

SOUTH BEND COMMUNITY SCHOOL CORPORATION

Madison Primary Center

School Improvement Grant Application

8/30/2016



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant Application SY 2016-2017

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	South Bend Community School Corporation	Corp #	7205
School	Madison Primary Center	School #	7573
Superintendent Name	Dr. Kenneth Spells	Email	kspells@sbcsc.k12.in.us
Title I Administrator Name	Darice Austin-Phillips	Email	daustin@sbcsc.k12.in.us
Principal	Deb Martin	Email	dmartin@sbcsc.k12.in.us
Mailing Address	832 North Lafayette Boulevard	City	South Bend
Telephone	574-283-8325	Zip Code	46601
Total Funding Request		Fax	574-283-8328

Select Application Type: Transformation Turnaround Early Learning Whole School Reform Restart Closure

Part 2: Grant Award Information

1003(g) LEA application released (Draft)	May 31, 2016
Technical assistance training through a live webinar. Join the webinar through the link . Number: (877) 422-1931 Pin: 542-270-3981	July 14, 2016 10:00-11:00 am
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 542-270-3981	July 20, 2016 3:30-4:30 pm AND July 28, 2016 10:00-11:00 am
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotform.com/61465812951964	August 16, 2016 9:00 am- 4:00 pm AND August 18, 2016 9:00 am- 4:00 pm
LEA applications due	August 30, 2016
Preliminary Award Notification	September 30, 2016
Planning/Technical Assistance	October 1, 2016 – December 30, 2016
Early Implementation	January 1, 2017 – June 30, 2017

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00120015A

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Kenneth Spells	Superintendent
Dr. Wendy Folk	Director of Primary Centers
Darice Austin-Phillips	Director of Government Funding
Deb Martin	Principal
Sally Carlin	District Language Arts Facilitator
Sybil Snyder	District Language Arts Trainer
Marilyn Nash	District Math Facilitator
Mary Thorpe	Title I Coach
Cynthia Wertz	STEAM Coach

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Consultation with SDN 1 Team	8/25/16			1		3		SDN team members reviewed the SIG grant application process following an introductory SDN Team meeting with the new SBCSC district leaders, including Dr. Spells, Superintendent; Dr. Folk, Director of Primary Centers, Mrs. Austin-Phillips, Director of Government Funds.
Community Partnership Meeting	8/26/16	7		1				The team meets bi-monthly to collaborate on creating outdoor learning labs in Leeper Park and on Madison school property. The team was excited to hear that we were seeking a SIG grant and shared their willingness to support the SIG efforts.
SIG Planning Committee	8/26/16			1		3		Committee members reviewed diagnostic needs assessment completed by AdvancED in the 2015-16 school year, developed goals, identified transformational changes, and developed a timeline for implementation.
School Board Retreat	8/27/16				7	1		Dr. Spells shared the SIG grant application with School Board members as part of 2016 – 17 goals discussion during the School Board Retreat. Board members feedback was gathered by the Superintendent and shared with the committee.

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Instructions: Describe the process and comments from family and community input (*1 page maximum*):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family

As a part of the AdvancEd diagnostic review in September 2015, parents and students were asked what they would like to see for their school. Parents indicated that their children did not like being inactive participants in learning. Parents knew their children would excel when participating in hands-on learning. Students echoed their parents' input by indicating that they liked the problem-based learning activities that were being implemented.

AdvancEd Student Surveys revealed:

- Only 37% of the students believe that students treat adults with respect.
- Only 48% of the students stated that their families attend school events.
- Only 68% of the students believe that their school is safe.
- Only 56% of the staff believe Madison provides high quality support services regarding counseling and discipline.
- Only 58% of the staff believe related support services are provided for students based on their needs.

* To receive survey data at least 70% completed surveys from each sub group had to be attained: students (96%), parents (71%) and staff (98%).

Community

The Madison STEAM initiative was re-iterated throughout the AdvancEd Improvement Priorities Indicator 3.3

- Develop and implement a school-wide initiative that engages students in discovery, collaboration, and creativity through varied instructional strategies that ensure achievement of 21st Century Skills.

In the spring of the 2014-2015 school year Memorial Hospital (located beside Madison) became a financial partner, after refraining from partnership for 1 year due to "out of control behaviors" displayed by Madison students on the playground. Memorial Hospital is currently funding \$40,000 a year for 5 years to create outdoor learning labs in Leeper Park which is also adjacent to Madison Primary Center.

During the 2015 – 16 school year, community support for the transformation of Madison Primary Center into a STEAM Academy was documented through the Indiana STEM School certification process. Partners include Beacon Health Systems, Memorial Hospital, the Near Northwest Neighborhood Association, University of Notre Dame College of Engineering, Purdue College of Education, South Bend Parks Department, Mayor Peter Buttigieg, Unity Gardens, Greening the Bend, and Corporate Partnership for Economic Growth.

This grant application represents the cumulative vision developed as a result of the STEM certification process. However, as our community support has grown, the internal process of evaluating student engagement and achievement has led the planning team to consider both the teacher development and the student engagement needs that have kept Madison Primary Center from exiting priority status.

Part 3: LEA and School Assurances and Waivers

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality

- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

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

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:	<i>Dr. Kenneth Howell</i>	Date:	8/30/2016
Title I Administrator Signature:	<i>Darice Austin-Phillips</i>	Date:	8/30/2016
Principal Signature	<i>Rob Martin</i>	Date:	8/30/2016

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5 School Needs Assessment and Goals.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
Madison Primary Center	PK - 4	P	Transformation	
Hay Primary Center	K - 4	F		District leadership has recently undergone a dramatic change with the appointment of a new Superintendent on 7/1/16 and new Directors appointed to Government Funds and Primary Centers on 8/14/16. At this time the Director of Operations position is vacant. The concentration of efforts toward the school with the longest time in priority status is needed to reverse low student achievement. As the process of change at Madison Primary Center proves to be effective, student engagement and professional development techniques will be shared with others schools with priority and focus statuses throughout the district.
Coquillard Primary Center	PK - 4	F		See above
Edison Intermediate Center	5 - 8	F		See above
Harrison Primary Center	PK - 4	P		See above
McKinley Primary Center	K - 4	F		See above
Marshall Intermediate Center	5 - 8	P		See above
Monroe Primary Center	K - 4	P		See above

Wilson Primary Center	PK – 4	P		See above
Muessel Primary Center	PK – 4	F		See above
Navarre Intermediate Center	5 – 8	P		See above
Nuner Primary Center	K – 4	P		See above
Perley Fine Arts Academy	K – 4	P		See above

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (1 page maximum per section)

Currently, a variety of formative and summative assessment data is collected for achievement, behavior, attendance, and student and staff mobility, however, some of these assessments have gone through recent changes, or changes that will take place over the course of the coming year, which limits analysis of data for year to year trends and decreases teachers' confidence in the data.

The formative data includes:

- K – 4 mClass DIBELS and TRC benchmarks and progress monitoring, which are examined in grade level Learning Log meetings in conjunction with the principal, Title I Coaches/Intervention Specialists, and support personnel. This data is used in determining student intervention groups, mentor assignment, and classroom rosters.
- New K – 4 Go Math assessment tools
- New 3rd/4th NWEA assessments
- New 8-step instructional window assessments, which are used to determine Champ Camp instructional groups
- Quarterly writing prompts
- PBIS office referral data collected quarterly and analyzed by the PBIS team to determine data trends in location, time, and demographics
- Daily attendance, which results in parent contact, as needed to increase student attendance

Increased progress monitoring and instructional decision-making based on this data is a recognized need for the principal and teaching staff and is included in the grant goals. The AdvancEd Staff Surveys revealed: only 60% of the staff are trained in the use of data and/or data analysis, and only 73% of the staff members use student data to address the unique learning needs of the students. Training in analyzing and using data is listed in AdvancEd Improvement Priorities Indicators 5.3 and 5.4 – Establish systems in which all professional and support staff members are assessed and trained on a process for analyzing and using data that ensures verifiable improvement in student learning, including readiness for and success at the next level. The principal admits that she needs trained in data analysis, and Learning Logs and/or data team meetings are often cancelled due to her need to address student discipline or conduct a parent meeting regarding student behavior, addressing student behavior consumes her work day. This is reflected in the high number of documented office discipline referrals 991 and high number of suspensions 85 for the 2015-2016 school year. This data supports a redesigned leadership structure that includes a Dean of Students/Assistant Principal to allow Ms Martin to be the instructional leader.

Summative Data

- ISTEP+, IREAD3, WIDA which are reviewed with teachers based on their own students' performance, as well as school-wide performance. Again, there is a recognized need for a greater understanding of data analysis techniques and use of the data outcomes to impact instruction and increase student achievement.
- STEAM units of study, end of unit assessments, which are used for student grades and checking for understanding moving into the next unit.
- Content-area chapter and unit assessments, which are used to determine grades and check cumulative understanding of instructed skills
- Student mobility – 57% mobility rate, which indicates high rates of movement both leaving and entering/re-entering the school
- Teacher mobility – 98% of the entire staff have been replaced since Mrs. Martin's tenure began at Madison in 2013.
- Truancy – 44 truant letters were written for students, which represents 11% of the student population
- Attendance – 91.8 attendance rate

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

In September of 2015, AdvancEd conducted a 4-day onsite Diagnostic Review of Madison Primary Center. This comprehensive needs assessment states, "During observations in classrooms and in all other areas of the campus, the diagnostic review team found students were mostly well-behaved and compliant. A number of stakeholders interviewed suggested that a well-managed school and classroom was a relatively new phenomenon, occurring over the past two years under the guidance of the current principal and her leadership team" (p. 11). This statement supports the district decision to employ a transformational change model, but retain the current principal, who has been in the position for three years and has proven to be effective in creating a safe learning environment. While this change in climate was positive for students, the inordinate amount of time spent with office referrals (991 in 2015 - 16) and behavior interventions has resulted in a decrease in the number of classroom walk-throughs Ms. Martin could complete. Aside from the two formal observations she conducted for each teacher, Ms. Martin's evaluation data indicates that fewer than three informal observations/formal walk-throughs were completed in each classroom throughout the course of the year.

The AdvancEd report also notes," Although the environment has been transformed into one that is more conducive for learning, there was little evidence that the faculty and staff moved beyond management and fully embraced the notion of holding students to high academic standards or providing students with learning opportunities geared toward their individual strengths or areas of interest" (p.12).

When considering the student subgroup populations, the 2015 ISTEP+ results indicate a wide discrepancy between the passing rates of Black students (18% ELA, 14% M), Latino students (36% ELA, 26% M) and White students (63% ELA, 38% M). These low rates of passing for Black and Latino, as well as the low rates of passing for all groups in math, indicate a need to focus on effective, differentiated Tier I instruction to increase student success rates and reduce the number of students needing Tier 2 interventions. Currently, Title I funded services cannot keep up with the quantity of students needing Tier 2 interventions. Through the use of the STEAM units of study, effective instructional practices, and increased principal leadership, the Black and Latino student groups will close the achievement gap as Madison sees an increase in passing rates for all students.

A full review of the comprehensive needs assessment led the planning team to identify 6 pillars for the successful transformation of Madison Primary Center:

- 1. Increasing the effectiveness of Tier I instruction that
 - a. holds high expectations for all students
 - b. is differentiated, culturally responsive, and integrated with real-life STEAM experiences
 - c. is project/problem/place-based

Comprehensive Needs Assessment

- d. utilizes technology to support student exploration, critical thinking, collaboration, and creativity
2. Empowering students to own their learning and growth by developing their ability to use 1:1 technology as a tool to research, collaborate, and create, as well as develop presentations for student-led parent-teacher conferences.
 - a. understand the standards to which they strive
 - b. monitor their personal growth
 - c. communicate the relationship between their engagement and their growth
3. Increasing teacher self-efficacy and developing teacher capacity for
 - a. responsive instruction
 - b. reflective practice
 - c. leadership
4. Increasing principal leadership in
 - a. data analysis
 - b. developing action steps based on data
 - c. monitoring the transformation process
 - d. developing systems of shared leadership
5. Increasing parent engagement in
 - a. understanding and supporting their children's academic growth
 - b. providing healthy, brain-supportive habits outside the school day
6. Transforming the school into a district STEAM magnet and model for systemic change in order to
 - a. provide students with continued access to STEAM curriculum and instruction across 5 grade levels
 - b. decrease mobility and promote continuous school enrollment supported by district busing
 - c. insure balanced diversity and meet the requirements of the Department of Justice Consent Decree

In order to achieve increased principal leadership, the structure of leadership at Madison must change during the first three years of the grant. By providing a Dean of Students/Assistant Principal to coordinate the Madison school-wide PBIS plan, implement Tier 2 & Tier 3 interventions, and build teachers' capacity to minimize behavioral disruptions, Ms. Martin will be able to focus on the implementation of the STEAM units of study and the quality of teachers' instructional practices. Her focus on data and data-based decision-making, and monitoring the effectiveness of instruction will result in higher student achievement. After three years, increased student engagement in differentiated, high-interest units of study will decrease the challenges currently found in student behavior, allowing teacher leaders to assume responsibility for maintaining and monitoring the PBIS plan throughout the school community.

Madison Primary Center has been challenged to exit from priority status by high student mobility rates, frequent principal changes, and high teacher turnover rates. Building on the commitment of the current principal and a core group of talented teachers at Madison Primary Center, this School Improvement Grant will provide the resources needed to accelerate Madison Primary Center's transformation from a priority school with high needs to a successful STEAM magnet school for the community. New leadership at the district level, including the Superintendent, Director of Government Funds, and Director of Primary Centers, along with members of the School Board of Trustees, and NEA leadership are committed to providing support for the systemic changes and growth that must take place to build success for the students at Madison Primary Center. The groundwork for these changes has been laid as evidenced by a documented

Comprehensive Needs Assessment

improvement in the school climate, recent Indiana STEM School certification, and development of multiple community partnerships in support of the students and the STEAM curriculum. While specific planning for this SIG application took place quickly, the community's foundational belief in this school's ability to transform into a model school for the district and teachers' ability to effectively implement STEAM units of study has been building throughout the past year. A school improvement grant will accelerate Madison's transformation and provide a model of systemic change that will impact priority and focus schools throughout the district.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2015-2016 Baseline Data	Projected /Goal SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	14	19	27	37	48	59	70
2. Percent of students proficient on ISTEP (ELA) (3-8)	24	24	30	50	60	70	80
3. Percent of students proficient on ISTEP (Math) (3-8)	23	23	30	50	60	70	80
4. Percent of students proficient on IREAD (Spring Test Only) (3)	50	50	50	55	65	75	85
5. 10 th grade ECA pass rate (English 10)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6. 10 th grade ECA pass rate (Algebra I)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7. Non-Waiver Graduation Rate (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8. College enrollment rates (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leading Indicators							
1. Number of minutes in school year students are required to attend school	65,700	65,700	76,500	76,500	76,500	76,500	76,500
2. Number of daily minutes of math instruction	60	60	90	90	90	90	90
3. Number of daily minutes of ELA instruction	90	90	120	120	120	120	120
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5. Student enrollment number	425	425	446	470	485	500	525
6. Student attendance rate (must be a % between 0 and 100)	91.8	91.8	93.7	94	95	95	95
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8. Number of students completing dual enrollment classes (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9. Number of students completing BOTH advanced & a dual coursework (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10. Types of increased learning time offered:	PK BAS	PK BAS	PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS
-Longer School Year – LSY	-Before/After School – BAS	-Weekend School – WES					
-Longer School Day - LSD	-Summer School - SS	-Other - OTH					

Overall Achievement Indicators	SY 2015-2016 Baseline Data	Projected /Goal SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
11. Discipline referral numbers –behavioral referrals counted	991	991	900	700	500	400	250
12. Discipline incidents – number of suspensions and/or expulsions	85	85	75	60	50	40	15
13. Truants – number of unduplicated students who received truancy letters	44	44	40	35	30	20	15
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN)).	HE: E: IMP: IN:	HE: E: IMP: IN:	HE: E: IMP: IN:	HE: E: IMP: IN:	HE: E: IMP: IN:	HE: E: IMP: IN:	HE: E: IMP: IN:
15. Teacher attendance rate (must be a % between 0 and 100)	93.6%	94%	95%	96%	96%	96%	96%
16. Teacher retention rate (must be a % between 0 and 100)	77	90	90	95	95	95	95

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

Instructional Programs

LEA analysis

A review of the ISTEP+ data for the past five years indicates that Madison Primary Center's instructional strategies have not met the needs of Madison students. The extremely low student achievement levels noted for 3rd and 4th grade ISTEP+ in both ELA (24%) and Math (23%) in the spring of 2016 represent a failure to adequately prepare students for the next level of academic rigor toward acquisition of Indiana's College and Career-Ready Standards. These students' early learning foundation has been stymied by family mobility (57% of students moving in or out of the school in 2015 – 16), and high levels of student poverty (88% free and reduced lunch eligibility), which is known to place students at risk of low academic achievement and indicates that the vast majority of Madison students can be considered English Language Learners. In addition, the teacher turnover rate has been 20 – 25% of the teaching staff each year. Currently, ten of the 22 classroom teachers have three or fewer years of teaching experience.

Through current Title I funding, the Madison staff has engaged with Dr. Marcia Imbeau (ASCD consultant) during the past year and a half to increase their understanding of differentiated instruction, and focus their instruction on what students need to know, understand, and be able to do through instruction. Dr. Imbeau has also worked with the Madison staff to develop STEAM units of study to increase student engagement and authentic, problem-based learning experiences. In addition to differentiated instruction, teachers have engaged in Responsive Classroom training to develop culturally responsive practices in a caring school environment.

The diagnostic review also indicates that teachers' understanding of formative assessments and data analysis leading to instructional decision-making is lacking at Madison Primary Center. Madison's low IREAD3 passing rate (50%) reflects the lack of effective instruction in the foundational reading skills.

Justification for Selected Interventions (include alignment to model chosen)

Based on the needs assessment and consideration of professional learning that has taken place since the diagnostic review was completed, the following interventions have been chosen to support teachers' Tier I instructional practices, develop teacher's self-efficacy and capacity for responsive, reflective practice and leadership, and empower students to own their learning and growth within an extended school day.

Classroom-based interventions to address the acute need to improve student achievement:

- extended time for instruction and student engagement by lengthening the school day by 60 minutes for all students K – 4. Provides an additional 30 minutes for language arts and an additional 30 minutes for math instruction that can now be integrated into project/problem or place based STEAM activities. This also allows for the integration of the arts, music, and P.E. curriculum to all grade levels, currently kindergarten does not receive art, music or PE on a regular daily special rotation.
- Integration of science, technology, engineering, the arts, and math throughout all core curricular areas
- provide an Instructional Aide for each 1st and 2nd grade classroom during the first 3 years to support teachers in providing differentiated instruction and tier 2 interventions. Over the past three years, 80% or more of the students have scored below benchmark on the BOY mClass DIBELS and TRC. The instructional aides will require extensive professional development to insure their work in the classroom is dedicated to improving student achievement
- provide 1:1 technology tools for students and teachers to increase higher-level integration of technology in the STEAM curriculum and instruction plus support high-level integration of technology for student instruction and teacher development of 21st Century skills. The AdvancEd Staff surveys stated that 59% of the staff do not believe Madison's technology infrastructure supports the school's teaching, learning and operational needs. Madison's high poverty students do not have access to technology or educational life experiences at home. Teachers often express that as they are reading with students they often come across things or concepts that their students have no understanding of, or background knowledge to make connections to i.e. a pasture, the ocean, or any place or culture beyond their neighborhood. 1:1 technology right at their fingertips would provide that instant connection and learning opportunity. It also affords our teachers and staff the ability to move themselves into the 21st Century, as they learn how to use technology to enhance student learning.
- addition of a Theater Teacher to expand upon the current PACE (Partnering Arts, Communities and Education) grant. By increasing this position to a full time position, students at all grade levels will have access to this highly-engaging arts experience rather than only servicing one grade. During the 2015-2016 school year the theater teacher was able to teach vocabulary to first graders by having the students "act out" words, phrases and stories. Our first grade writing scores, based on their quarterly writing prompt scores grew from (BOY) 32% scoring at or above grade level to (EOY) 84% scored at or above grade level.
- integration of community expeditions to increase real-life experiences and curriculum connections for students

After school enrichment opportunities to support academic growth opportunities

- implement 40 minute after-school learning experiences 3 days per week based on formative data and student strengths to support additional student growth and enrichment. This also supports student late-day nutrition and can lead to additional parent engagement.

Instructional Programs

LEA analysis

A review of the ISTEP+ data for the past five years indicates that Madison Primary Center's instructional strategies have not met the needs of Madison students. The extremely low student achievement levels noted for 3rd and 4th grade ISTEP+ in both ELA (24%) and Math (23%) in the spring of 2016 represent a failure to adequately prepare students for the next level of academic rigor toward acquisition of Indiana's College and Career-Ready Standards. These students' early learning foundation has been stymied by family mobility (57% of students moving in or out of the school in 2015 – 16), and high levels of student poverty (88% free and reduced lunch eligibility), which is known to place students at risk of low academic achievement and indicates that the vast majority of Madison students can be considered English Language Learners. In addition, the teacher turnover rate has been 20 – 25% of the teaching staff each year. Currently, ten of the 22 classroom teachers have three or fewer years of teaching experience.

Through current Title I funding, the Madison staff has engaged with Dr. Marcia Imbeau (ASCD consultant) during the past year and a half to increase their understanding of differentiated instruction, and focus their instruction on what students need to know, understand, and be able to do through instruction. Dr. Imbeau has also worked with the Madison staff to develop STEAM units of study to increase student engagement and authentic, problem-based learning experiences. In addition to differentiated instruction, teachers have engaged in Responsive Classroom training to develop culturally responsive practices in a caring school environment.

The diagnostic review also indicates that teachers' understanding of formative assessments and data analysis leading to instructional decision-making is lacking at Madison Primary Center. Madison's low IREAD3 passing rate (50%) reflects the lack of effective instruction in the foundational reading skills.

Justification for Selected Interventions (include alignment to model chosen)

Based on the needs assessment and consideration of professional learning that has taken place since the diagnostic review was completed, the following interventions have been chosen to support teachers' Tier I instructional practices, develop teacher's self-efficacy and capacity for responsive, reflective practice and leadership, and empower students to own their learning and growth within an extended school day.

Classroom-based interventions to address the acute need to improve student achievement:

- extended time for instruction and student engagement by lengthening the school day by 60 minutes for all students K – 4. Provides an additional 30 minutes for language arts and an additional 30 minutes for math instruction that can now be integrated into project/problem or place based STEAM activities. This also allows for the integration of the arts, music, and P.E. curriculum to all grade levels, currently kindergarten does not receive art, music or PE on a regular daily special rotation.
- Integration of science, technology, engineering, the arts, and math throughout all core curricular areas
- provide an Instructional Aide for each 1st and 2nd grade classroom during the first 3 years to support teachers in providing differentiated instruction and tier 2 interventions. Over the past three years, 80% or more of the students have scored below benchmark on the BOY mClass DIBELS and TRC. The instructional aides will require extensive professional development to insure their work in the classroom is dedicated to improving student achievement
- provide 1:1 technology tools for students and teachers to increase higher-level integration of technology in the STEAM curriculum and instruction plus support high-level integration of technology for student instruction and teacher development of 21st Century skills. The AdvancEd Staff surveys stated that 59% of the staff do not believe Madison's technology infrastructure supports the school's teaching, learning and operational needs. Madison's high poverty students do not have access to technology or educational life experiences at home. Teachers often

Teacher professional development interventions:

- continued study of differentiated instruction and development of STEAM units. As documented in the AdvancEd staff surveys, only 60% of the staff believed that our curriculum at the time of the review was challenging and that learning experiences provide equity for all students in the development of learning, thinking, and life skills. The work of creating differentiated and engaging STEAM Units of Study with Marcia Imbeau from ASCD must continue to ensure our curriculum is challenging and rigorous.
- implementation of a summer Teacher Academy for extensive training with IDOE Daniel Bundridge in collecting and analyzing data, as well as data-based decision-making
- formation of Professional Learning Communities to study *Visual Thinking Strategies*, *Rigor is Not a Four-Letter Word*, SIOF (Sheltered Instruction Observation Protocol).
- development of a system of teacher self-reflection and peer-sharing of practice through peer observations
- use of the State-approved *Standards for Success* model with additional Teacher Professional Growth Plan
- use of a written teacher commitment to remain at Madison for a minimum of four years

School Leadership

LEA analysis

Deb Martin, the current principal who is beginning her fourth year at Madison Primary Center, has led positive changes as evidenced by a documented improvement in the school climate, recent Indiana STEM School certification, and development of multiple community partnerships in support of the students and the STEAM curriculum. For this reason, Ms. Martin will be retained as Madison Principal in the Transformation Model as she is relatively new to a school that has scored 40 – 50% lower than the State average in 3rd and 4th grade ELA and Math ISTEP+ scores over the past 10 years as noted on the IDOE Compass.

Currently, Title I funding supports a Coach and STEAM Coach who work with established teachers and the principal on the school leadership team. This team has been driving the changes to a STEAM curriculum, analyzing data to a limited degree through grade level Learning Log meetings, along with providing professional development to staff.

Principal Deb Martin has indicated to the Director of Primary Centers that data analysis and developing action steps related to the data are areas in need of professional growth for her. Through the development of this plan, Ms. Martin has also indicated that previous leadership at the district level has not provided her with transformational leadership models and support. In addition, Ms. Martin indicates that the majority of her school day is filled with student behavioral support activities, leaving little time to serve as the instructional leader of the school. As previously noted, in 2015 – 16, there were 991 documented discipline referrals and 85 out of school suspensions

Justification for Selected Interventions (include alignment to model chosen)

Based on the needs identified above, the following interventions will serve to develop the leadership capacity of Ms. Martin:

- Engage an experienced, transformational leader from outside SBCSC who is strong in data analysis, as a mentor for Ms. Martin
- Provide Ms. Martin the opportunity to participate in the Indiana Principal Leadership Institute
- Engage the IDOE Data Support Team to provide professional development to Ms. Martin and the Madison staff
- Require Ms. Martin to develop a yearly Principal Professional Growth Plan
- Develop a system of quarterly progress monitoring and yearly evaluation of the implementation using a provider such as AdvancEd, reducing to yearly evaluations over the term of the grant
- Provide a Dean of Students/Assistant Principal during the first three years of implementation to support Ms. Martin's role as instructional leader and her role in monitoring the transformation process.

As a district model for transformation, a path to building leadership will be developed for Madison teachers and staff members so that effective change strategies can be shared with schools throughout the district by:

- Teacher inclusion on leadership teams
- Teacher shadowing of principal
- Teacher leadership of PLCs and parent engagement experiences with additional compensation for these roles

School Infrastructure

LEA analysis	<p>The comprehensive needs assessment indicates a lengthy history of low student achievement, as well as the documented challenges brought about by high poverty rates (88% free and reduced lunch eligibility), and high numbers of discipline referrals (991) and suspensions (85). This data reflects the need for the principal and staff to provide support for students' social/emotional development in addition to academic instruction.</p> <p>The high rate of student mobility (38 %) also contributes to students' low academic achievement levels and their inability to continue with the STEAM curriculum PK – 4.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>Based on the challenges with student behavior as noted by the 991 discipline referrals and 85 suspension in 2015 – 16 and the following interventions will be implemented:</p> <ul style="list-style-type: none">- Employment of a full-time social worker, in addition to the current 3-day social worker provided by the district (S.I.G. provides funding for 2 days)- Employment of a Family Intervention Specialist to support parent engagement and promote healthy, brain-supportive habits outside of school- Partnership with outside agencies to provide behavioral and mental health supports for students on-site- Contracted services with an outside agency to provide additional support for families in crisis. <p>Madison Primary Center has dedicated tremendous time to becoming certified as an Indiana STEM School and developing community partnerships to support the STEAM program. By transforming the school into a district STEAM Academy, support for student busing from throughout the city will be available throughout the district. This magnet designation will also support the district's requirements to provide balanced diversity in its schools.</p>

Part 6a: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. (1 page maximum for each section)

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

Rationale for selected model:

The Transformation Model was chosen for this SIG because it provides the greatest flexibility for building upon the recently-awarded Indiana STEM School certification by retaining the teaching staff and principal who have laid the foundation for the change to a STEAM curriculum while increasing these teachers' and the school leader's effectiveness.

Describe how model aligns to Subgroup Data:

Based on the historically low rates of passing for all subgroups of students at Madison Primary Center, the Transformation Model provides the opportunity to employ comprehensive instructional reform by building upon the STEM certification acquired through the IDOE and arts integration initiatives that have begun at Madison.

Describe how the model aligns to Overall Achievement Indicators:

The acute need for school transformation is evident in the long history of extremely low student achievement at Madison, which has scored 40 – 50% lower than the State average in 3rd and 4th grade ELA and Math ISTEP+ scores over the past 10 years as noted on IDOE Compass. The Transformation Model provides for extended time to learn for students and staff, employs a comprehensive instructional reform through STEM certification and art integration, provides teachers with the opportunity to increase their leadership role, and assures the principal and teachers will increase their effectiveness, thereby positively impacting student achievement.

Describe how the model aligns to Leading Indicators:

As the diagnostic review noted, the current principal has made changes that have improved the climate of the school. This has happened through daily student interactions and support of behavioral needs by the principal and her leadership team. The time spent in this support has taken away from the principal's capacity to spend time as the instructional leader and monitor teaching and learning activities within the classrooms. The Transformation Model provides for the redesign of the leadership model so Ms. Martin can focus on student learning and STEAM curriculum integration in the classrooms.

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

The Transformation Model will create change by supporting the 6 pillars for the successful transformation of Madison Primary Center:

1. Increasing the effectiveness of Tier I instruction that
 - a. holds high expectations for all students
 - b. is differentiated, culturally responsive, and integrated with real-life STEAM experiences
 - c. is project/problem/place-based
 - d. utilizes technology to support student exploration, critical thinking, collaboration, and creativity
2. Empowering students to own their learning and growth by developing their ability to
 - a. understand the standards to which they strive
 - b. monitor their personal growth
 - c. communicate the relationship between their engagement and their growth
3. Increasing teacher self-efficacy and developing teacher capacity for
 - a. responsive instruction
 - b. reflective practice

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

c. leadership

The Transformation Model will increase the amount of time students and teachers have to learn and increase teacher effectiveness by providing extended time and resources for teacher professional development in teaching and leading. The model will also create change by supporting high levels of technology integration into the STEAM curriculum. Students will create, explore, collaborate, and engage in critical analysis using the 1:1 technology provided for in this SIG. This technology integration is critical as Madison undergoes a comprehensive instructional reform in becoming a STEAM magnet.

4. Increasing principal leadership in
 - a. data analysis
 - b. developing action steps based on data
 - c. monitoring the transformation process
 - d. developing systems of shared leadership
5. Increasing parent engagement in
 - a. understanding and supporting their children's academic growth
 - b. providing healthy, brain-supportive habits outside the school day
6. Transforming the school into a district STEAM magnet and model for systemic change in order to
 - a. provide students with continued access to STEAM curriculum and instruction across 5 grade levels
 - b. decrease mobility and promote continuous school enrollment supported by district busing
 - c. insure balanced diversity and meet the requirements of the Department of Justice Consent Decree

The Transformation Model also creates change by setting expectations for, and providing support for, principal leadership. Ms. Martin has identified specific areas in which she wants to develop in order to successfully lead Madison out of priority status. She envisions the school as a model for transformation whose successes can be shared with other schools in the district. The Transformation Model's impact, with its support of comprehensive instructional reform as seen in Madison's STEM certification, will bolster support throughout the community. Fledgling community partnerships will be strengthened and new opportunities for collaboration will take shape as the school experiences success with the STEAM curriculum. These expanding partnerships will provide students with real-life experiences that will pave the way to college and career readiness.

Critical to the transformation is the collaboration between the NEA and the school and district administrations. The NEA – South Bend has agreed to collaborate to with SBCSC administration to develop a memorandum of understanding (MOU) applicable to the Madison teaching staff which requires an extended teaching day, summer professional development, and peer observations to increase teachers' depth of reflection about their instructional practices. The MOU will also require teachers to remain in teaching positions at Madison for a minimum of four years in order to protect the investment the grant activities have made in these teachers and reduce the rate of teacher turnover. This MOU supports the Transformation Model by mandating extended teaching time, extended professional learning times, and expectations for reflective practices, teacher leadership, and commitment.

Part 6b: Selection of Improvement Model – Planning Year – SY 2016-2017

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY16-17 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
SAMPLE: Increase learning time	SAMPLE: Hurst School will provide before and after school opportunities for all students to help increase student achievement called, Carnahan Crunch Time. Person Responsible: Ms. Rowlands, Title I Interventionist	SAMPLE: Multiple Phases (Multiple Quarters)	SAMPLE: \$5,000 - Stipends	SAMPLE: The Carnahan Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.
Teacher effectiveness	STEAM Units of Study development and continued study of differentiated instruction throughout the year (Principal, Coaches, teachers, ASCD Consultant)	1 st through 4 th qtrs.	\$40,000 (PP & Year 1 through ASCD))	A scope and sequence of STEAM units completed for all grade levels for an entire school year
Teacher Effectiveness	Continue study of Responsive Classrooms throughout the year (Principal, Coaches, teachers, trainer)	1 st through 4 th qtrs.	\$20,000 (PP & Year 1)	PD sign-in sheets, teacher reflection logs, principal observation of teacher practice
Program monitoring	Develop a system of monthly progress monitoring by the District SDN Team, reducing to quarterly monitoring after the first three years (SDN Team) Engage the Directors of Primary Centers and Government Funds in monthly planning for implementation sessions	1 st through 4 th qtrs.	\$0.00	Demonstration of school improvement – such as effective Tier I instruction, increased student engagement, and responsive classroom environment - are included in walk-through documentation Monthly meeting minutes and action plans
Comprehensive instructional reform	Create opportunities and real-life experiences with community expeditions that support student STEAM Units of Study (STEAM Coach)	1 st through 4 th qtrs.	\$1,000 (for transportation)	Expeditions included in the related Units of Study
Comprehensive instructional reform	Collaborate with SBCSC Board and Superintendent to change Madison designation as a Primary Center to a district STEAM magnet (Principal, Directors of PC & Gov't Funds, Superintendent, Board)	1 st & 2 nd qtrs.	\$0.00	Board documentation

Operational flexibility and sustained support	School and district administration will collaborate to develop the MOU, which will be shared with teachers in the 3 rd quarter of the planning year with signature for commitment by May 1, 2016 (Principal, Directors of PC & Gov't Funds, NEA Leadership, Superintendent, Board)	2 nd qtr.	\$0.00	Memorandum of understanding
Teacher effectiveness and leadership	Develop a scope and sequences of teacher effectiveness professional development and leadership development for the length of the grant Develop a template for the Teacher Professional Growth Plan Develop a framework of Teacher Leadership roles that includes prerequisites, responsibilities, timelines, and compensation (Principal, Directors of PC & Gov't Funds, NEA Teacher Leaders)	2 nd qtr.	\$0.00	Scope and sequence Teacher Growth Plan template Teacher Leadership Framework
Teacher effectiveness and leadership	SLOP Training (Sheltered Instruction Observation Protocol)	2 nd -4 th qtr	\$7900 (Stipends)	SLOP Training after school & ongoing monthly reviews
Comprehensive instructional reform	Prepare orders for 1:1 technology implementation (Principal, STEAM Coach, District Tech Director)	3 rd qtr.	\$0.00	Completed purchase requisition
Comprehensive instructional reform	Purchase technology tools to be integrated into the curriculum Principal, District Tech Facilitator, eLearning Coach	2 nd – 4 th qtr	\$200,230	Purchase technology tools to be integrated into the curriculum Integrate technology into curriculum, provide funding for repairs or replacements

School community-oriented schools	Develop contracts with outside agencies to support students social/emotional needs and family engagement (Principal) Develop job description for Family Intervention Specialist	3 rd qtr.	\$0.00	Contracts prepared for signature after funding is in place Job description and Board-approved Human Resource documents
Redesign of leadership structure	Develop a job description for the new Dean of Students/Assistant Principal position. (Principal, Title I Director) Advertise, interview, and hire person for the position prior to the June Teacher Academy (Principal)	3 rd & 4 th qtrs.	\$0.00 Salary begins 2017-18	Job description Board-approved Human Resource documents
Teacher effectiveness & development	Collaborate with SDN to plan June Teacher Academy (Principal, Coaches, SDN, teachers)	3 rd & 4 th qtrs.	\$0.00	Planning meeting notes, scope and sequence of staff learning for the week, presenter agreements
Operational flexibility and sustained support	District administration will allow principal to advertise for and hire replacement teachers in May in preparation for June PD (Principal)	4 th qtr.	\$0.00	Board-approved Human Resource documents
Comprehensive instructional reform	Prepare purchase requisitions for supplies and equipment to support the curriculum (Principal, Coaches, teachers)	4 th qtr.	\$0.00	Purchase requisitions
Extended learning time	Collaborate with SBCSC transportation to support additional hour of instruction (Principal, Directors of PCs & Transportation)	4 th qtr. & Summer 2017	\$0.00	Bus routing sheets

Increase teacher learning time and increasing teacher development	Engage teachers a in June Teacher Academy to increase teacher effectiveness in data collection and analysis to increase effective instruction based on data (Principal, Coaches, SDN, teachers)	June 2017	\$5000 - stipends	PD sign-in sheets, teacher reflection logs
Extended learning time	Collaborate with SBCSC transportation to provide 2 additional extra-curricular buses 3 days per week for 20 weeks for afterschool learning STEAM experiences Principal, Director of PCs)	August 2017	\$0.00	Bus routing sheets

Part 6c: Selection of Improvement Model – Implementation Years – SY 2017-2018, SY 2018-2019, and SY 2019-2020

Instructions: Complete the table below detailing the three-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>SY 2017-2018</u>	<u>Action Steps</u> <u>SY 2018-2019</u>	<u>SY 2019-2020</u>	<u>Budgeted Items</u>
Teacher evaluation	Principal	Implement evaluation process	Implement evaluation process	Implement evaluation process	N/A
Operational flexibility	Board/NEA MOU	Addition of one hour to teaching time for teaching staff	Continue with one hour additional teaching time	Continue with one hour additional teaching time	Salaries + Benefits
Comprehensive instructional reform	Principal, coaches, teachers, support staff	Implement STEAM units of study and integrated arts instruction, purchase instructional supplies and equipment to support the curriculum	Implement STEAM units of study and integrated arts instruction, purchase additional supplies and equipment to support the curriculum	Implement STEAM units of study and integrated arts instruction, purchase additional supplies and equipment to support the curriculum	Instructional supplies and equipment to support STEAM Units of Study
Comprehensive instructional reform	Principal, District Tech Facilitator, eLearning Coach	Purchase technology tools to be integrated into the curriculum beginning in quarter 1 and throughout the year	Integrate technology into curriculum, provide funding for repairs or replacements	Integrate technology into curriculum, provide funding for repairs or replacements	Additional Technology to support STEAM Units of Study
Comprehensive instructional reform	Principal	Employ full time Theater Instructor	Employ full time Theater Instructor	Employ full time Theater Instructor	Salary for 3 years including benefits
Principal effectiveness	Principal Director of Gov't Funds	Principal will identify a mentor with the following: experience in a school of similar demographics, proven turnaround leadership, strength in data analysis, willingness to perform onsite visits & walk-throughs, and receptive to ongoing honest & open communication	Principal and mentor will work collaborative using SIG transformation document as a framework for increasing leadership capacity	Principal and mentor will work collaborative using SIG transformation document as a framework for increasing leadership capacity	Stipend

Teacher effectiveness and leadership	Principal Coaches	SIOP Training for new teachers & IAs Provide teacher leadership opportunities	SIOP training for coaches ("Train the Trainers" model) Provide teacher leadership opportunities	Implement a summer Teacher Academy Provide teacher leadership opportunities	Teacher stipends for Differentiated Instruction, Responsive Classroom, & creating STEAM Units of Study
Community-oriented schools	Principal Director of Gov't Funds	Partner with outside agencies to support students social/emotional needs and family engagement	Partner with outside agencies to support students social/emotional needs and family engagement	Partner with outside agencies to support students social/emotional needs and family engagement	
Redesign of leadership structures	Principal	Employ a Dean of Students	Employ a Dean of Students	Employ a Dean of Students	Dean of Students salary plus benefits
Monitoring	Principal Director of Gov't Funds Director of PCs	Utilize a system of monthly progress monitoring by the District SDN Team	Utilize a system of monthly progress monitoring by the District SDN Team	Utilize a system of monthly progress monitoring by the District SDN Team	N/A
Teacher/staff effectiveness	Principal Coaches	Hire 8 instructional assistants for each 1 st and 2 nd grade classroom, and provide 5 days of training in August	Employ 8 instructional assistants for each 1 st and 2 nd grade classroom, and provide 3 days of training in August	Employ 8 instructional assistants for each 1 st and 2 nd grade classroom, and provide 1 day of training in August	Salary including benefits Stipends for attending training
Teacher/staff effectiveness	Coaches	Continue study of differentiated instruction throughout the year	Continue study of differentiated instruction throughout the year		Cost of ASCD consultant Teacher stipends

Comprehensive instructional reform	Principal STEAM Coach	STEAM expeditions in the community that tie into curricular expectations listed in STEAM Units of Study	STEAM expeditions in the community that tie into curricular expectations listed in STEAM Units of Study	STEAM expeditions in the community that tie into curricular expectations listed in STEAM Units of Study	Provide entrance fees, supplies, and busing to students for STEAM expeditions in the community
School community-oriented schools	Principal	Interview & hire Family Intervention Specialist	Family Intervention Specialist	Family Intervention Specialist	Salary + Benefits
School community-oriented schools	Principal	Interview and hire a full time social worker (Principal)	FT Social Worker	FT Social Worker	Salary + Benefits

Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Teacher evaluation	Implement evaluation process (Principal)	1 st – 4 th qtrs.	\$0.00	Completion of yearly staff evaluation paper work
Operational flexibility and support	By 2020 - 2021 , student achievement levels have increased and SBCSC, which is currently in discussions about an extended day and/or balanced calendar, is utilized at all SBCSC primary centers (Directors, Superintendent, Board)	1 st – 4 th qtrs.	0	Academic growth of students on formative assessments
Comprehensive instructional reform	Instruction utilizing STEAM units, purchase additional supplies to support the curriculum, seek alternate funding sources for equipment (Instruction, Principal, STEAM Coach, Teachers)	1 st – 4 th qtrs.	\$1,000	Academic growth of students on formative assessments
Choose an item.	Integrate technology into curriculum, provide funding for repairs or replacements (Teachers, Principal, Coaches, Teachers)	1 st – 4 th qtrs.	\$5,000	Repairs a/o replacement
Comprehensive instructional reform	Employ full time Theater Instructor, seek funding from alternate sources or partnerships to continue full time status. (Principal, STEAM coach)	1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments
Community-oriented schools	Employ a Family Intervention Specialist using Title I funds Employ a full time social worker using Title I funds (Principal, Director of Gov't Funds)	1 st – 4 th qtrs.	\$0.00 \$0.00	Family engagement: sign-in sheets Drop in discipline referrals, suspensions, truancy reports, & increased attendance rate
Monitoring	Utilize a system of quarterly progress monitoring by the District SDN Team (Principal, SDN Team, Teachers)	1 st – 4 th qtrs.	\$0.00	Demonstration of school improvement – such as effective Tier I instruction, increased student engagement, and responsive classroom environment - are included in walk-through documentation

Comprehensive instructional reform	Provide entrance fees, supplies, and busing to students for STEAM expeditions in the community (Principal, STEAM Coach)	1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments
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Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete *(Indicate what areas and interventions the district plans to sustain AFTER grant funding.)* (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Teacher evaluation	Implement evaluation process (Principal)	1 st – 4 th qtrs.	\$0.00	Completion of yearly staff evaluation paper work
Operational flexibility and sustained support	Continue with one hour additional teaching time using general funds	1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments
Comprehensive instruction reform	Instruction utilizing STEAM units, purchase additional supplies to support the curriculum using general fund supply money	1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments
Comprehensive instructional reform	Integrate technology into curriculum, provide funding for repairs or replacements through the general fund	1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments
Teacher effectiveness and leadership	Implement a summer Teacher Academy utilizing Title II funds Provide teacher leadership opportunities District sustainability for these programs will grow through development of district-wide Teaching and Leading Academies utilizing Title II funds	June, 2022 1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments Effective teacher rating scores on Tier I instruction as measured by principal walkthrough data & teacher evaluations
Community-based interventions	Employ a Family Intervention Specialist through regular Title I funds Employ a part time social worker through district general funding	1 st – 4 th qtrs. 1 st – 4 th qtrs.	\$0.00	Family engagement: sign-in sheets Drop in discipline referrals, suspensions, truancy reports, & increased attendance rate
Monitoring	Utilize a year end evaluation provided by SBCSC evaluators	1 st – 4 th qtrs.	\$0.00	Demonstration of school improvement – such as effective Tier I instruction, increased student engagement, and responsive classroom environment - are included in walk-through documentation

Comprehensive instructional reform	Provide entrance fees, supplies, and busing to students for STEAM expeditions in the community through regular Title I funding	1 st – 4 th qtrs.	\$0.00	Academic growth of students on formative assessments
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Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> • ISTEP+ • IREAD3 • NWEA • mClass • WIDA • Core curriculum assessments • STEAM Unit assessments • High Scope PK assessments • Special education observation data 	<ul style="list-style-type: none"> • PBIS • Responsive Classrooms 	<ul style="list-style-type: none"> • PowerSchool 	<ul style="list-style-type: none"> • Title I small groups • Tyner small group reading • 8-step Process 	<ul style="list-style-type: none"> • PowerTeacher • PowerSchool Parent Portal 	<ul style="list-style-type: none"> • Meridian Health Services • Behavior Log entries on PowerSchool

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

The outcome artifact will be two-fold. First, the school, in conjunction with the SBCSC Communications Department will produce a marketing package consisting of booklets, pamphlets and signs that highlight the Indiana STEM certification, arts integration, community partnerships, and unique characteristics of Madison STEAM Academy.

The second artifact, which will be used for the IDOE and corporation websites, will be a video produced by our SBCSC high school students in which an over-lay of students, staff, principal, and superintendent talking about the vision, curriculum, and experiences of education at Madison STEAM Academy are exemplified by video clips of effective instruction and student engagement.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school’s identified SIG needs	IDOE in conjunction with the SBCSC SDN Team will develop an evaluation framework during the planning year to monitor the implementation of this SIG. During planning, the team may decide that an outside provider will better serve as a monitoring team, in

Capacity Task	District Evidence
	which case, the SDN team will develop a scope and sequence for that work.
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	SBCSC has utilized the services of Advocacy Guidance Services (AGS) to provide support to families in crisis whose children are displaying disruptive classroom behaviors. This agency has been timely in meeting with parents and school intervention teams and successful in linking parents with outside resources, such as mental health providers and physicians.
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	<p>AGS was chosen because SBCSC has limited staff for supporting students at the district level with one Director of African American Student and Parent Services and an administrative assistant.</p> <p>At Madison Primary Center, the school has partnered with Meridian Health Services to fill the gap in support for students demonstrating needs for social/emotional health. This organization provides onsite social skills training and off-site counseling services.</p>
4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs	A broader system of assessing the services is needed. SBCSC will utilize the support of the IDOE SDN to develop an assessment system for monitoring the effectiveness of the external service providers.
5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval	Services are currently in place and can continue throughout the grant period. Written agreements concerning the scope of work and fees will be developed prior to implementation.

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>SBCSC has utilized its district-level staff and extensive budget records to develop the SIG budget. Only those items deemed necessary for the successful transformation of Madison, based on the needs assessment, were included in this SIG. Expenditures focus on immediate needs for student support to increase student achievement, but expenditures also promote sustained change by developing the teachers' instructional effectiveness and leadership as well as increasing the principal's leadership capacity. This SIG will provide the opportunity for SBCSC to examine effective instructional practices, professional development, and leadership development in this high-needs school to inform its policies and practices for primary centers throughout the district. The need for a longer school day supported by the general fund, hiring decisions and timelines, increasing teacher and principal leadership, and effective integration of 1:1 technology are examples of changes this SIG promotes in the early stages of implementation that have been under examination at the district level for the past several years. The school board, central office administration, and NEA leadership have demonstrated commitment to the transformation of Madison and will utilize this opportunity to stimulate systemic changes that not only</p>

LEA Capacity Task	Yes	No	District Evidence
			sustain the improvement of student achievement at Madison, but also impact PK - 12 school improvement throughout the district.
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	At the district level, the Superintendent, Director of Primary Centers, and the Director of Research and Evaluation all hold Ph.Ds. and Superintendent level licensing. The recent Superintendent search included finalists from throughout the nation, with the current Superintendent being chosen, in part, because of his tenure as both Assistant Superintendent and Superintendent in a high-poverty (67%) school district which demonstrated a PARCC passing rate just 6% lower than the State passing rate. While Principal at Swanson Primary Center between 2009 and 2014, the Director of Primary Centers demonstrated the ability to close achievement gaps in 3 rd grade ELA for low-income, Black, and special education student populations.
<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	School Board President letter of support for STEM Application
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Superintendent assurance

LEA Capacity Task	Yes	No	District Evidence
<ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation <ul style="list-style-type: none"> • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 			
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NEA-SB letter of support and example of MOU developed for Marquette Montessori Primary Academy.
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model <ul style="list-style-type: none"> • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies & procedures ○ Staff recruitment, placement & retention procedures 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NEA-South Bend has committed to the development of a Memorandum of Understanding to support changes to the contractual length of day and expectations for professional development and hiring practices to support the implementation of this grant. This includes the lengthening of the instructional day by 60 minutes, the early identification and hiring of teachers committed to the school's vision, mandatory staff development, coaching, and peer observation to increase teacher capacity for effective instruction, and teacher leadership.
<p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Directors of Primary Centers and Government Funds will meet monthly with Principal Martin throughout the planning year to assure that all processes and procedures are in place for successful implementation of the SIG. In addition, as the SBCSC SDN team collaborates with the IDOE SDN throughout the planning year, the systemic changes that are put into place for monthly monitoring of

LEA Capacity Task	Yes	No	District Evidence
			school improvement will be instituted at Madison.

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The Director of Primary Centers, in collaboration with the Director of Government Funds will work with the Principal on a monthly basis during the planning year to insure that terms of the grant are being implemented as design in order to maximize the impact on students. Part of the planning will include developing an SDN monthly progress monitoring plan for the first three years of the grant, reducing to quarterly progress monitoring for the remainder of the grant period.</p> <p>In addition to monitoring the progress of the implementation based on walk-through visits, budgetary reviews will be conducted monthly during the first three years of the grant with the Principal, Title I Director, and Title I Budget Supervisor to insure timely and appropriate expenditure of the funds. Beyond the first three years, these reviews will take place quarterly.</p>

<p>2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p>Currently there are two budget supervisors within SBCSC who are experienced with Title I grants. These include the Title I Grant Supervisor and the Operation Services Budgets and Grants Supervisor. These two people will be key to assuring compliance with the grant. In addition, the new Directors of Government Funds and Primary Centers are experienced in Title I compliance, having worked as building-level administrators in South Bend throughout the past 23 years. Lastly, in the 2016 – 17 Title I grant, which is being finalized at the time of this submission, will include funding for a Title I compliance officer, which has not been in place since the fall of 2015. Every effort will be made to hire a person for this position who has experience in Title I grant funding rules and regulations.</p>
<p>3. School's SIG plan addresses needs of all students and subgroup populations.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p>As described in section 5, this SIG plan will address the needs of Black, Latino and poverty subgroups, which make up the majority of this high-needs school. Improved Tier 1 instructional practices, along with an engaging, culturally responsive STEAM curriculum will transform the education of students from these subgroups.</p>

<p>4. School has a system in place for parent notification and involvement of SIG planning and implementation.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The parents were involved in the process for the recent Indiana STEM School certification. Moving forward, parent communication about the SIG grant approval will be included in the STEM certification celebration. Parents will be engaged in curriculum workshops and STEAM events to deepen their understanding of their children's education and to share their input about the program and their children's progress.</p>
<p>5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>During the June 2013 – 2015 audit cycle, the Food Service Department had a significant finding that resulted from a change in State reporting procedures. The results of the finding led to corrected processes.</p> <p>As oversight for the Federal Head Start program, SBCSC also had a finding that resulted from differences between Federal requirements and State requirements. Again, the procedures were changed to comply with the SBOA regulations.</p>

6. District has not been in excess carry-over anytime in the last three fiscal year cycles.

In recent years, SBCSC has had difficulty dispersing the budgeted funds in a timely manner due to lack of communication between the principals and central office, difficulties in hiring qualified staff into budgeted positions, and budget amendments that were not completed in a timely manner. These challenges were exacerbated by a structure of leadership which required the Title I & Title II Director to also supervise primary principals and continually make changes to the grants based on the direction of the previous superintendent. This Government Funds Director retired in February of 2016 and was not replaced until late August.

Under the new Superintendent's leadership and administrative structure, the Director of Government Funds is solely responsible for the appropriate and timely use of government funds. She is establishing a system of policies and procedures to correct the deficiencies of the budget development and oversight that caused the excess carry-over in previous years. The new Director, Ms. Austin-Phillips is a 23 year veteran of SBCSC and has successfully served as a principal in school-wide Title I schools for more than a decade. She is utilizing all State Title I resources to fully understand the requirements and insure appropriate and timely distribution of the funds.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.