



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	Washington Community School Corporation	Corp #	1405
School	Lena Dunn Elementary	School #	1103
Superintendent Name	Dr. Dan Roach	Email	droach@wcs.k12.in.us
Title I Administrator Name	Kevin Frank	Email	kfrank@wcs.k12.in.us
Principal	Jeanette Lobeck	Email	jlobeck@wcs.k12.in.us
Mailing Address	801 NW 11th Street	City	Washington
		Zip Code	47501
Telephone	(812) 254-8366	Fax	(812) 254-9420
Total Funding Request	\$772,556.00		

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
Dr. Dan Roach	Superintendent
Kevin Frank	Assistant Superintendent/Title 1 Director/ Title 3 Coordinator
Jeanette Lobeck	Principal
Gretchen Miles	Data Coach, Lead Team Member
Lynsey Gress	Title Teacher, Lead Team Member
Kristin McGuire	Title Teacher, Lead Team member
Robyn Wright	2nd Grade Teacher, Lead Team Member
Laura Allison	K Teacher, Lead Team Member
Jessica Butcher	5th Grade Teacher, Lead team Member
Brenda Jones	Special Education Teacher
Juana Santos	ELL Coordinator/Teacher
Carrie Alford	Corporation Treasurer
James Wright	PTO Member
Elka Guratsch	Community Partner/WISH Program Director
Ron Arnold	Community Partner/Daviess County Economic Development Corporation
Zella Taylor	Executive Director - United Way of Daviess County

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>
Faculty Meeting	10/14/16	0	31	1	0	0	0	Focus of the meeting was to collaborate on a vision for our school. Met in small groups to brainstorm ideas for how we can improve our school for our students and teachers that will impact achievement for our students. Dream Big! Discussion of the pieces of the SIG Grant and the Early Learning Model. Teachers in complete support of the direction of the Early Learning Model.
School Culture/Climate Survey for Parents and Students	10/16/15	201	5	1	0	0	165	Survey to get some feedback from parents and students of what they would like to see more of or what they would like to see offered at our school - Pre-School, After school

								programs, tutoring options for students and parents.
School Board Meeting	7/21/16	7	2	3	7	1	0	Mr. Frank presented an overview to the board and general public regarding intentions to apply for SIG Grant
Lead Team Meeting	7/14/16	0	6	1	0	0	0	Lead Team reviewed data and grant proposal
Lead Team Meeting	7/21/16	0	6	1	0	0	0	Team reviewed application and discussed needs
Washington Times Herald Article	8/4/2016	0	0	0	0	0	0	Informed Washington community at large of the application process for Lena Dunn. http://www.washtimesherald.com/news/local_news/washington-works-on-major-grant-for-le-na-dunn/article_21e01e48-9258-5514-bd5f-5bdfff8697c9.html
Presentation of the Grant to Parents and Teachers at PTO Meeting	8/11/16	67	10	2	0	0	0	Reviewed the requirements of the SIG, and the different elements of the grant - an overview of the grant and the vision for the Early Learning Model - opened it up for questions, comments, and

								feedback from parents and teachers
Community Stakeholder Discussion of the Grant	8/18/16	1	2	1	0	0	0	Discussion with Ron Arnold, Executive Director of the Daviess County Economic Development Corporation - reviewed the grant, opened it up for feedback from him and ideas on how he can help assist with the community to impact the Early Learning Model in our school.
Faculty Meeting	8/10/16	0	30	2	0	0	0	Meeting with faculty to discuss further the article in the Washington Times Herald about the School Improvement Grant, discussed the importance of the school board and community backing this movement
ISTA Meeting	8/22/16	0	1	1	0	1	0	Meeting with ISTA Local President requesting letter of support.
SIG Technical Assistance at IDOE	8/23/16	0	1	1	0	0	0	Principal and Data Coach/Title teacher attended a technical assistance session with Audrey Carnahan and Erin Kissling from the IDOE. Questions were asked about certain areas of the grant application, discussed our proposal, and how it will impact

								our students, school, and community.
Lead Team Meeting	8/24/16	0	6	1	0	0	0	Updated team on progress of grant application - delegated jobs for sections of the Grant for Lead Team Members- continued discussing the vision for our students and school and how this Grant supports that fully.

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	<p>Through parent surveys, PTO meetings, Title I events, Parent Teacher Conferences and Open Houses during the 2015-16, and 2016-17 school years, families have been included in planning for school reform that will result in providing improved resources and instruction for our students.</p> <p>Parent surveys indicate that families are looking for after school activities, increased opportunities for volunteers and better communication between home and school. Conversations with parents indicate interest in providing more STEM related opportunities in the classroom and beyond. Parents are looking for after school tutoring and athletic opportunities for their children but are limited in their abilities to transport their children to and from the school. A need for school sponsored transportation has been expressed.</p> <p>Many of our students come to school with little or no preschool experience. For many of our families, a commitment to the routine and structure of their preschooler attending a preschool program is overwhelming. The value or importance of providing these opportunities for their children may not be understood. The need for a parent liaison to work with our families is evident and would strengthen the relationship between the school and the home.</p> <p>Through parent meetings, the need for internet access for families on a limited income has been identified. Many students have no access to the internet at home. Parents are unable to access student online accounts on a regular basis.</p> <p>The information gathered from our families strengthened our resolve to find ways to provide the best educational opportunities possible for our students. While most of our families have very limited resources, the desire for their children to succeed is high. We realize that our school is the key to a better future for these families. We must find ways to fill the gaps that these children have as they enter our school. Providing a high quality preschool, professional development opportunities for the staff so they are equipped with the best practice approaches to move these children forward, developing a quality after school program that is accessible to all students, developing unique and exciting summer learning opportunities and developing a school model that allows children to develop the intrinsic motivation to learn is the mission of our school. We must immerse our children in positive, exciting, whole child learning experiences. This grant will help us do that.</p>

<p>Community</p>	<p>The development of the Lead Team at Lena Dunn has been valuable in communicating the vision and needs of the school to all stakeholders. Through faculty meetings and professional development opportunities, teams were able to use available data to make informed decisions about improving practices and providing richer opportunities for our students. The development of a school reform plan was the product of a multitude of conversations between faculty, staff, parents, community partners, and administration. It is understood by all stakeholders that the reform of Lena Dunn will require a shift in long standing community opinions regarding expectations for performance from our students, the care and upkeep of the facilities and the value of families that are served. The faculty and staff at Lena Dunn in partnership with corporation administration are ready and excited to lead that shift.</p> <p>Lena Dunn celebrates partnerships with The United Way, The Daviess County Economic Development Corporation, NWSC Crane, Washington Times Herald, Perdue Farms and the Washington Housing Authority to name a few. These organizations support us in the drive to move Lena Dunn to the front of the line in student performance and achievement. The need for a quality preschool program and after-school opportunities is recognized as well as the need to support our teachers by equipping them with the tools to ensure success for every student.</p> <p>Communication regarding the application for this grant has been successful through the coverage provided by the Washington Times Herald, frequent collaboration between administration and community partners, faculty meeting announcements and information shared at our monthly school board meetings. Feedback from all stakeholders has been enthusiastically supportive. They recognize that our success will ultimately provide a positive impact on our community.</p>
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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

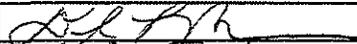
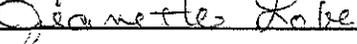
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

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

- "Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

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:	8/29/16
Title I Administrator Signature:		Date:	8/29/16
Principal Signature		Date:	8/29/16

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.

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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
Lena Dunn Elementary	K-6	Priority	Early Learning Model	

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)

Data Processes

Lena Dunn has been working diligently with teachers throughout the corporation in the development of curriculum maps. Our corporation led professional development has focused on unwrapping and prioritizing our Indiana Academic Standards. Our Kindergarten and First grade teachers have been working with a consultant on developing standards based report cards. While we celebrate and appreciate the time allotted for this valuable work, the needs for our students are great and the Lena Dunn faculty realizes the intense needs of our students may be greater than those of our corporation as a whole. It is with this sense of urgency that we are committed to stepping out and away from our colleagues and developing a school reform model that will meet the needs of our students.

A commitment to collaborative practices at Lena Dunn is evident through the scheduled bi-weekly grade level collaboration team that includes Special Education Teachers, ENL and Title Teachers, Data Coach and the building Principal. Teachers collaborate weekly during common planning times. Discussion is centered around these three guiding questions:

- What do we expect students to learn?
- How will we know what students are learning?
- How will we respond to students who are not learning?

In addition to grade level collaborations, monthly “Chat and Chew” meetings are held with the Data Coach. At these meetings, individual and class data is reviewed and instructional practices are developed to ensure the success of all learners. The building Principal schedules monthly grade level meetings to review trends and discuss best practices, classroom needs

and student achievement. Each nine weeks the building principal meets individually with classroom teachers to review individual student data to analyze and identify student needs such as RTI, additional resource supports or behavioral interventions.

Data is available to teachers from a variety of resources including: ISTEP+, IRead, mClass, RAPS 360, (Pivot) Inspect, teacher made assessments and Fountas and Pinnell LLI. Data is made available through the Data Coach utilizing Google Drive, allowing immediate access to classroom teachers and resource staff. Washington Community Schools uses the Pivot Data Warehouse that allows on demand access to individual and classroom data past and present.

Review of the data reveals that students come to us with very low school readiness skills. Only 10% of our Kindergarten students scored at expected grade level in TRC/DIBELS. Even with great growth demonstrated with our Kindergarten students last year, with 73% ending the year at or above grade level, success was not sustained. Of the 36 returning students, 72% of them are beginning their first grade year performing below grade level according to 2016-17 BOY TRC/DIBELS data. While this drop was not a surprise, it is disheartening and review of this data only strengthens our resolve to provide a preschool and summer learning experiences for our children.

Non-academic data that has been collected includes discipline referrals, absences, tardies and suspensions/expulsions. The use of this data has been valuable in the development of the Lena Dunn school-wide positive behavior program. The disaggregation of this data has provided information regarding behavior patterns and trends as well as assisting in the identification of families in need of supports for attendance issues.

To assist in improving instructional practices, the building principal works closely with her Leadership Team in identifying trends in student performance and behaviors in order to provide supports as needed to improve both academic and behavioral achievement. The Leadership Team recognizes the need to create an environment and culture where all children experience success. While Lena Dunn currently has a school-wide behavior system in place, we currently are implementing tier 1 only. The need for a more focused program is evident. Our students require a more thorough and strategic practice to ensure the understanding and intrinsic motivation for student learning and social behaviors.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Review of ISTEP+ data reveals a significant drop in both Language Arts and Math over the last two years. Lead Team and faculty analysis of this data concludes movement from DOK 1 level questioning to DOK 2, 3 and 4 level questions have shown to be a hurdle that must be overcome. Data reveals a 20% decline in ELA scores from 2013-14 to 2014-15 school year and a 34% decline in Math in the same year. Teachers report a lack of confidence in instructional strategies to move students to higher levels of thinking.

Corporation led professional development has focused on unwrapping and prioritizing our Indiana Academic Standards and developing curriculum maps. Our Kindergarten and First grade teachers have been working with a consultant on developing standards based report cards. While we celebrate and appreciate the time allotted for this valuable work, the needs for our students are great and the Lena Dunn faculty realizes the intense needs of our students may be greater than those of our corporation as a whole. It is with this sense of urgency that we are committed to stepping out and away from our colleagues and developing a school reform model that will meet the needs of our students.

Through classroom observations and review of data, the faculty understands the need to increase the rigor in instructional practices and student performance. Along with the corporation work of curriculum map and unit development, teachers need guidance on understanding and applying the Math Process Standards into daily instruction. Our teachers will be provided professional development opportunities in teaching students to become problem solvers, how to increase the rigor in classroom instruction and how to incorporate STEAM activities into the learning environment. In addition, our teachers need to become experts in teaching to all learning styles. The percentage of students identified with disabilities in our school hovers around 35%. This requires all of our teachers to have the tools available to reach all learning styles. Many students are visual or auditory learners. Kinesthetic learning is vital for our students with Attention Deficit or other sensory issues. Incorporating music, art and movement into daily learning, across the curriculum, will allow us to provide meaningful and engaging learning opportunities. Aligning our needs with meaningful PD will strengthen our classroom pedagogy and empower our teachers.

The Lead Team, through work with the faculty and staff, has identified significant areas of need for our students and our teachers. Teachers are aware that our students come to us with a low level of readiness in both academic and social behaviors. In order to show sustainable growth for our students, these deficits must be addressed. A schoolwide reform that focuses on development of the whole child is vital. Teachers understand that it is critical to address these learning deficits early. By the time our students enter 4th grade, most are exhibiting skills that are below grade level with many falling two or more years below expected levels. Students are already in a pattern of failure. It is our intent to close that gap by focusing on our earliest learners and educating all of our teachers and staff on brain development. Review of the data reveals that students come to us with very low school readiness skills. Only 10% of our Kindergarten students scored at expected readiness levels in TRC/DIBELS this school year. Even with great growth demonstrated with our Kindergarten students last year (2015-16), with 73% ending the year at or above grade level, of the 36 returning students, 72% of them are beginning their first grade year performing below grade level according to BOY TRC/DIBELS data. While this drop was not a surprise, it is disheartening and review of this data only strengthens our resolve to provide a quality preschool and summer learning experiences for our children. Review of available 2015-16 BOY data from TRC and RAPS360 assessments shows 72% of our students are exhibiting reading skills that are below grade level with 46% exhibiting skills two or more years below expected levels.

We are committed to the development of the whole child. We recognize that many of our students come to school far behind their peers in both gross and fine motor skills. We also understand that traditional learning/teaching has not worked for our students. We need to provide a whole new learning experience in the classrooms but we want to do more. We want to provide experiences for our students in a variety of learning environments. A MakerSpace is a goal for our school. This will be implemented initially for our after school program but will be available for all classrooms to use. Our newly created "After School Team" is applying for the 21st Century Community Learning Centers Program Grant and it is our hope, if awarded, we will be able to have this MakerSpace piece in place at the beginning of our 2017-18 school year. Further, the creation of an outdoor learning environment that provides experiences to strengthen and develop gross and fine motor skills and extends the learning outside of the classroom walls is a goal for Lena Dunn. We believe that play is learning for our

young children and that with proper planning, an environment can be provided that facilitates and enables creativity, problem solving, fine and gross motor development and collaborative learning.

As noted in leading indicators, attendance remains steady at Lena Dunn but a drill down of data reveals a pocket of students with significant attendance issues. This information, as well as, the need and desire for the development of a strong parent education program for our preschool and after-school program, demonstrates the need of a parent liaison. This liaison will also be critical in the organization and recruitment of our volunteers. Volunteers are needed for a variety of programs planned for Lena Dunn such as: Bunch for Lunch, After School Clubs, Parent Education Nights, Book Fairs, Reading on the Lawn and Outdoor Learning Facilitators. We want to bring the community into our school and work with us to surround our students with positive supports and role models.

Current class sizes for our K-3 students range from 19 to 30 students per classroom. There is one corporation assistant that is shared among the three Kindergarten classrooms. There is one Resource Teacher and 1 Special Education teaching assistant that supports the needs of our students with disabilities in the 11 classrooms. This places the student-adult ratio at 21:1. With the addition of the shared Resource Teacher and teaching assistant, this brings the ratio to 18:1. There are also 2 Title I teachers and an assistant that provide support for grades K-6 in ELA only and 1 ENL Teacher and assistant to provide supports school wide for our 156 ENL students. Small group work is critical to provide the intense remediation and skill development supports needed by our students. Providing a teaching assistant for each grade level K-3 would certainly assist in lowering the adult/student ratio for our early learners.

Many of our teachers struggle with behaviors in their classrooms. This is evident with the high number of 2015-16 discipline reports (642) and suspensions (37). This requires a great deal of time and support from either the Principal, Social Worker or Data Coach. We must empower our teachers and provide tools for our students to be successful in the school setting and in life. Currently, Lena Dunn is using a modified PBIS approach building wide focusing on Tier 1 supports only. There is a need for a school wide behavioral program.

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

	SY 2014-20 15 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
Overall Achievement Indicators							

1. Percent of students proficient on ISTEP+ (Both ELA and Math) (3-8)	37.0%	26.9%	35%	42%	48%	54%	60%
2. Percent of students proficient on ISTEP+ (ELA) (3-8)	51.3%	44.7%	50%	55%	60%	65%	70%
3. Percent of students proficient on ISTEP+ (Math) (3-8)	44.7	36.0	44%	50%	55%	60%	65%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	69.0%	79.4%	83%	85%	88%	90%	92%
5. 10 th grade ECA pass rate (English 10)	NA						
6. 10 th grade ECA pass rate (Algebra I)	NA						
7. Non-Waiver Graduation Rate (HS only)	NA						
8. College enrollment rates (HS only)	NA						
Leading Indicators							
1. Number of minutes in school year students are required to attend school	63,000	63,000	63,000	63,000	63,000	63,000	63,000
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	90	90	90	90	90
4. Dropout rate – HS only	NA						
5. Student enrollment number	420	448	450	455	460	460	465
6. Student attendance rate (must be a % between 0 and 100)	95.6%	96.1%	96.5%	96.5%	96.5%	97%	97%
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	NA						
8. Number of students completing dual enrollment classes (HS only)	NA						
9. Number of students completing BOTH advanced & a dual coursework (HS only)	NA						

10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	SS	SS	BAS	BAS	BAS	BAS	BAS
11. Discipline referral numbers –behavioral referrals counted	703	642	575	500	400	300	200
12. Discipline incidents – number of suspensions and/or expulsions	38	37	30	23	15	10	7
13. Truants – number of unduplicated students who received truancy letters	18	12	8	6	4	3	2
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:11 E:12 IMP:0 IN:0	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%	93.6%					
16. Teacher retention rate (must be a % between 0 and 100)	87%	75%	78%	85%	88%	90%	93%

Trends within ISTEP+ ELA Performance

<u>Population</u>	<u>Measure</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Overall	<i>Proficiency</i>	70.9%	73.9%	55.6%
	<i>Median Growth</i>	47.0	55.0	40.0

F/R Lunch	<i>Proficiency</i>	71.5%	72.3%	52.8%
	<i>Median Growth</i>	48.0	55.0	40.0
Special Ed.	<i>Proficiency</i>	50.0%	40.4%	22.1%
	<i>Median Growth</i>	43.0	36.5	31.0
Bottom 25%	<i>Proficiency</i>	18.4%	30.6%	8.6%
	<i>Median Growth</i>	36.0	55.0	37.5
Top 75%	<i>Proficiency</i>	84.7%	87.1%	71.8%
	<i>Median Growth</i>	51.0	56.0	42.0
ELL	<i>Proficiency</i>	48.8%	61.4%	51.9
	<i>Median Growth</i>	57.0	72.5	43.5
Caucasian	<i>Proficiency</i>	77.1%	75.5%	57.8%
	<i>Median Growth</i>	48.0	52.5	42.0
Hispanic	<i>Proficiency</i>	66.7%	72.1%	53.8%
	<i>Median Growth</i>	44.0	65.0	42.5

Trends within ISTEP+ Math Performance

Population	Measure	2012-13	2013-14	2014-15
Overall	<i>Proficiency</i>	72.2%	79.7%	45.0%
	<i>Median Growth</i>	32.0	43.5	34.0
F/R Lunch	<i>Proficiency</i>	70.7%	78.8%	42.6%
	<i>Median Growth</i>	31.0	47.0	36.5
Special Ed.	<i>Proficiency</i>	60.3%	59.6%	22.1%
	<i>Median Growth</i>	42.0	36.0	48.0
Bottom 25%	<i>Proficiency</i>	31.6%	52.8%	13.9%
	<i>Median Growth</i>	41.5	54.0	48.0
Top 75%	<i>Proficiency</i>	87.4%	93.1%	65.1%
	<i>Median Growth</i>	29.0	40.0	27.0
ELL	<i>Proficiency</i>	51.1%	69.6%	42.5%

	<i>Median Growth</i>	29.0	70.0	48.0
Caucasian	<i>Proficiency</i>	77.1%	81.6%	47.9%
	<i>Median Growth</i>	32.0	36.0	29.0
Hispanic	<i>Proficiency</i>	69.0%	78.6%	42.0%
	<i>Median Growth</i>	26.0	52.0	43.5

** Growth Model results for 2015-16 have not been released to the district yet.*

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	<ol style="list-style-type: none"> 1. Candace Meyer, founder of Minds-in-Motion, noticed common characteristics of struggling learners. These characteristics include: poor balance, lack of a sense of rhythm or timing, poor eye-focusing ability, trouble following objects, struggles with basic motor skills, reading skills, math skills, and a lack of a dominant side of the body. <u>These same characteristics mirror those of children coming from low socio-economic homes.</u> Years of research have led Ms. Meyer to the development of the Minds-in-Motion Maze based on the foundation that when students, of any age or race or socio-economic level, have opportunities to build strong neurological foundations by activating sensory-motor integration processes, they become positioned to learn with ease and success, and are able to reach a higher potential. <u>We believe this is a perfect fit for Lena Dunn and plan on implementing this program school wide.</u> 2. Along with the Minds-in-Motion Maze that will address sensory-motor integration for all of our students, it is noted by our faculty that many of our students are kinesthetic learners and we are not addressing this style successfully. Many of our students have been diagnosed with Attention Deficit issues and we know that these students will benefit from this type of learning. There are also a number of students that come to us without any diagnosis but are living with the neurological impacts of being born with drugs in their systems or coming from environments with little to no gross or fine motor stimulation. There is much we must do to address these issues as well. Primary teachers have been looking for a curriculum that uses movement, music and rhythm. We will investigate and implement a kinesthetic approach to teaching and learning academic curriculum (reading, math, science, history) using creative movement, dance, and simple movement activities. It is our belief, that if teachers are given the knowledge base of how to successfully incorporate this style of learning into the curriculum, it will provide a necessary link to reaching the students we are currently missing. 3. Review of data reveals a significant drop in ISTEP+ scores in the past two years. Through classroom observations, data review and teacher conversations, it is clear that instructional practices must change to better support the learning of our students. Teachers report that they feel inadequate and unprepared to teach to the level of rigor that is required of our students. Professional development will be provided regarding depth of knowledge and how to let students take the lead.

Teachers will have the opportunity to participate in the book study "Share and Compare" by Larry Buschman. The creation of classroom Math manipulative libraries will equip classrooms with the tools students need to solve Math problems. Additionally, professional development, led by Nick Flowers in understanding and teaching with the Math Process Standards, will provide the toolbox for teachers to draw from to help our students become better problem solvers. Follow up book studies recommended by Mr. Flowers will include "Principles to Action", and "Putting the Practices Into Action".

4. Providing a quality preschool program that encompasses whole child learning and is developmentally appropriate will ensure that our students have a better chance of entering Kindergarten with the skills needed to succeed. Our preschool will provide opportunities for language development through music, movement, art and STEM related-age appropriate activities. We understand that play is child's work and we will provide preschool programming that has a distinct early learning feel that is centered around play. Lena Dunn is committed to providing this service to our community. We have already cleared a designated area for our preschool, created a Preschool Team and initiated conversation for the "Paths to Quality", Indiana's Child Care Quality Rating and Improvement System. Word travels quickly in our small community and already our office is receiving calls requesting how to enroll their children. It is obvious that the need and the interest is high.
5. Traditional learning environments have not worked for our students. We are committed to taking an outside of the box approach to reach our students and provide them with exciting and unique learning experiences. Our goal is to create a variety of learning spaces for all of our children at Lena Dunn. We want learning to occur in the classroom and beyond! We envision a Learning Center (Lena Dunn) that utilizes all areas for learning. Our gym provides an area for our Minds in Motion Maze and some traditional PE classes and our newly remodeled Kiva and Library provides comfortable seating and colorful and playful decor that lends an excitement to reading and class activities. The creation of a MakerSpace is next on the priority list and we are seeking funding through the 21st Century Community Learning Centers Grant to begin our after-school programming that revolves around STEAM learning. Our MakerSpace will target student creativity and critical thinking skills and connect learning to real world problems. Our newly created After School Team has been working hard to make this a reality. The MakerSpace will be available for all grades pre-k through grade 6. Finally, through the potential awarding of the SIG, we want to provide our students with the opportunities for gross motor and fine motor development, and sensory development. In addition, the creation of an Outdoor Learning Area, opportunities will be provided for explorative, collaborative and imaginative play. We envision an Outdoor Learning Environment with areas for music and art exploration, moveable parts (pulleys and wheels), sand and water play, and climbing exploration which will allow our

	<p>students opportunities that many will not experience if not provided by us. A team of volunteers will assist in facilitating play in this area.</p> <p>6. Currently, summer learning experiences are provided as remediation for 3rd grade students who did not pass IREAD and for identified high ability students with a summer camp. Transportation is not provided to these summer opportunities and students participating in the high ability camp must pay a fee. As identified through our data, summer learning loss is a real issue at Lena Dunn Elementary. Improving and increasing summer opportunities to our students is strategic to minimize the learning loss. Summer opportunities for our students will provide activities that look very different from the regular school days. Students will be provided the opportunities to participate in summer learning programs in a variety of areas. Conversations with parents and students, along with parent surveys, indicate high interest in STEM, the arts, drama, and athletics. All camps will have reading instruction built into their day. Further, to target the ongoing English development skills of our growing English Language Learning population, it is our intention to provide activities at all grade levels that will keep students engaged in vocabulary development, conversation, and reading throughout the summer. Most importantly, our summer programs will be designed to tap into student enthusiasm and curiosity to build and develop their motivation to be lifelong learners.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>1. Research indicates that visual/spatial issues can have a direct correlation to poor reading skills. "Visual processing issues can cause students great difficulty with reading, writing and math. They may struggle to tell letters, numbers and symbols apart. They may also have a hard time remembering and recognizing what they read." <u>Understanding Visual Processing Issues</u>, Arky, B. www.understood.org , Minds-in-Motion research has demonstrated that a structured play-based, hands-on intervention conducted in or after-school time can increase children's mathematics achievement. Results also confirmed that visuospatial skills, which have been linked to mathematics achievement (Dehaene, 2011), can be improved using this intervention. At this time, students at Lena Dunn participate in gym class 5 days in a two week period for 40 minutes. Grade levels go together creating very large class sizes. We need a more focused and deliberate action strategy to overcome these deficits. By utilizing the Minds-in-Motion Maze activities daily, deficits in gross motor, fine motor and visual/spatial development can be addressed. This needs to be a schoolwide effort across all grade levels. (Alignment with model: An age-and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs and inform readiness.)</p> <p>2. Increasing teacher effectiveness is a priority. We must reach these children before the gap is so wide that both students and teachers feel hopeless and helpless. Differentiation of instruction and teaching to all learning styles will assist teachers in bridging the learning gaps early. An Early Learning Model that focuses on rhythm, music and movement will allow both teachers and students to feel empowered and engaged in the learning process. Professional development and classroom residencies, will provide teachers with the needed skills and supports to implement this style of teaching/learning across</p>

the curriculum. **(Alignment with model: Developing and increasing teacher and school effectiveness; comprehensive instructional reform strategies)**

3. ISTEP+ data reveals a significant drop in Math scores over the last two years. This drop coincides with the change in the rigor of the assessment. Teachers report that they do not feel prepared to teach math at the level of rigor necessary for students to be successful and have identified this area as a significant need for professional development. Again, we understand that this type of learning must occur from the earliest grades. A pre-k to 6th grade approach of teaching math differently needs to occur. Mr. Flowers, Math Specialist for the IDOE, comes highly recommended and we will use his guidance to improve our math instruction. **(Alignment with model: Developing and increasing teacher and school effectiveness; comprehensive instructional reform strategies)**
4. Data reveals that a vast majority of our Kindergarten students enter school exhibiting skills that are below expected proficiency levels as measured by mClass/TRC assessments. (2013-14/92% below proficiency, 2014-15/100% below proficiency, 2015-16/92% below proficiency). This data alone reveals the need for early interventions. Through observations by faculty and staff, it is noted that most of our students have very limited vocabulary and many respond with one word responses (or none at all). Teachers surveyed at Lena Dunn presented 100% agreement that a pre-school is a top priority for our students. We need to reach them earlier and provide rich and exciting learning opportunities. We need to attempt to level the educational playing field for our children by providing the environment to allow them to learn through PLAY! **(Alignment with model: An age-and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs and inform kindergarten readiness.)**
5. "Early Childhood News" reports that the outdoors is the very best place for preschoolers to practice and master emerging physical skills. Outdoor play also contributes to learning. Both cognitive and social/emotional development are impacted. Children are more likely to invent games and in doing so learn to express themselves. Decision making, organizational skills, collaboration, exploration and creativity are all skills being developed as children are playing. Communication and vocabulary skills are developed. We contend that if this is an awesome environment for our preschoolers, then it is equally as important to provide these same opportunities for all of our children. We intend to develop imaginative, curious, collaborative communicators. **(Alignment with model: Providing comprehensive instructional reform and community-oriented schools.)**
6. Eric Jensen, the author of "Teaching with Poverty in Mind" reports, " Low-SES children are often left home to fend for themselves and their younger siblings while their caregivers work long hours; compared with their well-off peers, they spend less time playing outdoors and more time watching television and are less likely to participate in after-school activities (U.S. Census Bureau, 2000). Unfortunately, children won't get the model for how to develop proper emotions or respond appropriately to others from watching cartoons; they need warm, person-to-person interactions. The failure to

	<p>form positive relationships with peers inflicts long-term socioemotional consequences (Szewczyk-Sokolowski et al., 2005).” It is our intent to provide opportunities for our students to equip them with both the social and academic skills needed for success. Additionally, as reported in earlier data, there is a definite regression of skills over the summer months. The problem of the summer slide is compounded for our ELL students, who may lose all access to fluent English modeling and speaking opportunities over the summer months resulting in loss of language skills. ELLs benefit from book reading, writing, and differentiated learning opportunities offered by summer learning programs. They also benefit from the social support that is critical to their academic success. It is our belief that providing the summer learning experiences will lessen or eliminate this summer regression of skills. (Alignment with model: An age-and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs and inform readiness.)</p>
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School Leadership	
<p>LEA analysis</p>	<p>Jeanette Lobeck, Principal of Lena Dunn Elementary is beginning her second year as an administrator for the Washington Community School Corporation. This was the third leadership change for Lena Dunn in a three year time frame. The faculty and staff needed stability and guidance. Ms. Lobeck, in partnership with the Outreach Coordinator, quickly saw the need for the development of teacher leaders to guide the school toward a more successful path. Ms. Lobeck’s first year was spent developing a mindset of “we can”. Through many hours of professional development and intensive and honest review of data and trends, teachers have become empowered to look for solutions. This evolution will continue through intentional and direct supports provided to Lead Team members to lead their colleagues in this school reform; with ownership of their collaborative vision which doesn’t solely rely on administrative interventions. Under Ms. Lobeck’s leadership, a culture shift will occur. Lena Dunn will become an environment where all stakeholders work collaboratively to provide an atmosphere that is conducive to learning, teaching and ultimately student success. Ms. Lobeck’s driving belief is that all children can be successful and we, as educators, can and must provide the avenue to close the achievement gaps that our children present. Failure is not an option. Continued work with the Outreach Coordinator, participation in the S.I.E.C. Principal’s Council and the partnership with the Early Learning Mentor, will provide supports for Ms. Lobeck to continue this work and successfully implement this turnaround plan.</p>

Justification for Selected Interventions (include alignment to model chosen)	<p>Ms. Lobeck will partner with a mentor, through collaboration with Indiana Paths to Quality, that will guide and support the movement to educate our Early Learners.</p> <p>Ms. Lobeck has utilized the guidance and support offered by the Outreach Coordinator, Rick Roll. This has proven to be effective and positive for Lena Dunn. This relationship will continue. Ms. Lobeck appreciates and trusts the guidance offered.</p> <p>(Alignment with model: Increasing leader effectiveness, principle mentor)</p>
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School Infrastructure

LEA analysis	<ol style="list-style-type: none"> <li data-bbox="483 438 1986 738">1. The Lead Team, through work with the faculty and staff, has identified significant areas of need for our students and our teachers. Teachers are aware that our students come to us with a low level of readiness in both academic and social behaviors. In order to show sustainable growth for our students, these deficits must be addressed. A schoolwide reform that focuses on development of the whole child is vital. We know we need to begin with our youngest learners. Students need to have the skills to manage and understand their world so that connections can be made for learning. This will be addressed two-fold. “Minds in the Making” will allow teachers to gain the knowledge and skills to assist our students in acquiring the “7 Essential Life Skills”. Training and facilitation of the “Kids at Hope” program will foster goal setting and success for each and every student attending Lena Dunn. No exceptions! <li data-bbox="483 836 1986 1209">2. Parent surveys and discussion with PTO members reveal a need for more volunteer opportunities within our school. Lena Dunn is committed to bringing the community into our school to wrap support around our students and our families. As noted in leading indicators, attendance remains steady at Lena Dunn, but a drill down of data reveals a pocket of students with significant attendance issues. This information, as well as the need and desire for the development of a strong parent education program for our preschool and after-school program, demonstrates the need of a parent liaison. This liaison will be a part time position of 20 hours per week and will be critical in the organization and recruitment for of our volunteers and to support the parent-school communication. Volunteers are needed for a variety of programs planned for Lena Dunn such as: Bunch for Lunch, After School Clubs, Parent Education Nights, Book Fairs, Reading on the Lawn and Outdoor Learning Facilitators. We want to bring the community into our school and work with us to surround our students with positive supports and role models. <li data-bbox="483 1307 1986 1372">3. Data reveals that Lena Dunn is in crisis. The majority of our students are exhibiting below grade level skills in reading. It is imperative that we provide intensive remediation for our students. Small group instruction is a highly effective way to
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	<p>differentiate instruction. The addition of a teaching assistant in each grade level K-3 will provide the teachers with the support necessary to reach more of our learners.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<ol style="list-style-type: none"> 1. Lena Dunn has implemented a modified PBIS model for the past 3 years. It focuses on Tier 1 supports only. The need for further development of schoolwide behavior is evident through the large numbers of discipline referrals and teacher frustration. We must do more and we must understand more. All faculty and staff will have the opportunity to participate in a book study <i>“Mind in the Making”</i> by Ellen Galinsky. This will be a schoolwide learning opportunity that will also be available to our community partners that would like to participate. Secondly, it has been noted by our Outreach Coordinator in progress monitoring reports, that the need for more intensive focus in the area of behavior is needed. Kids at Hope is a model that the teachers at Lena Dunn believe in. (Alignment with model: Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools) 2. The creation of a community-oriented school is a priority for Lena Dunn. We are changing a negative mindset in the community that has been long held regarding the students and families that we serve. We are going to lead that shift by providing parent education opportunities, family involvement activities and volunteer opportunities. A parent liaison will focus on the development of these critical pieces and begin building the bridge that will bring a growth mindset to both our families and our community. (Alignment with model: Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; teachers intentionally and regularly communicate learning objectives to families) 3. Current class sizes for our K-3 students range from 19 to 30 students per classroom. There is one corporation assistant that is shared among the three Kindergarten classroom. There is one Resource Teacher and 1 Special Education teaching assistant that supports the needs of our students with disabilities in the 11 classrooms. This places the student-adult ratio at 21:1. With the addition of the shared Resource Teacher and teaching assistant, this brings the ratio to 18:1. There are also 2 Title I teachers and an assistant that provides support for grades K-6 in ELA only and 1 ENL Teacher and assistant to provide supports school wide for our 156 ENL students. Small group work is critical to provide the intense remediation and skill development supports needed by our students. Providing a teaching assistant for each grade level K-3 would certainly assist in lowering the adult/student ratio for our early learners. (Alignment with model: Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools)

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:

Lena Dunn Elementary is a Priority School that has been working diligently with our Outreach Coordinator in identifying, planning and implementing school reforms. Through our work last year, aligning our policies, procedures and practices with the 8 Principles, we have, as a school, developed a vision of where we want to go and how we will get there. We are committed to providing a pre-school, providing unique and enriching learning opportunities for all students but initially focusing on our youngest learners, providing the highest quality instruction to all of our learners, and providing a sense of hope to our students, our families and our community. The Early Learning Model best aligns with the goals that we have for our school. The awarding of this grant will certainly allow us to move forward immediately, but we are committed to this reform regardless of the status of the grant cycle. We know where we want to go as a team and we are going to find a way to get there. Hopefully, it will be in partnership with this grant.

Describe how model aligns to Subgroup Data:

Lena Dunn has worked diligently over the past few years to improve student learning. A reorganization of the school day to provide small group reading interventions, the creation and implementation of a collaborative schedule and the addition of the Data Coach to assist teachers with understanding and using collected data to drive instruction. With these efforts, however, data shows that students at Lena Dunn are not making adequate progress. Inadequate progress

is evident within all subgroups which defines the need for a whole school reform. The Lead Team, in conjunction with the work with our Outreach Coordinator have defined the areas in need of improvement.

The Early Learning School reform model will focus on our youngest learners while providing a platform of understanding of child development and learning for our faculty and staff that will drive the change that is needed in instructional practices. It will provide the shift that is needed from the traditional learning model that has been embedded historically to a new student focused, developmentally appropriate learning approach that will set our students on a path to success. Professional development for our faculty and staff will equip them with the tools necessary for teaching to the specific needs of our students. The introduction of a preschool will offer the opportunity to reach our youngest students prior to entering Kindergarten to close the achievement gap that is present upon entering school.

Describe how the model aligns to Overall Achievement Indicators:

With only 26.9% of our learners reaching proficient levels on ISTEP+, it is evident that we are not reaching the majority of our learners. The support of the Early Learning Model will allow us to provide early interventions in an effort to close the educational and social gaps that our students present upon arrival. Intentional focus to educate and empower our faculty and staff on brain development, best practices, and learning styles will support better pedagogy in the classrooms and beyond. A schoolwide system that supports behavior and goal setting for our students along with the creation of a unique and engaging learning environment will support our students in the development of intrinsic motivation for learning. We believe that through this model, in addition to our commitment to collaboration and data driven instruction, we will be able to provide a unique learning experience for our students.

Describe how the model aligns to Leading Indicators:

The Early Learning Model will support the development of the principal, teachers and the staff by providing mentoring and professional development opportunities. Teachers will have the tools necessary to reach the unique learning needs to ensure the success of all of our students. It will provide supports for our students, educationally/social-emotionally/ and behaviorally, through parent and community engagement programs, early interventions and school wide behavior supports.

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

We are in a crisis. Lena Dunn has been caught in a pattern of failure. Past efforts have not shown significant and sustained improvements. A climate and culture shift is needed and this school reform model will give us the tools to make this dream a reality. All stakeholders will be invited and involved in this transformation. Teachers will shift their focus from the traditional learning practices to a more student driven, developmentally appropriate learning continuum. We will begin this with our earliest learners and continue through all grade levels. We will provide engaging and exciting learning opportunities during the school day, after school, and throughout the summer. A solid curriculum map will keep us focused and intentional in providing educational opportunities that are aligned with our Indiana Academic Standards. By strengthening the relationships with home community and school staff, student engagement will improve. Discipline referrals will decline as students become more active and invested in their learning. Attendance and tardies will lessen as students' desire to learn increases. The continued partnership with the outreach coordinator and the new mentor relationship, afforded with the grant, will support the efforts of the building principal.

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>
Pre-Implementation Planning Phase	Monthly planning sessions with LEAD team after school.	October 2016 to May 2017	No cost	Action 1: Meeting agendas will be provided prior to meeting. Minutes will be taken. Staff surveys will be provided 3 times a

	Person responsible: Principal will set meeting times and create agenda.			year to gauge perception. Data Coach will gather results for end of year report.
Use of a teacher evaluation system which takes student growth into account as a significant factor	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant. Person responsible: Jeanette Lobeck, Kevin Frank and Jake Durnil will make frequent classroom observations.	September 2016- May 2017	No cost	Professional growth plans will be developed for each teacher, setting measurable objectives for targeted competencies. Teachers will meet with Principal to discuss objectives to gauge if professional development is being used to improve instructional practices.
Principal Mentor	A Principal Mentor will be assigned to Ms. Lobeck to support the Early Learning Model. Person responsible: Ms. Lobeck will contact Paths to Quality for guidance on finding a quality mentor.	October 2016- June 2017	No cost	Principal, Jeanette Lobeck, will keep a journal of all mentoring sessions. Journaling will include problems and solutions. Mentor will assist in the Paths to Quality process. Measureable outcome: Successful Level 3 Paths to QUALITY.
Monthly monitoring of SIG Programming and Implementation of SIG	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting. Person responsible: Superintendent, Dr. Dan Roach or Assistant Superintendent, Mr. Kevin Frank, and Principal Jeanette Lobeck, will work with the LEAD team to ensure that all SIG programming is implemented with fidelity and is consistent with the plan. Ms. Lobeck will follow up with individuals assigned specific tasks to ensure completion. Meetings will be held with IDOE team during monitoring visits.	October 2016- June 2017	No cost	A timeline will be created to guide monthly meetings to ensure progress is consistent with SIG goals and timelines. This document will be used in the end of year report.
Evaluation System for Programming and Implementation of SIG	IDOE monitoring			

Fiscal Monitoring Plan	Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant. Person responsible: Principal, Jeanette Lobeck, Superintendent, Dr. Dan Roach and/or Assistant Superintendent, Mr. Kevin Frank, and WCS treasurer, will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will be shared with IDOE team during monitoring visits.	October 2016- June 2017	No cost	Financial reports will be available through Google drive.
Data Review Plan	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. Person responsible: Data Coach, Gretchen Miles will provide data analysis to staff.	October 2016- June 2017	No cost	Student growth data will be utilized to measure impact of implementation of strategies from PD focus.
Special populations review plan	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. Person responsible: Data Coach, Gretchen Miles will provide data analysis to staff.	October 2016- June 2017	No cost	Student growth data will be utilized to measure impact of implementation of strategies from PD focus.
HQ Staff	Principal, Jeanette Lobeck, along with members of the Preschool Committee will seek candidates for Preschool teacher and assistant. Person responsible: Principal, Jeanette Lobeck and Preschool Committee.	October 2016- July 2017	No cost	Successful selection of highly qualified licensed preschool teacher and teaching assistant. (Contract, resume)
Increased Learning Time for Staff.	Teachers will receive professional development in Math Process Standards and DOK. Teachers will participate in a book study as recommended by Math Specialist.	October 2016- May 2017	Cost of books \$765.00	A sign-in sheet will be used to track teacher participation in professional development sessions. Participants will receive professional growth points for

	<p>“Principles to Action” ebook</p> <p>“Putting the Practices into Action: Implementing the Common Core Standards for Mathematical Practice K-8”</p> <p>Person responsible: Principal, Jeanette Lobeck will coordinate with Nick Flowers, IDOE Math Specialist, a timeline for professional development. Lead Team member will be assigned to lead book study.</p>			<p>participation (as pre-determined by Dr. Roach). Teachers will utilize strategies to improve classroom practices. Teacher surveys will be given to teachers to measure relevance of pd to classroom practice.</p>
A Child-to staff ratio of no more than 10-1.				
Class size no more than 20				
An age and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness.	<p>Preschool Team will meet and evaluate curriculum samples to choose quality preschool curriculum.</p> <p>Person responsible: Principal, Jeanette Lobeck and Preschool team</p>	<p>October 2016- May 2017</p>	No Cost	Selection of curriculum.
Development of a Kindergarten transition protocol and regularly share with parents and families.	<p>Kindergarten Round-Up is scheduled corporation wide with readiness assessment administered by Kindergarten Teachers. Kindergarten Open House-Meet Your Teacher Night and Title I, Kindergarten</p>			
Teachers regularly communicate learning objectives to families which are aligned in IN	<p>The Preschool Team will plan and implement an advertising campaign announcing the opening of the preschool.</p>	<p>October 2016- May 2017</p>	\$500 for signs, flyers and	<p>Signs, flyers, posters and brochures. Attendance rosters for preschool classrooms.</p>

early Learning Foundations-via newsletters, parent events, etc.	Person responsible: Preschool Team		posters and brochures.	
Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community oriented schools; and providing operational flexibility and sustained support.	Action 1: Kids at Hope: Introductory training/orientation for all stakeholders. Person Responsible: Principal, Jeanette Lobeck, will schedule orientation	October 2016 - May 2017	\$22,000.00	Team will develop plan of action for implementation for Kids at Hope Years 2, 3, 4, and 5
	Action 2: Train the trainer; 2 - 10 hr days Person Responsible: Principal, Jeanette Lobeck, will schedule train the trainer; 1 primary teacher, 1 intermediate teacher, Data Coach, and Principal	October 2016 - May 2017		
	Action 3: Team of 4 to attend week long Youth Development Master's Institute, Phoenix, AZ. Person Responsible: 1 primary teacher, 1 intermediate teacher, Data Coach, and Principal will attend	May 1 - 5, 2017		
Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community oriented schools; and providing operational flexibility and sustained support.	Action 1: Teacher team to attend professional development of Level 1 Certification for Minds-In-Motion Person Responsible: 1 teacher from each grade level; Pre-K - 6, including PE teachers	October 2016 - May 2017	\$4,950.00	Teachers will earn PGPs
	Action 2: Teacher to attend professional development of Level 2 Certification Person Responsible: 1 teacher from each grade level; Pre-K - 6, including PE teachers	October 2016 - May 2017	\$2,750.00 \$2,500.00 - travel and lodging expenses	Teachers will earn 6 PGPs

<p>Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community oriented schools; and providing operational flexibility and sustained support.</p>	<p>Action 1: Lead Team will research pedagogy for kinesthetic learning styles using rhythm, music, and movement</p> <p>Person Responsible: Principal, Jeanette Lobeck, and the Lead Team</p>	<p>October 2016 - May 2017</p>	<p>No Cost</p>	<p>Lead Team will present options to staff seeking feedback for further implementation/training</p>
<p>Full day programming</p>				
<p>Principal professional development in early learning</p>	<p>Principal, Jeanette Lobeck will attend the 2017 Indiana Early Childhood Conference.</p> <p>Person Responsible: Jeanette Lobeck, Principal</p>	<p>April 6-8, 2017</p>	<p>\$500.00</p>	
<p>Providing alternative learning environments</p>	<p>Action 1: Fencing of outdoor learning area</p> <p>Person Responsible: Washington Community Schools is committed to the creation of alternative learning environments and has agreed to provide fencing for the outdoor learning area.</p> <p>Action 2: Purchasing movable parts for outdoor learning area and ground preparation</p> <p>Person Responsible: Lead Team, Pre-School Team, After School Team will collaborate to define needs</p> <p>Action 3: Purchasing equipment for newly created Pre-School room. Washington Community Schools</p>	<p>October 2017 - May 2017</p> <p>October 2017 - July 2017</p> <p>October 2017 - July 2017</p>	<p>No cost to Grant</p> <p>\$50,000.00</p> <p>\$25,000.00</p>	<p>Fenced in outdoor learning area (1,132 linear feet of fencing at 6ft height)</p> <p>Creation of Outdoor Learning Area</p> <p>Creation of Preschool Early Learning Classroom</p>

	has provided the space (tables, chairs, consumables, supplies)			
	Person Responsible: Preschool Team and Principal, Jeanette Lobeck.			

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>Action Steps</u>			<u>Budgeted Items</u>
		SY 2017-2018	SY 2018-2019	SY 2019-2020	
Use of a teacher evaluation system which takes student growth into account as a significant factor	Principal, Jeanette Lobeck is responsible for making frequent classroom observations	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant.	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant.	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant.	None
Principal Mentor	Ms. Lobeck will contact Paths to Quality for guidance on	A Principal Mentor will be assigned to Ms. Lobeck to support the Early Learning Model.	A Principal Mentor will be assigned to Ms. Lobeck to support the Early Learning Model.	A Principal Mentor will be assigned to Ms. Lobeck to support the Early Learning Model.	None

	finding a quality mentor.				
Monthly monitoring of SIG Programming and Implementation of SIG	Superintendent, Dr. Dan Roach or Assistant Superintendent, Mr. Kevin Frank, and Principal Jeanette Lobeck, will work with the LEAD team to ensure that all SIG programming is implemented with fidelity and is consistent with the plan. Ms. Lobeck will follow up with individuals assigned specific tasks to ensure completion. Meetings will be held with IDOE team during monitoring visits.	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting.	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting.	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting.	None
Evaluation System for Programming and Implementation of SIG	IDOE and Paths to Quality	Regular IDOE monitoring visits and Paths to Quality rating assessments	Regular IDOE monitoring visits and Paths to Quality rating assessments	Regular IDOE monitoring visits and Paths to Quality rating assessments	

Fiscal Monitoring Plan	Principal, Jeanette Lobeck, Superintendent, Dr. Dan Roach and/or Assistant Superintendent, Mr. Kevin Frank, and WCS treasurer, will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will be shared with IDOE team during monitoring visits.	Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant.	Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant.	Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant.	None
Data Review Plan	Data Coach, Gretchen Miles will provide data analysis to staff.	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data.	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data.	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data.	None
Special populations review plan	Data Coach, Gretchen Miles will provide data analysis to staff.	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and	None

		will lead the staff in analyzing collected data.	will lead the staff in analyzing collected data.	will lead the staff in analyzing collected data.	
HQ Staff	Principal, Jeanette Lobeck and Preschool team	Licensed teacher will be secured with BA in early childhood education or related field with State approved Pathway	Licensed teacher will be secured with BA in early childhood education or related field with State approved Pathway	Licensed teacher will be secured with BA in early childhood education or related field with State approved Pathway	Teacher Salary + benefits \$49,000/year
Increased Learning Time for Staff.	Minds-In-Motion train the trainers and Principal, Jeanette Lobeck	Full Staff training and implementation of Minds-In-Motion maze	School-wide implementation of Minds-In-Motion maze	School-wide implementation of Minds-In-Motion maze	\$1,254.00 yr 1
Increased Learning Time for Staff.	Lead Team	Book Study - <i>Mind in the Making - The 7 Essential Life Skills Every Child Needs</i> by Ellen Galinsky	MITM Speaks- Ellen Galinsky Keynote speaker for community outreach/parent program (Fees covered in parent events category)	Lead Team Member will lead MITM book study for new hires.	\$500.00 for books (1 time purchase)
A Child-to staff ratio of no more than 10:1.	Principal, Jeanette Lobeck, and Lead Team	Hire Teaching Assistants for Pre-School to keep the student to adult ratio 10:1	Hire Teaching Assistants for Preschool to keep the student to adult ratio 10:1	Hire Teaching Assistants for Preschool to keep the student to adult ratio 10:1	\$64.59/day x180 days \$11,626/year
A Child-to staff ratio of no more than 10:1.	Principal, Jeanette Lobeck	Hiring Grade Level Assistant for grades K - 3	Hiring Grade Level Assistant for grades K - 3	Hiring Grade Level Assistant for grades K - 3	\$64.59/day x180 days- 4 assistants \$46,505/year
Class size no more than 20					

An age-and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness.	Preschool Team and Principal, Jeanette Lobeck	Purchase of chosen Preschool curriculum and consumables	Purchase of consumable Preschool materials	Purchase of consumable Preschool materials	\$5,000.00 (Yr 1 purchase) \$1,000.00 (yr 2,3)
Development of a Kindergarten transition protocol and regularly share with parents and families.	Principal, Jeanette Lobeck	Hiring of Parent Liaison to to facilitate parent programs and parent communication	Hiring of Parent Liaison to to facilitate parent programs and parent communication	Hiring of Parent Liaison to to facilitate parent programs and parent communication	20 hours a week \$15.00/hour \$10,800/year
Teachers regularly communicate learning objectives to families which are aligned in IN early Learning Foundations-via newsletters, parent events, etc.	Faculty of Lena Dunn	Grade level teams will collaborate with Title and Preschool teachers to develop a parent and community involvement plan. This will include parent classes, guest speakers, family programs. MITM Speaks...for community event	Grade level teams will collaborate with Title and Preschool teachers to develop a parent and community involvement plan. This will include parent classes, guest speakers, family programs.	Grade level teams will collaborate with Title and Preschool teachers to develop a parent and community involvement plan. This will include parent classes, guest speakers, family programs.	\$10,000/year
Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating	Kids at Hope Trainers	Implementation of Kids at Hope	Implementation of Kids at Hope	Implementation of Kids at Hope	\$22,000/year

community oriented schools; and providing operational flexibility and sustained support.					
Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community oriented schools; and providing operational flexibility and sustained support.	Principal, Jeanette Lobeck, LEAD team, Data Coach	Through review of observation data, student growth data and teacher surveys, a yearly professional development plan will be created and aligned to the SIP.	Through review of observation data, student growth data and teacher surveys, a yearly professional development plan will be created and aligned to the SIP.	Through review of observation data, student growth data and teacher surveys, a yearly professional development plan will be created and aligned to the SIP.	None
Full day programming	Principal, Jeanette Lobeck, Preschool Team, Preschool Teacher	Lena Dunn Preschool will be in session 180 school days in line with the Washington Community School Calendar.	Lena Dunn Preschool will be in session 180 school days in line with the Washington Community School Calendar.	Lena Dunn Preschool will be in session 180 school days in line with the Washington Community School Calendar.	None
Principal professional development in early learning	Person Responsible: Jeanette Lobeck, Principal	Principal, Jeanette Lobeck will attend the 2018 Indiana Early Childhood Conference with Preschool Teacher and assistant.. Continued Paths to QUALITY rating participation	Principal, Jeanette Lobeck will attend the 2019 Indiana Early Childhood Conference with Preschool Teacher and assistant.. Continued Paths to QUALITY rating participation	Paths to QUALITY LEVEL 4 Lena Dunn Principal, Jeanette Lobeck providing mentoring to new Paths to QUALITY participant.	\$1,000/year

Providing alternative learning environments	Principal, Jeanette Lobeck, LEAD team, Preschool team, After school team	Design and oversee construction on phase 2 of the outdoor learning area.	Construction on phase 3 of the outdoor learning area.	Construction on phase 4 of the outdoor learning area.	\$25,000/year
Providing alternative learning environments	Principal, Jeanette Lobeck, Lena Dunn faculty	In collaboration with community partners, Lena Dunn will create a summer program of learning opportunities for each grade level. Transportation will be provided. Lunch will be provided in partnership with Sodexo. Parent and Volunteer Liaison, along with committee members will seek community partners to sponsor summer programs for our students in STEM, the arts, or athletics.	In collaboration with community partners, Lena Dunn will create a summer program of learning opportunities for each grade level. Transportation will be provided. Lunch will be provided in partnership with Sodexo. Parent and Volunteer Liaison, along with committee members will seek community partners to sponsor summer programs for our students in STEM, the arts, or athletics.	In collaboration with community partners, Lena Dunn will create a summer program of learning opportunities for each grade level. Transportation will be provided. Lunch will be provided in partnership with Sodexo. Parent and Volunteer Liaison, along with committee members will seek community partners to sponsor summer programs for our students in STEM, the arts, or athletics.	4 teachers x 3 weeks x 4 days/week x 4 hours/day x \$31/hour = \$5,952 each year 2 teaching assistants for 16 hours for 3 weeks (48 hours) \$1,440 Transportation - \$4,000

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>
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Use of a teacher evaluation system which takes student growth into account as a significant factor	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant. Person responsible: Principal, Jeanette Lobeck is responsible for making frequent classroom observations.	2020-2021	None	Professional growth plans will be developed for each teacher, setting measurable objectives for targeted competencies. Teachers will meet with Principal to discuss objectives to gauge if professional development is being used to improve instructional practices.
Principal Mentor	Ms. Lobeck, after completion of Paths to Quality, will mentor other agencies beginning the program	2020-2021	None	Successful Level 4 Paths to QUALITY
Monthly monitoring of SIG Programming and Implementation of SIG	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting. Person responsible: Superintendent, Dr. Dan Roach or Assistant Superintendent, Mr. Kevin Frank, and Principal Jeanette Lobeck, will work with the LEAD team to ensure that all SIG programs are implemented with fidelity and is consistent with the plan. Ms. Lobeck will follow up with individuals assigned specific tasks to ensure completion. Meetings will be held with IDOE team during monitoring visits.	2020-2021	None	A timeline will be created to guide monthly meetings to ensure progress is consistent with SIG goals and timeliness. This document will be used in the end of year report.
Evaluation System for Programming and Implementation of SIG	Required IDOE monitoring	2020-2021	None	

Fiscal Monitoring Plan	Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant. Person responsible: Principal, Jeanette Lobeck, Superintendent, Dr. Dan Roach and/or Assistant Superintendent, Mr. Kevin Frank, and WCS treasurer, will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will be shared with IDOE team during monitoring visits.	2020-2021	None	Financial reports will be available through Google drive.
Data Review Plan	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. Person responsible: Data Coach, Gretchen Miles will provide data analysis to staff.	2020-2021	None	Student growth data will be utilized to measure impact of implementation of strategies from PD focus.
Special populations review plan	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. Person responsible: Data Coach, Gretchen Miles will provide data analysis to staff.	2020-2021	None	Student growth data will be utilized to measure impact of implementation of strategies from PD focus.
HQ Staff	Principal, Jeanette Lobeck, along with members of the Preschool Committee will seek qualified candidates for Preschool teacher and assistant. Person responsible: Principal, Jeanette Lobeck and Preschool Committee.	2020-2021	\$24,500.00 to be paid by WCS. Discussion for use of Title funds and reallocation of money to include preschool.	Successful selection of highly qualified licensed preschool teacher and teaching assistant. (Contract, resume)

			\$24,500.00 to be paid with grant funds.	
Increased Learning Time for Staff.	Through review of observation data, student growth data and teacher surveys, a yearly professional development plan will be created and aligned to the SIP.	2020-2021	None	Observations and feedback will monitor successful implementation of material and content presented.
A Child-to staff ratio of no more than 10:1.	Hiring Grade Level Assistant for grades K - 3	2020-2021	\$64.59/dayx180 days- 4 assistants \$46,505/year	
Class size no more than 20	Preschool will be staffed w/HQ Teacher and assistant with a 10-1 adult/pupil ratio	2020-2021	\$5,813.00 to be paid by WCS. Discussion for use of Title funds and reallocation of money to include preschool. \$5,813.00 will be paid with grant funds.	Class roster
An age-and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs, and	Implementation of chosen curriculum and assessment Preschool Teacher/Assistant	2020-2021	\$250 Preschool team will seek partnerships with community to "sponsor"	Teacher Lesson Plans

inform kindergarten readiness.			preschool activities. .	
Development of a Kindergarten transition protocol and regularly share with parents and families.	Hiring of Parent Liaison to to facilitate parent programs and parent communication	2020-2021	\$10, 800.00 Lead Team will investigate funding sources which may include after-school program dollars, migrant/ENL dollars, Title parent involvement dollars and community partners to continue this position.	Calendar and Binder with Parent Programs and Volunteer opportunities. Parent and Volunteer Sign-in Sheets at all events.
Teachers regularly communicate learning objectives to families which are aligned in IN early Learning Foundations-via newsletters, parent events, etc.	Grade level teams will collaborate with Title and Preschool teacher to develop a parent and community involvement plan. This will include parent classes, guest speakers, family programs.	2020-2021	\$5,000.00 Parent Liaison and Title Teachers will collaborate and utilize community partners, (ex. Purdue Extension) to provide	Calendar and Binder with Parent Programs and Volunteer opportunities. Parent and Volunteer Sign-in Sheets at all events.

			parenting education programs. Future years will rely on Title Parent \$ and community partnerships.	
Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community oriented schools; and providing operational flexibility and sustained support.	Continued implementation of Kids at Hope Program. This will be a self-sustaining program at this time. Teacher trainers will train new hires in the program. Person responsible: All Lena Dunn Faculty and Staff, Data Coach	2020-2021	None Program should be self-sustainable by this time.	Discipline referrals and suspensions data and achievement data will be reviewed and analyzed to measure success of program implementation.
Full day programming	Lena Dunn Preschool will be in session 180 school days in line with the Washington Community School Calendar.	2020-2021	None	School Calendar
Principal professional development in early learning	Professional Development will be provided to area preschools and child care homes. Organized and presented by Lena Dunn Faculty and staff. Principal Jeanette Lobeck, Preschool team, Title i Teachers	2020-2021	None	PD agenda/supporting materials
Providing alternative learning environments	Construction of Outdoor Learning Area is complete. MakerSpace is constructed. Maintenance and upkeep will be provided by WCS.	2020-2021	None	

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>
Use of a teacher evaluation system which takes student growth into account as a significant factor	Continued use of Teacher Evaluation system which uses student growth as a measure. Specific competencies will reflect professional development opportunities provided in grant. Person responsible: Principal, Jeanette Lobeck is responsible for making frequent classroom observations.	2021-22	None	Professional growth plans will be developed for each teacher, setting measurable objectives for targeted competencies. Teachers will meet with Principal to discuss objectives to gauge if professional development is being used to improve instructional practices.
Principal Mentor	Ms. Lobeck, after completion of Paths to Quality, will mentor other agencies beginning the program	2021-22	None	Successful Level 4 Paths to QUALITY
Monthly monitoring of SIG Programming and Implementation of SIG	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items will be chosen and assigned at each meeting. Person responsible: Superintendent, Dr. Dan Roach or Assistant Superintendent, Mr. Kevin Frank, and Principal Jeanette Lobeck, will work with the LEAD	2021-22	None	A timeline will be created to guide monthly meetings to ensure progress is consistent with SIG goals and timelines. This document will be used in the end of year report.

	team to ensure that all SIG programming is implemented with fidelity and is consistent with the plan. Ms. Lobeck will follow up with individuals assigned specific tasks to ensure completion. Meetings will be held with IDOE team during monitoring visits.			
Evaluation System for Programming and Implementation of SIG	Required IDOE monitoring	2021-22	None	
Fiscal Monitoring Plan	Principal, Jeanette Lobeck, Lead team members and IDOE will meet regularly to review financial records and monitor expenditures as outlined in the grant. Person responsible: Principal, Jeanette Lobeck, Superintendent, Dr. Dan Roach and/or Assistant Superintendent, Mr. Kevin Frank, and WCS treasurer, will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will be shared with IDOE team during monitoring visits.	2021-22	None	Financial reports will be available through Google drive.
Data Review Plan	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. Person responsible: Data Coach, Gretchen Miles will provide data analysis to staff.	2021-22	None	Student growth data will be utilized to measure impact of implementation of strategies from PD focus.
Special populations review plan	Data Coach, Gretchen Miles, will assist with data collection and disaggregation of data and will lead the staff in analyzing collected data. Person responsible: Data Coach, Gretchen Miles will provide data analysis to staff.	2021-22	None	Student growth data will be utilized to measure impact of implementation of strategies from PD focus.

HQ Staff	Principal, Jeanette Lobeck, along with members of the Preschool Committee will seek candidates for Preschool teacher and assistant. Person responsible: Principal, Jeanette Lobeck and Preschool Committee.	2021-22	Full salary to be paid by WCS. Discussion for use of Title funds and reallocation of money to include preschool.	Successful selection of highly qualified licensed preschool teacher and teaching assistant. (Contract, resume)
Increased Learning Time for Staff.	Through review of observation data, student growth data and teacher surveys, a yearly professional development plan will be created and aligned to the SIP.	2021-22	None	Observations and feedback will monitor successful implementation of material and content presented.
A Child-to staff ratio of no more than 10:1.	Hiring Grade Level Assistant for grades K - 3		The additional assistants will be maintained if Title I funds can support the position after the sustaining year. Student impact may reduce the need to additional assistants by the end of	

			the sustaining year.	
Class size no more than 20	Preschool will be staffed w/HQ Teacher and assistant with a 10:1 adult/pupil ratio	2021-22	Full salary to be paid by WCS. Discussion for use of Title funds and reallocation of money to include preschool.	Class roster
An age-and developmentally appropriate curriculum and assessment system that is used to guide practice, improve programs, and inform kindergarten readiness.	Implementation of chosen curriculum and assessment Preschool Teacher/Assistant	2021-22	Community Partners will sponsor preschool activities/supplies.	Teacher Lesson Plans
Development of a Kindergarten transition protocol and regularly share with parents and families.	Hiring of Parent liaison to to facilitate parent programs and parent communication		Lead Team will investigate and secure funding sources which may include	Calendar and Binder with Parent Programs and Volunteer opportunities. Parent and Volunteer Sign-in Sheets at all events.

			after-school program dollars, migrant/ENL dollars, Title parent involvement dollars and community partners to continue this position.	
Teachers regularly communicate learning objectives to families which are aligned in IN early Learning Foundations-via newsletters, parent events, etc.	Grade level teams will collaborate with Title and Preschool teacher to develop a parent and community involvement plan. This will include parent classes, guest speakers, family programs.	2021-22	Parent Liaison and Title Teachers will collaborate and utilize community partners, (ex. Purdue Extension) to provide parenting education programs. Future years will rely on Title Parent \$ and community partnerships.	Calendar and Binder with Parent Programs and Volunteer opportunities. Parent and Volunteer Sign-in Sheets at all events.

Developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community oriented schools; and providing operational flexibility and sustained support.share with parents and families.	Continued implementation of Kids at Hope Program. This will be a self-sustaining program at this time. Teacher trainers will train new hires in the program. Person responsible: All Lena Dunn Faculty and Staff, Data Coach	2021-22	None Program should be self-sustainable by this time.	Discipline referrals and suspensions data and achievement data will be reviewed and analyzed to measure success of program implementation.
Full day programming	Lena Dunn Preschool will be in session 180 school days in line with the Washington Community School Calendar.	2021-22	None	School Calendar
Principal professional development in early learning	Professional Development will be provided to area preschools and child care homes. Organized and presented by Lena Dunn Faculty and staff. Principal Jeanette Lobeck, Preschool team, Title i Teachers	2021-22	None	
Providing alternative learning environments	Construction of Outdoor Learning Area is complete. MakerSpace is constructed. Maintenance and upkeep will be provided by WCS.	2021-22	None	Student/parent survey

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 Program	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> ● Dibels/TRC Grades K-2 ● RAPS 360 Reading Assessment - Grades 3-6 ● Pivot INSPECT - Formative Assessments - K-6 ● Fountas and Pinnell - LLI 	<ul style="list-style-type: none"> ● PBIS ● Class Dojo ● 	<ul style="list-style-type: none"> ● Harmony ● 	<ul style="list-style-type: none"> ● RTI ● Fountas and Pinnell - LLI 	<ul style="list-style-type: none"> ● Harmony ● Dibels ● RAPS 360 	<ul style="list-style-type: none"> ● STEP Up - Social Worker - K-6 - Anti-Bullying Program ● Community Wide Character Education ● Junior Achievement

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.

Principal, Jeanette Lobeck, along with LEAD team members, will create a blog documenting the implementation year of this grant if awarded. It will focus on celebrations as well as frustrations, hurdles and challenges as we move through this school reform. It will closely chronicle our relationship with and journey through Paths to Quality.

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?	X 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	Principal, Jeanette Lobeck will work with Paths to Quality to secure a mentor. This is a required component of Paths to Quality as well as the Early Reform Model. We will also be using Nick Flowers, IDOE Math and STEM Specialist to provide Professional development for our teachers. We will be sending staff for training in both Kids at Hope and Minds-in Motion.
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	Mr. Flowers, Hope for Kids and Mind-in-Motion have the skills and tools needed to move Lena Dunn successfully through our school reform. LEAD

	team members have chosen these programs, after review of school data, identifying needs for growth.
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	All professional development models and providers have been selected to train leaders in our school to lead their colleagues in this school reform. By the sustainability year, Lena Dunn will be able to not only function in a successful capacity, but will be a model school to assist others in following our path to success.
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	Upon receipt of the SIG grant, the LEAD team will work with Principal, Jeanette Lobeck to develop a calendar of professional development to document services provided. This will also be documented in the monthly blog. Teachers will fill out a survey at the conclusion of each PD to measure usefulness and clarity of information provided. Success will be measured with increased ISTEP scores, decreased behavioral issues, and improved teacher retention and attendance rates.
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	Scope of work is outlined in SIG grant proposal. Communication with providers is included in Appendix F.

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
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,	X	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Attached grant budget ● Appendix A: Budget sustainability narrative ● By year 5 of SIG implementation, much of the funding has been transferred to WCS to be sustained completely the following year.

and clearly planning for sustainability after funding			
<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 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Appendix B: Principal Resume ● Superintendent is confident that current Principal can meet the expectations he has placed on her to transform this school. ● Lena Dunn is committed to creating teacher leaders which has been evident in the creation of LEAD team, Preschool Team, and After-school Team. These were created prior to applying for this SIG. Vision and scope of grant application were a direct result of these leadership teams.
<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 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Appendix C: School Board letter of support. ● Appendix D: Copy of board minutes and agenda, Newspaper article.

<p>4. The superintendent 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"> ● Superintendent Assurance ● School Board Meeting Minutes from proposal and or discussion ● Superintendent SIG Presentation 	<p>X</p>	<p><input type="checkbox"/></p>	<ul style="list-style-type: none"> ● Appendix C: Superintendent letter of support. ● Appendix D: Copy of board minutes and agenda, Newspaper article. ● Superintendent communicated eligibility, application process, and proposal/plan with school board, community partners, and teacher's union.
<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 	<p>X</p>	<p><input type="checkbox"/></p>	<ul style="list-style-type: none"> ● Appendix C: Teacher Union support letter. ● District has built in collaboration sessions built in to master contract.
<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 SLO Teacher contracts that will allow for full implementation of the identified model 	<p>X</p>	<p><input type="checkbox"/></p>	<ul style="list-style-type: none"> ● As previously stated, the appendix section has board, superintendent, and union letters of support. ● Superintendent allows current principal to select staff to employ (as long as proper procedures have been followed).

<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 Program & Implementation of SIG ● Data Review Plan 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Superintendent will meet with principal monthly to discuss initiatives and the progress and implementation as well as results/impact. ● IDOE required monitoring. ● Data Coach will assist with data collection and disaggregation of data and will lead in analyzing collected data. Reports shared with superintendent monthly. ● Data Coach will support principal in collecting, supporting and reporting student achievement data to be presented at a school board meeting twice a year. ● Principal will work with corporation treasurer to monitor fiscal spending of grant dollars and provide a monthly report to the Superintendent and present to the school board twice a year.

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.	x	<input type="checkbox"/>	Washington Community Schools has experience administering Federally

			funded grants and adheres to expectations being placed on them by the grants.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	x	<input type="checkbox"/>	The Title I director and principal have experience with Federal grants (Title I, II, etc.)
3. School's SIG plan addresses needs of all students and subgroup populations.	x	<input type="checkbox"/>	Our plan addresses the overall needs of the school, as well as special consideration for our special education, F/R lunch and ELL subgroups. Our plan focuses on using different instructional strategies, making data-informed decisions, and providing resources to subgroups that have demonstrated needs.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	x	<input type="checkbox"/>	Lena Dunn Elementary uses school messenger, social media, newsletters, Title I parent nights, and other communication avenues to notify and involve our parents in this SIG grant.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	x	<input type="checkbox"/>	Any findings in SBOA report have been fixed and proper procedures have been put in place to ensure compliance with regulations.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input type="checkbox"/>	x	We had excess carryover due to a transition of Title I directors. We have since corrected this issue and have put in place proper procedures to ensure our Title I funds are being properly spend to serve our students.

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.

