



Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

September 15, 2016

Dr. David Smith  
Evansville Vanderburgh School Corporation #7995  
951 Walnut St.  
Evansville, IN 47713

Dear Dr. David Smith:

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

In accordance with your application and available funding, you are being awarded **\$429,040.25** for the 2016-2017 school year.

Federal Program Title I	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
Award Number	S377A00120015

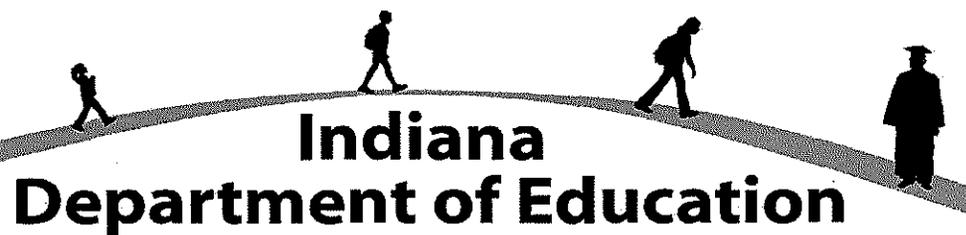
Like other Title I monies, the Title I § 1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded each school must be spent on improvement initiatives at that particular school.

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

Sincerely,

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

cc: Title I Program Administrator  
SIG Coordinator  
Principal



# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

**Title I -1003(g) School Improvement Grant Renewal Application SY 2016-2017**  
**Cohorts 5 and 6- Transformation Model**  
**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

School Corporation/ Eligible Entity	Evansville Vanderburgh School Corporation	Corp #	7995
School	Lincoln School	School #	8251
Superintendent Name	Dr. David Smith	Email	David.Smith@evsc.k12.in.us
Title I Administrator Name	Velinda Stubbs Carrie Hillyard	Email	Velinda.Stubbs@evsc.k12.in.us Carrie.Hillyard@evsc.k12.in.us
Principal	Ms. Ronnetha Darrett	Email	Ronnetha.Darrett@evsc.k12.in.us
Telephone	(812) 435-8235	Fax	(812) 435-8872
SY 2016-17 Funding Award Request			
SY 2016-2017 Funding Award	\$429,040.24		

## Part 2: Grant Award Information

**Grant Award Timeline:**

Renewal Application Release	Release application and guidance to LEAs	May 20, 2016
Technical Assistance Training	SIG Leadership PD Day Technical Assistance and Planning	May 24 & 25, 2016
Application Due	Renewal application must be submitted to IDOE	June 30, 2016
Application Review	Renewal applications reviewed by IDOE	July 1 – July 31, 2016
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 1, 2016
SY 16-17 Artifact Due	Outcome Artifact from SY 16-17 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	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](http://www.doe.in.gov/sig)

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

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

**Staff Members Consulted and Part of the Renewal Application Process**

<b>Name</b>	<b>Title</b>
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Kelsey Wright	EVSC Director of School Transformation
Ronnetha Darrett	Principal of Lincoln School
James Wilson	EVSC Senior Transformation Strategist
Angela Greenwell	EVSC Transformation Strategist
Knetra Shaw	Master Teacher of Lincoln School
Blake Elpers	Assistant Principal of Lincoln School
Benjamin Koenig	Academic Coach of Lincoln School
Sarah Bassett	Teacher of Lincoln School
Carrie Hillyard	EVSC Chief Transformation Officer
Velinda Stubbs	EVSC Deputy Superintendent for Teaching & Learning

**Part 3: LEA and School Assurances**

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.

- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

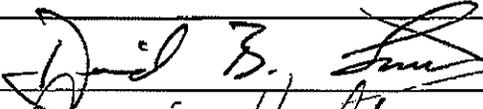
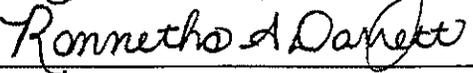
**By signing below, the LEA agrees to all assurances above and certifies the following:**

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

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

Superintendent Signature:		Date:	
Title I Administrator Signature:		Date:	

The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date. 6/30/16
Title I Administrator Signature:		Date:	Click here to enter a date. 6/30/16
Principal Signature		Date:	Click here to enter a date. 6/30/16

Principal Signature

Date:

#### Part 4: Achievement and Leading Indicators SY 16-17

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

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;

- Student enrollment number \*NEW for SY 16-17
- Student attendance rate;
- Teacher attendance rate;
- Teacher retention number \* New for SY 16-17
- Combined suspension/expulsion rate;
- Discipline referral number \*New for SY 16-17
- Annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics;
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

Link to Leading Indicators:

Cohort 6: [https://docs.google.com/spreadsheets/d/1tkditE-otyKb7sgrc4FetUAVpM9t0\\_IO6kTDwIX5nS0/edit#gid=0](https://docs.google.com/spreadsheets/d/1tkditE-otyKb7sgrc4FetUAVpM9t0_IO6kTDwIX5nS0/edit#gid=0)

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

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

Achievement and Leading Indicators SY 16-17 URL Website:

Lincoln School\_Cohort 6: Leading and Academic Indicators

<https://docs.google.com/spreadsheets/d/1xQ23kcJwjPKVbSI117EudQMue5z7tUNieqIAAufqzI/edit#gid=0>

### Part 5: Analysis and Outcomes

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

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

### SIOT Analysis

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>● Teacher coaching model for support of new and struggling teachers.</li> <li>● PLC time is intentionally scheduled before and after school so administrative and academic coach support can be provided.</li> <li>● Power Standards Assessment Plans are a common framework utilized by all professional learning communities for unpacking of standards and creation of learning targets.</li> <li>● Data drives the planning and implementation of professional development that is job-embedded through ILP, school-specific coaches, and other district and school leadership.</li> <li>● Culture and climate has greatly improved due to the implementation of PBIS at Tier I level with fidelity supported with a high-functioning Student Support Team (SST) that includes a culture and climate coach and monitoring of behavior data at school and district level .</li> <li>● Three day Teacher Academy, created by teacher leaders, takes place in the summer which promotes understanding of Lincoln culture, casts vision for 2016-2017 school year and promotes relationships amongst the entire staff.</li> <li>● High expectations for daily practices are set and monitored by administration, coaches and teacher leaders.</li> <li>● Walkthroughs occur regularly for both culture/climate and instruction that provides teachers with specific, actionable, and meaningful feedback.</li> <li>● A behavior screener is used to assist in the identification of Tier II students to receive additional social-emotional and/or behavior interventions (i.e. Mind Up.)</li> <li>● Weekly meetings occur with administration to monitor S-SIP strategies are being implemented and result in the expected outcomes. The administrator that facilitates SST and Leadership Team consistently reviews S-SIP with respective teams.</li> </ul>	<p><b>Areas for Improvement:</b></p> <ul style="list-style-type: none"> <li>● Rigor of Tier I instructional core in regards to student autonomy and complex thinking.</li> <li>● Resources to address student adverse childhood experiences that have become a barrier for learning.</li> <li>● Clear communication to staff of benchmarks or milestones for current and developing systems and frameworks.</li> <li>● Lincoln’s ability to recruit, hire, and retain teachers with the skill set to develop into master teachers.</li> <li>● Lincoln’s ability to recruit and hire in areas of science and special education.</li> <li>● Lincoln’s ability to maintain enrollment over 280+ students due to transient population and neighborhood attendance district lines.</li> <li>● Maintain and strengthen community relationships to continue the development of positive perceptions of Lincoln School.</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>● Utilize coaching model as well as ILP and principal Learning Sciences International instructional training to improve rigor of tier I core instruction.</li> <li>● Capitalize on professional development and resources to continue to broaden knowledge and classroom practices to better approach the neuroscience of how to eliminate barriers</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>● Lincoln’s declining enrollment.</li> <li>● Lincoln has a high percentage of students with multiple adverse childhood experiences.</li> <li>● Lack of quality candidate pool who are seeking employment in a high-poverty building for all positions. (Especially middle school content areas.)</li> </ul>

<p>to student learning through district branding of GAIN initiative and PBIS grant funds.</p> <ul style="list-style-type: none"> <li>● Hire a Behavior Specialist to embed student specific social and emotional support for Tier II/III students while continuing to develop existing supports. District partnership with Ball State University is allowing a pathway for board certified behavior analyst.</li> <li>● Utilize USI/EVSC partnership through Teach Now to increase elementary education teacher pool prepared and seeking opportunity in high-poverty schools.</li> <li>● Utilize Ivy Tech/EVSC partnership to increase teacher pool and recruit quality paraprofessionals seeking teaching credentials.</li> <li>● Utilize Transition to Teaching programs to increase teacher pool for positions such as science and special education.</li> </ul>	<ul style="list-style-type: none"> <li>● Preconceived ideas of Lincoln School negatively impact the community perception and have at times impacted the Lincoln application pool, student enrollment.</li> </ul>
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Projected Outcomes for SY 16-17	
<ul style="list-style-type: none"> <li>● Decrease average office daily referrals by 10%.</li> <li>● Match appropriate resources for social and emotional student needs to 80% of repeat offenders.</li> <li>● Increase ISTEP assessments Math and ELA pass rates. (Performance)</li> <li>● Increase the number of students who catch up, keep up, or move up on the ELA and Math ISTEP assessments. (Growth)</li> </ul>	

### Part 6: SIG Implementation SY 2016-2017

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below

Focus Areas	Action Steps and Person(s) Responsible	Timeline SY 2016-2017	Budgeted Items	Measurable Outcomes
Develop School Leadership Effectiveness	<p>Support leadership in the creation and execution of a school improvement plan. – <i>ILP</i></p> <p>Redesign the current leadership structure to include instructional coaches (full and part-time coaches, part-time teachers) or other teacher leaders along with administrative team in a distributed leadership model that incorporates opportunities for teacher leadership, school</p>	<p>Summer Planning and weekly monitoring</p> <p>Weekly check-ins</p>	<p>% contract for external partnership and evaluation - MIE Education</p> <p>No budgeted items for ILP in SIG1003g as</p>	<p>ILP will use school improvement plan (SIP) and progress monitoring tools developed through Google forms and sheets to track and ensure alignment of</p>

improvement planning, and clear roles and responsibilities. - *ILP, Principal, Assistant Principal, Master Teacher, Instructional Coaches*

Support school leadership in prioritization, goal identification, and selecting short-term metrics aligned to S-SIP/SAP Planning and Monitoring. ILP will support the principal through the school improvement planning process. - *ILP*

Weekly check-ins

they are fully funded through SIG1003a intervention funds.

school work with school goals.

Checkpoint metrics as indicated in the school improvement plan

IDOE's School Leadership Effectiveness Rubric

EVSC's administrator evaluation tool

<p>Develop Teacher Effectiveness</p>	<p>Provide PLC and collaborative planning time for all teachers with the support of leadership team and ILP to ensure alignment with SIP. <i>Principal, Assistant Principal, Master Teacher, Transformation Strategists, MIE</i></p> <p>Provide regular feedback to teachers aligned to EVSC's teacher rubric and adjust professional development and coaching to differentiate as needed. <i>Principal, Assistant Principal, Master Teacher, ILP</i></p> <p>Provide ongoing support to teachers in developing classroom culture and climate and supporting behavioral needs of students through the use of the Culture/Climate Coach and Behavior Specialist. <i>Leadership team, Culture Climate coach, Behavior Specialist</i></p> <p>Select teachers will receive training at ISTE and present at Lincoln's 17-18 Teacher Academy utilizing previously purchased technology such as Promethean clickers, iPads, and Virtual Reality Headsets to collect ongoing formative data and increase core experiences in the classroom that increases student engagement and achievement - <i>Principals, select teachers,</i></p>	<p>PLCs meet daily, academic coach supports weekly, ILP meets with principal weekly</p> <p>Formative walkthroughs biweekly, iObservation 3 times per year (at minimum)</p> <p>Ongoing</p> <p>Summer 2017</p>	<p>% salary of Culture Climate Coach</p> <p>% Salary of Behavior Specialist</p> <p>% Salary of Academic Coaches</p> <p>PD materials and supplies</p> <p>Teacher/ classroom mini-grants</p> <p>% contract for external partnership and evaluation - MIE Education</p> <p>ISTE and LSI PD</p> <p>Instructional software</p>	<p>iObservation reports</p> <p>Walkthrough data</p> <p>Training Attendance Rosters</p>
<p>Implement Comprehensive Instructional Reform Strategies</p>	<p>Clarify the roles and responsibilities of a new leadership team (instructional coaches, master teacher, assistant principal, behavior specialist) and the shifting focus of administration to instruction. -<i>ILP, Principal, Assistant Principal, Master Teacher, academic coaches, Culture Climate Coach, and Behavior Specialist</i></p>	<p>ILP weekly check-in with principal and at minimum bi-weekly check-ins with master teacher and assistant principal</p>	<p>No budgeted items for ILP in SIG1003g as they are fully funded through SIG1003a intervention funds.</p>	<p>Student Readiness Assessment</p> <p>Progress monitoring systems developed through Google Forms and Spreadsheets Work Product</p>



	<p>Provide after-school enrichment and intervention program accessible to all students. <i>Principal, Social Worker, After School Coordinator</i></p> <p>Increase student learning time by utilizing PBIS strategies to keep students in the classrooms and engaged in learning. Use adequate and effective coaching support to decrease time spent off-tasks or redirecting student behavior. <i>Master Teacher, Assistant Principal, AD of Student Support, Climate and Culture Coach, Instructional Coaches, Interventionist, Behavior Specialist</i></p> <p>Increased learning time implemented through summer school with opportunities for core experiences. <i>Summer School teachers, Principal</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer 2017</p>	<p>Outreach Coordinator</p> <p>% Salary of Academic Coaches</p> <p>No budgeted items for ILP in SIG1003g as they are fully funded through SIG1003a intervention funds.</p> <p>% contract for external partnership and evaluation - MIE Education</p> <p>% of salary for interventionist</p> <p>% salary of Culture Climate Coach</p> <p>% Salary of Behavior Specialist</p> <p>% Salary of Summer School Teachers,</p>	
<p>Create Community-Oriented Schools</p>	<p>Create and implement a culturally competent and effective family and community engagement strategy/program focused on instruction, academic performance, and execution of necessary wrap-around services for students and families - <i>ILP, Family and Community Engagement Coordinator, Principal</i></p>	<p>Summer 2016 - Ongoing</p>	<p>% of salary for Coordinator of Family and Community Engagement</p> <p>% contract for external</p>	<p>- Community Partner List</p> <p>- Compiled number of persons attending school events</p>



	audit to school leadership, OTS, and other stakeholders. Codify school audit materials for use by district staff in subsequent years. - <i>ILP, MIE</i>	Annually		
Sustain Support	<p>ILP will support school improvement initiatives at the school and district level. - <i>ILP</i></p> <p>ILP will continue to support the expansion of the differentiated school support model to the district to build Lincoln's ability to sustain high leverage best practices for turnaround schools. - <i>ILP</i></p> <p>ILP will continue to support and develop school leaders at various levels. I.E. PLC leaders, coaches, master teacher, assistant principal and principal - <i>ILP</i></p> <p>ILP will create sustainable systems to promote teacher effectiveness and student growth. - <i>ILP</i></p>	All action items are ongoing through weekly support meetings between the Director of School Transformation and Transformation Strategists. All levels of leadership are supported.	No budgeted items for ILP in SIG1003g as they are fully funded through SIG1003a intervention funds.	<p>Student Readiness Assessment</p> <p>Progress monitoring systems developed through Google Forms and Spreadsheets</p> <p>Work Product Schedule</p>

### Part 7: Data Collection Tools

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

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
- <u>ISTEP</u>	- <u>Mind-Up</u>	-RDS	-Rtl	- <u>Edease Parent Access</u>	- <u>Community Circle</u>
- <u>IREAD</u>	- <u>Behavior Interventionist</u>	- <u>Attendance committee</u>	- <u>Rewards</u>	- <u>RDS gradebook</u>	- <u>iObservation Evaluation Tool</u>
- <u>AIMSWeb</u>	- <u>Behavior Specialist</u>	- <u>Precourt parent communication</u>	- <u>Burst</u>		- <u>Experience Corp Tutoring</u>
- <u>Acuity</u>			- <u>Achieve 3000</u>		

<ul style="list-style-type: none"> <li>-<u>TRC</u></li> <li>-<u>DIBELS</u></li> <li>-<u>m-Class</u></li> <li>-Common Assessments</li> <li>-Formative Assessments</li> <li>-Power Standard Assessment Plans (PSAP)</li> <li>-PSAP Rubric</li> </ul>	<ul style="list-style-type: none"> <li>-Culture/Climate Walkthrough</li> <li>-PBIS Fidelity Check</li> <li>-Tier II Universal Screener</li> <li>-Monitoring Systems for Tier II and III students</li> <li>-GAIN (Growth, Academic, Innovation and Neuroeducation)</li> <li>-PBIS Store</li> </ul>	<ul style="list-style-type: none"> <li>systems (letters, calls, meetings, court)</li> <li>-Attendance incentives</li> <li>-<u>DecisionEd</u>: data management system that runs off of RDS management system</li> </ul>	<ul style="list-style-type: none"> <li>-<u>ALEKS</u></li> <li>-<u>Lexia</u></li> <li>-<u>LLI</u></li> <li>-<u>Patr-2</u></li> <li>-SMART Time: Remediation and enrichment period built into the master schedule</li> </ul>	<ul style="list-style-type: none"> <li>-After School Programming to support academic gain (tutoring, publishing club, art club)</li> <li>-My School Survey: assesses parent, student, and staff perceptions of overall school community</li> <li>-<u>Mass Insight Education</u> annual School Readiness Assessment</li> <li>-IDOE progress monitoring visit reports, Turnaround Principle Rubric Scoring and Classroom Observations</li> <li>- <u>Its Learning</u></li> </ul>
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### Part 8: Outcome Artifact

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

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

Lincoln's artifact will consist of one exemplar MindUp lesson and video created by Lincoln's Culture and Climate coach to be implemented in a variety of student groups ranging from Kindergarten through eighth grade identified in need of intervention from repeated office referrals and behavior screener. This outcome was selected for its research-based improvement of executive functioning skills, neurological health, and decreased office referrals.

### **Part 9: Budget SY 16-17**

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



Multiple Teachers	Teacher: Extended Learning Time	Cert			Y	Title I	Instructs students and facilitates their learning in accordance with corporation policies and state guidelines. Guides students in educational activities designed to promote intellectual, social, and physical growth. Teaches the essential skills that will contribute to students' development as educated and responsible adults.	10,200.00	3,803.61	14,003.61
Carrie Moore	Interventionist	Cert	1	N	N	N/A	The interventionist provides for appropriate learning experiences for students in designated subject areas(as), math, reading, etc. It also provides an atmosphere and environment conducive to the intellectual, physical, social and emotional development of individuals to ensure success for all students.	38,000.00	23,216.00	61,216.00
TBD	Academic Coach	Cert	1	N	N	N/A	The Academic Coach is a strong instructional practitioner with a history of results. The coach must be able to analyze student needs, help others improve their practice through collaborative relationships and modeling.	42,013.78	23,216.00	65,229.78
Jasmine Ussery	Behavior Specialist	Non-Cert	1	N	N	N/A	The Behavior Specialis will use functional behavior assessments and the new GAIN framework to determine best supports for each student in need. A behavior specialist will work with staff and students to support the social and emotional development of students in an academic setting in addition to assisting families in finding the community supports needed for sustained student growth.	45,000.00	20,000.00	65,000.00
John Dennis	Culture Climate Coach	Cert	1	N	N	N/A	The Climate and Culture Coach plays a critical role in improving student performance by ensuring the school creates and maintains a positive learning environment and a culture of high expectations. The Climate & Culture Coach will collaborate with school staff to implement strategies and programs designed to improve culture and climate.	67,417.00	30,678.00	98,095.00
						Cert		157,630.78	80,913.61	140,449.39
						Non-Cert		69,300.00	25,320.00	192,715.00
						Total		226,930.78	106,233.61	333,164.39