



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School
Improvement Grant
2015-2016 School Year

Renewal Application - *Transformation Model*

Part I: Grantee Information

Information

School Corporation/ Eligible Entity	Marion Community Schools		Corp #	2865
School	Allen Elementary School		School #	2369
Superintendent Name	Mr. Brad Lindsay		Email	blindsay@marion.k12.in.us
Title I Administrator Name	Mrs. Brenda McVicker		Email	bmcvicker@marion.k12.in.us
Principal	Mr. Anthony Williams		Email	awilliams@marion.k12.in.us
Mailing Address	1115 E. Bradford St.	City	Marion	Zip Code 46952
Telephone	(765) 664-7355	Fax		
SY 2015-16 Funding	\$647173.00			

Important Dates

Renewal Application Release	Release application and guidance to LEAs	June 5, 2015
Technical Assistance Training	SIG Leadership PD Day Technical Assistance and Planning	June 5, 2015
Application Due	Renewal application must be submitted to IDOE	June 19, 2015
Application Review	Renewal applications reviewed by IDOE	June 22 – July 10, 2015
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	July 13, 2015

Part 2: LEA and School Assurances and Waivers

Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model; (B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet **all applicable** leading indicator goals; schools containing a high school must **meet all** leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet **50% of all applicable indicators**, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet **55% of all applicable indicators** including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Suspension and Debarment

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature: Brad Lindsay **Date:** 6-18-15
Title I Administrator Signature: Brady McVicker **Date:** 6/18/15
Principal Signature: Anthony Williams **Date:** 6-19-15

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mr. Brad Lindsay	Superintendent
Mrs. Brenda McVicker	Director of Elementary Education
Mrs. Tara Asbury	Grant Manager
Mr. Anthony Williams	Principal
Mr. Lendon Schwartz	Assistant Principal
Mrs. Melissa Jessup	Master Teacher
Mrs. Jo Messner	Behavior Interventionist
Mrs. Brenda Rodriguez	Teacher

Part 3: Leading and Achievement Indicators

Complete the tables below using the data submitted as updated goals in Feb of 2015 as well as any updated data from SY 2014- 2015.

Leading Indicators	SY 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
1. Number of minutes within the school year that students are required to attend school	70,200	70,200	70,200	70,200	70,200
2. Number of daily minutes of math instruction	60	60	60	60	60
3. Number of daily minutes of EL/A instruction	90	90	90	90	90
4. Dropout rate – HS only	████	████	████	████	████
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.7%	96%	96%	96%	96%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	████	████	████	████	████
7. Number of students completing dual enrollment classes – HS only	████	████	████	████	████
8. 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.) – HS only	████	████	████	████	████
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	BAS SS	BAS SS	BAS SS	BAS SS	BAS SS
10. Discipline incidents – number of suspensions and/or expulsions	202/	30/0	16/0	20	20
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number					
12. 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].)	HE: 5 (18.5%) E: 19 (70.4%) IMP: 1 (3.7%) IN: 2 (7.4%)	HE: 4 (19%) E: 17 (81%)	HE: 8 (38%) E: 12 (57%) IMP: 1 (5%) IN: 0 (0%)	HE: 8 (38%) E: 13 (62%)	HE: 10 (48%) E: 11 (52%)
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	96%	96%	97%	97%	97%

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	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 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	64.1%	82	MED- 12% increase from previous school year (11 students)	64.1%	74%	N/A	77%	80% (70%)
African American	58.3%	14	MED- % slightly greater than corporation average	58.3%	60%	N/A	65%	70%
Multiracial	56.5%	13	MED- 76% of students passed in Grade 3; 30% passed in Grade 4	56.5%	60%	N/A	65%	70%
Hispanic	72.2%	13	EXCEEDS RATE – virtually identical to state average of 72.3%	72.2%	74%	N/A	77%	80%
White	66.7%	42	EXCEEDS RATE – total of 20 students DNP in Grades 3 & 4	66.7%	68%	N/A	71.5%	75%
Students with Disabilities	35.3%	6	HIGH- 76% of general education students passed in Grade 3	35.3%	50%	N/A	55%	60%
LEP	63.9%	78	MED	63.9%	65%	N/A	68%	70%
Free/Reduced Lunch	62.8%	76	HIGH- this group most represents entire student population (94%)	62.8%	65	N/A	67.5%	70%
HS required - % of non-passers of ECA who pass by 12 th grade								
Student Groups - Math	% of this group passing	# of students passing in this group	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 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	58.9%	76	HIGH- students are underperforming in MATH in comparison to ELA	58.9%	70%	N/A	75%	80% (58%)
African American	44%	11	HIGH – increase in 3 students would result in 50%+ passing	44%	50%	N/A	55%	60%
Multiracial	65.2%	15	EXCEEDS RATE – trending upward toward corporation average of 70%	65.2%	70%	N/A	75%	80%
Hispanic	50%	9	HIGH – 6 total students (Grade 3), 8 total students (Grade 4)	50%	55%	N/A	60%	65%
White	65.1%	41	EXCEEDS RATE- increase in 3 students would result in 70%+ goal	65.1%	70%	N/A	75%	80%
Students with Disabilities	29.4%	5	HIGH - % passing general education is nearly double % of special education	29.4%	35%	N/A	43%	50%

LEP	60.2%	74	EXCEEDS RATE	60.2%	63%	N/A	66%	70%
Free/Reduced Lunch	56.6%	69	HIGH – this group most represents entire student population (94%)	56.6%	60%	N/A	65%	70%
HS required - % of non-passers of ECA who pass by 12 th grade	████	████	████	████	████	████	████	████

Overall Achievement	SY 2013-2014	SY 2014-2015	SY 2014-	SY 2015-2016	SY 2016-2017
	BASELINE	Goal	2015	Goal	Goal
	DATA				
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	55% - 3 rd 42% - 4 th	60% - 3 rd 45% - 4 th	N/A	65% - 3 rd 50% - 4 th	70% - 3 rd 60% - 4 th
Percent of students proficient on ISTEP (ELA) (3-8)	71% - 3 rd 56% - 4 th	74%	N/A	77%	80%
Percent of students proficient on ISTEP (Math) (3-8)	63% - 3 rd 55% - 4 th	70%	N/A	75%	80%
Percent of students proficient on IREAD (Spring Test Only) (3)	72%	75%	61%	78%	80%
10 th grade ECA pass rate (English 10)	████	████	████	████	████
10 th grade ECA pass rate (Algebra I)	████	████	████	████	████
Non-Waiver Graduation Rate – HS only	████	████	████	████	████
College enrollment rates – HS only	████	████	████	████	████

Part 4: Implementation

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. Updates made be requested by IDOE.

Transformation Principles	SY 2014-2015	Requirements, Recommendations and Options	SY 2015-2016 Action Steps and Person(s) Responsible	Budgeted Items
<p><i>Developing and increasing teacher and school leader effectiveness</i> <i>- Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</i> Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort 	<p><u>Building Leadership</u></p> <p><u>School Improvement Planning</u></p> <p>District Targets Building Vision IDOE SIG PRAXIS</p>	<p>IN Conditions</p> <ul style="list-style-type: none"> Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> building leadership capacity developing teacher leadership across the building school improvement planning roles, responsibilities, and goals of all leadership members 		

<p><i>Developing and increasing teacher and school leader effectiveness</i></p> <ul style="list-style-type: none"> - Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions. - Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; -Implement such strategies as 				
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<p><i>financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model (IN Turnaround Principles 5)</i></p> <p>Required</p> <ul style="list-style-type: none"> • Use a teacher evaluation system which takes student growth into account as a significant factor • Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers • Provide staff with opportunities for leadership growth in the building 				
<p><i>Comprehensive instructional reform strategies</i> <i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p>	<p>Student Data Cards: Used in monitoring student data throughout the year and placement for the upcoming school year.</p> <p>Academic Walk-throughs</p> <p>ISTEP+, IREAD, mCLASS, TRC, Scholastic Reading Inventory</p> <p>TAP: Teacher Evaluation Data</p>	<ul style="list-style-type: none"> • 	<p>Data Folders: All teachers will implement student data folders; beginning with EOY data from the 2014-15 school year.</p>	

<p><i>Comprehensive instructional reform strategies</i> - Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p>		<p>IN Conditions</p> <ul style="list-style-type: none"> • Report card accountability disaggregation presented and provided to IDOE at first monitoring visit • Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> • Locally developed or IDOE provided • Academic and Behavior Data • Subgroups and subpopulations • Parental Involvement Focus 	<p>Principal will increase the frequency in which DOE dashboard data is shared with entire staff.</p>	
<p><i>Comprehensive instructional reform strategies</i> - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p>	<p>Embedded professional development: “Teacher Showcase” allowed each teacher to learn, share and present best practice strategies with the staff during the school year.</p> <p>Indiana Wesleyan partnership: Professional development opportunities are provided based upon the needs of our staff/students. (Spring: Providing Teacher Leadership through Professional Development)</p> <p>Use of 2 master teachers and 2 mentors teachers to</p>	<ul style="list-style-type: none"> • 		

	<p>provide instructional support</p>			
<p><i>Increasing learning time and creating community-oriented schools</i> <i>-Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p>(a) <i>Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p>(b) <i>Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></p> <p>(c) <i>Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p><i>(IN Turnaround Principle 7)</i> Required</p>	<p>After-School Tutoring (P.R.I.D.E. clubs): Over 40% of our student population participated in our extended learning opportunities</p> <p>District curriculum meetings were conducted a minimum of 4 times during the school year. All teachers were involved in the development stages of our curriculum maps.</p> <p>Weekly embedded professional development (Once per week for 50 minutes)</p> <p>Summer School: Currently 250 students from 4 elementary schools are participating in small group targeted learning. (15% are Allen students).</p> <p>New Beginnings: Our program is facilitated by a behavior interventionist, who is also a licensed teacher, and two</p>	<p>IN Conditions</p> <ul style="list-style-type: none"> • Utilization and analysis of extended learning data • Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> • Activities • Staffing • Transportation • Academic subjects covered • Details of any partnerships, vendors, or external partners 	<p>At the building level, increase time to meet with other grade levels will help vertical alignment of standards/skills. (Administration, L.E.A.D. team)</p>	

<ul style="list-style-type: none"> • Provide increased learning time for students {as defined above in (a) and (b)} • Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)] 	instructional aides.			
<p><i>Increasing learning time and creating community-oriented schools</i> <i>-Providing ongoing mechanisms for family and community engagement</i> <i>(IN Turnaround Principle 8)</i></p>	<p>After-School Tutoring (P.R.I.D.E. clubs): Over 40% of our student population participated in our extended learning opportunities</p> <p>B.E.S.T. Bags: A partnership with Hanfield United Methodist Church allows us to feed 50+ students over the weekends.</p> <p>Parent University: This initiative was created to invite parents into our building and provide family dinners, entertainment, and parent support.</p> <p>Family Night: An opportunity for parents to learn more about state testing and how we are preparing their child for success.</p> <p>Mustang Monthly: A monthly newsletter is sent</p>		<p>After-School Tutoring (P.R.I.D.E. clubs): Over 40% of our student population participated in our extended learning opportunities</p> <p>B.E.S.T. Bags: A partnership with Hanfield United Methodist Church allows us to feed 50+ students over the weekends.</p> <p>Parent University: This initiative was created to invite parents into our building and provide family dinners, entertainment, and parent support.</p> <p>Family Night: An opportunity for parents to learn more about state testing and how we are preparing their child for success.</p> <p>Mustang Monthly: A monthly newsletter is sent home to parents that highlights our school and</p>	

	<p>home to parents that highlights our school and student accomplishments and provides reminders of opportunities to stay involved.</p> <p>*Various community partners</p>		<p>student accomplishments and provides reminders of opportunities to stay involved.</p> <p>*Various community partners</p>	
<p><i>Providing operational flexibility and sustained support</i></p> <p><i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</i></p> <p><i>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p>	<p>Frequent communication with director of elementary education & grant manager.</p> <p>Catapult Learning (external consultant) meets with building leadership and staff at least 4 times per month.</p> <p>13 out of 21 teachers have been hired since the implementation of the SIG grant in 2013-14.</p> <p>*In addition to teaching staff: guidance counselor, parent liaison, and secretary were hired.</p>	<p>IN Conditions</p> <ul style="list-style-type: none"> • LEA must provide the principal: <ul style="list-style-type: none"> • control over people, time, program, and dollars • an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner • LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> • Defined district role in the school SIG planning process • Designated Central Office staff member to be part of the SIG process • Written support and commitment from Local Teacher's Association regarding flexibility for SIG implementation • Monthly Monitoring of SIG Programming and 	<p>Frequent communication with director of elementary education & grant manager.</p> <p>Catapult Learning (external consultant) meets with building leadership and staff at least 4 times per month.</p> <p>All teachers beginning the 2015/2016 school year taught at Allen the previous year.</p>	

		Implementation <ul style="list-style-type: none"> • Evaluation System for Programming and Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline and Responsible Parties for all above plans 		
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Part 5: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts” could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins.*
<http://www.doe.in.gov/titlei/promising-practices-title-i-schools>

Briefly describe what the school will plan to submit as an “Outcome Artifact” and how this will be aligned to your grant and the key area.

To display our growth from the 2014-15 school year, we would like to share the following items with you.

New Beginnings Video – NAEA (produced by Mark Fauser) – A team of leaders was able to present at the National Alternative Education Association conference this past Spring. We represented Marion Community Schools and the state of Indiana in our progressive approach in dealing with student behaviors. This video highlights what our program is about and the impact it has made with our students, teachers, staff and parents.

IDOE sheet – This document was shared with the Department of Education as a quick guide to our New Beginnings program. It highlights our corporations demographics and provides rationale to why our New Beginnings promising program within our district.

New Beginnings (Attendance) – This spreadsheet tracks the daily attendance of all students who have successfully visited our program during the school year.

Data Sheet for New Beginnings Students – We used this tracking piece to measure success of our students who spent time in New Beginnings. This spreadsheet contains their academic assessment information, attendance, academic growth and compares discipline data from the current year to previous years. It is a great way to staff, parents and students to visually see the program is making a difference.

Part 6: Budget

Complete the following budget worksheet for SY 2015-2016 (the yearly budget as would be completed in the application system).

Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

The original school budget has been included with the renewal application for reference.

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							

11000	Instruction	50000.00	45000.00	31750.00	3750.00	3000.00			17173.00			150673.00
21000	Support Services - Student	95000.00		50000.00								145000.00
22100	Improvement of Instruction (Professional Development)					237500.00		20000.00				257500.00
22900	Other Support Services		15000.00		7500.00							22500.00
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation		6000.00		2000.00			2500.00				10500.00
33000	Community Service Operations		36000.00		25000.00							61000.00
60100	Transfers (interfund)											
	Column Totals											

Total Cost \$647173.00

Please also provide an explanation as to how you will use the funds that have been allocated on the budget.

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (Travel, Communications)

<u>Professional Services</u>	<u>Staffing</u>