



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

August 23, 2016

Dr. Sharon Johnson-Shirley
Lake Ridge New Tech School Corporation #4650
6111 W Ridge Road
Gary, IN 46408

Dear Dr. Johnson-Shirley:

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, Lake Ridge New Tech Middle School's renewal application was accepted and SIG funds will continue for SY 2016-2017.

In accordance with your application and available funding, you are being awarded \$214,097.62 for the 2016-2017 school year.

Table with 2 columns: Field Name and Value. Rows include Federal Program Title I, Federal Agency, Pass Through Agency, CFDA Number, Award Name, and Award Number.

Like other Title I monies, the Title I § 1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school.

We look forward to continuing our work with your team this school year. Please feel free to contact your IDOE SIG team representative or 1003g@doe.in.gov if you have any questions.

Sincerely,

[Handwritten signature of Nathan Williamson]

Nathan Williamson, Director
Office of Early Learning and Intervention
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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	Lake Ridge New Tech Schools	Corp #	4650
School	Lake Ridge New Tech Middle School	School #	3893
Superintendent Name	Dr. Sharon Johnson-Shirley	Email	sshirley@lakeridgeschools.net
Title I Administrator Name	Kathy Martin	Email	kmartin@lakeridgeschools.net
Principal	Greg Mikulich	Email	gmikulich@lakeridgeschools.net
Telephone	219-980-0730	Fax	219-980-0731
SY 2016-17 Funding Award Request	\$ 214,097.62		
SY 2016-2017 Funding Award			

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>
Scott Miller	Dean of Students
Kerchel Hobson	Instructional Coach
Jenae McKnight	Instructional Coach
Danelle Bulatovich	Union Rep & ELA Teacher
Deb Carver	SS Teacher & Teacher Leader

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:	<i>Thomas Andrew Bentley</i>	Date:	Click here to enter a date.
Title I Administrator Signature:	<i>Kathleen A. Martin</i>	Date:	6/24/2016
Principal Signature:	<i>Garry Alley</i>	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/1tkdiiE-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/1ks7gx8slNmgDjubF7JtAoLXaEqCThr9vWQ0 UCo2I8/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

Strengths:

- We backward planned thinking what we could feasibly support after the grant was over: 1) Instructional coaches will train teachers to instructionally support each other, 2) purchased an academic program that we can support in the future with Title I funds, and 3) equipped teachers and instructional assistants with the tools they needed from the professionals through personalized PD
- Individuals funded through SIG have helped teachers to show growth in their craft via administrative observations
- Central Office has been fully supportive of the endeavors outlined in this grant. Not once has the integrity of the grant been questioned.

Areas of Improvement:

- Ensuring that teacher capacity is built in year 3 by the coaches and that this is supported by the new administration
- Increasing teacher buy-in to want to work in a colleague-coaching role
- Ensuring that the consultant focuses his efforts on the needs of the teachers, the school, and the district as a whole

Opportunities:

- We will have more teachers trained in 6+1 Traits Writing.
- We will be able to fully utilize those eager teachers that want to be instructional coaches or administrators in the future to be the teacher leaders they already aspire to be during the capacity building process.
- The implementation of a reading teacher and the purchase of Scientific Learning has provided significant data that allows us to better support students.

Threats:

- Teachers who don't do well with taking constructive feedback from their peers
- Lack of grant exposure and experience in a new building administrator
- Teachers not following through on their newly developed teacher leadership roles, their roles not being supported by staff, or the demand for pay that doesn't exist when asked to take on additional duties.

Projected Outcomes for SY 16-17

- PD & embedded work with teacher capacity will be done this year

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.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Hurst School will provide before and after school opportunities for all students to help increase student achievement called, Camahan Crunch Time. Person Responsible: Ms. Rowlands, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Camahan 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.</i>
Develop School Leadership Effectiveness	The Principal will continue to seek out professional development to enhance her abilities to be a better instructional leader. A building-wide team will be in place to ensure distributed leadership so that the Dean of Students, instructional coaches (including New Tech coaches), the data coach, counselor, and district Title I Coordinator are contributing to attaining the goals outlined in the grant. Each individual has a role to play in leading efforts to improve academics through coaching and data analysis as well as discipline and social/emotional balance through PBIS initiatives. All members have played an integral part in ensuring that all components of best practices continue to happen.	Choose an item.	2 Instructional Coach Salary/Benefits \$61,700	Evidence from PD is presented and applied in the school environment; it is then followed up through documented use in the classroom or personal use.

Develop Teacher Effectiveness	Continue to use the RISE rubric to evaluate teachers. This evaluation model has been consistently used for the past 5 years and has provided teachers with pinpointed areas of improvement as well as effective areas. Because of its consistency, teachers know what to strive for and how to become better practitioners. RISE utilizes all of the systems that the transformation model looks for in terms of performance standards, growth data, feedback to inform future decision making and continual improvement of instruction.	Choose an item.		
Implement Comprehensive Instructional Reform Strategies	Based on ISTEP and formative data, instructional resources and strategies are aligned to the areas of need. We currently use CRISS strategies as our foundation while utilizing other research based strategies that we find based on our need – such as close reading and 6 Traits. Curriculum maps ensure there is 6-8 alignment. Professional Development will be attended on a needs basis for areas of improvement. In order to continually monitor, we will hold Learning Log Meetings every 3 weeks to review formative data. We will incorporate other data (Pivot, RAPS 360, ISTEP) review and disaggregation in those meetings. Our hiring of instructional coaches has ensured that we provide ongoing job-embedded professional development to all teachers. We are able to diagnose problems immediately and provide strategies, modeling, and co-teaching to address issues.	Choose an item.	Reading intervention teacher, salary/benefits \$77,600	
Increase Learning Time	Since lengthening our school day 4 years ago, we have not reverted backwards. We have continued with the longer school day. We will continue to offer the extended opportunities to students to enrich academic performance with	Choose an item.		

	afterschool homework help, ELA and Math tutoring.			
Create Community-Oriented Schools	We will continue to offer our extended day program that is supplemented with SIG and our 21st CCLC grant. There is a parent component piece built in for both where we would like to set up more collaborative parental events. We have resurrected our PTO and sponsored more parent events to promote parent involvement. We look forward to doubling numbers and participation in 16-17.	Choose an item.	Supplies – Parent Resources \$1,100	Attendance sign-in sheets
Provide Operational Flexibility	Central Office has supported the implementation of the SIG grant throughout the years. Decisions have been made strategically and supported with data so that central office can feel secure in the decisions needed to be made by the building Principal. Updates are made to the school board several times a year (BOY Board meeting, Board retreat, EOY board meeting)	Choose an item.	None	Board Meeting Notes and presentation
Sustain Support	Title I department has been integral in ensuring that when SIG is complete, that SIG created initiatives continue on – HiDef will continue under the 21st CCLC grant, Parent initiatives will be supported by Title I, a Data/Instructional Coach already existed via Title I, and professional development will be supported by Title 2A.	Choose an item.	Varies	Title I Documentation and Budget

** The above table would not allow us to type inside the timeline column because it was locked. All items are ongoing throughout the year.

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"> • Pivot • RAPS 360 • PSAT (8th grade) • Formative 	<ul style="list-style-type: none"> • PBIS • Outside Companies 	<ul style="list-style-type: none"> • District Policy • County Initiatives for truants 	<ul style="list-style-type: none"> • Read 180 • SOS 	<ul style="list-style-type: none"> • RDS • Echo 	<ul style="list-style-type: none"> • HiDef

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.

For our Outcome artifact, we will create a Google Site that links what we have done and its alignment. The Portfolio may consist of videos, photos, articles, etc. that show how we effectively accomplished all that we aspired to complete in our goals.

Part 9: Budget SY 16-17

Instructions: The budget will be completed in a separate Excel workbook for SY 2016-2017, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 9: 1003g Original SIG Budget SY 16-17

Complete the budget below:

SY 2015-2016		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$58,245.00	\$46,394.40	\$25,676.37	\$4,149.17				\$990.79			\$135,455.73
21000	Support Services - Student											\$0.00
22100	Improvement of Instruction (Professional Development)	\$52,725.00	\$1,200.00	\$8,960.09	\$91.80	\$9,000.00		\$2,680.00				\$74,656.89
22900	Other Support Services											\$0.00
25191	Refund of Revenue											\$0.00
26000	Operation & Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations	\$2,500.00		\$385.00					\$1,100.00			\$3,985.00
60100	Transfers (interfund)											\$0.00
	Column Totals	\$113,470.00	\$47,594.40	\$35,021.46	\$4,240.97	\$9,000.00	\$0.00	\$2,680.00	\$2,090.79	\$0.00	\$0.00	\$214,097.62

Indirect Cost: Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost:

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
\$1,100 for Parent involvement snacks, other supplies \$990.79 for 5 subscriptions each to 1) Sports Illustrated for Kids and 2) Scholastic Action; books for use with teacher/instructional assistants professional development around academic vocabulary, content area reading, word work for middle school students	
Professional Services	Other Purchase Services (travel, communication)
\$9,000 for 9 visits Dr. Bob Trammel, math consultant	\$1,800 for Dr. Trammel's meals, mileage and for teachers meals/mileage to 6+1 Traits workshop \$880 for registration for 4 teachers to 6+1 Traits workshop

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Jenae McKnight	Instructional Coach	Cert	1	N	N		Our instructional coach provides ongoing, job-embedded professional development to all teachers. They provide strategies, modeling, and co-teaching to address issues. Jenae will also supervise our Parent Home-School Liaisons (paid from Basic Title I) as they implement Parent Involvement Activities/Events
Jenae McKnight	Parent Involvement Coordinator	Cert	1	Y	N		Jenae will also supervise our Parent Home-School Liaisons (paid from Basic Title I) as they implement Parent Involvement Activities/Events
Seiena Magallan	Parent Involvement Coordinator	Cert	1	Y	N		Jenae will also supervise our Parent Home-School Liaisons (paid from Basic Title I) as they implement Parent Involvement Activities/Events
Eric Dillon	Parent Involvement staff	Cert	1	Y	N		Eric will implement Parent Involvement Activities/Events along with our Parent Home-School Liaisons (paid from Basic Title I)
Shenita Walker	Reading intervention teacher	Cert	1	N	N		Our reading intervention teacher teaches and implements the Read 180 program.
Clarence Bryant	Instructional Assistant	NC	1	N	N		Our instructional assistants provide support in meeting the IN Academic Standards to students in their classrooms, under the direct supervision of certified teachers
Andryss Allen	Instructional Assistant	NC	1	N	N		Our instructional assistants provide support in meeting the IN Academic
Nicolas Morales	After school tutor	Cert.		Y	N		Our after school tutors provide academic support for students beyond the regular school day.
Pam Denson, Sammar Issa, Kelli Smith, Janice Williams	After school tutors	NC		Y	N		Our after school tutors provide academic support for students beyond the regular school day.
Aaron Saldana	Photography Club After School Facilitator	NC		Y	N		Our Photography Club facilitator runs an after school club for students, as well as providing students to photograph district-wide events

Varies	Substitutes for teachers to attend Professional Development	NC		N		N		Substitutes for teachers to attend Professional Development
--------	---	----	--	---	--	---	--	---