



# 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

<b>School Corporation/ Eligible Entity</b>	Goshen Community Schools	<b>Corp #</b>	2315
<b>School</b>	Chamberlain Elementary School		1829
<b>Superintendent Name</b>	Dr. Diane Woodworth	<b>Email</b>	<a href="mailto:dwoodworth@goshenschools.org">dwoodworth@goshenschools.org</a>
<b>Title I Administrator Name</b>	Mary Kay Longacre	<b>Email</b>	<a href="mailto:mklongacre@goshenschools.org">mklongacre@goshenschools.org</a>
<b>Principal</b>	Kimberly Branham	<b>Email</b>	<a href="mailto:kbranham@goshenschools.org">kbranham@goshenschools.org</a>
<b>Mailing Address</b>	428 North 5 <sup>th</sup> Street	<b>City</b>	Goshen
		<b>Zip Code</b>	46528
<b>Telephone</b>	574-534-2691	<b>Fax</b>	574-534-5918
<b>SY 2015-16 Funding</b>	\$593287.65		

#### Important Dates

<b>Renewal Application Release</b>	Release application and guidance to LEAs	June 5, 2015
<b>Technical Assistance Training</b>	SIG Leadership PD Day Technical Assistance and Planning	June 5, 2015
<b>Application Due</b>	Renewal application must be submitted to IDOE	June 19, 2015

<b>Application Review</b>	Renewal applications reviewed by IDOE	June 22 – July 10, 2015
<b>Notification and Funds Available</b>	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 6 of 9 applicable leading indicator goals; schools containing a high school must meet 9 of 13 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement 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:** *Diane Woodworth* **Date:** 6/18/15  
**Title I Administrator Signature:** *Mary Kay Longacre* **Date:** 6/18/15  
**Principal Signature:** *Kimberly Branham* **Date:** 6/18/15

**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>
Kimberly Branham	Principal
Mary Kay Longacre	Director of Grants and Assessment
Erin Haseley	Assistant Principal
Andrew Lanctot	Master Teacher / 5th grade Teacher
Emily Headings	Kindergarten 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	420 Daily	420 Daily	420 Daily	420 Daily	420 Daily
2. Number of daily minutes of math instruction	60	70	70	65	60
3. Number of daily minutes of EL/A instruction	90	100	100	90	90
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	95%	96%	95%	95%	95%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b>	N/A	N/A	N/A	N/A	N/A
7. Number of students completing dual enrollment classes – <b>HS only</b>	N/A	N/A	N/A	N/A	N/A
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b>	N/A	N/A	N/A	N/A	N/A
9. Types of increased learning time offered <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul>	LSD – Day was increased by 30 minutes in 2012-13 and this time is in place now as well SS BAS	LSD – Day was increased by 30 minutes in 2012-13 and this time is in place now as well SS BAS	SS BAS – on a need basis	SS BAS – on a need basis  Hope to offer summer enrichment	SS BAS – on a need basis
10. Discipline incidents – number of suspensions and/or expulsions	37	34	21	30	25
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number	14	15	11	15	12
12. Distribution of teachers by performance level on LEA’s teacher evaluation system. (Please indicate <b>individual number</b> of Ineffective	0- IN; 0 IMP;	0- IN; 0 IMP;	TBD	0- IN; 1 IMP;	0- IN; 1 IMP;

[IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	28 EF; 7 HE; 2 N/A	25 EF; 10 HE;	Data incomplete until state testing results are in	21 EF; 8 HE;	20 EF; 9 HE;
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	96%	97%	94%	93%	93%

# 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
All Students	67.8%	120	High: Overall low passing rate and low growth, lack of vocabulary and background knowledge	67.8%	74%	Awaiting Results	75%	80%
African American	40%	4	Mid: Small group, interventions can be targeted	40%	65%	Awaiting Results	70%	70%
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	Awaiting Results	N/A	N/A
Hispanic	64%	66	High: Language acquisition, vocabulary, culture competency	64%	65%	Awaiting Results	74%	77%
White	79.3%	46	Mid: Need for identifying area of deficit and providing interventions	79.3%	80%	Awaiting Results	82%	84%
Students with Disabilities	37.5%	6	High: Interventions needed / RTI Process	37.5%	40%	Awaiting Results	42%	48%
LEP	53.3%	40	Very High: Inability to take in instruction in language provided, we need to increase the ELL support and look for living the learning.	53.3%	50%	Awaiting Results	57%	60%
Free/Reduced Lunch	67.9%	112	High: Overall low passing rate and low growth, lack of vocabulary and background knowledge	67.9%	65%	Awaiting Results	68%	71%
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Student Groups - Math	% of this group passing	# of students passing in this group						SY 2016-2017 Goal
All Students	74.7%	136	Mid: Interventions needed / RTI Process	74.7%	70%	Awaiting Results	75%	78%
African American	80%	8	Mid: Interventions needed / RTI Process	80%	75%	Awaiting Results	78%	80%
Asian/Pacific Islander	N/A					Awaiting Results		
Hispanic	70.8%	75	High: Language acquisition, vocabulary, culture competency	70.8%	68%	Awaiting Results	72%	75%
White	81.4%	48	Low: Responding to the 8 step process and strengthened Core instruction	81.4%	72%	Awaiting Results	75%	80%
Students with Disabilities	58.8%	10	Mid: Interventions needed / RTI Process	58.8%	50%	Awaiting Results	53%	57%
LEP	64%	51	Mid: Interventions needed / RTI Process	64%	64%	Awaiting Results	68%	72%
Free/Reduced Lunch	74.7%	127	High: Overall low passing rate and low growth, lack of vocabulary and background knowledge	74.7%	68%	Awaiting Results	72%	75%
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<b>Overall Achievement</b>	<b>SY 2013-2014 BASELINE</b>	<b>SY 2014-2015 Goal</b>	<b>SY 2014- 2015 DATA</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	61.6%	65%	Awaiting Results	69%	72%
Percent of students proficient on ISTEP (ELA) (3-8)	67.8%	70%	Awaiting Results	72%	74%
Percent of students proficient on ISTEP (Math) (3-8)	74.7%	77%	Awaiting Results	79%	82%
Percent of students proficient on IREAD (Spring Test Only) (3)	82.9% After exemptions	85% After Exemptions	67.7% Prior to exemptions 16/20 students are eligible for exemptions	88%	90%
10 <sup>th</sup> grade ECA pass rate (English 10)	N/A	N/A	N/A	N/A	N/A
10 <sup>th</sup> grade ECA pass rate (Algebra I)	N/A	N/A	N/A	N/A	N/A
Non-Waiver Graduation Rate – HS only	N/A	N/A	N/A	N/A	N/A
College enrollment rates – HS only	N/A	N/A	N/A	N/A	N/A

## **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>  - 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)</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort</li> </ul> <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>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 <b>OR</b> Hire a new principal based on specific indicators of a transformative leader or has</li> </ul>	<p>The leadership structure for Chamberlain has been enhanced by a shared leadership structure that is in place to support the implementation of Expeditionary Learning. (Attachment 1)</p> <p>We have spent the year collaboration with our school designer with Expeditionary Learning to build such structures that will support the instruction, Teaching and Learning and the Crew and Culture within the building.</p> <p>Staff and Leadership will continue to build the structure and framework for this learning model.</p> <p>Teachers have had 4 hours weekly of compensated time for professional development to increase instructional capacity, curriculum development and structure development to enhance the</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>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"> <li>building leadership capacity</li> <li>developing teacher leadership across the building</li> <li>school improvement planning</li> <li>roles, responsibilities, and goals of all leadership members</li> </ul> </li> </ul>	<p>Continue to build leadership support structures for increasing student learning and instructional practices of the staff.</p> <p>Responsible:  School Leadership Team  Kimberly Branham  Erin Haseley  Andrew Lanctot  Sarah Metzler</p> <p>Support structure of the School Wide Work Plan (attached)</p> <p>Responsible:  School Leadership Team  Kimberly Branham  Erin Haseley  Andrew Lanctot  Sarah Metzler</p>	<p>Professional Development Attendance</p> <p>Professional Development Weekly – Compensated</p>

<p>a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</p>	<p>teaching model of Expeditionary Learning.</p>			
<p><i>Developing and increasing teacher and school leader effectiveness</i>  <i>- 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,</i></p>	<p>TAP – Teacher Advancement Program is adopted district wide as a system for teacher growth, evaluation, strategies, and increased student achievement. The teachers participate weekly in Professional Development Cluster meetings that are led by the school Master teacher. This is a time for focus on student data and strategies that improve student learning and performance.</p> <p>Teacher have a Performance Based Compensation Model through TAP. That is based on student achievement results, teacher observations, and professional responsibilities.</p> <p>Teachers have the opportunities to grow professionally through teacher professional development opportunities, leadership teams, and off site professional development.</p>		<p><b>Weekly TAP Cluster Learning for Staff:</b>  Responsible:  All Teachers Attend  Teaching and Learning Team (TLT)  Master Teacher: Andrew Lanctot</p> <p>Mentor Teachers:  Emily Headings  Lisa Rose Martin  Sarah Metzler  Joann Elder</p> <p>Assistant Principal:  Erin Haseley</p> <p>Principal:  Kimberly Branham</p> <p><b>Weekly Leadership Team Meetings Outside of the Contracted Day to grow the coaching support team:</b>  Responsible:  Principal:</p>	<p>Professional Development Funds for onsite materials</p> <p>Off Site PD attendance and travel</p>

<p><i>including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</i></p> <p><i>- 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;</i></p> <p><i>-Implement such strategies as 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</i> <i>(IN Turnaround Principles 5)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Use a teacher evaluation system which takes student growth into account as a significant factor</li> <li>• Provide financial incentives or additional resources in classrooms via teacher grants</li> </ul>			Kimberly Branham	
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<p>or rewards for high-performing teachers</p> <ul style="list-style-type: none"> <li>• Provide staff with opportunities for leadership growth in the building</li> </ul>				
<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 is utilized on an ongoing basis to determine the needs of students.</p> <p>District Curriculum Maps and Expeditionary Learning Curriculum Mapping to align ELA, Math, Science, and Social Studies Standards.</p> <p>Attached: Artifact of Learning Expedition Draft work that is underway.</p>		<p>Development of Learning Expeditions: Teachers will have daily collaboration and curriculum development time.</p> <p>Develop the curriculum in a systematic way that links standards and develops inquiry, thinking, problem solving:</p> <p>Responsible:          Kimberly Branham- Principal          Andrew Lanctot- Master Teacher          Sarah Metzler- Instructional Guide</p>	<p>Extended Teacher Week: 3 hours per week compensated time to build Learning Expeditions</p> <p>Materials for Curriculum: Supplies Technology</p>
<p><i>Comprehensive instructional reform strategies</i>  <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)</i></p>	<p>Use of the 8-Step Process to guide the work and student learning needs. The data will be the indicator of progress</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Report card accountability disaggregation presented and provided to IDOE at first monitoring visit</li> <li>• Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement</li> <li>• Locally developed or</li> </ul>	<p>Data Meetings: Meeting for each grade level once every three weeks to focus on data. Weekly meetings for analysis toward weekly grade level goals.</p> <p>Responsible: Grade Level Leads, PLCs</p>	<p>Data Days – 3 per year          Pay for subs</p> <p>Instructional Supplies</p> <p>Technology as a Learning Tool</p> <p>Pay for Technology Certified Teacher</p>

		IDOE provided <ul style="list-style-type: none"> <li>• Academic and Behavior Data</li> <li>• Subgroups and subpopulations</li> <li>• Parental Involvement Focus</li> </ul>		
<i>Comprehensive instructional reform strategies</i> <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)</i>	Weekly Professional Development time with grade level teams.  Use of 8 Step Process	•	Curriculum Development: Weekly total 3 Hours  Responsible: School Leadership Team Kimberly Branham Erin Haseley Andrew Lanctot Sarah Metzler	Additional Staff Day (3 Hours per week)
<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> <i>(a) Instruction in one or more core academic</i>	Structured Schedule for Learning: Attached that provides opportunity for strategic use of learning time.	<b>IN Conditions</b> <ul style="list-style-type: none"> <li>• Utilization and analysis of extended learning data</li> <li>• Formalized plan must be submitted for SY 2015-2016:             <ul style="list-style-type: none"> <li>• Activities</li> <li>• Staffing</li> <li>• Transportation</li> <li>• Academic subjects covered</li> </ul> </li> </ul>	Data Analysis Time for grade level teams: Responsible: School Leadership Team Kimberly Branham Erin Haseley Andrew Lanctot Sarah Metzler	Professional Development Book Studies on DATA Teams, PLC Time  Time for Staff PD  Travel Fees for Off-Site PD

<p><i>subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p><i>(b) 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><i>(c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p><i>(IN Turnaround Principle 7)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Provide increased learning time for students {as defined above in (a) and (b)}</li> <li>• Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)]</li> </ul>		<ul style="list-style-type: none"> <li>• Details of any partnerships, vendors, or external partners</li> </ul>		
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<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><i>Providing operational flexibility and sustained support</i>  <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>  <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>District Flexibility with Monitoring of the Grant and Implementation of Expeditionary Learning.</p> <p>Board Updates, District Check In and Monitoring and Accountability Reports from Expeditionary Learning.</p> <p>Teacher Contract Amendment for the extended teacher day for the growth and implementation of Expeditionary Learning.</p> <p>Teacher Association Signed Support</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• LEA must provide the principal: <ul style="list-style-type: none"> <li>• control over people, time, program, and dollars</li> <li>• an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner</li> </ul> </li> <li>• 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"> <li>• Defined district role in the school SIG planning process</li> <li>• Designated Central Office staff member to be part of the SIG process</li> </ul> </li> </ul>	<p>District Meetings</p> <p>Responsible: Principal – Kimberly Branham Superintendent: Dr. Woodworth</p> <p>Leadership Presentation:</p> <p>Monthly Monitoring and Support from Expeditionary Learning.</p> <p>Responsible: School Leadership Team Kimberly Branham Erin Haseley Andrew Lanctot Sarah Metzler</p>	<p>Expeditionary Contract Service for School Designer Support</p> <p>PD Fees and Travel</p>

		<ul style="list-style-type: none"> <li>• Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation</li> <li>• Monthly Monitoring of SIG Programming and Implementation</li> <li>• Evaluation System for Programming and Implementation of SIG</li> <li>• Data Review Plan</li> <li>• Special Populations Review Plan</li> <li>• Fiscal Monitoring Plan</li> <li>• Timeline and Responsible Parties for all above plans</li> </ul>		
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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.**

Chamberlain will provide the Expedition Plans, Student Work Samples, and Video/Photos of the implementation of Expeditionary Learning as it aligns to the School Improvement Grant, Chamberlain School Work plan, and Implementation Review from Expeditionary Learning. The work plan for the upcoming year is at the end of this Renewal Document. This will serve as the artifact for the areas of Effective Instruction and Use of Data.

## 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	120000.		50000.					25000	12000.		207000
21000	Support Services - Student											
22100	Improvement of Instruction (Professional Development)	150000.		60000		160499						370499
22900	Other Support Services											
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation											
33000	Community Service Operations		3000		1000							4000
60100	Transfers (interfund) Indirect costs					11788.65						11788.65
	Column Totals	270000	3000	110000	1000	172287.65			25000	12000		593287.65
<b>Total Cost</b>												

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

<b><u>Supplies</u></b>	<b><u>Property: Technology</u></b>
<p><b>Student learning supplies for Expeditions, Close Reading Materials, and Authentic Text as it relates to the Curriculum Goals.</b></p> <p><b>Crew and Curriculum Support Materials.</b></p>	<p><b>iPad support Materials</b></p>
<b><u>Property: Equipment</u></b>	<b><u>Other Purchase Services (Travel, Communications)</u></b>
	<p><b>Attendance at Off Site Professional Development (Calendar is attached)</b></p> <p><b>Travel Cost for Expeditionary Learning Institutes</b></p>
<b><u>Professional Services</u></b>	<b><u>Staffing</u></b>
<p><b>Contract Services with Expeditionary Learning for 2015-16 School Year</b></p> <p><b>Details Available if needed.</b></p>	<p><b>Additional Compensated 3 hours per week for certified Staff</b></p> <p><b>Salary and Benefits for Technology Teacher</b></p> <p><b>Salary and Benefits for Instructional Guide</b></p> <p><b>Compensation for Parent Liaison for Family Events</b></p>

## 2015 – 2016 Chamberlain Elementary School Work Plan - Student Achievement Goal (Literacy)

By June 2016:

84% of Chamberlain Elementary students who are currently reading at/above grade level will demonstrate a minimum of one year's growth in Lexile/M Class/SRI level scores.

92% of Chamberlain Elementary students who are currently reading below grade level will demonstrate a minimum of 1.25 years growth in Lexile/M Class/SRI level scores

(During the 2015-2016 academic year Chamberlain Elementary will establish baseline assessment data with/to new State/District end of the year standardized exams.)

### Rationale:

We are preparing ALL of Chamberlain Elementary students to become cross-curricular, deep thinkers, communicators and doers. We are committed to aligning and adjusting our teaching and learning practices so as to strategically work toward closing the academic achievement gap for our at-risk students – i.e., students of poverty, students of second language learning, students of special education learning, etc.,.

### Alignment with EL Core Practices:

Core Practice 1: Mapping Skills and Content  
 Core Practice 3: Formulating Guiding Questions  
 Core Practice 7: Producing High-Quality Student Work  
 Core Practice 9: Supporting College and Career Readiness  
 Core Practice 10: Planning Effective Lessons  
 Core Practice 12: Differentiating Instruction  
 Core Practice 13: Teaching Reading across the Disciplines  
 Core Practice 20: Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement  
 Core Practice 24: Communicating Student Achievement  
 Core Practice 25: Building a Community of Learning  
 Core Practice 32: Structuring Time to Support the Vision  
 Core Practice 34: Using Data to Drive Instruction  
 Core Practice 37: Promoting Shared Leadership

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
1. I can routinely include at least 3 different literacy strategies (e.g. – small group differentiated reading groups, large group	Structured/Designated ELL and SPED PLC time, which includes time when K-5	<b>Formal EL PD:</b> <ul style="list-style-type: none"> <li>Close Reading</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Learning Team learning walks</li> </ul>

<p>differentiated reading, readers theater, readers workshop, close reads, Workshop model, shared reading, etc.) in my teaching/learning practices, across all content areas.</p> <p>1a. I can routinely use close reading in my classroom, across all content areas.</p> <p>1b. I can routinely use Workshop Model 1.0 or 2.0 in my instructional practice, across all content areas.</p> <p>2. I can provide access to differentiated text – across all content areas - for students to use independently, both in class and at home.</p> <p>3. I can increase my use of differentiated teaching/learning strategies, practices and materials for all students including those with ELL and SPED needs.</p> <p>4. I can routinely track and evaluate the progress of my students. (e.g. - SRI, F&amp;P, end of the unit assessments, teacher generated assessments, etc.,)</p> <p>5. I can adjust my teaching practices as informed by student progress data.</p> <p>6. I can use technology as a tool of differentiation of my teaching, and my student's learning.</p> <p>7. I can lead students in self-monitoring progress of their individual reading goals.</p>	<p>teachers can pro-actively collaborate with ELL, SPED, and interventionist colleagues</p> <p>PD Plan and Calendar</p> <p>Expedient acquiring of resources (e.g. - materials, technologies, assessment data, etc.)</p> <p>Classroom practices that support student goal setting/student self assessment (e.g. - conferences with teachers, journaling of progress, etc.,)</p>	<ul style="list-style-type: none"> <li>• Workshop Model 1.0 and 2.0</li> <li>• Differentiated supports/strategies for in-classroom use for ALL students</li> <li>• Technology as a tool of differentiation</li> <li>• Goal setting with students and student self assessment (how to do and what that looks like)</li> </ul> <p>(how and why of anchor texts---connection to readers workshop?)</p> <p><b><u>EL Institutes</u></b></p> <ul style="list-style-type: none"> <li>• Designing/Delivering Effective Lessons – November 12 – 13, 2015 – Kenosha</li> <li>• Primary Literacy – December 7 – 9, 2015 – Atlanta</li> <li>• Differentiation for ELL Students – January 21 – 23, 2016 – Denver</li> <li>• Differentiation for All Learners – February 4 – 6, 2016 – Salt Lake City</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor Teacher observation and SUPPORT work</li> <li>• Administrator Walk- through</li> <li>• Observation data from CODE</li> </ul>
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## 2015 – 2016 Chamberlain Elementary School Work Plan - School Structure(s) Goal

By June 2016 Chamberlain Elementary will have planned fully developed, standards based Learning Expeditions for grades K-5.

### Rationale:

Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom

### Alignment with EL Core Practices:

Core Practice 2: Designing Learning Expeditions  
 Core Practice 1: Mapping Skills and Content  
 Core Practice 4: Selecting Case Studies  
 Core Practice 10: Planning Effective Lessons  
 Core Practice 11: Delivering Effective Lessons  
 Core Practice 20: Using Student-Engaged Assessment to Create a Culture of Engagement and Achievement

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<ol style="list-style-type: none"> <li>1. I can engage fully in the July 2015 Designing Learning Expeditions Institute.</li> <li>2. I can apply my learning from the July 2015 DLE Institute to my LE Writing practices.</li> <li>3. I can engage fully in all Monday and Thursday Professional Development work.</li> <li>4. I can use each identified PLC for its scheduled purpose of collaboratively writing Learning Expeditions.</li> <li>5. I can collaborate with all of my PLC colleagues (e.g. – grade level, specialists, coaching team, etc.) in the development of Learning Expeditions.</li> </ol>	<p>Fully articulated, step-by-step plan for teaching How to Design Learning Expeditions.</p> <p>A support heavy master schedule to support the learning of Designing of Learning Expeditions, including collaborative time for grade levels to write Learning Expeditions.</p> <p>Allocated and compensated time for the Designing of Learning Expeditions, with a SLT member alongside the PLCs to provided differentiated and intentional support of grade level PLCs.</p> <p>PLC Leads that will be guiding the work and maintaining the focus of the team.</p>	<p><b>Formal EL PD</b>                      On going Professional Development that is focused on the process for building Expeditions. This will come in multiple formats of professional development and collaboration time that is focused in this area.</p> <p><b>EL Institutes</b></p> <ul style="list-style-type: none"> <li>• July 2015 – Designing Learning Institutes - Milwaukee</li> </ul>	<p>PLC Qualitative Data in the form of collaboration notes, artifacts, and debriefing from the SLT on the process of each PLC.</p> <p>Accountability points from the support EL Team.</p>

<p>6. I can pro-actively seek assistance and guidance when the muck gets too mucky...I can do whatever needs to be done to get that boot unstuck.</p> <p>7. I can live Chamberlain norms and assume best intent of all of my LE writing colleagues.</p> <p>8. I can actively engage in (a minimum of 2 rounds of) peer critique of Chamberlain Learning Expeditions.</p> <p>9. I can plan and implement a minimum of 3 Case Studies in the 2015-16 School Year. (1 first semester, 2 second semester)</p>			
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## 2015 – 2016 Chamberlain Elementary School Work Plan – School Condition Goal/Crew Goal

By June 2016 all Chamberlain Elementary classrooms will implement with full fidelity meaningful, focused and strategically planned AM and PM Crew practices.

**Rationale: When our school builds a culture of integrity, grit, courage, craftsmanship and compassion, then students and staff are supported to do better work and be better people than they thought possible for the benefit of the community.**

### Alignment with EL Core Practices:

Core Practice 25: Building a Community of Learning

Core Practice 26: Fostering Character

Core Practice 27: Establishing Structures for Knowing Students Well

Faculty Learning Targets	Structures and Leadership Actions	EL Support and Services	Data Points/Evidence for Monitoring Progress
<p>1. I can design crew lesson plans that include meaningfully connected learning targets, readings, greetings, initiatives, and debriefs.</p> <p style="padding-left: 20px;">1a. I can implement crew lesson plans that include unpacking crew learning targets, and lifting up the connections between/amongst readings, greetings, initiatives, debriefs, and our academic learning.</p> <p style="padding-left: 20px;">1b. I can respect the allocated time for crew.</p> <p>2. I can align my classroom crew practices with Chamberlain's HOS.</p> <p>3. I can model the HOS as a staff member</p> <p style="padding-left: 20px;">3a. I can actively participate in staff crew activities.</p> <p style="padding-left: 20px;">3b. I can incorporate another staff member into our crew.</p> <p>4. I can share ideas and plans for crew meetings with my colleagues</p> <p style="padding-left: 20px;">4a. I can add to the community bank of crew resources.</p>	<p>Dive into the relationship between crew and PBIS, specifically in the hallways – are these two paradigms in opposition to one another?; Do they support one another?</p> <p>Opportunity to observe quality crew sessions (in person, in video, etc.,)</p> <p>Opportunity to team teach/lead crew.</p> <p>Common place/structure for sharing of crew lessons, resources, materials, etc.,</p> <p>Structures to protect end of the day crew... (e.g. -- announcements delivered via paper memo rather than via loudspeaker – possibly delivered by student ambassadors, pack up before starting afternoon crew, etc.,)</p> <p>Opportunity to build staff crew (with same focus/intensity we have devoted to building student crew practices/structures).</p> <p>Adult crew leader pairings --- who is being invited to which crew?</p>	<p><b>Formal EL PD</b></p> <ul style="list-style-type: none"> <li>• Initiatives and debriefs modeled, regularly</li> <li>• Developing Crew Structures</li> <li>• Coaching/on-going support to/for Crew practices</li> <li>• Time for collaborative Crew planning</li> </ul> <p><b>EL Institutes</b></p> <ul style="list-style-type: none"> <li>• Fostering Character through Crew April 11 – 13, 2016 – Baltimore</li> <li>• Management in the Active Classroom September 14 – 16, 2015 – Atlanta</li> </ul>	<p>Crew and Culture Team learning walks</p> <p>School Leadership Team learning walks</p> <p>Focused discussion/questions of students</p> <p>Follow through/call out when we are living the HOS....public praise and private call out.</p>

<p>5. I can create a joyful and supportive learning environment that includes collaborating with others and competing with oneself.</p> <p>6. I can gauge the culture of my class at all times, and provide additional support as needed.</p>	<p>Initiatives and debriefs modeled, regularly</p>		
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**2015-2016 PD Plan**

**People Responsible: indicated by initials**

**August 2015**

Monday, 8.10.15 -- **Standards – Learning Targets – Assessments** -- AL

Thursday, 8.13.15 -- (explain mind the gap) and (lay out time line/deadlines of components of) LE writing -- SM

Monday, 8.17.15 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 8.20.15 -- **Crew Plan Writing/Revising (for September)** -- EH

Monday, 8.24.15 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

\*\*\* Thursday, 8.27.15 -- **Crew as a Noun and a Verb** \*\*\* -- LV **Relational Trust....Characteristics of a highly effective team** -- EH

**September 2015**

Thursday, 9.3.15 -- **MIND THE GAP and LE writing (mini PD on next stage of deadline work...e.g. – Guiding Questions, Anchor Text, etc.)** -- SM

\*\*\* Thursday, 9.10.15 -- **Close Reading Across all content areas** \*\*\* -- LV

Monday, 9.14.15 -- **planning for Close Reading lesson implementations** -- AL

Thursday, 9.17.15 -- **Crew Plan Writing/Revising (for October)** -- EH

Monday, 9.21.15 -- **assessing last week's Close Read lesson(s) and revising based upon assessment** -- AL

Thursday, 9.24.15 -- **Short Shot from Management in the Active Classroom** -- supported by EH, run by institute attendees

Monday, 9.28.15 -- **likely work related to the next installment of timeline/deadline trajectory of LE components** -- AL

## October 2015

Thursday, 10.1.15 -- **MIND THE GAP and LE writing (mini PD on next stage of deadline work...e.g. -- Guiding Questions, Anchor Text, etc.)** -- SM

Monday, 10.5.15 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

\*\*\* Thursday, 10.8.15 -- **Goal setting with students...student self assessment...a tool of management...a tool of learning \*\*\*** -- LV

Monday, 10.12.15 -- **Goal Setting with students** -- AL

Thursday, 10.15.15 (\*conferences\*) -- **Relational Trust.... Characteristics of a highly effective team** -- EH

Monday, 10.26.15 -- **Goal Setting with students** -- AL

Thursday, 10.29.15 -- **Crew Plan Writing/Revising (for November and December)** -- EH

## November 2015

Monday, 11.2.15 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 11.5.15 -- **Critique Protocol of LEs** -- SM

Monday, 11.9.15 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 11.12.15 -- **Short Shot(s) from National Conference**

Monday, 11.16.15 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 11.19.15 -- **Inquiry Based Learning: Workshop Models across all content areas, the 5 I's, etc.** -- Supported by SM, run by Mentor teachers

Monday, 11.23.15 -- **planning for Inquiry Based Learning lesson implementations** -- AL

Monday, 11.30.15 -- planning for Inquiry Based Learning lesson implementations -- AL

## December 2015

Thursday, 12.3.15 -- MIND THE GAP and LE writing (mini PD on next stage of deadline work...e.g. – Guiding Questions, Anchor Text, etc.) -- SM

Monday, 12.7.15 -- assessing Inquiry Based Learning lesson(s) and revising based upon assessment -- AL

Thursday, 12.10.15 -- Relational Trust.... Characteristics of a highly effective team --EH

Monday, 12.14.15 -- likely work related to the timeline/deadline trajectory of LE components -- AL

\*\*\* Thursday, 12.17.15 – Assessments for Learning...Assessments of Learning \*\*\* -- LV

## January 2016

Monday, 1.4.16 -- **planning AfL and AoL lesson implementations** -- AL

Thursday, 1.7.16 -- **Short Shot from Primary Literacy** -- supported by SM, run by institute attendees

Monday, 1.11.16 -- **assessing AfL and AoL lesson implementation(s) and revising based upon assessment** -- AL

Thursday, 1.14.16 -- **MIND THE GAP and LE writing (mini PD on next stage of deadline work...e.g. – Guiding Questions, Anchor Text, etc.)** -- SM

Thursday, 1.21.16 -- **Critique Protocol of LEs** -- SM

Monday, 1.25.16 -- **Using AfL as an initial step of differentiation** -- AL

\*\*\* Thursday, 1.28.16 -- **Tools of Differentiation within the Classroom** \*\*\* -- LV

## February 2016

Monday, 2.1.16 -- **Beginning to build various differentiation strategies into your teaching** -- AL

Thursday, 2.4.16 -- **Relational Trust... Characteristics of a highly effective team** -- EH

Monday, 2.8.16 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 2.18.16 -- **Short Shot from Differentiation for ALL students & Short Shot from Differentiation for ELL Students** – supported by SM, run by institute attendees

Monday, 2.22.16 -- **Building various differentiation strategies into your teaching, specific to differentiation needs** -- AL

\*\*\* Thursday, 2.25.16 -- **Technology as a tool for Differentiation** \*\*\* -- LV with new technology person

Monday, 2.29.15 -- **Assessing for effectiveness the differentiation strategies tried, and revising according to that assessment** -- AL

## March 2016

Thursday, 3.3.16 -- **MIND THE GAP and LE writing (mini PD on next stage of deadline work...e.g. – Guiding Questions, Anchor Text, etc.)** - SM

Monday, 3.7.16 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 3.10.16 -- **knowing what you know now about Crew (noun and verb), revamp your Crew practices, structures, plans, etc.,** -- EH

Monday, 3.14.16 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

\*\*\* Thursday, 3.17.16 -- LV

Monday, 3.21.16 -- something to follow up with 3.17.16 PD

Thursday, 3.24.16 -- **Critique Protocol of LEs** -- SM

Monday, 3.28.16 -- something to follow up with 3.17.16 PD

## April 2016

Monday, 4.11.16 -- **likely work related to the timeline/deadline trajectory of LE components** -- AL

Thursday, 4.14.16 -- LE writing (mini PD on next stage of deadline work...e.g. – Guiding Questions, Anchor Text, etc.) -- SM

Monday, 4.18.16 -- likely work related to the timeline/deadline trajectory of LE components -- AL

\*\*\* Thursday, 4.21.16 -- LV

Monday, 4.25.16 – something to follow up with 4.21.16 PD -- AL

Thursday, 4.28.16 -- Relational Trust... Characteristics of a highly effective team -- EH

## May 2016

Monday, 5.2.16

Thursday, 5.5.16 -- Short Shot from Fostering Character through Crew – supported by EH, run by institute attendees

Monday, 5.9.16 -- likely work related to the timeline/deadline trajectory of LE components -- AL

Thursday, 5.12.16 – final Thursday LE writing -- SM

Monday, 5.16.16 -- likely work related to the timeline/deadline trajectory of LE components -- AL

\*\*\* Thursday, 5.19.16 -- How far we've come...IR completion and WP reflection \*\*\*

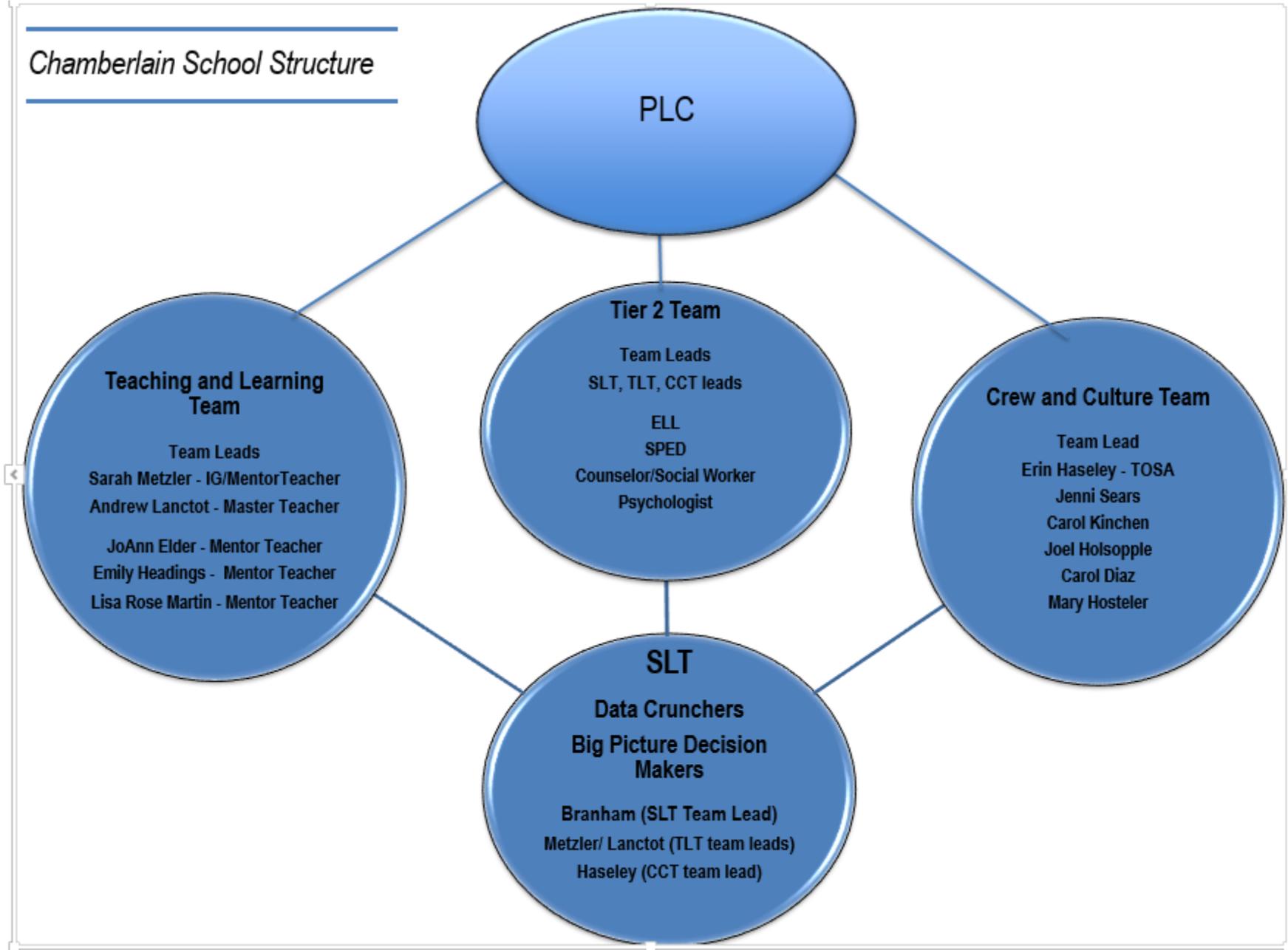
Monday, 5.23.16 -- likely work related to the timeline/deadline trajectory of LE components – AL

Thursday, 5.26.15 \*\*last student day\*\* -- independent LE writing; all grade level LEs due to KB by 5p

## June 2016 – closing PD

Monday, 6.6.16 and Tuesday, 6.7.16 -- Management in the Active Classroom – LV and institute attendees

*Chamberlain School Structure*



**Monthly Structures of Support for Teacher – Master Schedule**

	<b>Monday (4:15)</b>	<b>Tuesday (3:30)</b>	<b>Wednesday (3:30)</b>	<b>Thursday (5:15)</b>	<b>Friday (3:30)</b>
<b>Week 1</b>	<p><b>AM staff meeting and bread breaking @ 7:15 – 8:15</b></p> <p><b>Intervention/TOI meeting @ 8:30 – 9:30</b></p> <p><b>School Leadership Team meeting (SLT)</b></p> <p><b>TAP Cluster @ 3:15 – 4:15</b></p>	<p><b>During PLC time:</b></p> <p><b>K/1 – Tier 2 needs identification (to be presented to Tier 2 team next Monday)</b></p> <p><b>2/3 and 4/5 Learning Expedition writing</b></p>	<p><b>During PLC time:</b></p> <p><b>K – 5 Learning Expedition writing</b></p>	<p><b>Crew and Culture Team Meeting @ 8:00 – 11:00</b></p> <p><b>Teaching and Learning Team Meeting @ 12:00 – 3:00</b> (committee meeting times will rotate monthly)</p> <p><b>EL PD @ 3:15 – 5:15</b></p>	<p><b>During PLC time:</b></p> <p>Grade Level Taking Care of Business</p> <p><b>SLT meeting</b></p>
<b>Week 2</b>	<p><b>Tier 2 team – K/1 needs meeting @ 7:15 – 7:45; 7:45 – 8:15</b></p> <p><b>Intervention/TOI meeting @ 8:30 – 9:30</b></p>	<p><b>During PLC time:</b></p> <p><b>2/3 – Tier 2 needs identification (to be presented to Tier 2 team next Monday)</b></p> <p><b>K/1 and 4/5 Learning</b></p>	<p><b>During PLC time:</b></p> <p><b>K – 5 Learning Expedition writing</b></p>		

	<p>SLT meeting -- Tier 2 data crunching for K/1</p> <p><b>TAP Cluster @ 3:15 – 4:15</b></p>	<p><b>Expedition writing</b></p>	<p>Tier 2 team – planning for K/1 interventions @ 2:30 – 3:30</p>	<p><b>EL PD (focused on Learning Expedition writing) @ 3:15 – 5:15</b></p>	<p>SLT meeting</p>
<p>Week 3</p>	<p>Tier 2 team – 2/3 needs meeting @ 7:15 – 7:45; 7:45 – 8:15</p> <p>Intervention/TOI meeting @ 8:30 – 9:30</p> <p>SLT meeting -- Tier 2 data crunching for 2/3</p> <p><b>TAP Cluster @ 3:15 – 4:15</b></p>	<p><b>During PLC time:</b></p> <p>4/5 – Tier 2 needs identification (to be presented to Tier 2 team next Monday)</p> <p><b>K/1 and 2/3 Learning Expedition writing</b></p>	<p><b>During PLC time:</b></p> <p><b>K – 5 Learning Expedition writing</b></p> <p>Tier 2 team – planning for 2/3 interventions @ 2:30 – 3:30</p>	<p><b>PD continued (EL, Short Shots, etc.,) @ 3:15 – 5:15</b></p>	<p><b>During PLC time:</b></p> <p>Grade Level Taking Care of Business</p> <p>SLT meeting</p>

<b>Week 4</b>	<p><b>Tier 2 team – 4/5 needs meeting @ 7:15 – 7:45; 7:45 – 8:15</b></p> <p><b>Intervention/TOI meeting @ 8:30 – 9:30</b></p> <p><b>SLT meeting -- Tier 2 data crunching for 4/5</b></p> <p><b>TAP Cluster @ 3:15 – 4:15</b></p>	<p><b>During PLC time:</b></p> <p><b>K – 5 STI</b></p>	<p><b>During PLC time:</b></p> <p><b>K – 5 Learning Expedition writing</b></p> <p><b>Tier 2 team – planning for 4/5 interventions @ 2:30 – 3:30</b></p>	<p><b>EL PD (focused on Learning Expedition writing) @ 3:15 – 5:15</b></p>	<p><b>SLT meeting</b></p>
<b>Ongoing</b>	X	current curriculum needs @ 3:00 – 3:30	current curriculum needs @ 3:00 – 3:30	X	current curriculum needs @ 3:00 – 3:30

## Learning Expedition Overview *(Year-Long Expedition Plan -Adapted for Chamberlain)*

<b>Title</b>	Adapting to Survive
<b>School</b>	Chamberlain Elementary
<b>Grade level</b>	3
<b>Specific topic:</b>	Adaptation
<b>Start &amp; end dates</b>	8/10/15--5/29/16
<b>Author(s)</b>	Jolene Lehman, Daniel Gingerich, Jen Drescher

**Summary: Every plant, animal and person must learn about the structure of their surroundings be they physical, governmental, economic or relational in order to adapt and modify to survive.**

### Expedition Guiding Questions

- How do plants, animals and people adapt to their environment to survive?
- Why is it important to adapt?
- Why do we have the animals and plants that we do in this region?
- How is adapting different than modifying?
- What are outcomes of adaptation? What are outcomes of modification?
- 

### Additional Expedition Connections to the Community and the Larger World

Expedition kick-off	
Expedition culmination	

- Might consider doing these for case studies if part of a year-long expedition?

Additional Notes or ideas:

**Case Study #1 and Key Summative Assessments**

**Date Estimates: Aug-end of Sept/mid Oct.**

1. Case study title	Adapting to our environment
Case study content	Understanding the geography and geology of our region and how it affects our lives. Also understanding our region in spatial terms.
Big ideas (broad concepts)	Geology, Geography and mapping of the mid west region
Key standards that drive the case study:	
<b>*Standards that bridge between this case study and other case studies will be highlighted</b>	
<p><u>Science :</u></p> <p>3.2.1 Examine the physical properties of rock samples and sort them into categories based on size using simple tools such as sieves.</p> <p>3.2.2 Observe the detailed characteristics of rocks and minerals. Identify rocks as being composed of different combinations of minerals.</p> <p>3.2.3 Classify and identify minerals by their physical properties of hardness, color, luster and streak.</p> <p>3.2.4 Identify fossils and describe how they provide evidence about the plants and animals that lived long ago and the nature of their environment at that time.</p> <p><u>Social Studies</u></p> <p>3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.</p> <p>3.3.2 Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.</p> <p>3.3.3 Locate Indiana and other Midwestern states on maps using simple grid systems.</p> <p>3.3.4 Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions; and determine the direction and distance from one place to another</p> <p>3.3.5 Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.</p> <p>3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.</p> <p>3.3.7 Compare the cultural characteristics of their community within communities in other parts of the world.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	
<p><u>ELA Standards</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u>Math Standards</u></p> <ul style="list-style-type: none"> <li>•</li> </ul>	
Midpoint assessment	

<b>End of case study assessment</b>	
<b>Additional summative assessments</b> ( <i>Include at least one text-based literacy task per case study</i> )	
<b>Connections to the Community and the Larger World</b>	

<b>Fieldwork</b>	Merry Lea, Elk. Co. Historical Museum
<b>Experts</b>	Merry Lea staff, Museum staff
<b>Service learning</b>	planter for Chamberlain?
<b>Project(s)</b>	

Project Title	Project summary	Connection to Expedition Product/Performance and Audience

### Standards Assessed in the Case Study

Discipline	Standards	Long-Term Learning Targets

**Anchor Text(s)** (*See the Text Planner for more details re: texts*)  
*Anchor texts are key texts read to support content and literacy skills. Usually all students have a copy of anchor texts. Some anchor texts may be used with a single case study; others may be used across multiple case studies.*

Title	Author/Illustrator	Text Type	<a href="#">Evidence of/Notes on Complexity*</a>

\* This links to “Evaluating Texts for their Level of Complexity”, an excerpt from EL’s “Succeeding with Complex Text” toolkit booklet.

Resources & Links
Possible ideas: <ul style="list-style-type: none"> <li>• Ongoing timeline from rock formation until now</li> <li>• Build background knowledge of the geology (rocks/minerals) of this area. How was it formed?</li> <li>• Explore native/invasive plants....corn---expert possibility: Kurt Bullard</li> <li>• Fossils evidence of parts of a habitat from long ago</li> <li>• Carol K/Janell (to loan) has rocks---would she be willing to share with 3rd? Retrieve fossils/geode from 2 yrs. ago?</li> <li>• Merry Lea as field study trips</li> </ul>

- What's in rocks that gives them their physical properties?
- How light affected clearing land for crops
- What was here before people?
- What are the Chamberlain bricks made of?
- Field study to Lehman kiln--dig clay from earth...learn where clay comes from
- Could we make bricks and fire them in the Lehman kiln?
- Project: make bricks for planter outdoors at Chamberlain?
- Other project ideas: Rock/Mineral Guide, trading cards
- The geography that existed influenced who came

\*\*Question: Might the science standards of this study need to be fit into the first case study---due to the seasonal nature of being able to study plants...could start off with plants in Aug, since corn will still be growing then???

### Case Study #2 and Key Summative Assessments

Date Estimates: mid Oct-mid Dec

1. Case study title	The adaptation of the Early People/Native Americans. How did the native Americans adapt to/modify their environment? How did the arrival of settlers cause the Native Americans to adapt?
Case study content	The history of the Native American people of this region and how they adapted to survive.
Big ideas (broad concepts)	
Key standards that drive the case study:	
<b>*Standards that bridge between this case study and other case studies will be highlighted</b>	
<b>Science :</b>	
<ul style="list-style-type: none"> <li>• 3.3.1 Identify the common structures of a plant including its roots, stems, leaves, flowers, fruits and seeds. Describe their functions.</li> <li>• 3.3.2 Investigate plant growth over time, take measurements in SI units, record the data and display the data in graphs. Examine factors that might influence plant growth.</li> <li>• 3.2.5 Describe natural materials and give examples of how they sustain the lives of plants and animals.</li> <li>• 3.2.6 Describe how the properties of earth materials make them useful to humans in different ways. Describe ways that humans have altered these resources to meet their needs for survival.</li> </ul>	

**Social Studies**

- 3.1.1 Identify and describe Native American Woodland Indians who lived in the region when European settlers arrived. Example: Miami, Shawnee, Kickapoo, Algonquian, Delaware, Potawatomi and Wyandotte.
- 3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.
- 3.1.3 Describe the role of the local community and other communities in the development of the state’s regions. Example: Fort Wayne was an early trade center because of the convergence of three rivers in the area. Moving the state capitol to Indianapolis encouraged growth in the central region of Indiana.
- 3.1.5 Create simple timelines that identify important events in various regions of the state.
- 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties
- 3.1.2 Explain why and how the local community was established and identify its founders and early settlers.
- 3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. Example: Growing seasons, types of crops grown, and animal hibernation and migration

ELA Standards

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Math Standards

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**Midpoint assessment**

**End of case study assessment**

**Additional summative assessments** *(Include at least one text-based literacy task per case study)*

Individual research of another local native American tribe

**Connections to the Community and the Larger World**

<b>Fieldwork</b>	Oxbow Park--Potawatomi Experience
<b>Experts</b>	Rich Meyer
<b>Service learning</b>	
<b>Project(s)</b>	

Project Title	Project summary	Connection to Expedition Product/Performance and Audience

**Standards Assessed in the Case Study**

Discipline	Standards	Long-Term Learning Targets

**Anchor Text(s)** (See the Text Planner for more details re: texts)

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**Resources & Links**

Possible Ideas:

- Cultural Game to help students understand cultural differences between American Indians and settlers: Reba/Amblers (Sarah Kingsley Metzler--resource)
- make baskets, Vickie Graber, how can we tie this in with the economy
- could the baskets then hold items that we make to be given to a new community to help them adapt

**Case Study #3 and Key Summative Assessments**

**Date Estimates: Jan-Mar.**

1. Case study title	Adapting to life in Goshen
Case study content	How do newcomers adapt to life in Goshen? What do they need to know about our structures to survive?
Big ideas (broad concepts)	government, citizenship, immigration, history
Key standards that drive the case study:	
<b>*Standards that bridge between this case study and other case studies will be highlighted</b>	
Science :	

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## Social Studies

- 3.1.4 Give examples of people, events and developments that brought important changes to your community and the region where your community is located.  
Example: Developments in transportation, such as the building of canals, roads and railroads, connected communities and caused changes in population or industry.
- 3.1.8 Describe how your community has changed over time and how it has stayed the same. Example: Shawnee villages in Southern Indiana and Conner Prairie settlement
- 3.1.9 Define immigration and explain how immigration enriches community.  
*We are a nation of immigrants; we have been heavily influenced by immigration since before the Revolutionary War*  
*E pluribus unum (out of many, one) <http://greatseal.com/mottoes/unum.html>*  
*Ellis Island was opened (January 1, 1892) during the administration of President Benjamin Harrison (Indiana's only President) <http://www.history.com/topics/ellis-island>*
- 3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.
- 3.2.5 Explain the importance of being a responsible citizen\* of your community, the state and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship. Example: Being respectful trustworthy, practicing tolerance and working with others to solve problems.
- 3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.  
Example: Identify patterns of rural, urban and suburban development, including population demographics.
- 3.3.12 Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.
- 3.3.13 Identify and describe how human systems and physical systems have impacted the local environment.  
Example: List examples of changes in land use in the local community.
- 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services. *Interdependence*: reliance on each other to produce goods and services
- 
- 3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier. *Characteristics of money*: scarce (not easily found), durable, easy to carry and easy to divide

## ELA Standards

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<u>Math Standards</u>	
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<b>Midpoint assessment</b>	
<b>End of case study assessment</b>	
<b>Additional summative assessments</b> ( <i>Include at least one text-based literacy task per case study</i> )	
<b>Connections to the Community and the Larger World</b>	

<b>Fieldwork</b>	
<b>Experts</b>	
<b>Service learning</b>	
<b>Project(s)</b>	

<b>Project Title</b>	<b>Project summary</b>	<b>Connection to Expedition Product/Performance and Audience</b>

**Standards Assessed in the Case Study**

<b>Discipline</b>	<b>Standards</b>	<b>Long-Term Learning Targets</b>

**Anchor Text(s)** (*See the Text Planner for more details re: texts*)  
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<b>Resources &amp; Links</b>
<p>Possible Ideas:</p> <ul style="list-style-type: none"> <li>• How we came to be</li> <li>• What shapes us?</li> <li>• How does our past inform who we are?</li> <li>• How does our past inform who want to become? [IS THIS A GUIDING QUESTION??]</li> <li>• How do we become experts?</li> <li>• Students’ families--how they came to be here</li> <li>• Where we’ve been....where we are....where we’re going</li> <li>• What we carry</li> <li>• Struggles...hurdles....loads....tools</li> <li>• Project??--Creation of a class quilt/comforter based on each of our families...evening event with families?</li> <li>• Project??--Improving the community...proposal/action/recommendations for a Goshen brochure....Chamberlain brochure....CREW recommendations for Chamberlain???</li> <li>• Current gov’t--How Goshen came together</li> <li>• Historic connections about welcome extended to any immigrants to this area....settlers, Appalachian, Afro-Americans, Hispanic</li> <li>• [Project....or end product....but might be difficult as end prod, due to impracticality of creating a quilt every year] <ul style="list-style-type: none"> <li>–Patchwork Quilt Squares that tell story of past, present, future (hopes)--Story quilt....what we carry</li> <li>--tie to community roots...settlers....slaves?...race....immigration</li> </ul> </li> <li>• idea of making some kind of quilt/blanket, give it to the Window, etc, how can we adapt what we have</li> </ul>

**Case Study #4 and Key Summative Assessments**  
**Date Estimates: Apr (after spr. brk---May)**

<b>1. Case study title</b>	Adapting to our resources How do people use what is around them to survive? How did people in this region use resources to
<b>Case study content</b>	Maple tree life cycle/the production of maple syrup and selling of maple syrup

## Key standards that drive the case study:

**\*Standards that bridge between this case study and other case studies will be highlighted**

Science :

- 3.3.1 Identify the common structures of a plant including its roots, stems, leaves, flowers, fruits and seeds. Describe their functions.
- 3.3.2 Investigate plant growth over time, take measurements in SI units, record the data and display the data in graphs. Examine factors that might influence plant growth.
- 3.2.5 Describe natural materials and give examples of how they sustain the lives of plants and animals.
- 3.2.6 Describe how the properties of earth materials make them useful to humans in different ways. Describe ways that humans have altered these resources to meet their needs for survival.
- 3.4.1 Choose and use the appropriate tools to estimate and measure length, mass and temperature in SI units.
- 3.4.2 Define the uses and types of simple machines and utilize simple machines in the solution to a —real world problem.

Social Studies

- 3.4.1 Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs\*. Scarcity: the idea that resources are limited in relation to people's wants Productive Resources: human resources, natural resources, and capital resources used to produce goods and services Opportunity cost: term used in economics, to mean the value of the best alternative that would have been chosen instead. For example, if a city decides to build a hospital on some vacant land, the opportunity cost is the other things that might have been done with that same land instead.
- 3.4.2 Give examples of goods and services provided by local business and industry.
- 3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.
- 3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services. Interdependence: reliance on each other to produce goods and services
- 3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier. Characteristics of money: scarce (not easily found), durable, easy to carry and easy to divide
- 3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.
- 3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers. Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.
- 3.4.8 Gather data from a variety of resources about changes that have had an economic impact on your community. Example: Invite a community leader to discuss the decision to build a bigger baseball park in the community. Use the local chamber of commerce and government Web sites to research the impact a new recreation center will have on young people and their families.
- 3.4.9 Identify different ways people save their income and explain advantages and disadvantages of each. Example: Home "piggy bank," savings accounts, etc
- 3.3.8 Identify the major climate regions of the United States and explain their characteristics
- 3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there. Example: Growing seasons, types of crops grown, and animal hibernation and migration

ELA Standards

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<u>Math Standards</u>	
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<b>Midpoint assessment</b>	
<b>End of case study assessment</b>	
<b>Additional summative assessments</b> ( <i>Include at least one text-based literacy task per case study</i> )	
<b>Connections to the Community and the Larger World</b>	

<b>Fieldwork</b>	tapping maple trees at some location, observing the production of maple syrup,
<b>Experts</b>	
<b>Service learning</b>	
<b>Project(s) Tapping, making and selling our own maple syrup</b>	

Project Title	Project summary	Connection to Expedition Product/Performance and Audience

**Standards Assessed in the Case Study**

Discipline	Standards	Long-Term Learning Targets

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<b>Resources &amp; Links</b>