

***LEAP – Leveraging Equity, Achievement & Performance!***

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**ABSOLUTE PRIORITY 1: Human Capital Management System (HCMS) with Performance-Based Compensation System.** South Bend Community School Corporation (SBCSC) – Indiana’s fourth largest school district – proposes *LEAP: Leveraging Equity, Achievement and Performance!*, a *Teacher and School Leader Incentive Program (TSL)* grant serving 29 schools educating 16,037 students (grades K – 12). Two Systems of Supports will result in an LEA-wide Human Capital Management System (HCMS) informed by educator effectiveness evaluation data and supported by individualized educator improvement strategies that inform key school- and district-level human capital management decisions, including: preparation, recruitment, hiring, placement, retention, dismissal, compensation (including performance-based compensation), professional learning, tenure, and promotion, particularly as they affect educators working in High-Need Schools served by the project.

**ABSOLUTE PRIORITY 2: High-Need Schools.** *LEAP* will serve 27 SBCSC schools that meet *TSL* high-need school eligibility standards: (1) High-Need Schools: **Participating SBCSC schools have Free / Reduced Lunch Rates that range from 53.4% - 96.1%, with an average of 71.3%** – see *Appendix* for most recent Free / Reduced Lunch Rates for K-12 eligible schools (February 2020 Count). In addition, we will serve our remaining two schools whose Free/Reduced Lunch rates are 48% and 45%. (2) LEAP Priority Schools: – South Bend Community School Corporation includes 6 “F” Schools (bottom 5% in the state) and 11 “D” Schools (bottom 10% in the state), as documented on 2019 Annual School Performance Reports (Indiana Department of Education, 2019). Identified schools are impacted by significant equity issues, low performance and substantial achievement gaps among student subgroups. SBCSC serves the following stakeholders, to be impacted by *LEAP* grant programming:

Schools	Students	Teachers	Principals	Administrators
29	16,037	1,273	46	25

**Competitive Priority # 1: Investment in Qualified Opportunity Zones.** Four of the schools that will be served in this TSL grant are located inside South Bend Opportunity Zones, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code, as amended by the Tax Cuts and Jobs Act (Pub. L.115-97). Four additional schools are on the border of zones and serve attendance boundaries that overlap adjacent Qualified Opportunity Zones.

<b>LEAP: Schools Located in Federal Qualified Opportunity Zones</b>				
School	QOZ Tract #	Poverty %	Enrollment	Grade
Coquillard Elementary	18141011100	21.1%	261	F

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Dickinson Middle	18141011100	21.1%	671	D
Jefferson Middle	18141000900	29.6%	514	C
McKinley Elementary	18141001000	40.8%	449	D
Riley High	18141002900	35.6%	1055	C
Rise Up Academy	18141001000	40.8%	251	C
Washington High	18141011100	21.1%	731	C
Wilson Elementary	18141011100	21.1%	430	F
<b>Total Enrollment in QOZ Schools</b>			<b>4362</b>	

LEAP will give priority placement to those who choose to teach in schools located in South Bend Qualified Opportunity Zones. LEAP will increase equity in K–12 learning and expand student access to high quality educators and programs by implementing the following programs:

<b>LEAP Strategies to Promote Improvement in Qualified Opportunity Zones</b>	
<b>Comprehensive HCM System</b>	<b>Professional Learning System</b>
<ul style="list-style-type: none"> <li>• Evidence-based Human Capital Management</li> <li>• Talent Management</li> <li>• Data Management</li> <li>• Educator Effectiveness Model</li> <li>• Performance-based Compensation</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Pathways</li> <li>• New Teacher Induction</li> <li>• Curriculum Development</li> <li>• Principal Network</li> <li>• Career Ladder Opportunities</li> </ul>

By improving and diversifying education programs in FQOZs, SBCSC, through implementation of LEAP, will catalyze positive change in highest-needs, underserved, economically-depressed communities - see map in *Appendix* for location of schools and zones.

**Competitive Priority # 2: Applications from New Potential Grantees.** South Bend Community School Corporation meets the definition of novice applicant (as defined in this notice) at the time of submission of this application, and thus is eligible for the five bonus points awarded a Novice Applicant.

**(a) NEED FOR PROJECT**

**(i) Identifying gaps and weaknesses.** South Bend Community School Corporation struggles to overcome educator and student challenges that impact the quality of teaching and learning in high-need schools. Multiple barriers impede the success of students and educators, and degrade district efforts to promote ongoing improvement. Students are challenged by: (1) At-Risk Communities; (2) Poverty; and (3) Academic Failure. Educators are challenged by: (1) Lack of Resources; and (2) Local Capacity. District challenges include: (1) Equity and Other Gaps in Student Access to, and Distribution of, Effective Educators in High-Need Schools; (2) Attracting, Supporting, and Retaining a Diverse, Effective Workforce; and (3) Gaps and Weaknesses in HCMS and Professional Learning Systems.

**STUDENT GAPS / WEAKNESSES. (1) At-Risk Communities:** South Bend Community School Corporation serves students living and learning in vulnerable communities impacted by significant risk factors that promote negative social and academic outcomes:

Social Risk Indicators*	South Bend	Indiana	U.S.
Free / Reduced Lunch Rate	71.3%	42%	52%
Per Capita Income	\$19,818	\$28,323	\$53,820
% Children Living in Poverty	38.9%	20.4%	20.7%
% Children, Single Parent Homes	41.2%	32%	27%
Chronic Absenteeism from School	29.3%	13.7%	14.3%
Violent Crime Per 100,000 People	1,012	405	386

\*Sources: U.S. Census; U.S. Bureau of Labor Statistics; Kids Count Data; IDOE; FBI 2019.

**(2) Poverty:** Poverty and community risk indicators demonstrate widespread hardship for South Bend families. The district is impacted by social gaps that further divide local communities. Combined with a long history of racial inequity and segregation (SBCSC remains in court-ordered desegregation), the growing economic disparity that compartmentalizes segments of the South Bend community perpetuates cycles of unequal access to education opportunities between demographic and racial subgroups (over the last 20 years, “White Flight” has reapportioned SBCSC student enrollment from 58% white, 42% minority – in alignment with community racial profile – to 26% white and 74% minority in 2019). As district enrollment trends have changed, so too have academic performance outcomes. *TSL* programming will provide desperately-needed resources to improve teaching and learning.

**(3) Academic Failure:** Analysis of academic performance data indicates that students attending South Bend schools consistently fail to meet state standards in core academic subjects, fall short of national averages on standardized tests, attend schools that fail to meet performance / growth targets and are in failing status. **High-Need Schools:** South Bend Community School Corporation includes 29 K–12 schools; 27 of 29 are considered “high-need” schools per *TSL* definition, with free / reduced lunch eligibility rates exceeding 50% of enrollment (see *Appendix* for Free / Reduced Lunch verification). Indiana Department of Education utilizes an accountability system that assigns a letter grade to schools, based on a number of factors, including: performance score in ELA and Math; student growth score in ELA and Math; graduation score; and college & career readiness score. **“F” and “D” schools account for 58.6% of all South Bend Community School Corporation schools (17 of 29 schools – see *Appendix* for list of schools by A – F rating).** The chart below summarizes poor K-12 performance:

<b>% Students BELOW Proficiency 2018-19</b>			
<b>District Grade Level Scores</b>	<b>ELA</b>	<b>F/R Lunch</b>	<b>Math</b>
Elementary: K-5	80%	74.9%	80%
Middle: 6-8	70%	74.4%	81%
High: 9-12	52%	64.5%	79%

*Source: Indiana School Report Cards, I-LEARN Exam, 2018-2019.*

- 3,263 Special Education students total 20%, or one in five, of SBCSC student population.
- 1,683 Limited English Proficiency students total 10% of district enrollment.
- More than 8 of 10 elementary, middle and high school students fail to meet state Math standards.
- 8 of 10 elementary students fail to meet state English Language Arts state standards.

Poor academic performance in proposed schools is exacerbated by significant achievement gaps that distinguish racial subgroups. The chart below compares black and white student performance on state exams. The large achievement gaps (42.8 points in high school ELA and 34.2 points in Math; 28.9 and 31.1 in elementary/middle ELA and Math) are critical academic shortcomings that SBCSC seeks to rectify through improved educator quality and expanded access to quality professional learning.

<b>% Students Below Basic</b>				
<b>District Grade Level Scores</b>	<b>ELA - Black</b>	<b>ELA - White</b>	<b>Math - Black</b>	<b>Math - White</b>
Elementary & Middle School	87.4%	58.5%	89.5%	58.4%
High School	70.5%	27.7%	92.2%	58.0%

*Source: Indiana School Report Cards, ILEARN (elementary/middle); ISTEP (high), 2018-2019.*

**Graduation Rates:** SBCSC’s average graduation rate of 74% in 2018-2019 (most recent available) remains markedly below state (87% - IDOE) and national averages (85% - NCES). The district needs systemic improvement in its teaching and learning systems to reverse declining graduation rates and launch a multi-year track record of improvement for South Bend students and their families.

<b>High School Graduation Rate Trends 2015 - 2019</b>				
	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Average District Rate (4 High Schools)	83.8%	79.1%	77.7%	74.2%

Additional resources are needed to improve educator effectiveness and promote equal access to high quality teaching and learning in high-need South Bend schools.

**EDUCATOR GAPS / WEAKNESSES. (1) Lack of Resources:** South Bend Community School Corporation pursues opportunities to expand local capacity to offer innovative programs that support student achievement – recent *Teacher Quality Partnership, Project Prevent, School Climate*

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*Transformation* and other federal and state grants have expanded access to services. These efforts are critical but cannot function in isolation – SBCSC lacks resources to support expanded student services with rigorous educator accountability and improvement initiatives. Reinforcing the need to invest in educator quality, the State of Indiana enacted two laws (Senate Bill 1 and Senate Bill 575) mandating new strategies that link educator effectiveness and human capital management decisions to student growth outcomes. To comply with state regulations and increase educator accountability for student achievement, South Bend must invest in better systems that objectively and consistently measure and monitor educator effectiveness, promote educator improvement through incentives and connect educators to professional growth supports. These systems exist and provide school districts across the country with tools to improve instructional quality, enhance school environments, increase educator effectiveness and raise student achievement. South Bend Community School Corporation lacks the resources to implement a comprehensive reform effort that will replace inefficient and dated strategies with efforts that promote success. **(2) Local Capacity:** The chart below summarizes current SBCSC capacity to implement effective, educator improvement efforts in high-need schools:

<b>LEAP: South Bend Community School Corporation Local Capacity</b>	
<b>Systems</b>	<b>Current South Bend Community School Corporation Capacity</b>
Human Capital Management Systems	<ul style="list-style-type: none"> <li>• SBCSC uses traditional HR model; human capital decisions not linked to effectiveness data.</li> <li>• SBCSC adopted the <i>Framework for Effective Teaching</i> rubric in the 2011-2012 school year.</li> <li>• SBCSC current systems are in silos and do not provide real time data for course correction</li> </ul>
Educator Effectiveness Evaluation Systems	<ul style="list-style-type: none"> <li>• SBCSC implements state-approved educator rubrics but lacks resources to promote fidelity.</li> <li>• SBCSC implementation of effectiveness evaluation rubrics yields inaccurate results impacted by inter-rater reliability issues, inconsistent interpretation of performance standards and bias.</li> <li>• SBCSC administrator and teacher unions support implementation of evaluation rubrics.</li> </ul>
Performance-Based Compensation Systems	<ul style="list-style-type: none"> <li>• SBCSC piloted an incentive-based bonus structure to promote increased educator effectiveness in South Bend schools with full support of educator unions.</li> <li>• SBCSC lacks resources to implement meaningful performance-based compensation.</li> <li>• SBCSC Superintendent and Board of Education support district implementation of PBCS.</li> </ul>
Professional Learning Support Systems	<ul style="list-style-type: none"> <li>• SBCSC implements “Late Start Wednesdays” every month to provide opportunities for professional learning – topics of focus self-selected by principals and teachers.</li> <li>• SBCSC partnered with Indiana University South Bend to provide opportunities for new teacher professional growth through a recently-awarded Teacher Quality Partnership grant.</li> <li>• SBCSC supports implementation of PLCs to encourage peer-directed learning.</li> </ul>

South Bend supports efforts to improve educator quality, but limited resources and expertise do not allow implementation of comprehensive reform strategies that meet more than minimum state mandates.

TSL funds will provide the resources needed to help SBCSC improve systems and implement sustainable initiatives that build local capacity to improve teaching and learning across the district.

**DISTRICT GAPS / WEAKNESSES. (1) Equity and Other Gaps in Student Access to, and Distribution of, Effective Educators in High-Need Schools:** There are significant gaps in SBCSC schools - among them, a disparity between (a) ethnicity of teachers vs. students they teach; (b) effectiveness of educators in high performing vs. low performing schools; (c) effectiveness of educators in schools with high free/reduced lunch rates vs. those with low free/reduced lunch rates; and (d) #'s of new teachers in low performing vs. high performing schools.

<b>1(a) Ethnic Composition: % Teachers vs. % Students (SY 2018-2019 IN Dept of ED)</b>				
<b>Ethnicities</b>	<b>White</b>	<b>Black</b>	<b>Hispanic</b>	<b>Multi</b>
<b>Teachers</b>	81.1%	13.4%	3.4%	0.6%
<b>Students</b>	29.2%	36.5%	22.7%	10.2%
<b>Difference</b>	+51.9%	-23.1%	-19.3%	-9.6%

Across the district, there is a marked disparity between the percentages of Majority teachers (81%) and students (29%) compared to Minority teachers (17%) and students (69%). SBCSC acknowledges the 52 point gap and will work toward improved equity and greater fidelity in determining *Highly Effective* educators who can raise student achievement in low performing schools.

<b>1(b) Educator Effectiveness: High Performing Schools vs. Low Performing Schools (2018-2019)</b>						
<b>School</b>	<b>% ELA Proficient</b>	<b>% Math Proficient</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Needs Improvement</b>	<b>Ineffective</b>
<b>Highest Performing Schools</b>						
<b>Adams</b>	58.6%	25.4%	80.1%	17.6%	2.2%	0%
<b>Kennedy</b>	48.9%	55.3%	97.3%	2.7%	0%	0%
<b>Tarkington</b>	36.6%	34.1%	66.7%	33.3%	0%	0%
<b>Lowest Performing Schools</b>						
<b>Edison</b>	17.4%	9.7%	42.9%	50%	2.4%	4.8%
<b>Muessel</b>	5.5%	7.9%	60.7%	39.3%	0%	0%
<b>Navarre</b>	10.1%	7.7%	44.7%	55.3%	0%	0%

Source: *Indiana Department of Education, 2018-2019, SBCSC Data Warehouse 2019.*

Across the district, there is a marked disparity in the quality of *Highly Effective* educators serving in high (average 81%) and low (49%) performing schools and ELA and Math proficiency. SBCSC acknowledges the large 32 point gap and will work toward greater fidelity in the evaluation of *Highly Effective* educators who can raise student achievement in low performing schools.

1(c) Educator Effectiveness: High Free/Reduced Lunch % vs. Low F/R Lunch % (2018-2019)					
School	% F / R Lunch	Highly Effective	Effective	Needs Improvement	Ineffective
<b>Lowest Free and Reduced Lunch Rate</b>					
Swanson	44.7%	85.7%	14.3%	0%	0%
Kennedy	49.8%	97.3%	2.7%	0%	0%
Adams	53.4%	80.1%	17.6%	2.2%	0%
<b>Highest Free and Reduced Lunch Rate</b>					
Madison	96.1%	62.7%	33.3%	3.9%	0%
Lincoln	88.9%	84.6%	15.4%	0%	0%
Monroe	88.5%	90.3%	9.7%	0%	0%

Source: Indiana Department of Education, 2018-2019, SBCSC Warehouse 2019.

Across the district, there is a marked disparity of results for *Highly Effective* educators serving high and low poverty schools (as measured by free/reduced lunch percentages); per current ratings, 7 of 10 (70%) educators in the three highest poverty district schools are *Highly Effective* vs. 88% in the three lowest. SBCSC acknowledges the disconnect and will work toward greater evaluation fidelity to train and place truly *Highly Effective* educators who can raise student achievement in low performing schools.

1(d) Educator Effectiveness: % New Teachers in Low-Performing vs. High- Performing Schools (2018-2019)						
Rating	“F” Schools			High Performing Schools		
	Edison	Muessel	Navarre	Adams	Kennedy	Swanson
<b>% Faculty 0–2 Yrs Experience</b>	21%	31%	38%	15%	13%	0%

Across the district, there is a marked disparity in the number of new teachers (0 – 2 years of teaching experience) educating students in SBCSC “F” and “D” Schools compared to new teachers serving high performing schools; on average 30% of “F” and “D” school educators are new teachers compared to 9% for high performing SBCSC schools. SBCSC acknowledges the 21 point gap and will recruit greater numbers of experienced, *Highly Effective* educators to serve in low performing schools.

**(a) Factors in determining gaps.** Several factors contribute to equity gaps in SBCSC schools: Unequal distribution of quality teaching and learning resources, particularly human capital, impedes equal access to *Highly Effective* educators and contributes to poor student academic performance (“F” and “D” Schools *Highly Effective* Rate: 63%; High Performing Schools *Highly Effective* Rate: 80%). Higher turnover rates of educators in high-need schools. In 2018, the 3-year average turnover rate was 15.34%. That jumped to 25.88% in 2019 when three intermediate centers were closed and teachers were displaced from those buildings into the remaining schools. While turnover rates are highest at “F” and “D” schools; turnover is most pronounced at the middle school level, because positions are generally

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filled with Emergency Permit instructors and teachers re-apply every year. Lowest-performing SBCSC “F” and “D” Schools have higher annual turnover rates than higher-performing schools, making it difficult to sustain staff, implement education reforms and maintain positive, inclusive school climates (“F” and “D” School Turnover Ave. Rate: 40%; Ave. SBCSC Turnover Rate: 26% [3-year averages]).

Greater numbers of beginning teachers in high-need schools. Disproportionately greater numbers of new educators (0 - 2 years experience) serve high-need schools. Lack of teaching experience can negatively impact instructional effectiveness (“F” and “D” School New Teacher Rate: 30%; High Performing School New Teacher Rate: 9%).

Unequal distribution of poverty in high-need schools. Lack of resources negatively impacts the ability of a school to furnish classrooms with technology, labs, research-validated curricula, assessment tools (“F” and “D” School Poverty Rate: 79%; Average ‘Higher Performing’ SBCSC Poverty Rate; 65%).

Unequal distribution of Special Education and ELL students in high-need schools. Language barriers and learning differences impact a high-need student's capability to learn. Contrast High Performing LaSalle’s SE rate: 7.6% and ELL: 1.4% with Low Performing Harrison’s SE rate: 19.7% and ELL: 31.2%. Implementation of *LEAP* will help SBCSC close equity gaps, increase access and improve student achievement, especially in lowest performing “F” (bottom 5%) and “D” (bottom 10%) schools.

**(b) Strategies aligned to State Plan to Ensure Equitable Access to Excellent Educators.** The Indiana *Excellent Educators for All Initiative* highlights state gaps, aligned to education research, as identified by the Indiana Department of Education Division of Educator Effectiveness:

- The retention rate of *Highly Effective* and *Effective* teachers in high-need schools is lower than the rate in low-needs schools. **This challenge is Indiana's biggest equity gap.**
- First year teachers (no experience) are leaving at the highest rate in state's high-need schools.
- Students in the lowest poverty and minority quartiles were taught consistently by excellent educators at rates 7 to 14% higher than those in the highest poverty and minority quartiles.
- 81% of Grade 3-8 students in the lowest poverty quartile passed ELA and Math assessments while only 56% of Grade 3-8 students in the highest poverty quartile passed both.
- Graduation rate in lowest poverty quartile - 94%; Graduation rate in highest poverty quartile - 82%.

SBCSC has aligned *LEAP* to reflect strategies in the Indiana *Excellent Educators for All Initiative*:

Indiana Equity Strategy	SBCSC <i>LEAP</i> Strategy
IDOE will release resources for compensation factors/	<i>LEAP</i> will utilize IDOE resources made available on

teacher leadership/retention via new Equity website	Equity website and will monitor their effectiveness
Implement a stakeholder group for inexperienced teachers to develop a state culture and climate survey	LEAP will employ strategies to assist new teachers including deploying experienced mentors to build skills
IDOE will work with the Teacher Leadership Group to develop communication and programs to uplift Indiana teaching profession	LEAP will collaborate The Institute for Organizational Coherence to improve equity, communication and coherence in collaboration with SBCSC educators
IDOE will encourage teachers to become National Board Certified Teachers by releasing resources to the field	LEAP will encourage teachers to become National Board Certified Teachers, qualifying them for performance incentives and Career Ladder placement
IDOE will increase the number of districts that submit an application for the Teacher of the Year Program	LEAP will contribute to evaluation data and supports used to choose SBCSC Teacher of the Year candidates

SBCSC will act deliberately to recruit and incentivize *Highly Effective* educators to serve in high-need schools, increasing access for students, creating a college-going culture and reducing opportunity gaps.

**(2) Attracting, Supporting, and Retaining a Diverse, Effective Workforce: a) Commitment to creating / maintaining diverse workforce.** SBCSC is committed to inspire excellence in teaching and learning by creating and maintaining a workforce of increasing diversity where students are able to learn from adult role models who look like them and share common experiences, as well as *Highly Effective* educators who may not look like them, but bring the diversity of many backgrounds and experiences.

While there is much work to do, SBCSC understands the value in learning from each other and is proud of its community role in teaching future generations of all ages and ethnicities to become respectful and productive citizens. **(b) Plan for attracting, supporting, retaining diverse Educators.** Meaningful diversity in the educator workforce revolves around three action steps: Attracting Diverse Educators.

SBCSC will recruit well-trained educators from top teaching colleges, including regionally-located Indiana University South Bend, to ensure new teachers come to SBCSC with the best academic preparation available. The district will consider alternative certification programs and partnerships with other colleges and universities to help identify and cultivate candidates into customized recruiting programs that will determine over time the combination of strategies that will best provide educators who are effective in raising student achievement. SBCSC central office, school leadership and HCMS administrators will complete professional learning offered by HCMS experts and utilize talent, data and learning management systems to increase district implementation of HCMS strategies proven to increase recruitment, hiring and retention of highly qualified minority educators. Supporting Diverse Educators.

Annually, all educators – from newly-hired to decades of experience – will be assigned to a Professional

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Growth Pathway based on effectiveness data and ratings. All educators will have equal access to supports based on priorities identified in Educator Support Plans (see *Project Design*). Diverse educators will be given opportunities to grow their talents by participating in PLCs and Quality Improvement Teams, striving for Teacher Leader status, earning National Board Certification and participating in Aspiring Leaders internships. A Career Ladder will launch a micro-credentialing and badging protocol through Canvas Network to identify high performing educators with the skills to succeed in leadership roles. Implementation of *LEAP* will create an Equity Awareness Team responsible for periodic survey and assessment of educator perceptions related to professional equity in SBCSC schools and identification of professional learning, policies and strategies that address equity gaps. Retaining Diverse Educators. The SBCSC HCMS will reward excellence and support continuous educator improvement. *Highly Effective* and *Effective* teachers will be recognized for their efforts through performance-based compensation and pathways that include multiple advancement opportunities. Rewards will increase the retention of high quality educators in high-need schools. *Highly Effective* teachers willing to teach in “F” and “D” schools for three or more consecutive years will receive Retention Bonuses to reward outstanding educators for serving highest-need students. Professional Growth Pathways and Educator Support Plans will offer personalized guidance to educators in every phase of their careers, cultivating the talents of those who demonstrate the skills and the temperament to serve in the district’s most challenging schools.

**(3) Gaps and Weaknesses in HCMS / Professional Learning Systems:** In response to significant challenges and barriers impacting the success and future potential of students, South Bend Community School Corporation convened a planning Task Force – comprised of administrators, human resource professionals, finance officers, curriculum specialists, principals, teachers and support professionals – to assess district needs and propose solutions that fill gaps and strengthen weaknesses in SBCSC education programs. *LEAP: Leveraging Equity, Achievement and Performance!* – the result of collaborative planning, research, design and compromise – will help SBCSC improve educator quality in high-need schools, enhance learning opportunities for low performing students, fill gaps in current education programs and strengthen teaching and learning weaknesses that impede student success. The chart below identifies current needs and gaps, and proposed *LEAP* strategies that will build local capacity to improve teaching and learning and raise student achievement.

Gaps & Weaknesses	LEAP Improvement Strategy
<b>Need 1:</b> SBCSC lacks resources to consistently implement an effectiveness-based HCMS across all schools.	
<b>Gap 1:</b> Districtwide implementation of effectiveness-based Human Capital Management and Performance-Based Compensation Systems limited by resources.	LEAP will improve and expand the SBCSC Human Capital Management System and Performance-Based Compensation System and enhance educator effectiveness in high-need schools to promote equity across all schools (HCM System).
<b>Need 2:</b> SBCSC lacks expertise to objectively evaluate educator effectiveness across all schools.	
<b>Gap 2:</b> Schools do not implement, with fidelity, evaluation tools that measure educator effectiveness tied to student growth.	LEAP will train leaders in observation fidelity and inter-rater reliability to increase the reliability of data that determines an educator’s effectiveness (HCM System).
<b>Need 3:</b> SBCSC lacks a process to connect educators with supports that increase effectiveness.	
<b>Gap 3:</b> South Bend does not utilize a system of supports that align professional learning to individual strengths and weaknesses.	LEAP will utilize Professional Growth Pathways and Educator Support Plans, linking educators to professional learning designed to improve practice (Professional Learning System).
<b>Need 4:</b> SBCSC lacks strategies and resources to meet district equity plans.	
<b>Gap 4:</b> HCMS strategies do not adequately address equity gaps that impair equal student access to high quality learning.	LEAP will provide professional learning to administrators and HCMS personnel to equitably distribute <i>Highly Effective</i> and <i>Effective</i> educators across ALL schools; incentives will encourage teachers to serve targeted “F” and “D” schools.

South Bend stakeholders are impacted by social pressures, chronic failure and inadequate systems and resources that shape instructional quality and support educator effectiveness. TSL grant funding will provide resources needed to implement positive reforms that build local capacity for improvement.

**(ii) Improving Relevant Outcomes using existing funding streams from other programs/policies.**

SBCSC is committed to districtwide improvement that leads to positive social and academic outcomes for high-need students. SBCSC is implementing multiple complementary projects targeting improvement across district priorities: (1) A *Teacher Quality Partnership* grant project is improving educator quality and performance by providing Master of Education candidates with a one-year Teaching Residency in a participating South Bend school that will culminate in a full-time teaching position, upon graduation; (2) A *Project Prevent* grant project is improving equitable access to high-quality learning for all students without regard to race, economic status, community location or other socio-economic factors by addressing the root cause of violence in five participating schools and providing supports to vulnerable students / families; (3) A *School Climate Transformation* grant project is improving the social and emotional well-being of students and educators to impact school climate and transform the Human Capital Management and Professional Learning Systems; and (4) Performance-based compensation strategies to accelerate positive educator and student outcomes. After prolonged

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and continuing investment in improvement initiatives, SBCSC seeks to expand reforms to further raise instructional practice and school leadership and greatly elevate equity in education for all students. *LEAP* will provide the necessary resources to expand meaningful, early efforts and help SBCSC meet mandates that link HCMSs to educator effectiveness, support systems, PBC and Equity Plans.

**(iii) Comprehensive effort to improve teaching / learning, support rigorous academic standards.**

*LEAP* is a well-designed and researched project that promises to improve educator effectiveness by addressing two main components in a comprehensive way – (1) a Human Capital Management System including Performance-Based Compensation; and (2) a Professional Learning System of Supports. The chart below provides a concise outline of *Project Design* components to be implemented in *LEAP*.

<b>South Bend Community School Corporation Systems of Supports</b>	
<b>(1) Comprehensive Human Capital Management System</b>	
Human Capital Management Coordinator	Will manage all things HCMS
Effectiveness-Based Human Capital Management	Recruitment, Hiring, Placement, Retention...
Talent and Data Management	SIMBE/SWIVL, Unified Talent, Gallup, Harvard
Educator Effectiveness Model	Observations, IGMs, SLOs, Formulas, Results
Performance-Based Compensation	Raise to Base, Rewards, Stipends, Bonuses
<b>(2) Comprehensive Professional Learning System</b>	
Professional Learning Coordinator	Will manage all things Professional Learning
Professional Growth Pathways	Educator Support Plans
New Teacher Induction	Introduction, Mentoring, PLCs, Peer Observations
Curriculum Development	Districtwide Team of 30 Teacher Leaders
Principal Network	High Quality Instructional Observations, Feedback
Career Ladder Opportunities	Aspiring Leaders, Microcredentials, Badging...

**(iv) Design appropriate to, and will successfully address, needs of target population.**

Implementation of *LEAP* will empower SBCSC to launch, refine, improve and sustain a project designed to meet the needs of schools, educators, students and families impacted by significant challenges impeding success. *LEAP* will provide a Framework that includes two, overarching Systems of Supports aligned to needs, gaps and weaknesses identified by the Planning Team:

<b>LEAP Project Design Framework</b>	
<b>System 1: Comprehensive HCM System</b>	<b>System 2: Professional Learning System</b>
<ul style="list-style-type: none"> <li>• Evidence-based Human Capital Management</li> <li>• Talent and Data Management</li> <li>• Educator Effectiveness Model</li> <li>• Performance-Based Compensation</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Growth Pathways</li> <li>• New Teacher Induction</li> <li>• Curriculum Development</li> <li>• Career Ladder Opportunities</li> </ul>

Need	LEAP Strategies
<p><b>Need 1:</b> SBCSC lacks resources to consistently implement an effectiveness-based HCMS across all schools.</p>	<ul style="list-style-type: none"> <li>• SBCSC will conduct, in partnership with Waggoner Irwin Scheele and Associates, a districtwide HCMS audit to identify strengths, weaknesses and gaps in systems capacity and functionality to transition to data-driven decision-making.</li> <li>• Harvard University Strategic Data Project training will prepare HCMS administrators to analyze and interpret data to impact all facets of human capital management.</li> <li>• Expanded <i>Unified Talent</i> systems will increase capacity to integrate HCMS components.</li> </ul>
<p><b>Need 2:</b> SBCSC lacks sufficient capacity to objectively evaluate educator effectiveness across all schools.</p>	<ul style="list-style-type: none"> <li>• District initiative to revise <i>HCMS System</i> will increase rigor and streamline protocols to increase alignment between educator performance ratings and student achievement.</li> <li>• Professional learning – coaching, shadow observations, educator evaluation process training – will support central administrators and school leaders responsible for conducting educator evaluations to increase fidelity to model and inter-rater reliability.</li> </ul>
<p><b>Need 3:</b> SBCSC lacks a process to connect educators with supports that increase effectiveness.</p>	<ul style="list-style-type: none"> <li>• Professional Growth Pathways and Educator Support Plans will connect educator evaluation results to professional learning opportunities that address individual needs.</li> <li>• <i>LEAP</i> will expand local capacity to elevate performance and promote career advancement for principals, assistant principals and teachers.</li> <li>• New Teacher Induction, Curricular Teacher Leaders, Principal Network and Career Ladder opportunities will provide supports designed to raise educator effectiveness.</li> </ul>
<p><b>Need 4:</b> SBCSC lacks strategies and resources to meet district and state equity plans.</p>	<ul style="list-style-type: none"> <li>• The Institute for Organizational Coherence will offer extensive professional learning to school leaders and district administrators to create environments grounded in equity and to align policies and initiatives through organizational coherence.</li> <li>• Relocation /Retention PBCS bonuses / High Priority Content Area bonuses will motivate <i>Highly Effective</i> and <i>Effective</i> educators to teach in and remain serving high-need schools.</li> </ul>

In addition, *LEAP* was designed to incorporate proven components that meet *What Works Clearinghouse Standards With and Without Reservations* (pages 14-16) and that will successfully address the needs of SBCSC educators: Teacher Induction; National Board Certification; Transfer Incentives, Professional Development and Coaching; Principal Coaching and Professional Learning. South Bend Community School Corporation is excited– and ready– to implement *LEAP!*

**(b) QUALITY OF PROJECT DESIGN**

**(i) The extent to which proposed project Demonstrates a Rationale**

South Bend Community School Corporation (SBCSC) serves 16,037 students enrolled in 29 district schools. All but two schools meet the definition of a high-needs school - with Free and Reduced Lunch Rates exceeding 50% of student enrollment at each school (**ranging from 53.4% - 96.1%, with an average of 71.3%**). [The two outlier schools are at 48% and 45%]. To address the needs of educators and students, improve academic outcomes and increase equity in access to highly effective educators and high-quality education programs, SBCSC proposes *LEAP: Leveraging Equity, Achievement and*

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***Performance***, a *Teacher and School Leader Incentive Fund* project. Implementation of *LEAP* will include: (a) Rationale and Strong Theory; (b) Prioritization of Services and (c) Systems of Supports.

**(a) Rationale and Strong Theory:** *LEAP* is the result of collaborative planning aligned to state reform initiatives, state equity plans and the district need to implement systems that support improved teaching and learning in all schools, particularly high-needs schools. The *LEAP* Planning Team completed extensive research and review of human capital management systems, performance-based compensation strategies, educator evaluation protocols and educator improvement plans. The Planning Team was deliberate in its selection of school improvement strategies supported by Evidence of Effectiveness studies that meet U.S. Department of Education *What Works Clearinghouse* standards. By utilizing programs supported by Evidence of Effectiveness, the Planning Team is confident that *LEAP* will yield positive outcomes for educators and their students during the grant period and beyond. Components of *LEAP* supported by evidence of effectiveness include (see *Appendix - Literature Cited*):

Program	<i>LEAP: Evidence of Effectiveness</i>
<b>Evidence of Support Study# 1: Teacher Induction</b>	
<b>Citation</b>	Schmidt, R., Young, V., Cassidy, L., Wang, H., & Laguarda, K. (2017). Impact of the New Teacher Center's New Teacher Induction model on teachers and students. Menlo Park, CA: SRI International.
<b>WWC Rating</b>	Meets <i>What Works Clearinghouse</i> design standards <b>Without Reservations</b> .
<b>ESSA Rating</b>	<b>Tier 2</b> – At Least One Statistically Significant Positive Finding; Moderate Evidence of Effectiveness
<b>Process</b>	Review Standards 3.0 and Teacher Training, Evaluation and Compensation Review Protocol 3.2
<b>Evidence</b>	<b>Moderate Evidence of Support.</b>
<b>Study Outcomes</b>	<ul style="list-style-type: none"> <li>Results of the randomized control trial experimental study found that new teacher participation in induction support and new teacher mentoring / coaching increases student achievement in ELA / Reading and Math.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>The <i>LEAP</i> New Teacher Network provides three years of new educator supports including induction orientation, new teacher professional learning communities and new teacher mentoring / coaching to support instructional excellence.</li> </ul>
<b>Evidence of Support Study# 2: National Board Certification</b>	
<b>Citation</b>	Cowan, J., & Goldhaber, D. (2015). National Board certification and teacher effectiveness: Evidence from Washington. Technical Report 2015-1, Center for Education Data and Research, Seattle, WA.
<b>WWC Rating</b>	Meets <i>What Works Clearinghouse</i> design standards <b>With Reservations</b> .
<b>ESSA Rating</b>	<b>Tier 2</b> – At Least One Statistically Significant Positive Finding; Moderate Evidence of Effectiveness

<b>Process</b>	Review Standards 3.0 and Teacher Training, Evaluation and Compensation Review Protocol 3.2
<b>Evidence</b>	<b>Moderate Evidence of Support.</b>
<b>Study Outcomes</b>	<ul style="list-style-type: none"> <li>• A quasi-experimental design demonstrates National Board Certification leads to improved student achievement in elementary and middle school mathematics.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>• <i>LEAP</i> proposes a Career Ladder strategy that promotes National Board Certification attainment for educators that increases educator ability to pursue instructional leadership positions.</li> </ul>
<b>Evidence of Support Study # 3: Transfer Incentives</b>	
<b>Citation</b>	Glazerman, S., Protik, A., Teh, B., Bruch, J., & Max, J. (2013). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
<b>WWC Rating</b>	Meets <i>What Works Clearinghouse</i> design standards <b>Without Reservations.</b>
<b>ESSA Rating</b>	<b>Tier 1 – At Least One Significantly Positive Finding; Strong Evidence of Effectiveness</b>
<b>Process</b>	Single study review protocol, Review Standards 3.0
<b>Evidence</b>	<b>Strong Evidence of Support.</b>
<b>Citation Outcomes</b>	<ul style="list-style-type: none"> <li>• Results of randomized control experimental design study demonstrates that transfer incentives to increase high-quality teaching in high-needs schools improve student achievement in Math and Reading.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>• <i>LEAP</i> includes transfer bonuses to incentivize <i>Highly Effective</i> teachers to teach in high-needs schools.</li> </ul>
<b>Evidence of Support Study # 4: Professional Development and Coaching</b>	
<b>Citation</b>	Parkinson, J., Salinger, T., Meakin, J., & Smith, D. (2015). Results from a three-year i3 impact evaluation of the Children’s Literacy Initiative (CLI): Implementation and impact findings of an intensive professional development and coaching program. Washington, DC: American Institutes for Research.
<b>WWC Rating</b>	<ul style="list-style-type: none"> <li>• Meets <i>What Works Clearinghouse</i> Standards Without Reservations</li> <li>• At Least One Statistically Significant Positive Finding</li> </ul>
<b>Process</b>	Review Standards 3.0; Teacher Training, Evaluation and Compensation Review Protocol 3.1
<b>Evidence</b>	<b>Strong Evidence of Support.</b>
<b>Citation Outcomes</b>	<ul style="list-style-type: none"> <li>• Results of randomized control trial demonstrates evidence that providing teachers with coaching and professional learning focused on pedagogical content knowledge can lead to positive changes in teachers’ practice and students’ achievement.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>• <i>LEAP</i> proposes extensive professional learning and an Instructional Coaching Model by U of Washington CEL for educators to improve competency and instructional practice.</li> </ul>
<b>Evidence of Support Study # 5: Professional Learning</b>	
<b>Citation</b>	Heller, J., Daehler, K., Wong, N., Shinohara, M., & Miratrix, L. (2011). Differential Effects of Three Professional Learning Models on Teacher Knowledge and Student Achievement in Elementary Science. <i>Journal of Research in Science Teaching</i> 49(3) 333- 362.
<b>WWC Rating</b>	Meets <i>What Works Clearinghouse</i> design standards <b>Without Reservations.</b>
<b>ESSA Rating</b>	<b>Tier 1 – At Least One Finding Shows Strong Evidence of Effectiveness</b>

<b>Process</b>	Single study review protocol.
<b>Evidence</b>	<b>Strong Evidence of Support.</b>
<b>Citation Outcomes</b>	<ul style="list-style-type: none"> <li>Results of randomized control trial demonstrate that investments in professional learning improve educator/student achievement on content knowledge assessments.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>LEAP includes extensive professional learning designed to improve educator instructional practice and increase student academic achievement.</li> </ul>
<b>Evidence of Support Study # 6: Principal Coaching</b>	
<b>Citation</b>	Gates, S. M., Hamilton, L. S., Martorell, P., Burkhauser, S., Heaton, P., Pierson, A., ... Gu, K. (2014). Santa Monica, CA: RAND Corporation.
<b>WWC Rating</b>	Meets <i>What Works Clearinghouse</i> design standards <b>With Reservations.</b>
<b>ESSA Rating</b>	NA – At Least One Significantly Positive Finding
<b>Process</b>	Single study review protocol, Review Standards 3.0
<b>Evidence</b>	<b>Moderate Evidence of Support.</b>
<b>Citation Outcomes</b>	<ul style="list-style-type: none"> <li>Results of quasi-experimental design study demonstrate principal development model providing coaching and mentoring support improves student achievement in Reading.</li> </ul>
<b>Relevance to Project</b>	<ul style="list-style-type: none"> <li>LEAP includes Principal Network supports that partner struggling and/ or new principals and assistant principals with mentors and coaches to improve leadership practice.</li> </ul>
<b>Program</b>	<b>LEAP: Research Base</b>
<b>Human Capital Management System with PBCS</b>	<ul style="list-style-type: none"> <li><b>Evidence of Effectiveness:</b> Pay-for-performance bonuses generated slightly higher student reading achievement, and gains in math were similar in magnitude. Researchers confirmed that positive impact of pay-for-performance on student achievement was reflected in positive impacts on educator effectiveness, as measured by effectiveness ratings educators received from their districts (Chiang, et al, 2015).</li> </ul>
<b>Teacher Supports</b>	<ul style="list-style-type: none"> <li><b>Evidence of Effectiveness:</b> After controlling for initial ability (as measured by test scores) and other student characteristics, teacher effects are statistically important in explaining 9th-grade math test score achievement (Aaronson, Barrow &amp; Sander, 2007).</li> </ul>
<b>Principal Supports</b>	<ul style="list-style-type: none"> <li><b>Evidence of Effectiveness:</b> Leadership is second to teaching (among school-related factors) in its impact on student learning and the impact of leadership is greatest in schools where student learning needs are most acute (Leithwood, et al, 2004).</li> </ul>
<b>Educator Induction</b>	<ul style="list-style-type: none"> <li><b>Evidence of Effectiveness:</b> Results of a randomized control study conclude teacher induction and new teacher support increases the test scores of average students by 4 percentile points in reading and 8 percentile points in math (Glazerman, et al, 2010).</li> </ul>
<b>Educator Retention</b>	<ul style="list-style-type: none"> <li><b>Evidence of Effectiveness:</b> Analytical, random study of a Boston Teacher Residency retention incentive program in high-need schools indicates attrition stabilizes after three years of service and incentive recipients more likely to remain in school five or more years (Silva, et al, 2014).</li> </ul>
<b>Danielson Educator Evaluation Model</b>	<ul style="list-style-type: none"> <li><b>Validated Model:</b> Indiana Department of Education approved The Danielson Model as the foundation for their educator evaluation system. Designed to be used with teachers across the continuum of experience, from new to experienced, the model uses sources of evidence and specific assessment rubrics to measure effectiveness (IN DOE, 2019).</li> </ul>

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Based on research of evidence-based effective practices related to the implementation of HCMS, PBCS, educator evaluation and educator improvement plans, the Planning Team developed a Logic Model grounding the project in a strong theory of support and rationale. The validated logic model framework – developed by the Regional Educational Laboratory (REL) Northeast & Islands and WestEd and aligned to the FORECAST evaluation strategy (see *Program Design*)– grounds *LEAP* in strong theory:

<b>LEAP Logic Model</b>				
<b>To improve student achievement by increasing access to effective educators in high-needs schools.</b>				
<b>INPUTS</b>	<b>OBJECTIVES</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>OUTCOMES</b>
<ul style="list-style-type: none"> <li>• District expertise implementing educator evaluations.</li> <li>• Non-Federal Match Resources.</li> <li>• Existing Partner Resources.</li> <li>• Existing SBCSC Resources.</li> <li>• Coordinating programs.</li> <li>• Previous experience implementing PBCS.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Objective 1:</b> Reduce equity gaps through HCMS.</li> <li>• <b>Objective 2:</b> Assess educator effectiveness using validated tools.</li> <li>• <b>Objective 3:</b> Improve educator effectiveness through learning/ supports.</li> <li>• <b>Objective 4:</b> Increase student attainment of state academic standards.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>System 1: Comprehensive Human Capital Management System</b> <ul style="list-style-type: none"> <li>○ Evidence-based Human Capital Management</li> <li>○ Talent and Data Management</li> <li>○ Educator Effectiveness Model</li> <li>○ Performance-based Compensation</li> </ul> </li> <li>• <b>System 2: Professional Learning Supports System</b> <ul style="list-style-type: none"> <li>○ Professional Growth Pathways</li> <li>○ New Teacher Induction</li> <li>○ Curriculum Development</li> <li>○ Principal Network</li> <li>○ Career Ladders</li> <li>○ Professional Learning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Effectiveness-based HCMS.</li> <li>• Annual Educator Performance Ratings.</li> <li>• Annual Performance-based Compensation awards.</li> <li>• Professional Growth Pathways and Educator Support Plans for all educators.</li> <li>• Annual menu of professional learning.</li> <li>• Annual Career Ladder eligible educators.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased # <i>Highly Effective/Effective</i> educators in high-need schools.</li> <li>• Ensured equal access in HCMS.</li> <li>• Improved talent &amp; data management.</li> <li>• Objective alignment of educator ratings and student achievement.</li> <li>• Increased ELA and Math proficiency.</li> <li>• Reduced achievement gaps among students.</li> <li>• Improved equity in education access among students.</li> <li>• Improved graduation rates.</li> <li>• Sustainable/ Replicable <i>LEAP</i> strategies.</li> </ul>

Grant managers, Advisory Board (see *Management Plan*) and evaluators will utilize the Logic Model to ensure alignment of activities with the project goal, objectives and timeline, ensuring equitable delivery of the Systems of Supports and proposed services.

**(b) Prioritization of Services:** LEAP will serve 29 SBCSC schools – all but two schools have Free and Reduced Lunch Rates exceeding 50% (average rate of LEAP schools is 71.3%) and meet the TSL criteria of High-Need School; the other two are at 48% and 45% and are projected to exceed 50% during grant period. SBCSC will serve all targeted schools to ensure consistency of efforts across high-needs district schools, promote equitable access for targeted students to high-quality educators and high-quality education programs and because LEAP schools have multi-year trends of increasing poverty and increasing needs. To ensure services target highest needs students and schools served by the project, the Planning Team identified a **School Priority Level** strategy to identify schools most in need of improvement. Schools in Priority Level 1 will be served to the maximum extent possible across project services; Schools in Priority Level 2 will receive moderate supports to the extent possible based on capacity of services beyond Priority Level 1 demand; Priority Level 3 schools will benefit from professional learning and career ladder opportunities to the extent capacity allows upon meeting Priority Level 1 and 2 demand. Schools in all Priority Levels will benefit from HCMS systemic improvements.

Priority	LEAP School Priority Level Classifications
<b>Level 1:</b>	Schools receiving “F” and “D” gradest/ located in federal Qualified Opportunity Zones.
<b>Level 2:</b>	Schools receiving “F” and “D” grades and NOT located in Qualified Opportunity Zones.
<b>Level 3:</b>	Schools receiving grades other than “F” and “D” and impacted by declining student performance or failure to meet state benchmarks in key subgroup component scores.

SBCSC designed a project based on Evidence of Effectiveness and peer-reviewed research. A Logic Model grounds the project in strong theory and deliberate prioritization of services using a Priority Level strategy provides a clear rationale for ensuring LEAP benefits highest-need schools and closes equity gaps impacting South Bend students across grades K–12.

**(c) Systems of Supports:** After an extensive needs assessment, the LEAP Planning Team designed a comprehensive effort to initiate, strengthen and sustain strategies supporting improvement in high-needs schools. Implementation of LEAP will help SBCSC meet and exceed the following goal, objectives and outcomes (see *Evaluation Plan* section, pages 36-7, for measurable Performance Indicators):

<b>GOAL: Improve student achievement by increasing access to effective educators in high-needs schools.</b>	
<b>Objective 1:</b> Reduce equity gaps through effectiveness-based Human Capital Management System.	
<b>Outcome 1.1:</b> Improved educator quality ratings in LEAP Priority Level 1 schools.	<b>Outcome 1.2:</b> Diverse teachers and school leaders educating students in LEAP schools.
<b>Objective 2:</b> Assess educator effectiveness using validated tools to ensure objectivity.	
<b>Outcome 2.1:</b> Effectiveness ratings for teachers.	<b>Outcome 2.2:</b> Effectiveness ratings for Principalst/ APs.

<b>Objective 3:</b> Improve educator effectiveness through individualized learning and supports.		
<b>Outcome 3.1:</b> Annual Educator Support Plans for teachers and school leaders.	<b>Outcome 3.2:</b> Fewer teachers and school leaders rated <i>Needs Improvement / Ineffective</i> .	
<b>Objective 4:</b> Increase student attainment of state academic performance standards.		
<b>Outcome 4.1:</b> Higher ELA/ Reading Proficiency rates.	<b>Outcome 4.2:</b> Higher Math Proficiency rates.	<b>Outcome 4.3:</b> Higher Graduation Rates

Evaluation of the goal, objectives and outcomes will include assessment of required GPRA performance indicators and project-specific measures. To meet stakeholder needs, the Planning Team designed a project composed of two, large, interconnected **SYSTEMS OF SUPPORTS**: System 1 - Comprehensive Human Capital Management System; and System 2 – Professional Learning System of Supports. Implementation of *LEAP* will begin with an external audit of current Human Resource and Professional Learning protocols to determine priority elements in need of improvement, alignment and / or infrastructure support, including: software, and data, talent and learning management platforms.

**SYSTEM OF SUPPORT 1: Comprehensive Human Capital Management System.** South Bend Community School Corporation has embarked on an initiative to reimagine its Human Resources Department into a data-driven Human Capital Management System linked to using effectiveness data to recruit, hire, train and retain talented educators. Waggoner Irwin Scheele and Associates will conduct a thorough HCMS audit, reviewing job descriptions and pay scales, hiring and onboarding, placement and retention, and providing expertise throughout the life of the grant and beyond. *LEAP* will launch an effort to reform the district’s HCMS and will provide district and school administrators with the tools to support improvement in high-need schools. Implementation of *LEAP* will support the hiring of a Human Capital Management Coordinator (see *Management Plan*) to organize district-wide efforts to improve, strengthen, and update systems critical to efficient and equitable human capital management. HCMS improvement efforts will include: (1) Effectiveness-Based Human Capital Management; (2) Talent and Data Management; (3) Educator Effectiveness Model; and (4) Performance-Based Compensation.

- **Effectiveness-based Human Capital Management:** Annual evaluation of educator effectiveness using the *Framework for Effective Teaching* and *Framework for Effective Leadership Evaluation Models* will provide the data needed to make important human capital management decisions. SBCSC will use educator evaluation data to inform all aspects of its HCMS:

HCMS Component	<i>LEAP</i> HCMS Improvement Strategy
<b>Recruitment</b>	• SBCSC will strengthen the screening and selection process to assess the effectiveness

	<p>of prospective teachers, principals and administrators by identifying candidates who understand and embrace the SBCSC instructional vision. SBCSC will collaborate with Indiana University South Bend, using a recently-awarded Teacher Quality Partnership grant to recruit new, high-quality teachers completing degrees to educate South Bend youth and diversify the teachers who work in high-poverty, racially-diverse schools.</p>
<b>Hiring</b>	<ul style="list-style-type: none"> <li>• SBCSC will provide equal opportunity for employment without regard to actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. Prior to conferring formal employment offers to highly-qualified candidates, HCMS officers will disclose to candidates the components of the Educator Effectiveness Model. Upon hiring, new educators will be assigned to the New Teacher Network and Professional Growth Pathway# 1(see System 2) to facilitate extensive induction, on-boarding, multi-year coaching / mentoring and professional learning to inform new teachers of IN Standards.</li> </ul>
<b>Placement</b>	<ul style="list-style-type: none"> <li>• SBCSC will seek equitable placement of <i>Effective</i> and <i>Highly Effective</i> teachers and principals in highest need schools aligned to the School Priority Level classification (see above). Every effort will be made to use data to match expertise with need. New teachers and current SBCSC educators willing to teach in “F” and “D” schools will be offered opportunities to qualify for compensation incentives, such as Relocation Bonuses, that promote equitable access to highly-effective educators in failing schools.</li> </ul>
<b>Retention</b>	<ul style="list-style-type: none"> <li>• Multiple initiatives – New Teacher Network, Curricular Teacher Leaders, Principal Network, Career Ladder and Professional Learning (see System 2)t– will provide professional support and growth opportunities to increase educator quality and promote retention. <i>LEAP</i> will offer <i>Highly Effective</i> teachers who complete a minimum of three consecutive years of service in an “F” or “D” school <i>LEAP</i> Retention Bonuses to increase equity in learning and improve student access to highest-quality teachers.</li> </ul>
<b>Promotion</b>	<ul style="list-style-type: none"> <li>• <i>LEAP</i> will connect promotion to an Educator Effectiveness Model that includes use of validated educator effectiveness Rubrics and specified student growth measures. <i>LEAP</i> will utilize a Career Ladder strategy (see System 2 below) that elevates educators to advanced instructional and leadership roles based on completion of rigorous professional learning and attainment of <i>Highly Effective</i> and <i>Effective</i> ratings linked to the SBCSC Performance-Based Compensation System.</li> </ul>
<b>Dismissal</b>	<ul style="list-style-type: none"> <li>• SBCSC seeks to assist employees in any way possible as they pursue professional growth and will customize individual Educator Support Plans (ESPs) to improve skills and raise achievement. Professional Learning Supports (see System 2)t– comprised of <i>Professional Growth Pathways</i> and <i>Educator Support Plan</i>st– will promote educator improvement and facilitate courageous discussions that consider alternative roles for, or dismissal of, ineffective educators.</li> </ul>
<b>Tenure</b>	<ul style="list-style-type: none"> <li>• SBCSC believes awarding tenure should be based on educator ability to demonstrate <i>Highly Effective</i> or <i>Effective</i> performance and success in raising student achievement. As educator tenure is considered, SBCSC will (1) assess principal performance levels and gains in student performance in school buildings; and (2) assess teacher performance levels and gains in student performance in classrooms.</li> </ul>

<b>Compensation</b>	<ul style="list-style-type: none"> <li>• SBCSC will improve a Performance-based Compensation System for teachers, instructional support personnel, school leaders and district leaders (see PBCS below).</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>• Effectiveness data will allow administrators to prioritize use of limited professional learning funds to target district and school needs while facilitating individual educator improvement. Annual performance labels – <i>Highly Effective, Effective, Needs Improvement, or Ineffective</i> – connect to one of four Professional Growth Pathways and determine components of Educator Support Plans (see System 2). South Bend Community School Corporation will implement the <i>Unified Talent</i> platform to track educator effectiveness ratings, categorize professional learning, inform educators of PL opportunities and monitor completion of activities linked to individual ESPs.</li> </ul>

- Talent and Data Management:** South Bend Community School Corporation will invest in robust HCMS talent management and data management systems capable of tracking individual educator data and individual Educator Support Plans (ESPs). Talent Management [SIBME / SWIVL Software Platforms]: SBCSC will adopt SIBME and SWIVL software platforms which capture video of instruction and allow for frequent, real-time, substantive, ongoing feedback to optimize teacher effectiveness. While the SWIVL robot and software actually capture the video, SIBME serves as a web-based digital portfolio repository, which uploads and stores video of daily instruction. Teachers, Instructional Supervisors and Principals have access to assess observations. A unique feature in SIBME is called “*Huddle*”, which allows the Teacher, Instructional Supervisor, Instructional Coach and Principal to meet virtually to identify potential problems of practice, brainstorm root cause analysis and develop a plan of action for course correction. Each of the stakeholders can also offer strategies to differentiate instruction to improve teacher effectiveness and conduct virtual “instructional rounds.” The SIBME software allows the teacher to receive real-time virtual support (the coach can speak into an earpiece worn by the teacher as they are observing them teach, as well as, debrief and provide feedback after the lesson is completed). The teacher can use video observations for self-reflection and they will be shared with Instructional Coaches, Principals and Supervisors for feedback to help teachers improve the effectiveness of their teaching. Teachers in the schools identified for support will record four lessons each week which capture instruction provided at different times of the day and on different days throughout the week. The teacher will submit two of the four lessons weekly for feedback. The instructional team, which includes the Instructional Coach, Supervisor and

Principal, will *Huddle*, along with the Teacher, to provide a weekly debrief from the observation. The teacher will also be asked to choose one of the lessons each week for personal reflection and self-assessment. This unique platform will store: 1) the videos from the observations; 2) the teacher's weekly personal reflections and self-assessments; 3) the strategies from the debrief from each of the *Huddle* meetings, which include incorporating the tenets of improvement science into daily instruction; 4) the feedback from the virtual instructional rounds; and 5) videos of the Instructional Coaches providing modeling of effective teaching strategies within the teacher's classroom as a form of job-embedded professional learning. All are stored in the digital portfolio that the teacher has unlimited 24 hours / 7-days per week, access to as a tool to improve effectiveness. Since SIBME is web-based, it compliments and builds upon our current Human Capital Management System, which allows the district to substantially provide much needed support and feedback to teachers to improve their efficacy.

Talent Management [Gallup Talent-Based Selection Assessments]: Research shows that students are more successful when they experience a school setting that incorporates a team of high-talent principals, teachers and staff. Talent has proven to be a key factor that correlates directly to student success and achievement. Talent is not necessarily evident on a resume, but it is one of the most important components in predicting job performance. Over the past 40 years, Gallup has developed web-based assessment tools for principals, teachers and support staff that incorporate a scientific means of measuring talent in each applicant for a position. Their talent-based selection assessments are predictive of the potential for excellence and success. *LEAP* will partner SBCSC with Gallup to utilize these assessments to hire and onboard the best educators for the highest-need schools. Results will be used to target professional learning.

Data Management [PowerSchool Unified Talent]: SBCSC will fully engage the *PowerSchool Unified Talent* data management platform to improve district capacity to monitor and track educator effectiveness data and professional learning data. *Unified Talent* data management system will allow grant managers, district administrators and school leaders to categorize professional learning, align that learning to Professional Growth Pathways (see System 2) and monitor educator participation in professional learning linked to individual educator effectiveness ratings.

Implementation of an educator improvement data management system will empower SBCSC to fully invest in the development of highly-effective educators by ensuring educators are connected to the professional learning opportunities that best meet their individual professional learning needs.

- **Educator Effectiveness Model:** The SBCSC *Teacher and Principal Evaluation Systems*, authorized by the Indiana Department of Education, are based on the Danielson Model - to assess teacher, instructional support personnel, school leader and district leader effectiveness across four performance domains linked to student growth measures. The evaluation process – embedded in the SBCSC *Teacher and Principal Evaluation Systems* – will inform all components of the SBCSC Human Capital Management System. The state-approved Danielson Model evaluation systems for teachers and principals assess professional performance through observation rubrics. Observational data is connected to Student Learning Objectives to generate educator effectiveness ratings. Danielson Model experts from the University of Washington Center for Educational Leadership (CEL) will train school and district leaders to conduct objective educator evaluations, with fidelity to Danielson Model Domains and the Indiana *Teacher and Principal Evaluation Systems* protocol, to ensure fair, reliable and credible results. Principal coaches and trained external evaluators will conduct random “shadow evaluations” across schools and grade levels to provide an outside evaluation of educators for comparison with district-led results to assess prevalence of rater bias and increase objectivity. Central administrators conducting principal and assistant principal evaluations and school leaders conducting teacher/ non-instructional staff evaluations will use the innovative *SIBME / SWIVL* digital platform and mobile devices to facilitate instantaneous feedback for educators and connect observation data to HCMS digital management systems and Educator Support Plans (ESPs) for all educators. Central administrators and school leaders will complete training to utilize the *SIBME / SWIVL* platform aligned to the Danielson Model Rubrics.
- **Fidelity Monitoring** – SBCSC has a critical need to collaborate with University of Washington’s Center for Educational Leadership (CEL) to implement a fidelity monitoring protocol to assess the quality of implementation of the *Teacher and Principal Evaluation Systems* and Danielson Model rubrics in participating schools. CEL experts– currently engaged in a long- term project with the Danielson Group to improve effective use of the educator evaluation model in schools – will conduct random, joint evaluations, with both central

administrators and school leaders, to provide external observation data and assess evaluator use of the approved system/rubric. Fidelity monitoring will help reduce evaluator bias in observation results, increase inter-rater reliability and improve equity for educators whose careers and compensation trajectories are directly impacted by the results of annual educator effectiveness evaluations and subsequent performance ratings. By using objective data to increase accuracy in educator ratings, SBCSC will be able to place its best teachers with those who need them most.

- **Student Learning Objectives** – The inclusion of student achievement growth metrics promotes educator accountability for individual and schoolwide student achievement outcomes while reducing educator/ union concerns that evaluator bias will impact educator effectiveness ratings and compensation. SBCSC will use the following five steps in writing student growth indicators to impact annual performance scores: 1) Select quality assessments; 2) Determine students’ starting points; 3) Write Student Learning Objectives; 4) Track progress and refine instruction; and 5) Review results and score. Student Learning Objectives adhere to Indiana Department of Education *Teacher and Principal Evaluation Systems* standards:
- **Educator Effectiveness Formulas** – Annual effectiveness ratings will be based on formula calculations that combine multiple factors – Educator Observation results are valued at 66%; Individual Growth Model Data at 18% and Student Learning Objectives at 16%:

Formula Component	Component Weight (% Score)	Component Description
Educator Evaluations / Observations	66%	Individual numerical scores based on self-assessment and extensive observations, including Pre-Observation, Two Formal Observations, Post-Observation Conference and Year-End Conference.
Individual Growth Model Data (IGM)	18%	Rating is assigned by the Indiana Department of Education based on the median IGM score of all students in a grade and discipline who were enrolled in district no later than 18 <sup>th</sup> day of school thru April 1.
Student Learning Objectives (SLO)	16%	Individual educator scores derived from student achievement growth metrics linked to district, school and classroom performance.

- **Educator Effectiveness Labels** – Upon completion of annual effectiveness evaluation procedures and after annual student growth data is linked to observational results, each educator will receive an Effectiveness Performance Rating aligned to a numerical score:

Rating (Score)	Educator Effectiveness Competencies
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<b>Highly Effective</b> (>3.25)	<ul style="list-style-type: none"> <li>• Consistently exceeds instructional practice / leadership expectations</li> <li>• Consistently exceeds student performance expectations / academic growth targets</li> <li>• Demonstrates excellence across assessment parameters per evaluator observations</li> </ul>
<b>Effective</b> (>2.5 – 3.25)	<ul style="list-style-type: none"> <li>• Consistently meets instructional practice / leadership expectations</li> <li>• Consistently meets student performance expectations / academic growth targets</li> <li>• Demonstrates effectiveness across assessment parameters per evaluator observations</li> </ul>
<b>Improvement Necessary</b> (>1.75 – 2.5)	<ul style="list-style-type: none"> <li>• Requires improvement to meet instructional practice / leadership expectations</li> <li>• Requires improvement to meet student expectationst/ academic growth targets</li> <li>• Demonstrates inadequacies across assessment parameters per evaluator observations</li> </ul>
<b>Ineffective</b> (1 – 1.75)	<ul style="list-style-type: none"> <li>• Fails to meet instructional practice / leadership expectations</li> <li>• Fails to meet student performance expectations / academic growth targets</li> <li>• Demonstrates failures across assessment parameters per evaluator observations</li> </ul>

Educator performance ratings and scores will influence placement in Professional Growth Pathways and help administrators and teachers develop Educator Support Plans that promote improvement (see System 2). Educators who attain a *Highly Effective* or *Effective* rating will be eligible for annual performance-based compensation awards and Career Ladder opportunities.

- **Performance-based Compensation:** SBCSC has distributed performance-based compensation incentives since the Indiana legislature passed Senate Bill 1 in 2011. The district plans to sustain beyond federal funding a performance-based compensation system that links salary advancement and promotion to annual educator evaluation results and willingness to serve lowest-performing schools. Educators will be eligible to receive annual performance-based compensation rewards based on effectiveness evaluation ratings and additional incentives, as outlined below:

<b>LEAP: Performance-Based Compensation Rewards *</b>		
<b>Area</b>	<b>Highly Effective Educators</b>	<b>Effective Educators</b>
Overall Educator Effectiveness Label <ul style="list-style-type: none"> <li>• 66% Educator Evaluationst/ Observations</li> <li>• 18% Individual Growth Model (IGM)</li> <li>• 16% Student Learning Objectives (SLOs)</li> </ul>	<u>Current:</u> Base Pay increase of \$500; Teacher Appreciation Grant from IDOE of \$514.66. <u>Proposed PBCS Stipends:</u> Level 1 Schools: \$2,500 Level 2 Schools: \$1,000 Level 3 Schools: \$500	<u>Current:</u> Base Pay increase of \$250; TAG of \$411.75 <u>Proposed PBCS Stipends:</u> Level 1 Schools: \$1,000 Level 2 Schools: \$500 Level 3 Schools: \$250
<i>LEAP Schools</i> <u>Menu of Career Ladder Bonuses &amp; Stipends</u> <ul style="list-style-type: none"> <li>• Curricular Teacher Leaders</li> <li>• Teacher Leadership Teams</li> <li>• Extended Teaching Responsibilities</li> <li>• Peer Observations</li> </ul>	Up to \$6,500	Up to \$3,000

<ul style="list-style-type: none"> <li>• National Board Certification</li> <li>• Literacy Specialist Certification</li> <li>• STEM Specialist Certification</li> <li>• Microcredential Earned</li> <li>• Badging Earned</li> <li>• Relocation Bonus</li> <li>• Retention Bonus</li> </ul>		
<b>Maximum PBCS Awards</b>	<b>Up to \$9,000</b>	<b>Up to \$4,000</b>

\* Actual PBCS reward amounts to be determined by SBCSC, based on eligible candidates.

**SYSTEM OF SUPPORT 2: Professional Learning Supports.** SBCSC will implement an HCMS (guided by use of the *Teacher* and *Principal Evaluation Systems*) that yields annual educator ratings, influences distribution of performance-based compensation and triggers development of Professional Learning Supports designed to increase, with fidelity, the number of educators who earn *Highly Effective* and *Effective* performance ratings. Implementation of *RISE* will begin with a comprehensive, external audit of the district Professional Learning System serving SBCSC. Learning Forward will complete a thorough audit of all professional learning and professional growth initiatives serving participating schools to determine strengths, weaknesses and gaps in professional learning and educator supports. Audit results will guide the future selection of specific professional learning and support strategies during the grant period and beyond. Implementation of *LEAP* will support the hiring of a Professional Learning Coordinator (see *Management Plan*) to manage educator effectiveness improvement strategies that connect district, school leaders and instructional staff to professional learning aligned to the individual needs of SBCSC educators. Supports linked to district, school and individual achievement benchmarks will catalyze improvement across all performance levels and include: (1) Professional Growth Pathways; (2) Equity in Teaching and Learning; (3) New Teacher Induction; (4) Curriculum Development; (5) Principal Network; and (6) Career Ladder.

- **Professional Growth Pathways:** The SBCSC *Teacher* and *Principal Evaluation Systems* drive all aspects of the educator evaluation process and influence all components of the re-imagined HCMS. A component of both *Teacher* and *Principal Evaluation Systems* is the SBCSC Professional Growth Pathways strategy. Annually, all educators – newly-hired and experienced – will be assigned to a Professional Growth Pathway based on effectiveness data and ratings:

<b>LEAP: Professional Growth Pathways</b>		
<b>Pathway</b>	<b>Audience</b>	<b>Professional Growth Strategies</b>
<b>Path 1:</b> Initial Professional Learning	<ul style="list-style-type: none"> <li>• Educators with less than 2 years SBCSC experience</li> </ul>	<ul style="list-style-type: none"> <li>• Designed to support growth of new educators – both new educators and new to South Bend educators – during probationary period.</li> <li>• Strategies promote assimilation of educators into district culture and promote mastery of district instructional and administrative strategies.</li> </ul>
<b>Path 2:</b> Ongoing Professional Learning	<ul style="list-style-type: none"> <li>• Educators w/more than 2 years – <i>Highly Effective, Effective</i></li> </ul>	<ul style="list-style-type: none"> <li>• Designed to support educators demonstrating mastery of educator effectiveness domains.</li> <li>• Strategies promote development of leadership skills, advanced certifications and peer support to promote sharing effective practice.</li> </ul>
<b>Path 3:</b> Professional Learning– Concern	<ul style="list-style-type: none"> <li>• Educators w/more than 2 years – <i>Needs Improvement</i></li> </ul>	<ul style="list-style-type: none"> <li>• Designed to support educators demonstrating single-issue concern or single-issue deficiency in effectiveness domains.</li> <li>• Strategies promote development of skills aligned to effectiveness domains and strengthen weaknesses identified during evaluations.</li> </ul>
<b>Path 4:</b> Professional Learning– Warning	<ul style="list-style-type: none"> <li>• Educators w/more than 2 years – <i>Ineffective</i></li> </ul>	<ul style="list-style-type: none"> <li>• Designed to support educators demonstrating less than satisfactory performance across multiple effectiveness domains.</li> <li>• Strategies develop skills aligned to effectiveness domains / strengthen multiple weaknesses identified during evaluations.</li> <li>• Strategies mitigate deficiencies to avoid potential dismissal actions.</li> </ul>

Annual assignment of educators to Professional Growth Pathways will trigger Educator Support Plans that connect educators to supports, professional learning and quality improvement strategies that promote educator attainment of *Highly Effective* and *Effective* performance ratings. SBCSC seeks to raise achievement by connecting all students attending South Bend Community School Corporation with educators who demonstrate measurable success in raising student achievement.

- **Equity in Teaching and Learning:** SBCSC will collaborate with The Institute for Organizational Coherence to elevate the imperative of equity in all teaching and learning decisions, education administration decision-making and human capital management. Equity in teaching and learning is critical to the success of students, the success of SBCSC schools and the success of the communities in which students live and learn. Professional learning and leadership training will ensure equity is a key factor in all programs. Experts from The Institute for Organizational Coherence – led by Dr. Thomas Maridada, Harvard University Post-Doctoral Fellow and former public school district Superintendent of the Year – will prepare district administrators, school leaders, instructional leaders and teachers to increase leadership and instructional coherence across all district and school programs serving high-needs schools through the lens of equity. The Institute will also collaborate

with SBCSC to implement a coherence and fidelity initiative that aligns the goal, objectives and outcomes of *LEAP* to district priorities through capacity building efforts that increase expertise in program implementation.

- **New Teacher Induction:** *LEAP* will offer multi-year support for new teachers entering SBCSC schools to prepare new educators to adapt to South Bend Community School Corporation policies and practices and elevate the quality of new teachers during the early phase of their careers.
  - **Induction Support:** SBCSC will offer an Annual Induction Orientation – a blended learning experience of one day workshop and online modules – that prepares new teachers coming to South Bend City schools from other districts or from university teacher preparation programs with training on the SBCSC HCMS, educator evaluation systems / effectiveness tools, district policies, state grade level standards / expectations and instructional / assessment philosophies.
  - **New Teacher Professional Learning Communities:** SBCSC will assign new teachers (Year 1 and Year 2 teachers) to specialized Professional Learning Communities to connect them with New Teacher Network Leaders and Mentor Teachers through a collaborative PLC supported in part, with 2019 Teacher Quality Partnership grant funds. New Teacher Network Leaders will lead monthly PLCs and connect new educators with instructional and curricular resources and support vital to ensuring new teachers meet and exceed professional performance standards.
  - **New Teacher Mentoring:** Every first-year teacher entering *LEAP* schools from a university teacher preparation program or alternative certification program will be assigned a New Teacher Mentor (SBCSC teacher who has maintained a *Highly Effective* rating a minimum of three consecutive years) from the same grade level or curricular subject. New teachers will meet with Mentors weekly throughout their first year of teaching to learn from experienced South Bend educators and increase support for new teachers vulnerable to attrition from the profession. The Mentor Teacher assignment will be maintained for the first two years of teaching.
- **Curriculum Development:** South Bend Community School Corporation will select 30 Teacher Leaders to work with the district's Chief Academic Office to improve curricular offerings in K-12 classrooms. Teacher Leaders (Career Ladder position) will complete training to ensure they support SBCSC educators with research-based and validated strategies. The effort will support educators

with embedded professional learning that raises competencies in instructional practice, teaching with equity and social and emotional learning. Teacher Leaders will be chosen using effectiveness ratings and a scored application process. They will have expertise in specialized pedagogies and competencies and be able to work with educators across grade levels and schools to address common instructional problems of practice and individual growth needs. Curriculum support will be available across all *LEAP* schools; Teacher Leaders will prioritize schools using the School Priority Level strategy to assure that highest-needs schools can receive intensive supports.

- **Principal Network:** The *LEAP* Principal Network will improve educator effectiveness through individualized learning and support for assistant principals and principals. The Principal Network provides much-needed support and professional growth to raise the effectiveness of new and / or struggling principals and assistant principals. Principal Network strategies will include:
  - Leadership Evaluation Development: SBCSC will partner with the University of Washington Center for Educational Leadership to improve the ability of principals and evaluators to conduct high-quality instructional observations and provide targeted feedback to educators. CEL professional learning will nurture the growth of aspiring instructional leaders within SBCSC by helping current and future school leaders develop a shared vision for high-quality instruction; utilize non-judgmental methods for observing and analyzing instruction; employ transformative skills in providing targeted feedback; promote development of collaborative professional learning communities focused on student learning and grow a deeper culture of public practice. Cohorts of principals, principal supervisors (Directors of School Learning) and three program directors will enroll in the highly-respected, two-year leadership growth program.
  - Professional Learning: *LEAP* will offer extensive leadership professional learning to support the ongoing growth and continuous leadership improvement of central district administrators, principals and assistant principals. The *Unified Talent* platform will include a catalog of professional learning options designed to elevate educator effectiveness and fill gaps in expertise and knowledge identified during the annual administrator effectiveness evaluation process (see chart below for menu of professional learning – additional opportunities will be available during the two-year grant period as strategies are developed and implemented). All SBCSC administrators will complete annual professional learning. Options will include but not be

limited to: Root Cause Analysis and Course Correction; Digging Deeper into NWEA Assessments; Better Coaching Conversations; Danielson Model Side-by-Side Coaching; Strengths-based Leadership; Coherence Strategies; and Social Emotional Learning Supports.

- **Career Ladder:** SBCSC will provide opportunities for professional growth and advancement linked to educator performance. A Career Ladder will offer multiple strategies to advance eligible South Bend Community School Corporation educators to higher level leadership and instructional positions. Educators who maintain *Highly Effective* effectiveness ratings for a minimum of three consecutive years will be recruited to pursue career advancement positions in instructional or school leadership positions. Career Ladder opportunities will include:

- **Harvard University Strategic Data Project:** *LEAP* will engage outstanding SBCSC educators
  - central administrators, principals, assistant principals, HCMS administrators and / or teachers
  - in meaningful professional learning through the Harvard University Strategic Data Project.The Strategic Data Project Fellowship is a two-year program that strengthens the capacity of education agencies to use data to drive instructional improvement. The Fellowship prepares data strategists to advance critical analytic initiatives, uncover valuable insights, measure solutions, communicate evidence to stakeholders and build a strong data culture in schools critical to advancing educational priorities impacting the success of educators and students. SBCSC will recruit two candidates per year to complete the Harvard Strategic Data Project Fellowship.
- **Aspiring Leaders Program:** *LEAP* will launch an initiative to identify aspiring leaders from among the ranks of *Highly Effective* SBCSC educators motivated to pursue positions as principals or assistant principals in high-needs schools. The Aspiring Leaders Program will prepare outstanding Interns (candidates with a minimum of three consecutive years of *Highly Effective* ratings and valid Indiana principal credential or active enrollment in a principal credential program) to become future instructional leaders of SBCSC schools. By creating a leadership pipeline of leaders prepared to serve in high-needs schools, the Aspiring Leaders Program will help SBCSC overcome recruitment, hiring and retention challenges by supporting the growth of internal education leaders already committed to the success of South Bend youth. The Aspiring Leaders Program will provide three highly-qualified candidates per year with a rigorous one-year experience that provides training across three leadership components:

academic leadership; faculty / staff leadership and operations / business management leadership. Aspiring Leaders will collaborate with *Highly Effective* principals across all education levels (elementary / middle / high) to gain experience filling leadership roles in the HCMS and gain experience implementing components of the *Teacher* and *Principal Evaluation Systems* (including use of Danielson Model rubrics, see *System 1*). Successful Interns who complete the program will receive priority placement in future positions.

- **Micro-Credentials:** *LEAP* will advance knowledge in the field pertaining to the concept of micro-credentials and the role they play in the ongoing effort to improve educator effectiveness. While the credential concept has received significant attention in recent years, a clear understanding of what a micro-credential is and what it can do remains elusive among some facets of the broader education community. *LEAP* will clearly define through practice what micro-credentials are and provide multiple opportunities to engage educators in micro-credential courses of study that will demonstrate the potential benefit micro-credentials add to the educator preparation and development field. Implementation of *LEAP* will demonstrate that micro-credentials are powerful change agents allowing aspiring, novice and experienced educators to increase knowledge and competency through intensive study of targeted education topics that deconstruct barriers impeding student success and perpetuating cycles of inequality in K–12 education access/opportunity. Educators who attain *Highly Effective* or *Effective* performance ratings will be eligible to complete micro-credentials that will be designed and housed on the *Canvas Network* Learning Management Platform. Upon successful completion of micro-credential courses of study, SBCSC educators will then qualify to fill Career Ladder positions of elevated instructional and school leadership responsibility and compensation (New Teacher Mentors, Principal Network Coaches, Curricular Teacher Leaders, Teacher Leaders, etc.).
- **Badging:** Implementation of *LEAP* will introduce the emerging professional growth concept of Badging to South Bend schools. Similar to the micro-credential approach, Badging will serve as a Career Ladder strategy to promote the internal development of educator leaders. *Highly Effective* and *Effective* educators who maintain ratings a minimum of three consecutive years will be eligible to develop priority skills from existing SBCSC specialists in instructional leadership and school leadership areas of focus (Coaching, Social and Emotional Learning, ELL,

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Special Education Instruction, Educator Evaluation, Literacy, STEM, Equity in Education, etc.). Badging will promote self-directed growth by allowing SBCSC educators to choose from a menu of Badging options – aligned to Career Ladder positions and outlined in the *Unified Talent* data management system – that advance their careers as they move up the *LEAP* Career Ladder. Badging will include coaching, mentoring, PLCs, e-learning and/ or co-instructional, embedded professional learning to increase educator quality and expand SBCSC capacity to address needs.

- **National Board Certification:** South Bend Community School Corporation teachers who maintain *Highly Effective* or *Effective* ratings for a minimum of three consecutive years will be eligible to apply for participation in the National Board Certification initiative. Annual cohort of educators who complete the rigorous program will then be eligible to pursue advanced Career Ladder positions within SBCSC schools (New Teacher Mentors, Curricular Teacher Leaders, Principal Network Coaches, Teacher Leaders, etc.).

LEAP and its Systems of Supports will provide SBCSC with a mechanism to make effectiveness-based HCMS decisions, improve instructional leadership, enhance classroom education, improve equitable access to quality teaching for all students and raise achievement in high-need schools.

**(ii) Evaluation will provide performance feedback, permit periodic assessment of progress.**

South Bend Community School Corporation (lead applicant and fiscal agent) plans to contract with EduShift, Inc., a 20-year-old grants and program evaluation organization, to implement an objective evaluation of *LEAP*. Project Leader, Carol Guse, is a seasoned grants administrator and evaluator. She has served as principal investigator in over 100 federal and state government grants since 1990 – including previous *Teacher Incentive Fund* and *Teacher and School Leader* grant projects – and has been a field instructor with Indiana University and St. Francis College. She has substantial experience administering federal, state, corporate and foundation grants and has served as an evaluator for the United States, Indiana and Michigan Departments of Education, as well as dozens of school districts throughout the country. With a strong background in education, administration, accounting, auditing, research and program implementation, Guse, and her team of grants professionals, offers tremendous expertise that will ensure objective, ongoing evaluation of *LEAP* across multiple GPRA measures, locally-developed project measures and two research questions. Evaluation of *LEAP* will include: (1)

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Evaluation Methodology; (2) Process and Outcome Evaluation; (3) Evidence of Promise and (4) Objective Performance Measures.

**(1) Evaluation Methodology:** Evaluators will utilize the research-based *FORECAST* model (*FOR*mative *E*valuation, *C*onsultation, *A*nd *S*ystem *T*echniques) to guide an objective evaluation structure. Four tiers of assessment provide a validated evaluation planning framework:

<b>MODEL – Action Model of Project</b>	Evaluators will construct an action model for each year of the project that includes all events, linking the implementation timeline and logic model with evaluation activities to ensure all facets of the evaluation process are aligned.
<b>MARKERt– Indicators of Progress</b>	Evaluators will collect baseline data and identify annual benchmarks based on performance measures (including annual growth targets) to determine if progress is sufficient to attain goals and determine the magnitude of results.
<b>MEASUREt– Tools to Assess Achievement</b>	Evaluators, project personnel and partners will implement assessment tools (educator effectiveness rubrics, state content exams, surveys) aligned to <i>LEAP</i> strategies to collect data. Analysis will link statistical relationships to outcomes.
<b>MEANINGt– Assess Outcomes, Verify Impact</b>	Data analysis will equip evaluators with indicators needed to draw conclusionst/ assess strengths and weaknesses. Interpretation of data will provide feedback that helps stakeholders make informed decisions about strategy effectiveness.

The *FORECAST* model will provide evaluators, the Project Director and Advisory Board with feedback regarding the effects of specific program elements. Evaluation of *LEAP* using the model will allow evaluators to address two critical questions (see below for description of Treatment / Control Groups):

<b><i>LEAP</i>: Research Questions</b>	
1.	Do SBCSC schools receiving TSL funds (Treatment Group) measure greater student achievement gains than matched Indiana schools that do not receive TSL funding (Control Group)?
2.	Does TSL funding improve equity in education by improving student access to <i>Highly Effective</i> educators in South Bend Community School Corporation “ <i>F</i> ” and “ <i>D</i> ” schools compared to Control Group schools?

**(2) Process and Outcome Evaluation:** EduShift, Inc will conduct a thorough evaluation of all project elements that measures both process and outcome indicators. **Process Evaluation:** Process evaluation will provide feedback pertaining to the achievement of operational benchmarks and milestones in accordance with proposed timelines. Process measures will ensure that all program activities occur in a timely manner so that completion of the project will yield outcomes. The *LEAP* Timeline, project Logic Model (see *Project Design*) and *FORECAST* action model will serve as process tools allowing EduShift personnel to determine compliance with the scope and schedule of the proposed project. Process Evaluation will: (1) evaluate and document fidelity and variability in program implementation across sites and student subgroups in relation to Logic Model, Timeline and proposed scope of the project; (2)

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monitor dose of interventions across *LEAP* sites and across intended recipients of interventions; (3) provide accountability data needed to inform stakeholders and partners of implementation progress and (4) generate feedback data to promote improvement of project, refinement of services and replication of effective strategies. **Outcome Evaluation:** Outcome evaluation assesses the impact of the *Teacher and School Leader* grant on *LEAP* schools, educators and students. Evaluators will use eight Required GPRA Measures and project-specific indicators to evaluate the impact *LEAP* strategies have on South Bend Community School Corporation Human Capital Management Systems (including Performance-based Compensation Systems) and Professional Learning Support Systems. Outcome evaluation will focus on the measurement of performance indicators that correspond to the purpose of the program – including improving equity in education, increasing educator effectiveness and raising student achievement – and will measure the success of the program and its impact on SBCSC students/ families / schools / communities. Outcome evaluation will generate data that verifies the impact of implementation rather than focusing on the timely completion of proposed activities. Outcome evaluation will equip grant managers with the information needed to analyze results by project component and by subgroups / schools to determine if interventions yield positive growth and promote success; analysis will promote replication and sustainability of effective practices and refinement of promising strategies to maximize results. **Treatment and Control Groups:** Evaluators will collect Treatment / Control group data to facilitate evaluation that meets *What Works Clearinghouse* standards:

<b>TREATMENT GROUP</b>	South Bend Community School Corporation “ <i>F</i> ” and “ <i>Dt</i> ” Schools administered by SBCSC as of October 1, 2020.
<b>CONTROL GROUP</b>	Indiana “ <i>F</i> ” and “ <i>Dt</i> ” Schools – Random selection of six N.E. Indiana “ <i>F</i> ” and “ <i>Dt</i> ” schools as of October 1, 2020 matched to grade level and demographics (as closely as possible) of Treatment Group schools.

**(3) Evidence of Promise: Design Meets What Works Clearinghouse Standards** – Evaluation will include randomized control assessment of outcomes through comparison of Treatment and Control Group educators. Matching - In the impact evaluation, EduShift will use a propensity-score matching (PSM) approach designed to meet WWC standards with reservations. The evaluation will examine outcomes for *LEAP* students enrolled in high-needs SBCSC schools. *LEAP* is estimated to reach more than 16,000 students annually who will enroll in district schools. ESI will use administrative records from schools within the district to create a sample of comparison schools (serving students enrolled in

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*Targeted Support / Improvement* schools) that are closely matched to SBCSC schools on key characteristics – including ethnicity, gender, poverty, academic performance, enrollment, grade level configuration and funding allocations (control school and treatment school will be matched to ensure paired schools receive similar funding other than TSL funding). Other factors to be considered will include: school size, pre-intervention student achievement in ELA, math and science, and the proportion of economically disadvantaged students, students of color, racial group isolation and English learners. ESI will evaluate the quality of the matching by examining whether the matched treatment and control group means for each measure included in the matching process are within 0.25 standard deviation of each other (the baseline equivalence threshold to meet *WWC* standards with reservations). If the differences are greater than 0.25 standard deviation, ESI will refine the matching approach to achieve a baseline equivalence acceptable to meet *WWC* standards with reservations. Once treatment schools are matched to comparison schools, evaluators will utilize randomized selection procedures to generate a Treatment Group of school students and a Control Group of students enrolled in comparison schools. After completion of randomized selection, EduShift will use ANOVA (analysis of variance) to analyze results. Since ANOVA only measures if a difference exists between control and treatment groups and whether it is significant, evaluators hope to demonstrate, due to the matching process, that the program was the cause of the variation in measured objectives. Statistical Adjustment - In accordance with *What Works Clearinghouse QED, with reservations*, evaluators will also perform ANCOVA (analysis of covariance) on control and treatment groups to assure there are no nuisance / confounding factors (or control them if they exist) between control and treatment groups. Effect Size - Effect size will be calculated by taking the difference in means between two groups and dividing that number by combined (pooled) standard deviation. Effect size tells evaluators how many standard deviations of difference exist between the means of the intervention (treatment) and comparison conditions (an effect size of 0.25 indicates treatment group outperformed comparison group by 25% of one standard deviation). For *LEAP*, evaluators will use an effect size of 0.25 as the threshold to meet “Practice with Rigorous Scientific Evidence” standard. Evaluators selected a 0.25 effect size because it represents a conservative estimate of effects and because it meets USDOE *WWC* “substantively important” threshold. Cross-Contamination: Evaluation will assess cross-contamination of control / treatment groups and remediate c

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if necessary. Evaluators will complete statistical treatments of data to assess associational results, casual inference of outcomes, causal relationships between interventions/results and correlation of variables.

**(4) Performance Measures:** The goal, objectives, GPRA measures and indicators will be used to assess implementation progress and the impact / outcomes of services. Evaluation will review program activities and budget expenditures to assess progress in meeting the goal and objectives of *LEAP*.

<b>LEAP: Goal, Objectives, GPRA Measures, Project Indicators October 1, 2020 - September 30, 2023</b>		<b>Evaluation Source</b>
<b>GOAL: To improve student achievement by increasing access to effective educators in high-need schools.</b>		
<b>GPRA A:</b> The percentage of Educators in all schools who earned Performance-Based Compensation.		
<b>GPRA B:</b> The percentage of Educators in all High-Need Schools who earned Performance-Based Compensation.		
<b>GPRA C:</b> The gap between the retention rate of Educators receiving Performance-Based Compensation and the average retention rate of Educators in each High-Need School whose Educators participate in the project.		
<b>GPRA D:</b> The number of school districts participating in a TSL grant that use Educator Evaluation and Support Systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional learning; tenure; promotion; or all of the above.		
<b>GPRA E:</b> The number of High-Need Schools within districts participating in a TSL grant that use Educator Evaluation and Support Systems to inform the following human capital decisions: recruitment; hiring; placement; retention; dismissal; professional learning; tenure; promotion; or all of the above.		
<b>GPRA F:</b> Percentage of Performance-Based Comp paid to Educators with State, local, non-TSL Federal resources.		
<b>GPRA G:</b> The percentage of teachers and principals who receive the highest effectiveness rating.		
<b>GPRA H:</b> Percentage of teachers and principals in High-Need Schools who receive the highest effectiveness rating.		
<b>Objective 1: Reduce equity gaps through effectiveness-based Human Capital Management Systems.</b>		
<b>Indicator 1.1:</b> A minimum of 80% of educators in “F” and “D” schools will attain <i>Highly Effective</i> or <i>Effective</i> rating by end of grant, 10/1/20 – 9/30/23.	Effectiveness Rubric	
<b>Indicator 1.2:</b> Increase the racial diversity of educators teaching in targeted schools a minimum of 15% by end of grant period, 10/1/20 – 9/30/23.	HCMS Records	
<b>Objective 2: Assess educator effectiveness using validated tools to ensure objectivity.</b>		
<b>Indicator 2.1:</b> 100% of instructional staff will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/20 – 9/30/23.	Educator Ratings	
<b>Indicator 2.2:</b> 100% of principalst/ assistant principals will receive an annual educator effectiveness rating, using state-approved evaluation tool, each year of the grant, 10/1/20 – 9/30/23.	Educator Ratings	
<b>Objective 3: Improve educator effectiveness through individualized learning and support.</b>		
<b>Indicator 3.1:</b> 100% of educators (instructional and leadership) will maintain annual Educator Support Plans (ESPs) each year of the grant, 10/1/20 – 9/30/23.	Teacher Portfolios	
<b>Indicator 3.2:</b> Reduce the number of educators who receive a <i>Minimally Effective</i> or <i>Ineffective</i> rating a minimum of 15% compared to previous year, 10/1/20 – 9/30/23.	Educator Ratings	
<b>Objective 4: Increase student attainment of state academic performance standards.</b>		
<b>Indicator 4.1:</b> Increase the % of students who achieve ELA state proficiency benchmarks a minimum of 10% by end of grant period, 10/1/20 – 9/30/23.	State Test Data	

<b>Indicator 4.2:</b> Increase the % of students who achieve Math state proficiency benchmarks a minimum of 10% by end of grant period, 10/1/20 – 9/30/23.	State Test Data
<b>Indicator 4.3:</b> Increase graduation rate a minimum of 10% by end of grant period, 10/1/20 – 9/30/23.	State Data

Evaluation of *LEAP* will produce data to assess impact of project and promote continuous improvement:

- **Data Collection:** EduShift and the Project Director will collect data to establish baseline indicators for each performance measure. Baseline data (collected at beginning of the Year 1 project period) will facilitate comparative analysis of interim, annual and end-of-project data to measure outcomes. Data collection using project-specific tools will facilitate outcome analysis and reporting of results. Data collection will involve all *LEAP* grant staff, targeted school faculties, students, families and partners to ensure data reflects a diversity of stakeholder perspectives.
- **Evaluation Tools:** Evaluators will utilize multiple instruments to collect qualitative and quantitative data: (1) Assessment Scores and Grades: Student and teacher assessment results will measure academic outcomes. School performance statistics (ELA/Reading and Mathematics state assessment results) will assess impact of *LEAP* on graduation rates, academic achievement and classroom performance. (2) Educator Effectiveness Data: Annual results of SBCSC educator effectiveness evaluation system will be measured to determine educator improvement and eligibility for performance-based compensation. (3) Participant Surveys: Students, teachers, Project Director and partners will complete annual surveys to assess perceptions of project quality, personal growth, attitudes toward *TSL* grant project impact and impact of program on education outcomes. (4) Site Visits: EduShift, Inc. will complete multiple site visits per year to solicit feedback and conduct observational analysis of progress. (5) Focus Groups: Evaluators will conduct annual focus groups (student, parent, teacher, partner) to collect data through structured interviews regarding project success/ impact; (6) Formative Assessment Data: Evaluators will review student assessment data to monitor growth and provide administrators with performance data.
- **Data Analysis:** Statistical treatments of data will assess associational results, casual inference of outcomes, causal relationships between interventions and results (if any) and correlation of variables to results. Subgroup analysis will track changes in achievement / equity gaps. Evaluators will collect data for Treatment/ Control groups to facilitate impact evaluation that meets *What Works Clearinghouse* standards:

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- **Reporting:** EduShift, Inc. will collaborate with the Project Director to submit biannual performance reports to USDOE that present data for each measure, address strengths and weaknesses and include suggestions for improvement. Supplementary progress reporting of data to the Advisory Board will ensure partners and stakeholders receive meaningful feedback. Analysis of data will be extensive and ongoing to ensure a constant flow of feedback to facilitate improvement and sustainability of effective strategies. Evaluators will monitor all components of *LEAP* through continuous assessment of process and outcome measures to examine the effectiveness of the program as it evolves. Grant managers will implement a coordinated Dissemination Plan (see *Management Plan* section) to facilitate replication of effective strategies in additional district schools and in learning environments across the region, state and nation.

### **(c) QUALITY OF MANAGEMENT PLAN**

#### **Achieving objectives on time/within budget, responsibilities, timelines, and milestones.**

South Bend Community School Corporation will serve as fiscal agent of *LEAP*. A structured grant management plan – (1) Equal Access; (2) Timely Implementation; (3) Budget Oversight; (4) Procedures; (5) Personnel; (6) Timeline; (7) Feedback and (8) Engaging Under-Represented Groups – will ensure timely completion of grant activities and promote continuous improvement. **(1) Equal Access:** South Bend Community School Corporation will provide equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class. All teachers, administrators, students, families and community stakeholders will be encouraged to participate in activities to maximize impact of project. *LEAP* Systems of Supports (Human Capital Management System; Professional Learning System) will be administered to guarantee equal treatment of and equal opportunity for all participants. South Bend Community School Corporation will fully comply with the equal access regulations outlined in the General Education Provisions Act section 427 (GEPA 427). **(2) Timely Implementation:** SBCSC will initiate *LEAP* immediately upon funding and will manage all grant activities – to the maximum extent possible given the chance of unanticipated challenges – in accordance with the *LEAP* Timeline (see below). Grant personnel and external evaluators will utilize multiple process evaluation tools to monitor implementation and align progress to the *LEAP* Logic Model (see *Project Design* and *Appendix*). Evaluators will develop a FORECAST Model of *LEAP* to

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guide ongoing evaluation of the effort and will share the model with stakeholders to ensure transparency of evaluation and reporting and provide managers with additional tools to support timely implementation of the project. Projected annual milestones (see Timeline below) will help SBCSC and grant administrators plan and schedule key activities to promote achievement of implementation benchmarks. **(3) Budget Oversight:** The Planning Team designed the budget to meet program goals and objectives, ensure equal access and promote sustainability of *TSL* grant strategies. Each line item is linked to one or more grant components, services and / or priorities. The budget is fiscally efficient while providing sufficient funds for targeted, comprehensive programming. The Project Director and SBCSC Finance Office will manage expenditures in accordance with Indiana and U.S. Department of Education regulations and will prioritize allocations to ensure completion of project. The PD and Advisory Board will identify complementary district / partner programming and funds that expand the reach of *LEAP* and sustain systemic changes initiated during grant period. **(4) Procedures:** Service coordination guided by management procedures will help South Bend Community School Corporation achieve the goal and objectives on time and within budget:

- 1. Initiate Grant** – SBCSC will hire staff and brief project partners to launch *LEAP*;
- 2. Convene Advisory Board** – the *Planning Team* will transition into the *LEAP* Advisory Board; Advisory Board will create a Budget Committee, Equity Committee and Sustainability Committee to provide critical implementation oversight during the grant period;
- 3. Ensure Equal Access** – SBCSC / partners will provide equal access / treatment for participants without regard to actual / perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class for all services;
- 4. Implement Records Management Protocol** – Project Director will maintain program file to document implementation, evaluation and fiscal milestones, from award to completion;
- 5. Implement Fiscal Management Protocol** – SBCSC Finance Office will establish a system of accounting / cost management / reporting to promote efficient expenditure of funds;
- 6. Implement Action Model** – Project Director, Specialists, Advisory Board and Evaluation Team will develop and revise action model to identify project components and services linked to *LEAP* Timeline to ensure completion of all project elements;

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7. **Implement Goodst/ Services Management Protocol** – SBCSC will implement protocol to procure goods / services and manage acquisitions in compliance with applicable regulations;
8. **Implement Evaluation Plan** – Project Director, Advisory Board and Evaluation Team will sustain ongoing evaluation to promote continuous project improvement.
9. **Disseminate Results** – Project Director, evaluators and grant personnel will present outcomes, data and progress to stakeholders and the public through reports, School Board presentations and outreach to increase transparency and engage community in education.
10. **Sustain Programs** – SBCSC, grant administrators and Advisory Board members will initiate a sustainability plan – from award through end of grant– to sustain *LEAP* beyond federal funding.

**(5) Personnel:** Project management will be a collaborative effort guided by the following key personnel equipped with the skills, knowledge and expertise to successfully implement *LEAP*:

<b>LEAP Personnel</b>	
<b>Qualifications</b>	<b>Primary Responsibilities / Duties</b>
<b><u>Advisory Board: Planning Team will Transition to Ongoing Role</u></b>	
<ul style="list-style-type: none"> <li>• Comprised of SBCSC Superintendent, school leaders, teachers, HCMS managers, union leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct quarterly oversight meetings to provide feedback to Project Director.</li> <li>• Ensure diversity of perspectives shape project to better meet identified needs.</li> <li>• Utilize evaluation data to strengthen weaknesses and promote improvement.</li> <li>• Conduct Budget / Equity/ Sustainability Committee meetings and supports.</li> <li>• Coordinate sustainability efforts to ensure lasting impact of project.</li> </ul>
<b><u>Project Director: 1.0 FTE – To Be Hired</u></b>	
<ul style="list-style-type: none"> <li>• Master of Education.</li> <li>• Administrator Certification.</li> <li>• 10+ yrs in K – 12 education.</li> <li>• Previous grant management experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Manage daily implementation of <i>LEAP</i>.</li> <li>• Coordinate Advisory Board.</li> <li>• Supervise grant staff and coordinate partnerships.</li> <li>• Oversee HCMS systemic improvements.</li> <li>• Oversee Professional Learning (educator quality) supports.</li> </ul>
<b><u>HCMS Coordinator: 1.0 FTE– To Be Hired</u></b>	
<ul style="list-style-type: none"> <li>• Master of Education.</li> <li>• Administrator Certification.</li> <li>• 10+ yrs in K – 12 education.</li> <li>• Experience managing school-based HCMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess HCMS improvement / professional learning needs.</li> <li>• Research, identify, implement revised HCMS data and personnel software.</li> <li>• Manage educator evaluation and performance-based compensation systems.</li> <li>• Provide coaching and mentoring to HCMS professionals.</li> <li>• Coordinate professional learning for HCMS professionals.</li> </ul>
<b><u>Professional Learning Coordinator: 1.0 FTE – To Be Hired</u></b>	
<ul style="list-style-type: none"> <li>• Master of Education.</li> <li>• Administrator Certification.</li> <li>• 10+ yrs in K – 12 education.</li> <li>• Experience coordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Assess professional growth needs.</li> <li>• Align professional learning to educator evaluation systems.</li> <li>• Manage principal and teacher coaching initiatives.</li> <li>• Manage Principal Network and New Teacher Network.</li> </ul>

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professional growth programs.	<ul style="list-style-type: none"> <li>• Coordinate Career Ladder programs and recruit participants.</li> </ul>
<b>Administrative Assistant to PD, HCMS, PLC: 1.0 FTE – To Be Hired</b>	
<ul style="list-style-type: none"> <li>• Minimum Associates Degree</li> <li>• Bachelor Degree Preferred</li> <li>• 3+ yrs Clerical Experience</li> </ul>	<ul style="list-style-type: none"> <li>• Provide organizational and operational support for Project Director, HCMS and Professional Learning Coordinators to achieve <i>LEAP</i> on time/in budget.</li> <li>• Work with schools and partners to collect data.</li> </ul>
<b>LEAP Accountant: 0.5 FTE – To Be Hired</b>	
<ul style="list-style-type: none"> <li>• Minimum Accounting Degree</li> </ul>	<ul style="list-style-type: none"> <li>• Pay invoices, draw funds, track match, prepare for Single Act audit.</li> </ul>
<b>Aspiring Leaders Interns: 3.0 FTEs – To Be Hired</b>	
<ul style="list-style-type: none"> <li>• Master of Education</li> <li>• School Principal Certificate</li> <li>• Desire to fill Admin Position</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in daily school-embedded coaching / training by SBCSC principals.</li> <li>• Complete extensive professional learning and leadership training.</li> <li>• Job-shadow <i>Highly Effective</i> principals to gain leadership competencies.</li> </ul>
<b>New Teacher Mentors: Paid from Teacher Quality Partnership (TQP) Grant Funds</b>	
<ul style="list-style-type: none"> <li>• Master in Education degree</li> <li>• 3+ yr Classroom Experience</li> <li>• 3 yr <i>Highly Effective/Effective</i></li> </ul>	<ul style="list-style-type: none"> <li>• Partner with first-year &amp; low-performing teachers to mentort/ model lessons.</li> <li>• Collaborate with Teacher Leaders to integrate performance expectations.</li> <li>• Participate in school-wide <i>LEAP</i> PLCs and share resources and tools.</li> </ul>
<b>Curricular Teacher Leaders: (Career Ladder Stipend Positions) – To Be Selected</b>	
<ul style="list-style-type: none"> <li>• Master in Education degree</li> <li>• 5+ yr Classroom Experience</li> <li>• Mastery Core Subject/ Specialty</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with Chief Academic Office to write / revise curriculum.</li> <li>• Support teachers as they implement newly-written / revised curriculum.</li> <li>• Participate in school-wide <i>LEAP</i> PLCs and share resources and tools.</li> </ul>
<b>Teacher Leadership Teams: (Career Ladder Stipend Positions) – To Be Selected</b>	
<ul style="list-style-type: none"> <li>• Master in Education degree</li> <li>• 3+ yr Classroom Experience</li> <li>• 3 yr <i>Highly Effective/Effective</i></li> </ul>	<ul style="list-style-type: none"> <li>• Support teachers rated <i>Minimally Effective / Ineffective</i> to improve outcomes.</li> <li>• Collaborate with Curricular Teachers to integrate performance expectations.</li> <li>• Coordinate and lead schoolwide <i>LEAP</i> PLCs.</li> </ul>

(6) **Timeline:** Expert coordination of Support Systems by grant managers will ensure delivery of high-quality services in accordance with an extensive Timeline and Logic Model. Grant managers, Advisory Board and evaluators will monitor progress, ensure fidelity with project design and assess milestones.

<b>KEY:</b> Advisory Board (AB); Project Director (PD); HCMS Specialist (HS); Professional Learning Coordinator (PLC); Curriculum Teacher Leaders (CL); Teacher Leaders (TL); New Teacher Mentors (NM); Leader Interns (LI); Evaluation Team (ET); Human Capital Management System (HCMS); Educator Evaluation (EE); Performance-Based Comp (PBC); Professional Learning System (PLS); Teachers (T); Principals (P); District Administrators (DA)	
<b>ONGOING:</b> Quarterly Advisory Board Meetings, Quarterly Advisory Board Committee Meetings; Implement Systems of Supports; Professional Learning; Effectiveness Evaluations, Monthly Evaluation Conference Calls; Data Collection and Analysis; Dissemination of Results; Replicate, Scale and Sustain Effective Project Components	
<b>Year One: 10/1/20 – 9/30/21</b>	
<b>Quarter 1 (Oct - Dec) &amp; Quarter 2 (Jan - Mar)</b>	<b>Quarter 3 (Apr - June) &amp; Quarter 4 (July - Sept)</b>

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<ul style="list-style-type: none"> <li>• Hire Project Director (S) &amp; Initiate <i>LEAP</i> (PD)</li> <li>• Convene Advisory Board; review grant narrative (PD,AB)</li> <li>• Launch Budget/ Equity / Sustainability Committees (AB)</li> <li>• Conduct HCMS audit (DA,PD,HS,HCMS)</li> <li>• Initiate Educator Support Plans (PD,DA,P,T)</li> <li>• Plan Micro-Credential and Badging options (PD,PLC,P,T)</li> <li>• Schedule Professional Learning, PLCs (PD,PLC)</li> <li>• Launch/sustain leadership/instructional coaching (TL,CL)</li> <li>• Develop evaluation tools / collect baseline data (ET)</li> <li>• Recruit Career Ladder participants (PD,PLC,P,T)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Educator Effectiveness Evals (DA,P,T)</li> <li>• Conduct New Teacher, Principal PLCs (TL,CL,NM)</li> <li>• Finish Yr 1 activities/evaluate data (PD,HS,PLC,ET)</li> <li>• Distribute Performance-Based Comp (DA,HS,HCMS)</li> <li>• Recruit Coaches/Mentor Teachers, Interns (PLC)</li> <li>• Offer Micro-Credentialst/ Badging study (PLC,T,P)</li> <li>• Submit Y1 APR to Fed Program Officer (ET,PD)</li> <li>• Plan and organize Year 2 programs (All)</li> <li>• Inform stakeholders of Year 1 results (PD)</li> <li>• Launch Career Ladder initiatives (PD,PLC,P,T)</li> </ul>
<b>Year 1: Primary Benchmarkst/ Milestones Aligned to Objectives</b>	
<ul style="list-style-type: none"> <li>• <u>Human Capital Management System</u>: Use HCMS Audit results to fill gaps in programs and increase objectivity and credibility of systems. <u>Professional Learning System</u>: Use Educator Quality Audit results to improve educator support systems and professional learning strategies.</li> </ul>	
<b>Year Two: 10/1/21– 9/30/22</b>	
<ul style="list-style-type: none"> <li>• Launch new year of HCMS / PL (PD,D,A,HS,PLC,P,T)</li> <li>• Conduct observations and feedback (DA,P,TL,CL)</li> <li>• Sustain Educator Support Plans (PLC,P,T)</li> <li>• Continue leadership/instructional coaching (TL,CL)</li> <li>• Schedule/offer Professional Learning (PD,GD,P)</li> <li>• Offer Principal, New Teacher <i>PLCs</i> (MT,TL)</li> <li>• Offer Micro-Credentialst/ Badging study (PLC,T,P)</li> <li>• Continue Career Ladder initiatives (PD,PLC,P,T)</li> </ul>	<ul style="list-style-type: none"> <li>• Finish Year 2 activities / evaluate data (PD,T,ET)</li> <li>• Complete annual educator evaluations (HS,DS,P,T)</li> <li>• Distribute Performance-Based Comp (HCMS)</li> <li>• Recruit Career Ladder participants (PLC,DA,P,T)</li> <li>• Submit Y2 APR to Fed Program Officer (ET,PD)</li> <li>• Plan and organize Year 3 programs (All)</li> <li>• Continue Sustainability discussions (AB, PD,DA,P, T)</li> <li>• Inform stakeholders of Year 2 results (PD)</li> </ul>
<b>Year 2: Primary Benchmarkst/ Milestones Aligned to Objectives</b>	
<ul style="list-style-type: none"> <li>• HCM System: Fully utilize Talent/Data Management system to align educator and student data to HCMS decisions.</li> <li>• PL System: Professional Growth Pathways will link educators to learning and supports aligned to individual needs.</li> </ul>	
<b>Year Three: 10/1/22 – 9/30/23</b>	
<ul style="list-style-type: none"> <li>• Launch new year of HCMS / PL (PD,D,A,HS,PLC,P,T)</li> <li>• Conduct observations and feedback (DA,P,TL,CL)</li> <li>• Sustain Educator Support Plans (PLC,P,T)</li> <li>• Continue leadership/instructional coaching (TL,CL)</li> <li>• Schedule/offer Professional Learning (PD,GD,P)</li> <li>• Offer Principal, New Teacher <i>PLCs</i> (MT,TL)</li> <li>• Offer Micro-Credentialst/ Badging incentives (PLC,T,P)</li> <li>• Continue Career Ladder initiatives (PD,PLC,P,T)</li> </ul>	<ul style="list-style-type: none"> <li>• Finish Year 3 activities / evaluate data (PD,T,ET)</li> <li>• Complete annual educator evaluations (HS,DS,P,T)</li> <li>• Distribute Performance-Based Comp (HCMS)</li> <li>• Recruit Career Ladder participants (PLC,DA,P,T)</li> <li>• Submit Y3 Final APR to Program Officer (ET,PD)</li> <li>• Plan and organize sustainability programs (All)</li> <li>• Promote replication/ scale up efforts (AB,PD,DA)</li> <li>• Inform stakeholders of project results (AB,PD)</li> </ul>
<b>Year 3: Primary Benchmarkst/ Milestones Aligned to Objectives</b>	
<ul style="list-style-type: none"> <li>• HCM System: HCMS systems will measure a redistribution of diverse educators in high-need schools.</li> <li>• PL System: Professional Growth Pathways will measure improvement and career advancement among educators.</li> </ul>	

**(7) Feedback:** *LEAP* is designed to engage multiple partners and solicit feedback from stakeholders to ensure diverse perspectives influence project quality and sufficient data is available to facilitate objective process and outcome evaluation (see *Project Design* section):

Participants	<i>LEAP</i> Feedback Mechanisms
<b>Advisory Board</b> (Quarterly Meetings)	<ul style="list-style-type: none"> <li>• Convene quarterly meetings to monitor implementation and expenditures;</li> <li>• Review evaluation data to assess magnitude of results/ significance of outcomes;</li> <li>• Review/ update <i>LEAP</i> Timeline and Logic Model to facilitate project completion.</li> </ul>
<b>Project Director</b> (Monthly Progress Conference Calls)	<ul style="list-style-type: none"> <li>• Coordinate and attend quarterly Advisory Board meetings to guide progress;</li> <li>• Participate in monthly Evaluator progress monitoring conference calls;</li> <li>• Conduct quarterly data review to monitor results compared to goal /objectives/ outcomes;</li> <li>• Share evaluation results with Advisory Board and stakeholders and solicit input.</li> </ul>
<b>Evaluation Team</b> EduShift, Inc. (10 hours per week)	<ul style="list-style-type: none"> <li>• Oversee qualitative and quantitative data collection efforts from participants;</li> <li>• Conduct quarterly data review to monitor results compared to goal /objectives/ outcomes;</li> <li>• Conduct monthly progress monitoring conference calls with Project Director;</li> <li>• Conduct focus groups / site visits to ensure fidelity with Logic Model / Timeline.</li> </ul>
<b>Educators</b> (annual surveys / focus groups)	<ul style="list-style-type: none"> <li>• Serve as members of <i>LEAP</i> Advisory Board and attend quarterly meetings;</li> <li>• Complete annual surveys to provide operational / project quality feedback;</li> <li>• Participate in Evaluator site visits / focus groups to provide operational feedback.</li> </ul>
<b>Partners</b> (surveys/ focus groups)	<ul style="list-style-type: none"> <li>• Serve as members of <i>LEAP</i> Advisory Board and attend quarterly meetings;</li> <li>• Complete annual surveys to provide operational / project quality feedback;</li> <li>• Participate in Evaluator site visits / focus groups to provide operational feedback.</li> </ul>

**(8) Engaging Under-Represented Groups:** South Bend Community School Corporation will make every effort to engage as many stakeholders as possible in the implementation and decision-making process impacting *LEAP* and participating schools to broaden support for reform efforts and increase engagement in education. SBCSC and grant managers will recruit stakeholders from traditionally-underrepresented groups to serve on Advisory Boards, planning teams and committees – persons of color; persons from non-English speaking households; persons of poverty – to learn firsthand about the ever-changing needs of under-represented communities and groups. SBCSC seeks to hire and retain a diverse workforce and is uniquely positioned to continue to amplify initiatives through new teacher recruitment that connects SBCSC with higher education partners Indiana University South Bend, Purdue Polytechnic Institute and the University of Notre Dame. Targeted recruitment at partner IHEs with diverse student enrollment and well-respected educator preparatory colleges / programs will ensure SBCSC students learn from the best-trained faculty and learn in schools whose educators reflect the rich diversity of South Bend communities and SBCSC schools. Meaningful engagement of members from traditionally under-represented groups served by SBCSC schools will ensure grant management and grant implementation aligns to the priorities / needs of communities impacted by *LEAP* reform efforts.

**(d) ADEQUACY OF RESOURCES**

**(i) Likelihood that proposed project will result in system change or improvement.**

South Bend Community School Corporation will implement a comprehensive *Teacher and School Leader Incentive Fund* project to increase the quality of teaching and learning in high-needs schools and increase equitable access to education for students enrolled in high-needs schools. *LEAP* will launch and sustain two Systems of Supports – System 1: Comprehensive HCMS and System 2: Professional Learning Supports – to promote positive and lasting systems changes that improve outcomes for schools, educators and students. Strategies to promote systems change and improvement include:

<b>LEAP: Short-Term Systemic Improvement</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li>• HCMS Audit will identify strengths and weaknesses in current efforts and prioritize improvement strategies.</li> <li>• <i>Unified Talent</i> platform will improve linkages between educator effectiveness data and HCMS decision-making.</li> <li>• Revised and expanded PBCS will increase educator motivation to improve practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal Network will increase supports for existing school leaders to raise effectiveness.</li> <li>• Instructional Coaching will connect educators in need of improvement with specialists to elevate practice.</li> <li>• Professional learning will increase district / school leadership and classroom competencies.</li> <li>• Career Ladder will provide growth opportunities for educators.</li> </ul>
<b>LEAP: Mid-Term Systemic Improvement</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li>• Strengthened human capital management systems will increase equity in employment opportunities.</li> <li>• Performance-based compensation will facilitate redistribution of educators across district schools.</li> <li>• Decreased bias and increased fidelity to educator evaluation systems will increase credibility of effectiveness data and educator ratings.</li> </ul>	<ul style="list-style-type: none"> <li>• Educator Support Plans (ESPs) will increase transparency in educator improvement expectations.</li> <li>• Instructional Coaching will improve teacher quality in district classrooms.</li> <li>• Principal Coaching will improve fidelity to educator evaluation system models.</li> <li>• Career Ladder will increase number of educators with the skills to fill school/ instructional leadership roles.</li> </ul>
<b>LEAP: Long-Term Systemic Improvement</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li>• Improved HCMS systems will increase equity in human capital management in district schools.</li> <li>• Data-driven HCMS will increase equity in learning by ensuring students have access to effective educators.</li> <li>• Sustainable PBCS will increase educator accountability for student performance outcomes.</li> <li>• Consistent data management strategies will increase objectivity in educator evaluation systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Educator Support Plans will increase transparency in educator improvement expectations.</li> <li>• Improved instructional practices will increase student academic outcomes.</li> <li>• Strong leadership will elevate expectations in high-needs schools.</li> <li>• Increased equity will close achievement gaps distinguishing racial / socio-economic student groups.</li> </ul>

**(ii) Likely to build local capacity to provide, improve, or expand services that address needs.**

Implementation of *LEAP* will provide South Bend Community School Corporation with the resources to improve human capital management systems and strengthen educator quality supports. *LEAP* will build district, school and educator capacity to meet the needs of South Bend students enrolled in 27 high-needs schools and promote systemic change that is sustainable beyond grant funding. Efforts to implement sustainable reforms and improvements that build capacity to meet needs include:

<b>LEAP: Building Capacity to meet Needs</b>	
<b>Need 1: SBCSC lacks resources to consistently implement effectiveness-based HCMS across all schools.</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li>SBCSC will implement multiple, robust data management and software systems to streamline operations of its HCMS and increase transparency and efficiency in decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>SBCSC will connect its HCMS with Professional Learning systems through <i>Unified Talent</i> platform to ensure professional growth is connected to supports that impact employment / compensation decisions.</li> </ul>
<b>Need 2: SBCSC lacks expertise to objectively evaluate educator effectiveness across all schools.</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li>SBCSC central administrators and school leaders responsible for conducting educator evaluations will complete training from Learning Forward/University of Washington CEL to ensure objective implementation of educator eval protocols/ promote inter-rater reliability.</li> </ul>	<ul style="list-style-type: none"> <li>Increased objectivity, rigor and fidelity to the Danielson Model <i>Teacher</i> and <i>Principal Evaluation Systems</i> approved by Indiana Department of Education will increase alignment between educator growth needs and educator effectiveness ratings.</li> </ul>
<b>Need 3: SBCSC lacks a process to connect educators with supports that increase effectiveness.</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li><i>Unified Talent</i> data/ HCMS platform will track educator performance ratings and the results of educator evaluations to provide data to shape district-wide professional learning priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Individual Educator Support Plans maintained through <i>Unified Talent</i> will help educators identify appropriate professional learning that addresses needs to increase overall effectiveness of educators.</li> </ul>
<b>Need 4: SBCSC lacks equity in education for all educators, students and schools.</b>	
<b>System 1: Comprehensive HCMS</b>	<b>System 2: Professional Learning Supports</b>
<ul style="list-style-type: none"> <li>Implementation of a performance-based compensation system that incentivizes placement and retention of <i>Highly Effective</i> educators in highest-needs (System 1) schools will increase likelihood of students enrolled in highest-needs schools are taught by highest-performing educators; thereby increasing equitable access to high-quality teaching and learning programs.</li> </ul>	<ul style="list-style-type: none"> <li>Extensive professional learning and Career Ladder strategies will nurture the growth of educators and increase the overall quality of leadership and instructional practice in all schools, with emphasis on raising quality in highest-needs schools to increase equitable access to high-quality programs for students enrolled in highest-needs schools.</li> </ul>

**(8) Dissemination to Support Replication:** SBCSC will implement a Dissemination Plan to share *LEAP* products, lessons learned, best practices, implementation guides, outcomes, research and effective strategies. Dissemination of results will maximize the impact of federal investment in *LEAP* by

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promoting scalability of effective practices to additional SBCSC schools and replication of strategies in districts, schools and learning environments beyond the boundaries of SBCSC. The *LEAP* Dissemination Plan will include strategies that increase likelihood of replication:

- SBCSC will launch a *LEAP* website to share project services / products / strategies / outcomes.
- Evaluation results will be shared on the *LEAP* website, presented at conferences and / or highlighted through education publications to inform the field of advances in knowledge, innovation, practice.
- Grant managers will participate in media reporting efforts to inform the field of *LEAP* innovations.
- SBCSC will publish strategy papers / position papers on the *LEAP* website to encourage replication.
- SBCSC will share progress, events and research via district and project-specific social media tools.
- Marketing materials designed to recruit internal participants and candidates will be posted on the *LEAP* website to promote replication of recruitment strategies and disseminate project elements.
- Membership in multiple school / administrator / educator professional organizations and networks will connect SBCSC to regional K–12 schools to facilitate sharing of strategies and outcomes.
- SBCSC will host *LEAP* Replication workshops during Year 3 of the grant and invite broad regional stakeholders to attend to gain familiarity with the initiative / assess suitability of replication.
- SBCSC will connect with district partners to inform the public of *LEAP* successes, challenges, lessons learned and best practices to broaden impact of project initiatives.

**SBCSC Matching Resources:** SBCSC will meet the required 50% non-federal match requirement. Matching resources will expand the impact of federal *TSL* funds. Match resources will fund a core team of Teacher Leaders at each school to elevate instructional quality and provide retention incentives for *Highly Effective* educators in *LEAP* schools. The demonstrated ability of SBCSC to sustain educator quality supports and performance-based compensation without federal funds confirms the level of commitment the district has for this vital initiative. Through capacity building efforts aligned to needs, dissemination of effective strategies and the leveraging of non-federal matching resources, SBCSC will ensure lasting impact of *LEAP*, meet the needs of schools, educators and students, promote sustainability and increase positive outcomes by scaling effective practices and catalyzing replication of services to expand reach of federal investment in the project.

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**(iii) Multi-year financial / operating model and plan; commitment of partners; evidence of broad support from stakeholders critical to long-term success; or more evidence.**

South Bend Community School Corporation will efficiently manage *TSL* funds to maximize impact of limited grant resources. Upon completion of the grant period, SBCSC will sustain the project to ensure that federal investment in South Bend Community School Corporation programs benefits students, families, schools and communities for many years. Strategies include: (a) Multi-Year Operating Plan; (b) Partner Commitment; (c) Stakeholder Support; and (d) Sustainable Practices. **(a) Multi-Year Operating / Financial Plan:** SBCSC will assume responsibility for operational costs of *LEAP* programs when funding ends in 2023. For SBCSC, it is the **start-up** costs that prevent the district from developing and operating the programs described in the *Project Design*. SBCSC will pursue sustainable practices during the grant period and evaluate components to identify practices worthy of replication in additional district schools and prioritize practices to sustain beyond the grant period. The SBCSC multi-year operating and financial plan includes:

***LEAP Multi-Year Plan of Operation* (see *Management Plan* for *LEAP* Timeline)**

- **LEAP Year 1 (2020-21)** – Conduct external HCMS / Educator Quality Supports Audit; Launch System 1 program elements; Launch System 2 program elements; initiate ongoing evaluation of *LEAP*; Convene Advisory Board and Advisory Board Sustainability Committee, Budget Committee and Equity Committee.
- **LEAP Year 2 (2021-22)** – Adjust practices/ improve systems based on audit findings; Continue / refine System 1 program elements; Continue / refine System 2 program elements; continue ongoing evaluation of *LEAP*; Convene Advisory Board and Advisory Board Sustainability, Budget and Equity Committees.
- **LEAP Year 3 (2022-23)** – Continue / refine System 1 program elements; Continue / refine System 2 program elements; continue ongoing evaluation of *LEAP*; Implement Dissemination Plan to promote replication of effective practices; Convene Advisory Board; Convene Advisory Board Sustainability Committee – prioritize *LEAP* elements to sustain beyond grant; Convene Advisory Board Budget Committee – identify non-federal funding sources to fund *LEAP* programs and institutionalize performance-based compensation systems; Convene Advisory Board Equity Committee; Seek additional grant funds to expand support.
- **Post-LEAP Plan (2023-beyond)** – Continue HCMS strategies; Continue distribution of performance-based compensation to *Highly Effective* and *Effective* educators; Continue Retention Incentives for educators serving high-needs schools; Sustain professional learning optionst/ *LEAP* professional learning model to elevate educator effectiveness aligned to Professional Growth Pathways and Educator Support Plans; Sustain Career Ladder components; Seek additional grant funds to support continuation, replication and improvement.

***LEAP Multi-Year Financial Planning Procedure***

SBCSC and the Advisory Board will gather stakeholder feedback, via a *K-12 Insight Survey*, regarding all components of the HCMS and Educator Support System to develop a multi-year financial projection to sustain *LEAP*. Data regarding project and component impact is critical when projecting costs; SBCSC will not be able to collect and analyze data until the project is launched across all schools. After collecting stakeholder

and evaluation data, SBCSC will develop a data-informed Multi-Year Financial Plan aligned to four principles:

- **Objective source and structure of the foundational data.** Through use of the SBCSC budget structure, planners will determine the level of granularity needed to support sustainability decision-making.
- **Assessment of variables that will drive future revenues and expenses.** SBCSC leaders will assess changing conditions impacting district funding to identify variables and impact on future financial outcomes.
- **Creation of accessible outputs clear to diverse stakeholders.** SBCSC leaders / Finance Officers will support projections with tabular and graphical data to improve understanding of future funding projections.
- **Simulate and track changes.** SBCSC leaders and Finance Officers will catalogue scenarios and record changes to projected variables to generate multiple Projections adjusted for variation in assumptions.

SBCSC will use *LEAP* data to project a well-constructed and documented forecast to support sustainability planning, scalability of project elements to additional SBCSC schools and replicability of the project in learning environments beyond the boundaries of SBCSC. Objective and consistent data collection from diverse stakeholders will ensure the *LEAP* Multi-Year Financial Plan is both reasonable and attainable.

(b) **Partner Commitment:** *LEAP* will be a collaborative effort linking district, school and partner resources to achieve the goal and objectives of the project. Key project personnel, partners and resources will contribute to the success and sustainability of *LEAP* as outlined in the following chart:

<b>LEAP: Diverse Partner Contributions / Support</b>	
<b>Partner</b>	<b>Implementation Role / Contribution</b>
University of Washington– Center for Educational Leadership	<ul style="list-style-type: none"> <li>• Leaders form sustainable PLCs to shape a vision for high-quality instruction and develop transformative skills for supporting teachers to achieve that vision in their classrooms.</li> <li>• Learning is job-embedded and grounded in the <i>4 Dimensions of Instructional Leadership™</i> framework, which supports the improvement of instructional leadership and teaching practice in schools and classrooms across the entire district, sustaining the work of <i>LEAP</i>.</li> </ul>
Institute for Organizational Coherence	<ul style="list-style-type: none"> <li>• Experts from The Institute for Organizational Coherence will provide initial equity and coherence training – leaders in the field will continue to work with SBCSC educators via on-site support and e-learning workshops to reinforce content, promote sustained efforts to improve equity outcomes and serve as thought partners with district and school leaders as they seek solutions to challenging equity and coherence alignment issues.</li> </ul>
Harvard University Strategic Data Project	<ul style="list-style-type: none"> <li>• Fellows who complete the Harvard University Strategic Data Project program are connected to a robust Professional Learning Community of peers that provides support, shares best practices, promotes innovation and elevates the practice of data analysis and data management; frequent PLC events convene outstanding data specialists connected through common training and professional growth experiences to sustain learning and improvement</li> <li>• Harvard University provides partner districts with access to diverse, rich, extensive resources that will lead to unanticipated opportunities that extend positive outcomes.</li> </ul>
Learning Forward	<ul style="list-style-type: none"> <li>• Practitioners from Learning Forward will conduct the initial Professional Learning System Audit – sustained partnership with SBCSC will help district and school leaders conduct internal quality checks and identify opportunities for growth to catalyze a system of continuous improvement and evolution in programs that reflect changing needs.</li> </ul>
Institutions of Higher Education	<ul style="list-style-type: none"> <li>• SBCSC will continue and strengthen long-term partnerships with local and regional Institutions of Higher Education to ensure a steady stream of high-quality applicants</li> </ul>

	prepared to fill vacancies in SBCSC schools – partnerships will contribute greatly to district efforts to recruit and retain traditionally under-represented groups in K–12 education.
EduShift, Inc.	<ul style="list-style-type: none"> <li>The EduShift evaluation team will conduct a thorough and objective evaluation of <i>LEAP</i>. During the project period and beyond, EduShift is committed to providing technical support to facilitate internal assessment of programs and technical assistance in the review of evaluation data to promote systems change, capacity building and internal knowledge / competency needed to interpret data.</li> </ul>

**(c) Stakeholder Support:** During Year 3 of *LEAP*, SBCSC will implement a *K–12 Insight Survey* to gather feedback from all *LEAP* stakeholder groups. Grant managers will engage stakeholders in independent assessment of project quality to identify meaningful components across diverse stakeholder perspectives. Data will be aggregated to generate districtwide results and disaggregated by stakeholders (teachers, non-classroom instructional professionals, assistant principals, principals, central district administrators, etc.) to compare feedback across groups. Results will be shared with district administrators and will be used in the identification of sustainable services and practices suitable for replication in other settings. The *K–12 Insight Survey* will provide an externally-administered assessment to generate data independent of program staff; results will help inform sustainability planning, Advisory Board Sustainability Committee efforts and influence long-term Financial Plans designed to institutionalize *LEAP* strategies that are worthy of continuation based on feedback.

**(d) Sustainable Practices:** *LEAP* was designed to facilitate sustainability and replicability. While many project elements have substantial startup costs, most components have minimal continuation expenses that will be met by well-planned district and school budgets. Sustainable practices will ensure *LEAP* initiatives meet future needs of schools, educators and students. Sustainability strategies include:

<b><i>LEAP</i> Sustainability Strategies</b>	
<b>HCMS Supports</b>	<ul style="list-style-type: none"> <li>Upon completion of grant, a comprehensive HCMS will become institutionalized in SBCSC, eliminating need for Project Director, HCMS/PL Coordinators and Administrative Assistant.</li> <li>SBCSC will gain the capacity to implement a fully-reconfigured, data-driven HCMS, districtwide, beyond the grant period, that will fully inform human capital decisions.</li> <li>Investment in technology hardware and software is a start-up expense of <i>LEAP</i>; ongoing costs for software and maintenance will be absorbed by the SBCSC HCMS Department.</li> <li>Investment in technology-based evaluation strategies reduces long-term expense of disposable materials through use of digital evaluation, teaching and learning tools.</li> <li>The district will work with union partners to revamp the traditional salary schedule and reallocate dollars to fund a compensation system that rewards effectiveness.</li> </ul>
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>SBCSC will realign Title I, II, III and IV funds to support evaluation data-driven professional learning to sustain grant-funded strategies and Educator Support Plans.</li> </ul>

<b>Supports</b>	<ul style="list-style-type: none"> <li>• Planning Team selected programming models with manageable long-term costs –primary expenses for <i>Learning Forward</i>, <i>University of Washington CEL</i>, <i>Institute for Organizational Coherence</i> are initial professional learning costs with minimal long-term sustainability costs.</li> <li>• Travel expenses beyond grant period are negligible – most travel costs associated with start-up professional learning; continuing education for maintaining skills is available through on-line platforms at little cost to schools or educators.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• The Advisory Board will work to ensure that schools are linked to community partners whose resources enhance the depth and capacity of support options.</li> </ul>

South Bend Community School Corporation will engage outstanding curricular models, partners, pedagogy experts, professional learning providers and vendor resources to improve educator effectiveness, enhance learning in *LEAP* schools and promote the achievement of project goals, objectives, outcomes and performance measures. Efforts during the grant period will position schools to leverage expertise, facilities and stakeholder support to sustain, replicate and scale *LEAP* initiatives.