

**APPLICATION COVER SHEET**

**Indiana State Department of Education**

**SCHOOL IMPROVEMENT GRANTS(SIG) APPLICATION**

Legal Name of Application <b>Indiana Department of Education (IDOE)</b>	Applicant's Mailing Address <b>151 West Ohio Street, Indianapolis IN 46204</b>
State Contact for the School Improvement Grant  Name: <b>Lee Ann Kwiatkowski</b>  Position and Office: <b>Director of Differentiated Learners</b>  Contact's Mailing Address: <b>151 West Ohio Street, Indianapolis IN 46204</b>  Telephone: <b>317-232-0540</b>  Fax: <b>317-233-6502</b>  Email Address: <b>lkwiat@doe.in.gov</b>	
Chief State School Officer (Printed name) <b>Dr. Tony Bennett</b>	Telephone: <b>317.232.6665</b>
Signature of the Chief State School Officer  X _____	Date:  February 5, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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Chief State School Officer (Printed name) <b>Dr. Tony Bennett</b>	Telephone: <b>317.232.6665</b>
Signature of the Chief State School Officer  X _____	Date:  March 17, 2010
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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## **Alignment of School Improvement Grants to Indiana’s Vision and Plan**

In January 2009 upon taking office as Indiana Superintendent of Public Instruction, Dr. Tony Bennett announced his vision for the Indiana Department of Education:

*The academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.*

The vision was accompanied by a set of goals that provide for a statewide culture of academic excellence:

- 90% of all students will pass the English/language arts and mathematics sections of the state standardized assessment (ISTEP+)
- 25% of all graduates will receive a score of 3, 4, or 5 on at least one Advanced Placement exam, a 4 or higher on an International Baccalaureate exam, or will complete the equivalent of three semester hours of college credit during their school years
- 90% of students will graduate from high school.

Receiving the School Improvement Grants would allow many of the state’s lowest performing schools to recreate themselves through an intervention model and which would, in turn, greatly increase the likelihood of the students meeting Indiana’s three goals of academic excellence. The SIG funding is critical in allowing the LEAs and their selected schools to embark on a path of innovative change at a rapid pace. The Indiana Department of Education (IDOE) is committed to supporting the LEAs and their schools in implementing the models and that commitment is described throughout the SEA application.

### **Part 1: State Education Agency Requirements**

#### **A. Indiana’s Definition of Tier I, Tier II, and Tier III Schools**

##### **State Fiscal Stabilization Fund (SFSF) Schools**

*Tier I:* Title I schools in improvement that are in the lowest 5% of all Title I schools in improvement, corrective action, or restructuring and demonstrate a lack of progress for up to three years in the “all students” group based on a combination of up to three years of data (up to a three-year average performance) on the state’s standardized test - Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) in English/language arts and mathematics; and any Title I high school in improvement, corrective action, or restructuring that has had up to a three-year average four-year graduation rate below 60%.

*Tier II:* Any secondary school that is eligible for, but does not receive, Title I, Part A funds that is among the lowest achieving 5% of secondary schools and demonstrates a lack of progress for up to three years in the “all students” group based on a combination of up to three years of data (up to a three-year average performance) on ISTEP+ in English/language arts and mathematics and any high school that is eligible for, but does

not receive Title I, Part A funds and has had up to a three-year average four-year graduation rate below 60%.

### **Additional Tier I and Tier II Schools**

*Tier I (New):* Title I eligible elementary schools that are no higher achieving than the highest achieving Tier I schools (see definition of Tier I under the SFSF Schools heading) based on up to three years of ISTEP+ performance on English/language arts and mathematics, combined and are in the bottom 20% of all elementary schools in the state in mathematics and English/language arts performance on ISTEP+.

*Tier II (New):* Title I eligible secondary schools that are no higher achieving than the highest achieving Tier II schools (see definition of Tier II under the SFSF Schools heading) based on up to three years of ISTEP+ performance on English/language arts and mathematics, combined and are in the bottom 20% of all high schools in the state in mathematics and English/language arts performance on ISTEP+, or Title I eligible secondary schools that have had up to a three-year average four-year graduation rate that is below 60%.

### **Tier III Schools**

Any Title I school in school improvement, corrective action, or restructuring that is not in Tier I or Tier II

### **Other PL221 Schools in Year 4**

Any public school in Year 4 of probation under Indiana's Public Law (PL) 221 that is not in Tier I, II, or III

## **Eligible Schools**

The total number of Tier I schools is 28 and Tier II schools is 27. There are 227 Tier III schools. A full listing of Tier I, Tier II, and Tier III schools is provided in Appendix A.

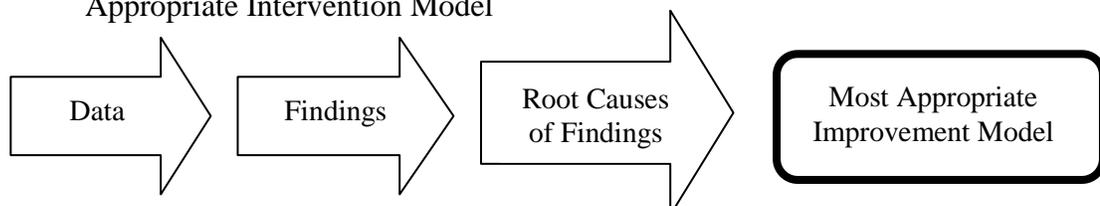
## B. SEA Evaluation Criteria of LEA Applications

The Indiana Department of Education has established criteria for reviewing LEA SIG applications in the three required areas as described in *School Improvement Grants Application, Section 1003(g)* (US Department of Education, Revised January 15, 2010, p. 3).

### (1) The LEA has analyzed the needs of each school and has selected an intervention for each one.

The LEA will enter into a four step process (Figure 1) that will ultimately lead the LEA to an informed decision as to the appropriate intervention model for its SIG schools. For each step, IDOE will examine the LEA's application, respond, and provide support as needed. To assist the LEA, IDOE has developed the two worksheets, "Analysis of Student and School Data" and "Self-Assessment of Practices of High-Poverty, High-Performing Schools" (Appendix B), which LEAs are required to use and will submit with their applications. The purpose of the tool is to assist the LEA in determining data-based findings in key areas, which in turn, will lead to data-based decisions with regard to the selection of the most appropriate intervention model.

Figure 1: Use of Data, Findings and Root Cause Analysis to Lead to Selection of an Appropriate Intervention Model



*Step 1: Compilation of Data.* The first step for the LEA is to obtain and analyze student and school data to determine the needs of the school. This is a critical step in the LEA's later determination of the appropriate intervention model for that particular school. The LEA is required to use multiple data sources available through the district office. As mentioned earlier, two worksheets will support the LEA in recording and examining the data.

The first worksheet is "Analysis of Student and School Data" (Appendix B) with Section A of the tool including student achievement data and Section B containing the student leading indicators; both are the reporting metrics that the Secretary of the U.S. Department of Education will later require the LEAs to submit. The data required in the application through the tool in Section A and B are the following:

#### *Worksheet 1: Student Achievement Data – Adequately Yearly Progress (AYP)*

- By student groups: American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient, and Special Education
- For content areas mathematics and English/language arts
- Percentage of students within the student group not meeting AYP
- Number of students within the student group not meeting AYP
- Determination of the severity of the group's finding
- Determination of the unique learning needs of the group
- Several key findings or summaries from the student achievement data

*Worksheet 1: Section B: Student Leading Indicators for 2007-2008 and 2008-2009*

- Number of minutes within the school year that students are to attend school
- Dropout rate
- Student attendance rate
- Number and percent of students completing advanced coursework, early-college high schools or dual enrollment classes
- Discipline incidents
- Truants
- Distribution of teachers by performance level on LEA's teacher evaluation system
- Teacher attendance rate
- Several key findings or summaries from the student leading indicators

The second worksheet is the "Self-Assessment of Practices of High-Poverty, High-Performing Schools," which represents IDOE Title I's Theory of Action (Appendix C). IDOE Title I developed this theory four years ago to determine its approach to assist schools and districts in improvement status under NCLB. A thorough review of the literature determined a clear set of actions consistently implemented by high-poverty schools as they transitioned to becoming high-performing. All of the policies and supports for Title I districts and schools in improvement status are aligned to this theory. The LEA will examine the school's eight competencies through Worksheet #2.

*Worksheet #2: Self-Assessment - Practices of Effective Schools*

- Principal and Leadership
- Instruction
- Curriculum
- Data - Formative Assessments
- Professional Development
- Parents, Family, Community
- Vision, Mission, Goals
- Cultural Competency

*Step 2: Development of Findings.* After each of the three sections has been completed in the two worksheets, the LEA is required to determine a set of findings from the data. Examples of findings are provided in the LEA application and the instructions describe that the findings are based on facts, not on hunches, assumptions or guesses. The samples provided should allow the LEAs to be successful in this step. If not, the SEA will assist the LEA through a webinar or through individual phone calls on the process of determining findings.

*Step 3: Determination of Root Causes.* In this step, the LEAs are provided with a short explanation of root cause analysis in their application and again examples are provided. The directions encourage the LEAs to explore all inputs surrounding the students (e.g., school, home, and community) and to avoid placing blame on students as the cause of their poor performance, but rather to dig deeper to determine underlying reasons. If the LEA's responses to root causes are inappropriate or simply at the surface level, IDOE

staff will assist the LEA in understanding and implementing this step through webinars and/or individual assistance through telephone calls.

*Step 4: Selection of the Most Appropriate Intervention Model.* Based on the data, the findings, and the root cause analysis, the LEA is asked to review the elements of the intervention models and determine which would be the “best fit” for the school, that is, which model would have the greatest likelihood of increasing student achievement. IDOE provides a description of all the elements of each model “Elements of Intervention/Improvement Models” (Appendix D).

Once that selection is made, the LEA must examine its own ability or capacity to implement the model and then reevaluate its original decision. For example, if a rural LEA selects the Restart Model for the school but upon examination cannot find educational management organizations that are willing to serve in the rural area then another intervention model may need to be selected.

In the application, the LEA must provide an explanation or rationale for its decision for the selected model. Upon reviewing the application if IDOE finds the selection of the model to not be based on the data, findings, root causes or LEA capacity, then IDOE staff will conduct discussions with and provide support to ensure that the LEA makes an informed decision based on the needs of the students. IDOE will also utilize the resources and support, as needed, from its regional comprehensive assistance center (Great Lakes East) and its connections with the Center for Instruction and Improvement.

*IDOE’s Evaluation Rubric:* The following rubric will be used by IDOE staff to evaluate the LEA’s analysis of school needs and the selection of an appropriate intervention.

<b>(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>• <i>No</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal</li> <li>• <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data</li> <li>• The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>Some</i> of the required data sources have been provided</li> <li>• <i>Some</i> of the analysis (findings) from the data and the root cause analysis is accurate</li> <li>• A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Full</i> completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools”</li> <li>• <i>All</i> of the required data sources have been provided</li> <li>• <i>All</i> of the analysis (findings) from the data and the root cause analysis are logical</li> <li>• The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate.</li> </ul>

\*A proficient score is needed for approval.

**(2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related supports to each Tier I and II school to implement fully and effectively the selected intervention in each of the schools.**

IDOE will require the LEA to submit a budget for each school identified in its application to demonstrate its capacity to use the funding to provide adequate resources and supports to each Tier I and II school (see Appendices G and H). In the application, the LEA will demonstrate its financial ability, given the amount requested for the school improvement grant, to implement all required elements of the selected model, as listed below:

- Staff has been identified with the credentials and capability to implement selected intervention model successfully.
- The ability of the LEA to serve the overall number of Tier I and/or Tier II schools identified in the application has been addressed.
- A commitment to support the selected intervention model has been indicated by the teachers' union, the school board, and other stakeholders (staff, parents, community)
- A detailed and realistic timeline to implement the selected model during in the 2010-2011 school year.
- The ability to conduct a needs assessment with a root cause analysis prior to the selection of the model.
- The plan for recruiting new principals with the credentials and capability to implement the model has been described. (Transformation, Turnaround)
- The ability of the LEA to successfully align federal, state, and local funding sources with grant activities and to ensure sustainability of the reform measures.
- A thorough description of adding extended learning time has been included in the application. (Turnaround, Restart, Transformation)
- A governance structure is described, including LEA staff and their credentials, who will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level and coordinating with IDOE. (Turnaround, Restart, Transformation)
- The availability of charter management organizations (CMOs) and educational management organizations (EMOs) appropriate to the needs of the school to serve that could be enlisted has been described. (Restart)
- Access to and geographic proximity of higher achieving schools, including but not limited to, charter schools or new schools for which achievement data are not yet available. (School Closure)

*IDOE's Evaluation of LEA Commitment related to the Budget:* The SEA will evaluate the LEA's capacity to use school improvement funds to provide adequate resources in multiple areas of the application. Those areas include: (a) the two worksheets, (b) LEA Tier I and II Application, Attachment C, Scoring Rubric, (c) LEA Tier III Application, Attachment A, and (d) LEA Tier I and II Application: description of tasks to implement model's elements.

**(3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and II school as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds.**

IDOE will require the LEA to submit a budget for each Tier I and Tier II school identified in its application followed by the announcement of availability of Tier III funding if they exist. IDOE is committed to serving eligible Tier I and Tier II schools first. Districts serving only Tier III schools may receive less than the maximum amount that IDOE may award to an LEA for each participating Title I school, based on the state’s allocation and the number of districts awarded under Tier I and II. Each Tier III school funded will receive at least \$50,000 per year as required. The allocations for each school depends on the intervention model selected. In the school application, the LEA will be asked to provide details in respect to each element of the model to be implemented. Additionally, the LEA will describe how it will align SIG monies with other funding sources. IDOE will determine if sufficient funds have been budgeted to fully and effectively implement the selected intervention model and other grant requirements, and determine if the funding is likely to lead to improved teacher instruction, principal leadership and student achievement.

- The intervention model selected for each Tier I and II school provides the details in the school application to fully and effectively implement each element as outlined in the final requirements.
- The budget request for each Tier I and II school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years.
- The budget must be planned at a minimum of \$50,000 and not exceed 2 million dollars per year per school.
- The SIG portion of school closure costs may be lower than the amount required for the other three models and will be granted for only one year.
- The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Tier I and II schools and school improvement activities for Tier III schools and the school or LEA level for identified schools only.
- Projected budgets meet the requirements of reasonable, allocable and necessary.
- A clear alignment to the goals and interventions correlates to the request for funding.

*IDOE’s Evaluation Checklist:* The following checklist will be used by IDOE staff to determine the LEA’s adequate development of a budget for each school implementing a model. A comment column is provided for IDOE staff to discuss with the LEA.

Criteria	Yes	No IDOE Staff Comments
1. A budget is included for each Tier I and II school.		
2. The budget includes attention to each element of the selected intervention.		
3. The budget for each school is sufficient and appropriate to support full and effective implementation of the selected intervention over a period of three years.		
4. Projected budgets meet the requirements of reasonable, allocable and necessary.		
5. A clear alignment to the goals and interventions correlates to the request for funding.		
6. The budget is planned at a minimum of \$50,000 and does not exceed 2 million dollars per year per school.		
7. <i>School closure only</i> : The SIG portion of school closure costs may be lower than the amount required for the other three models and will be granted for only one year.		

## Part 2: SEA Requirements for Assessing LEA Commitments

According to the *School Improvement Grants Application, Section 1003(g)* (US Department of Education, Revised January 15, 2010, p. 3), “The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for School improvement Grant but, most likely, will take after receiving a School Improvement Grant. Accordingly an SEA must describe how it will assess the LEA’s commitment to do...”: the five actions.

The IDOE’s application for LEAs will ask for specific information regarding each of the five actions. The LEA will need to address how it has in the past or how it plans to this upcoming school year implement each of the actions. IDOE will support the LEAs in meeting the final requirements of the interventions through webinars, telephone calls, and other tools.

### (1) Design and implement interventions consistent with the final requirements.

- a) Each LEA will participate in two IDOE webinars to learn the process and requirements of school improvement grants. The first webinar was held February 11, 2010 in which IDOE staff described the changes in SIG from previous years and introduced the four intervention models. The second webinar will be held once the SEA application is

approved and will explain the LEA application process and provide accompanying materials.

- b) IDOE will evaluate an LEA’s application for Tier I and Tier II schools using a rubric to ensure that it includes (1) all elements of the selected intervention model, (2) logical and comprehensive steps of implementation to ensure fidelity of the model, (3) an aggressive timeline to allow for the model’s elements to be implemented during the 2010-2011 school year, (4) description of LEA staff with the expertise and experience to research, design and implement the selected intervention model, and (5) a plan to regularly engage the school community to inform them of progress and seek input. Tier III schools will be evaluated according to the degree to which the selected activities align with the school’s strategic plan goals.
- c) If the LEA application does not receive “Proficient” in all areas of the scoring rubric, the IDOE staff will assist the LEA in understanding the missing elements and/or the required specificity and comprehensiveness needed. Methods of providing support may include, but not be limited to, webinars, telephone calls, and resources from the Great Lakes East Comprehensive Center and the Center for Innovation and Improvement.

*SEA Determination of LEA Commitment:* The following rubric will be used by IDOE staff to evaluate an LEA application as to its plan to design and implement interventions consistent with the final requirements.

<b>1. Design and implement interventions consistent with the final requirements.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>None</i> of the elements of the selected intervention model are described.</li> <li>○ The descriptions of how the elements will be or have been implemented are <i>not included</i>.</li> <li>○ The timeline demonstrates that <i>none</i> of the model’s elements are or will be implemented at the beginning of the 2010-2011 school year.</li> <li>○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models.</li> <li>○ <i>No or little</i> engagement has occurred with the school community.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Some</i> of the elements of the selected intervention model are described.</li> <li>○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>.</li> <li>○ The timeline demonstrates that <i>some</i> of the model’s elements are or will be implemented at the beginning of the 2010-2011 school year.</li> <li>○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models.</li> <li>○ <i>Some</i> of the school community has been engaged in the progress and in providing input.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>All</i> the elements of the selected intervention model are included.</li> <li>○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.</li> <li>○ The timeline demonstrates that <i>all</i> of the model’s elements will be implemented during the 2010-2011 school year.</li> <li>○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, designing, and implementing the selected intervention model.</li> <li>○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.</li> </ul>

\*A proficient score is needed for approval.

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

- (a) The LEA will develop a timely and systematic process for (1) determining the existence of quality external providers that are willing and able to serve in its area of the state and (2) will include parents and community members.
- (b) The LEA will develop criteria for selecting the providers and utilize it in determining the past effectiveness of the provider in implementing the intervention model, especially as related to the student population of the school and/or the type of school.
- (c) The LEA will develop and submit a copy of the contract with the provider clearly indicating the roles and responsibilities of the provider, how the LEA will support the provider, and any consequences should the provider not meet its obligations including but not limited to increasing student achievement.

*SEA Determination of LEA Commitment:* The following rubric will be used by IDOE to evaluate the LEA application to recruit, screen, select, and support external providers.

<b>2. The LEA has or will recruit, screen, select and support appropriate external providers.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>No plan</i> exists to identify external providers.</li> <li>○ Available providers have <i>not been investigated</i> as to their track record.</li> <li>○ Parents and the community have <i>not been involved</i> in the selection process.</li> <li>○ The provider <i>does not have</i> a track record of success.</li> <li>○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract.</li> <li>○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards.</li> <li>○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>.</li> </ul>	<ul style="list-style-type: none"> <li>○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state.</li> <li>○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement.</li> <li>○ Parents and the community are <i>involved</i> in the selection process.</li> <li>○ The provider selected <i>generally</i> has a track record of success.</li> <li>○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract.</li> <li>○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards.</li> <li>○ The capacity of the external provider to serve the school is <i>briefly described</i>.</li> </ul>	<ul style="list-style-type: none"> <li>○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state.</li> <li>○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.</li> <li>○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process.</li> <li>○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>.</li> <li>○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract.</li> <li>○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract.</li> <li>○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards.</li> <li>○ The capacity of the external provider to serve the school is <i>clearly described</i>.</li> </ul>

\*A proficient score is rating is needed for approval.

**(3) Align other resources with the interventions.**

LEAs receive funds through numerous federal and state sources. Yet, all too often, the funding streams are seen as individual line items rather than taken as a whole to work towards school improvement. IDOE will encourage LEAs to examine the current financial supports, and funds in their selected schools, and determine ways to utilize the funds to meet the final requirements of the selected intervention model. Many of the funding sources, such as Title III, will allow for the meeting of a model’s requirements, e.g., the recruitment of teacher staff with the skills and experience to implement the intervention model. IDOE provides a tool to assist LEAs in considering how funding sources may be used to implement elements of the selected model (Appendix E). In reviewing the LEA’s evaluation, IDOE will determine the LEA’s commitment to reexamining the school’s funding and the overlapping use of that funding to implement the required elements of the selected intervention model in two areas:

- (a) The LEA’s detailed budget narrative in the application includes how other funding sources (e.g., Title II, Part A) are aligned to and will be used in the selected intervention.
- (b) The LEA includes a description of how other non-financial resources (e.g., personnel, materials, services) will be used to implement the required elements of the selected intervention model.

*SEA Determination of LEA Commitment:* The following rubric will be used by IDOE staff to evaluate the LEA application as to how it will align other resources with the intervention.

<b>3. The LEA has or will align other resources with the interventions.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified.</li> <li>○ Ways in which to align the interventions with resources have <i>not been provided or do not correspond</i> to the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Limited</i> financial and non-financial resources have been identified.</li> <li>○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Multiple</i> financial and non-financial resources have been identified.</li> <li>○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.</li> </ul>

\*A proficient score is needed for approval.

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

The LEA will need to examine its current policies, rules, procedures, and practices and their alignment to the required elements of the selected intervention model. In Indiana, contractual agreements with teachers’ unions will be a topic that will need to be addressed as those agreements may impede the full implementation of the model. The SEA will assess the LEA’s commitment to first examine and then modify its practices and policies, as necessary, to allow for the full implementation of the selected intervention in the following areas:

(a) *Staff evaluation and dismissal*

- Differentiates performance into four rating categories (i.e., highly effective, effective, improvement necessary, and ineffective).
- Credible distribution of performance across the four rating categories, with parity between tested and non-tested grades/subjects.
- Evaluations are predominantly based (at least 51%) on school and student performance data.
- Clear route to dismissal for ineffective teachers and principals.

(b) *Staff recruitment and retention*

- Specific supports for new teachers (e.g., mentoring) and for teachers that need to improve performance.
- Incentives and rewards for staff that increase student outcomes and for those that work in the neediest schools.
- Provision of dedicated time for staff to meet and work together.
- Rigorous, evidence-driven process for identifying exceptional teachers and principals, with extensive outreach beyond the district and the state.
- Use of a demanding screening process (e.g., performance evaluation) focused on competencies rather than experience alone.
- Hiring and assignments for schools based on the mutual consent of the teacher and principal, regardless of the teacher's seniority.
- Allowance of non-traditional and alternative routes in hiring leaders.

(c) *Changing or deviating from LEA policy or norm*

- Adding at least one hour of additional instructional time per day for Tier I and Tier II schools.
- Alternative or extended school-year calendars that add time beyond the additional hour of instruction time per day for Tier I and Tier II schools.
- Other deviations that allow the principal to discard rules and norms that are not working for the school (e.g., bus scheduling constraints).

*SEA Determination of LEA Commitment:* The following rubric will be used by IDOE staff to evaluate the LEA application in modification of its practices and policies.

<b>4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"><li>○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements</li><li>○ Evaluation <i>does not</i> differentiate performance across categories.</li></ul>	<ul style="list-style-type: none"><li>○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements</li><li>○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective).</li></ul>	<ul style="list-style-type: none"><li>➤ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements</li><li>○ Evaluation differentiates performance across <i>four rating categories</i> (i.e., highly effective, effective, improvement necessary, ineffective).</li></ul>

<ul style="list-style-type: none"> <li>○ The principal and teacher evaluation process includes one <i>or no</i> observations, based on school/student performance.</li> <li>○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals.</li> <li>○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</li> <li>○ <i>Very limited or no</i> additional instructional time added.</li> </ul>	<ul style="list-style-type: none"> <li>○ The principal and teacher evaluation processes includes a <i>few</i> observations and is <i>less than 51%</i> based on school and/or student performance.</li> <li>○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals.</li> <li>○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model.</li> <li>○ <i>Some</i> instructional time added (if required by the model).</li> </ul>	<ul style="list-style-type: none"> <li>○ Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</li> <li>○ <i>Clear</i> dismissal pathway for ineffective teachers and principals.</li> <li>○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</li> <li>○ <i>Appropriate</i> amount of instructional time added (if required by the model).</li> </ul>
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**(5) Sustain the reforms after the funding period ends.**

Sustaining of a reform effort requires the LEA to have built its own internal capacity so it is prepared to work alone, without the support from the SEA, financially and through personnel, materials, and resources. While the LEA certainly will not be able to demonstrate such capacity as the implementation of the intervention model begins, it does need to express and demonstrate commitment to move in that direction. The SEA will assess the LEA’s commitment to build its internal capacity in the following areas:

- (1) Continuous measurement of effectiveness in implementing the selected model.  
Examples of measurements would include attendance rates for teachers and students, graduation rates, results on formative assessments and other leading indicators in the LEA Tier I and Tier II School Application
- (2) Based on the measurement, often adapts implementation to increase effectiveness and/or fidelity to the model.
- (3) Availability of funding, staff, and other resources to continue the intervention model.

*SEA Determination of LEA Commitment:* The following rubric will be used by IDOE staff to evaluate the LEA’s commitment to sustain the reform after the funding period ends.

<b>(5) The LEA will provide evidence for sustaining the reform after the funding period ends.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>No</i> measurement of effectiveness of model's implementation provided.</li> <li>○ Based on measurement, <i>never or rarely</i> adapts implementation.</li> <li>○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Some</i> measurement of effectiveness of model's implementation provided.</li> <li>○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity.</li> <li>○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Continuous</i> measurement of effectiveness of model's implementation provided.</li> <li>○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</li> <li>○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.</li> </ul>

\*A proficient score is needed for approval.

### C. Lack of Capacity Claim by LEA

- 1) In the case of an LEA claim that it does not have the capacity to serve all Tier I schools, the SEA will conduct a thorough review of that claim. The process will include a review by multiple IDOE staff of the application and other information and materials submitted by the LEA. The examination will include the capacity factors shown in Table.

Table 1. Examining the LEA's Claim of Lack of Capacity

<b>Model</b>	<b>Capacity Factors</b>	<b>Possible Measures of Capacity</b>
All	Number of Tier I and Tier II schools being served	Total number of schools in LEA: ____ Total number of Tier I, Tier II schools in LEA ____
All	Credentials of staff who have the track record and capability to successfully implement the school intervention model(s)	<ul style="list-style-type: none"> <li>○ Number of teachers needed for Tier I and Tier II schools ____</li> <li>○ Number of highly effective teachers LEA claims are available to serve Tier I and II schools ____</li> <li>○ LEA's ability to find and hire additional highly effective teachers: Good ____ Fair ____ Poor ____</li> </ul>
All	Commitment of the school board to eliminate barriers and to facilitate full and effective implementation of the models	<ul style="list-style-type: none"> <li>○ School board minutes or policies show commitment to eliminate barriers and fully implement the model ____ Completely ____ Somewhat ____ Not at all</li> </ul>

Model	Capacity Factors	Possible Measures of Capacity
All	Detailed and realistic timeline for implementing elements of intervention model during the 2010-2011 school year	<ul style="list-style-type: none"> <li>○ Timeline indicates that the elements will be implemented during the 2010-2011 school year  <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all</li> </ul>
All	Support of parents and community	<ul style="list-style-type: none"> <li>○ Consultation with stakeholders conducted (e.g., LEA Application: General Information, p. 3)  <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all</li> </ul>
Turnaround Transformation	Support of the teachers' unions with respect to staffing and teacher evaluation requirements	<ul style="list-style-type: none"> <li>○ Contractual agreements indicate allowance of staffing per model's requirements; evaluation tools are performance-based and occur throughout the year  <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all</li> </ul>
Turnaround Transformation	Ability to recruit new principals to implement the turnaround or transformation models	<ul style="list-style-type: none"> <li>○ Number of highly effective principals needed <input type="checkbox"/></li> <li>○ Number of highly effective principals LEA claims are available to serve in the schools <input type="checkbox"/></li> <li>○ LEA's ability to find and hire highly effective principals            Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/></li> </ul>
Turnaround Transformation Restart	Ability to align federal, state, and local funding sources with grant activities and to support the reform after funding ends	As described in LEA application, Action #5 <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all  IDOE's analysis <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all
Turnaround Transformation Restart	Ability and commitment to increase instructional time	As described in LEA application, Action #5 <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all  IDOE's analysis <input type="checkbox"/> Completely <input type="checkbox"/> Somewhat <input type="checkbox"/> Not at all
Turnaround Transformation Restart	LEA staff with proven track record of implementing school reform models (may include hiring additional staff for this position)	As described in LEA application, Action #1 <input type="checkbox"/> Yes <input type="checkbox"/> No, will need to hire LEA staff  IDOE's analysis <input type="checkbox"/> Yes <input type="checkbox"/> No, will need to hire LEA staff
Restart	Availability and quality of educational management organizations (EMO) and charter management organizations (CMO)	<ul style="list-style-type: none"> <li>○ Number of EMO/CMO available to serve the LEA's geographic area <input type="checkbox"/></li> <li>○ Quality of the EMO/CMOs  <input type="checkbox"/> Number that are of high quality  <input type="checkbox"/> Number that are of medium quality  <input type="checkbox"/> Number that are of poor quality</li> </ul>

Model	Capacity Factors	Possible Measures of Capacity				
School Closure	Access to and proximity to higher-performing schools	<ul style="list-style-type: none"> <li>o High-performing schools and their proximity</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Name of School</th> <th style="width: 50%; text-align: left;">Proximity</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"> </td> <td> </td> </tr> </tbody> </table>	Name of School	Proximity		
Name of School	Proximity					

- 2) If IDOE staff determines the LEA has more capacity than claimed, IDOE will meet with the LEA and if necessary, provide technical assistance to assist the LEA’s in realizing its capacity and its commitment as a SIG recipient. IDOE may also provide support to the LEA in improving the writing of the grant application including developing a strong implementation plan.

#### D. Descriptive Information

- 1) *“Describe the SEA’s process and timeline for approving LEA applications.”*

IDOE plans an extremely aggressive timeline, as the LEAs will have only a few months to develop and implement their school plan. At this moment (March), many LEAs are under contractual agreements to inform teachers of their plan of retention and school placement. The SIG timeline is beginning to overlap with the LEA’s contractual agreement timeline. In addition, the LEAs are losing critical time in finding and hiring turnaround leaders, highly-effective teachers, external providers and EMO/CMOs. However, IDOE is committed to implementing the timeline as shown in Table 2.

Table 2. Implementation of SIG Communication between SEA and LEAs

Process	Date 2010
IDOE sends initial letter of explanation of SIG to LEA superintendents	January
IDOE provides webinar to all LEAs explaining SIG process; webinar is made available on IDOE web site	February
IDOE submits initial application to USDOE	February
IDOE receives comments from USDOE	March
IDOE revises application and sends to USDOE	March
Within 1-3 days of approval, IDOE posts the Tier I and Tier II application on its web site and sends letters to superintendents	March
LEA SIG applications due to IDOE	April
IDOE reviews Tier I and Tier II applications	April
IDOE provides technical assistance for revising applications as needed	April

IDOE notifies LEAs about availability of Tier III applications	April
IDOE awards Tier I and II grants	May
IDOE reviews and scores Tier III applications	May
Tier I and II begin implementing approved reform models	June
IDOE awards Tier III grants	June

IDOE will use one process for reviewing and scoring Tier I and II applications and a second process for Tier III applications. The processes of both are described in detail below. In both instances, the reviewers will be IDOE staff who are well experienced as educators and are highly knowledgeable in school and district improvement. Tier I and II applications will be evaluated based on the LEA stated capacity and commitment to implement the selected intervention model(s).

*Step 1: Initial Review of Application*

Upon receipt of an LEA’s Tier I or Tier II application (see Appendices G and H), a Title I specialist will review the application examining for (a) absence of the required elements and (b) areas not fully explained. If either of these occur, the Title I specialist will contact the LEA to request the needed element and/or provide technical assistance. If all required materials are included, the application moves to the Step 2.

*Step 2: Full Review by IDOE Staff Team*

In Step 2, a team of three IDOE staff members from across departments is formed to initially independently read and score an application. Upon completion, the team comes together, shares their scores and reaches consensus on a final score. Scores between members should be similar. However, a pre-training session will be conducted prior to the Step 2 implementation to discuss each element on the rubric, consider the examples given in the scoring ranges (1-10, 11-20) and practice scoring with several applications in order to achieve a level of inter-rater reliability.

*Step 3: Award Notification*

A final score on the rubric will include adding the scores from the required elements, the level of commitment, the level of capacity, and a statistical computation for schools on probationary status for PL 221. Based on the total, IDOE will notify LEAs as to the award.

If funding is available, Tier III schools will be evaluated using a competitive process. The scoring system will be weighted in such a way so that schools with the highest need and quality of application will be given priority. Tier III applications will also be evaluated by three IDOE staff members.

- 2) *“Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools and how the SEA will determine whether to renew an LEA’s SIG if one or more Tier I or Tier II schools are meeting those goals and making progress on the leading indicators.”*

As the first step, IDOE will examine the findings from the worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” (Appendix B), to ensure that the initial set of goals and activities developed are well-aligned to the findings. Experience shows that some LEAs will struggle with creating appropriate and measurable goals. Thus, the IDOE will pay particular attention to the goals and provide technical assistance as needed. The criteria for the goals will be (a) inclusion of one English/language arts and one mathematics goal for all students; (b) aggressive yet attainable; and (c) measurable through ISTEP+ and/or end-of-course assessments. IDOE will conduct pre-training with its reviewers to achieve inter-rater reliability on the scoring rubric to ensure similar recognition of high quality and appropriate goals (e.g., S.M.A.R.T. goals).

At the end of the first semester, the LEA will be required to examine its initial set of goals and submit, in writing, to the IDOE evidence of progress (or lack of progress) using formative assessment data, end-of-course data and other sources. At the end of the school year, a team of IDOE and LEA staff will convene to examine the data to determine whether to renew the LEA’s SIG if the Tier I or Tier II school is not making progress.

- 3) *“Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools and how the SEA will determine whether to renew an LEA’s SIG if one or more of the Tier III schools are not meeting those goals.”*

IDOE is not anticipating serving Tier III schools as funding will be fully used in serving Tier I and Tier II schools. However, if Tier III schools are served, IDOE will examine the LEAs original application and goals and follow a process similar to that for Tier I and Tier II schools as described above. As the first step, IDOE will examine the findings from the two worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” (Appendix B), to ensure that the initial set of goals and activities developed are well-aligned to the findings. Experience shows that some LEAs will struggle with creating appropriate and measurable goals. Thus, the IDOE will pay particular attention to the goals and provide technical assistance as needed. The criteria for the goals will be (a) inclusion of one English/language arts and one mathematics goal for all students; (b) aggressive yet attainable; and (c) measurable through ISTEP+ and/or end-of-course assessments. IDOE will conduct pre-training with its reviewers to achieve inter-rater reliability on the scoring rubric to ensure similar recognition of high quality and appropriate goals (e.g., S.M.A.R.T. goals).

At the end of the first semester, the LEA will be required to examine its initial set of goals and submit, in writing, to the IDOE evidence of progress (or lack of progress) using formative assessment data, end-of-course data and other sources. At the end of the school year, a team of IDOE and LEA staff will convene to examine the data to determine whether to renew the LEA’s SIG if the Tier III school is not making progress.

- 4) *“Describe how the SEA will monitor each LEA to ensure implementation of intervention models fully and effectively in the Tier I and II schools the LEA is approved to serve.”*

In order to ensure the full and effective implementation of intervention models, each school that receives SIG funding will be assigned an IDOE staff member who has significant knowledge related to school improvement. The staff member will conduct a site visit every nine weeks during the school year. Additionally, the staff member will hold monthly phone conversations with the LEA regarding implementation of the model. Specific elements of the model will be discussed to determine areas of progress as well as challenges. IDOE’s Director of Differentiated Learners will oversee the work of the IDOE staff assigned to schools implementing the models and will debrief with staff after each visit.

Additionally, IDOE will monitor the LEAs results of the state’s formative diagnostic tools (Wireless Generation and Acuity) for elementary and middle school grade spans, which will allow continuous review of student learning. The state has recently introduced the Indiana Growth Model using ISTEP+ scores to examine cohorts of students with similar scores across the state. This allows for parents, schools, districts and the state to understand how schools (and eventually individual students) are progressing from year to year. It also provides a common measure to show how much growth the students of each school have achieved.

To evaluate the implementation and effectiveness of the school improvement models, IDOE will enlist a qualified independent partner to evaluate both the state’s overall turnaround strategy and the interventions in individual schools. The external evaluator will utilize relevant school, LEA, and state data, including data resulting from Title I monitoring, in order to determine the fidelity of the intervention’s implementation and its effectiveness. Finally, to ensure financial responsibility each district will receive a yearly 1003 (g) fiscal review.

- 5) *“Describe how the SEA will prioritize SIG to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.”*

The Indiana Department of Education anticipates sufficient funding for all eligible Tier I and Tier II schools for which each LEA applies. However, in the event that funds are not available to serve all eligible Tier I and Tier II schools, IDOE will review the scores that each LEA’s school(s) received through the evaluation process (see Attachment C: SEA Scoring Rubric of LEA Applications). IDOE will first apply a weighted scoring system in which schools that are on Indiana’s Public Law 221 (the state’s accountability system) probationary status will have first priority for receiving SIG funds. Based on this weighting system, schools with the highest scores will receive funding until funds are no longer available.

- 6) *“Describe the criteria, if any, that the SEA intends to use to prioritize among Tier III schools.”*

Once all Tier I and Tier II schools have been funded, IDOE will open the application process up to LEAs interested in serving Tier III Schools. The evaluation for Tier III schools occurs through a competitive basis. Priority will be given to schools implementing one of the four school intervention models. If funding is still available, Tier III schools that receive the highest scores will be funded until the point at which funds are no longer available.

- 7) *“If the SEA intends to take over any Tier I or Tier II schools, identify those schools and indicate the school intervention model the SEA will implement in each school.”*

The Indiana Department of Education does not plan to take over any schools at this time; however, IDOE has the state statutory authority to intervene in chronically failing schools, which includes all of schools identified in Indiana’s SIG application. Twenty-three schools will be eligible for takeover in 2011 under state statute. IDOE is preparing a strategy for these schools if and when it becomes necessary for these schools to come under state oversight. Until that time however, IDOE will provide technical assistance to the LEAs.

In 2009, the State-funded Technical Assistance Teams (TAT) visited the twenty-three schools identified for state sanctions and provided targeted feedback embedded within a comprehensive improvement planning process. Following these visits, each school will have the opportunity to sign a Memorandum of Agreement (MOA) with the state that will outline the actions needed for the school to remain in good standing with IDOE. The MOA process ensures that key decision makers are involved and that schools understand (1) the steps that must be taken to avoid takeover and (2) the urgency of engendering rapid improvement. If these actions and the ensuing results are successful, the school will continue to operate with its current governance structure. But if these actions are not taken and the results continue to be poor, the state will pursue the most aggressive action possible to ensure that every student has access to a high quality education.

- 8) *“If the SEA intends or provides services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the service directly.”*

At this time, IDOE does not plan to directly implement a reform model in a school.

## **E. Assurances**

By submitting this application, the SEA assures that it will do the following:

- Comply with the final requirements and ensure that each LEA carries out its responsibilities.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application that the SEA has determined the LEA has the capacity to serve.
- Apportion its school improvement funds in order to make grants to LEAs, as applicable, that are renewable for the length of the period of availability, taking into account any waivers that may have been requested and received by the SEA, or an individual LEA, to extend the period of availability.
- Carry over 25 percent of its FY 2009 school improvement funds, combine those funds with FY 2010 school improvement funds (depending on the availability of appropriations), and award those funds to eligible LEAs consistent with the final requirements if not every Tier I school the State receives FY 2009 school improvement funds to implement a school improvement model in the 2010-2011 school year (unless the SEA does not have sufficient school improvement funds to serve every Tier I school in the state).
- Ensure, if the SEA is participating in the Departments' differentiated accountability pilot, that its LEAs will use school improvement funds consistent with the final requirements.
- Monitor each LEA's implementation of the interventions supported with school improvement funds.
- To the extent a Tier I or Tier II school implementing the restart model becomes a charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable for meeting the final requirements.
- Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; amount of the grant; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and II school.
- Report the specific school-level data required in section III of the final notice.

## F. SEA Reservation

With State-level funds from the School Improvement Grant, IDOE plans to conduct a variety of activities related to administration, evaluation and technical assistance. The activities for each of these categories are described below.

### *Administration/Evaluation/Technical Assistance*

Indiana will use the State-level SIG funds it receives to provide administration, evaluation and technical assistance for grantees. IDOE will be charged with overseeing the successful implementation of the four intervention models and other grant activities, and it will be accountable to the Superintendent of Public Instruction, Dr. Tony Bennett, and the SEA for progress made against performance targets and other leading indicators.

IDOE will conduct the following activities related to administration, evaluation, and technical assistance:

- *Review third-party partners.* IDOE will be responsible for ensuring that outside parties that assist in turnarounds have track records of success and can succeed in Indiana.
- *Principal selection.* Indiana will play a role in selecting principals in all turnaround schools and may approve all final hiring decisions for all turnaround principals. Candidates will include high-potential principals and charter school directors with demonstrated effectiveness and (ideally) previous experience turning around schools, leading struggling schools to high performance, and generating high student progress on the Indiana growth model.
- *Evaluation tool.* IDOE will create a principal and teacher evaluation tool in which 51% is based on school and/or student performance. LEAs may either use the IDOE tool or submit their evaluation tool for approval.
- *Site-level hiring.* IDOE will also approve the teacher hiring processes at the site level to ensure the process aligns with appropriate intervention strategies as outlined in this application.
- *Principal development.* Indiana will continue scaling up The Institute of School Leadership Teams, which is a researched based leadership program, which pairs distinguished principals from high achieving/high poverty schools with principals and the leadership team from low achieving/high poverty schools.
- *Teacher development.* IDOE will provide through professional development for teachers in turnaround schools, including topics of cultural competency training, based on the demographic makeup of the turnaround site and implementing the integrated Common Core and Indiana state standards. .
- *Data monitoring.* IDOE will collect data to monitor the implementation of the selected intervention model at each Tier I and Tier II school identified to be served on approved LEA applications. This ongoing data collection will allow for the tracking of progress toward grant goals and leading indicators as well as for the identification and dissemination of successful implementation practices and lessons learned.

- *On-site monitoring.* As described earlier, IDOE will monitor every nine weeks and will use the information to determine additional supports needed.
- *Evaluation.* As described earlier, IDOE will enlist a qualified independent partner to serve as the external evaluator of the State's overall turnaround strategy as well as interventions in individual schools. SIG funds will be used to fund this independent evaluator, which will be selected through the State's competitive RFP process. This external evaluation will assist Indiana in evaluating effectiveness of each school in implementing approved reform models and the degree of fidelity to which these models were implemented.
- *Needs assessment for technical assistance.* Indiana will conduct a needs assessment of participating schools. Using the results of this needs assessment, IDOE will use state-level SIG funds to provide professional development opportunities and tools that are targeted to meet needs identified in this assessment.

#### **G. Consultation with Stakeholders**

- The SEA has consulted with its Committee of Practitioners regarding the information set forth in the application.

## H. Waivers

The Indiana Department of Education requests a waiver of the requirements it has listed below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA's application for a grant.

The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools, and to carry out school improvement activities in its Tier III schools. These four school intervention models are specifically designed to raise substantially the achievement of students in the State's Tier I and Tier II schools.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 20, 2013.
- Waive section 116(b)(12) of the ESEA to permit LEAs to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model, to "start over" in the school improvement timeline.
- Waive the 40 percent poverty eligibility threshold in sections 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

The State assures that it will ensure that any LEA that chooses to implement one or more of these waivers will comply with section II.A.8 of the final requirements.

The State assures that it will permit an LEA to implement the waiver(s) only if the LEA receives a School Improvement Grant and that requests to implement the waiver(s) in its application. As such, the LEA may only implement the waiver(s) in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, prior to submitting this request in its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on this request and has attached of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding notice and information regarding this waiver request to the public in a manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

The State assures that, if it is granted one or more of the waivers requested above, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver, including which specific waivers each LEA is implementing.

## Appendix A: Indiana's Tier I, II and III Schools

Corp. #	NCES Code	Corporation Name	School Number	NCES Code	School Name	3 yr avg	3 yr avg grad. rate	Tier
2305	1803270	Elkhart Community Schools	1777	00431	Hawthorne Elementary School	79.15		I
2305	1803270	Elkhart Community Schools	1769	00434	Beck Elementary School	77.22		I
7995	1803450	Evansville-Vanderburgh Sch Corp	8301	00467	Glenwood Middle School	76.20		I
7995	1803450	Evansville-Vanderburgh Sch Corp	8281	00474	John M Culver Elem Sch	78.04		I
5385	1804770	Indianapolis Public Schools	5494	00856	John Marshall Community High Sch	72.74		I
5385	1804770	Indianapolis Public Schools	5643	01446	George Washington Community	76.70	46.60	I
5385	1804770	Indianapolis Public Schools	5921	01621	Pacers Academy	53.65		I
7205	1810290	South Bend Community Sch Corp	7573	01658	Madison Primary Center	77.46		I
9300	1800022	Campagna Academy Charter School	1534	01727	Campagna Academy Charter School	38.54	28.80	I
9350	1800013	Timothy L Johnson Academy	1539	01774	Timothy L Johnson Academy	77.38		I
9370	1800017	Fall Creek Academy	5870	01788	Fall Creek Academy	106.10	44.40	I
9535	1800052	Gary Lighthouse Charter School	4130	02155	Gary Lighthouse Charter School	81.41		I
9545	1800046	21st Century Charter Sch of Gary	4164	02162	21st Century Charter Sch of Gary	67.25	73.70	I
9480	1800031	Fountain Square Academy	5864	02223	Fountain Square Academy	87.20	20.80	I
9595	1800054	East Chicago Lighthouse	3971	02235	East Chicago Lighthouse	70.90		I
9585	1800063	West Gary Lighthouse	4008	02389	West Gary Lighthouse	68.36		I
0255	1802850	East Allen County Schools	0303	00359	Prince Chapman Academy	95.2%		I (NEW)
2305	1803270	Elkhart Community Schools	1673	00439	Osolo Elementary School	105.8%		I (NEW)
0235	1803630	Fort Wayne Community Schools	0128	00548	Miami Middle School	97.9%		I (NEW)
7995	1803450	Evansville-Vanderburgh Sch Corp	8396	01639	The Learning Center	15.1%		I (NEW)
7205	1810290	South Bend Community Sch Corp	7559	01661	Dickinson Fine Arts Academy	88.8%		I (NEW)
7205	1810290	South Bend Community Sch Corp	7581	01666	Marshall Intermediate Center	102.2%		I (NEW)
7205	1810290	South Bend Community Sch Corp	7557	01667	Lafayette Traditional School	100.0%		I (NEW)

9565	1800049	Galileo Charter School	9018	02164	Galileo Charter School	86.9%		I (NEW)
2400	1807410	New Albany-Floyd Co Con Sch	1972	02181	The Children's Acad of New Albany	75.1%		I (NEW)
9635	1800055	KIPP Lead Middle School	4097	02246	KIPP Lead Middle School	87.6%		I (NEW)
7205	1810290	South Bend Community Sch Corp	7521	02296	Brown Intermediate Center	88.1%		I (NEW)
7995	1803450	Evansville- Vanderburgh Sch Corp	8277	02310	Christa McAuliffe Alt Mid Sch	44.5%		I (NEW)
9645	1800057	The Challenge Foundation Academy	5716	02314	The Challenge Foundation Academy	87.5%		I (NEW)
5385	1804770	Indianapolis Public Schools	5647	02398	Key Learning Community II	89.9%		I (NEW)
9590	1800053	Monument Lighthouse Charter Schl	5282	02407	Monument Lighthouse Charter Schl	92.8%		I (NEW)
9820	1800073	Imagine Schools on Broadway	0255	02431	Imagine Schools on Broadway	67.7%		I (NEW)
1170	1803660	Community Schools of Frankfort	1015	02432	Green Meadows Intermediate Elem	105.0%		I (NEW)
9815	1800076	Imagine Indiana Life Sci Aca-East	5673	02433	Imagine Indiana Life Sci Aca-East	62.3%		I (NEW)
9825	1800068	The Indianapolis Project School	5848	02435	The Indianapolis Project School	79.1%		I (NEW)
5385	1804770	Indianapolis Public Schools	5569	02442	Joyce Kilmer School 69	89.8%		I (NEW)
9685	1800071	Aspire Charter Academy	4043	02443	Aspire Charter Academy	69.7%		I (NEW)
5275	1800150	Anderson Community School Corp	4945	00029	Anderson High School	87.0%	52.6	II
7995	1803450	Evansville- Vanderburgh Sch Corp	8297	00329	Henry Reis Educ Cntr-Alt High Sch	8.6%	n/a	II
5740	1800630	Monroe County Com Sch Corp	6228	00521	Aurora Alternative School	59.8%	24.7	II
8030	1812090	Vigo County School Corp	8612	00926	McLean Education Center (Alt)	37.3%	30.8	II
1970	1807320	Muncie Community Schools	1524	01232	Youth Opportunity Center	53.4%	n/a	II
7205	1810290	South Bend Community Sch Corp	7534	01878	Bendix School	29.3%	8.6	II
4670	1802880	School City of East Chicago	3924	02272	East Chicago Central High Sch	76.8%	54.7	II
5360	1812360	M S D Warren Township	5387	02345	The Renaissance School	37.0%	n/a	II
6340	1801170	Cannelton City Schools	6733	00191	Cannelton Elem & High School	114.3%	59.9	II (NEW)
0255	1802850	East Allen County Schools	0279	00355	Paul Harding High School	62.2%	76.2	II (NEW)
0235	1803630	Fort Wayne Community Schools	0177	00568	Wayne High School	74.0%	74.4	II (NEW)
4690	1803870	Gary Community School Corp	4029	00637	Lew Wallace High School	33.3%	45.2	II (NEW)

4690	1803870	Gary Community School Corp	4033	00645	Theodore Roosevelt High Sch	35.0%	42.6	II (NEW)
4690	1803870	Gary Community School Corp	4163	00648	West Side High School	65.2%	63.6	II (NEW)
4710	1804320	School City of Hammond	4411	00735	George Rogers Clark Md/HS	85.6%	64.0	II (NEW)
4710	1804320	School City of Hammond	4415	00736	Hammond High School	61.4%	51.4	II (NEW)
5385	1804770	Indianapolis Public Schools	5465	00799	Arlington Community High School	48.3%	52.5	II (NEW)
5385	1804770	Indianapolis Public Schools	5469	00801	Arsenal Technical High School	69.4%	43.8	II (NEW)
5385	1804770	Indianapolis Public Schools	5477	00804	Broad Ripple Mgnt HS for Prfrm Arts	64.6%	59.5	II (NEW)
5385	1804770	Indianapolis Public Schools	5481	00825	Emmerich Manual High School	64.1%	42.9	II (NEW)
5385	1804770	Indianapolis Public Schools	5483	00878	Northwest High School	46.7%	45.1	II (NEW)
5385	1804770	Indianapolis Public Schools	5639	01445	Thomas Carr Howe Comm High School	62.4%	55.5	II (NEW)
9525	1800047	Decatur Discovery Academy	5186	02148	Decatur Discovery Academy	66.1%	40.0	II (NEW)
9640	1800056	Options Charter School Noblesville	2551	02313	Options Charter School Noblesville	64.1%	43.0	II (NEW)
8030	1812090	Vigo County School Corp	8611	02344	Booker T Washington Alt Sch	58.2%	64.2	II (NEW)
5385	1804770	Indianapolis Public Schools	5670	02402	New Horizons Alternative School	25.4%		II (NEW)
9670	1800064	Indianapolis Metropolitan High Sch	5664	02408	Indianapolis Metropolitan High Sch	49.2%	60.6	II (NEW)
0235	1803630	Fort Wayne Community Schools	0136	02197	Fairfield Elementary School	103.19		III
0235	1803630	Fort Wayne Community Schools	0137	00358	Merle J Abbett Elementary Sch	106.96		III
0235	1803630	Fort Wayne Community Schools	0141	00511	Adams Elementary School	101.01		III
0235	1803630	Fort Wayne Community Schools	0149	00517	Bloomington Elementary Sch	116.71		III
0235	1803630	Fort Wayne Community Schools	0213	00549	Nebraska Elementary School	117.50		III
0235	1803630	Fort Wayne Community Schools	0217	00551	Northcrest Elementary School	94.23		III
0235	1803630	Fort Wayne Community Schools	0249	00564	Levan R Scott Academy	120.43		III
0235	1803630	Fort Wayne Community Schools	0253	00563	South Wayne Elementary School	106.59		III
0235	1803630	Fort Wayne Community Schools	0257	00948	Study Elementary School	130.83		III
0255	1802850	East Allen County Schools	0305	00350	Meadowbrook Elementary School	107.53		III
0255	1802850	East Allen County Schools	0310	00356	Southwick Elementary School	107.53		III

0255	1802850	East Allen County Schools	0317	00547	Village Elementary School	100.16		III
0515	1800570	Blackford County Schools	0485	00107	Montpelier School	152.84		III
0670	1800960	Brown County School Corp	0581	00170	Helmsburg Elementary School	132.73		III
0755	1802700	Delphi Community School Corp	0641	00328	Delphi Community Elementary School	150.18		III
0875	1806030	Logansport Community Sch Corp	0709	01055	Fairview Elementary School	133.39		III
0875	1806030	Logansport Community Sch Corp	0713	01051	Columbia Elementary School	123.27		III
0940	1809370	West Clark Community Schools	0815	01539	William W Borden Elem Sch	142.76		III
1010	1803940	Greater Clark County Schools	0801	00673	Northaven Elementary School	115.36		III
1010	1803940	Greater Clark County Schools	0825	00667	Jonathan Jennings Elem Sch	141.00		III
1010	1803940	Greater Clark County Schools	0879	00675	Parkwood Elementary School	123.16		III
1125	1800840	Clay Community Schools	0942	00159	Forest Park Elementary School	145.18		III
1160	1802160	Clinton Prairie School Corp	0981	02245	Clinton Prairie Elem School	153.29		III
1170	1803660	Community Schools of Frankfort	1020	00602	Suncrest Elementary Sch	139.41		III
1405	1812450	Washington Com Schools	1103	02003	Lena Dunn Elementary School	131.19		III
1620	1805700	Lawrenceburg Com School Corp	1217	01035	Central Elementary School	149.64		III
1655	1802610	Decatur County Com Schools	1266	00308	North Decatur Elementary Sch	156.66		III
1805	1803060	DeKalb Co Eastern Com Sch Dist	1321	00404	Butler Elementary School	145.23		III
1835	1801590	DeKalb Co Ctl United Sch Dist	1341	00226	Waterloo Elementary School	115.76		III
1835	1801590	DeKalb Co Ctl United Sch Dist	1351	00222	James R Watson Elem School	154.96		III
1835	1801590	DeKalb Co Ctl United Sch Dist	1359	00847	Country Meadow Elem School	146.66		III
1970	1807320	Muncie Community Schools	1482	02153	South View Elementary School	128.88		III
1970	1807320	Muncie Community Schools	1485	01237	Longfellow Elementary School	99.38		III
1970	1807320	Muncie Community Schools	1509	01249	Sutton Elementary School	120.63		III
2110	1810870	Southwest Dubois Co Sch Corp	1590	01236	Huntingburg Elementary School	148.63		III
2155	1803480	Fairfield Community Schools	1649	00493	New Paris Elementary School	149.97		III
2260	1800420	Baugo Community Schools	1709	00088	Jimtown North Elementary Sch	143.26		III

2270	1802400	Concord Community Schools	1721	00270	Concord East Side Elem School	134.95		III
2270	1802400	Concord Community Schools	1725	00273	Concord South Side Elem School	133.88		III
2270	1802400	Concord Community Schools	1729	00274	Concord West Side Elem School	106.13		III
2275	1806600	Middlebury Community Schools	1656	01163	Jefferson Elementary School	139.52		III
2275	1806600	Middlebury Community Schools	1697	01166	York Elementary School	150.01		III
2275	1806600	Middlebury Community Schools	1732	01164	Middlebury Elementary School	149.99		III
2285	1812240	Wa-Nee Community Schools	1743	01954	Nappanee Elementary School	162.22		III
2305	1803270	Elkhart Community Schools	1765	00423	Beardsley Elementary School	103.69		III
2305	1803270	Elkhart Community Schools	1789	00437	Monger Elementary School	113.37		III
2305	1803270	Elkhart Community Schools	1801	00444	Roosevelt Elementary School	no ISTEP		III
2305	1803270	Elkhart Community Schools	1817	00447	Woodland Elementary School	105.09		III
2315	1803930	Goshen Community Schools	1829	00652	Chamberlain Elementary School	110.96		III
2315	1803930	Goshen Community Schools	1833	00653	Chandler Elementary School	118.45		III
2315	1803930	Goshen Community Schools	1849	00661	West Goshen Elementary School	107.61		III
2395	1803510	Fayette County School Corp	1917	00505	Maplewood Elementary School	128.81		III
2400	1807410	New Albany-Floyd Co Con Sch	1939	02154	Pine View Elementary School	125.40		III
2435	1800210	Attica Consolidated Sch Corp	2057	00049	Attica Elementary School	147.58		III
2455	1810620	Franklin County Com Sch Corp	2021	01743	Southeast Fountain Elementary	148.17		III
2475	1803700	Franklin County Com Sch Corp	2082	02221	Laurel School	145.81		III
2825	1806240	Madison-Grant United Sch Corp	2329	01098	Park Elementary School	149.26		III
2855	1806870	Mississinewa Community School Corp	2344	01193	Westview Elementary School	144.79		III
2855	1806870	Mississinewa Community School Corp	2346	01191	Northview Elementary School	146.33		III
2865	1806390	Marion Community Schools	2369	01107	Allen Elementary School	117.46		III
2865	1806390	Marion Community Schools	2409	01110	Frances Slocum Elem School	114.83		III
2960	1810110	M S D Shakamak Schools	2449	01622	Shakamak Elementary School	131.07		III

2980	1800008	White River Valley Sch Dist	2457	02304	Lyons Elementary School	153.59		III
3125	1804050	Greenfield-Central Com Schools	2597	00697	Harris Elementary School	145.89		III
3445	1807440	New Castle Community Sch Corp	2832	02156	Eastwood Elementary School	124.69		III
3445	1807440	New Castle Community Sch Corp	2847	02157	Parker Elementary School	145.04		III
3445	1807440	New Castle Community Sch Corp	2865	01292	Wilbur Wright Elementary School	138.78		III
3625	1804710	Huntington Co Com Sch Corp	3081	00788	Lincoln Elementary School	124.71		III
3695	1801050	Brownstown Cnt Com Sch Corp	3129	00182	Brownstown Elementary School	160.21		III
3815	1809420	Rensselaer Central School Corp	3205	01545	Van Rensselaer Elementary School	146.92		III
3815	1809420	Rensselaer Central School Corp	3213	01542	Monnett Elementary School	no ISTEP		III
3945	1804980	Jay School Corp	3287	00911	East Elementary School	160.45		III
3995	1806120	Madison Consolidated Schools	3333	01088	Emery O Muncie Elem School	151.51		III
4000	1810800	Southwestern-Jefferson Co Con	3341	01766	Southwestern Elementary Sch	137.06		III
4015	1805190	Jennings County Schools	3349	01417	Sand Creek Elementary Sch	140.80		III
4015	1805190	Jennings County Schools	3397	00924	North Vernon Elementary School	151.93		III
4145	1801890	Clark-Pleasant Com School Corp	3423	01028	Sawmill Woods Elementary School	no ISTEP		III
4145	1801890	Clark-Pleasant Com School Corp	3429	00243	Break-O-Day Elementary School	152.45		III
4215	1803240	Edinburgh Community Sch Corp	3452	00421	East Side Elementary School	135.90		III
4345	1805550	Wawasee Community School Corp	3625	01003	North Webster Elementary Sch	142.13		III
4345	1805550	Wawasee Community School Corp	3637	01005	Syracuse Elementary School	142.25		III
4455	1813230	Whitko Community School Corp	3642	02084	Pierceton Elementary School	140.22		III
4515	1809300	Prairie Heights Com Sch Corp	3686	01524	Prairie Heights Elem Sch	157.96		III
4535	1805520	Lakeland School Corporation	3731	00999	Parkside Elementary School	140.98		III
4600	1809690	Merrillville Community School	3821	01582	Henry P Fieler Elem Sch	137.17		III
4615	1805450	Lake Central School Corp	4349	02143	Homan Elementary School	163.89		III
4645	1811460	Tri-Creek School Corp	3848	02360	Three Creeks Elem School	156.23		III
4650	1805460	Lake Ridge Schools	3885	00993	Longfellow Elementary School	133.15		III

4670	1802880	School City of East Chicago	3933	00363	Benjamin Franklin Elem School	115.57		III
4670	1802880	School City of East Chicago	3937	00365	Carrie Gosch Elementary School	120.80		III
4670	1802880	School City of East Chicago	3941	00364	Benjamin Harrison Elementary Sch	126.16		III
4670	1802880	School City of East Chicago	3945	00362	Abraham Lincoln Elementary Sch	110.91		III
4670	1802880	School City of East Chicago	3953	00375	William McKinley Elementary Sch	132.24		III
4670	1802880	School City of East Chicago	3963	00370	Joseph L Block Jr High School	93.00		III
4670	1802880	School City of East Chicago	3967	00374	West Side Junior High School	107.84		III
4690	1803870	Gary Community School Corp	4061	00615	Beveridge Elementary School	118.37		III
4690	1803870	Gary Community School Corp	4081	00617	Dr Bernard C Watson Acad for Boys	90.57		III
4690	1803870	Gary Community School Corp	4104	00633	Jefferson Elementary School	103.12		III
4690	1803870	Gary Community School Corp	4155	02102	Glen Park Acad for Excel in Lrn	98.17		III
4690	1803870	Gary Community School Corp	4165	00619	Daniel Webster Elem Sch	136.98		III
4690	1803870	Gary Community School Corp	4169	02104	Daniel Hale Williams Elem Sch	130.60		III
4710	1804320	School City of Hammond	4425	00738	Henry W Eggers Elem/Md Sch	95.91		III
4710	1804320	School City of Hammond	4447	00733	Columbia Elementary School	100.07		III
4710	1804320	School City of Hammond	4455	00751	Washington Irving Elem Sch	108.50		III
4710	1804320	School City of Hammond	4461	00741	Lafayette Elementary School	86.25		III
4710	1804320	School City of Hammond	4463	00730	Abraham Lincoln Elem Sch	111.94		III
4710	1804320	School City of Hammond	4465	00744	Maywood Elementary School	107.62		III
4710	1804320	School City of Hammond	4479	00743	Lew Wallace Elementary School	93.44		III
4710	1804320	School City of Hammond	4484	02106	Frank O'Bannon Elementary School	111.91		III
4720	1804560	School Town of Highland	4285	00766	Judith Morton Johnston Elem	158.25		III
4925	1806570	Michigan City Area Schools	4825	01151	Knapp Elementary School	113.05		III
4925	1806570	Michigan City Area Schools	4829	01156	Niemann Elementary School	116.69		III
4925	1806570	Michigan City Area Schools	4833	01153	Marsh Elementary School	123.79		III
5075	1807860	North Lawrence Com Schools	4909	01341	Lincoln Elementary School	139.50		III

5075	1807860	North Lawrence Com Schools	4921	01348	Stalker Elementary School	134.06		III
5275	1800150	Anderson Community School Corp	5142	01847	Anderson Elementary School	89.85		III
5275	1800150	Anderson Community School Corp	5146	02110	Erskine Elementary School	118.95		III
5280	1803300	Elwood Community School Corp	5157	00448	Edgewood Elementary School	129.96		III
5280	1803300	Elwood Community School Corp	5161	00452	Oakland Elementary School	132.08		III
5300	1802640	M S D Decatur Township	5183	00314	Lynwood Elementary School	130.23		III
5300	1802640	M S D Decatur Township	5185	00315	Stephen Decatur Elem Sch	141.67		III
5310	1803750	Franklin Township Com Sch Corp	5202	02222	Arlington Elementary School	145.45		III
5310	1803750	Franklin Township Com Sch Corp	5209	00599	Wanamaker Elementary School	132.58		III
5330	1805670	M S D Lawrence Township	5289	01027	Harrison Hill Elem Sch	121.10		III
5340	1808820	M S D Perry Township	5325	01456	Clinton Young Elem Sch	124.86		III
5340	1808820	M S D Perry Township	5337	01455	Abraham Lincoln Elem Sch	126.58		III
5340	1808820	M S D Perry Township	5345	01460	Homecroft Elementary School	141.41		III
5350	1808910	M S D Pike Township	5352	02374	Deer Run Elementary	117.32		III
5350	1808910	M S D Pike Township	5354	02324	College Park Elem Sch	117.38		III
5350	1808910	M S D Pike Township	5357	01484	Central Elementary School	140.84		III
5350	1808910	M S D Pike Township	5363	01598	Snacks Crossing Elem Sch	134.89		III
5370	1812720	M S D Washington Township	5418	02016	Greenbriar Elementary School	138.44		III
5375	1812810	M S D Wayne Township	5241	02033	Garden City Elementary School	129.59		III
5375	1812810	M S D Wayne Township	5261	02036	Rhoades Elementary School	152.46		III
5375	1812810	M S D Wayne Township	5270	02040	Stout Field Elementary School	127.80		III
5380	1800450	Beech Grove City Schools	5461	00095	South Grove Intermediate School	153.94		III
5385	1804770	Indianapolis Public Schools	5473	00815	Crispus Attucks Medical Magnet	139.80		III
5385	1804770	Indianapolis Public Schools	5514	00897	Washington Irving School 14	134.06		III
5385	1804770	Indianapolis Public Schools	5515	00896	Thomas D Gregg School 15	116.59		III
5385	1804770	Indianapolis Public Schools	5527	00810	Charity Dye School 27	112.23		III
5385	1804770	Indianapolis Public Schools	5531	00866	James A Garfield Sch 31	129.49		III

5385	1804770	Indianapolis Public Schools	5534	00821	Eleanor Skillen School 34	129.47		III
5385	1804770	Indianapolis Public Schools	5542	00820	Elder W Diggs School 42	112.69		III
5385	1804770	Indianapolis Public Schools	5543	00854	James Whitcomb Riley Sch 43	111.66		III
5385	1804770	Indianapolis Public Schools	5544	00885	Riverside School 44	114.38		III
5385	1804770	Indianapolis Public Schools	5549	00904	William Penn School 49	128.76		III
5385	1804770	Indianapolis Public Schools	5551	02404	James Russell Lowell School 51	95.15		III
5385	1804770	Indianapolis Public Schools	5554	00805	Brookside School 54	118.78		III
5385	1804770	Indianapolis Public Schools	5560	00901	William A Bell School 60	124.80		III
5385	1804770	Indianapolis Public Schools	5567	00890	Stephen Collins Foster Sch 67	139.34		III
5385	1804770	Indianapolis Public Schools	5572	00823	Emma Donnan Middle School	93.69		III
5385	1804770	Indianapolis Public Schools	5583	00829	Floro Torrence School 83	100.24		III
5385	1804770	Indianapolis Public Schools	5601	00844	H L Harshman Middle School	98.44		III
5385	1804770	Indianapolis Public Schools	5603	00834	Francis Scott Key School 103	107.82		III
5385	1804770	Indianapolis Public Schools	5608	00900	Willard J Gambold Middle School	86.12		III
5385	1804770	Indianapolis Public Schools	5623	01427	Arlington Woods Elementary School	120.07		III
5385	1804770	Indianapolis Public Schools	5662	02393	Clarence Farrington School 61	105.94		III
5480	1800900	Bremen Public Schools	5943	00166	Bremen Elem/Middle School	149.26		III
5520	1810170	Shoals Community School Corp	5985	01635	Shoals Comm Jr-Sr High Sch	146.67	73.20	III
5740	1800630	Monroe County Com Sch Corp	6157	00128	Grandview Elementary School	139.11		III
5740	1800630	Monroe County Com Sch Corp	6162	02347	Highland Park Elem Sch	142.68		III
5740	1800630	Monroe County Com Sch Corp	6197	00127	Fairview Elementary School	100.56		III
6055	1801710	Central Noble Com School Corp	6454	00228	Albion Elementary School	139.23		III
6060	1802970	East Noble School Corp	6465	00393	Rome City Elem & Middle Sch	140.46		III
6060	1802970	East Noble School Corp	6477	00392	North Side Elementary School	146.27		III
6060	1802970	East Noble School Corp	6478	00888	South Side Elementary School	144.11		III
6065	1812900	West Noble School Corporation	6491	02055	Ligonier Elementary School	129.96		III

6065	1812900	West Noble School Corporation	6510	02231	West Noble Elementary School	117.65		III
6195	1810950	Spencer-Owen Community Schools	6601	01792	Patrickburg Elementary Sch	122.01		III
6195	1810950	Spencer-Owen Community Schools	6619	01511	McCormick's Creek Elem Sch	149.39		III
6260	1810900	Southwest Parke Com Sch Corp	6629	02288	Montezuma Elementary School	148.92		III
6550	1809150	Portage Township Schools	6857	01518	Wallace Aylesworth Elementary	170.17		III
6750	1802220	Cloverdale Community Schools	7082	00264	Cloverdale Elementary School	147.25		III
6825	1801770	Randolph Central School Corp	7145	00241	Willard Elem School	143.41		III
6900	1804800	Jac-Cen-Del Community Sch Corp	7203	02353	Jac-Cen-Del Elementary	146.93		III
6995	1809750	Rush County Schools	7287	01597	Rushville Elementary School	138.95		III
7175	1808760	Penn-Harris-Madison Sch Corp	7386	01141	Meadow's Edge Elementary Sch	141.02		III
7205	1810290	South Bend Community Sch Corp	7533	01644	Coquillard Primary Center	96.40		III
7205	1810290	South Bend Community Sch Corp	7545	01646	Harrison Primary Center	83.84		III
7205	1810290	South Bend Community Sch Corp	7561	01669	Lincoln Primary Center	91.98		III
7205	1810290	South Bend Community Sch Corp	7577	01672	Marquette Montessori Academy	96.18		III
7205	1810290	South Bend Community Sch Corp	7585	01659	Monroe Primary Center	105.39		III
7205	1810290	South Bend Community Sch Corp	7588	00069	Wilson Primary Center	111.91		III
7205	1810290	South Bend Community Sch Corp	7593	01674	Muessel Primary Center	101.52		III
7205	1810290	South Bend Community Sch Corp	7597	01679	Navarre Intermediate Center	87.85		III
7205	1810290	South Bend Community Sch Corp	7613	01678	Perley Fine Arts Academy	99.90		III
7215	1811910	Union-North United School Corp	7400	02242	LaVille Elementary School	160.48		III
7365	1810140	Shelbyville Central Schools	7729	01632	Thomas A Hendricks Elem Sch	153.02		III
7495	1808460	Oregon-Davis School Corp	7818	02209	Oregon-Davis Elementary Sch	145.74		III
7525	1805340	Knox Community School Corp	7845	00940	Knox Community Elementary School	140.85		III
7615	1811100	M S D Steuben County	7901	01800	Hendry Park Elementary School	134.98		III
7645	1808160	Northeast School Corp	7913	01398	Dugger Elementary School	119.20		III
7645	1808160	Northeast School Corp	7941	01401	Hymera Elementary School	118.11		III

7715	1810860	Southwest School Corp	7953	01770	Carlisle Elem and Junior High	135.29		III
7715	1810860	Southwest School Corp	7965	01771	Sullivan Elementary School	148.15		III
7855	1805400	Lafayette School Corporation	8104	00976	Thomas Miller Elementary Sch	107.02		III
7865	1811340	Tippecanoe School Corp	8005	01829	Mayflower Mill Elem Sch	152.73		III
7865	1811340	Tippecanoe School Corp	8017	01824	Dayton Elementary School	150.66		III
7865	1811340	Tippecanoe School Corp	8042	01827	Klondike Elementary School	154.39		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8251	00475	Lincoln Elementary School	90.32		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8261	00457	Caze Elementary School	96.90		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8265	00458	Cedar Hall Elementary School	110.92		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8285	00462	Delaware Elementary School	99.33		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8291	00464	Evans Middle School	103.06		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8293	00465	Fairlawn Elementary School	125.20		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8313	00469	Harwood Middle School	104.92		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8329	00476	Lodge Elementary School	124.16		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8339	00477	McGary Middle School	103.48		III
7995	1803450	Evansville-Vanderburgh Sch Corp	8353	00473	Howard Roosa Elementary Sch	90.51		III
8020	1810590	South Vermillion Com Sch Corp	8431	01736	Ernie Pyle Elementary School	122.61		III
8030	1812090	Vigo County School Corp	8473	01897	Chauncey Rose Middle Sch	93.83		III
8030	1812090	Vigo County School Corp	8509	01902	Deming Elementary School	109.87		III
8030	1812090	Vigo County School Corp	8510	02172	Adelaide De Vaney Elem Sch	155.88		III
8030	1812090	Vigo County School Corp	8533	01894	Benjamin Franklin Elem School	120.65		III
8030	1812090	Vigo County School Corp	8607	01919	Terre Town Elementary School	139.11		III
8060	1812150	Wabash City Schools	8706	01937	O J Neighbours Elem Sch	151.57		III
8305	1807380	Nettle Creek School Corp	8989	01260	Hagerstown Elementary School	148.26		III
8385	1809510	Richmond Community Schools	9014	01554	Crestdale Elementary School	116.74		III
8385	1809510	Richmond Community Schools	9017	01556	Fairview Elementary School	123.70		III
8435	1808220	Northern Wells Com Schools	9081	01411	Ossian Elementary	161.94		III

8565	1811580	Twin Lakes School Corp	9157	01861	Oaklawn Elementary School	140.61		III
8625	1810230	Smith-Green Community Schools	9197	01637	Churubusco Elementary School	142.14		III
9310	1800027	Charter School of the Dunes	1535	01815	Charter School of the Dunes	86.70		III
9360	1800015	Veritas Academy	1540	01786	Veritas Academy	110.64		III
9400	1800028	KIPP Indpls College Preparatory	5860	02136	KIPP Indpls College Preparatory	105.95		III
9575	1800051	Indpls Lighthouse Charter School	5523	02165	Indpls Lighthouse Charter School	84.49		III

Rates highlighted in yellow indicate the school has been identified as Tier I or Tier II School solely because it has had a graduation rate below 60 percent. In addition, Indiana has exercised the option to identify as Tier I, II, or Tier III school a school that was made newly eligible to receive SIG funds by the Consolidated Appropriations Act, 2010 and are indicated by the word (NEW),

## Appendix B: Worksheet #1: Analysis of Student and School Data

### ➤ Student Achievement - AYP

*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. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site <http://mustang.doe.state.in.us/AP/ayppress.cfm>

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

#### English/Language Arts

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

#### Mathematics


<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></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 Hispanic 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><b>What is at the “root” of findings? What is the underlying cause?</b></p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and the net and their parents speak Spanish to them at home all the time.”</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>

➤ **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.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school		
2. Dropout rate*		
3. Student attendance rate*		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes		
5. Discipline incidents*		
6. Truants*		
7. Distribution of teachers by performance level on LEA's teacher evaluation system		
8. Teacher attendance rate		

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

<p><b>What are key findings or summaries from the student leading indicator data?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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>

## Worksheet #2: Self-Assessment of Practices of High-Poverty, 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.

<b>The Principal and Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>The Principal and Leadership</b>
<ol style="list-style-type: none"> <li>1. Spends most of the time managing the school.</li> <li>2. Is rarely in the classrooms.</li> <li>3. Is not knowledgeable about English/ language arts or mathematics instruction.</li> <li>4. Serves as lone leader of the school</li> <li>5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</li> </ol>					<ol style="list-style-type: none"> <li>1. Is highly knowledgeable of E/LA and mathematics instruction.</li> <li>2. Conducts frequent walk-throughs.</li> <li>3. Know E/LA and mathematics instruction well and is able to assist teachers.</li> <li>4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.</li> <li>5. Is not bound by seniority rules in hiring and placement of teachers.</li> </ol>
<b>Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Instruction</b>
<ol style="list-style-type: none"> <li>1. Is primarily lecture-style and teacher-centered.</li> <li>2. Places the same cognitive demands on all learners (no differentiation).</li> <li>3. Is primarily textbook-oriented.</li> <li>4. Does not include technology.</li> <li>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</li> <li>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</li> <li>7. Instruction is not increased to allow for more student learning time.</li> </ol>					<ol style="list-style-type: none"> <li>1. Includes a variety of methods that are student-centered.</li> <li>2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).</li> <li>3. Uses multiple sources beyond textbooks.</li> <li>4. Includes frequent use of technology.</li> <li>5. Works in teams, discussing student learning and instructional ideas.</li> <li>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</li> <li>7. Schedules and strategies provide for increased student learning time.</li> </ol>

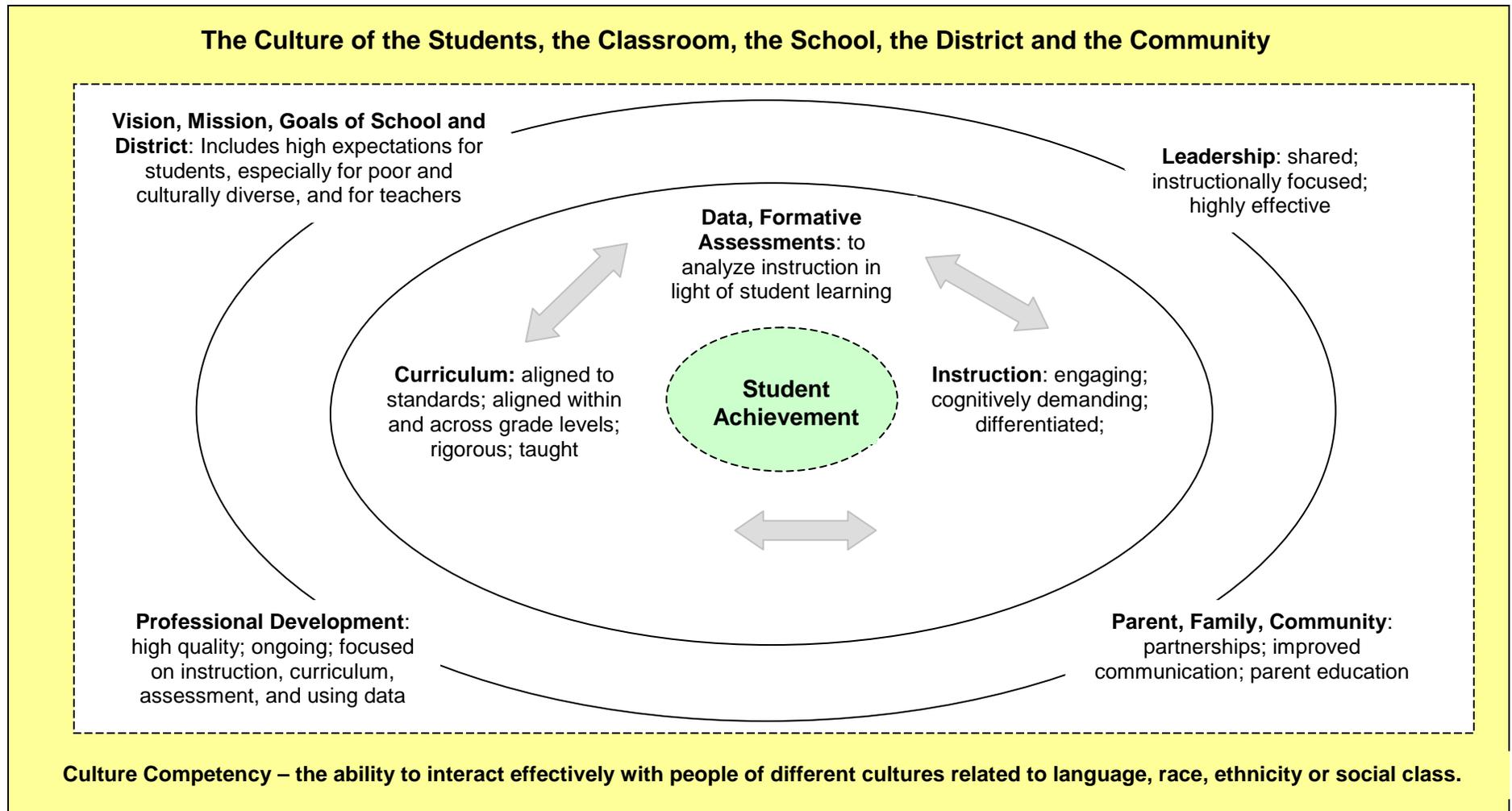
<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
<ol style="list-style-type: none"> <li>1. Leadership does not observe or evaluate teachers for use of the curriculum.</li> <li>2. Is considered to be the textbook or the state standards.</li> <li>3. Is not aligned within or across grade levels.</li> <li>4. Is not rigorous or cognitively demanding.</li> <li>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.</li> <li>6. Is not differentiated for struggling students.</li> </ol>					<ol style="list-style-type: none"> <li>1. Is observed by school leadership that it is being taught.</li> <li>2. Is developed by the district/teachers based on unpacking the state standards.</li> <li>3. Is aligned within and across grade levels.</li> <li>4. Is rigorous and cognitively demanding.</li> <li>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</li> <li>6. Is differentiated for struggling students.</li> </ol>
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
<ol style="list-style-type: none"> <li>1. Are not regularly used by teachers.</li> <li>2. Are not routinely disaggregated by teachers.</li> <li>3. Are not used to determine appropriate instructional strategies.</li> </ol>					<ol style="list-style-type: none"> <li>1. Are used to implement an aligned instructional program.</li> <li>2. Are used to provide differentiated instruction.</li> <li>3. Are discussed regularly in teacher groups to discuss student work.</li> </ol>
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
<ol style="list-style-type: none"> <li>1. Is individually selected by each teacher; includes conferences and conventions.</li> <li>2. Is not related to curriculum, instruction, or assessment.</li> <li>3. Is short, i.e., one-shot sessions.</li> <li>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</li> </ol>					<ol style="list-style-type: none"> <li>1. Is of high quality and job-embedded.</li> <li>2. Is aligned to the curriculum and instructional program.</li> <li>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</li> <li>4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</li> </ol>
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
<ol style="list-style-type: none"> <li>1. Does not provide extended supports.</li> <li>2. Does not ensure a safe school and community environment for children.</li> </ol>					<ol style="list-style-type: none"> <li>1. Provides social and emotional supports from school and community organizations.</li> <li>2. Creates a safe learning environment within the school and within the community.</li> <li>3. Includes use of advisory periods to build student-adult relationships.</li> </ol>

Cultural Competency	1	2	3	4	Cultural Competency
<ol style="list-style-type: none"> <li>1. Holds the belief that all students learn the same way, instructing all students in similarly.</li> <li>2. Uses the textbook to determine the focus of study.</li> <li>3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.</li> <li>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.</li> <li>5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</li> </ol>					<ol style="list-style-type: none"> <li>1. Holds the belief that students learn differently and provides for by using various instructional practices.</li> <li>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</li> <li>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</li> <li>4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</li> <li>5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.</li> </ol>

<p><b>What are the key findings from the self-assessment of high-performing schools?</b></p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students.”</p>	<p><b>What is at the “root” of findings? What is the underlying cause?</b></p> <p><i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives will take longer to prepare lessons.”</p>

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

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



## Appendix D: Elements of Intervention/Improvement Models

<b>Turnaround Model</b>
<i><b>Required Elements</b></i>
Adopt a new governance structure which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

<b>Transformation Model</b>
<i><b>Required Elements</b></i>
<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> <li>1. Replace the principal who led the school prior to implementing the model.</li> <li>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.</li> <li>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.</li> <li>4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.</li> <li>5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.</li> </ol>
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> <li>1. Establish schedules and implement strategies that provide increased learning time.</li> <li>2. Provide ongoing mechanisms for family and community engagement.</li> </ol>
<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> <li>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.</li> <li>2. Promote the continuous use of student data to inform and differentiate instruction.</li> </ol>
<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> <li>1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).</li> <li>2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.</li> </ol>

<b>Turnaround Model</b>	<b>Transformation Model</b>
<i>Permissible Elements</i>	<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy).	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> <li>1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.</li> <li>2. Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>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.</li> <li>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.</li> </ol>
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.	<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> <li>1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</li> <li>2. Implement a schoolwide “response-to-intervention” model</li> <li>3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students</li> <li>4. Using technology-based supports</li> <li>5. In secondary schools – <ol style="list-style-type: none"> <li>a. increase rigor</li> <li>b. summer transition programs; freshman academies</li> <li>c. increasing graduation rates establishing early warning systems</li> </ol> </li> </ol>
	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> <li>1. Partner with parents, faith and community- based organizations, health clinics, State or local agencies to create safe environments</li> <li>2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships</li> <li>3. Implement approaches to improve school climate and discipline</li> <li>4. Expand the school program to offer full-day kindergarten or pre-kindergarten</li> </ol>
	<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> <li>1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA</li> <li>2. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ol>

<b>Restart Model</b>
<b><i>Required Elements</i></b>
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.
<b><i>Permissible Elements</i></b>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

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

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

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards to provide supplemental services to students who are risk	Turnaround Transformation Restart	<b>Title I, Part A</b> - 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	<b>1003(a) School Improvement Grant</b>
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	<b>Title II, Part A</b>
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	<b>Title III, Part A - LEP</b>
<i>State Resources</i>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk for not learning to read.	Turnaround Transformation Restart	<b>Early Intervention Grants</b>
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	<b>High Ability Grants</b>

## Appendix F: LEA Application of General Information

### School Improvement Grant (1003g)

#### LEA Application: General Information

Corporation Name:	Corporation Number:
Contact for the School Improvement Grant:	
Position and Office:	Contact's Mailing Address:
Telephone:	Fax:
Email Address:	
Superintendent (Printed name)	Telephone:
Signature of Superintendent  X _____	Date:

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

## 1. Schools to be Served by LEA

*Instructions:*

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

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

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1.								
2.								
3.								
4.								
5.								
6.								

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

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

## 3. Consultation with Stakeholders

*Instructions:*

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

**School Name:** \_\_\_\_\_ **School Number:** \_\_\_\_\_

Stakeholder Group	Mode of Communication	Date

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Stakeholder Group	Mode of Communication	Date

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Stakeholder Group	Mode of Communication	Date

School Name: \_\_\_\_\_ School Number: \_\_\_\_\_

Stakeholder Group	Mode of Communication	Date

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

## D. Collaboration with Teachers' Unions

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

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

## E. Assurances

\_\_\_\_\_ assures that it will  
Corporation/Charter School Name

- \_\_\_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
- \_\_\_ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.
- \_\_\_ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- \_\_\_ 4. Report to the SEA the school-level data required under section III of the final requirements.

## F. Waivers

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

- Extending the period of availability of school improvement funds.

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

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

## Appendix G: LEA Application for Each Tier I and Tier II School

### School Improvement Grant (1003g)

#### LEA School Application: Tier I and Tier II

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

School Corporation \_\_\_\_\_ Number \_\_\_\_\_

School Name \_\_\_\_\_

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

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

### A. LEA Analysis of School Needs

➤ **Instructions:**

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

## Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

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

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

### English/Language Arts

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

### Mathematics


<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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>

## Student Leading Indicators

➤ **Instructions:**

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

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school		
2. Dropout rate*		
3. Student attendance rate*		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes		
5. Discipline incidents*		
6. Truants*		
7. Distribution of teachers by performance level on LEA’s teacher evaluation system		
8. Teacher attendance rate		

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

<p><b>What are key findings or summaries from the student leading indicator data?</b></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><b>What is at the “root” of the findings? What is the underlying cause?</b></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>

## 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.

<b>The Principal and Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>The Principal and Leadership</b>
<ol style="list-style-type: none"> <li>1. Spends most of the time managing the school.</li> <li>2. Is rarely in the classrooms.</li> <li>3. Is not knowledgeable about English/ language arts or mathematics instruction.</li> <li>4. Serves as lone leader of the school</li> <li>5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</li> </ol>					<ol style="list-style-type: none"> <li>1. Spends great deal of time in classrooms.</li> <li>2. Conducts frequent walk-throughs.</li> <li>3. Knows E/LA and mathematics instruction well and is able to assist teachers.</li> <li>4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.</li> <li>5. Is not bound by seniority rules in hiring and placement of teachers.</li> </ol>
<b>Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Instruction</b>
<ol style="list-style-type: none"> <li>1. Is primarily lecture-style and teacher-centered.</li> <li>2. Places the same cognitive demands on all learners (no differentiation).</li> <li>3. Is primarily textbook-oriented.</li> <li>4. Does not include technology.</li> <li>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</li> <li>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</li> <li>7. Instruction is not increased to allow for more student learning time.</li> </ol>					<ol style="list-style-type: none"> <li>1. Includes a variety of methods that are student-centered.</li> <li>2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).</li> <li>3. Uses multiple sources beyond textbooks.</li> <li>4. Includes frequent use of technology.</li> <li>5. Works in teams, discussing student learning and instructional ideas.</li> <li>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</li> <li>7. Schedules and strategies provide for increased student learning time.</li> </ol>

<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
<ol style="list-style-type: none"> <li>Leadership does not observe or evaluate teachers for use of the curriculum.</li> <li>Is considered to be the textbook or the state standards.</li> <li>Is not aligned within or across grade levels.</li> <li>Is not rigorous or cognitively demanding.</li> <li>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.</li> <li>Is not differentiated for struggling students.</li> </ol>					<ol style="list-style-type: none"> <li>Is observed by school leadership that it is being taught.</li> <li>Is developed by the district/teachers based on unpacking the state standards.</li> <li>Is aligned within and across grade levels.</li> <li>Is rigorous and cognitively demanding.</li> <li>Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</li> <li>Is differentiated for struggling students.</li> </ol>
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
<ol style="list-style-type: none"> <li>Are not regularly used by teachers.</li> <li>Are not routinely disaggregated by teachers.</li> <li>Are not used to determine appropriate instructional strategies.</li> </ol>					<ol style="list-style-type: none"> <li>Are used to implement an aligned instructional program.</li> <li>Are used to provide differentiated instruction.</li> <li>Are discussed regularly in teacher groups to discuss student work</li> </ol>
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
<ol style="list-style-type: none"> <li>Is individually selected by each teacher; includes conferences and conventions.</li> <li>Is not related to curriculum, instruction, or assessment.</li> <li>Is short, i.e., one-shot sessions.</li> <li>Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</li> </ol>					<ol style="list-style-type: none"> <li>Is of high quality and job-embedded.</li> <li>Is aligned to the curriculum and instructional program.</li> <li>Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</li> <li>Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</li> </ol>
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
<ol style="list-style-type: none"> <li>Does not provide extended supports.</li> <li>Does not ensure a safe school and community environment for children.</li> </ol>					<ol style="list-style-type: none"> <li>Provides social and emotional supports from school and community organizations.</li> <li>Creates a safe learning environment within the school and within the community.</li> <li>Includes use of advisory periods to build student-adult relationships.</li> </ol>

Cultural Competency	1	2	3	4	Cultural Competency
<ol style="list-style-type: none"> <li>1. Holds the belief that all students learn the same way.</li> <li>2. Uses the textbook to determine the focus of study.</li> <li>3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.</li> <li>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.</li> <li>5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</li> </ol>					<ol style="list-style-type: none"> <li>1. Holds the belief that students learn differently and provides for by using various instructional practices.</li> <li>2. Combines what learners need to know from the standards and curriculum with the needs in their lives.</li> <li>3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</li> <li>4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</li> <li>5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.</li> </ol>

<p><b>What are the key findings from the self-assessment of high-performing schools?</b></p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p> <p><i>Appropriate example</i> ” We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>

## B. Selection of School Improvement Model

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

<b>Turnaround Model</b>	<b>Transformation Model</b>
<b><i>Required Elements</i></b>	<b><i>Required Elements</i></b>
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"> <li>1. Replace the principal who led the school prior to implementing the model.</li> <li>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</li> <li>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.</li> <li>4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff.</li> <li>5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.</li> </ol>
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	
Promote the use of student data to inform and differentiate instruction.	
Establish schedules and implement strategies that provide increased learning time.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> <li>1. Establish schedules and implement strategies that provide increased learning time.</li> <li>2. Provide ongoing mechanisms for family and community engagement.</li> </ol>
Provide appropriate social-emotional and community-oriented services and supports for students.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> <li>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.</li> <li>2. Promote the continuous use of student data to inform and differentiate instruction.</li> </ol>
	<u>Provide Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> <li>1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting).</li> <li>2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.</li> </ol>

<b>Turnaround Model</b>
<b><i>Permissible Elements</i></b>
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.

<b>Transformation Model</b>
<b><i>Permissible Elements</i></b>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> <li>1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model.</li> <li>2. Institute a system for measuring changes in instructional practices resulting from professional development.</li> <li>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.</li> <li>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.</li> </ol>
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> <li>1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.</li> <li>2. Implement a schoolwide “response-to-intervention” model.</li> <li>3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students.</li> <li>4. Using technology-based supports.</li> <li>5. In secondary schools – <ol style="list-style-type: none"> <li>a) increase rigor</li> <li>b) summer transition programs; freshman academies</li> <li>c) increasing graduation rates establishing early warning systems</li> </ol> </li> </ol>
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> <li>1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments.</li> <li>2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships.</li> <li>3. Implement approaches to improve school climate and discipline.</li> <li>4. Expand the school program to offer full-day kindergarten or pre-kindergarten.</li> </ol>
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> <li>1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA.</li> <li>2. Implement a per-pupil school-based budget formula that is weighted based on student needs.</li> </ol>

<b>Restart Model</b>
<b><i>Required Elements</i></b>
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.
<b><i>Permissible Elements</i></b>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

<b>School Closure Model</b>
<b><i>Required Elements</i></b>
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* \_\_\_\_\_

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

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

### C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “capacity” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available should IDOE request proof of the district’s capacity (e.g., resumes of all teachers to show their previous work with the improvement models). (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>			
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>			
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. <i>All models</i>			
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>			
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. <i>All models</i>			
6. A clear alignment exists between the goals and interventions model and the funding request (budget). <i>All models</i>			

Capacity	Yes	No	District Evidence
<p>7. Principals and staff have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>			
<p>8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress.</p> <p><i>All models</i></p>			
<p>9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>			
<p>10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>			
<p>11. The teacher’s union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p>			

Capacity	Yes	No	District Evidence
<p>12. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>			
<p>13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</p> <p><i>All models</i></p>			
<p>14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p>			
<p>15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities</p> <p><i>All models</i></p>			
<p>16. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>			

**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 2010-11*.
- 3) In the second column, provide a short description of how the commitment was completed or the district’s plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

<b>Indicators of LEA Commitment</b>	<b>Description of how this commitment was or will be completed</b>
<i>1. Design and implement school intervention model consistent with federal application requirements.</i>	No response needed here; will be asked for this information at the end of the description of the model selected.
<i>2. The LEA has or will recruit, screen, selects and support appropriate external providers.</i>	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. <i>Align other resources with the school improvement model.</i></b> (For examples of resources and how they might align, see Attachment C).</p>	
<ul style="list-style-type: none"> <li>○ For <i>each</i> resource identified, <i>specific ways</i> to align it to the intervention model has been provided.</li> </ul>	
<ul style="list-style-type: none"> <li>○ <i>Multiple</i> financial and non-financial resources have been identified and describe how they would align to the model.</li> </ul>	

Indicators of LEA Commitment	Description of how this action was or will be completed
<b><i>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</i></b>	
a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).	
b) Staff evaluation process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.	
c) Clear dismissal pathway for ineffective teachers and principals.	
d) <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	
e) <i>Appropriate</i> amount of instructional time added (if required by the model).	

Indicators of LEA Commitment	Description of how this action was or will be completed
<b>5. Sustain the model after the funding period ends.</b>	
a) <i>Continuous</i> measurement of effectiveness of model's implementation provided.	
b) Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.	
c) Provides <i>detailed</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.	

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

**Turnaround Model**

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

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

If implementing the turnaround model, complete the table below.

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

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

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. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

## Transformation Model

(Guidance Document, Section E, pages 22-27)

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

If implementing the transformation model, complete the table below.

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

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

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

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

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

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

## Restart Model

(Guidance Document, Section C, pages 19-20)

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. <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 2010-2011 school year.</i>		

## School Closure

(Guidance Document, Section D, pages 21-22)

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</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

## 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 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics

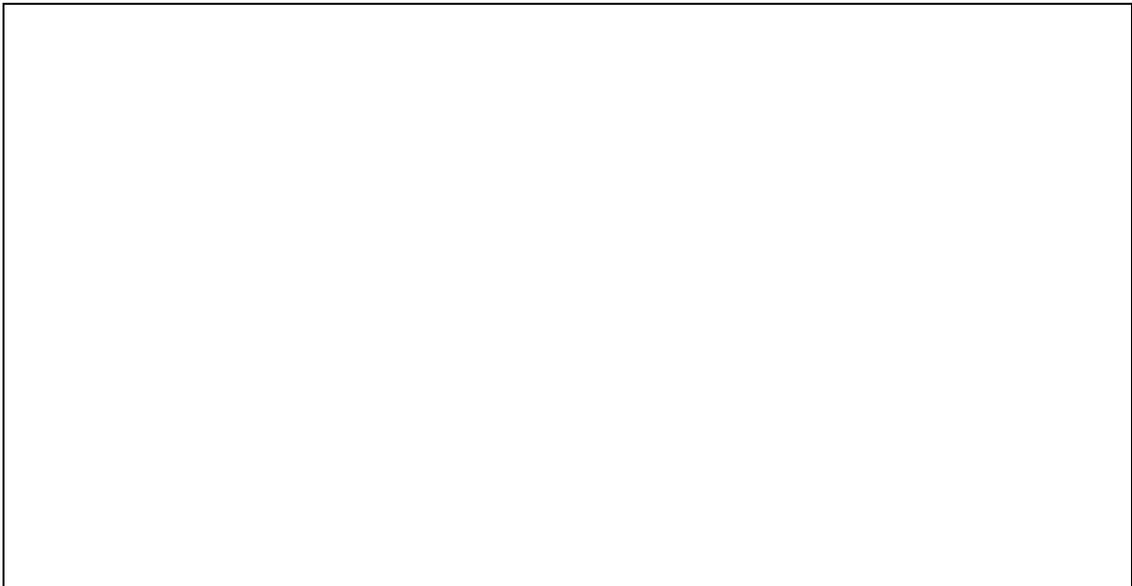
## Section II: Budget

### *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 2010-2011, 2011-2012, 2012-2013.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.***

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

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



**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>			

Capacity	Yes	No	IDOE Comments
<p>7. The LEA and school have the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p>			
<p>8. The district has received the support of the staff to implement the intervention model.</p> <p><i>All models</i></p>			
<p>9. The district has received the support of parents to implement the intervention model.</p> <p><i>All models</i></p>			
<p>10. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>			
<p>11. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p>			
<p>12. The teacher's union has expressed commitment to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p>			

Capacity	Yes	No	IDOE Comments
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p>			
<p>14. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year.</p> <p><i>All models</i></p>			
<p>15. 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>			
<p>16. 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>			
<p>17. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p>			
<p>18. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p>			

## Attachment B: LEA Commitments Scoring Rubric

<b>1. Design and implement interventions consistent with the final requirements.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>None</i> of the elements of the selected intervention model are described.</li> <li>○ The descriptions of how the elements will be or have been implemented are <i>not included</i>.</li> <li>○ The timeline demonstrates that <i>none</i> of the model's elements are or will be implemented during the 2010-2011 school year.</li> <li>○ LEA staff has <i>no</i> expertise or successful experience in researching, designing or implementing the selected intervention model or other reform models.</li> <li>○ <i>No or little</i> engagement has occurred with the school community.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Some</i> of the elements of the selected intervention model are described.</li> <li>○ The descriptions of how <i>some</i> elements will be or have been implemented are <i>not</i> detailed and/or steps or processes are <i>missing</i>.</li> <li>○ The timeline demonstrates that <i>some</i> of the model's elements are or will be implemented during the 2010-2011 school year.</li> <li>○ LEA staff has <i>some</i> expertise and successful experience in researching, designing, and implementing the selected model or other school reform models.</li> <li>○ <i>Some</i> of the school community has been engaged in the progress and in providing input.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>All</i> the elements of the selected intervention model are included.</li> <li>○ The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.</li> <li>○ The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.</li> <li>○ LEA staff has <i>high</i> levels of expertise and successful experience in researching, and implementing the selected intervention model.</li> <li>○ The school community has been purposefully engaged <i>multiple</i> times to inform them of progress and seek their input.</li> </ul>

\*A proficient score is needed for approval.

<b>2. The LEA has or will recruit, screen, select and support appropriate external providers.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>No plan</i> exists to identify external providers.</li> <li>○ Available providers have <i>not been investigated</i> as to their track record.</li> </ul>	<ul style="list-style-type: none"> <li>○ A <i>plan</i> exists to identify external providers willing to serve in the LEA's part of the state.</li> <li>○ Available providers have been <i>investigated</i> to their past work with schools and districts in improvement.</li> </ul>	<ul style="list-style-type: none"> <li>○ A <i>timely plan</i> exists to identify external providers willing to serve in the LEA's part of the state.</li> <li>○ Available providers have been <i>thoroughly investigated</i> as to their past work with schools and districts in improvement.</li> </ul>

<ul style="list-style-type: none"> <li>○ Parents and the community have <i>not been involved</i> in the selection process.</li> <li>○ The provider <i>does not have</i> a track record of success.</li> <li>○ The roles and responsibilities of the LEA and the provider <i>are not defined</i> in the contract.</li> <li>○ The LEA <i>does not indicate</i> that it will hold the provider accountable to high performance standards.</li> <li>○ The capacity of the external provider to serve the school is <i>not described</i> or the capacity is <i>poor</i>.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parents and the community are <i>involved</i> in the selection process.</li> <li>○ The provider selected <i>generally</i> has a track record of success.</li> <li>○ The roles and responsibilities of the LEA and the provider have been <i>broadly defined</i> in the contract.</li> <li>○ The LEA <i>indicates</i> that it will hold the provider accountable to performance standards.</li> <li>○ The capacity of the external provider to serve the school is <i>briefly described</i>.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parents and the community are <i>meaningful involved</i> from the beginning of the provider selection process.</li> <li>○ The provider selected has a proven track record of success in <i>similar schools and/or student populations</i>.</li> <li>○ The roles and responsibilities of the LEA and the provider have been <i>clearly defined</i> in the contract.</li> <li>○ The LEA and provider have <i>clear delineation</i> of roles and responsibilities in the contract.</li> <li>○ The LEA describes how it will hold the provider accountable to <i>high</i> performance standards.</li> <li>○ The capacity of the external provider to serve the school is <i>clearly described</i>.</li> </ul>
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\*A proficient score is rating is needed for approval.

<b>3. The LEA has or will align other resources with the interventions.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>Inappropriate or a few</i> financial and non-financial resources have been identified.</li> <li>○ Ways in which to align the interventions with resources have <i>not been provided</i> or <i>do not correspond</i> to the selected intervention model.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Limited</i> financial and non-financial resources have been identified.</li> <li>○ For <i>some</i> of the resources identified, <i>general ways</i> to align to the intervention model have been provided.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Multiple</i> financial and non-financial resources have been identified.</li> <li>○ For <i>each</i> resource identified, <i>specific ways</i> to align to the intervention model has been provided.</li> </ul>

\*A proficient score is needed for approval.

<b>4. The LEA has or will modify its practices and policies to enable it and the school the full and effective implementation of the intervention.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements</li> <li>○ Evaluation <i>does not</i> differentiate performance across categories.</li> <li>○ The principal and teacher evaluation process includes <i>one or no</i> observations, based on school/student performance.</li> <li>○ Dismissal policy is <i>never</i> utilized for ineffective teachers and principals.</li> <li>○ <i>Very little or no flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</li> <li>○ <i>Very limited or no</i> additional instructional time added.</li> </ul>	<ul style="list-style-type: none"> <li>○ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements</li> <li>○ Evaluation indicates <i>some</i> differentiation of performance across categories (i.e., effective, ineffective).</li> <li>○ The principal and teacher evaluation processes includes <i>a few</i> observations and is <i>less than 51%</i> based on school and/or student performance.</li> <li>○ Dismissal policy is <i>rarely</i> utilized or implemented for ineffective teachers and principals.</li> <li>○ <i>Limited flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the model.</li> <li>○ <i>Some</i> instructional time added (if required by the model).</li> </ul>	<ul style="list-style-type: none"> <li>➤ <u>Sources of Evidence</u>, e.g., district policy statements, board minutes, contractual agreements</li> <li>○ Evaluation differentiates performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).</li> <li>○ Teacher and principal evaluations process includes <i>at least annual</i> observations for teachers and leaders and is <i>at least 51%</i> based on school and/or student performance.</li> <li>○ Clear dismissal pathway for ineffective teachers and principals.</li> <li>○ <i>Flexibility</i> has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.</li> <li>○ <i>Appropriate</i> amount of instructional time added (if required by the model).</li> </ul>

<b>(5) The LEA will provide evidence for sustaining the reform after the funding period ends.</b>		
<b>Not Adequately Demonstrated</b>	<b>Basic - Requires Revision 1-10 points</b>	<b>Proficient* 11-20 points</b>
<ul style="list-style-type: none"> <li>○ <i>No</i> measurement of effectiveness of model's implementation provided.</li> <li>○ Based on measurement, <i>never or rarely</i> adapts implementation</li> <li>○ Provides <i>no or limited</i> description of potential availability of funding, staff, and other resources to continue the intervention after funding ends.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Some</i> measurement of effectiveness of model's implementation provided.</li> <li>○ Based on measurement, <i>occasionally</i> adapts implementation to increase fidelity.</li> <li>○ Provides <i>limited</i> description of availability of funding, staff, and other resources to continue the intervention after funding ends.</li> </ul>	<ul style="list-style-type: none"> <li>○ <i>Continuous</i> measurement of effectiveness of model's implementation provided.</li> <li>○ Based on measurement, <i>routinely</i> adapts implementation to increase fidelity.</li> <li>○ Provides <i>detailed</i> description of the availability of funding, staff, and other resources to continue the intervention after funding ends.</li> </ul>

\*A proficient score is needed for approval.

# Attachment C: Budget

## School Year 2010-2011

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

Corporation Name: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
	0.00	<b>TOTAL SALARIES</b>				\$ -
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				\$ -
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		<b>TOTAL CONTRACTED SERVICES</b>				\$ -

<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		\$ -
<b>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."</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		\$0.00
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			\$ -

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

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

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

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

## 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: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
	0.00	<b>TOTAL SALARIES</b>				\$ -
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				\$ -
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		<b>TOTAL CONTRACTED SERVICES</b>				\$ -

<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		\$ -
<b>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."</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		<b>\$0.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$ -</b>

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

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

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

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

## School Year 2012-2-13

*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: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
	0.00	<b>TOTAL SALARIES</b>				\$ -
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				\$ -
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		<b>TOTAL CONTRACTED SERVICES</b>				\$ -
<b>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.)</b>						
		<b>TOTAL SUPPLIES</b>				\$ -

**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."

	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		<b>\$0.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$ -</b>

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

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

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

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

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

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

## Appendix H: LEA Application for Each Tier III School

### School Improvement Grant (1003g)

#### LEA Application for each Tier III School

**A. School to be Served:** \_\_\_\_\_ Number: \_\_\_\_\_

School Corporation: \_\_\_\_\_ Number: \_\_\_\_\_

#### *Instructions:*

1. The LEA must complete a new application for *each* Tier III school applying for a school improvement grant.
2. Before deciding which school improvement model for the school and which strategies to implement, use the Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-performing Schools” (Attachment A).
3. Indicate whether a school improvement model will be implemented in this school.
  - Yes, this school will implement this improvement model.
    - Turnaround
    - Transformation
    - Restart
    - Closure
  - No, this school will *NOT* implement an improvement model.
4. Complete the following as noted.
  - If this school is implementing an improvement model, the LEA must complete and submit:
    - a. Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-performing Schools” including findings and root cause analysis
    - b. Tier I and Tier II application
  - If this school is not implementing an improvement model, the LEA must complete and submit:
    - a. Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices
    - b. This Tier III application

## **B. Descriptive Information**

### **1. LEA Analysis of School Needs**

- a) Provide a summary of the **findings** and most critical needs of the school from using Worksheet #1 “Analysis of Student and School Data” and Worksheet #2 “Self-Assessment of Practices of High-Poverty, High-Performing Schools (Attachment A).  
Bullet points rather than full sentences are acceptable.

- b) Explain how the findings listed above informed the LEA’s decision regarding the changes and strategies to be implemented.

## 2. Annual Goals for Tier III Schools for Accountability

*Instructions:*

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

➤ *Note: Goals must be measurable and aggressive, yet attainable.*

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2010-2011	SY 2011-2012	SY 2012-2013
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics

## C. Budget

*Instructions:*

- 4) Complete the budget pages provided in the attached Excel file for the three years. Choose each “tab” for years 2010-2011, 2011-2012, 2012-2013.
- 5) 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.
- 6) **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.

## D. Assurances

\_\_\_\_\_ assures that it will  
Corporation/Charter School Name

- \_\_\_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each 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 English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each school that it serves with school improvement funds.
- \_\_\_ 3. If it implements a restart model in a school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.
- \_\_\_ 4. Report to the SEA the school-level data required under section III of the final requirements.

## E. 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.

## Attachment A

### Worksheet #1: Analysis of Student and School Data

Corporation Name \_\_\_\_\_ Number \_\_\_\_\_

School Name \_\_\_\_\_ Number \_\_\_\_\_

#### *Purpose:*

According to the School Improvement Grants Application, the LEA is to analyze the needs of each school identified in the LEA's application and select an intervention for each school (see <http://www2.ed.gov/programs/sif/applicant.html>).

In order to assist the local educational agency (LEA) in the analysis of the school's needs, this needs assessment tool was developed by the Indiana Department of Education. The LEA must use this tool and submit it with its application.

#### *Instructions:*

- 1) The LEA is to complete the needs assessments and the selection of a model for each school that it proposes to receive School Improvement Grant (1003g) funds.
- 2) The assessment includes three sections: (1) student achievement - AYP, (b) student leading indicators, and (c) practices of effective schools.
- 3) For each section, the LEA is to develop several key findings or summaries from the data sources (an example is provided for each data source).
- 4) Finally, the LEA uses the data findings to select the most appropriate improvement model for the school.

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## I. Data

### A. Student Achievement - AYP

#### *Instructions:*

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

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

**English/Language Arts**

<i>Example:</i> LEP	100%	23	High - refugees recently arrived from Iran	High - no prior formal schooling; from non-Western culture

**Mathematics**


**What are several key findings or summaries from the student achievement data?**

*Example:* "In this school, students in 4th grade generally did not pass ISTEP+ in the E/LA strand of 'vocabulary.'"



## Worksheet #2: Self-Assessment of Practices of 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 or summaries.

<b>The Principal and Leadership</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>The Principal and Leadership</b>
<ul style="list-style-type: none"> <li>○ Spends most of the time managing the school.</li> <li>○ Is rarely in the classrooms.</li> <li>○ Is not knowledgeable about English/ language arts or mathematics instruction.</li> <li>○ Serves as lone leader of the school</li> <li>○ Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.</li> </ul>					<ul style="list-style-type: none"> <li>○ Is highly knowledgeable of E/LA and mathematics instruction.</li> <li>○ Conducts frequent walk-throughs.</li> <li>○ Know E/LA and mathematics instruction well and is able to assist teachers.</li> <li>○ Utilizes various forms of leadership teams and fosters teachers' development as leaders.</li> <li>○ Is not bound by seniority rules in hiring and placement of teachers.</li> </ul>
<b>Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Instruction</b>
<ul style="list-style-type: none"> <li>○ Is primarily lecture-style and teacher-centered.</li> <li>○ Places the same cognitive demands on all learners (no differentiation).</li> <li>○ Is primarily textbook-oriented.</li> <li>○ Does not include technology.</li> <li>○ Works alone, rarely meeting in or across grade-level teams to discuss and improve.</li> <li>○ Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</li> <li>○ Instruction is not increased to allow for more student learning time.</li> </ul>					<ul style="list-style-type: none"> <li>○ Includes a variety of methods that are student-centered.</li> <li>○ Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).</li> <li>○ Uses multiple sources beyond textbooks.</li> <li>○ Includes frequent use of technology.</li> <li>○ Works in teams, discussing student learning and instructional ideas.</li> <li>○ Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</li> <li>○ Schedules and strategies provide for increased student learning time.</li> </ul>

<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>
<ul style="list-style-type: none"> <li>○ Leadership does not observe or evaluate teachers for use of the curriculum.</li> <li>○ Is considered to be the textbook or the state standards.</li> <li>○ Is not aligned within or across grade levels.</li> <li>○ Is not rigorous or cognitively demanding.</li> <li>○ 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.</li> <li>○ Is not differentiated for struggling students.</li> </ul>					<ul style="list-style-type: none"> <li>○ Is observed by school leadership that it is being taught.</li> <li>○ Is developed by teachers based on unpacking the state standards.</li> <li>○ Is aligned within and across grade levels.</li> <li>○ Is rigorous and cognitively demanding.</li> <li>○ Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</li> <li>○ Is differentiated for struggling students.</li> </ul>
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>
<ul style="list-style-type: none"> <li>○ Are not regularly used by teachers.</li> <li>○ Are not routinely disaggregated by teachers.</li> <li>○ Are not used to determine appropriate instructional strategies.</li> </ul>					<ul style="list-style-type: none"> <li>○ Are used to implement an aligned instructional program.</li> <li>○ Are used to provide differentiated instruction.</li> <li>○ Are discussed regularly in teacher groups to discuss student work.</li> </ul>
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
<ul style="list-style-type: none"> <li>○ Is individually selected by each teacher; includes conferences and conventions.</li> <li>○ Is not related to curriculum, instruction, or assessment.</li> <li>○ Is short, i.e., one-shot sessions.</li> <li>○ Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</li> </ul>					<ul style="list-style-type: none"> <li>○ Is of high quality and job-embedded.</li> <li>○ Is aligned to the curriculum and instructional program.</li> <li>○ Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</li> <li>○ Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</li> </ul>
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
<ul style="list-style-type: none"> <li>○ Does not provide extended supports.</li> <li>○ Does not ensure a safe school and community environment for children.</li> </ul>					<ul style="list-style-type: none"> <li>○ Provide social and emotional supports from school and community organizations.</li> <li>○ Create a safe learning environment within the school and within the community.</li> <li>○ Includes use of advisory periods to build student-adult relationships.</li> </ul>

Cultural Competency	1	2	3	4	Cultural Competency
<ul style="list-style-type: none"> <li>○ Holds the belief that all students learn the same way, instructing all students in similarly.</li> <li>○ Uses the textbook to determine the focus of study.</li> <li>○ “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people.</li> <li>○ 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.</li> <li>○ Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.</li> </ul>					<ul style="list-style-type: none"> <li>○ Holds the belief that students learn differently and provides for by using various instructional practices.</li> <li>○ Combines what learners need to know from the standards and curriculum with the needs in their lives.</li> <li>○ Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.</li> <li>○ Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.</li> <li>○ Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.</li> </ul>

**What are key findings or summaries from the practices of high-performing schools?**

*Example:* “In this school, the teachers are not providing differentiated instruction; the principal is unable to help them in the area of good instructional practices; and they have not yet implemented Response to Instruction.”

**II. Selection of Improvement Model**

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

- Turnaround
- Transformation
- Restart
- Closure

# Attachment B: Budget

## School Year 2010-2011

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

Corporation Name: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
	0.00	<b>TOTAL SALARIES</b>				\$ -
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				\$ -
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		<b>TOTAL CONTRACTED SERVICES</b>				\$ -

<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		\$ -
<b>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."</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		<b>\$0.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$ -</b>

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

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

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

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

## 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: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
	0.00	<b>TOTAL SALARIES</b>				\$ -
<b>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.</b>						
<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>						\$ -
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		<b>TOTAL CONTRACTED SERVICES</b>				\$ -

<b>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.)</b>			
	<b>TOTAL SUPPLIES</b>		\$ -
<b>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."</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		\$0.00
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			\$ -

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

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

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

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

## School Year 2012-2-13

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: \_\_\_\_\_  
 Corporation Number: \_\_\_\_\_  
 School Name: \_\_\_\_\_

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
	0.00	<b>TOTAL SALARIES</b>				\$ -
<b>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.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				\$ -
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ -
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>						
		<b>TOTAL CONTRACTED SERVICES</b>				\$ -
<b>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.)</b>						
		<b>TOTAL SUPPLIES</b>				\$ -

**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."

	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		\$ -
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>TOTAL OTHER SERVICES</b>		<b>\$0.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$ -</b>

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

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

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

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