



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Tippecanoe Valley School Corporation	Corp #	4445
School	Tippecanoe Valley Middle School	School #	3619
Superintendent Name	Mr. Brett Boggs	Email	boggsb@tvsc.k12.in.us
Title I Administrator Name	Mrs. Angie Miller	Email	millera@tvsc.k12.in.us
Principal	Mr. Blaine Conley	Email	conleyb@tvsc.k12.in.us
Mailing Address	11303 W. 800 S.	City	Akron
		Zip Code	46910
Telephone	574-353-7353	Fax	574-353-7189
Total Funding Authorization			

Application Type

Select one of the following options:

- Turnaround
- Transformation
- Restart
- Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

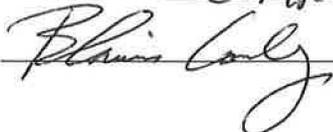
- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

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

Superintendent Signature:  Date: 3-31-14

Title I Administrator Signature:  Date: 3-31-14

Principal Signature:  Date: 3-31-14

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Blaine Conley	Principal`
Scott Backus	Assistant Principal
Kristen Horrell	Secondary Literacy Coach
Linda Studebaker	6 th grade math teacher
Michelle DeBaets	7 th grade science teacher
Linda Randall	8 th grade language arts teacher
Cindy Kimmel	6 th / 8 th grade business teacher
Mallory Eaton	7 th grade special education teacher
Susanne Siebrase	Counselor

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	30%	150		73% passing	76% passing	79% passing
Hispanic	41%	24		63% passing	66% passing	69% passing
White	28%	112	High – Students do not have formal remediation time to address issues.	71% passing	74% passing	77% passing
Free/Reduced Lunch	33%	99	High – Students do not have formal remediation time to address issues.	70% passing	73% passing	76% passing
LEP	69%	18		34% passing	37% passing	40% passing
Special Education	69%	46	High – Differentiated instructional practices need to be implemented with fidelity.	34% passing	37% passing	40% passing

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	26.3%	129		77% passing	80% passing	83% passing
Hispanic	31%	18		72% passing	75% passing	78% passing
White	26%	104	High – Students do not have a formal remediation time to address issues.	77% passing	80% passing	83% passing
Free/Reduced Lunch	28%	82	High – Students do not have a formal remediation time to address academic issues.	75% passing	78% passing	81% passing
LEP	50%	13		53% passing	56% passing	59% passing
Special Education	63%	42	High – Differentiated instructional practices need to be implemented with fidelity.	40% passing	43% passing	46% passing

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	75,600 minutes	76,500	Five minutes will be added to the day to equal the amount across the school corporation.
2. Dropout rate*	Not Applicable	Not Applicable	Not Applicable
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.63%	97%	Students leaving early for vacations/breaks is an issue.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	Not Applicable	Not Applicable	Not Applicable
5. Number of students completing dual enrollment classes	Not Applicable	Not Applicable	Not Applicable
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	Not Applicable	Not Applicable	Not Applicable
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS	SS	Summer school is well attended by approximately 50 students per year.
8. Discipline incidents*	309 White Slips 63 Discipline Referrals	300 White Slips 50 Discipline Referrals	Since the implementation of PBIS by the current administration, discipline incidents have decreased dramatically.
9. Truants (# of unduplicated students, enter as a whole number)	0	0	
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	2012-13 HEF 2 EF 21 IMP 1 IN 1	HEF 3 EF 23 IMP 1 IN 0	
11. Teacher attendance rate	96.1%	97%	One staff member has missed 21 days due to a family illness.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	<p>Current Reality</p> <p>Instructional Structure and Guidance: In general, teachers instruct during a traditional 7 period day. All teachers are expected to have an objective, also referred to as teaching points, listed on the board each day for each lesson. Most teachers are “singletons,” meaning they are the sole instructor for that course for all students. For example, our 6th grade Language Arts teacher is the only teacher for all 130 sixth-graders.</p> <p>There is one instructional coach that is shared with the high school staff. The instructional coach works with teachers to help reflect on instructional practices, conduct professional development needed, provide guidance and education on current trends in education, and assist teachers in the implementation of data as it relates to instruction.</p> <p>We are nearing the end of our first year with Acuity. This assessment has been a tremendous tool to informing our instructional practices. The instructional coach has worked closely with teachers during collaboration meetings in understanding how to use the assessment, interpret results, analyzing results, and possible strategies to combat weaknesses noticed.</p> <p>Math Intervention with Aleks: Tippecanoe Valley Middle School is currently utilizing Aleks, a web-based Math intervention curriculum, with students identified as High Ability and students who are “at risk” of not passing the ISTEP test. Students with the High Ability identification utilize Aleks every day to supplement the classroom instruction. Aleks differentiates to the needs of each student by providing an assessment at the beginning of the program and continuing to assess students as they show mastery of specific topics within the program. Students who have been identified as “at risk” have also been given an Aleks license. These students utilize Aleks during an extra period of Math that we have put them in.</p> <p>Language Arts Intervention: Currently, there is no remediation available to students in the area of Language Arts, Science, Social Studies, and other content-specific subjects. One of the major concerns with providing instruction in these areas is the fact that there are no current curriculum maps directing the teaching taking place. While many teachers have identified “Power Standards,” or essential learnings from the standards, they do not have a map to guide their instructional planning or formative assessments in place to determine their instructional effectiveness.</p> <p>All ELL students receive a license for Achieve3000, a web-based Reading/Writing intervention program. These students have a goal to achieve at least a 75% or higher on two articles per week. Students develop their literacy skills by using this program during a period designated for ELL support.</p>
Justification for Selected Interventions	<p>Current Needs</p> <p>Instructional Structure and Guidance: Tippecanoe Valley is in need of systematic intervention for all core subjects and must be available to all students. The schedule is structured in a way where students are placed into Extended Learning classrooms for at least 25 minutes per day. However, this time is mainly spent conferencing with students about their grades and independent reading. Taking time to evaluate our current curriculum and establishing timelines for each standard, along with creating and implementing formative assessments for these standards, is critical to accelerating achievement within our students. Each department needs to conduct an analysis of their Power Standards, design units of instruction, create formative assessments, and organize these essential learnings into a year-long curriculum map.</p> <p>While the Instructional Coach is used immensely throughout the school, the school would benefit from developing more teacher leaders. One way to do this is to allow an experienced teacher the opportunity to study instructional strategies for improving students achievement, refining their own teaching, and allowing him/her the time to mentor other teachers in their content area. TVMS</p>

would like to develop a teacher leader in Math and Language Arts, specifically. The Math and Literacy coach would be utilized to study the craft of teaching that specific content area, plan and facilitate Math/Language Arts intervention periods, and model best practices for other teachers in their content area.

Math Intervention with Aleks: Because of a lack of funding, not every single student who is “at risk” of not passing ISTEP is eligible to receive an Aleks license. Currently, we have (20) 7th graders and (14) 8th graders using Aleks as an intervention for Mathematics. Based on our Acuity Predictive C data , we have approximately 150 students who have been projected to not pass ISTEP. Having an Aleks license for each of these students would help provide remediation to these students. Aleks is web-based and allows for students to work on their areas of need at any time of the day, so long as there is internet access. Aleks recommends that they spend an average of two and one-half hours utilizing Aleks throughout the week. Students would easily achieve this goal is they were given an extra period of Math or used the Aleks intervention during Study Hall.

Language Arts Intervention: Students failing to pass the Language Arts portion of ISTEP do not currently have any remediation available to them. We do not double-block any classes, except for a small group of students with an IEP, due to being understaffed. Students in 6th grade who have not passed ISTEP are separated into groups by skill and retaught those specific skills two times per week. Still, the current 6th graders are leaving their elementary buildings having at least 90 minutes of Reading and 45-60 minutes of Writing every day. When they enter 6th grade, these students receive one 45 minute period of Language Arts. One Language Arts teacher is responsible for teaching both Reading and Writing in that time.

School Leadership

LEA analysis

Current Reality

Administration: Most of the leadership within the school is currently provided by the Principal and the Assistant Principal. Prior to the 2012-2013 school year, the leadership in place at Tippecanoe Valley Middle School provided little guidance and encouragement to teachers. Disciplinary issues were not dealt with consistently. PBIS had been implemented, but very few expectations were placed on staff members to follow guidelines. Hold students accountable or recognizing positive actions were not apparent. Mr. Conley and Mr. Backus have set clear expectations of students and teachers which has resulted in an improved educational climate in the building. There is a greater emphasis of PBIS.

Teachers as Leaders: For the past three years, an Instructional Coach has been in place to assist with professional development and to support teachers inside their classrooms. Prior to the 2012-2013 school year, the coach was rarely utilized and was not provided with much guidance. Last year, under Mr. Conley's leadership, the coach was met with weekly and this practice continues today. While the School Improvement team does meet weekly, many of the teachers on the team do not see themselves as leaders in the school. They wait for the administration to provide guidance and make decisions. Questions are asked but few ideas are given about how to overcome challenges facing the school.

Justification for Selected Interventions

Current Needs

Teachers as Leaders: The staff at TVMS needs trained in the Professional Learning Communities model. Understanding the culture of high performing schools and how to achieve such culture is a strong focus at the PLCs At Work conferences. Teachers will also leave feeling empowered to work together to tackle challenges facing the school. The conference will also equip teachers with the necessary knowledge needed to implement instructional practices that must take place in order to achieve success with all students. Currently, the only staff member who has been trained or has attended this conference is the Instructional Coach. The district administrators (Mr. Conley and Mr. Backus included) will travel this summer to attend their first conference. More than simply attending the conference, the school needs to empower teachers to become more of an expert in their field. Because Language Arts and Math are the subjects tested and student growth is measured from, it is necessary to equip each department with their own content-area coach, or department chair. Having these teachers provide targeted assistance to our most struggling students would improve student achievement. By offering these teachers an extra prep period (or two), the Math and Language Arts coach would be able to provide remediation and work alongside other teachers in their department and provide feedback.

School Infrastructure

LEA analysis

Current Reality

Schedule: Tippecanoe Valley Middle School is a rural school that is situated in the middle of a 200 square mile district. There is a 35 mile difference between the southern and northern end of our district. Farm land completely surrounds our school with only a small town located on each end of the district. The number of students receiving free or reduced lunches is rising each year. Currently, there are approximately 63% of our students that fall into this category. Driving students to and from school is very difficult for more parents. If the school should create remediation opportunities after school, it would be nearly impossible to get all students who need to attend to show up each and every time due to lack of transportation.

Tippecanoe Valley Middle School currently houses 460 students. With the exception of 8th grade Math and 7th grade Language Arts, each subject has one teacher who teaches all students in that area. The school operates on a 7 period day. Students have very few choices as far as diversity in classes. Every student has Math, Social Studies, Language Arts, and Science every day. Students may choose to take part in Band or Choir, as well. To complete their 7 period schedules, students have a Study Hall (unless they are in Band or Choir) and 2 other elective subjects such as Art, P.E., Business, and Technology.

PBIS: The school implements P.B.I.S on a daily basis. Students are awarded PBIS recognition tickets that are turned in, documented, and drawn during lunch for a variety of awards. Teachers are included in the drawings as well. There is discipline data to support the fact that teachers who write the most referrals to the office write the fewest number of PBIS tickets. For example, during the 2013 Fall semester, TVMS had 9 teachers who wrote more white slips (a written rule infraction communication) than PBIS tickets. There were also 35 staff members who wrote less than 1 PBIS ticket per week during the semester (less than 9 per semester). This would show that PBIS is not currently being implemented to its fullest potential!

Culture: While the climate and culture of the building has changed drastically in the past year and a half, the building still has what Anthony Muhammad, a leader in PLCs, would describe as a "toxic culture." There is an often unspoken belief that all students can learn if... Teachers blame lack of attention, lack of compliance, or lack of effort for reasons why "students aren't getting 'it'." Changing this inherent belief system is critical to moving TVMS to the next level.

Justification for Selected Interventions

Current Needs

Schedule: Because the school is situated in such a rural area and parents are unable to travel to and from school due to work or other influences, it is essential to provide transportation for our students after school hours. The school would like to implement an activities bus that would pick students up at least 1 hour after the normal end of the day bell. The bus would then transport the student to 6 drop-off locations that are central to the various smaller communities that make up our district. While students would not be getting dropped off directly to their front steps, parents would only have to drive a few miles to pick up their child. In some cases, the drop off location would be in the location that students already live. For example, a student living in the mobile home park on the northern end of our district would get dropped off at that mobile home park.

Teachers as Leaders: Again, TVMS is need of professional development aimed at the culture of the building. Getting teachers to see that they can change the results and that they are the owners and decision-makers of the data they collect can make a huge impact in student achievement. Developing attitudes that all students can learn at high levels and working together to create a culture of excellence at TVMS will be paramount to the future success of all students entering TVMS. The Professional Learning Communities model can do this for the school. Having all teachers trained in the model and hear from administrators and teachers from some of the lowest achieving schools in America will make a massive impact on the attitudes of the teachers. Listening to strategies that have worked and having time at the conference to develop our own strategies will impact our school culture in a positive way and will cause leaders to emerge from within the various departments.

PBIS: TVMS also needs to do a better job of highlighting students when they succeed. Though PBIS is part of the culture, students are not recognized enough for their efforts. We need to highlight achievement with academic rewards such as books, educational games, etc.

Culture: Implementing the Professional Learning Communities framework will cause a drastic change in the culture of the building. With the leadership of our teacher leaders and administration, the school community will be working together to change the attitudes and practices currently taking place. Getting all teachers trained by attending the PLC at Work conference is imperative to the future growth of the culture of this building.

Part 5: Selection of Improvement Model

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

Turnaround Transformation Restart Closure

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

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

The data shows students who are identified as special education are struggling to perform with their peers. More importantly, the data demonstrates a need for students to make one year's worth of growth on ISTEP. Many elements are in place since the change in administration during the 2012-13 school year.

Describe how the model will create teacher, principal, and student change.

The school improvement team feels that the model best fits the current reality of the school. With the focus on PLC implementation, teacher instruction will improve and have a radical effect on student learning.

Part 6: Transformation Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year I of SIG.

Principal changes and flexibility	<p>The current Tippecanoe Valley Middle School principal, Blaine Conley replaced a principal whose contract was not renewed at the conclusion of the 2011-12 school year. Mr. Conley had been the principal at Akron Elementary School for 7 years. Akron had achieved an “A” letter grade and raised SRI scores from 38% of the students achieving proficient/advanced status to 86%. Scott Backus replaced the assistant principal whose contract was not renewed. Mr. Backus had taught in the building for 15 years as a social studies teacher. Mr. Conley will be moving to the assistant superintendent’s position on July 1, 2014. Mr. Backus will become the principal at TVMS. A new assistant principal will be hired on April 15, 2014. Tippecanoe Valley believes in growing their own leaders as much as possible based on the teaching of Jim Collins’s work from Good to Great. The philosophy of getting the right people on the bus, the wrong people off the bus, and the right people in the right seats on the bus. During the hiring process of a study hall supervisor, the hours were changed to provide after-school supervision for homework help.</p>
Effectiveness of staff and recruitment/ retaining of staff	<p>TVSC adopted the McRel model for evaluation during the 2012-13 school year. During the evaluation process, one special education teacher was dismissed at the conclusion of the year and was rated “Ineffective.” Also, one language arts teacher was rated as “Needs Improvement.” During the evaluation process, Mr. Conley determined that the teacher needed to be reassigned to social studies. The decision was based on the TVSC mission statement of: TVSC is committed to student success through the development of character, leadership, and literacy. The language arts position was replaced by a teacher who had previously taught language arts prior to consolidation and was considered by the administration and colleagues to be a more effective in the area of language arts. The new administration has set the tone of academic excellence by dismissing a poor teacher and reassigning another teacher. This had not previously occurred. Administrators perform 3 formal observations for approximately 45 minutes each. A post observation conference occurs with the administrator where feedback is provided on instruction. A summative conference occurs at the end of the year as cumulative data is collaboratively shared between the administration and teacher.</p>
Building Culture	<p>The Tippecanoe Valley Teacher’s Association and administration negotiated 2 weekly collaboration sessions, 40 minutes each prior to the start of school every Tuesdays and Thursdays. This time has been used during the 2013-14 school year in a variety of ways. The primary focus has been Acuity data analysis. TVSC had used NWEA testing data prior to the implementation of Acuity this year. Data analysis, remediation groupings, high ability groupings, and differentiated instruction have been topics discussed during collaboration meetings. PBIS is implemented sporadically throughout the school. Students are recognized through a weekly drawing per grade level. Students get to sit at two tables away from the rest of the grade level at lunch with their friends. They also are allowed to go to the front of the lunch line during the week they are identified as the PBIS winners for the week. Data has indicated a drastic reduction in the number of “white slips” written by teachers in classrooms due to the implementation of PBIS.</p>

<p>Professional Development</p>	<p>TVSC adopted the McRel model for evaluation during the 2012-13 school year. During the evaluation process, one special education teacher was dismissed at the conclusion of the year and was rated "Ineffective." Also, one language arts teacher was rated as "Needs Improvement." During the evaluation process, Mr. Conley determined that the teacher needed to be reassigned to social studies. The decision was based on the TVSC mission statement of: TVSC is committed to student success through the development of character, leadership, and literacy. The language arts position was replaced by a teacher who had previously taught language arts prior to consolidation and was considered by the administration and colleagues to be a more effective in the area of language arts. The new administration has set the tone of academic excellence by dismissing a poor teacher and reassigning another teacher. This had not previously occurred. Administrators perform 3 formal observations for approximately 45 minutes each. A post observation conference occurs with the administrator where feedback is provided on instruction. A summative conference occurs at the end of the year as cumulative data is collaboratively shared between the administration and teacher.</p>
<p>Instructional Programs</p>	<p>Facilitating the instructional programs at TVMS is the responsibility of the administration. The administration works with the secondary literacy coach, Kristen Horrell to identify the instructional needs of the staff. Mrs. Horrell has been working with Acuity data and providing instructional guidance to teachers based on the data results of students. She has worked to implement a remediation time for 6th grade students who receive additional math and language arts support two times per week. Students are double-blocked in 7th and 8th grade for math support. The utilization of ALEKS math is used in grades 6-8 for remediation and for high ability students.</p>
<p>Parent and Community Involvement</p>	<p>Parent-Teacher Conferences were previously structured in the commons without a schedule in place. Currently, teachers schedule conferences with the students in their Extended Learning (homeroom) class. Student-led conferences take place as students provide goals, academic levels, and behaviors in each of their classes. The participants of the conference include the student, parent, and teacher. By making this change, students provide critical feedback to the two most important groups of people in their lives. This has increased the parent participation from 35% to 90% over the past two years.</p>

SMART Culture Goal - Year 1

By July 2015, all TVMS faculty members will be trained in the PLC process by a measure of 100%.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Current principal is becoming the assistant superintendent.	Superintendent	July 1, 2014	None	<i>Replace the principal who led the school prior to implementing the model</i>
Teachers are observed 3 times per year followed by a post observation conference. The summative evaluation occurs at the end of the year. Principals are evaluated by the superintendent. The McRel evaluation systems is used.	Principal	August 16 th -June 1st	None	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Teachers are removed who have not met the goals in their improvement plan.	Administration	Yearly	None	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
PLC Conference	Administration & Teachers	June 2015	PLC Conference registration, hotel, meals, and transportation cost.	<i>Provide high quality, job-embedded professional development</i>

Flexible time is offered in the best interest of student learning.	Administration	June 1	None	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Not Applicable: Increasing time at the middle school level will increase the time elementary students are on busses.	N / A	N / A	N / A	<i>Provide increased learning time for students and staff</i>
Parent / Teacher Conferences. Grades available to parents through STI interface.	Teachers	Current & Ongoing	None	<i>Provide mechanisms for family and community engagement</i>
Staffing needs are discussed with the superintendent.	Superintendent & Administration	March 2015	None	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Principal & Teachers	Quarterly	None	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SMART Culture Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Analyze data trends to identify areas of improvement.	Superintendent	Yearly	N / A	<i>Replace the principal who led the school prior to implementing the model</i>

Teachers are observed 3 times per year followed by a post observation conference. The summative evaluation occurs at the end of the year. Principals are evaluated by the superintendent. The McRel evaluation systems is used.	Principal & Superintendent	August 15 –June 1	None	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Teachers are removed who have not met the goals in their improvement plan.	Principal	Yearly	None	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
PLC: On-site professional development	Administration & Teachers	Year long	Solution Tree on-site professional development	<i>Provide high quality, job-embedded professional development</i>
Flexible time is offered in the best interest of student learning.	Administration	June 1	None	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Not Applicable: Increasing time at the middle school level will increase the time elementary students are on busses.	N / A	N / A	N / A	<i>Provide increased learning time for students and staff</i>
Parent / Teacher Conferences. Grades available to parents through STI interface.	Teachers	Current & Ongoing	None	<i>Provide mechanisms for family and community engagement</i>

Staffing needs are discussed with the superintendent.	Superintendent & Administration	March 2016	None	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Principal & Teachers	Quarterly	None	LEA and, SEA supports school with ongoing, intensive technical assistance and support

SMART Culture Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Analyze data trends to identify areas of improvement.	Superintendent	Yearly	N / A	Replace the principal who led the school prior to implementing the model
Teachers are observed 3 times per year followed by a post observation conference. The summative evaluation occurs at the end of the year. Principals are evaluated by the superintendent. The McRel evaluation systems is used.	Superintendent & Principals	August 16 th -June 1st	None	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
Teachers are removed who have not met the goals in their improvement plan.	Principal	Yearly	None	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not

Solution Tree: PLC	Teachers & Administration	3 sessions, 2 days for coaching teams.	Coaching Academy	<i>Provide high quality, job-embedded professional development</i>
Flexible time is offered in the best interest of student learning	Administration	June 1	None	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Not Applicable: Increasing time at the middle school level will increase the time elementary students are on busses.	N / A	N / A	N / A	<i>Provide increased learning time for students and staff</i>
Parent / Teacher Conferences. Grades are available to parents through STI interface	Teachers	Current & Ongoing	None	<i>Provide mechanisms for family and community engagement</i>
Staffing needs are discussed with the superintendent	Superintendent & Administration	March 2017	None	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Principal & Teachers	Quarterly	None	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SUSTAINABILITY Culture Goal - Year 4

Through the PLC process, TVMS will culturally change by focusing on the 4 Essential Questions of:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. What are going to do if they do not learn it?
4. What do we do with the students who do learn it?

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Analyze data trends to identify areas of improvement.	Superintendent	N / A	N / A	<i>Replace the principal who led the school prior to implementing the model</i>
Teachers are observed 3 times per year followed by a post observation conference. The summative evaluation occurs at the end of the year. Principals are evaluated by the superintendent. The McRel evaluation systems is used.	Superintendent & Principals	Yearly	McRel	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Teachers are removed who have not met the goals in their improvement plan.	Principal	Yearly	None	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
Solution Tree: PLC	Administration & Teachers	Yearly	Solution Tree	<i>Provide high quality, job-embedded professional development</i>
Flexible time is offered in the best interest of student learning	Principal	June	N / A	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Not Applicable: Increasing time at the middle school level will increase the time elementary students are on busses.	N / A	N / A	N / A	<i>Provide increased learning time for students and staff</i>

Parent / Teacher Conferences. Grades are available to parents through STI interface	Teachers	Current & Ongoing	None	<i>Provide mechanisms for family and community engagement</i>
Staffing needs are discussed with the superintendent.	Superintendent & Administration	March 2017	None	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Principal & Teachers	Quarterly	None	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SMART Academic Goal - Year 1

<p>ELA Academic Goal</p> <p>By May 2014, TVMS will raise grades 6-8 ELA proficiency by 3% as measured by ISTEP.</p>	<p>Math Academic Goal</p> <p>By May 2014, TVMS will raise grades 6-8 math proficiency by 3% as measured by ISTEP.</p>	<p>Other Academic Goal (optional)</p> <p>By May 2014, TVMS will decrease the number of students achieving low growth in ELA & Math in grade 6-8 by 20% as measured by ISTEP.</p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Acuity data analysis meetings.	Administration & Teachers	Quarterly	None	<i>Use data to implement an aligned instructional program</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	None	<i>Promote the use of data to inform and differentiated instruction</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	None	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

SMART Academic Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Acuity data analysis meetings through the PLC process.	Administration & Teachers	Quarterly	PLC Conference	<i>Use data to implement an aligned instructional program</i>

Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	PLC Conference	<i>Promote the use of data to inform and differentiated instruction</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	PLC Conference	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

SMART Academic Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Acuity data analysis meetings through the PLC process.	Administration & Teachers	Quarterly	PLC Coaching Academy	<i>Use data to implement an aligned instructional program</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	PLC Coaching Academy	<i>Promote the use of data to inform and differentiated instruction</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	PLC Coaching Academy	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

SUSTAINABILITY Academic Goal - Year 4

Through the PLC process, TVMS will culturally change by focusing on the 4 Essential Questions of:

5. What do we want students to learn?
6. How will we know if they have learned it?
7. What are going to do if they do not learn it?
8. What do we do with the students who do learn it?

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
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Acuity data analysis meetings through the PLC process.	Administration & Teachers	Quarterly	Solution Tree: PLC	<i>Use data to implement an aligned instructional program</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	Solution Tree: PLC	<i>Promote the use of data to inform and differentiated instruction</i>
Use of before-school collaboration time to provide instruction on the implementation of differentiated instruction.	Administration & Teachers	Quarterly	Solution Tree: PLC	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>

DATA

Tippecanoe Valley Middle School

6th Grade Math	DNP	PASS	PASS+	Total
Predictive A	29	51	19	70
Predictive B	26	53	21	74
Predictive C				

6th Grade LA	DNP	PASS	PASS+	Total
Predictive A	32	50	18	68
Predictive B	32	48	20	68
Predictive C				

7th Grade Math	DNP	PASS	PASS+	Total
Predictive A	33	53	14	67
Predictive B	34	51	15	66
Predictive C				

7th Grade LA	DNP	PASS	PASS+	Total
Predictive A	37	52	10	62
Predictive B	36	51	13	64
Predictive C				

8th Grade Math	DNP	PASS	PASS+	Total
Predictive A	29	62	9	71
Predictive B	37	56	6	62
Predictive C				

8th Grade LA	DNP	PASS	PASS+	Total
Predictive A	37	57	6	63
Predictive B	34	59	7	66
Predictive C				

Algebra	DNP	PASS	PASS+	Total
Predictive A	13	48	39	87
Predictive B				
Predictive C				

Scholastic Reading Inventory TVMS

	Below Basic	Basic	Proficient	Advanced	Adv. / Pro
2010-11	20%	46%	29%	4%	33%
2011-12	9%	34%	43%	14%	57%
2012-13	6%	24%	41%	29%	70%
Current	6%	19%	43%	33%	76%

6th Grade ISTEP Results

ELA / Math		
	TVMS	State Ave.
2009	67.1%	64.7%
2010	68.2%	68.7%
2011	60.4%	70.6%
2012	67.9%	73.0%
2013	68.9%	73.0%

ELA		
	TVMS	State Ave.
2009	72.0%	72.0%
2010	74.7%	75.5%
2011	73.8%	76.7%
2012	76.3%	78.7%
2013	73.7%	77.8%

Math		
	TVMS	State Ave.
2009	81.3%	75.2%
2010	75.3%	79.3%
2011	66.8%	81.1%
2012	78.8%	83.0%
2013	83.3%	84.2%

Science		
	TVMS	State Ave.
2009	56.6%	56.5%
2010	59.7%	60.4%
2011	58.3%	63.0%
2012	56.4%	65.2%
2013	59.3%	68.3%

7th Grade ISTEP Results

ELA / Math		
	TVMS	State Ave.
2009	63.3%	62.1%
2010	69.8%	67.5%
2011	56.2%	68.8%
2012	63.4%	69.7%
2013	59.7%	69.5%

ELA		
	TVMS	State Ave.
2009	69.3%	70.2%
2010	76.9%	75.6%
2011	71.1%	78.1%
2012	73.7%	76.3%
2013	66.9%	74.2%

Math		
	TVMS	State Ave.
2009	78.7%	71.2%
2010	82.8%	76.2%
2011	62.3%	76.1%
2012	73.9%	79.0%
2013	76.0%	81.2%

Soc. Studies		
	TVMS	State Ave.
2009	43.1%	61.1%
2010	54.4%	66.9%
2011	61.4%	69.0%
2012	59.4%	72.1%
2013	60.2%	

8th Grade ISTEP Results

ELA / Math		
	TVMS	State Ave.
2009	49.6%	60.5%
2010	68.6%	66.6%
2011	47.1%	67.4%
2012	63.1%	68.8%
2013	52.7%	71.1%

ELA		
	TVMS	State Ave.
2009	59.5%	68.4%
2010	72.3%	73.5%
2011	58.1%	73.6%
2012	73.1%	74.2%
2013	68.9%	76.3%

Math		
	TVMS	State Ave.
2009	62.3%	69.6%
2010	81.8%	76.4%
2011	61.3%	73.8%
2012	68.1%	80.1%
2013	61.9%	81.3%

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.</p>	Yes		Allocable resources are appropriate to support the needs to TVMS.
<p>2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.</p> <p><i>Turnaround and Transformation models</i></p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	Yes		<p>The current administration replaced principals who were deemed ineffective. The current principal will become the assistant superintendent on July 1, 2014. The current assistant principal will move into the principal's position.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	Yes		The school board fully supports the grant writing process.
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and</p>	Yes		The superintendent fully supports the grant writing process.

<p>operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	Yes		The Tippecanoe Valley School Corporation's Teacher's Association fully supports the transformation model.
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	Yes		The staffing process is in place for TVMS. Administrators attend college career fairs each spring.
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development Calendar</i> • <i>Curriculum and Assessment Calendar</i> • <i>Parent Requirements</i> • <i>Monitoring and Evaluation System</i> 	Yes		District staff monitors the implementation of professional development through building specifications. Data review occurs in each building to monitor progress.

<ul style="list-style-type: none"> • Support Process • Data Review • Special Population Review • Fiscal Monitoring 			
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Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Yes		External providers have been screened.
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	Yes		Current providers will be used in the future.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	Yes		Time and personnel and been discussed through the alignment process.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	Yes		Adjustments are made according to the needs of the building.

Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.

Required Funding Alignment Section of Budget



School Improvement Grant (1003g)

Part 7 -- BUDGET

Alignment of Other Funding

Sources to SIG Elements

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
FEDERAL RESOURCES		

Job-embedded staff development aligned to grant goals to assist English language learners

Transformation

Title III, Part A - LEP

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
STATE RESOURCES		

Job-embedded staff development aligned to grant goals to assist English language learners

Transformation

NESP Grant



School Improvement Grant (1003g)
 Part 7 -- BUDGET
 School Year 2014-2015
 Year 1

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year. The original approved allocation amount cannot be increased through an amendment. All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

Corporation Name: Tippecanoe Valley School Corporation
 Corporation Number: 4445
 School Name: Tippecanoe Valley Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
ELA Interventionist		X		Salary & Benefits	\$64,634	
Math Interventionist		X		Salary & Benefits	\$ 64,634.00	
					\$ -	
					\$ -	
	0.00	TOTAL SALARIES				\$ 129,268.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ 35,756.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state	PLC Conference: Charter Bus to St. Louis			\$6,000	
	out-of-state					
	in-state					
	in-state					
				TOTAL TRAVEL		\$ 6,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Achieve 3000		Initial Launch			\$ 2,510.00	
Achieve 3000		Follow-up			\$ 2,200.00	
				TOTAL CONTRACTED SERVICES		\$ 4,710.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES		\$ -
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
				TOTAL EQUIPMENT AND TECHNOLOGY		\$ 154,681.00
7. OTHER SERVICES: (Include a specific description of services.)						
PLC Conference Registration Fees		\$629 X 30 Faculty Members			\$ 18,870.00	
Activites Buses		2 Busses that run at 4:45 to transport students who need homework help after school.			\$ 35,971.80	
Hotel & PLC Conference		17 Rooms X \$150 per night for 3 nights			\$ 7,650.00	
Meals at PLC Conference		30 staff members X \$30 per day X 3 days			\$ 2,700.00	
PBIS Rewards		Scholastic Books: \$2,500 for purchasing books to be awarded to students			\$2,500	
Substitutue Teachers: Achieve 3000 Training		\$65 per day X 2 Days X 30 teachers			\$ 3,900.00	
My Virtual Reading Coach Training		1 day training			\$ 2,500.00	
Substitutue Teachers: M.V. Reading Coach		\$65 per day X 1 Day X 7 teachers			\$ 455.00	
				TOTAL OTHER SERVICES		\$74,546.80
				INDIRECT COST (2.07%)		\$ 3,637.69
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).						\$ 408,599.49



Indiana
Department of Education
 Glenda Ritz, NBCT
 Indiana Superintendent of Public Instruction

School Improvement Grant (1003g)
 Part 7 -- BUDGET
 School Year 2015-2016
 Year 2

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.
 The original approved allocation amount cannot be increased through an amendment.
 All administrative costs - personnel, travel, supplies, etc. - **MUST** be noted in blue.

Corporation Name: Tippecanoe Valley School Corporation
 Corporation Number: 4445
 School Name: Tippecanoe Valley Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
ELA Interventionist		X		Salary & Benefits	\$ 65,000	
Math Interventionist		X		Salary & Benefits	\$ 65,000.00	
	0.00	TOTAL SALARIES			\$ -	\$ 130,000.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state	PLC Conference: 700 miles round trip to St. Louis MS X \$.56			\$ 392.00	
	out-of-state					
	in-state					
	in-state					
		TOTAL TRAVEL				\$ 392.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Solution Tree		On site professional development			\$ 6,500.00	
		TOTAL CONTRACTED SERVICES				\$ 6,500.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				\$ -
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				\$ 28,741.00
7. OTHER SERVICES: (include a specific description of services.)						
Substitute teachers						
Activites Buses		2 Busses that run at 4:45 to transport students who need homework help after school.			\$ 35,971.80	
PBIS Rewards		Scholastic Books: \$2,500 for purchasing books to be awarded to students			\$ 2,500	
PLC Conference Registration Fees		\$629 X 4 Faculty Members (New staff)			\$ 2,516.00	
PLC Conference Hotel		2 Rooms X 150 for 3 nights			\$ 900.00	
PLC Conference Meals		\$30 per day X 4 people X 3 days			\$ 360.00	
		INDIRECT COST (2.07%)				\$ 2,833.66
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).						\$ 168,466.66



Indiana
Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

School Improvement Grant (1003g)
Section 7 - BUDGET
School Year 2016-2017
Year 3

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.
The original approved allocation amount cannot be increased through an amendment.
All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

Corporation Name: Tippecanoe Valley School Corporation
Corporation Number: 4445
School Name: Tippecanoe Valley Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
ELA Interventionist		X		Salary & Benefits	\$ 566,000	
Math Interventionist		X		Salary & Benefits	\$ 66,000.00	
					\$ -	
	0.00	TOTAL SALARIES				\$ 132,000.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		
3. TRAVEL: (differentiate in-state and out-of-state)						
				out-of-state PLC Conference: 700 miles round trip to St. Louis MS X \$.56	\$ 392.00	
				out-of-state		
				in-state		
				in-state		
				TOTAL TRAVEL		\$ 392.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Solution Tree				Coaching Academy: 3 sessions, 2 days for the coaching of school teams	\$ 3,000.00	
				TOTAL CONTRACTED SERVICES		\$ 3,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES		\$ -
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
				TOTAL EQUIPMENT AND TECHNOLOGY		\$ 28,741.00
7. OTHER SERVICES: (Include a specific description of services.)						
Activites Buses				2 Busses that run at 4:45 to transport students who need homework help after school.	\$ 35,971.80	
PBIS Rewards				Scholastic Books: \$2,500 for purchasing books to be awarded to students	\$ 2,500.00	
PLC Conference Registration Fees				\$629 X 4 Faculty Members (New staff)	\$ 2,516.00	
PLC Conference Hotel				2 Rooms X 150 for 3 nights	\$ 900.00	
PLC Conference Meals				\$30 per day X 4 people X 3 days	\$ 360.00	
				INDIRECT COST (2.07%)		\$ 2,802.61
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).						\$ 166,935.61

