



# Indiana Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

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

## Renewal Application - Transformation Model

### Part I: Grantee Information

#### Information

<b>School Corporation/ Eligible Entity</b>	Monroe County Community Schools	<b>Corp #</b>	5750	
<b>School</b>	Highland Park Elementary	<b>School #</b>	6162	
<b>Superintendent Name</b>	Dr. Judith DeMuth	<b>Email</b>	<a href="mailto:jdemuth@mccsc.edu">jdemuth@mccsc.edu</a>	
<b>Title I Administrator Name</b>	Dr. Carol Gardiner	<b>Email</b>	<a href="mailto:cgardiner@mccsc.edu">cgardiner@mccsc.edu</a>	
<b>Principal</b>	Maggie Dainton	<b>Email</b>	<a href="mailto:mdainton@mccsc.edu">mdainton@mccsc.edu</a>	
<b>Mailing Address</b>	900 S Park Square Drive	<b>City</b>	Bloomington	<b>Zip Code</b> 47403
<b>Telephone</b>	812-825-7673	<b>Fax</b>	812-825-4907	
<b>SY 2015-16 Funding</b>	333,401.45			

#### Important Dates

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

## Part 2: LEA and School Assurances and Waivers

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

### School Improvement Grant (SIG) 1003(g)

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

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

(<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

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

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

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

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

- *Leading Indicators*— Elementary and middle schools must meet 6 of 9 applicable leading indicator goals; schools containing a high school must meet 9 of 13 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

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

#### State Assurances

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

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

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

#### Changes

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

#### Independent Grantee

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

#### Termination

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

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

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

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

#### Access to Records

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

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

#### Legal Authority

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

#### Equal Opportunity Employer

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

#### Copyrights

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

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

#### Personnel

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

#### Assignment

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

Availability of Funds

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

Suspension and Debarment

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

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title I Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>

### Part 3: Leading and Achievement Indicators

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

Leading Indicators	SY 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
1. Number of minutes within the school year that students are required to attend school	78,300	78,300		78,300	78,300
2. Number of daily minutes of math instruction	60	90		90	90
3. Number of daily minutes of EL/A instruction	90	120		120	120
4. Dropout rate – HS only	97.45				
5. Student attendance rate (must be a percentage between 0.00 and 100.00)		98%		98%	98%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b>					
7. Number of students completing dual enrollment classes – <b>HS only</b>					
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b>	SS				
9. Types of increased learning time offered <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul>	6	BAS, SS, OTH		BAS, SS, OTH	BAS, SS, OTH
10. Discipline incidents – number of suspensions and/or expulsions	0	6		5	5
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number		0		0	0
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate <b>individual number</b> of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	95%				
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)		95%		95%	95%



<b>Overall Achievement</b>	<b>SY 2013-2014 BASELINE</b>	<b>SY 2014-2015 Goal</b>	<b>SY 2014- 2015 DATA</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	69.8%	72%	69.8%	75%	78%
Percent of students proficient on ISTEP (ELA) (3-8)	75.1%	80%	75.1%	83%	85%
Percent of students proficient on ISTEP (Math) (3-8)	79.3%	80%	79.3%	83%	85%
Percent of students proficient on IREAD (Spring Test Only) (3)	75%	80%	80%	85%	90%
10 <sup>th</sup> grade ECA pass rate (English 10)					
10 <sup>th</sup> grade ECA pass rate (Algebra I)					
Non-Waiver Graduation Rate – HS only					
College enrollment rates – HS only					

## Part 4: Implementation

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. For any areas which IDOE has requested updates or changes in column three, schools must make changes for SY 2015-16. Schools are welcome to make changes to other initiatives as well – based on school data and needs.

Transformation Principles	SY 2014-2015	Requirements, Recommendations and Options	SY 2015-2016 Action Steps and Person(s) Responsible	Budgeted Items
<p><i>Developing and increasing teacher and school leader effectiveness</i>                      - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort</li> </ul> <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school <b>OR</b> Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</li> </ul>	<p>Principal was replaced for 2013-2014 school year and will remain; though not hired for transformation reasons, she was chosen for her record of being an instructional leader and having strong central office experience.</p> <p>Assistant Principal hired SY 2014-2015</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on:                             <ul style="list-style-type: none"> <li>building leadership capacity</li> <li>developing teacher leadership across the building</li> <li>school improvement planning</li> <li>roles, responsibilities, and goals of all leadership members</li> </ul> </li> </ul>	<p>Continued work toward shifting roles to leadership team. Teachers continue to build leadership capacity among the staff. Delegation of the leadership team members to serve as liaisons between other teams within the building. Staff involvement in the data dashboard.</p> <p style="background-color: yellow;">Adding members of the leadership team to each subcommittee will facilitate leadership role shift. This will allow these members to bring back information to the leadership team and represent each group meeting. Making building leaders more aware of all dimensions of the building, as oppose to the administration solely serving on all committees.</p>	<p>Assistant Principal</p>

<p><i>Developing and increasing teacher and school leader effectiveness</i>  - Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</p> <p>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p>	<p>Evaluation system aligned to Marzano’s Effectiveness Rubric set to be implemented district wide in 2015-2016 school year – verbal assurance on phone interview that Highland Park teachers will begin using new evaluation system in 2014-2015.</p> <ul style="list-style-type: none"> <li>· Staff with increased student achievement will have the opportunity to apply for classroom grants to purchase books, supplies, or instructional tools to enhance classroom instruction.</li> <li>-Monthly accomplishments acknowledged at staff meetings</li> <li>· 4-6 team building retreat in year 1; all staff and leadership retreats planned by leadership team in years 2 and 3</li> <li>· District recruitment and selection of certified staff policy exists and district has assured that school will have flexibility when needed.</li> <li>- Literacy coach will work with staff</li> </ul>	<ul style="list-style-type: none"> <li>● Recommend working with staff prior to end of year to discuss how implementation of evaluations system went this year and what could be done differently for next year</li> </ul>	<p>Pilot completed this year, training on change of recording system by using iObservation this year. Staff will be able to view observation notes quickly and the system allows for continued feedback around improvement.</p> <p>Grants will continue to be offered for teachers with increased student achievement to apply.</p> <p>Quarterly morale events will be planned at the beginning of the year. WOW book will be used to recognize staff within the building. Motivation board will be used to for a positive atmosphere in the teachers’ lounge.</p> <p>Building retreat will take place in July at Bradford Woods. The overnight trip will consist of a team building activity and forward planning for next year.</p>	<p>Stipends</p> <p>Supplies and Materials</p> <p>Travel</p>
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<p><i>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model (IN Turnaround Principles 5)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Use a teacher evaluation system which takes student growth into account as a significant factor</li> <li>• Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers</li> <li>• Provide staff with opportunities for leadership growth in the building</li> </ul>				
<p><i>Comprehensive instructional reform strategies</i>  <i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p>	<p>Fountas and Pinnell; Pierson Math and Navigator Intervention System</p>	<ul style="list-style-type: none"> <li>• Update renewal with changed interventions - Recommend math intervention roll-out plan for renewal/SY 2015-2016</li> <li>• Follow MCCSC curriculum maps</li> </ul>	<p>Math Intervention program will be rolled out to follow developed curriculum maps. Teachers will work with math coach to follow pacing to reteach and fill holes of students behind. Scholastic Math Inventory will be used as a progress monitoring tool to help ensure student growth.</p>	<p>Contracted Services, Materials and Supplies,</p>

<p><i>Comprehensive instructional reform strategies</i>  - Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p>	<p>Summer book clubs related to data; literacy coach will "sweep classrooms" and provide coaching for "Literacy Look-Fors"</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Report card accountability disaggregation presented and provided to IDOE at first monitoring visit</li> <li>• Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> <li>• Locally developed or IDOE provided</li> <li>• Academic and Behavior Data</li> <li>• Subgroups and subpopulations</li> <li>• Parental Involvement Focus</li> </ul> </li> </ul> <p>For SY 2015-2016, knowing lack of subs is an issue, recommend thinking about alternative ways to hold data meetings to be sure they are occurring and all staff are involved. Possibly amend grant to allow for paid before/after school meetings or adjust schedule throughout the day.</p>	<p>Summer book club Number Talks was chosen because of the deficient in math scores as compared to ELA.</p> <p>Continued data meetings around student data for all teachers with the use of subs and stipends.</p> <p>Work with all staff to understand and utilize the data dashboard.</p> <p>Adding additional time to related arts teachers to ensure scheduling flexibility.</p>	<p>Supplies and Materials, Stipends</p> <p>Substitutes, Supplies and Materials, Stipends</p> <p>Substitutes, Stipends</p> <p>Salaries</p>
<p><i>Comprehensive instructional reform strategies</i>  - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective</p>	<p>PBIS, including Tier I and Tier II specific training will be provided</p> <ul style="list-style-type: none"> <li>· District Professional Development Staff creates weekly PD calendar</li> <li>· "Literacy Look-Fors" Training from Literacy Coach</li> <li>· Literacy coach will follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Follow MCCSC maps and offer PD for staff on implementation</li> </ul>	<p>Continued professional development on curriculum and PBIS. Instructional rounds will help support staff to improve teaching strategies and instruction around the elements in the Marzano rubric.</p>	<p>Contracted Services</p>

<p><i>teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</i></p>	<p>on PD through “sweeps” in classroom and working with administration.</p> <ul style="list-style-type: none"> <li>· Summer book-clubs for staff</li> <li>· PLCs New Initiatives: Fountas and Pinnell, Pearson Math Navigator Intervention System, Competency-Based Learning, new evaluation system, and possibly PreK.</li> </ul>			
<p><i>Increasing learning time and creating community-oriented schools -Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <ul style="list-style-type: none"> <li><i>(a) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></li> <li><i>(b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></li> <li><i>(c) Teachers to collaborate, plan, and engage in</i></li> </ul>	<ul style="list-style-type: none"> <li>· MCCSC lengthened the district school day in 2011-2012 by 60 minutes.</li> <li>· Highland Park has implemented set-aside time during the school day for math and ELA remediation, in addition to the CORE minutes provided.</li> <li>· Staff PLC time is provided</li> <li>· Tutoring offered through Office of IU Scholarship – this is for a select number of students</li> </ul> <p>Panda Time for Math and ELA. PLC time weekly.</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Utilization and analysis of extended learning data</li> <li>• Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> <li>• Activities</li> <li>• Staffing</li> <li>• Transportation</li> <li>• Academic subjects covered</li> <li>• Details of any partnerships, vendors, or external partners</li> </ul> </li> </ul>	<p>Extended learning opportunities will use hot spots to support learning. The use of internet-based programs will allow for increased tracking of student learning and accountability for achievement. Teacher stipends will allow teachers to check in with students over break to ensure learning goals are being met.</p> <p>Addition of extra contracted time for related arts teachers to support making instruction a priority in the schedule.</p> <p>Addition of interventionists to help support tiered instruction and add additional remediation blocks.</p>	<p>Contracted Services, Stipends, Salaries, Supplies and Materials</p>

<p><i>professional development within and across grades and subjects</i> (IN Turnaround Principle 7)</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Provide increased learning time for students {as defined above in (a) and (b)}</li> <li>• Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)]</li> </ul>												
<p><i>Increasing learning time and creating community-oriented schools -Providing ongoing mechanisms for family and community engagement</i> (IN Turnaround Principle 8)</p>	<ul style="list-style-type: none"> <li>• Quarterly Parent/Teacher conferences</li> <li>• Office of IU Scholarship offers weekly tutoring sessions with students and parents; transportation is provided for parents to attend. <ul style="list-style-type: none"> <li>• Partnership with Duke Energy</li> <li>• Family Events throughout the year</li> <li>• MCCSC Parent and Community Coordinator - Social Worker</li> </ul> </li> </ul>	<p>Recommend identifying some key parental involvement needs of HP and partnering with Theresa for SY 2015-2016</p>	<p>Theresa will assist Highland Park in providing quarterly parent involvement. Theresa will work to assist Highland Park in finding community partners.</p> <p>School will utilize a television installed in front office to engage parents in school information while they are waiting in the office.</p>	<p>Materials and Supplies</p>								
<p><i>Providing operational flexibility and sustained support</i></p> <p>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</p> <p>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</p>	<p>District superintendent, school board, and union agree to review policies and practices and waive or adjust any policies or practices needed to effectively implement the grant</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• LEA must provide the principal: <ul style="list-style-type: none"> <li>• control over people, time, program, and dollars</li> <li>• an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner</li> </ul> </li> <li>• LEA must have in place the following pieces to demonstrate how they will</li> </ul>	<p><b>LEA Support Teams</b></p> <table border="1" data-bbox="1356 1037 1751 1143"> <tr> <td>Jan Bergeson</td> <td>Secondary Education</td> </tr> <tr> <td>Carol Gardiner</td> <td>Grant/Title Special</td> </tr> <tr> <td>Emily Menkedick</td> <td>District Literacy C</td> </tr> <tr> <td>Katie Jantaraweragul</td> <td>District Literacy C</td> </tr> </table> <p>One or more of the members of the LEA Support Team, will meet with the principal of Highland Park monthly. These meetings along with other random monthly visits to the school sites will document that:</p> <p>* School leader is highly</p>	Jan Bergeson	Secondary Education	Carol Gardiner	Grant/Title Special	Emily Menkedick	District Literacy C	Katie Jantaraweragul	District Literacy C	
Jan Bergeson	Secondary Education											
Carol Gardiner	Grant/Title Special											
Emily Menkedick	District Literacy C											
Katie Jantaraweragul	District Literacy C											

		<p>provide effective oversight and support for implementation of interventions in their school(s):</p> <ul style="list-style-type: none"> <li>• Defined district role in the school SIG planning process</li> <li>• Designated Central Office staff member to be part of the SIG process</li> <li>• Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation</li> <li>• Monthly Monitoring of SIG Programming and Implementation</li> <li>• Evaluation System for Programming and Implementation of SIG</li> <li>• Data Review Plan</li> <li>• Special Populations Review Plan</li> <li>• Fiscal Monitoring Plan</li> <li>• Timeline and Responsible Parties for all above plans</li> </ul>	<p>visible in classrooms</p> <ul style="list-style-type: none"> <li>* Formative student assessment data is being used to drive instruction</li> <li>* Summative student assessment data is being used to make curriculum decisions</li> <li>* Priority areas have been identified for instructional focus</li> <li>* PD is targeted to teacher needs</li> <li>* PD is targeted to subject areas identified for instructional improvement and teachers of subgroup populations</li> <li>* Curriculum alignment with state standards is in progress</li> <li>* Students are engaged in the learning process</li> <li>* Project-based activities are taking place</li> <li>* Instruction is being differentiated</li> <li>* Reviews of attendance data</li> <li>* Reviews of discipline data</li> </ul>	
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## Part 5: Outcome Artifact

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

[Hyperlink to examples on website](#)

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

Highland Park will provide parent outreach video that will be played in the main office. The video will not only give parents helpful information about the building, but it will also include learning strategies they can use with their students at home to help increase achievement.

## Part 6: Budget

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

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

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

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	\$87000.00	72000.00	49495.00	52000.00				20000.00	20000.00		300495.00
21000	Support Services - Student											
22100	Improvement of Instruction (Professional Development)	25000.00	15000.00	5000.00	3000.00	80000.00	5000.00		3000.00			136000.00
22900	Other Support Services											
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation											
33000	Community Service Operations											
60100	Transfers (interfund)											
	Column Totals	112000	87000	54495	55000	80000	5000		23000	20000		
<b>Total Cost</b>										<u>436,495</u>		

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

<b><u>Supplies</u></b>	<b><u>Property: Technology</u></b>
<p>Supplies to support the work of our math coach and the implementation of math remediation. Supplies to support small group reading instruction and tiered interventions. Classroom grants, book giveaways for student participation in extended learning opportunities, professional development books for summer book club, and PBIS intervention and reward supplies.</p>	<p>Purchase of hot spots and service agreement to support extended learning opportunities. Hot spots would allow only usage on school device with filtered websites.</p>
<b><u>Property: Equipment</u></b>	<b><u>Other Purchase Services (Travel, Communications)</u></b>
<b><u>Professional Services</u></b>	<b><u>Staffing</u></b>
<p>Continued work with our math coach throughout the school year. Work with Marzano Research to support continued instructional rounds. Continued work with CELL to support Tier 2 behaviors and interventions with PBIS. Implementation training on Scholastic Math Inventory, Smekens writing training, and small reading support training.</p>	<p>Continued employment of the assistant principal and addition of related arts teachers to full time status to support interventions. A Digital Site Coordinator and two interventions to support tiered instruction and small group interventions. Stipends to support teacher monitoring of extended learning opportunities and additional professional development opportunities. Funds for substitutes to support professional development opportunities and data meetings throughout the school year.</p>