



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I -1003(g) School Improvement Grant Renewal Application SY 2016-2017 Cohorts 5 and 6- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Monroe County Community School Corporation	Corp #	5750
School	Highland Park Elementary	School #	6162
Superintendent Name	Dr. Judith DeMuth	Email	jdemuth@mccsc.edu
Title I Administrator Name	Dr. Carol Cardiner	Email	cgardiner@mccsc.edu
Principal	TBD	Email	
Telephone	812-825-7673	Fax	812-825-4907
SY 2016-17 Funding Award Request			
SY 2016-2017 Funding Award	\$177,392.56		

Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	May 20, 2016
Technical Assistance Training	SIG Leadership PD Day Technical Assistance and Planning	May 24 & 25, 2016
Application Due	Renewal application must be submitted to IDOE	June 30, 2016
Application Review	Renewal applications reviewed by IDOE	July 1 – July 31, 2016
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 1, 2016
SY 16-17 Artifact Due	Outcome Artifact from SY 16-17 will be emailed to 1003g@doe.in.gov	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 and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Melanie Sims	Literacy Coach
Carol Gardiner	Title I Specialist
Lisa Quigley	Assistant Principal

Part 3: LEA and School Assurances

Instructions: 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.

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.

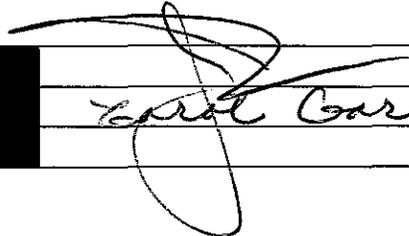
- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a 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 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, include letters from the teachers' 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.
- The Title I School Improvement 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 Title I School Improvement 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 Title I School Improvement. 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 Title I School Improvement 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.

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:		Date:	Click here to enter a date.
Title I Administrator Signature:	Earl Gardner	Date:	6/14/16
Principal Signature		Date:	Click here to enter a date.

Part 4: Achievement and Leading Indicators SY 16-17

Instructions: Please select the link below to update any changes projected for SY 16-17 on your SIG Leading and Achievement Indicators. Leading Indicators will be tracked on a quarterly basis using the SIG Data Dashboard for SY 16-17. Information to be tracked will include:

- 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 enrollment number *NEW for SY 16-17
- Student attendance rate;
- Teacher attendance rate;
- Teacher retention number * New for SY 16-17
- Combined suspension/expulsion rate;
- Discipline referral number *New for SY 16-17
- 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.

Link to Leading Indicators:

Cohort 6: https://docs.google.com/spreadsheets/d/1tkditE-otyKb7sgrc4FetUAVpM9t0_IO6kTDwIX5nS0/edit#gid=0

Cohort 5: <https://docs.google.com/spreadsheets/d/10-plegERdbCcRrLD6-f8K8sSfanXpE5iOFkKwIHgtIA/edit#gid=0>

Please make sure to make a copy of the Google Spreadsheet above for your own school. Go to File and select "Make a Copy" to create your own spreadsheet. Then make sure you include the new URL address below:

**Achievement
and Leading
Indicators SY 16-
17 URL Website:**

<https://docs.google.com/spreadsheets/d/1m6OuQaU2JA75m22A5qjynxdfzqjbs9FwuDhzYhj2ys0/edit#gid=0>

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 15-16—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 15-16—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 16-17 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> • Having an assistant principal • Having special area teachers full time in order to free time in our master schedule for collaboration time for grade level teachers to focus on data • Math Coach at least once a week • Instructional Rounds with Tina Bogren 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Continue to analysis student data • Utilize student data for instruction • Implement on our own instructional rounds • More opportunities to work with families and community
<p>Opportunities:</p> <ul style="list-style-type: none"> • Professional Development on topics based on student needs • Math Coach for teachers and students • Learning to reflect on one's own teaching through instructional rounds • Staff team building retreat 	<p>Threats:</p> <ul style="list-style-type: none"> • Increased population of non-English speaking Turkish students • New principal •

Projected Outcomes for SY 16-17

- Grade Level collaboration focused on student data to drive instruction
- Increased understand of IN math standards and pedagogy of Math instruction to increase student scores on Math Inventory test
- Increase our outreach to parents and the community through parent instructional nights

Part 6: SIG Implementation SY 2016-2017

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY16-17 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE:</i> Increase learning time	<i>SAMPLE:</i> 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	<i>SAMPLE:</i> Multiple Phases (Multiple Quarters)	<i>SAMPLE:</i> \$5,000 - Stipends	<i>SAMPLE:</i> 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.
Develop School Leadership Effectiveness	Highland Park Elementary will continue to support the principal with an assistant.	Choose an item.	81784.60	Using the SIG data dashboard Behavior tracking, Highland Park student behaviors will decrease during SY 16-17.
Develop Teacher Effectiveness	Highland Park Elementary will continue to provide teachers and students with a Math coach to improve the teaching and learning of Mathematics.	Choose an item.	26000.00	Using the Math Inventory test Highland Park will increase student scores.
Implement Comprehensive Instructional Reform Strategies	Highland Park Elementary will continue to implement instructional rounds with staff.	Choose an item.	0	The effects of instructional rounds will be measured via anecdotal records and staff survey.
Increase Learning Time	Highland Park Elementary will continue to provide iPads and hot spots for extend learning time during school breaks.	Choose an item.	0	Increased time in learning tracked through various computer programs and assignments.
Create Community-Oriented Schools	Highland Park Elementary will continue to reach out to parents and the community with academic learning nights.	Choose an item.	0	Using surveys and sign in sheets participation will be tracked.
Provide Operational Flexibility	Highland Park Elementary will continue to work with HR on staffing needs according to our schedule.	Choose an item.	0	Master schedule, staffing needs are met

Sustain Support	Highland Park Elementary will continue to look to Central Office for support.	Choose an item.	0	Monthly meetings
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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"> • Math Inventory • Reading Inventory • BAS Reading Assessment • AIMS web • Rasinski Fluency 	<ul style="list-style-type: none"> • PBIS • Second Steps 	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Leveled Literacy Interventions • 	<ul style="list-style-type: none"> • Marzano Rubric • 	<ul style="list-style-type: none"> • Paths to Quality •

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible "outcome" piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This "outcome" piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. 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.

Briefly describe what the school will plan to submit as an "Outcome Artifact" for SY 2016-2017 and how this will be aligned to your grant and the key area.

Online portfolio of our work with Math including teacher modeling, student modeling, and assessments.

