

**Appendix F: LEA Application of General Information  
2012-2013**

**School Improvement Grant (1003g)  
Application due April 30, 2012  
Email application to [1003g@doe.in.gov](mailto:1003g@doe.in.gov)**

**LEA Application: General Information**

Corporation Name: South Bend Community School Corporation		Corporation Number: 7205
Contact for the School Improvement Grant:  Christine Pochert		
Position and Office:  Grant Writer, Research & Evaluation	Contact's Mailing Address:  215 S. St. Joseph Street South Bend, IN 46601	
Telephone: 574 283 8073	Fax: 574 283 8204	
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Superintendent (Printed name)  Dr. Carole Schmidt	Telephone:  574 283 8000	
Signature of Superintendent  X _____	Date:  May 3, 2012	

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

## 1. Schools to be Served by LEA

*Instructions:*

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

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

School Name	Grade Span	Tier I	Tier II	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Dickinson Intermediate Center	5-8	X		X				
2. Brown Intermediate Center	5-8	X						X
3. Coquillard Primary Center	K-4	X						X
4. Harrison Primary Center	K-4	X						X
5. Lincoln Primary Center	K-4	X						X
6. Marquette Montessori Academy	PK-4	X						X
7. Muessel Primary Center	K-4	X						X
8. Washington High School	9-12		X					X

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

We will serve all of our Tier I schools.

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

In order to assure fidelity and success for the Turnaround Model, South Bend Community Schools (SBCSC) can only fully implement the program in one school. That school will be Dickinson Intermediate Fine Arts Academy.

- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed\*).

School Name: Dickinson Intermediate School Number: 7559

Stakeholder Group	Mode of Communication	Date
SIG Planning Group (Central Office)	Meetings, Email	From October 2011 to May 2012-monthly
Dickinson Teachers	Team meetings, representatives at planning meetings	From October 2011 to May 2012-monthly
University of Notre Dame Robinson Community Learning Center, DeBartolo Center, Snite Museum, and STEM	Conferences, in person and by phone	From August 2011 to May 2012-monthly
Parent Group Representatives	Conferences, in person and by phone	August 2011- present
Arts Collaborative Group: Ad Hoc Group from Community Wide Education Partnerships in conjunction with United Way of St. Joseph County	Conferences, in person and by phone	August 2011- present
Community Arts Groups: Conservatory of Dance, South Bend Civic Theatre, South Bend Art Museum, and others	Conferences by phone and email with individual groups	May- present, 2011
National Association for Single-Sex Public Education	Email, conference, telephone	August 2011 through present
SL Robbins and Associates	Email, telephone	August 2011 through present
Education, Teaching and Learning Initiative (ETLI), Mark Ravlin	Conference, professional development	2011-2012 School Year

John F. Kennedy Center for the Performing Arts		2011-2012 School Year
Coaching for Results, Inc.	Professional development, emails, online support center	2011-2012 School Year
Intercultural Development Inventory, LLC	Conference, emails, phone calls	2011-2012 School Year

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

#### **D. Collaboration with Teachers' Unions**

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

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

#### **E. Assurances**

South Bend Community School Corporation assures that it will

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

#### **F. Waivers**

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

- Extending the period of availability of school improvement funds.

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

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

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

**School Improvement Grant (1003g)  
2012-2013**

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

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

School Corporation South Bend Community School Corporation Number 7205

School Name Dickinson Intermediate Fine Arts Academy.

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

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

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## A. LEA Analysis of School Needs

### ➤ *Instructions:*

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

<b>Worksheet #1: Analysis of Student and School Data</b>
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### ➤ *Instructions:*

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE>

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

#### *2011 ISTEP+ Disaggregation Summary Reports released May 30, 2011*

<i>Example: LEP</i>	75%	52	High - have been in U.S. 3 or more	High - no prior formal schooling; from non-Western culture
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			years	
Black	65%	189	High	High
Hispanic	43%	37	High	High
White	41%	71	High	High
Multiracial	58%	29	High	High
Free/Reduced Lunch	59%	279	High	High
LEP	61%	11	High	High
Special Ed.	82%	102	High	High

**Mathematics**

Black	71%	206	High	High
Hispanic	42%	34	High	High
White	39%	68	High	High
Multiracial	58%	29	High	High
Free/Reduced Lunch	59%	280	High	High
Special Ed.	76%	96	High	High

<p><b>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</b></p>	<p><b>What is at the “root” of the findings? What is the underlying cause?</b></p>
<p>Forty-three percent of Hispanics, 65% of Blacks, and 59% of free and reduced lunch students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP ELA.</p> <p>Forty-two percent of Hispanics, 71% of Blacks, and 59% of free and reduced lunch students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP Mathematics.</p> <p>Eighty-two percent of the special education students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP ELA.</p> <p>Seventy-six percent of the male special education students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP Mathematics.</p>	<p>The school does not implement culturally proficient strategies in an effort to improve classroom instruction and management.</p> <p>Our corporation does not have a model to address the disparities within our marginalized population that have consistently existed over time.</p> <p>Our ELA program needs to be enhanced to include higher order thinking skills, explicit vocabulary instruction, and in depth comprehension of expository text.</p> <p>Our math program needs to be enhanced to include authentic mathematical reasoning and problem solving abilities.</p>

## Student Leading Indicators

➤ **Instructions:**

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

	2009-2010*	2010-2011*
1. Number of minutes within the school year that students are required to attend school	<b>54,520</b>	<b>54,520</b>
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	<b>95.8%</b>	<b>96.3%</b>
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	<b>BAS</b>	<b>BAS</b>
7. Discipline incidents*	<b>578</b>	<b>864</b>
8. Truants	<b>24</b>	<b>26</b>

(# of unduplicated students, enter as a whole number)		
9. Distribution of teachers by performance level on LEA's teacher evaluation system	N/A	N/A
10 Teacher attendance rate	91.09%	92.67%

\*Data have been collected for the two previous schools years as data from the 2011-12 school year is incomplete.

<b>What are key findings or summaries from the student leading indicator data?</b>	<b>What is at the “root” of the findings? What is the underlying cause?</b>
<p>A disproportionate number of Black males receive discipline referrals which reduces their amount of instructional time.</p> <p>Disciplinary actions taken as a response to the referrals have negatively impacted the attendance rate.</p> <p>54, 520 required student minutes are insufficient to provide for the needs of the marginalized students.</p>	<p>According to a district-wide survey completed 2010-2011, teachers need and want culturally proficient professional development to address the academic and behavioral disparities.</p> <p>Some students exhibit chronic behaviors that violate the district's student code of conduct, with suspension being the appropriate disciplinary response.</p> <p>There are not enough instructional minutes in the school day to close the achievement gap between the marginalized student groups and their counterparts.</p>

## Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

	1	2	3	4	The Principal and Leadership
<b>The Principal and Leadership</b>	X				1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
		X		X	
	X		X		
<b>Instruction</b>	1	2	3	4	<b>Instruction</b>
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
2. Places the same cognitive demands on all learners (no differentiation).		X			
3. Is primarily textbook-oriented.					
4. Does not include technology.	X				

<p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>		X		X		<p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
<b>Curriculum</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Curriculum</b>	
<p>1. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>2. Is considered to be the textbook or the state standards.</p> <p>3. Is not aligned within or across grade levels.</p> <p>4. Is not rigorous or cognitively demanding.</p> <p>5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.</p> <p>6. Is not differentiated for struggling students.</p>		X		X	<p>1. Is observed by school leadership that it is being taught.</p> <p>2. Is developed by the district/teachers based on unpacking the state standards.</p> <p>3. Is aligned within and across grade levels.</p> <p>4. Is rigorous and cognitively demanding.</p> <p>5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>6. Is differentiated for struggling students.</p>	
<b>Data - Formative Assessments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Data - Formative Assessments</b>	

<ul style="list-style-type: none"> <li>1. Are not regularly used by teachers.</li> <li>2. Are not routinely disaggregated by teachers.</li> <li>3. Are not used to determine appropriate instructional strategies.</li> </ul>			X		<ul style="list-style-type: none"> <li>1. Are used to implement an aligned instructional program.</li> <li>2. Are used to provide differentiated instruction.</li> <li>3. Are discussed regularly in teacher groups to discuss student work</li> </ul>
<b>Professional Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Professional Development</b>
<ul style="list-style-type: none"> <li>1. Is individually selected by each teacher; includes conferences and conventions.</li> <li>2. Is not related to curriculum, instruction, or assessment.</li> <li>3. Is short, i.e., one-shot sessions.</li> <li>4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.</li> </ul>	X	X			<ul style="list-style-type: none"> <li>1. Is of high quality and job-embedded.</li> <li>2. Is aligned to the curriculum and instructional program.</li> <li>3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.</li> <li>4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.</li> </ul>
<b>Parents, Family, Community</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Parents, Family, Community</b>
<ul style="list-style-type: none"> <li>1. Does not provide extended supports.</li> <li>2. Does not ensure a safe school and community environment for children.</li> </ul>		X		X	<ul style="list-style-type: none"> <li>1. Provides social and emotional supports from school and community organizations.</li> <li>2. Creates a safe learning environment within the school and within the community.</li> </ul>

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class.	X	X  X  X			1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<b>What are the key findings from the self-assessment of high-performing schools?</b>	<b>What is at the “root” of the findings? What is the underlying cause?</b>
<p>The principal was replaced in July of 2011.</p> <p>A portion of the existing staff is reluctant to implement the mission that is required to achieve the leadership’s vision.</p> <p>There is minimal use of higher order thinking skills and authentic assessments.</p> <p>Parents and families have been minimally engaged with the school.</p> <p>School wide programs and curriculum are not culturally relevant.</p>	<p>Additional time and resources are needed in order to fully implement the leadership’s vision.</p> <p>A portion of the teachers struggle with complying with the new initiatives.</p> <p>Lack of resources and professional development prevent teachers from applying rigorous and relevant lessons.</p> <p>Parents are not involved because most of their interactions revolve around student disciplinary issues and/or student lack of academic progress.</p> <p>Lack of culturally proficient training and instructional resources.</p>

## II. Selection of Improvement Model

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

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

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

*Intervention model selected* \_\_\_\_ Turnaround Model \_\_\_\_\_

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

The district has provided on-going professional development in the areas of literacy, mathematics, and science. Despite these efforts, particular subgroups (Blacks/Hispanics/Free-Reduced) in the district have continued to show a lack of proficiency on state and classroom assessments. Specific to Dickinson Intermediate Fine Arts Academy, the marginalized groups have shown little to no academic proficiency on the ISTEP state assessment. This is due in part to a lack of administrator, teacher, student, and parent accountability and lack of resources in technology, student materials, teacher materials, and time needed to fully implement the content addressed by professional development.

The change in leadership has brought about an intense focus on how teachers instruct, reflect, and respond to data. Data collection and analysis has been a primary focus for changing instructional practices and promoting collaboration. However, Dickinson has a significant number of underperforming students. To advance these marginalized student groups proficiency levels requires staff to be knowledgeable about effective strategies for urban settings, willing to implement, with fidelity, the leadership's vision and goals, and produce student outcome that reduce and eradicate disparities.

Although the staff has made tremendous improvement in using data to inform and transform instruction, engaging all students and teachers is still a challenge. Lack of engagement is attributed to the lack of relevant and rigorous curriculum, technology embedded instruction, inadequate student motivation, limited parent involvement, and lack of culturally responsive teaching methods that hold high academic and behavioral expectations for all racial/ethnic and cultural student groups.

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

In recent years, Dickinson facilitated professional development sessions to integrate fine arts into the curriculum. Teachers and staff received financial compensation for attending the training sessions. However, there was not enough administrative monitoring to ensure complete fidelity to the initiative. Under the current principal's leader, accountability for teachers and students has been implemented and enforced with fidelity. As a result, students are beginning to understand and appreciate the relevance of education; teachers plan and teach with an intentional focus that is rooted in student outcomes. This began the creation of an educational environment that requires focus and accountability for administration, staff, students, and parents.

The teachers and staff at Dickinson Fine Arts Academy will intentionally focus on professional learning communities that center on gender differentiation, gender based instruction, cultural proficiency, arts integration, science, technology, engineering, mathematics, and a balanced school calendar. The school will also have an unprecedented level of technology that includes but is not limited to Interactive white boards, ELMO projection systems, cameras, and Notebook carts. This technology will prepare our students for a global, technological society, while creating a more engaging environment for students, teachers, and families. Dickinson Fine Arts academy will also partner with several community stakeholders in a continuous effort to engage our teachers, students, and families in the areas of fine arts, mathematics, and science.

When consensus is reached regarding what is needed to effect change, all invest in the change process. Teachers will collaborate and support one another as never before. They will utilize data analysis to transform instruction, and not place all the blame on students. This builds capacity for cross-curricular team to focus on increasing student achievement for all. Teachers will embrace the coaching process, which will require teachers to attend coaching sessions focused at regular intervals throughout the school year. The process allows teachers to receive one-on-one and team support to do the challenge work that is involved in turning around an urban school.

Already, the data collected from acuity and district 8-Step assessments show student growth. Embedding technology throughout the building and into current educational practices will engage students and help them become college and career ready. Additional extra-curricular activities will be available to deepen student involvement and reinforce student academic success. Resources and personnel will be allocated to engage students, families, and the community.

Finally, the building principal will be empowered to make decisions regarding recruitment, retention, and removal of staff. When a principal is authorized to make annual decisions about staffing, it affords the opportunity to evaluate and make decisions that are in the best interest of students, staff, the district, and the community. The crux of continuing school improvement hinges on increased student learning time, balanced calendar, gender-based instruction, professional development, rigorous and relevant instructional practices, resources and personnel. Dickinson must extend and expand its efforts to promote student success.

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

□ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	<b>XX</b>		<b>Budget request narrative</b> <b>District budget</b>
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	<b>XX</b>		<b>District financial records</b> <b>Budget request narrative</b>
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	<b>XX</b>		<b>Budget request narrative</b>
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	<b>XX</b>		<b>Budget request narrative</b>
Capacity Task	Yes	No	District Evidence

<p>5. The district has the resources to serve the number of Tier I and II schools that are indicated.</p> <p><i>All models</i></p>	<p><b>XX</b></p>		<p><b>District budget</b></p>
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<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application</li> <li>• Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions</li> <li>• Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application</li> <li>• Funding supports the schools current capacity to improve student achievement</li> </ul>	<p><b>XX</b></p>		<p><b>Budget request narrative</b></p>
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Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Data portfolios of incoming staff/leaders</i></li> <li>• <i>Highly Qualified in content of contractual agreement</i></li> <li>• <i>Samples of implemented school improvement plans with documented outcomes using data</i></li> </ul>	<b>XX</b>		<p><b>Staff licenses</b>  <b>Staff resumes</b>  <b>Application materials</b></p>
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Staff Assurances</i></li> <li>• <i>Staff Surveys</i></li> <li>• <i>Staff Needs Assessments</i></li> </ul>	<b>XX</b>		<p><b>Planning meetings documentation</b></p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Parent Meeting Agendas</i></li> <li>• <i>Parent Surveys</i></li> </ul>	<b>XX</b>		<p><b>Planning meetings documentation</b></p>

<ul style="list-style-type: none"> <li>• <i>Parent Focus Groups</i></li> </ul>			
<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	<b>XX</b>		<p><b>Grant application</b>  <b>School Board minutes</b>  <b>Turnaround Coordinator</b></p>

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in</i></li> </ul>	<b>XX</b>		<p><b>Superintendent Assurance</b>  <b>Grant application</b>  <b>School Board minutes</b>  <b>Turnaround Coordinator</b></p>
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<i>changing schools</i>			
<b>Capacity Task</b>	<b>Yes</b>	<b>No</b>	<b>District Evidence</b>
<p>12. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	<b>XX</b>		<p><b>Grant application</b> <b>Planning document</b></p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i></li> <li>• <i>Statewide and national postings</i></li> <li>• <i>External networking</i></li> </ul>	<b>XX</b>		<p><b>Board policy</b> <b>Human Resource office</b> <b>Grant application</b></p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Principal and staff hiring practices</i></li> <li>• <i>Principal and staff transfer policies/procedures</i></li> <li>• <i>principal and staff recruitment, placement and retention procedures</i></li> </ul>	<b>XX</b>		<p><b>Board and personnel policy</b>  <b>Human resource office</b>  <b>Grant application</b></p>

<p>15. The timeline is detailed and realistic, demonstrating the district’s ability to fully implement the intervention during the 2011-2012 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Monthly focus with identified objectives</i></li> <li>• <i>Smart Goals</i></li> <li>• <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i></li> <li>• <i>Streamline and scaffolded focus aligned to key findings and root causes in SIG application</i></li> </ul>	<b>XX</b>		<p><b>Grant application</b></p>
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Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> <li>• <i>Professional Development sign in sheets aligned to SIG funded PD</i></li> <li>• <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i></li> </ul>	<b>XX</b>		<p><b>Credentials and licenses for central office staff personnel</b></p> <p><b>Central office staff resumes</b></p>
<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Town Hall Meetings</i></li> <li>• <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i></li> <li>• <i>Town Hall sign in sheets</i></li> <li>• <i>Community Partner Assurances</i></li> <li>• <i>Documentation of mailings</i></li> </ul>	<b>XX</b>		<p><b>Meetings documentation</b></p> <p><b>Community partner assurances</b></p> <p><b>Evidence of media stories</b></p> <p><b>Board agenda</b></p>

Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> <li>• <i>IDEA</i></li> <li>• <i>E-Rate</i></li> <li>• <i>TAP</i></li> </ul>	<b>XX</b>		<p><b>Documentation of experience with Title I, Title II, Title III, Magnet Schools Assistance Program and Smaller Learning Community grants</b></p>
<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i></li> <li>• <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i></li> <li>• <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i></li> <li>• <i>Increased learning time is structured as a vehicle to support differentiated learning (ex: ...)</i></li> </ul>	<b>XX</b>		<p><b>Documentation of increased length of school year and school day as demonstrated in previous SIG grant at Rise Up Academy Grant application</b></p>

<ul style="list-style-type: none"><li>○ <i>An additional block of time embedded into the school day</i></li><li>○ <i>Summer enrichment/remediation</i></li><li>○ <i>Saturday intervention</i></li><li>○ <i>Before or after school enrichment/remediation</i></li><li>○ <i>School vacation weeks</i></li><li>● <i>Compensation for extended day is identified by the LEA</i></li></ul>			
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**D. LEA Commitments (Actions) for All School Intervention/Improvement Models**

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2012-13*.
- 3) In the second column, provide a short description of how the commitment was completed or the district’s plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>1. Design and implement school intervention model consistent with federal application requirements.</b></p>	<p>Information presented later in the application will provide specific outlines of the model.</p>

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>(2) The LEA has or will recruit, screen, selects and support appropriate external providers.</b></p> <p><i>The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school’s SIG needs;</p> <p>(b) Interviewing and analyzing external</p>	<p>University of Notre Dame, globally recognized for excellence, was identified as the primary provider of the arts. Since opening its doors in September 2004, the University of Notre Dame’s DeBartolo Performing Arts Center has become an integral part of the University and local community. Now welcoming more than 100,000 patrons per year, the center facilitates learning reflective of the University’s distinctive liberal arts tradition through the exploration of music, dance, theater and cinema.</p> <p>Home to five performance venues, a performer’s hall, scene and costume shops, numerous classrooms and more, it may be difficult to ignore the center’s physical presence. The raw size and footage of the center is impressive, yet the center’s real strength is its emotional and intellectual impact of integrating the arts into Notre Dame Student and community life.</p>

<p>providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the</p>	<p>Beginning in 2007, the center chose to focus its curatorial vision on engagement and commissioning. In doing so, the center welcomes national and world acclaimed musicians, dancers, actors and filmmakers to interact with the University and community. This exchange of knowledge enriches all.</p> <p>In commissioning new works—whether theater, dance or music—the center is establishing the University of Notre Dame as a leader in the performing arts.</p> <p>In March 2008, the center held its first world premiere of newly commissioned music. The Kronos Quartet performed the world premiere of Terry Riley’s Transylvanian Horn Courtship. The following academic year, the center hosted the world premiere drama <i>RFK: The Journey to Justice</i>, presented by L.A. Theatre Works.</p> <p>The center’s Browning Cinema has established itself as the location for cinematic arts, film series, filmmaker visits and more. The film series are a combination of academically supported and sponsored films. On average each academic year, the cinema hosts at least 15 distinct film series and 60 world or regional premieres. More than one half of the cinema programming directly supports the University’s academic mission.</p> <p>The center’s cinema has hosted filmmakers, directors, producers and writers, including Tim Robbins (actor, director, writer), Phil Donahue (director, television host), Ramin Bahrani (director, writer), Sean Astin (actor, director) and Georges Schwizgebel (director, animator).</p> <p>With its high-profile location on the south end of campus, the DeBartolo Performing Arts Center has been described as a gateway for the local community to access the University. With a firm commitment to the arts now in place, this gateway is wide open for all. The center welcomes visitors who have a passion to explore, learn and seek knowledge only available through the performing and cinematic arts. Data will be collected and analyzed to evaluate student participation by grade level.</p> <p>The Snite Museum of Art features collections that place it among the finest university art museums in the nation. It contains over 26,000 works representing</p>
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<p>interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE.</p> <p>Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>many of the principal cultures and periods of world art history. Data will be collected and analyzed to evaluate student participation by grade level.</p> <p>Robinson Community Learning Center (RCLC): RCLC after-school programs, tutoring by University students, a technology center/computer lab, entrepreneurship classes, and recreational sports for students (Grades 1-12). Data will be collected and analyzed to evaluate student achievement and participation by grade level.</p> <p>STEM Education: Collaboration with South Bend schools to engage fifth-graders in math and science by designing robotic pets and building LEGO® vehicles for the Domer Freewheeling Derby. Notre Dame engineering students are helping South Bend students get excited about the educational options available to them in engineering and the sciences. Data will be collected and analyzed to evaluate student participation by grade level.</p> <p>Notre Dame: “Power of Writing” initiative provides collaboration with the South Bend Community School Corp., supported by the Indiana Commission for Higher Education. POW aims to help students improve their writing skills and writing ISTEP scores. Dickinson involvement with the POW initiative lead to student growth on the ISTEP writing portion. Data will be collected and analyzed to evaluate student performance on the POW writing prompts and the writing portion of ISTEP.</p> <p>Notre Dame’s TRiO Programs – Talent Search and Upward Bound (Math and Science). The purpose of Upward Bound is to help students to complete middle and high school and to successfully enroll in the college of his or her choice. It assists students in applying for scholarships and financial aid at the appropriate time. This is accomplished by providing students with various educational workshops and experiential field trips. Students learn study techniques, participate in career exploration activities, learn the college admissions process, and learn the vocabulary related to the financial aid process. There are field trips offered to reinforce classroom learning. Talent Search was created with the Higher Education Act of 1965. At that time, the government saw a need to expand educational opportunities of middle to lower income families as well as</p>
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under-represented groups. This need resulted in the creation of Federal TRiO programs. Data will be collected and analyzed to evaluate student participation by grade level.

Education, Teaching and Learning Initiative (ETLI): This **Initiative** was developed in response to the state's new statute about teacher and administrator evaluation. The intent is to collaborate among teachers and administrators in order to develop an instrument for evaluating teachers. The facilitator for this initiative is Marc Ravlin. Mr. Ravlin is Director of *Via Mandala*, an educational consulting and training firm devoted to excellence with equity. He has served public education as a teacher, teacher consultant, special education administrator, principal, and chief academic officer. In recent years, his consulting and training work has been devoted to improving the learning of all students in challenging schools that are committed to this vision. He is a national Training Associate of The Center for Adaptive Schools, and a Learning Associate of the Center for Collaborative Inquiry. Evaluation of the effectiveness of this initiative will be measured at the district level.

John F. Kennedy Center: Presenting more than 2,000 performances annually and nearly 2 million visitors, the John F. Kennedy Center for the Performing Arts is America's busiest arts facility. The Kennedy Center presents the greatest performers in music, dance, and theater to the public. As part of the Kennedy Center's extensive Performing Arts for Everyone outreach program, hundreds of free performances are offered every year. Concerts take place on the Millennium Stage every evening, year round. In 1999, the Center began web-casting each night's live performance, and continues to archive and maintain each event in a database of more than 2,500 performances which may be accessed via the Center's website. Data will be collected and analyzed to evaluate student participation by grade level.

Conservatory of Dance School: The school was established to secure the future of the Dance Company and to offer the very best training in our community. The dance school provides a safe and friendly environment where young dancers can work with seriousness and sensitivity. Through a nurturing process of education and training, the school provides the opportunity for each student to realize the depth of his or her experiential and expressive potential as a

person and as an artist. The Conservatory of Dance Company is a not-for-profit organization which focuses on bringing dance to the community by providing training and performance opportunities to young dancers in the Michiana area, and presenting full length public performances for the community to enjoy. Data will be collected and analyzed to evaluate student participation by grade level.

**South Bend Civic Theatre:** South Bend Civic Theatre is the oldest continuously-operating community theatre company in the South Bend/Mishawaka area. Founded in 1957, it staged most of its productions after 1968 at The Firehouse, a local historic landmark located at 701 Portage Ave., in the city’s historic Park Avenue neighborhood. Beginning in the year 2000, SBCT began staging selected productions each year at Century Center’s Bendix Theatre, at the Morris Performing Arts Center, and for the first time in 2005, at the DeBartolo Center for the Performing Arts on the campus of Notre Dame. Since 1996, thousands of area youth have benefited from SBCT classes and camps, attended or participated in SBCT productions, compared to just a handful in years prior. With the launch of the “Kids4Kids” program in 2009, thousands of K-12 students have the chance to see live theatre through SBCT’s daytime school performances. Data will be collected and analyzed to evaluate student participation by grade level.

**South Bend Museum of Arts:** The South Bend Museum of Art affirms the enduring power of the visual arts to reflect and create community, engage minds, and nurture growth through exhibitions, collections and educational programs. Since its founding in 1947, the SBMA has provided insight into the art, history and culture of the region and nation. Since 1987, the museum has been accredited by the American Association of Museums, which recognizes that it has achieved the highest levels of professional standards. Data will be collected and analyzed to evaluate student participation by grade level.

**Coaching for Results Global, Inc:** Coaching For Results Global, Inc. is a non-profit corporation dedicated to helping school leaders achieve extraordinary results both professionally and personally by supporting and fostering confident, competent, courageous school leaders who lead their schools to high performance. Following a successful two-year initiative between the Brande

Foundation and the National Staff Development Council, the company was founded 2002. The sole purpose of that initiative was to identify successful school leaders, equip them with “state of the art” life coaching training and determine the degree of effectiveness these skilled coaches had on current school leaders facing a multitude of challenges that include diverse student populations, high stakes accountability, budget shortfalls and the ever increasing demands of school leadership. In less than a decade, they are recognized as a premier leader in the field of educator coaching and coach-related professional development. The company also provides a system-wide solution for leadership development to expand capacity that includes both initial and ongoing training and individualized or group coaching.

National Association for Single-Sex Education (NASSPE): Since the founding of NASSPE in 2002, there has been an extraordinary resurgence of interest in single-sex public education. NASSPE has evidence that single-sex classrooms can break down gender stereotypes, particularly when teachers have appropriate professional development. Both girls and boys have more freedom to explore their own interests and abilities than in the coed classroom. In order to improve academic performance and broaden educational horizons, understanding the subtleties of gender differences in learning is important. The brains of girls and boys develop along different trajectories. Some differences are genetically programmed and are present at birth; other differences are manifested later in childhood. NASSPE believes in, celebrates, and cherishes the variations among girls and among boys. Precisely because girls are so diverse and boys are so diverse, single-sex schools offer unique educational opportunities for girls, and for boys.

S.L. Robbins and Associates: Dr. Robbins received his undergraduate degree from Calvin College, and his masters and doctorate from Michigan State University’s top-ranked Department of Communication. His background in communication, socio-psychology and cognitive neuroscience drive his work with individuals and organizations. The core of the work surrounds understanding human behavior in a world full of human differences. This approach does not blame or point fingers, it challenges individuals and organizations to be more open-minded, mindful and intentional about inclusion and valuing people for their unique gifts, abilities and experiences. Data will be

collected to evaluate teachers' interactions with students that produce social and academic growth, as measured by formative and summative assessments and the reduction of student discipline behaviors.

**Intercultural Development Inventory LLC:** The Intercultural Development Inventory (IDI) is a statistically, reliable, cross-culturally valid measure of intercultural competence adapted from Milton Bennett's development model of intercultural sensitivity. It is designed to provide valid information concerning the intercultural sensitivity of respondents and their potential for exercising intercultural competence in any cross-cultural situation. IDI helps respondents understand the development stages of intercultural sensitivity, to increase in organizational level understanding, to evaluate effective culturally proficient education, to improve intercultural skills, and identify training and education needs. Data will be collected to evaluate teachers' delivery of culturally responsive instruction through the use of classroom materials, lesson plans, and differentiated instruction.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p><b>3. <i>Align other resources with the school improvement model.</i></b> (For examples of resources and how they might align, see Attachment C).</p>	
<p><b><i>The IDOE will assess the LEA’s commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></b></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled</p>	<p><u>Current resources (general fund and PL 221 monies) will be allocated to the school as they work with their external partner in defining staffing structure, professional development, and support resources.</u></p> <ul style="list-style-type: none"> <li>○ State support through the general fund will subsidize the staffing for the school. This includes the principal, assistant principal, guidance counselor, social worker, teachers, and classified staff. One of the findings from the Quality School Review (QSR) report that the school did not have certified teachers in all core content areas due to the late placement of the entire 7<sup>th</sup> grade language arts staff. The school district will dedicate state support to maintaining a staff of permanent teachers under contract. This is specifically aligned with providing high-quality, job-imbedded professional development and the use of data to implement an aligned instructional program and inform classroom instruction.</li> <li>○ If PL 221 professional development monies are available, they will be used to provide targeted professional development as identified by the principal, the external collaborator, and the professional staff outside the contracted professional development provided by the instructional and evaluative collaborators as defined in the grant proposal. The QSR indicated that minimal evidence existed that the school provides a well-rounded curriculum that addresses interest and relevance. The professional development will focus on specific practices and be job-imbedded. This is specifically aligned with high-quality, job-imbedded professional development required by the turnaround model.</li> <li>○ Power of Writing grant was utilize to provide professional development, teacher resources, student tutoring in assessment writing. The purpose was to use Simple 6 to use Simple 6 as an instructional model for teaching students how to be successful on assessment writing. The POW partnership has been in effect</li> </ul>

<p>reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>since the 2010-2011 school year. As of 2011 ISTEP results, more than 70% of the students received a writing score of greater than or equal to 4, which is a passing score.</p> <p><u>Funds from district-wide grants (Title I, Title II, and Special Education) has been allocated</u></p> <ul style="list-style-type: none"> <li>○ The Title I grant has currently provides some human capital. Title I provides coach, intervention specialist, and family and community specialist. The coach supports 5-6 teachers in implementing the district curriculum, initiatives, and the identified data process (8-STEP). The intervention specialist supports student growth by working with the lowest 25% students to improve in language arts. The family and community specialist reaches out to families and the community in an effort to build bridges between all stakeholders. Title 1 also provides funding for student materials and professional development materials.</li> <li>○ The special education grant will ensure that special education students are serviced appropriately and in accordance with the school’s plan for student learning, because the disaggregated data show that more than 80% of the Special Education students do not pass the ELA and Math ISTEP. The principal will meet with the district Director of Special Education to determine the amount of funds available for support. The available funds will be allocated according to the needs of the school within the guidelines of IDEA. This is specifically aligned with operational flexibility.</li> <li>○ Title II funds allocated at the district level to provide job-embedded professional development.</li> </ul>
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Indicators of LEA Commitment	Description of how this action was or will be completed
<p><b>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</b></p>	
<p><b><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></b></p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p>	<p>SBCSC and the NEA-SB will identify an evaluative instrument for teachers that include the four rating categories. SBCSC will develop a principal evaluation instrument that includes the four rating categories. The evaluation instruments will include rubrics for teacher/principal performance that are focused on 51% of student growth and achievement. Further, there is no policy barrier to the development of a principal evaluation meeting these criteria.</p> <p>Current legislation regarding personnel has eliminated the issues of quality, specifically trained teachers being removed from the building. However district practices with regards to teacher reduction allows for retention of teachers who have more seniority. All new teachers will have specific job descriptions and required trainings, which would override any retention issues that focus on seniority.</p> <p>PBIS will be fully implemented, allowing for school-wide behavior and discipline policies to be applied throughout the building. Increased consistency, and teaching desired behavior to students, along with the application of data to the mix, will allow for a more organized and orderly environment.</p> <p>The school day will be extended by 35 minutes to allow for additional learning time. This will be applied to additional instruction time for math and language arts.</p> <p>An additional 20 days will be added to the school year. This will be implemented in year 1. This will include two Saturday schools per month and an additional 20 half days during inter-sessions.</p> <p>Creation of an advisory team that will include school personnel, parents, and other community members to meet monthly to assess progress of the improvement model and make suggestions as needed.</p>

<p>(iii) school administrator and staff dismissal procedures;</p> <p>(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]</p> <p>(v) school administrator and staff rewards for increased student achievement and/or graduation rate;</p> <p>(vi) school administrator and staff recruitment, placement and retention procedures ; and</p> <p>(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.</p>	<p>School administrators and staff will receive additional training and planning time to implement and maintain Dickinson’s structure.</p> <p>Family engagement at Dickinson has been limited by lack of transportation. To that end we propose to add two vans to provide transportation so that parents can be present for student activities, parent-teacher conferences, and other school activities.</p> <p>There is a high poverty level at Dickinson which prevents some students from purchasing the required uniform. Funds will be allocated to assist with the purchasing of uniforms.</p>
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<b>Indicators of LEA Commitment</b>	<b>Description of how this action was or will be completed</b>
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**5. Sustain the model after the funding period ends.**

**The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:**

- (a) Developing school improvement planning processes that support sustainability of education reform protocol;
- (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;
- (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;
- (d) Identifying alternative funding sources to sustain operational protocol that may require financial support;
- (e) Identifying meaningful professional development for school leadership and staff that support short-term and

South Bend Community School Corporation realizes that it must sustain the improvements implemented as a result of SIG 1003g funding. SIG grant funding will be used as seed monies to cover front-end costs such as professional development, curriculum development, theme integration, and equipment and supplies. The turnaround coordinator, math coach, technology coach, and curriculum coordinator will be phased out as the principal and staff members learn the responsibilities of truly integrating the arts, math, and science with core curriculum.

The balanced calendar is the direction that our district is moving towards with full implementation within the next 3-5 years.

The community and family outreach coordinator will be replaced with a Title I aid when Dickinson school-wide Title I status.

The district has had success in procuring state and federal grants to support programming and new initiatives and will continue to pursue them as they relate to sustaining the programs at Dickinson.

The South Bend Community School Corporation's teachers, parents and students and the community are invested in and committed to the success of our students.

Dickinson's probationary status has heightened awareness for the need for resources to be allocated.

Professional development in the following areas will be provided

- Balanced calendar
- Gender-based Instruction
- STEM curriculum
- Arts integration
- Cultural Proficiency
- Effective Instruction
- Carnegie Math
- Simple 6 Writing

<p>long-term initiatives of educational improvement;</p> <p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school’s mission, goals, and needs;</p> <p>(k) Planning a growth model for both the</p>	<ul style="list-style-type: none"> <li>● Education, Teaching, and Learning Initiative</li> <li>● Coaching for Results</li> <li>● Positive Behavior Intervention Support</li> <li>● 8-STEP process</li> </ul>
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fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;

- (1) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.

#### 4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

**Turnaround Model**

(Guidance Document, Section E, pages 36-42)

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

If implementing the transformation model, complete the table below.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal and grant principal operational flexibility.</i>	A principal was hired in 7/11 who had demonstrated success in turning around Marshall Intermediate Center. Therefore the principal will not be replaced.	Director of Human Resources Director of School Management, Superintendent School Board of Trustees	7/11
2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i>	SBCSC will implement a new evaluation system for teachers, which includes a component measuring student achievement. Specifically, SBCSC will implement the ELTI.  The principal evaluation system for Dickinson will also be modified to incorporate student achievement. Implement Principal evaluation system	Dir. Of school management,  Leadership Team (will consist of Principal, Asst. Principal, Turnaround Coordinator, curriculum	8/11

<p>3. <i>Implement strategies to recruit, place and retain (financial incentives, promotion, career growth, and flexible work conditions)</i></p>	<p>Teachers will receive continuous job-embedded professional development.</p> <p>As an incentive, lead teachers will receive stipends.</p> <p>Teachers will be afforded additional planning time</p>	<p>Principal Leadership Team</p>	<p>8/12, ongoing</p>
<p><b>Elements</b></p>	<p><b>Tasks</b></p>	<p><b>Lead Person/ Position</b></p>	<p><b>Time Period (month)</b></p>
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>SBCSC has an Executive Director of Instruction who oversees curriculum development, implementation, and professional development throughout the corporation. She will ensure the fidelity of all initiatives within the grant, and see to it that staff members continue to receive support from additional corporation-wide initiatives.</p> <p>This a total of 60 days of professional development support for each year of the grant period.</p>	<p>Director of Instruction</p>	<p>8/12, ongoing</p>

<p>5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i></p>	<p>Stipends will be offered for those attending professional development after school hours and in the summer.</p> <p>Incentives in the form of teacher mini-grants of \$1000 will be offered for innovative learning opportunities.</p> <p>Opportunities to attend professional conferences will be offered to teachers with the understanding that they will be expected to return and share their knowledge and experiences with others in a collaborative learning session.</p> <p>Classroom coaching in the implementation of arts-integration, data-driven instruction, arts assessments, project-based learning, and other strategies, will be available to support to teachers in their classrooms.</p> <p>Job descriptions for teachers relating to the arts integration, mathematics, and science will be used when hiring and placing teachers.</p>	<p>HR Dept., Principal</p>	<p>8/12 ongoing</p>
<p>6. <i>Use data to implement an aligned instructional program.</i></p>	<p>8-Step Process of data-driven instruction will be implemented at Dickinson in the fall of 2012 with the support of SBCSC, Title 1, and the Indiana Department of Education.</p> <p><b>8- Step Process</b> - The Integrated System is made up of Effective Schools research, total quality management principles and an eight-step continuous improvement model that employs data driven decision-making and collaboration between teachers to improve academic achievement in their schools.</p>	<p>Title 1 Director , Ex Dir Instruction</p> <p>8-Step Leadership Team</p>	<p>8/12</p> <p>8/12</p>

	<p>The eight-step process was developed by teachers who were having success with all of their students as evidenced by the state achievement scores but most importantly with at-risk students; those that were labeled special education students, English language learners and students that were economically disadvantaged. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement.</p>		
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<b>Elements</b>	<b>Tasks</b>	<b>Lead Person/ Position</b>	<b>Time Period (month)</b>
<p>7. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<p>8-Step Process of data-driven instruction will be implemented at Dickinson in the fall of 2011 with the support of SBCSC, Title 1, and the Indiana Department of Education.</p> <p>This process includes short assessments covering the core academic standards every three weeks. Each assessment is followed by a learning log meeting where teachers and administrators meet to discuss student achievement data. The learning log meetings lead to regrouping of students for remediation and enrichment.</p> <p>Continue and expand the implementation of the Positive Behavior interventions and Supports (PBIS) throughout the school. Data collected in relation to disciplinary incidents will serve as a foundation for targeted behavioral instruction.</p>	<p>Title 1 Director, Director of Instruction, 8-Step Leadership Team</p> <p>Leadership Team</p>	<p>8/12 Ongoing</p> <p>8/12</p>

<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p>A balanced calendar will be established to provide additional learning time.35 instructional minutes will be</p>	<p>Principal. Leadership</p>	<p>8/12</p>
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	added to each regular day.		
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<p>9. <i>Provide social-emotional and community-oriented services/supports.</i></p>	<p>University of Notre Dame, globally recognized for excellence, was identified as the primary provider of the arts. Since opening its doors in September 2004, the University of Notre Dame’s DeBartolo Performing Arts Center has become an integral part of the University and local community. Now welcoming more than 100,000 patrons per year, the center facilitates learning reflective of the University’s distinctive liberal arts tradition through the exploration of music, dance, theater and cinema.</p>	Leadership Team	8/11
	<p>Robinson Community Learning Center (RCLC): RCLC after-school programs, tutoring by University students, a technology center/computer lab, entrepreneurship classes, and recreational sports for students (Grades 1-12). Data will be collected and analyzed to evaluate student achievement and participation by grade level.</p>	Leadership Team	8/11
	<p>Conservatory of Dance School: The school was established to secure the future of the Dance Company and to offer the very best training in our community. The dance school provides a safe and friendly environment where young dancers can work with seriousness and sensitivity. Through a nurturing process of education and training, the school provides the opportunity for each student to realize the depth of his or her experiential and</p>	Leadership Team	8/11
		Leadership Team	8/11

	<p>expressive potential as a person and as an artist. The Conservatory of Dance Company is a not-for-profit organization which focuses on bringing dance to the community by providing training and performance opportunities to young dancers in the Michiana area, and presenting full length public performances for the community to enjoy. Data will be collected and analyzed to evaluate student participation by grade level.</p> <p>South Bend Civic Theatre: South Bend Civic Theatre is the oldest continuously-operating community theatre company in the South Bend/Mishawaka area. Founded in 1957, it staged most of its productions after 1968 at The Firehouse, a local historic landmark located at 701 Portage Ave., in the city’s historic Park Avenue neighborhood. Beginning in the year 2000, SBCT began staging selected productions each year at Century Center’s Bendix Theatre, at the Morris Performing Arts Center, and for the first time in 2005, at the DeBartolo Center for the Performing Arts on the campus of Notre Dame. Since 1996, thousands of area youth have benefited from SBCT classes and camps, attended or participated in SBCT productions, compared to just a handful in years prior. With the launch of the “Kids4Kids” program in 2009, thousands of K-12 students have the chance to see live theatre through SBCT’s daytime school performances. Data will be collected and analyzed to evaluate student participation by grade level.</p> <p>South Bend Museum of Arts: The South Bend Museum of Art affirms the enduring power of the visual arts to reflect and create community, engage minds, and nurture growth through exhibitions, collections and educational programs. Since its founding in 1947, the SBMA has provided insight into the art, history and culture of the</p>		
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	<p>region and nation. Since 1987, the museum has been accredited by the American Association of Museums, which recognizes that it has achieved the highest levels of professional standards. Data will be collected and analyzed to evaluate student participation by grade level.</p> <p>Community and Family Outreach Coordinator will work with families to encourage parent involvement, to organize parent involvement activities, to publish a monthly parent newsletter, and to work with the intervention team Title One Leadership Team (TILT) meetings</p>		
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**Pre-Implementation**

*Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.*

**No pre-implementation funds are being requested at this time.**

Action:

Timeline:

Budget:

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

<b>Requirement</b>	<b>Yes</b>	<b>No</b>
1. <i>All</i> the elements of the selected intervention model are included.	XX	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	XX	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2012-2013 school year.	XX	

## 5. Annual Goals for Tier I and Tier II Schools for Accountability

### *Instructions:*

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

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

<b>SY 2012-2013 Baseline Data</b> (most recent available data that corresponds to the proposed goals)	<b>Annual Goals</b>		
	<i>SY 2012-2013</i>	<b>SY 2013-2014</b>	<b>SY 2014-2015</b>
<b>43% of all students are proficient on ISTEP+ in mathematics</b>	<b>50% of all students are proficient on ISTEP+ in mathematics</b>	<b>60% of all students are proficient on ISTEP+ in mathematics</b>	<b>70% of all students are proficient on ISTEP+ in mathematics</b>
<b>45% of all students are proficient on ISTEP+ in English/language arts</b>	<b>50% of all students are proficient on ISTEP+ in English/language arts</b>	<b>60% of all students are proficient on ISTEP+ in English/language arts</b>	<b>70% of all students are proficient on ISTEP+ in English/language arts</b>

## II: Budget

### *Instructions:*

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each “tab” for years 2011-2012, 2012-2013, 2013-2014.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

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

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

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

Dickinson is applying for school wide Title 1. Additional resources will be available once the school wide status is granted.

Special Education department will provide services for students with special needs.

Bilingual department will provide services to ELL student population.

The University of Notre Dame in partnership with John F. Kennedy Center will provide enhanced fine arts programming.

The Pokegon fund will be solicited for grants for after-school programming.

**Submit all materials in this document,  
including the two worksheets in this application to IDOE**

# Attachment H: Budget

## School Improvement Grant (1003g) Section II -- BUDGET

School Year 2012 - 2013  
Year 1

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

Corporation Name: South Bend Community School Corporation  
 Corporation Number: 7205  
 School Name: Dickinson Intermediate Center

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Curriculum Coordinator	1.00	Y		Salary for Building level administrator to support teacher quality	\$62,400.00	
Turn Around Coordinator/ Liaison	1.00		Y	Salary for the Turnaround Coordinator/Liaison	\$62,400.00	
Support person	1.00		Y	Community and Family Outreach Coordinator	\$34,500.00	
Technology Coach	1.00		Y	Salary for coach to support integration of technology	\$56,500.00	
Math Coach	1.00	Y		Salary for Math Coach	\$40,100.00	
Classroom Grants				2,000 per classroom each year	\$120,000.00	
Extended time Stipends				Up to 20 additional instructional days and 5 additional collaboration days	\$260,000.00	
Stipends for lead teachers		Y		Stipends for lead teachers	\$15,000.00	
PD Subs/Stipends				Class Coverage for teachers during PD/Financial incentive for successful completion of additional PD hours	\$88,500.00	
	5.00	TOTAL FTE				
		<b>TOTAL SALARIES</b>				<b>\$739,400.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						

	<b>TOTAL FIXED CHARGES/FRINGE BENEFITS</b>		<b>\$232,155.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>			
out-of-state	NASSPE International Single Gender Conference	\$25,500.00	
out-of--state	Magnet Conference for the Fine Arts	\$20,000.00	
out-of-state	SL Robbins, Diversity Boot Camp	\$5,000.00	
out-of-state	ASCD Conference	\$25,500.00	
In-state trips	Site visits to Indianapolis 4 trips	\$5,000.00	
	<b>TOTAL TRAVEL</b>		<b>\$81,000.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
NASSPE	PD Gender Specific instruction, building level coaching	\$20,000.00	
SL Robbins and Assoc.	On-Site coaching and PD	\$15,500.00	
Richard Wood	Teacher training literacy	\$5,000.00	
Simple 6, Kay Davidson	Teacher training in writing process	\$10,000.00	
8 STEP Pat Davenport	PD Contracted services	\$15,000.00	
ETLI	PD Contracted services	\$30,000.00	
STEM/NISMEC	Notre Dame Science , Math and Technology student and teacher PD	\$30,000.00	
Coaching for Results	PD for teachers Math and Science	\$30,000.00	
Carnegie Math	PD for teachers in the area of Mathematics	\$30,000.00	
Bus Transportation	Transportation for students throughout the district (additional 5 buses)	\$75,000.00	
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$260,500.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$49,800.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$ 286,665.00</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			

15-passenger Vans	Transportation provided to parents in need of being transported	\$60,000.00	
Marketing	Provide promotional materials to promote the school (billboards, bumper sticks, hang tags, etc.)	\$50,000.00	
Student Uniforms	Preliminary student uniforms will be provided to students	\$60,000.00	
	<b>TOTAL OTHER SERVICES</b>		<b>\$170,000.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$ 1,819,520.00</b>

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	Consumables (Chart Paper, dry erase markers, copy paper, post it notes, pens, markers, paper clips, index cards, sentence strips, spiral notebooks, ink cartridges)	\$ -	\$ 40,000.00
1	Copies and supplies for extended time	\$ 800.00	\$ 800.00
1	Professional Development Materials	\$ 5,000.00	\$ 5,000.00
200	Parent involvement Take Home Kits	\$ 20.00	\$ 4,000.00
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$ 49,800.00</b>

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
40	Promethean Boards per classroom	\$3,500.00	\$140,000.00
2	Macbook Carts	\$ 35,000.00	\$ 70,000.00
45	Macbook Laptops	\$ 1,000.00	\$ 45,000.00
45	I-pads	\$ 500.00	\$ 22,500.00
60	Software	\$ 50.00	\$ 3,000.00
1	Digital Marquee	\$ 3,000.00	\$ 3,000.00
1	Video Wall	\$ 150.00	\$ 150.00
-	Office Furniture (office desk, chairs, file cabinets, storage units, printers, fax machine, wall displays)	\$ -	\$ 150,000
60	Headsets	\$ 32.00	\$ 1920.00
15	Walkie-Talkie	\$63.00	\$ 945.00
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		<b>\$ 286,665.00</b>

**School Improvement Grant (1003g)  
Section II -- BUDGET**

School Year 2013 - 2014  
Year 2

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

Corporation Name: South Bend Community School Corporation  
 Corporation Number: 7205  
 School Name: Dickinson Intermediate Center

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Curriculum Coordinator	1.00	Y		Salary for Building level administrator to support teacher quality	\$62,400.00	
Turn Around Coordinator/ Liaison	1.00		Y	Salary for the Turnaround Coordinator/Liaison	\$62,400.00	
Support person	1.00		Y	Community and Family Outreach Coordinator	\$34,500.00	
Technology Coach	1.00		Y	Salary for coach to support integration of technology	\$56,500.00	
Math Coach	1.00	Y		Salary for Math Coach	\$40,100.00	
Classroom Grants				2,000 per classroom each year	\$120,000.00	
Extended time Stipends				Up to 20 additional instructional days and 5 additional collaboration days	\$260,000.00	
Stipends for lead teachers		Y		Stipends for lead teachers	\$15,000.00	
PD Subs/Stipends				Class Coverage for teachers during PD/Financial incentive for successful completion of additional PD hours	\$88,500.00	
	5.00	TOTAL FTE				
		<b>TOTAL SALARIES</b>				<b>\$739,400.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
		<b>TOTAL FIXED CHARGES/FRINGE BENEFITS</b>				<b>\$ 232,155.00</b>

<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>			
out-of-state	NASSPE International Single Gender Conference	\$25,500.00	
out-of--state	Magnet Conference for the Fine Arts	\$20,000.00	
out-of-state	SL Robbins, Diversity Boot Camp	\$5,000.00	
out-of-state	ASCD Conference	\$25,500.00	
In-state trips	Site visits to Indianapolis 4 trips	\$5,000.00	
	<b>TOTAL TRAVEL</b>		<b>\$81,000.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
NASSPE	PD Gender Specific instruction, building level coaching	\$20,000.00	
SL Robbins and Assoc.	On-Site coaching and PD	\$15,500.00	
Richard Wood	Teacher training literacy	\$5,000.00	
Simple 6, Kay Davidson	Teacher training in writing process	\$10,000.00	
8 STEP Pat Davenport	PD Contracted services	\$15,000.00	
ETLI	PD Contracted services	\$30,000.00	
STEM/NISMEC	Notre Dame Science , Math and Technology student and teacher PD	\$30,000.00	
Coaching for Results	PD for teachers Math and Science	\$30,000.00	
Carnegie Math	PD for teachers in the area of Mathematics	\$30,000.00	
Bus Transportation	Transportation for students throughout the district (additional 5 buses)	\$75,000.00	
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$260,500.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$49,800.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
Marketing	Provide promotional materials to promote the school (billboards, bumper	\$50,000.00	

	sticks, hang tags, etc.)		
Student Uniforms	Preliminary student uniforms will be provided to students	\$60,000.00	
	<b>TOTAL OTHER SERVICES</b>		<b>\$155,000.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$1,517,787.00</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
1	Consumables (Chart Paper, dry erase markers, copy paper, post it notes, pens, markers, paper clips, index cards, sentence strips, spiral notebooks, ink cartridges)	\$ --	\$40,000.00
1	Copies and supplies for extended time	\$ 800.00	\$800.00
1	Professional Development Materials	\$ 5,000.00	\$5,000.00
200	Parent involvement Take Home Kits	\$ 20.00	\$4,000.00
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$49,800.00</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		<b>\$ 0 -</b>

**School Improvement Grant (1003g)  
Section II -- BUDGET**

School Year 2014 - 2015  
Year 3

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

Corporation Name: South Bend Community School Corporation  
 Corporation Number: 7205  
 School Name: Dickinson Intermediate Center

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Curriculum Coordinator	1.00	Y		Salary for Building level administrator to support teacher quality	\$62,400.00	
Turn Around Coordinator/ Liaison	1.00		Y	Salary for the Turnaround Coordinator/Liaison	\$62,400.00	
Support person	1.00		Y	Community and Family Outreach Coordinator	\$34,500.00	
Technology Coach	1.00		Y	Salary for coach to support integration of technology	\$56,500.00	
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Classroom Grants				2,000 per classroom each year	\$120,000.00	
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Stipends for lead teachers		Y		Stipends for lead teachers	\$15,000.00	
PD Subs/Stipends				Class Coverage for teachers during PD/Financial incentive for successful completion of additional PD hours	\$88,500.00	
	5.00	TOTAL FTE				
		<b>TOTAL SALARIES</b>				<b>\$739,400.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
		<b>TOTAL FIXED CHARGES/FRINGE BENEFITS</b>				<b>\$ 232,155.00</b>

<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>			
out-of-state	NASSPE International Single Gender Conference	\$25,500.00	
out-of--state	Magnet Conference for the Fine Arts	\$20,000.00	
out-of-state	SL Robbins, Diversity Boot Camp	\$5,000.00	
out-of-state	ASCD Conference	\$25,500.00	
In-state trips	Site visits to Indianapolis 4 trips	\$5,000.00	
	<b>TOTAL TRAVEL</b>		<b>\$81,000.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
NASSPE	PD Gender Specific instruction, building level coaching	\$20,000.00	
SL Robbins and Assoc.	On-Site coaching and PD	\$15,500.00	
Richard Wood	Teacher training literacy	\$5,000.00	
Simple 6, Kay Davidson	Teacher training in writing process	\$10,000.00	
8 STEP Pat Davenport	PD Contracted services	\$15,000.00	
ETLI	PD Contracted services	\$30,000.00	
STEM/NISMEC	Notre Dame Science , Math and Technology student and teacher PD	\$30,000.00	
Coaching for Results	PD for teachers Math and Science	\$30,000.00	
Carnegie Math	PD for teachers in the area of Mathematics	\$30,000.00	
Bus Transportation	Transportation for students throughout the district (additional 5 buses)	\$75,000.00	
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$260,500.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$49,800.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
Marketing	Provide promotional materials to promote the school (billboards, bumper	\$50,000.00	

	sticks, hang tags, etc.)		
Student Uniforms	Preliminary student uniforms will be provided to students	\$60,000.00	
	<b>TOTAL OTHER SERVICES</b>		<b>\$155,000.00</b>
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>			<b>\$1,517,787.00</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
1	Consumables (Chart Paper, dry erase markers, copy paper, post it notes, pens, markers, paper clips, index cards, sentence strips, spiral notebooks, ink cartridges)	\$ --	\$40,000.00
1	Copies and supplies for extended time	\$ 800.00	\$800.00
1	Professional Development Materials	\$ 5,000.00	\$5,000.00
200	Parent involvement Take Home Kits	\$ 20.00	\$4,000.00
	<b>TOTAL SUPPLIES COSTS</b>		<b>\$49,800.00</b>

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

<b>QUANTITY</b>	<b>DESCRIPTION</b>	<b>UNIT PRICE</b>	<b>TOTAL PRICE</b>
	<b>TOTAL EQUIPMENT AND TECHNOLOGY COSTS</b>		<b>\$ 0 -</b>