide the road map for us to be successful.</p> <p>As addressed previously, we will utilize our "EACS 7 Academic Keys for College and Career Preparedness", the Corporation's Curriculum, Instruction and Assessment (CIA) Team Long-Range Planning document as well as our SY11/12 Professional Development calendar to provide the means for us to accomplish our specific and measureable goals. We have the capacity to implement each of these plans with fidelity.</p> <p>The needs identified by our analysis of ISTEP+ data, mCLASS data, and other data points show (see details in each 1003g school application herein) that all of these items fit together and will help to focus our efforts on the goals. That is, the EACS 7 Keys will help every teacher to understand that helping children prepare for college and careers needs to start in the very first instructional day we have with students. Then, we build upon those developmental stages to continue to more complex learning strategies to help students achieve to their highest potential.</p> <p>East Allen County Schools utilizes Data Walls and Data Meetings on a weekly basis with administrators to keep everyone updated on the progress of students and the impact of every</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>staff member upon students. Long-Term Plan document shows (see Technology and Accountability section specifically), the Technology / Assessment section shows how these items are built into our District’s Long-Term Plan. This is a requirement for Southwick.</p> <p>Southwick will partner with New Horizons in Education (Jo Gusman, a Nationally-known education professional) who will provide focused, professional development and coaching to connect ELL strategies with our curriculum which is based on the Common Core Standards. Please refer to Section D (part 2) of this application wherein we have placed details related to the work that Southwick and Jo Gusman will partner to accomplish.</p> <p>Additionally, Southwick will partner with Literacy Alliance (Allen County – IN) to provide the “Families Learning Together” program onsite at Southwick as well as the “Parent And Children Together: PACT time” program. Please refer to page 23 for additional details related to this partnership and how their efforts will help to engage our parents and community – especially our significant refugee population (from Burma). Assessment of this program will be provided by Literacy Alliance in conjunction with the Corporation’s Director of Government Funded Programs. Changes will be made when/if deemed necessary to increase the efficiency and effectiveness of these programs.</p> <p>Documentation (including an Agendas and sign-in sheets, etc.) will be kept for all meetings, professional development sessions, and the like to ensure adherence to compliance issues.</p> <p>With the several team members from central office working with our building principal and our teachers on a regular basis, we will have the necessary data and observations to make changes and improvements as we move through this grant term. We will be flexible and work with building staff to obtain IN-DOE approval, when / if necessary to make revisions to the proposed programming contained within this application.</p> <p>An expectation is that all due dates and timelines are adhered to by everyone; including, central office, principal, teachers and staff to ensure accurate and timely submission of data / forms to the IDOE and/or USDE related to this grant.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed						
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</p> <p><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</p>	<p>Limited English Proficiency (LEP) focus: The need to work continuously with parents and community members to help us help our students – especially our LEP students, is evident in the data provided throughout this application when one sees the data / results reflecting the academic achievement level of LEP students. At Southwick, it is projected that fully 181 students (K-2) will be Students with Interrupted Formal Education (SIFE) students beginning with SY11/12. The needs and challenges these students face will require that we move as effectively and efficiently as possible with these supplemental resources. That is why we have selected and will use the following external providers: Jo Gusman (New Horizons in Education), No Excuses University (Damen Lopez), and the Literacy Alliance.</p> <p>The academic need of our LEP population at Southwick is evidenced by the following data for our ELL subgroup:</p> <p>Southwick Elementary Language Arts</p>  <p>The chart displays two bars for the 2011 Spring ISTEP+ results. The 'Not Limited English Proficient' bar reaches approximately 65% on the y-axis, while the 'Limited English Proficient' bar reaches approximately 30%. The y-axis is labeled from 0% to 100% in 10% increments.</p> <table border="1"> <caption>ISTEP+ 2011 Results by English Language Learners</caption> <thead> <tr> <th>Group</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Limited English Proficient</td> <td>~30%</td> </tr> <tr> <td>Not Limited English Proficient</td> <td>~65%</td> </tr> </tbody> </table> <p>Jo Gusman, a bilingual education classroom educator, established New Horizons in Education in 1984. Since 1984, their primary goal is to provide educators, administrators, instructional assistants, parents, and students with cutting-edge information and tools which will empower each individual to improve the quality of their school</p>	Group	Percentage	Limited English Proficient	~30%	Not Limited English Proficient	~65%
Group	Percentage						
Limited English Proficient	~30%						
Not Limited English Proficient	~65%						

<p>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>environment, instruction, relationships, and community for English Learners. Areas of expertise include English language learner program compliance reviews, bi-literacy, second language acquisition, brain-based education, community building, environmental psychology, beginning teacher support, and curriculum and instruction. Since its inception, New Horizons In Education has expanded from providing services solely in the United States, to include North America, South America, and Asia. Jo Gusman has been an external provider for East Allen County Schools, Northwest Allen County Schools, and Bartholomew Consolidated Schools.</p> <p>Jo Gusman became nationally-known in her work with the Newcomer School concept, where she worked in a multilingual setting with K-8 grade refugee and immigrant students. While working at the Newcomer School, Jo focused her attention and studies on the neurosciences and developed many of her brain-based language acquisition frameworks, strategies and processes. Because of her extensive experience and exceptional work with English language learners, she was featured on national television in a five day NBC news report, "The New Kids In Town," where her brain-based ESL methods were featured. In addition, Jo is the recipient of numerous awards, and received recognition for her teaching excellence from President Ronald Reagan and the U.S. Department of Education.</p> <p>Jo Gusman taught Introduction to Bilingual Education, Foundations of Curriculum, and Language and Literacy courses at California State University, Sacramento from 1988-2005. She also served as an Advisory Committee Member and instructor at the Multiple Intelligences Institute at the University of California, Riverside.</p> <p>It is the intent of East Allen County Schools to contract with Jo Gusman for a program review and also to implement an LEP student achievement model. Throughout this capacity-building professional development opportunity, Jo Gusman will empower teachers and administrators with the Foundation-Frameworks-Tools Model[®], a student achievement model developed specifically for culturally and linguistically diverse students. Participants will learn how to use this model to help them design and implement highly effective compliance-based language and literacy programs for ELLs, immigrants and refugees, and all culturally and linguistically diverse student populations.</p> <p>Following the Foundation-Frameworks-Tools[®] school improvement and capacity-building professional development process, participants will be actively involved in the following activities during 11 days:</p>
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(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;

(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,

(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at

1. Stage 1: Foundation

"Put down a solid Foundation" Capacity Building Stage

- **Foundation-Frameworks-Tools: ELL Program Quality Review Process Review → Recommendations → Results[©] (Fall 2011)**

Throughout this ELL program review, Jo Gusman will empower school district program and site administrators with the Foundation-Frameworks-Tools Model: Process Focused ELL Program Review[©]. Participants will learn how to use this process to help them design and implement highly effective and compliance-based language and literacy programs for ELLs, immigrants and refugees, and all culturally and linguistically diverse (CLD) student populations. Participants will learn the principles and laws that guide ELL programs; they will discover how to establish and implement policies that comply with federal and state requirements; find out how to identify the most important test data that will guide instruction and improve student learning; learn how to implement the most effective research-based program models for CLD; and learn how to identify curriculum materials that are designed specifically for ELLs, immigrants and refugees, and all culturally and linguistically diverse student populations.

- **Foundation-Frameworks-Tools: Listen-Learn-Lead School Review[©] (Fall 2011)**

Jo Gusman will conduct an on-site school climate review, student achievement data analysis, ELL program review, curriculum and instruction materials review, and solution-seeking interviews with principal, teachers, students, and parents. Based on the findings of this review, coupled with needs assessments conducted by the district and school, Jo Gusman will assist the administrator and their leadership team to develop an action plan specifically tailored for their school site. The goals, strategies, and activities stated in this action plan will be monitored and adjusted weekly. In addition, Jo Gusman will conduct a learning community professional development library assessment. Jo will recommend culturally relevant and research-based materials that will help to support certificated and classified personnel, parents, and community members in meeting the academic, social, and emotional needs of their culturally and linguistically diverse students and family members.

- **Foundation-Frameworks-Tools[©] Professional Development Workshops & Seminars Differentiated Instruction + Culturally Responsive Education = Success For Culturally and Linguistically Diverse Learners (Fall 2011 and Spring 2012)**

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

Meeting the social, emotional and academic needs of culturally and linguistically diverse students offers educators enriching opportunities as well as new challenges. Using Mind-Brain-Education Science as her research base, Jo Gusman will empower participants with a strong foundation in Differentiated Instruction, Culturally Responsive education, and effective language and biliteracy instructional frameworks, processes, and strategies developed specifically for culturally and linguistically diverse learners.

2. Stage 2: Frameworks and Tools

“Put Up Strong Curriculum and Instruction Frameworks” and “Use the Right Tool for the Right Job”: Research-Based Tools To Use With Culturally and Linguistically Diverse Students
On-Site Capacity-Building Stage (Fall 2011- Spring 2012)

- **Monthly/Bi-Monthly Capacity-Building Professional Development Seminars** – Each seminar will be specifically designed for the teachers, students, and parents of the participating school in this project. Workshop descriptions can be found on the New Horizons In Education website www.nhie.net.
- **Listen-Learn-Lead[®] On-Site Coaching for Principal, Teachers and Language and Literacy Specialists** – Individual and small group coaching meetings will be conducted monthly or bi-monthly. The focus will be brain-research, curriculum and instruction, using student data to influence and inform instruction, differentiated instruction, culturally responsive education, and biliteracy.

Jo Gusman will provide **11 days of consulting services from Fall 2011-May 2012**. The services that will be provided and the required materials are listed below.

1. **Foundation-Frameworks-Tools[®]: ELL Program Quality Review Process**

Review → Recommendations → Results

2-day ELL Program Quality Review for school participating in this project. (2 days)

★ **Materials required for ELL Program Review: *Foundation-Frameworks-Tools[®]: From Compliance to Student Achievement ELL Program Quality Review* binder.**

One binder is required for each person participating in the ELL program review

<p>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.</p>	<p>\$95.00 per binder</p> <p>2. Foundation-Frameworks-Tools[®]: Creating Effective Language and Literacy Programs for Culturally and Linguistically Diverse Students</p> <p>Capacity-building professional development focusing on Mind-Brain-Education Science, Biliteracy, Differentiated Instruction, Culturally Responsive Education, organizational psychology, and effective language and biliteracy models, processes, and strategies specifically developed for culturally and linguistically diverse students.</p> <p>(2 days total. 2 professional development workshops will be offered throughout the 2011-2012 school year. Topics and titles for each workshop or seminar will be determined based on results from ELL Program Quality Review, administrator and teacher input.)</p> <p>★ 1 Seminar Resource Handbook for <u>each of the 4 workshops</u> is required for each participant. The cost for <u>each</u> required seminar resource handbook is \$20.00.</p> <p>3. Foundation-Frameworks-Tools[®]: Listen-Learn-Lead Coaching and On-Site Professional Development for administrators, teachers, and language and literacy specialists</p> <p>Coaching and professional development and topics will be based on findings from ELL program review and individual school needs assessments. Topics addressed will focus on research-based models, processes, and strategies specifically developed for culturally and linguistically diverse learners.</p> <p>(7 coaching days throughout the 2011-2012 school year. Coaching days must be scheduled as 2-3 day blocks.)</p> <p>Costs for Jo Guzman’s services are included in the budget of this 1003g application and will include the consultant fees to work with Jo, substitute / stipend costs for training and/or working with Jo as well as materials costs. Please refer to the budgets for additional details.</p>
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	<p>Family Literacy for LEP families. Southwick will partner with Literacy Alliance (Allen County – IN) to provide the “Families Learning Together” program onsite at Southwick as well as the “Parent And Children Together: PACT time” program. Please refer to page 23 for additional details related to this partnership and how their efforts will help to engage our parents and community – especially our significant refugee population (from Burma). Assessment of this program will be provided by Literacy Alliance in conjunction with the Corporation’s Director of Government Funded Programs. Changes will be made when/if deemed necessary to increase the efficiency and effectiveness of these programs.</p>
	<p>No Excuses University Network of Schools. Damon Lopez, author of “No Excuses University,” will come to our Corporation and provide three days of on-site coaching for Southwick per year. Professional development sessions will utilize his materials. Additionally, by joining the No Excuses University Network of Schools, the guidance that will come from being assisted by the TurnAround Schools founder (No Excuses), Damen Lopez, we will build a bridge for all students to attend college as we begin promoting the District Plan for comprehensive college readiness model beginning with Kindergarten. Please refer to the “EACS 7 Academic Keys to College & Career Preparedness” details that are provided throughout this application and in the attachments. Additional details on this program are provided in the budget section of this application.</p>
<p>*NOTE: Based upon district policy and adhering to State Board of Accounts procedures, contracts are not permitted to be completed until after receiving written approval of funding (in this case for a 1003g award from the IN-DOE). Because of this, our application does not contain copies of executed agreements or contracts as they will not be executed until after we have been notified of our award(s).</p>	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <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 the intended outcomes or making adjustments as necessary;</p>	<ul style="list-style-type: none"> • Non-English Speaking Program (NESP) grant, Refugee Children School Impact Grant (RCSIG) and Title III – Limited English Proficient funding is currently received by the district and utilized to provide a Hispanic and Burmese parent liaison at Southwick, a bilingual (Burmese) support staff, one paraprofessional as well as a JumpStart program (summer for refugee students) and Family Literacy programming. Professional development for ESL and general education teachers will continue to also be supported. • High Ability (HA) funds are currently received by the district and utilized to provide for district-wide and building-level high ability training and materials for instruction with high ability students. <p>Britt Magneson, EACS Executive Director of Instruction and Student Services, will work with 1003g-recipient school administrators for one full day every other week during the term of this award. Ms. Magneson will have an office in the facility and will provide her leadership through walkthroughs and evaluations (utilizing technology to streamline the process), receiving principal updates on an every other week basis (minimum) to analyze data and provide leadership to implement the changes necessary to ensure student growth. Ms. Magneson will be reviewing the progress of the 1003g building in collaboration with our Director of Government Funded Programs: Natalie Drummond. Ms. Drummond has an office in the Title I attendance area school and will be a nearly daily presence and on-going support for teachers and building-level administrators related to the implementation of our 1003g proposed programs at each building. Ms. Magneson and Ms. Drummond will also provide leadership and support to the 1003g principals with respect to the use of funds and financial leadership to ensure that all funds are processed in a timely manner and utilized appropriately. If there are funds identified that could help to shorten the time line for implementation of this programming, every effort will be made to ensure efficiencies (funding and time allocation, etc.). Ms. Magneson and Ms. Drummond will provide leadership, support and fund review and approval for the 1003g awards as they are also the administrators responsible for Corporation compliance. Both individuals are well informed, professional educators who have many years of program leadership and budget responsibilities.</p>

<p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(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.</p>	<p>Additionally, data meetings will be conducted at Southwick at least two times per month. These meetings will be attended by staff, principal and central office to discuss the data pieces included in this proposal and our progress toward achieving our proposed goals. If there are resources that are not being successfully utilized or not being utilized fully, then the building will be supported to make changes to improve the process so that student achievement will be maximized through the IDOE amendment process.</p> <p>Interventions and support will also be provided to each 1003g recipient school through the use of our Response to Intervention Specialists as well as our Instructional Coaches (provided by BASIC Title I funding), who are guided by the Director of Curriculum and who meet with her on a weekly basis for one-half day to analyze data and identify areas for improvement and highlight areas of success.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. <i>Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></p>	
<p><i>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:</i></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>TEACHER EVALUATION PROCESS: The District will utilize the Indiana Department of Education's Teacher Effectiveness Rubric 2010 (Draft # 7 – utilizing the "Key w/Data Chart") to evaluate teacher performance. Additionally, the EWALK evaluation system, based off of the Charlotte Danielson model, will be implemented by our district. The East Allen Educators Association President will work directly with the Superintendent to ensure the model will be used appropriately. The four rating categories are "highly effective," "effective," "improvement necessary/progressing" and "ineffective".</p> <p>At the end of SY2011/12:</p> <ul style="list-style-type: none"> ▪ According to the IDOE's Teacher Effectiveness Rubric, we will use the quantitative numbers are attached to the proficiency levels. Any current teacher(s) in a 1003g recipient school with an identification of "highly effective" or "effective" or above will receive positive recognition for their efforts during the past school year. Those teachers will be identified as "highly effective" or "effective" depending on their score on the Teacher Effectiveness Rubric 2011. ▪ Any teacher(s) with an identification of "improvement necessary / progressing" or "ineffective" will be placed on teacher assistance for the next school year (SY2012/13). These teachers will receive additional assistance from the leadership and from our instructional coach(es) throughout the school year and may be required to undergo additional extensive professional development. These teachers will be identified as "improvement necessary/progressing" following the IDOE Teacher Effectiveness Rubric 2011. <p>At the end of SY2012/13:</p> <ul style="list-style-type: none"> ▪ Any teachers on the assistance phase from Year 1 (that is, they were identified as "improvement necessary/progressing" or "ineffective") must be identified as "highly effective," "effective" or "improvement necessary / progressing" (including Grade Level Student Performance) based upon the Teacher Effectiveness Rubric 2011 in order to continue teaching at a 1003g recipient school in the following year. These teachers will receive additional professional development and assistance from the leadership and from the instructional coach(es) throughout the school year. ▪ Any teachers identified as "ineffective" (including Grade Level Student Performance) based upon the Teacher Effectiveness Rubric for SY2011/12 and SY2012/13 will be dismissed.

<p>(ii) school administrator and staff transfer procedures;</p> <p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>▪ Any new teachers hired into the building will begin the process as a year 1 teacher.</p> <p>PRINCIPAL EVALUATION PROCESS: The Principal evaluation will be based upon the attached Indiana Department of Education’s Principal Effectiveness Rubric 2011 (version #4) combined with our current District Principal Evaluation system. There are three domains in the IDOE Rubric: student outcomes, teacher effectiveness and leadership actions. At present, throughout the district, our principals receive a comprehensive evaluation from our Executive Director of School Management, our Superintendent and District Cabinet members. We will continue to refine and reflect upon the future draft(s) provided by the IDOE to evaluate our principal’s effectiveness rubric and process.</p> <p>Based upon a 1003g grant, if approved as a recipient of funds, the principal at Southwick will be replaced because she has been in the position of principal for more than two years and it is a requirement of receiving this funding.</p> <p>STAFF EVALUATION PROCESS: All teachers in our building will be evaluated on an annual basis. Our evaluation process will include annual observations of teachers and leaders and is at least 51% based upon the grade level student performance in English/Language Arts and Math on ISTEP+. In our proposed program, we will analyze student assessment results on a classroom basis at Southwick.</p> <p>PRINCIPAL EVALUATION PROCESS: The Principal evaluation will be based upon the Indiana Department of Education’s Principal Effectiveness Rubric 2011 (version #4). Student growth at Southwick will be reviewed. Annually, throughout this award, student growth results will be reviewed and the principal will be evaluated based, in large part, upon these results.</p>
	<p>TEACHERS: As stated above, there is a clear pathway for teacher dismissal based upon the identification of teachers in the categories noted above.</p> <p>PRINCIPALS: Principals who are identified as “Improvement Necessary/Progressing” or “Ineffective” will be reassigned or dismissed.</p> <p>The Board of School Trustees letter of support and commitment (attached to this application) states that our Board of School Trustees will support efforts by eliminating barriers to successful implementation of the Transformation Model. This letter provides evidence that any / all policy(ies), when appropriate so to do, related to evaluation of teachers and principals in our building to effectuate the successful implementation of our transformational programming which will lead to increased student achievement.</p>

FLEXIBILITY TO HIRE/RETAIN/TRANSFER/REPLACE. Our 1003g grant recipient school will have the flexibility to hire, retain, transfer and replace staff based upon results of the IN-DOE's Teacher Effectiveness Rubric. The EAEA (Corporation's teachers' union) is committed to working throughout the summer with the intent of reaching agreement on this transformational programming. See attached letter from East Allen Educators Association President, Greg Geise. And, under the leadership of the new principal, teachers new to the building will undergo a rigorous interview process for placement at Southwick.

TEACHERS / STAFF: In order to promote staff stability and increase retention and to assist in recruitment, we will offer the following staff rewards for increased student achievement:

1. Each classroom teacher (certified) will receive a reward should their students meet the District Reading Benchmark OR at least the proficiency percentages included herein (see page 69 of this application for the specific annual goal) OR all of their students demonstrate at least one year of academic growth based on EACS reading level comparison chart (maximum reward of \$2,000 per teacher per year throughout the term of this award).
2. Each auxiliary (certified) staff member will receive a reward should the students in the grade levels they are serving meet the District Reading Benchmark and/or at least the proficiency percentages included herein (see page 69 of this application for the specific annual goal) OR all of their students demonstrate at least one year of academic growth based on EACS reading level comparison chart (maximum reward of \$2,000 per auxiliary certified staff member per year throughout the term of this award).
3. Each auxiliary (non-certified) staff member who is successful in assisting students to meet the District Reading Benchmark OR at least the proficiency percentages included herein (see page 69 of this application for specific annual goal) will receive a reward of \$1,000 (maximum \$1,000 per non-certified auxiliary staff member per year throughout the term of this reward). To be eligible for this award, auxiliary (non-certified) staff members must work with a student at least three times per week (documentation required.) The reward is based upon grade-level results.

PRINCIPALS: In addition, financial reward will be provided to the principal based upon grade level student performance / growth. When any / all Southwick grade levels achieve or exceed the goals listed within this proposal, principals will be recognized with a monetary reward of \$2,000 per grade level for achieving growth (maximum annual reward of \$6,000 for the principal per year for the term of this award). All teachers will be working collaboratively under the leadership of the principal and central office to improve the scores of students in all core content areas.

PROGRAM EVALUATION: Program evaluation will be conducted on an annual basis in partnership with our already-established relationship with Indiana University's Center for Evaluation & Education Policy (CEEP).

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>5. Sustain the model after the funding period ends.</p>	
<p><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:</i></p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; 	<p>EACS has demonstrated a commitment to sustain successful programs because these reforms are embedded within our Corporation's long-range plans illuminated in our supporting documents. We have a Focus on Success program within our district where cabinet-level, district staff and all of our building-level principals meet to lay out our goals and objectives through the school improvement process for the coming year. Through an Ombudsmen style of programming, each cabinet-level staff works individually with a paired building principal to continually review the school improvement progress. At the end of the school year, the building principal conducts a thorough review of the school improvement goals/objectives and an explanation of the school's progress in a presentation to the Corporation's cabinet members.</p> <p>Our three-year Long-Range Plan (CIA Team – see attachment) to support building-level administrators and school staff shows how the District's commitment to on-going staff development aligned to District needs will be sustained. Upon review of the plan, one will notice that our overall district initiative of providing opportunities for all students to attend college and/or be eminently career ready is the foundation for all of the separate levels embedded within the plan. For example, all three grade levels: elementary, middle school, and high school curricular/instruction needs are planned for. Another example is found in the interventions section of this application which follows the Corporation's three-year positive support plan. This provides for the continuous development of teacher knowledge and skills with regard to challenging behaviors, bullying, and positive behavior supports. Mid-course or end-of-year alterations, based on individual needs/challenges, will be</p>

<p>(e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;</p> <p>(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;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission,</p>	<p>incorporated into the Plan.</p> <p>Reviews of Southwick teachers will occur weekly through walkthroughs. A formal teacher evaluation will occur on an annual basis for Southwick teachers. A formal review of Southwick's principal will occur annually, however, the principal will be in continuous contact throughout the term of this award with central office representatives and informal evaluations will occur regularly.</p> <p>Because of the Corporation's ability to share with our community stakeholders and with our local businesses, this long-range, definitive plan for student achievement, we have been able to reach out in a very different way to these businesses to help us sustain these operations. To date, we have been able to solicit \$50,000 in additional alternative funding for our initiatives. On board to help with these efforts is our Director of Development as well as our Public Relations Liaison. These two individuals have nearly 40 years experience in the nonprofit field and have network capabilities including with members of our local philanthropic community. Under the leadership of the Superintendent, these individuals will continue to provide leadership for our Corporation's development efforts which will help to sustain programs that we are seeing proven success in implementing and to help establish additional programs to meet future challenges as they arise.</p> <p>Through our monthly evaluative meetings, analysis of the data will propel needed transformational change and/or mid-course corrections. These meetings will be attended by School Improvement team leaders with the support of building-level and central office administrators. Through these regularly-scheduled and interactive meetings, we will continuously work to adapt and improve the program to ensure that regular measurements / evaluations of our program's implementation lead to the success of our students. These meetings will continue to occur following the grant term to ensure sustainability of our transformation as the increased evaluation of our implementation will serve to increase the level of fidelity of implementation and continue our transformation for increasing student achievement. Changes will be made when deemed appropriate to do so by our leadership team under the direction of our principal.</p>
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goals, and needs;

(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;

(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

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

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

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
I. <i>Replace the principal and grant principal operational flexibility.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>			
3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>			
6. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>			
8. <i>Provide increased learning time for students and staff.</i>			
9. <i>Provide social-emotional and community-oriented services/supports.</i>			

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

Check Your Work - Additional Requirements for All Models

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

Transformation Model

(Guidance Document, Section E, pages 36-42)

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

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Corporation will provide the necessary search to replace the current principal.	Superintendent & Exec. Dir. of Instr. & Student Support	July 2011 (upon notification of 1003g award)
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	The EWALK evaluation system, based off of the Charlotte Danielson model, will be implemented by our district. The East Allen Educators Association President will work directly with the Superintendent to ensure the model will be used appropriately.	Superintendent & Exec. Dir. of Instr. & Student Support	EWALK will be utilized on a daily basis
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	<ul style="list-style-type: none"> • Provide staff with information about the potential rewards available to them for attaining the goals outlined throughout this application and agreed upon by the EAEA President and SI Team. • Provide ongoing professional development and support to individual staff members that are not meeting goals. Weekly data meetings with coaches, Reading Specialists, with principal. • Provide an opportunity for all staff members to earn reward incentives if they work directly with students from the eligible grade level (mentoring, tutoring, etc.). Acceptable criteria will be given to support staff prior to implementation. 	Principal/ School Improvement (SI) Team members	August 2011

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. Provide high quality, job-embedded professional development.</p>	<p>The following high quality, research based professional development will be provided for our staff:</p> <ul style="list-style-type: none"> • Premier Early Childhood School will be developed with the support of The National Association for the Education of Young Children • No Excuses University Network of Schools, assisted by the TurnAround Schools founder: Damen Lopez • ELL strategies and Common Core Standards training for general education teachers and support staff will be provided by Jo Gusman. • The ELL coach will work with Jo Gusman to provide continuous support to the staff throughout the year. • Monthly School Improvement Team meetings to evaluate effectiveness of professional development and determine adjusted course of action. • Full-time Professional Development Substitute to provide release time for working with coaches, consultants, or observing exemplar teachers • High quality professional development is also being provided in direct connection to our curriculum on a bi-weekly basis. 	<p><i>Principal, School Improvement Administrator, Family Group Specialist</i></p> <p><i>ELL Coach</i></p> <p><i>Principal</i></p> <p><i>Principal/Coaches</i></p> <p><i>Principal/Coaches</i></p>	<ul style="list-style-type: none"> ▪ Sept ▪ Book study beginning in Oct. and Institution in Jan. ▪ August, Nov., March ▪ Sept. Ongoing ▪ Monthly & as needed ▪ August ▪ All year

<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<ul style="list-style-type: none"> • Each certified staff member that participates in all of the professional development offered in connection with this grant and commits to staying an additional 3 years at the conclusion of this grant funding is entitled to a \$2,000 stipend. • Ongoing support for new teachers from ELL & Instructional Coach. Modeling, lesson planning guidance, data driven instruction, additional professional development to address areas of needed growth are all available through the building coaches. • Release time provided by the full-time Professional Development Substitute to observe exemplary teachers. • Provide additional support of local university interns, when available. • Provide new staff members with expectations in writing and time with coaches to review. 	<p>Human Resource Director</p> <p>ELL & Instructional Coaches</p> <p>Coaches</p> <p>Principal</p> <p>Principal/ Instructional Coach</p>	<ul style="list-style-type: none"> • June 2014 • August-June • Aug. – June • Oct. – May • August
<p>6. <i>Provide increased learning time for students and staff.</i></p>	<ul style="list-style-type: none"> ▪ An additional 30 minutes of learning time has been provided by the Corporation for the upcoming 2011-12 school year. ▪ Camp Invention Program (summer enrichment program) 6-weeks of summer activities 	<p>Superintendent</p> <p>Principal and SI Team</p>	<p>All year</p> <p>Summer/annually</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<ul style="list-style-type: none"> • Teachers are provided weekly collaboration in which they meet with the coaches and support staff working with their students to review data and plan for instruction. Weekly data meeting logs are 	<p>Director of Curriculum & Principal</p>	<p>Weekly</p>

	<p>completed and reviewed by the Director of Curriculum and by the Principal.</p> <ul style="list-style-type: none"> • Teachers meet during an additional scheduled prep time once every three weeks to discuss individual student data with the instructional coach. Data meeting logs are completed and reviewed by the Principal. • Quarterly and tri-annual assessments are analyzed for trends and remediation at the completion of each assessment. Data logs are completed and reviewed by the principal. • The School Improvement Team meets monthly to review school-wide data and develops an action plan. 	Principal	Tri-weekly
		Principal	Quarterly & tri-annually
		Principal	Monthly

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<ul style="list-style-type: none"> • Specific data criteria are given to the staff. • Each grade level discusses data weekly to differentiate instruction. Their teams meet to address individual student needs. • Rtl meetings are conducted to assist teachers in differentiating instruction for struggling students. A log of information is stored in our RDS technology system for all staff members working with that specific student. 	Principal Principal/ Level Leader Rtl Coach	August August – June Sept. – June as needed
9. <i>Provide mechanisms for family and community engagement.</i>	<ul style="list-style-type: none"> • An academic night for each grade level is presented by the teachers. This is a family information night focused on our school improvement goals. • Developed partnerships with community organizations to provide the following for students and parents: clothing, tutoring, food, health services, financial assistance, etc. • Provide Public Library sign-up nights in collaboration with PTO sponsored nights and activities. • School Improvement goals, mission, and vision statement are posted in each newsletter, street sign, framed in every classroom, announced on the morning news, etc. Each student is given an 	Teachers/ Principal Principal, School Improvement Administrator, and Family Group Specialist Principal, School Improvement	November, February, April Ongoing Ongoing August – June

	<p>incentive to know the School Improvement Goal when approached by an administrator.</p> <ul style="list-style-type: none"> • Family Literacy program through Literacy Alliance: <ul style="list-style-type: none"> ○ Families Learning Together ○ Parent and Children Together: PACT 	Administrator, & Family Group Specialist	August - June
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	<ul style="list-style-type: none"> • School Improvement Team & Staff have shared decision making. • Principal and interview teams will select new hires and all staffing (<i>not</i> based on seniority). That is, the Union has agreed to this and every staff hiring decision is not based upon seniority. • An agreement with the EAEA (Teachers Union) has been reached that teachers will stay an additional one-half hour without pay per week. In return, teachers may leave one-half hour early one day per week. • Will work with the EAEA (Teachers Union) if additional time is needed to operate program. 	<p>Principal</p> <p>Principal/ Teachers</p> <p>Principal</p> <p>Principal</p>	<p>August - June</p> <p>All year</p> <p>All year</p> <p>As needed</p>

<p>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>	<ul style="list-style-type: none"> • Instruction implementation will be supported by the Director of Curriculum and the Executive Director of Instruction & Student Support. They will assist with aligning all grant endeavors with our recently-created, written curriculum. 	Exec. Dir. of Instruction & Student Support, Dir. of Curriculum	Ongoing
	<ul style="list-style-type: none"> • Data management systems, Rtl, & educationally related technology will be supported by the Technology Help Desk during normal working hours. 	Dir. of Technology & Accountability	Ongoing
	<ul style="list-style-type: none"> • mCLASS technology is supported by our district as well as the mCLASS support staff. Techs are readily available to assist with needs as they arise. 	mCLASS support dept.	Ongoing
	<ul style="list-style-type: none"> • EACS Director of Government Funded Programs will work with the Executive Director of Instruction and Support to assist with the instructional training setup, compliance assistance, budgeting, timelines, and other grant-related needs. 	Director of Government Funded Programs	Ongoing
	<ul style="list-style-type: none"> • Reading Specialist will have professional development provided by the district. 	Director of Curriculum	As needed
	<ul style="list-style-type: none"> • Assistance with all SIG related compliance issues will be provided by central office staff in conjunction with principal. 	Director of Government Funded Pgms.	Ongoing
	<ul style="list-style-type: none"> • EACS Professional Development calendar for SY11/12 shows sessions that will occur based upon funding that has already been approved. 	Dir. Of Curriculum Principal, IDOE and EACS teams	Ongoing
	<ul style="list-style-type: none"> • IDOE will support Southwick and Corporation with ongoing technical assistance throughout the term of this award. 		As needed

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

Upon notification of our 1003g grant award, the Southwick Elementary School principal vacancy will be posted by our Director of Human Resources, under the direction of our Superintendent via the various methods for distribution listed in the information above. Licensed, qualified candidates will be interviewed according to Board Policy. An interviewing committee will be formed (following Board Policy) which will rank the finalists for this position. The Human Resources department will then proceed with EACS' hiring procedures; including, but not limited to, an expanded background check and contacting references. Then, the Superintendent will recommend to the Board of School Trustees the prospective appointee the interviewing committee has selected.

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 all of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2011-2012 school year.	X	

Restart Model

(Guidance Document, Section C, pages 31-34)

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

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Check Your Work - Additional Requirements for All Models

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

School Closure

(Guidance Document, Section D, pages 34-35)

We will implement this model.

We will not implement this model – do not complete.

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

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

Check Your Work - Additional Requirements for All Models

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

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

Instructions:

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

Note: Goals must be measureable and aggressive, yet attainable.

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2011-2012	SY 2012-2013	SY 2013-2014
27% of all students were proficient in mCLASS TRC at EOY	65 % of all Kindergarten are proficient in TRC at EOY 50% of all 1 st and 2 nd grade students are proficient in TRC at EOY	75 % of all Kindergarten are proficient in TRC at EOY 60% of all 1st and 2nd grade students are proficient in TRC at EOY	90 % of all students are proficient in TRC at EOY
36% of all students were proficient in mCLASS math at EOY	65 % of all Kindergarten are proficient in missing number at EOY 50% of all 1 st and 2 nd grade students are proficient in computation at EOY	75 % of all Kindergarten are proficient in missing number at EOY 60% of all 1st and 2nd grade students are proficient in computation at EOY	90 % of all Kindergarten are proficient in missing number at EOY 90% of all 1st and 2nd grade students are proficient in computation at EOY

Section II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

The Corporation will align federal, state and local funding sources with the grant activities proposed in this application, if awarded.

Under the leadership of the Superintendent, Corporation funds will be focused on the successful implementation of our transformation reform areas identified in this application. Federal, state and local funds will be coordinated, including but not limited to Title I, Title IIA, Title III, as well as funding the Corporation receives to assist our burgeoning refugee student population (NESP, RCSIG, etc.).

District Directors are educational professionals and will coordinate the alignment of federal, state and local funding sources with our proposed grant activities. We will request the input of the Southwick principal to ensure that appropriate levels of support are being provided and also to ensure that each activity proposed in this request is used for maximum effectiveness and efficiencies.

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

Attachment A: LEA Capacity Scoring Rubric

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

<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> 			
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 			
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			

<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 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> 			
<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> 			

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			
<p>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"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 			
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (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</i> 			

<p><i>enrichment/remediation</i></p> <ul style="list-style-type: none">○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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Attachment B: LEA Commitments Scoring Rubric

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

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

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

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

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

Attachment C: Budget

School Year 2011-2012

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: East Allen County Schools Corporation
 Corporation Number: 0255
 School Name: Southwick Elementary School

ACCOUNT NO.	FTE	Cert.	Noncert	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	1.0	X		ELL Coach	\$64,000.00	
	1.0	X		Reading/Math Specialist	\$64,000.00	
	1.0	X		Reading/Math Specialist	\$64,000.00	
	1.0	X		FT Professional Development Sub	\$22,500.00	
	.5	X		Summer Camp Invention Teachers	\$32,000.00	
	.17		X	Summer Camp Invention Nurse	\$ 3,275.00	
		X		Teacher Stipends for PD training attendance and for work hours outside of contract time necessary to effectuate this program with fidelity.	\$25,920.00	
		X		Substitute Costs – additional substitutes for when teachers are attending professional development	\$31,500.00	
		X	X	Staff (incl. Principal) rewards for student achievement (anticipated reward based upon 100% of staff helping students attain goals listed in this request)	\$90,000.00	
		TOTAL SALARIES				
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				\$ 68,318.15
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state			Pre-school accreditation training	\$ 3,000.00	
		TOTAL TRAVEL				\$ 3,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
	National Association for the Education of Young Children	Pre-school accreditation fee			\$1,275.00	
	No Excuses University	No Excuses Univ./Damen Lopez: 3 days of onsite consultation/training			\$17,775.00	
	New Horizons in Education (Jo Gusman)	ELL & Common Core training			\$50,000.00	
	IU CEEP	CEEP Evaluation (Indiana University – annual 1003g pgm. evaluation)			\$20,000.00	
	TOTAL CONTRACTED SERVICES				\$ 89,050.00	

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		\$ 37,700.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year."			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 4000.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Transportation costs for Families Learning Together Literacy Program	\$7,200.00	
	Transportation costs for summer Camp Invention	\$4,800.00	
	TOTAL OTHER SERVICES		\$12,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 611,263.15

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Professional development supplies for ELL Training	\$ 80.00	\$ 3,200.00
550	Student supplies to support No Excuses Initiative	\$ 10.90	\$ 6,000.00
220 students	Food – Breakfast, lunch and snacks for students: 220 students x 4 weeks = \$8,820 this is anticipated to be reimbursed to EACS by the IDOE. EACS will provide the up-front costs of the food and will request IDOE reimbursement for breakfast and lunch. Snacks are not covered through this program and that is the cost reflected in this request (\$5,000).		\$ 5,000.00
	Instructional supplies to support Summer Camp Invention	\$	\$ 1,500.00
	Office supplies to support Summer Camp Invention	\$	\$ 5,700.00
	Postage for Summer Camp Invention	\$	\$ 3,000.00
220 students	Curriculum support for Summer Camp Invention	\$	\$ 11,300.00
	Instructional supplies to support Pre School Program	\$	\$ 2,000.00
	TOTAL SUPPLIES COSTS		\$37,700.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
	Play table, sand table,	\$ 1000.00	\$ 4,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 4,000.00

School Year 2012-2013

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name:	East Allen County Schools Corporation
Corporation Number:	0255
School Name:	Southwick Elementary School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	1.0	x		ELL Coach	\$67,200.00	
	1.0	x		Reading/Math Specialist	\$67,200.00	
	1.0	x		Reading/Math Specialist	\$67,200.00	
	1.0	X		FT Professional Development Sub	\$22,500.00	
	.5	X		Summer Camp Invention Teachers	\$32,000.00	
	.17		X	Summer Camp Invention Nurse	\$ 3,275.00	
		X		Substitute Costs -- additional substitutes for when teachers are attending professional development	\$31,500.00	
		X		Teacher Stipends for PD training attendance and for work hours outside of contract time necessary to effectuate this program with fidelity	\$25,920.00	
		X	X	Staff (incl. Principal) rewards for student achievement (anticipated reward based upon 100% of staff helping students attain goals listed in this request)	\$90,000.00	
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		\$74,015.15
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
				TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
	National Association for the Education of Young Children			Pre-school accreditation	\$1,275.00	
	No Excuses University			Damen Lopez - 3 days of onsite consultation/training	\$17,775.00	
	New Horizons in Education (Jo Gusman)			ELL & Common Core training	\$50,000.00	
	IU CEEP			CEEP Evaluation (Indiana University -- annual 1003g pgm. evaluation)	\$20,000.00	
				TOTAL CONTRACTED SERVICES		

5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 33,500.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year."			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ -
7. OTHER SERVICES: (Include a specific description of services.)			
	Transportation Costs for Families Learning Together Literacy program	\$7,200.00	
	Transportation Costs for Summer Camp Invention	\$ 4,800.00	
	TOTAL OTHER SERVICES		\$12,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 615,360.15

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
550	Student supplies to support No Excuses Initiative	\$ 9.09	\$ 5,000.00
220	Food – Breakfast, lunch and snacks for Camp Invention participant students. 220 students x 4 weeks = 8,820.00 this is anticipated to be reimbursed to EACS by the IDOE. EACS will provide the up-front costs of the food and will request IDOE reimbursement for breakfast and lunch. Snacks are not covered through this program but are requested in this line item.		\$ 5,000.00
	Instructional Supplies to support Summer Camp Invention	\$	\$ 1,500.00
	Office Supplies to support Summer Camp Invention	\$	\$ 5,700.00
	Postage for Summer Camp Invention	\$	\$ 3,000.00
220	Curriculum support for Summer Camp invention	\$	\$ 11,300.00
	Instructional supplies to support PreSchool	\$	\$ 2,000.00
	TOTAL SUPPLIES COSTS		\$ 33,500.00

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ - 0.00

School Year 2013-2014

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: East Allen County Schools Corporation
 Corporation Number: 0255
 School Name: Southwick Elementary School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	1.0	X		ELL Coach	\$70,560.00	
	1.0	X		Reading/Math Specialist	\$70,560.00	
	1.0	X		Reading/Math Specialist	\$70,560.00	
	1.0	X		Professional Development Sub	\$23,626.00	
	.5	X		Summer Camp Invention teachers	\$32,000.00	
		X		Teacher Stipends for PD training attendance and for work hours outside of contract time necessary to effectuate this program with fidelity.	\$25,920.00	
			X	Summer Camp Invention nurse	\$ 3,275.00	
		X		Substitute Costs – additional substitutes for when teachers are attending professional development	\$31,500.00	
		X	X	Staff Reward Stipends for Student Achievement* (Anticipated reward based on 100% meeting goals of student growth/benchmark)	\$90,000.00	
	4.5	TOTAL SALARIES				
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		\$73,018.17
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
				TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
National Association for the Education of Young Children				Pre-school accreditation	\$1,275.00	
No Excuses University				Damen Lopez: 3 days onsite consultation/training	\$17,775.00	
New Horizons in Education (Jo Gusman)				ELL & Common Core training	\$ 50,000.00	
IU CEEP				CEEP Evaluation (Indiana University – annual 1003g pgm. evaluation)	\$20,000.00	
				TOTAL CONTRACTED SERVICES		

5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 32,500.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year."			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$
7. OTHER SERVICES: (Include a specific description of services.)			
	Transportation costs for Families Learning Together	\$ 7,200.00	
	Transportation costs for Summer Camp Invention	\$ 4,800.00	
	TOTAL OTHER SERVICES		\$12,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 624,569.17

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
550	Student supplies to support No Excuses Initiative	\$ 7.27	\$ 4,000.00
220	Food – Breakfast, lunch and for Camp Invention participant students. 220 students x 4 weeks = \$8,820 this is anticipated to be reimbursed to EACS by the IDOE. EACS will provide the up-front costs of the food and will request IDOE reimbursement for breakfast and lunch. Snacks are not covered through this program but are reflected in this line item.	\$	\$ 5,000.00
	Instructional Supplies to support Summer Camp Invention	\$	\$ 1,500.00
	Office Supplies to support Summer Camp Invention	\$	\$ 5,700.00
	Postage for Summer Camp Invention	\$	\$ 3,000.00
220	Curriculum support for Summer Camp Invention	\$	\$11,300.00
	Instructional supplies to support PreSchool	\$	\$ 2,000.00
	TOTAL SUPPLIES COSTS		\$32,500.00

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

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

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

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

Attachment E: Intervention Scoring Rubrics

Transformation

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

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

	<ul style="list-style-type: none"> Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> Professional development includes vertical and 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. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for all staff</i> 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i> 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	

	<ul style="list-style-type: none"> ○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is <i>not of sufficient length (90 hours or less)</i> to create change 	
7. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> ○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA <i>provides minimal assessments</i> with no data; technology is not used 	
	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing professional development</i> in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ LEA <i>rarely provides professional development</i> for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time (e.g., weekly)</i> for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time (e.g., monthly)</i> for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated 	

	observation and coaching to increase knowledge of differentiated instruction	instruction	instruction	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	
10. Give school sufficient operational flexibility	<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 school 	<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 school 	<ul style="list-style-type: none"> LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and	<ul style="list-style-type: none"> <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> <i>No</i> supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Some supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Support for <i>both</i> teachers and principals are not in place or transparent 	

support	<input type="radio"/> Provided by external, <i>experienced leaders</i> in change and in the school model	<input type="radio"/> Provided by <i>external leaders</i> in change with knowledge of the identified school model	<input type="radio"/> Provided by district staff or others <i>without proven track records</i> in school change or the model	
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Total Score _____/66

East Allen County Schools (0255)

Listing of 1003g Application Attachments

Attachment 1: EACS Board of School Trustees' President - Letter

Attachment 2: EACS Board of School Superintendent - Letter

Attachment 3: East Allen Educators Association President - Letter

Attachment 4: EACS Director of Development – HQ Letter

Attachment 5: EACS Action Item and Abstract for 07/19/2011 Board meeting

Attachment 6: EACS Meetings listing related to redesign efforts

Attachment 7: Sampling of Southwick Teachers' Data Portfolios

Attachment 8: EACS Principal Replacement and Job Description for Transformation Elementary Principal

Attachment 9: Southwick School Improvement Plan meetings with staff

Attachment 10: Southwick Parent Action Team meetings

Attachment 11: EACS 7 Academic Keys to College and Career Preparedness

Attachment 12: Curriculum, Instruction and Assessment Team (CIA) 3-Year Plan

Attachment 13: EACS SY11/12 Professional Development Calendar

Attachment 14: 07/05/2011 Email from Amy Bush (IDOE) w/Molly Chamberlain letter



East Allen County Schools

Office of the Superintendent

1240 State Road 930 East, New Haven, Indiana 46774-1732

Phone: (260) 446-0100

Fax: (260) 446-0107

July 13, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, IN 46204

Attachment # |

RE: Support Letter for our Section 1003g application

Dear Ms. Bush:

During this competition, East Allen County Schools (EACS) is applying for transformational funding through the Section 1003g grant to support Southwick Elementary School (Tier I).

Please accept this letter as evidence of our District's firm commitment to fully support successful implementation of the Transformation model at Southwick. We are committed to addressing the long-standing problems in our "persistently lowest achieving schools."

Through our proposed initiative, principals will have the leadership and support they require to be effective in transforming Southwick. Principals in our lowest-performing schools have the full support of district leadership and the flexibility to implement their transformation successfully. Specific transformation areas include teacher and principal evaluations that include student achievement / growth as one indicator, additional resources to provide on-site, high-quality, job-embedded professional development and an evaluation system for teachers and principals recognizing student achievement / growth. To reiterate, this support ensures that both district- and school-level reforms will lead to transformation.

We understand that through our Corporation's on-going relationship with our local Teachers Union that they are willing to work toward the full implementation of these transformations at Southwick. Our Superintendent and Central Office administrators have worked to build relationships based on mutual trust and respect with our local Teachers Union representatives and our teachers. We continue to work to effectuate the necessary reforms to arrive at transformational change.

Our mission is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.

Page Two
Amy Bush
July 13, 2011

As is evidenced in the attached commitment letters from our Superintendent and our Teachers Union, we are fully committed to remove barriers and continue to build-up the relationships that will make us successful.

It is also our intent to continue to involve parent groups and community stakeholders. During our significant Corporation re-design which included the closing of schools and consolidation of other schools, we have received input from organizations, parents, and community stakeholders as well as our faculty and staff. These individuals are willing and committed to create schools where high levels of student achievement and high levels of community and parent participation are expected AND achieved. We recognize that only with those components will we truly be successful.

Since the Corporation did not receive word from the Indiana Department of Education of the eligibility of Southwick and Paul Harding as Tier I schools until last week, it has not been possible to provide this information to my colleagues on the EACS Board of School Trustees. I write this letter, however, on behalf of my colleagues and as the President of our School Board to share with you that we are committed to the transformation of Southwick Elementary School.

At our July 19, 2011 School Board meeting, we will discuss and approve the Abstract and Action Item that our Superintendent and Central Office staff have prepared for us for this purpose. We appreciate their leadership and look forward to support and seeing first hand the transformations that will occur at Southwick. We have worked diligently to provide leadership and support to our Superintendent and our Central Office staff and they will work to support and lead the principals and faculty throughout this transformation. All of these efforts will combine to fulfill the objectives of our School Improvement Plan.

On behalf of our students and staff who will benefit from our proposed programming through 1003g funding, we thank you for your consideration of our request.

Cordially,
East Allen County Schools



Janice A. Witte
President, EACS Board of School Trustees



East Allen County Schools

Office of the Superintendent

1240 State Road 930 East, New Haven, Indiana 46774-1732

Phone: (260) 446-0100

Fax: (260) 446-0107

July 13, 2011

Amy Bush
Director of Title I
Indiana Department of Education
151 West Ohio Street
Indianapolis, IN 46204

Attachment #2

RE: Support Letter for our Section 1003g application

Dear Ms. Bush:

During this competition, East Allen County Schools (EACS) is applying for transformational funding through the Section 1003g grant to support Southwick Elementary School (Tier I).

Please accept this letter as evidence of our District's firm commitment to fully support successful implementation of the Transformation model at Southwick. We are committed to addressing the long-standing problems in our "persistently lowest achieving schools."

Through our proposed initiative, the principal will have the leadership and support they require to be effective in transforming Southwick and the Principal will have the full support of District leadership as well as the flexibility to implement transformation successfully. All of the transformation strategies are aligned to Southwick's School Improvement Plan. Specific transformation areas include teacher and principal evaluations that include student achievement / growth as one indicator and additional resources to provide on-site, high-quality, job-embedded professional development. Specifically, the professional development at Southwick will support our teachers using research-based strategies for English Language Learners using the Common Core Standards as well as research-based strategies supporting increasing our text complexity as it relates to implementing the Common Core Standards. In addition, we are implementing a systemic evaluation system for teachers and principals recognizing student achievement and growth using a classroom walk-through protocol: EWalk. To reiterate, this support ensures that both district- and school-level reforms will lead to transformation.

Our mission is to inspire in all students a passion for learning while developing knowledge, skills and character necessary to become responsible contributors to the local and global society.

Page Two
Amy Bush
July 13, 2011

We understand that through our on-going, positive, working relationship with our East Allen Educators Association (our Teachers Union) that they are willing to work toward the full implementation of these transformations at Southwick. I have worked hard to build relationships based on mutual trust and respect with our local Teachers Union representatives and our teachers. We continue to work to effectuate the necessary reforms to arrive at transformational change.

As is evidenced in the commitment letters from our Board of School Trustees and our East Allen Educators Association (which are attached to our application), we are fully committed to remove barriers and continue to build-up the relationships that will make us successful. Our letter of support from our East Allen Educators Association delineates the specific flexibility written into the contract and demonstrates their willingness to transform this school.

It is also our intent to continue to involve parent groups and community stakeholders. During our significant Corporation re-design - which included the closing of schools and consolidation of other schools -- the Corporation has received input from organizations, parents, and community stakeholders as well as our faculty and staff. These individuals are willing, able and committed to create schools where high levels of student achievement and high levels of community and parent participation are expected AND achieved. We recognize that only with those components will we truly be successful in our transformational efforts.

On behalf of our students and staff who will benefit from our proposed programming through 1003g, we thank you for your consideration of our request.

Cordially,

A handwritten signature in cursive script, appearing to read "Karyle M. Green".

Karyle M. Green
Superintendent

July 12, 2011

Indiana Department of Education
Attention: Section 1003g application support letter
151 W. Ohio Street
Indianapolis, IN 46204

Dear Section 1003g Review Committee members at the IN-DOE,

The East Allen Educators Association (EAEA) is committed to representing teachers and protecting their rights in all matters. EAEA commits to work diligently with teachers and East Allen County Schools (EACS) administration in an attempt to develop a plan of action. We believe it is imperative that EAEA have the opportunity to provide input on any matters that may affect the collective bargaining agreement and matters of formal discussion. We welcome this opportunity and genuinely hope that we may support the changes for the benefit of all EACS students.

It is clear that transformational change must be implemented to meet the requirements of the School Improvement Grant [Section 1003(g)]. EAEA hopes to support the implementation of the school intervention model selected in the attached 1003g application. We have begun the discussion process and are scheduling formal negotiation meetings to address the issues that affect our collective bargaining agreement. EAEA is committed to working with EACS throughout the summer with the intent of reaching agreement on these important matters.

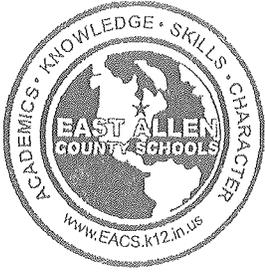
Thanks to the dedicated educators at Southwick Elementary School and throughout East Allen County Schools, success can be achieved on behalf of all students. We continue to welcome the opportunity to work together toward achieving the goals of the 1003(g) grant.

Sincerely,



Greg Geise, President
East Allen Educators Association
c/o East Allen County Schools
1240 SR 930 E
New Haven, IN 46774

Attachment #3



East Allen County Schools

Office of the Superintendent
1240 State Road 930 East New Haven, Indiana
Telephone 260-446-0100 Facsimile 260-446-0107

July 14, 2011

Attachment #4

Indiana Department of Education
Division of Compensatory Education
Section 1003g Grant Review Team
Room 229- State House
Indianapolis, IN 46204-2798

RE: EACS – 0255 HQ letter

Dear Section 1003g review team members,

Please be advised that all teachers and paraprofessionals who are employed or will be employed to serve Tier I schools SY11/12 are highly qualified according to NCLB requirements.

East Allen County Schools is providing this notice via this letter so that our Section 1003g application may be complete.

Thank you.

Cordially,

Peggy Rohrbacher
Director of Human Resources

“Our mission is to inspire in all students a passion for learning while developing knowledge, skills, and character necessary to become responsible contributors to the local and global society.”

ACTION AGENDA

Date July 19, 2011

Board Agenda Item _____

APPROVE APPLICATION AND RECEIPT OF SECTION 1003g SCHOOL IMPROVEMENT GRANT

Background:

East Allen County Schools has two schools eligible to request Section 1003g School Improvement Grant funding through this round of this IN-DOE competition. They are eligible to request between \$50,000 - \$2,000,000 per year for a three-year period: Paul Harding Jr. High School and Southwick Elementary School. At this time in the midst of redesign efforts in our District, our focus in this Title I attendance area, we have selected to focus upon our early childhood area: Southwick Elementary School (Tier I).

Recommendation:

That the Board of School Trustees approves the application for submission as well as the receipt of, if approved, this Section 1003g School Improvement Grant to provide support to transform Southwick.

Karyle M. Green
Superintendent of Schools

Prepared:	Rose E. Fritzinger
Approved:	Britt Magneson
Budget:	_____
Legal:	_____

ABSTRACT
Section 1003g School Improvement Grant
from the Indiana Department of Education (IN-DOE)

This Abstract has been prepared for the East Allen County Board of School Trustees. Representatives of East Allen County Schools respectfully request authorization to request and receive funding, if approved, through the three-year competitive application for Section 1003g School Improvement Grant program.

The Indiana Department of Education has obtained funds from the United States Department of Education to provide a competitive three-year opportunity to the persistently lowest-achieving schools in Indiana. At this time, East Allen County Schools has been notified that the following Tier I schools are eligible to submit an application during this competition:

Southwick Elementary School	Tier I
Paul Harding Jr. High School	Tier I

At this time in the midst of redesign efforts in our District, our focus in this Title I attendance area (SY11/12 Southwick Elementary School serving PreK-2; Prince Chapman Academy serving Grades 3-6; and Paul Harding Jr. High School serving students in Grades 7-8), we have selected to focus upon our early childhood area: Southwick Elementary School (Tier I). To that end, a completed 1003g application was submitted for Southwick Elementary School by the July 15, 2011 deadline.

East Allen County Schools has been notified that Prince Chapman Academy has been identified as a Tier III school, and, as such, is not eligible to submit an application during this competition (which is open only to Tier I and Tier II schools).

East Allen County Schools' representatives worked with Southwick's principal to complete and submit the application. Applicants may request \$50,000 to \$2,000,000 per year for the three-year term of this funding.

Applicants must select one of four reform models. The four (4) reform models are:

Turnaround	Transformational	Restart	Closure
------------	------------------	---------	---------

Based upon review and discussion, the decision was been made to select the transformational model for Southwick. If funding remains following the awarding of Section 1003g School Improvement Grants to Tier I and II schools, then East Allen County Schools may be eligible to request funding for Prince Chapman Academy.

East Allen County Schools' representatives respectfully request authorization to request and receive, if approved, Section 1003g School Improvement Grant funding in an amount within the applicable range to be used to transform Southwick Elementary School.

MEETINGS RELATED TO REDESIGN

January 14, 2010

Journal Gazette Editorial Board
Harlan PTA

January 22, 2010

Bob Walda/Tim Smith (New Haven – Strategic planning committee members)

January 25, 2010

New Haven Elementary – all staff

January 27, 2010

New Haven MS Parent Support Group

January 28, 2010

Leo Elementary – all staff

January 30, 2010

Roger Clayton, NH 3rd District Councilman

February 1, 2010

Woodburn Elementary – all staff

February 2, 2010

Highland Terrace – all staff

February 3, 2010

Prince Chapman Academy – all staff

February 5, 2010

Harding Area Administrators

February 22, 2010

Harlan Elementary – all staff

February 23, 2010

PHLC & CO personnel – all staff

February 24, 2010

Paul Harding High School – all staff
Village Elementary – all staff

March 1, 2010

Cedarville – all staff

March 3, 2010
Heritage Jr./Sr. HS – all staff

March 4, 2010
All principals – Redesign meeting

March 8, 2010
Leo Jr./Sr. HS – all staff

March 9, 2010
New Allen Alliance
Meadowbrook Elementary – all staff

March 10, 2010
New Haven MS – all staff

March 15, 2010
New Haven HS – all staff
Leo Chamber of Commerce

March 16, 2010
Monroeville Elementary – all staff
Woodlan Jr./Sr. HS – all staff

March 17, 2010
New Haven Chamber
Southwick Elementary – all staff

March 18, 2010
Dr. Bennett & Staff

March 25, 2010
WOWO – Radio Interview
Indiana News Center – TV Interview

March 26, 2010
East Allen Young Farmers

March 29, 2010
United Pastors Group
Highland Terrace – PTO meeting

April 7, 2010
Woodburn Missionary Church – community meeting

April 13, 2010

Jonathan Ray – FW Urban League

April 15, 2010

Hoagland Chamber of Commerce – Community Meeting

April 22, 2010

Paul Harding High School – School Improvement Meeting

April 26, 2010

Paul Harding High School – Transformation Model Meeting

April 27, 2010

Grabill Chamber of Commerce – Community Meeting

April 28, 2010

Mayor Terry McDonald, New Haven

May 19, 2010

Chris Baker – New Haven

June 24, 2010

NAACP – Community Meeting

August 3, 2010

Vince Buchanon – New Haven Chamber of Commerce

August 9, 2010

Mayor Terry McDonald – New Haven

August 16, 2010

News Channel 15 – TV interview

August 17, 2010

4 Focus Groups

August 18, 2010

4 Focus Groups

August 19, 2010

WOWO – Radio Interview

August 30, 2010

Channel 15 – TV Interview

September 3, 2010
Link's Wonderland – Community Meeting

September 10, 2010
Bob Nelson – New Haven Bulletin

September 16, 2010
Journal Gazette – Interview

September 21, 2010
WOWO – Radio Interview
Mayor Terry McDonald – New Haven
Redesign Presentation – Administrators

September 22, 2010
Redesign Presentation – Support Personnel
2 Community Presentations at PHLC

September 29, 2010
2 Community Presentations – PHLC

October 4, 2010
2 Community Presentations- PHLC

October 11, 2010
Woodburn Community Presentation (Gerig's home)

October 12, 2010
Student Leaders at Heritage Jr./Sr. HS
Student Leaders at New Haven

October 14, 2010
New Haven Chamber

October 15, 2010
Student Leaders at Woodlan Jr./Sr. HS
Student Leaders at Paul Harding HS
Student Leaders at Leo Jr./Sr. HS

October 19, 2010
WOWO – Radio Interview

October 25, 2010
New Haven HS Open House

October 26, 2010
IN News Center – 2 TV Interviews

October 27, 2010
Leo Jr./Sr. HS Open House
Woodlan Jr./Sr. HS Open House

October 28, 2010
News Channel 15 – TV Interview
Heritage Jr./Sr. HS Open House
Paul Harding HS Open House

November 3, 2010
News Center 15 – TV Interview
Fox News – TV Interview
Pat Miller Show – Radio

November 8, 2010
WBOI – Radio Show

November 11, 2010
WOWO – Radio Interview

November 18, 2010
New Haven Education Task Force

December 6, 2010
Village Elementary – All Staff

December 7, 2010
Paul Harding HS – All Staff

December 7, 2010
Paul Harding HS – Parent Meeting

December 8, 2010
Woodburn Elementary – All Staff

December 9, 2010
WOWO – Radio Interview
Harlan Elementary – All Staff

December 13, 2010
Indiana Civil Rights Commission
Southwick Elementary – All Staff

December 14, 2010
Highland Elementary – All Staff

December 20, 2010
United Pastors



Student Growth Model

Attachment #7

Corporation:

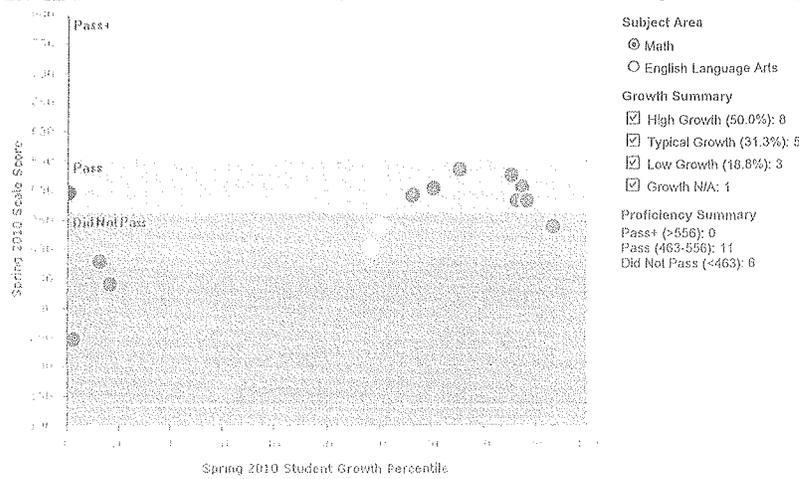
School:

Export Data

View Growth For: Students included in accountability
 Students enrolled in current classes
 Students by Accountability by Class

Class:

STUDENT BY ACCOUNTABILITY BY CLASS



Mouse over a point to view student data summary
 Click a point or a name below to view detailed student report

Select All

	Last Name ^	First Name	STN	Scale Score	Growth Percentile	Special Education	
<input type="checkbox"/>	ANDREWS	JHONTELE	027506537	437	60.0	Yes	Did Not Pass
<input type="checkbox"/>	BENSON	MARTESE	031005004	339	8.0	No	Did Not Pass
<input type="checkbox"/>	BROWN	TIANNA	018605063	534	75.0	No	Pass
<input type="checkbox"/>	COTTON	PATRICK	031005015	401	58.0	Yes	Did Not Pass
<input type="checkbox"/>	COULTS	TYLER	031709085	490	63.0	Yes	Pass
<input type="checkbox"/>	FRANKLIN	JERRIS	031705009	501	70.0	No	Pass
<input checked="" type="checkbox"/>	GARZA	DAYANIRA	031705030	491	66.0	No	Pass

Export Selected Student Data (0 Students Selected)

Print Selected Student Reports (0 Reports Selected)

Have Questions?

For questions about the Indiana Growth Model, please contact the Growth Model Team



Student Growth Model

Corporation:

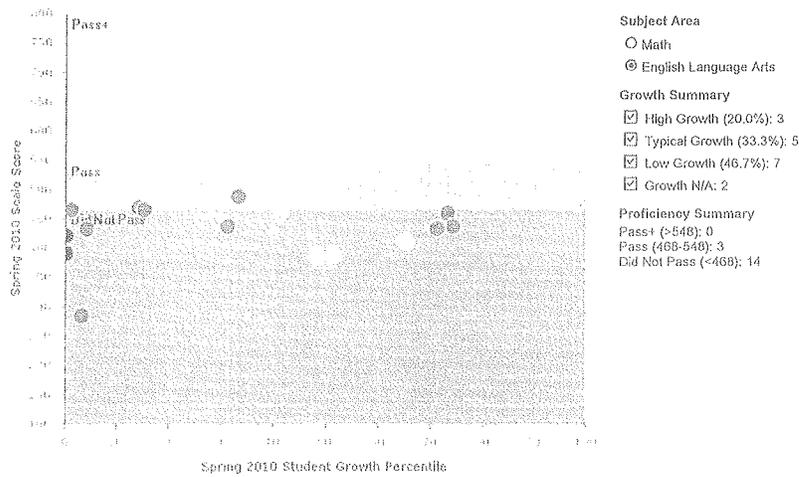
School:

Export Data

View Growth For: Students included in accountability
 Students enrolled in current classes
 Students by Accountability by Class

Class:

STUDENT BY ACCOUNTABILITY BY CLASS



Mouse over a point to view student data summary
 Click a point or a name below to view detailed student report

Select All

	Last Name *	First Name	STN	Scale Score	Growth Percentile	Special Education	
<input type="checkbox"/>	ANDREWS	JHONTELE	027506537	386	51.0	Yes	Did Not Pass
<input type="checkbox"/>	BENSON	MARTESE	031005004	435	31.0	No	Did Not Pass
<input type="checkbox"/>	BROWN	TIANNA	018605063	468	14.0	No	Pass
<input type="checkbox"/>	COTTON	PATRICK	031005015	409	65.0	Yes	Did Not Pass
<input type="checkbox"/>	COUTTS	TYLER	031709085	390	0.00	Yes	Did Not Pass
<input type="checkbox"/>	FRANKLIN	JERRIS	031705009	487	33.0	No	Pass
<input type="checkbox"/>	GARZA	DAYANIRA	031705030	450	73.0	No	Did Not Pass

[Export Selected Student Data \(9 Students Selected\)](#)
[Print Selected Student Reports \(0 Reports Selected\)](#)

Have Questions?

For questions about the Indiana Growth Model, please contact the [Growth Model Team](#)



Student Growth Model

Corporation:

School:

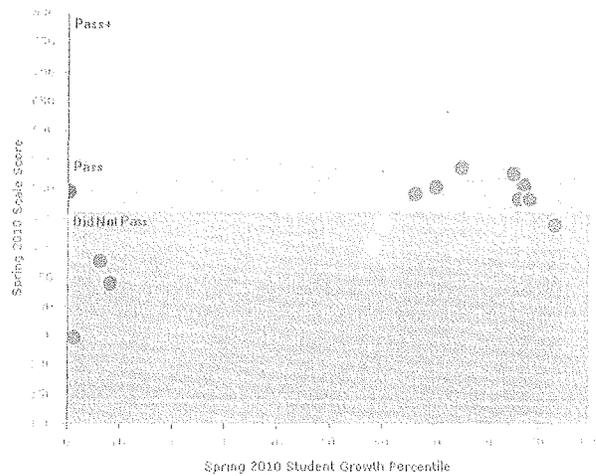
Export Data

View Growth For:

- Students included in accountability
- Students enrolled in current classes
- Students by Accountability by Class

Class:

STUDENT BY ACCOUNTABILITY BY CLASS



- Subject Area**
- Math
 - English Language Arts
- Growth Summary**
- High Growth (50.0%): 8
 - Typical Growth (31.3%): 5
 - Low Growth (18.8%): 3
 - Growth N/A: 1
- Proficiency Summary**
- Pass+ (>566): 0
 - Pass (463-566): 11
 - Did Not Pass (<463): 6

Mouse over a point to view student data summary
Click a point or a name below to view detailed student report

Select All

	Last Name	First Name	STN	Scale Score	Growth Percentile	Special Education	
<input type="checkbox"/>	ANDREWS	JHONTELE	027506537	437	60.0	Yes	Did Not Pass
<input type="checkbox"/>	BENSON	MARTESE	031005004	339	8.0	No	Did Not Pass
<input type="checkbox"/>	BROWN	TIANNA	018605063	534	75.0	No	Pass
<input type="checkbox"/>	COLTON	PATRICK	031005015	401	58.0	Yes	Did Not Pass
<input type="checkbox"/>	COUTIS	TYLER	031709085	490	63.0	Yes	Pass
<input type="checkbox"/>	FRANKLIN	JERRIS	031705009	501	70.0	No	Pass
<input type="checkbox"/>	GARZA	DAYANIRA	031705030	491	66.0	No	Pass

Export Selected Student Data (0 Students Selected)

Print Selected Student Reports (0 Reports Selected)

Have Questions?

For questions about the Indiana Growth Model, please contact the [Growth Model Team](#)



Student Growth Model

Corporation:

School:

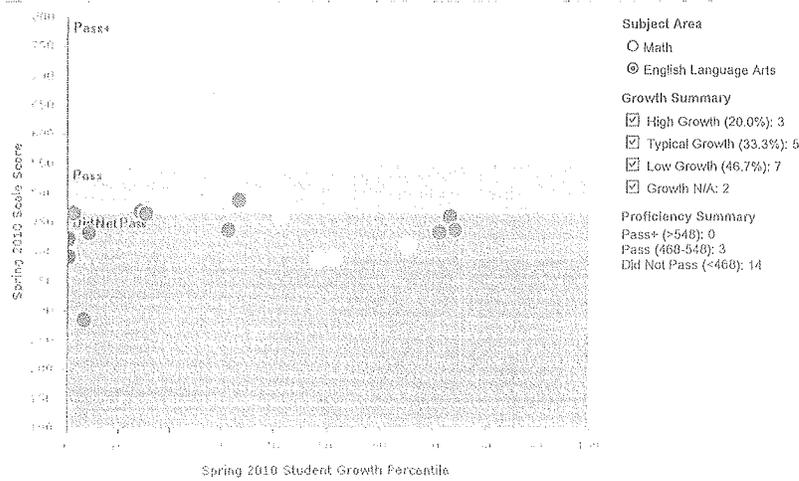
Export Data

View Growth For:

- Students included in accountability
- Students enrolled in current classes
- Students by Accountability by Class

Class:

STUDENT BY ACCOUNTABILITY BY CLASS



Mouse over a point to view student data summary
Click a point or a name below to view detailed student report

Select All	Last Name ^	First Name	STN	Scale Score	Growth Percentile	Special Education	
<input type="checkbox"/>	ANDREWS	JHONTELE	027506537	386	51.0	Yes	Did Not Pa...
<input type="checkbox"/>	BENSON	MARTESE	031005004	435	31.0	No	Did Not Pi...
<input type="checkbox"/>	BROWN	TIANNA	018605063	468	14.0	No	Pass
<input type="checkbox"/>	COLTON	PATRICK	031005015	409	65.0	Yes	Did Not Pi...
<input type="checkbox"/>	COUTTS	TYLER	031709085	390	0.00	Yes	Did Not Pi...
<input type="checkbox"/>	FRANKLIN	JERRIS	031705099	487	33.0	No	Pass
<input type="checkbox"/>	GARZA	DAYANIRA	031705030	459	73.0	No	Did Not Pi...

Export Selected Student Data (0 Students Selected)
Print Selected Student Reports (0 Reports Selected)
Have Questions?
For questions about the Indiana Growth Model, please contact the [Growth Model Team](#)



Student Growth Model

Corporation:

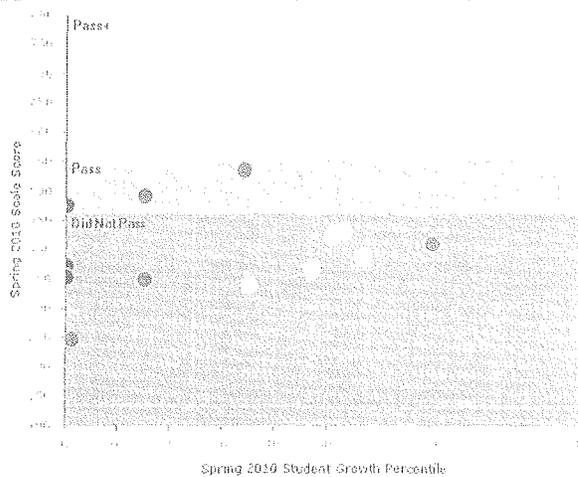
School:

Export Data

View Growth For: Students included in accountability
 Students enrolled in current classes
 Students by Accountability by Class

Class:

STUDENT BY ACCOUNTABILITY BY CLASS



- Subject Area**
- Math
 - English Language Arts
- Growth Summary**
- High Growth (9.1%): 1
 - Typical Growth (54.5%): 6
 - Low Growth (36.4%): 4
 - Growth N/A: 3
- Proficiency Summary**
- Pass+ (>556): 0
 - Pass (463-556): 4
 - Did Not Pass (<463): 10

Mouse over a point to view student data summary
 Click a point or a name below to view detailed student report

Select All

	Last Name	First Name	STN	Scale Score	Growth Percentile	Special Education	
<input type="checkbox"/>	AYE	SA	008309078	370	0.00	No	Did Not Pass
<input type="checkbox"/>	CASTANEDA	PEDRO	008305005	491	15.0	No	Pass
<input type="checkbox"/>	CHO	PHO	008309090	245	1.0	No	Did Not Pass
<input type="checkbox"/>	ESCOBAR	BRIANNA	008305064	429	53.0	No	Did Not Pass
<input type="checkbox"/>	ESQUIVEL	VANESSA	014905044	348	15.0	No	Did Not Pass
<input type="checkbox"/>	INNOCENT	JABINA	008310069	474	0.00	No	Pass
<input type="checkbox"/>	JIMENEZ	KFVIN	074904076	534	34.0	No	Pass

Export Selected Student Data (0 Students Selected)

Print Selected Student Reports (0 Reports Selected)

Have Questions?

For questions about the Indiana Growth Model, please contact the Growth Model Team



Student Growth Model

Corporation:

School:

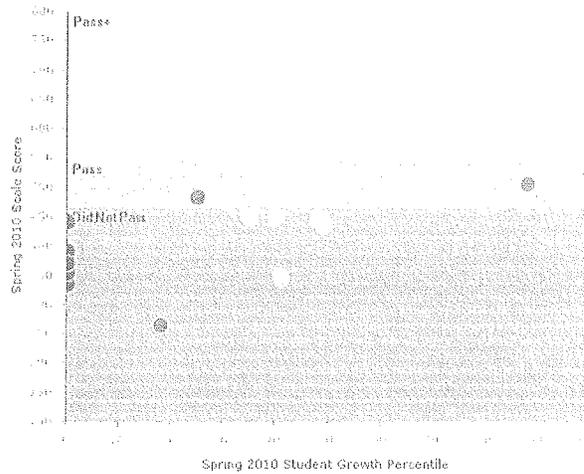
Export Data

View Growth For:

- Students included in accountability
- Students enrolled in current classes
- Students by Accountability by Class

Class:

STUDENT BY ACCOUNTABILITY BY CLASS



- Subject Area**
- Math
 - English Language Arts
- Growth Summary**
- High Growth (12.5%): 1
 - Typical Growth (62.5%): 6
 - Low Growth (25.0%): 2
 - Growth N/A: 6
- Proficiency Summary**
- Pass+ (>540): 0
 - Pass (468-540): 2
 - Did Not Pass (<468): 12

Mouse over a point to view student data summary
Click a point or a name below to view detailed student report

Select All

	Last Name ^	First Name	STN	Scale Score	Growth Percentile	Special Education	
<input type="checkbox"/>	AYE	SA	008309078	333	0.00	No	Did Not Pass
<input type="checkbox"/>	CASTANEDA	PEDRO	008305005	481	25.0	No	Pass
<input type="checkbox"/>	CHO	PHO	008309090	379	0.00	No	Did Not Pass
<input type="checkbox"/>	ESCOBAR	BRIANNA	008305064	446	35.0	No	Did Not Pass
<input type="checkbox"/>	ESQUIVEL	VANESSA	014905044	444	48.0	No	Did Not Pass
<input type="checkbox"/>	INNOCENT	JABINA	008310069	440	0.00	No	Did Not Pass
<input type="checkbox"/>	JMFNF7	KEVIN	024904076	503	88.0	No	Pass

Export Selected Student Data (0 Students Selected)
Print Selected Student Reports (0 Reports Selected)
Have Questions?

For questions about the Indiana Growth Model, please contact the [Growth Model Team](#)

Follow-Up Questions for Memorandum of Agreement
East Allen County Schools (0255)

Attachment #8

Principal Replacement

The principal vacancy will be posted by Director of Human Resources (see attached job description). Licensed and qualified candidates will be interviewed according to Board Policy. Administrators will screen and validate record of effective improvement of potential candidates through demonstrated efficacy of leading school transformation. An interviewing committee is formed following Board Policy which ranks the finalists for the vacant position. The human resources department will proceed with EACS' hiring procedures including, but not limited to, an expanded background check and contacting references. The Superintendent shall have the final authority to recommend to the Board the prospective appointee.

East Allen County Schools

Position: Elementary School Transformation Principal

Qualifications:

1. Five or more years experience in an educational setting.
2. Effectively advocated, nurtured, and sustained a school culture and instructional program conducive to student learning and professional growth of staff.
3. Possess competencies that are critical to succeed in a turnaround school: orientation toward results, action, impact, and influence; development of high performing teams; strategic planning and problem solving skills for immediate success; and the confidence to lead in a challenging situation while believing in the ability to effect change.
4. Proven history of innovation, performance, and experience in an urban school setting
5. Demonstrated use of data in decision making.
6. Ability to motivate and focus staff on relevant issues/challenges.
7. Ability to provide leadership and supervision in curricular and extracurricular programs and activities.
8. Demonstrated knowledge, skill, and advocacy in the use of technology.
9. Demonstrated knowledge of conflict resolution skills, communication skills, and leadership theory.
10. A valid Indiana secondary administrative license.

Primary Position Responsibilities

1. Lead the implementation of strategies to improve student achievement.
2. Carry out responsibilities to ensure the school is operated in a safe and efficient manner.
3. Direct a staff development program that promotes professional growth and assists in school transformation.
4. Observe, supervise, coach and evaluate all staff using a variety of techniques.
5. Implement the curricular program and ensure its relevancy, rigor, and responsiveness to student needs.
6. Lead a data driven instructional initiative using assessments for the development of instructional action plans in all curricular areas.
7. Assist in the recruitment and selection of staff members to ensure the needs of the educational program of the school are met.
8. Create an infrastructure for materials and facilities management and scheduling.
9. Implement Positive Behavioral Interventions and Supports program.
10. Communicate and meet with individuals whereby creating a participative environment and positive public relations.
11. Provide organizational structure and student accountability to programs serving the students.
12. Direct the specific business functions of the school to ensure the school is operated in a fiscally responsible manner.
13. Perform duties that may arise or are assigned to accomplish the goals and the responsibilities of the school and the district.

Position Goal: To transform low-performing school into excellent learning environment where all students can achieve at high academic levels regardless of background.

Staff Meeting 8/17/10

G. Michael Chees

Allison Baker

Amber Johnson

Juanita Tolbert

Deb Wiebrink

Jlene Sanderson

Michelle Stine

Judrey Wright

Jay Lawson

Kori A. Jenkins

Sarah Thompson

Kendra Egan

Diane Martin

Vivian L. Bulcher

Sarah Hay

Leeli Allen

Holly Lounant

Cochran Fortenberry

Amy Skidman

Melanie Markelke

Hestie Greer

Janette Bunde

Bob McDonald

Ina Green

Chris Roof

Erin Warden

Rebecca Papp

Catherine Spencer

Monica Jodig

Alicia Stich

Yvonne Monro

Viola Dye

Mary Thompson

Beth Moss

Cindy Cutter

Rebecca Christensen

Jessica Thompson

Lijana Myung

Del Ceasari

Cecilia Fogel

Opening Day Agenda

8-17-10

10:30 Welcome- New staff

Holly Laurent – 2nd grade
Amy Richman- 3rd grade
Sarah Thompson & Kelli Allen - 4th grade
Becky Christensen- 5th grade
Catherine Spencer, Rebecca Rupp, & Erin Warden- ESL
Michelle Stine – Reading Specialist
Derek Lueders – PE
Juanita Tolbert – Family Group Specialist
Cindy Luginbill (para) – ESL

****Still working on 1 additional ESL translator & 2 ESL paras**

10:35 Diane Burt- Hessen Cassel Library

10:40- 10:50 Important Information

Custodians: Michael Johnson
Cafeteria: Jolene Sanderson
Nurse: Susan Mitchell
SPTO: Heather Green
Special Education: Jessica Thompson
Speech: Dana Mosser
Family Group Specialist: Juanita Tolbert
Student Assistant Specialist- Molly (Character counts)

10:50- 11:10 Michael Chen

Staff Handbook
Lunch – Please be on time
Computer lab schedules- Compass Learning Odyssey
Bus changes
Procedures
Safety

11:10 – 11:30 Info- Teresa

Technology Agreement
Highly Qualified Teachers
Parent Visitors/ Volunteers/ Chaperones Policy
Personal Illness, Family Illness, Personal Leave – 466-7789 or 446-0251
* Call Teresa between 6-7:00 a.m. or by 10:00 the night before absence
District energy conservation policy
Jeans on Pay Day - Alternating Fridays can wear for \$1.00 (fundraiser)
Transitions- lunch, end of the day, morning
Volunteers- be efficient with their time
Reading Data posted

Opening Day Agenda

8-17-10

10:30 Welcome- New staff

- Holly Laurent -- 2nd grade
- Amy Richman- 3rd grade
- Sarah Thompson & Kelli Allen - 4th grade
- Becky Christensen- 5th grade
- Catherine Spencer, Rebecca Rupp, & Erin Warden- ESL
- Michelle Stine - Reading Specialist
- Derek Lueders -- PE
- Juanita Tolbert -- Family Group Specialist
- Cindy Luginbill (para) -- ESL

- You Tube*
- What great teachers do differently
 - Amy's Diary (show first few days)

**Still working on 1 additional ESL translator & 2 ESL paras

10:35 Diane Burt- Hessen Cassel Library

10:40- 10:50 Important Information

- ✓ Custodians: Michael Johnson
- ✓ Cafeteria: Jolene Sanderson
- ✓ Nurse: Susan Mitchell
- ✓ SPTO: Heather Green
- ✓ Special Education: Jessica Thompson
- ✓ Speech: Dana Mosser
- ✓ Family Group Specialist: Juanita Tolbert
- ✓ Student Assistant Specialist- Molly (Character counts)

10:50- 11:10 Michael Chen

- ✓ Staff Handbook
- ✓ Lunch -- Please be on time
- ✓ Computer lab schedules- Compass Learning Odyssey
- ✓ Bus changes
- ✓ Procedures
- ✓ Safety

- ✓ Self-reflection 17 min + Task Worksheet
- ✓ Collaboration opportunities
- Parking
- Grade cards

11:10 -- 11:30 Info- Teresa

- ✓ Technology Agreement
- ✓ Highly Qualified Teachers
- ✓ Parent Visitors/ Volunteers/ Chaperones Policy
- ✓ Personal Illness, Family Illness, Personal Leave -- 466-7789 or 446-0251
 - Call Teresa between 6-7:00 a.m. or by 10:00 the night before absence
- ✓ District energy conservation policy
- ✓ Jeans on Pay Day - Alternating Fridays can wear for \$1.00 (fundraiser)
- ✓ Transitions- lunch, end of the day, morning
- Volunteers- be efficient with their time
- Reading Data posted



EAST ALLEN COUNTY SCHOOLS

Southwick Elementary School

6500 Wayne Trace

260/446-0250

FAX 260/446-0253

January 5, 2010

Dear _____,

Southwick is looking for a few great parents to be part of our Parent Action Team (PAT). Because of your wonderful support of our school we would love for you to participate.

Together we will review and discuss ISTEP scores, school improvement plans, and other academically related topics. You are an important part of our team and we need your input to continually improve.

Our first meeting will take place on Tuesday, January 25 at 4:00. I understand you may not be able to be involved as much as you would like, so please feel free to participate when you are available. During our first meeting we will discuss how often you would like to meet. Last year we met once monthly; however, we can determine the frequency as a group.

Please contact me if you are unable to participate at this time. I truly understand if your busy schedule does not allow you to join our group. I look forward to seeing you on January 25.

Sincerely,

Mrs. Gremaux- Principal
446-0251

Tues. Jan. 25 @ 4pm

Parent Action Team

↳ SIP

↳ Academic Related topics

↳ Parent input on T

Letter delivery

28/21 28/29

*) Diane Gibson 447-0217 (1/14/11) 3
3027 Stinson Dr (Eastland)
↳ Good!

*) Sonra Davila 750-9775 (1/14/11) 4
5726 Wayne Trace (Southwick)
↳ has son's speech therapy... will call Crenshaw

*) Scott/Damita Vanlandingham 447-679 (1/14/11) 2/4
4624 Stratford Dr (Crown Colony)
↳ may come late

*) Sara Moreno 445-8924 (1/17/11) 3
6822 Wayne Trace (Southwick) Dropped off letter to Mrs. Moreno

*) Willie Drew 515-8353
4403 Alverado Dr (Southwick) Dropped off letter to Mrs. (1/17/11)

*) Lewis/Erica Bright 447-2075 (1/17/11) 1/2
7030 Treverton Dr (Crown)
received letter

*) Jeff/JeSonya Lattimore 447-90901 (1/14/11) 1/3
7728 Kettering Dr. (Trier)
↳ dropped off to grandma

17) Amy/Chris Baker 447-0774 (1/17/11) 2/4
4612 Ardor Ct.

8) Yolanda Johnson 348-8930 (1/17/11) 3/1
3618 Debeney Dr (Trier)
↳ dropped off letter

chen 9) Sarah/Dennis Ernest 804-3748 (1/14/11) 2
4530 E Tillman Rd. (Crown)
↳ dropped off letter

10) Mr/Mrs. Mahasera 441-0145 (1/17/11) 2
4410 Eagle Dale Ct. (Southwick)
received

chen Michelle/Jimmy Williams 602-0232 (1/14/11) 2
6810 Ludington Dr. (Crown)
Mark
↳ courtesy call

chen 11) Guadalupe Banks 447-4803 (1/17/11) 2
Velma
3424 Montagne Dr. (Trier)
↳ dropped off letter

Baker 12) Branca Terry 447-6405 (1/14/11) (1/4) 2
3030 Elmdale Dr. (Eastland)

Lawson 13) Mr/Mrs. Robinson 416-9339 (1/17/11) (1/2) 2
4924 Wayne Park Dr (Crown)
→ got letter

14) Rickey/Cherry Junior 444-2280 (1/17/11) 2
3018 Dellview Dr. (Eastland)
mail box

Wirebrink 15) Shiteish Robinson → gave letter (Crown) (1/14/11) 3121561 (1)
7123 Sku Selkirk Dr. (Tizelle)

Staff Collaboration Meeting
1-18-2011

Teresa - Title 1 visit

- Title 1 staff interviews
 - 1 Coach, 3 Reading Specialist, 1 School Improvement Administrator
- Teacher interviews
- School Improvement Plan review
- Parent Involvement - Parent Action Team, SPTO, Volunteers, STAR Program, Parent Compact
- Academic Nights - Turn in dates by end of week
 - 2 hours of stipend pay for 4 teachers (\$20.00 per hour)
 - 2 translators for up to 2 hours per grade level
 - \$498.00 for supplies

HA - letter to parents

Title III visit

- Paul Harding/Meadowbrook
- Lesson Plans must reflect- reading, writing, listening, speaking

Permitt record - let me know if you need help
- done tomorrow by 4:00

Barb

- Read Aloud

Heather

- SMART Board
- Cookie fundraiser

Staff Sign in 1-18-11

- x Heather Green
- x Deb Wiebrink
- x Allison Baker
- x Jan Dawson
- x Amber Johnson
- x Melanie Markenke
- x Chris
- x Brian David
- x Tiffany Belcher
- x Paul Kendrick
- x Sarah Thompson
- x Heidi
- x Kendra Dorr
- x Michelle Stone
- x Dana Messer
- x Lori Jenkins
- x Ina Guerin
- x Dreame Martin
- x Courtney Kientz
- x Alicia White
- x Heather Borg
- x Courtney Wilson
- x Jori Fipp
- x Audrey Wright
- x Allison Fegge
- x Mackenzie Juerg

School Improvement Team

4-29-11

School Improvement Plan Revisions

- Rewrite your groups portion
- Save only that part of the document
- Email to me upon completion

SIT

4-29-11

Yeresa Brown
Ina Guenin

Jessica Thompson

Kendra Lee

Cortney Kortantia

Melanie Markenke

Allison Bak

Alicia Sitch

Jeanette Lundeen

School Improvement
plan

School Improvement Team

AGENDA

7-11-11

5:30

AppleBee's

- School goals for 2011-12
- SIG grant application

YOUR LOGO
HERE

⊙ School Improvement Team
7-11-11

Allison Baker

Nelda Selkirk

Tiffany Belcher

R. Kumbarger

Kori A. Jenkins

Amanda Walsh

Heather Sheen

Cathy McBride

G. Michael Puse

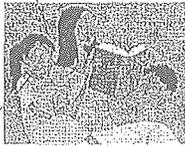
Julio Smith

Jeresa Drenay

Parent Action Team (PAT) Meeting
1.25.11

Attachment #10

Next meeting
Feb. 24
4:00



Welcome!

Introductions

Yolanda Johnson - Joshua Johnson
Willie Drew
Mr. Quade Baker
Tizzel
Kekasi Hick

✓ What is the PAT all about?

✓ Redesign (elementary)

- Pre K-2 grades - Southwick
 - Concerns
 - Dress Code - stay same
 -
- 3-6 grades - Prince Chapman
 - Concerns
 - Dress Code

- Special needs class where going
- Principal?
-

✓ School Improvement Plan

- Suggestions

- Premier in district
- first grade homework too easy
Teacher Journal - Are they looking at them daily?
- need to daily

✓ AYP - Adequate Yearly Progress

- Met 21 out 21 categories
- Last year on met 2 out of 21

PCA -

Academics 2010-11

- 24 days left until ISTEP
 - February 28- March 9 Writing, Reading Written Response, Math Problem Solving
 - April 25-May 4 Multiple Choice

Parent Involvement Money

- Academic Event- \$500 for each grade level
- \$800 - Black History Celebration, Cultural Diversity Celebration, & Supplies Give-Away Night

Career Day

Parent Action Team

1-25-11

Jessica Dromant

C. Michael Green

Willie Smith

Guadalupe Banks

Yolanda Johnson

Diane Gibel

Shirley Robinson

Samia Navels

Damita Vanlandingham

School Improvement Plan

Community Input

2-24-11

Redesign-

- Southwick Pre-K to 2nd grade for 2011-12 school year

School Improvement Plan

- Suggestions
- Needs
- Areas needed improvement

Parent Action Team
Title I Parent Information Night

6-7-11

Welcome – Introductions

Title I- Services provided, Tutoring, Reading Specialist, Literacy Coach, Parent Involvement money, Professional Development, RtI teacher, Instructional Materials, etc.

School Improvement Plan Development and Review

Academics-

- District Curriculum
- Science, Social Studies, & Health
- Interventions to assist struggling readers
-

Parent Involvement Opportunities

Funding Input

Concerns, Questions & Solutions

PAT
Sign In
6-7-11

Parent

Student

Yessa Dromau

* JoShonda Timberlake

* Carolyn Ensley

* Chantal D. Amos

* Tahnea Cayce

G. Michael Phun

* Annette Williams (Tues/Thurs)

Elizabeth McKeel

Derrin Timberlake

Te'nyha Wells
Te'Quorra Wells

Aaron
Chelsae > Amos

Annell Cayce

"Graves"
Jermario Sewell

Lawrence & Angelo Carter

Today's students will graduate from East Allen County Schools and face a global economy where most jobs require education or training beyond high school. Our Seven Keys provides a pathway for all of our students to develop knowledge and skills that they will use for the rest of their lives.

EACS Mission

Our mission is to inspire in all students a passion for learning while developing knowledge, skills, and character necessary to become responsible contributors to the local and global society. EACS is dedicated to elevating the rigor of our overall academic program. Our Seven Keys is a pathway that will increase the likelihood of students being ready for college and/or a great career.

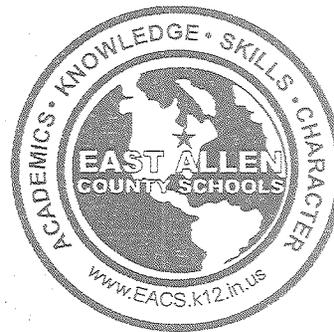
Attachment #11

For Our High School Students

Each high school grade level has a specific "to accomplish" list in the form of a bookmark. These are to help students be successful in obtaining all EACS Seven Keys. Please contact your child's high school to get a bookmark.

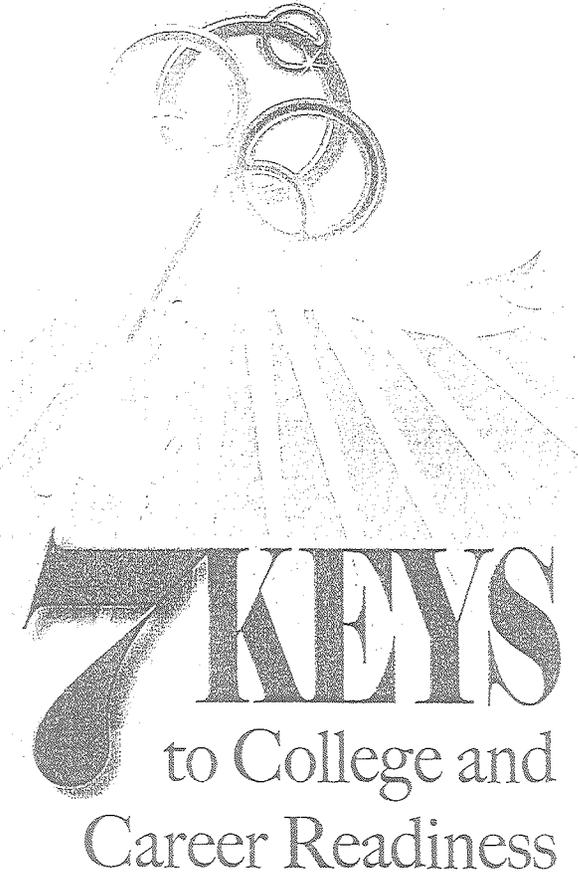
EACS sincerely appreciates the support of the following partner for the publication and printing of this information.

fellowship
MISSIONARY CHURCH



EAST ALLEN COUNTY SCHOOLS

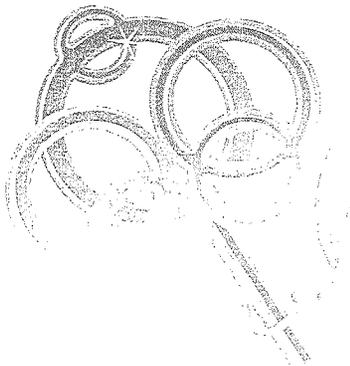
Instruction and Student Support
1000 Prospect Avenue
New Haven, IN 46774
(260) 446-0269



...a student's pathway to the future

The Pathway

The EACS Seven Keys program is designed to provide all students a pathway to college and career readiness that begins in kindergarten. It is our belief that students who want to go to college should have the necessary skills and information to be able to do so. The EACS Seven Keys are significantly more demanding than current state requirements for earning a high school diploma. The EACS Seven Keys will open the door to college for your child.



The EACS Seven Keys

Key 1: Read at advanced levels in grades K-2.

Key 2: Score Pass+ on Language Arts and Mathematics portion of ISTEP in grades 3-8.

Key 3: Complete Algebra I by grade 8 and Algebra II by grade 10 with a "B" or better.

Key 4: Complete an advanced science class such as physics or chemistry by grade 11 with a "B" or better.

Key 5: Score 3 on an AP Exam or complete dual credit courses with a "B" or better.

Key 6: Score 1650 on the SAT or 24 on the ACT.

Key 7: Complete an advanced technology class with a grade of "B" or better.

How Can Parents Help?

- Talk to your child about college and the Seven Keys.
- Talk to your child's teachers.
- Monitor your child's performance.
- Meet with a school counselor
- Ask questions
- Complete information for 21st Century Scholarship.

Questions?

Britt Magneson, Executive Director
of Instruction and Student Support,
bmagneson@eacs.k12.in.us

260-446-0100, ext. 3143

Marilyn Hissong, Director of
Curriculum, mhissong@eacs.k12.in.us

260-446-0100, ext. 3124

Academic Keys to College and Career Readiness

As East Allen County Schools faces the future, the district has identified seven keys to college success and career readiness. Preparation for college and career readiness begins at the elementary level and continues as the student moves through high school. The seven keys are as follows:

Key 1: Read at advanced levels in grades K – 2.

Key 2: Score 'Pass+' in language arts on the ISTEP in grades 3 – 8.

Key 3: Complete Algebra I by grade 8 with a 'B' or higher and Algebra II by 9th or 10th grade with a 'B' or higher.

Key 4: Complete an advanced science course such as physics or chemistry by the junior year with a 'B' or higher.

Key 5: Score 3 on an AP exam or complete dual credit courses with a 'B' or higher.

Key 6: Score 1650 on the SAT or 24 on the ACT.

Key 7: Complete an advanced technology class with a 'B' or higher.

In addition, the following expectations are outlined for each year of high school.

SENIOR	<ul style="list-style-type: none"> -Earn all 14 credits -Recognize senior year as the gateway to the future by completing a rigorous academic schedule -Take the fall SAT or ACT -Improve upon your GPA as you prepare to apply to colleges or technical schools -Complete college applications by Thanksgiving break -Apply for scholarship money -Ask a teacher and a community member who know you well to write a letter of recommendation for a college or a job (give a few weeks' advanced notice) -Strive for a leadership position in an extracurricular activity -Participate in senior class activities -Prepare to earn a 3 or better on your AP tests -Complete 20 hours of community service -Complete dual credit courses for a total of 12 – 15 credits -Complete higher level math class -Participate in out-of-school activities, Examples: Volunteer agencies, church, work, or employment -Update digital student performance portfolio -Strive for perfect attendance -Complete end-of-year survey -Complete Navigation 101 program
--------	--

Academic Keys to College and Career Readiness

JUNIOR	<ul style="list-style-type: none"> -Earn all 14 credits -Maintain a minimum of a 9.0 GPA -Complete Algebra II, dual credit math, or other advanced math class with a grade of 'B' or better -Complete Physics or an advanced science class with a grade of 'B' or better -Continue extracurricular involvement (You should now be active in at least two sports/clubs.) and strive for a leadership position in at least one of them -Limit absences to three or fewer per year, with a goal of perfect attendance -Consider early college applications -Take the PLAN and a mock ACT in the fall of your junior year -Review credit count and progress toward graduation with your counselor -Take the SAT or ACT in the spring of your junior year -Take the ASVAB to help determine strengths/weaknesses for future -Register for the most rigorous schedule possible for your senior year, which should include honors, AP, and dual credit courses which support college and career readiness -Complete a summer college class between junior and senior years -Investigate local scholarship opportunities -Investigate a semester-long or year-long internship -Enroll in a dual credit course on an EACS partner college campus for 12th grade -Earn gold Work Ethic Certification -Update digital student performance portfolio -Complete 20 hours of community service -Complete end-of-year survey -Complete Navigation 101 program -Affirm post-secondary education/career plan
SOPHOMORE	<ul style="list-style-type: none"> -Earn all 14 credits -Maintain a minimum of a 9.0 GPA -Complete Algebra II or Geometry with a grade of 'B' or better -Complete Chemistry with a grade of 'B' or better -Successfully complete honors classes with a grade of 'B' or better -Continue to encourage parental attendance and participation at school events, including Parent Access -Continue to develop relationships with adults in the building (They will be the ones writing letters of recommendation for your college and work.) -Pass additional high school assessments (ECA) -Visit the career center, develop a list of college possibilities, and visit 1-2 colleges with parents -Continue and expand your participation in extracurricular activities (You are building a resume.) -Limit your absences to four or fewer per year, with a goal of perfect attendance -Register for one or more honors, Advanced Placement, or dual credit classes for 11th grade -Consider taking the SAT in the spring if you have already taken the PSAT -Complete 10 hours of community service -Complete end-of-year survey and Navigation 101 program
FRESHMAN	<ul style="list-style-type: none"> -Earn all 14 credits -Strive for a minimum 9.0 GPA -Complete Algebra I or Geometry with a grade of 'B' or better if not completed by 8th grade -Bring a parent to at least one school event and encourage parent(s) to utilize Parent Access -Develop a connection with at least one adult in the building who you can approach for advice and mentoring -Limit your absences to five or fewer per year, with a goal of perfect attendance -Pass all high school assessments that you take (They are now a requirement for your diploma.) -Always be on time and prepared for all classes -Participate in at least one extracurricular activity -Consider at least one honors course for the 10th grade -Complete 10 hours of service learning -Take the PSAT for the first time; attend session with parents to interpret results -Complete a Careers course with a 'B' or better -Create digital student performance portfolio -All EACS freshmen will participate in the "Commit to Graduate" program -Complete end-of-year survey and Navigation 101 program

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
Overall: Instruction/ Curriculum/ Assessment	SEVEN KEYS RESTORATIVE PRACTICES	SEVEN KEYS RESTORATIVE PRACTICES	SEVEN KEYS RESTORATIVE PRACTICES	SEVEN KEYS RESTORATIVE PRACTICES	SEVEN KEYS RESTORATIVE PRACTICES	SEVEN KEYS RESTORATIVE PRACTICE	SEVEN KEYS RESTORATIVE PRACTICE	All levels have curriculum in place	
LEVEL: K - 5 Key 1 and 2 Read at advanced levels Score pass+ on language arts and mathematics portion of ISTEP 3-6	<p>INSTRUCTION: Balanced Literacy</p> <ul style="list-style-type: none"> Continue to support teachers and train new teachers Organize program for 8 model Classrooms Focus on implementing Writing Workshop <p>Science textbook – follow up training</p> <p>PROFESSIONAL DEVELOPMENT: Weekly training with Reading Specialists, instructional coaches, and rti specialists READ 180, My Reading Coach, and LLI</p> <p>ESL -Inclusion/Push-in (K-2) -Sheltered Instruction-for Level 1 (3-6), -Push-in for levels 2-3 (SIOP)</p>	<p>INSTRUCTION: Balanced Literacy</p> <ul style="list-style-type: none"> Writing <p>Create 8 model classrooms Math</p> <ul style="list-style-type: none"> Implement Balanced Math <p>PROFESSIONAL DEVELOPMENT: Dynamic Teaching Series:</p> <ul style="list-style-type: none"> Writing Balanced Math Integrating Science/SS <p>Weekly training with Reading Specialists, instructional coaches, and rti specialists READ 180, My Reading Coach, and LLI</p> <p>ESL -Inclusion/Push-in (K-2) -Sheltered Instruction-for Level 1 (3-6), -Push-in for levels 2-3 (SIOP)</p>	<p>PROFESSIONAL DEVELOPMENT: Small group instruction in reading and writing Using Common Core Standards</p> <p>How to implement and use formative assessments using common core standards</p> <p>Integrate Technology into Curriculum using common core standards</p> <p>Integrating science and social studies into curriculum using common core standards</p>	<p>INSTRUCTION: Balanced Literacy</p> <ul style="list-style-type: none"> Continue to support teachers and train new teachers <p>PROFESSIONAL DEVELOPMENT: Dynamic Teaching Series</p> <ul style="list-style-type: none"> Science/SS integration Writing Balanced Math Using formative assessments <p>Weekly training with Reading Specialists, instructional coaches, and rti specialists READ 180, My Reading Coach, and LLI</p> <p>ESL -Inclusion/Push-in (K-2) -Sheltered Instruction-for Level 1 (3-6), -Push-in for levels 2-3 (SIOP)</p>	<p>INSTRUCTION: Balanced Literacy</p> <ul style="list-style-type: none"> Continue to support teachers and train new teachers <p>Integrating Science into Balanced Literacy</p> <ul style="list-style-type: none"> Reading Writing <p>Lesson Design for Student Engagement</p> <p>PROFESSIONAL DEVELOPMENT: Dynamic Teaching Series</p> <ul style="list-style-type: none"> Science/SS integration Writing Balanced Math Using formative assessments <p>Weekly training with Reading Specialists, instructional coaches, and rti specialists READ 180, My Reading Coach, and LLI</p> <p>ESL -Inclusion/Push-in (K-2) -Sheltered Instruction-for Level 1 (3-6), -Push-in for levels 2-3 (SIOP)</p>	<p>PROFESSIONAL DEVELOPMENT: To be determined based on need.</p>	Full Implementation of Core Subjects	Full Implementati on of Core Subjects	

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
	<p><u>BEHAVIOR</u> Classroom management support using RTI behavior continuum Stop Bullying Initiatives integrated with Character Counts</p>	<p><u>BEHAVIOR</u> Classroom management support using RTI behavior continuum Stop Bullying Initiatives integrated with Character Counts</p>		<p><u>BEHAVIOR</u> Classroom management support using RTI behavior continuum Stop Bullying Initiatives integrated with Character Counts</p>	<p><u>BEHAVIOR</u> Classroom management support using RTI behavior continuum Stop Bullying Initiatives integrated with Character Counts</p>		<p><u>BEHAVIOR</u> Classroom management support using RTI behavior continuum Stop Bullying Initiatives integrated with Character Counts</p>	<p><u>BEHAVIOR</u> Classroom management support using RTI behavior continuum Stop Bullying Initiatives integrated with Character Counts</p>	
<p>LEVEL: 6-8 Key 3 Complete Algebra I by grade 8</p>	<p>Pre-Algebra Algebra Balanced Literacy</p> <ul style="list-style-type: none"> Continue to support teachers and train new teachers <p>Reading</p> <ul style="list-style-type: none"> Plugged in to Reading Training & Implementation <p>Writing Pilot Blended Classroom</p> <p>ESL-Sheltered Instruction (SIOP)-ESL, Math, Social Studies</p> <p>PBIS full implementation Stop Bullying Campaign begins</p>	<p>Pre-Algebra Algebra Balanced Literacy</p> <ul style="list-style-type: none"> Create model classrooms in the schools for visiting <p>Reading</p> <ul style="list-style-type: none"> Plugged in to Reading Training & Implementation <p>Writing Dynamic Teaching</p> <p>ESL-Sheltered Instruction (SIOP)-ESL Math, Social Studies</p>	<p>Small Groups</p> <ul style="list-style-type: none"> Reading Writing (Questioning-Bloom's Taxonomy) <p>Formative Assessment</p> <p>Integrating Technology into Curriculum</p> <p>PILOT MATH</p>	<p>Integrating Reading and Writing Strategies into the Social Studies Curriculum</p> <ul style="list-style-type: none"> Continue to support teachers and train new teachers <p>Lesson Design for Student Engagement</p> <ul style="list-style-type: none"> Read 180 in all 7-8 Pilot "Expert 21" in schools Begin "Ascend" in all middle schools & New Haven High Read 180 in all middle schools <p>Dynamic Teaching</p> <p>ESL-Co-Teaching (SIOP)-ESL-LA, Math</p>	<p>Integrating Reading and Writing Strategies into the Science Curriculum</p> <p>Lesson Design for Student Engagement</p> <p>ESL Co-Teaching (SIOP) ESL-LA, Math</p>		<p>Full Implementation of Core Subjects</p> <p>ESL Co-teaching (SIOP) ESL -LA- Math</p>	<p>Full Implementation of Core Subjects</p> <p>ESL Co-teaching (SIOP) ESL - LA, Math</p>	

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
<p>LEVEL: 6-8</p> <p>Keys 4,5,6,7 Complete an advanced science class</p> <p>Score 3 on an AP exam Score high on SAT or ACT</p> <p>Complete an advanced technology class</p>	<p>PBL Pilot</p> <p>Restorative Practices Pilot</p> <p>English (Mapping out content over the year)</p> <p>PBIS implementation</p> <p>Restorative Manager in all schools</p> <p>ENL-Courses/Sheltered LA Instruction (SIOP), Math, Science, Social Studies</p> <p>-All secondary schools have leadership team (including ESL teacher) to lead transition activities- Understanding Culture</p>	<p>PBL Pilot</p> <p>Restorative Pilot English (Mapping out content over the year)</p> <ul style="list-style-type: none"> • My Reading Coach • Ascend • Expert 21 • Read 180 <p>ENL-Courses/Sheltered LA Instruction (SIOP), Math, Science, Social Studies</p> <p>-All secondary schools have leadership team (including ESL teacher) to lead transition activities- Understanding Culture</p>	<p>Write English Curriculum over the summer</p>	<p>Math (Mapping out content over the year) (47)</p> <ul style="list-style-type: none"> • My Reading Coach in all schools • English 10 Co-teaching • Expert 21 in all high schools • Read 180 in all middle schools <p>Begin Ascend in NHHS</p> <p>ENL-Courses Co-Teaching (SIOP)- ESL LA/Math</p> <p>-All schools have leadership team (including ESL teacher) to lead- Cultural Competence.</p>	<p>Math (Mapping out content over the year)</p> <p>ENL-Courses Co-Teaching (SIOP)- ESL LA, Math</p> <p>-All schools have leadership team (including ESL teacher) to lead-Cultural Competence</p>	<p>Write Math Curriculum over the summer</p> <p>PILOT MATH</p>	<p>Science (Mapping out content over the year)</p> <p>ENL-Courses Co-Teaching (SIOP)-ESL LA/Math</p> <p>-All schools have leadership team (including ESL teacher) to lead- Culturally Proficient Instruction</p>	<p>All students understand Seven Keys Science (Mapping out content over the year)</p> <p>ENL-Courses Co-Teaching (SIOP)-ESL LA/Math</p> <p>-All schools have leadership team (including ESL teacher) to lead - Culturally Proficient Instruction</p>	

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
Technology ALL LEVELS	<p>Promoting Visual Learning and Student Engagement</p> <ul style="list-style-type: none"> -ESL Smartboard /Smart Response-secondary -IPAD applications (K-12) -Compass Odyssey ESL <p>-MS Office 2010</p> <ul style="list-style-type: none"> -Phone System -Wireless Capability -Interactive Classroom using SmartBoards -One to One Pilot for Middle Schools (8 Total) 	<p>Promoting Visual Learning and Student Engagement</p> <ul style="list-style-type: none"> ESL -Smartboard/Smart Response-secondary -IPAD applications (K-12) -Compass Odyssey ESL <p>-Interactive Classroom using SmartBoards</p> <ul style="list-style-type: none"> -Introduction to Web 2.0 Tools -One to One Pilot for High Schools (8 Total) -One to One for all Middle School Students 	<p>-Extended Training for Blended Learning for Middle and High School</p> <ul style="list-style-type: none"> -Web 2.0 Tools -Technology Skills Update 	<p>Accelerating Visual Learning and Student Engagement</p> <ul style="list-style-type: none"> ESL -Smartboard/Smart Response -Increase IPAD applications/IPODs -Compass Odyssey <p>-One to One for all High School Students</p> <ul style="list-style-type: none"> -Weekly Training of Technology Tips and Techniques 	<p>Accelerating Visual Learning and Student Engagement</p> <ul style="list-style-type: none"> ESL -Smartboard/Smart Response -Increase IPAD applications/IPODs -Compass Odyssey <p>-Extended Training for Blended Learning for grades 6 -12</p> <ul style="list-style-type: none"> -Initial Training for Blended Learning for grades 3 – 5 -Technology Skills Update 	<p>-One to One for all 3 – 5 Students</p> <ul style="list-style-type: none"> -Weekly Training of Technology Tips and Techniques -One to One Pilot for PK - 2 	<p>ESL Smart board /Smart Response</p> <ul style="list-style-type: none"> -Increase IPAD applications/IPODs -Compass Odyssey <p>-One to One for all PK – 2 Students</p> <ul style="list-style-type: none"> -Weekly Training of Technology Tips and Techniques 	<p>ESL Smartboard/Smart Response</p> <ul style="list-style-type: none"> -Increase IPAD applications/IPODs -Compass Odyssey <p>-Extended Training for Blended Learning for grades 3 -12</p> <ul style="list-style-type: none"> -Initial Training for Blended Learning for grades PK - 2 -Technology Skills Update 	

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
<p>ASSESSMENT</p> <p>ALL LEVELS</p>	<p>Continue development of data resource utilization and knowledge to inform instruction (Wireless Generation, Acuity, Mondo, Writing Prompts, ISTEP, Classroom formative assessments, ISTEP, Compass Odyssey, Plato</p> <p>Building level data walls required</p>	<p>Continue development of data resource utilization and knowledge to inform instruction (Wireless Generation, Acuity, Mondo, Writing Prompts, ISTEP, Classroom formative assessments, ISTEP, Compass Odyssey, Plato</p> <p>Building level data walls required</p>	<p>Professional Development: Data review and training sessions for EACS assessments(emphasis on attaining, analyzing, and using data for individual, groups, and whole class instruction)</p>	<p>Implementation of formative assessments in all levels.</p> <p>Examine need for multiple assessments in light of ongoing formative assessment for PBL, blended learning, Common Core Assessment.</p>	<p>Examine need for multiple assessments in light of ongoing formative assessment for PBL, blended learning, Common Core Assessment</p>	<p>Professional Development: Data review and training sessions for EACS assessments(emphasis on attaining, analyzing, and using data for individual, groups, and whole class instruction</p>	<p>Examine need for multiple assessments in light of ongoing formative assessment for PBL, blended learning, Common Core Assessment</p>	<p>Examine need for multiple assessments in light of ongoing formative assessment for PBL, blended learning, Common Core Assessment</p>	<p>Professional Development: Data review and training sessions for EACS assessments(emphasis on attaining, analyzing, and using data for individual, groups, and whole class instruction</p>

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
<p>SCHOOL IMPROVEMENT PLANS</p> <p>ALL LEVELS</p>	<p>School improvement teams review plan and make final modifications prior to September 1st</p> <p>Leadership team meet monthly to review progress of the action plan and professional development plan</p>	<p>Develop focus points from the school's SIP plan to monitor</p> <p>Review SIP with whole staff at BOY, MOY, EOY</p> <p>Leadership team meetings monthly to review progress of the action plan and professional development plan</p> <p>At EOY, make final preparations for next year's SIP</p>	<p>Administrator Academy will review process and provide guidance</p>	<p>School Improvement Teams will review plan and make final modifications prior to September 1st</p> <p>Leadership team meet monthly to review progress of the action plan and professional development plan</p>	<p>Develop focus points from the school's SIP plan to monitor</p> <p>Review SIP with whole staff at BOY, MOY,EOY</p> <p>Leadership team meetings monthly to review progress of the action plan and professional development plan</p> <p>At EOY, make final preparations for next year's SIP</p>	<p>Administrator Academy will review process and provide guidance</p>	<p>School Improvement Teams will review plan and make final modifications prior to September 1st</p> <p>Leadership team meetings monthly to review progress of the action plan and professional development plan</p>	<p>Develop focus points from the school's SIP plan to monitor</p> <p>Review SIP with whole staff at BOY,MOY,E OY</p> <p>Leadership team meetings monthly to review progress of the action plan and professional development plan</p> <p>At EOY, make final preparations for next year's SIP</p>	<p>Administrator Academy will review process and provide guidance</p>

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
Administrators All Levels	<p>Monitor Data</p> <ul style="list-style-type: none"> Drilling down to Classroom/Teacher Level & finally student level <p>Understand and Monitor Teacher Evaluation</p> <p>Monitor Balanced Literacy Components</p> <p>Support principals with circles: Understanding Culture</p> <p>Resource: Courageous Conversations about Race</p> <p>Schools develop with 7 keys focus Restorative Practices fully implemented PBL Pilot Teacher and principal evaluation instrument pilot Restorative practices pilot Increase AP/Dual courses</p>	<p>Data</p> <ul style="list-style-type: none"> Drilling down to Classroom/Teacher Level & finally student level! <p>Writing</p> <p>Support principals with circles: Understanding Culture</p> <p>Courageous Conversations about Race</p> <p>Schools develop with 7 keys focus Restorative Practices fully implemented PBL Pilot Math curriculum aligned Restorative practices pilot Increase AP/Dual credit courses</p>	<p>Instructional Leadership</p> <p>Giving Meaningful and Effective Feedback during Walkthroughs and Teacher Evaluation</p> <p>Review progress on 7 keys Update SIP with K-12 focus PLTW training PBL training Update SiP, PBIS and Restorative practices plans Review teacher and principal evaluation Interdisciplinary units developed</p>	<p>Data</p> <ul style="list-style-type: none"> Drilling down to Classroom/Teacher Level & finally student level <p>Balanced Math</p> <p>Instructional Leadership</p> <p>Giving Meaningful and Effective Feedback During Walkthroughs and Teacher Evaluation</p> <p>Support principals with cultural competence. Resource: The Culturally Proficiency School: An Implementation Guide for School Leaders</p> <p>K – 12 curriculum articulation English curriculum aligned Increase AP/Dual courses Increase PLTW courses</p>	<p>Instructional Leadership</p> <p>Giving Meaningful and Effective Feedback During Walkthroughs and Teacher Evaluation</p> <p>Support principals with cultural competence.</p> <p>The Culturally Proficiency School: An Implementation Guide for School Leaders</p> <p>Increase AP/Dual credit courses Increase PLTW courses</p>	<p>Support principals with cultural competence.</p> <p>The Culturally Proficiency School: An Implementation Guide for School Leaders</p> <p>Review progress on 7 keys PLTW training PBL training Update SIP, PBIS and Restorative practices plans Review teacher and principal evaluation Interdisciplinary units developed, refined and expanded</p>	<p>Identifying culturally proficient instruction.</p> <p>Teacher Resource: How to Teach Students Who Do Not Look Like Me</p> <p>Science curriculum aligned Increase AP/Dual courses Increase PLTW courses</p>	<p>Identifying culturally proficient instruction.</p> <p>Teacher Resource: How to Teach Students Who Do Not Look Like Me</p> <p>Increase AP/Dual credit courses Increase PLTW courses</p>	<p>Review progress on 7 keys PLTW training PBL training Update SIP, PBIS and Restorative practices plans Review teacher and principal evaluation Interdisciplinary units developed, refined and expanded</p>

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
Support/Interv	<p>Alternative School Established All teachers trained on challenging behaviors</p> <p>Support: -ESL Teachers K-8 attend district core curriculum training related to reading -High school ESL teachers with writing ENL core curriculum-Big Ideas/Core Vocabulary -Family Literacy/Adult ESL at Southwick/Primary students</p> <ul style="list-style-type: none"> Self-Contained program and curriculum Thinking Errors Mentor Curriculum Implement PBL Begin to establish Upper-Elementary Thinking Errors team & curriculum Implement PBL in all TE classes <p>FBA implemented in all schools</p> <p>School Safety Councils -Implement Restorative Practices district-wide with</p>	<p>Support: -ESL teachers K-8 attend district core curriculum training related to writing. -High school ESL teachers with writing ENL core curriculum-Big Ideas/Core Vocabulary/ELP standards/Instructional Resources -secondary ESL teachers with co-teaching. -support Family Literacy/Adult ESL at Southwick/PCA</p> <ul style="list-style-type: none"> Self-Contained program and curriculum Thinking Errors Mentor Curriculum Implement PBL Begin to establish Upper-Elementary Thinking Errors team & curriculum Implement PBL in all TE classes <p>FBA implemented in all schools</p>		<p>Support: -Implement ENL Core Curriculum with fidelity. -secondary ESL and general education LA/Math teachers with co-teaching. -Support Family Literacy/Adult ESL at Southwick/PCA.</p> <ul style="list-style-type: none"> Upper-Elementary Curriculum for Thinking Errors TE in Pilot Upper-Elementary Schools Begin to establish Lower-Elementary TE team & curriculum Implement PBL in all TE (elementary & secondary) classes <p>Monitor and collaborate FBA process with student services and schools</p> <p>School Safety Councils - Search Institute Forty Developmental Assets training - train elementary teams on the Thinking Errors Program -add SWPBI to the elementary schools</p>	<p>Support: -Implement ENL Core Curriculum with fidelity. -secondary ESL and general education teachers with co-teaching. -Support Family Literacy/Adult ESL at Southwick/PCA</p> <ul style="list-style-type: none"> Upper-Elementary Curriculum for Thinking Errors TE in Pilot Upper-Elementary Schools Begin to establish Lower-Elementary TE team & curriculum Implement PBL in all TE (elementary & secondary) classes <p>Monitor and collaborate FBA process with student services and schools</p>		<p>Support: -Secondary ESL and general education teachers with co-teaching. -Support Family Literacy/Adult ESL at Southwick/PCA. -Lower-Elementary Curriculum for TE</p> <p>-TE in all upper-elementary schools -TE in pilot lower-elementary schools -Implement PBL in all TE (elementary & secondary classes)</p> <p>Monitor and collaborate FBA process with student services and schools.</p> <p>Continued School Safety Councils - Thinking Errors in all EACS buildings - SWPBI in all EACS buildings - Classroom management</p>	<p>Support -Secondary ESL and general education teachers with co-teaching. -Support Family Literacy/Adult ESL at Southwick/PCA.</p> <ul style="list-style-type: none"> Lower-Elementary Curriculum for TE TE in all upper-elementary schools TE in all upper-elementary schools TE in pilot lower-elementary schools Implement PBL in all TE (elementary & secondary classes) <p>Monitor and collaborate FBA process with student services and</p>	

CIA Team- Long Term Planning

	2011- Fall	2012- Spring	Summer	2012- Fall	2013- Spring	Summer	2013-Fall	2014- Spring	Summer
	<p>NHHS as pilot</p> <ul style="list-style-type: none"> -Implement study circles in all four high schools -Implement advisory program in all four high schools -Search Institute Forty Developmental Assets training - expand SWPBI to include the High School level - train all teachers to emphasize classroom management through Challenging Behavior Training - 10 teachers, 15 counselors and 15 administrators to the 22nd Annual Conference on Youth. -Lifeline suicide prevention training in secondary health classes/ building level employee training Leadership teams established at each building Community Vision Group meets regularly to provide input and support Provide training for stop bullying for parents, staff, and students district wide 			<ul style="list-style-type: none"> -Add Restorative Practices at the middle school level, classroom management/Fred Jones. -Lifeline suicide prevention training in secondary health classes/ building level employee training - Begin elementary student suicide awareness training Continue Challenging Behaviors Work for all new/beginning teachers Continue to build and deepen character counts practices Continue stop bullying training for parents, staff, and students 			<p>model consistent throughout EACS.</p> <ul style="list-style-type: none"> -Lifeline suicide prevention training in secondary health classes/ building level employee training/ elementary student suicide awareness training Continue to build on previous efforts 	schools.	

August 2011

Mon	Tue	Wed	Thu	Fri
<p>1 AD, Deans Working Day Balanced Math NHHS Intro to RP Park Hill SDR New Haven 8:00-3:00 8:30-3:30</p> <p>Pilot Algebra Teachers Mind Play Park Hill 202 Park Hill 224 12:30-1:30 7:30-3:30</p> <p>Band/SAE, Summer Explo</p>	<p>2 Balanced Math NHHS RP Park Hill SDR New Haven HS 8:00-3:00 12:30-3:30p.m.</p> <p>Band/SAE, Summer Explo</p>	<p>3 EACS Technology Park Hill Rm 220 8:00-12:00 Adm. Academy Goeglein's 8:00-5:00</p> <p>Band/SAE, Summer Explo</p>	<p>4 EACS Technology Park Hill Rm 220 8:00-12:00 Adm. Academy Goeglein's 8:00a.m.-8:00p.m.</p> <p>Band/SAE, Summer Explo</p>	<p>5 Adm. Academy Park Hill SDR 7:30-12:30</p> <p>Band/SAE, Summer Explo</p>
<p>8 BIE Training IIEP Training Park Hill SDR Park Hill Rm 202 7:30-3:30 7:30-3:30</p> <p>EACS Technology Park Hill Rm 220 8:00-12:00</p>	<p>9 BIE Training IIEP Training Park Hill SDR Park Hill Rm 202 7:30-3:30 7:30-3:30</p> <p>EACS Technology Park Hill Rm 220 8:00-12:00</p>	<p>10 BIE Training IIEP Training Park Hill SDR Park Hill Rm 202 7:30-3:30 7:30-3:30</p> <p>EACS Technology IPAD2 Train ESL Park Hill Rm 220 PCA 8:00-12:00 9-11:00</p>	<p>11 New Sped Teacher Nurses Mtg Park Hill Rm 220 Park Hill SDR 8:00-3:30 8:00-3:00</p> <p>IIEP Training ESL Institute Park Hill Rm 202 NHHS A116 7:30-3:30 8:30-3:30</p>	<p>12 New Sped Teacher Park Hill 8:00-3:30</p> <p>IIEP Training ESL Institute Park Hill Rm 202 Woodlan Audit 7:30-3:30 8:30-3:30</p> <p>New Teacher Academy Park Hill SDR 8-:30-3 p.m.</p>
<p>15 Beginning In-Service</p>	<p>16 Beginning In-Service</p>	<p>17 FIRST DAY OF SCHOOL Restorative Managers/FGS 8-3 p.m. Park Hill 202</p>	<p>18 My Reading Coach-Spec Ed/Title I 8-3:45 p.m. Park Hill 220 Restorative Managers/FGS 8-3 p.m. Park Hill 202</p>	<p>19 NHPD Park Hill Auditorium 8:00-4:00 Restorative Managers/FGS 8-3 p.m. Park Hill 202</p>
<p>22</p>	<p>23 SLP Meeting Park Hill Rm 224 1:30-3:00</p>	<p>24</p>	<p>25 IPAD2 Train ESL PCA 1:30-3:00</p> <p>Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>26 Instructional Coaches All Day</p>
<p>29 Principals Goal Setting Conference 8:00-5:00 Admin Bldg Board Room</p>	<p>30</p>	<p>31 Principals Goal Setting Conference 8:00-5:00 Admin Bldg Board Room</p>		

East Allen County Schools Professional Development Calendar 7/5/11

September 2011

Mon	Tue	Wed	Thu	Fri
			<p>1 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m.</p> <p>RtI Specialists 12-3:30 p.m. Park Hill 220</p>	<p>2 Instructional Coaches All Day</p>
<p>5 <i>HOLIDAY-Labor</i></p>	<p>6 Title I/Title III PCA 1-2 p.m.</p> <p>Secondary Principals 9:00 a.m. (Assts at 1:30 p.m.) Admin Bldg Board Room</p>	<p>7 Stop Bullying Committee Park Hill Room 220 9-10 a.m.</p>	<p>8 Elementary Guidance Park Hill Room 220 8-10 a.m.</p> <p>Elementary Principals Admin Bldg Board Room 1:30 p.m.</p> <p>Reading Specialists 12-3:30 p.m. Park Hill 220</p> <p>Restorative Leadership Park Hill SDR 8-11:30 p.m.</p>	<p>9 Instructional Coaches All Day</p>
12	13	14	<p>15 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m.</p> <p>Nurses Mtg Park Hill SDR 8-10 a.m.</p> <p>RtI Specialists 12-3:30 p.m. Park Hill 220</p>	<p>16 Secondary Guidance Park Hill 220 9-11 a.m.</p> <p>Instructional Coaches All Day</p>
<p>19 Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m.</p>	<p>20 SLP Meeting Park Hill Rm 224 1:30-3:00</p> <p>Librarians 1:00 p.m. Admin Bldg Board Room</p>	<p>21 PBIS Team Follow-Ups Park Hill 220 9-11 a.m.</p>	<p>22 Plugged Into Reading Park Hill SDR 8-11:30 p.m.</p> <p>Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>23 Instructional Coaches All Day</p>
26	27	28	<p>29 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m.</p> <p>My Reading Coach 11:30-3:30 p.m. Park Hill 220</p> <p>RtI Specialists 12-3:30 Park Hill 220</p>	<p>30 Instructional Coaches All Day</p>

November 2011

Mon	Tue	Wed	Thu	Fri
	1	2	3 Reading Specialists 12-3:30 p.m. Park Hill 220	4 PARENT TEACHER CONFERENCE Instructional Coaches All Day
7	8 Secondary Principals 9:00 a.m. (Assts at 1:30 p.m.) Admin Bldg Board Room	9	10 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. Elementary Guidance Park Hill 220 8-10 a.m. Elementary Principals Admin Bldg Board Room 1:30 p.m. Rti Specialists 12-3:30 p.m. Park Hill 220	11 Instructional Coaches All Day
14	15 SLP Meeting Park Hill Rm 224 1:30-3:00 Nurses Meeting Park Hill SDR 8-10 a.m.	16	17 Restorative Practices LT SDR 8-11:30 a.m. Reading Specialists 12-3:30 p.m. Park Hill 220	18 Instructional Coaches All Day
21	22 Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m.	23	24 THANKSGIVING BREAK	25 THANKSGIVING BREAK
28	29 Librarians 1:00 p.m. Admin Bldg Board Room	30		

December 2011

Mon	Tue	Wed	Thu	Fri
			<p>1 Nurses Meeting Park Hill SDR 8-10 a.m.</p> <p>Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>2 Instructional Coaches All Day</p>
5	<p>6 Title I /Title III PCA 1 p.m.</p>	<p>7 Stop Bullying Steering Committee Park Hill 220 9-10 a.m.</p>	<p>8 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m.</p> <p>Elementary Guidance Park Hill 220 8-10 a.m.</p> <p>RtI Specialists 12-3:30 p.m. Park Hill 220</p>	<p>9 Instructional Coaches All Day</p>
12	<p>13 SLP Meeting Park Hill Rm 224 1:30-3:00</p>	<p>14 PBIS Follow-Up Room 220 8-10 a.m.</p>	<p>15 Principals Holiday Luncheon Elem and Secondary</p> <p>Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>16 Instructional Coaches All Day</p>
19	20	<p>21 <i>End of First Sem</i></p>	<p>22 <i>RECORDS DAY</i></p>	<p>23 <i>HOLIDAY</i></p>
<p>26 <i>HOLIDAY</i></p>	<p>27 <i>Bldg Admin Work Day</i></p>	<p>28 <i>Bldg Admin Work Day</i></p>	<p>29 <i>Bldg Admin Work Day</i></p>	<p>30 <i>HOLIDAY</i></p>

East Allen County Schools Professional Development Calendar 7/5/11

January 2012

Mon	Tue	Wed	Thu	Fri
2	3	4	5 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. Rti Specialists 12-3:30 p.m. Park Hill 220	6 Instructional Coaches All Day
9	10 Secondary Principals 9:00 a.m. Admin Bldg Board Room	11	12 Elementary Guidance Park Hill 220 8-10 a.m. Nurses Meeting Park Hill SDR 8-10 a.m. Elementary Principals Admin Bldg Board Room 1:30 p.m. Reading Specialists 12-3:30 p.m. Park Hill 220	13 Instructional Coaches All Day
16	17 Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m. Plugged Into Reading Support Park Hill 202 3:45-4:45	18	19 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. Rti Specialists 12-3:30 p.m. Park Hill 220	20 Instructional Coaches All Day
23	24 Librarians 1:00 p.m. Admin Bldg Board Room	25	26 <i>Restorative Leadership Team</i> 8-11:30 SDR Reading Specialists 12-3:30 p.m. Park Hill 220	27 Instructional Coaches All Day
30	31			

East Allen County Schools Professional Development Calendar 7/5/11

February 2012

Mon	Tue	Wed	Thu	Fri
		<p>1 District Crisis Planning Park Hill 220 9-11 a.m.</p>	<p>2 Restorative Managers Park Hill 202 7:45-11:00 a.m. Rti Specialists 12-3:30 p.m. Park Hill 220</p>	<p>3 Instructional Coaches All Day</p>
6	<p>7 Title I/Title III PCA 1-2 p.m. Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m. Secondary Principals 9:00 a.m. (Assts at 1:30 p.m.) Admin Bldg Board Room</p>	<p>8 PBIS Team Follow-Up Park Hill 220 9-11 a.m.</p>	<p>9 Elementary Guidance Park Hill 220 8-10 a.m. Elementary Principals Admin Bldg Board Room 1:30 p.m. Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>10 Instructional Coaches All Day</p>
13	14	15	<p>16 Nurses Meeting Park Hill SDR 8-10 a.m. Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. Rti Specialists 12-3:30 p.m. Park Hill 220</p>	<p>17 Instructional Coaches All Day</p>
20	<p>21 Librarians 1:00 p.m. Admin Bldg Board Room</p>	22	<p>23 Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>24 Instructional Coaches All Day</p>
27	28	29		

March 2012

Mon	Tue	Wed	Thu	Fri
			<p>1 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. Rtl Specialists 12-3:30 p.m. Park Hill 220</p>	<p>2 Instructional Coaches All Day</p>
<p>5 <i>ISTEP</i></p>	<p>6 <i>ISTEP</i> Northeast Indiana College Fair 9-10:30 a.m. IPFW</p>	<p>7 <i>ISTEP</i></p>	<p>8 <i>ISTEP</i> Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>9 <i>ISTEP</i> Instructional Coaches All Day</p>
<p>12 <i>ISTEP</i></p>	<p>13 <i>ISTEP</i> Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m.</p>	<p>14 <i>ISTEP</i></p>	<p>15 Rtl Specialists 12-3:30 p.m. Park Hill 220</p>	<p>16 Instructional Coaches All Day</p>
<p>19</p>	<p>20 Secondary Principals 9:00 a.m. Admin Bldg Board Room Plugged Into Reading Support 3:45-4:45 Park Hill 202</p>	<p>21</p>	<p>22 Elementary Principals Admin Bldg Board Room 1:30 p.m. Reading Specialists 12-3:30 p.m. Park Hill 220</p>	<p>23 Instructional Coaches All Day</p>
<p>26</p>	<p>27 Librarians and Media Paras 1:00 p.m. Admin Bldg Board Room</p>	<p>28</p>	<p>29 Rtl Specialists 12-3:30 p.m. Park Hill 220</p>	<p>30 Instructional Coaches All Day</p>

East Allen County Schools Professional Development Calendar 7/5/11

April 2012

Mon	Tue	Wed	Thu	Fri
2 <i>SPRING BREAK</i>	3 <i>SPRING BREAK</i>	4 <i>SPRING BREAK</i>	5 <i>SPRING BREAK</i>	6 <i>SPRING BREAK</i>
9	10	11	12 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. RtI Specialists 12-3:30 p.m. Park Hill 220	13 Instructional Coaches All Day
16	17 Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m. Secondary Principals 9:00 a.m. (Assts at 1:30 p.m.) Admin Bldg Board Room	18	19 <i>Elementary Guidance</i> <i>Park Hill 220</i> <i>8-10 a.m.</i> Elementary Principals Admin Bldg Board Room 1:30 p.m. Restorative Practices Leadership Team SDR 8-11:30 a.m. Reading Specialists 12-3:30 p.m. Park Hill 220	20 Instructional Coaches All Day
23	24 Librarians 1:00 p.m. Admin Bldg Board Room	25	26 RtI Specialists 12-3:30 p.m. Park Hill 220	27 Instructional Coaches All Day
30 <i>ISTEP</i>				

East Allen County Schools Professional Development Calendar 7/5/11

May 2012

Mon	Tue	Wed	Thu	Fri
	1 <i>ISTEP</i>	2 <i>ISTEP</i>	3 <i>ISTEP</i> Nurses Meeting Park Hill SDR 8-10 a.m. Reading Specialists 12-3:30 p.m. Park Hill 220	4 <i>ISTEP</i> Instructional Coaches All Day
7 <i>ISTEP</i>	8 <i>ISTEP</i>	9 <i>ISTEP</i> <i>PBIS Team Follow-Up</i> Park Hill 220 9-11 a.m.	10 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. RtI Specialists 12-3:30 p.m. Park Hill 220	11 Instructional Coaches All Day
14	15 <i>Title I/Title III</i> <i>PCA</i> 1-2 p.m. Secondary Intense Tchrs Park Hill 224 3:30-5:30 p.m. Secondary Principals 9:00 a.m. Admin Bldg Board Room Plugged Into Reading Support Park Hill 202 3:45-4:45	16	17 <i>Elementary Guidance</i> Park Hill 220 8-10 a.m. Elementary Principals Admin Bldg Board Room 1:30 p.m. Reading Specialists 12-3:30 p.m. Park Hill 220	18 Instructional Coaches All Day
21	22 Librarians 1:00 p.m. Admin Bldg Board Room	23 <i>Stop Bullying Committee</i> Room 220 9-10 a.m.	24 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. RtI Specialists 12-3:30 p.m. Park Hill 220	25 Instructional Coaches All Day
28	29	30	31 Reading Specialists 12-3:30 p.m.	

East Allen County Schools Professional Development Calendar 7/5/11

June 2012

Mon	Tue	Wed	Thu	Fri
				<i>J</i> Instructional Coaches All Day
4	5	6	7 Restorative Managers/FGS Park Hill 202 7:45-11:00 a.m. Rtl Specialists 12-3:30 p.m. Park Hill 220	8 Instructional Coaches All Day
11	12 <i>Principals Summative Conf</i> 8:00-5:00 <i>Admin Bldg Board Room</i>	13	14 <i>Principals Summative Conference</i> 8:00-5:00 <i>Admin Bldg Board Room</i>	15 <i>End of Year Admin Mtg</i> 9-10 a.m. <i>Park Hill SDR</i>
18 <i>Small Group Tchrs 6-8</i> 8-3 p.m. <i>Park Hill SDR</i>	19 <i>Small Group Tchrs Elem</i> 8-3 p.m. <i>Park Hill SDR</i> <i>Pilot Math Tchrs</i> 8-3 p.m. <i>Park Hill 224</i>	20 <i>Integrating Technology K-1</i> 8-3 p.m. <i>Park Hill SDR</i> <i>Pilot Math Tchrs</i> 8-3 p.m. <i>Park Hill 224</i>	21 <i>Integrating Technology 2-3</i> 8-3 p.m. <i>Park Hill SDR</i>	22 <i>Integrating Technology 4-5</i> 8-3 p.m. <i>Park Hill SDR</i>
25 <i>Integrating Technology 6-8</i> 8-3 p.m. <i>Park Hill SDR</i>	26 <i>Formative Assessment K-2</i> 8-3 p.m. <i>Park Hill SDR</i>	27 <i>Formative Assessment 3-5</i> 8-3 p.m. <i>Park Hill SDR</i>	28 <i>Formative Assessment 6-8</i> 8-3 p.m. <i>Park Hill SDR</i>	29

East Allen County Schools Professional Development Calendar 7/5/11

July 2012

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Rose Fritzingler - Corp Profile Amendment

From: "Amy Bush" <abush@doe.in.gov>
To: rfritzingler@eacs.k12.in.us
Date: 7/5/2011 10:30 AM
Subject: Corp Profile Amendment
Attachments: East Allen County Schools_0255_wo21435.pdf

Attachment #14



Indiana Department of Education

151 West Ohio Street
Indianapolis, Indiana 46204

June 29, 2011

Dr. Karyle Green, Superintendent
East Allen County Schools
1240 SR 930 E
New Haven, IN 46774

Dear Dr. Green:

The Department of Education reviewed the information you submitted related to closing, reconfiguring grade levels, and opening new schools, effective with the end of the 2010-2011 school year. We accept the information as submitted and will update our database to reflect the following:

- School 0085, Harlan Elementary School, will close
- School 0073, Monroeville Elementary School, will close
- School 0309, New Haven Elementary School, will close
- School 0317, Village Elementary School, will close
- School 0279, Paul Harding High School, will close
- Woodlan Intermediate School, Grades 4-6, will open and is assigned school number 0323.
- Paul Harding Jr. High School, Grades 7-8, will open and is assigned school number 0294. Paul Harding Jr. High School will take on the School Improvement baseline of Prince Chapman Academy (formerly School 0303)
- Prince Chapman Academy will reconfigure, changing from Grades 6-8 to become Grades 3-6. Because Prince Chapman Academy will change from a middle school to an elementary school, its former school number (0303) is revoked. Prince Chapman Academy is assigned a new school number (0043) and will take on the School Improvement baseline of Southwick Elementary.
- School 0083, Highland Terrace Elementary School, will reconfigure, changing from Grades K-5 to become Grades K-2. Highland Terrace will retain its current school number (0083) and will receive a new School Improvement baseline.
- School 0310, Southwick Elementary School, will reconfigure, changing from Grades K-5 to become Grades K-2. Southwick will retain its current school number (0310) and will take on the School Improvement baseline of Village Elementary School.
- School 0305, Meadowbrook Elementary School; will reconfigure, changing from Grades K-5 to become Grades 3-5. Meadowbrook will retain its current school number (0305) and will taken on a new School Improvement baseline.

- School 0289, Woodburn Elementary School, will reconfigure, changing from Grades K-6 to become Grades K-3. Woodburn will retain its current school number (0289) and will take on a new School Improvement baseline.
- The request for a new baseline for School 0281, Hoagland Elementary School, is denied. The school's population will not change by the requisite 50% or more, nor was there determined to be a significant change in educational programming.

Please contact me at 317-234-6849 or mchamber@doe.in.gov if you have questions.

Sincerely,



Molly Chamberlin
Chief Accountability Officer

Cc: Office of School Accreditation
Office of Student Assessment
Office of Title I
Office of Special Education
Office Data Analysis Collection & Reporting
Office of School Turnaround