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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Titlel – 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	Elkhart Community Schools Corporation		Corp #	2305	
School	Mary Beck Elementary School		School #	1769	
Superintendent Name	Robert Haworth		Email	rhaworth@elkhart.k12.in.us	
Title I Administrator Name	Beth Williams		Email	bwilliams@elkhart.k12.in.us	
Principal	JeNeva Adams		Email	jdadams@elkhart.k12.in.us	
Mailing Address	818 McDonald Street	City	Elkhart	Zip Code	46516
Telephone	(574) 295-4830	Fax	(574)295-4839		
Total Funding Request	$778,683				

Select Application Type: X 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**
Tracey Kizyma-Whitmyer	Assistant Principal
Keith Baker	Academic Dean
Suzanne Holcomb	5th Grade Teacher
Becky Banas	Kindergarten Teacher
DeShawn Barnes	Parent & Community Liaison
Lora Mulstay	4th Grade Teacher
Kimberly Austin	Special Education Teacher
Carla Darr	2nd Grade Teacher
Rita Janson	1st Grade Teacher
Julie Stammich	Interventionist Teacher
JeNeva Adams	Principal
Dr. Dawn McGrath	Deputy Superintendent
Beth Williams	Director of Federal Programs
Kim Boynton	Director of Professional Development
Tessa Sutton	Supervisor of Equity
Jean Creasbaum	Director of Elementary
Dr. Brad Sheppard	Director of Accreditation

University and Head Start Agency Collaborators Consulted for Application Process	
Dr. Marvin Lynn, Dean	Dean of the School of Education, IUSB
Dr. Hope Smith Davis	Department Chair for Teacher Education, IUSB
Dr. Yvonne Larrier	Associate Professor and Chair of the Department of Counseling & Human Development, IUSB
Sydney Beauchamp	Senior Lecturer in Elementary Education & Lab School Coordinator, IUSB
Talandra Neff	Director of Student Teaching & Clinical Practice, IUSB
Dr. Kathy Guajardo	Executive Director of Elkhart St. Joseph County Head Start

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 Admins	School Board	District Staff	Students	General Discussion or Feedback Received
AdvancEd Monitoring Visit Review	9/25/15 11:00 - 12:30	(4 auditors and IDOE)	3	2	0	1	0	AdvancEd Team presented their findings from their visit during the previous days. Observations included: lack of collaboration and shared commitment with stakeholders; lack of continuous and effective teacher feedback system; lack of use of data to impact instruction and increase rigor; lack of implementation of a positive behavior system; lack of progress on student achievement plan. Summary of strengths stated that staff genuinely cares about the students.
Community Strategic Planning Focus Group	11/4/15 6:00 - 8:00 p.m.	48	2	1	3	5	0	Information was presented on the impact of early childhood education. There was broad support for preschool and an impetus to find a way to provide these services even in the absence of state incentives.
IDOE Monitoring Visit	1/14 /16 8:30 am – 2:00 pm							IDOE Outreach Coordinator visited classrooms and provided evaluative feedback to administrators which has informed this application.

ED Talk: Building a culture of Innovation	4/19/16 6:00 - 7:00 pm	17	8	40	6	14	3	Deputy Superintendent used a "TED Talk" format to introduce the district strategic planning process and emphasize the importance of strong instructional practice.
IDOE Monitoring Visit	4/20/16 8:30 am - 2:00 pm	1	2	2	0	1	0	IDOE Outreach Coordinator visited classrooms and provided evaluative feedback to administrators which has informed this application.
District Strategic Planning Meeting @ Beck	5/13/16 7:00-8:00 am	0	37	2	0	2	0	Superintendent introduced tenants of district plan which included opportunities to reconceptualize all aspects of strategic design.
Public Hearing on Priority Status	5/22/16 7:00 - 9:30 pm	27	33	10	7	10	21	Principal Adams presented data and goals. Superintendent explained the consequences of persistent failure. Community and Board had an extended conversation on reasons for situation which included the observation that the boundaries are irregular to include major Section 8 housing complexes, the makeup is not proportioned for success, lack of families' capacity to provide educational support, and the need for outreach to the homes. Transition data was discussed which indicate only 25% of current 3rd graders attended Beck since kindergarten. Recommendations included redefining boundaries while conversely there were concerns that "our" children would not be respected if added to other school communities.
ED Talk: Elkhart as an Educational Destination	5/25/16 6:00 pm-7:00 pm	54	12	37	7	22	3	Superintendent used a "TED Talk" format to outline the urgency for change and promoted creative engagement in the strategic planning process.
Technical Assistance	7/14/16 10:00 - 11:00 am	0	0	0	0	2	0	Participation in webinar and conversation with Title I Director, Superintendent and Deputy Superintendent committing to process.

SIG Kick-off discussion	8/1/16 1:30 - 3:00 p.m.	0	0	1	0	1	0	Deputy Superintendent met with Principal to discuss her professional intentions and outline the principles of the Transformational Model. An action plan was established.
Head Start Collaboration	8/15/16 3:30 p.m. - 5:30 p.m.	1	1	1	1	3	0	Confirmed feasibility of facility for partnership with Head Start Director. Outlined collaborative resource plans and oversight.
School Improvement Team Meeting	8/16/16 4:00pm-5:00pm	0	6	3	0	1	0	Principal sent an email to invite staff with the information in regards to the SIG and the specific Early Learning Model for which school was eligible. Discussed elements of model with group and opened up for questions/comments. Questions and concerns about the model were documented.
University Partnership Meeting	8/17/16 2:00 - 4:00 pm	5	0	1	0	4	0	Reviewed specific details required of the grant with the Dean of the School of Education and his staff.
SIG Technical Assistance @IDOE	8/18/16 7:30 am - 6:30 pm	0	0	4	0	2	0	The two hours with the IDOE team provided helpful technical clarification. Our administrative team leveraged the additional time on the road to work through the alignment between the transformation goals and the details of our plans.
Board Work Session	8/19/16 1:00 pm	1	4	0	7	2	0	Deputy Superintendent described urgency for the actions in the grant, the required commitments of the model, and the alignment of the activities to the district's strategic plan. (See slide show p. A1)
Instructional Leadership Meeting	8/21/16 8:00 - 9:00 am	0	0	0	0	14	0	Team of district administrators including curriculum, student services and special education reviewed disaggregated data prepared for the grant and had a lively interchange regarding the root cause of poor academic achievement.

Faculty & Staff Forum	8/23/16 7:30 am 08/23/16 3:45 pm	0	31	2	0	1	0	Principal (and Deputy Superintendent in the PM) held an open meeting for staff to see the progress being made on the plan for Beck, ask questions, and offer continued input. (See p. A6 for Teacher Letter)
Regular Board Meeting	8/23/16 7:00 pm	13	5	6	7	8	8	Board approved submission of grant. (See p. A8)
Teachers' Association Review	8/24/16 9 am 1 pm	0	18	3	0	2	0	Members of the Teachers' Association reviewed the tenants of the grants to provide final input for the applications and determine support. (See p. A12)
Parent Meeting	8/24/16 3:00 pm 8/25/16 9:00 am	5	0	0	0	0	0	Plans shared with parents. Response was generally positive. Wanted to know what they could do to help secure funds. (See p. A13,14)
LEA work session	8/26/16 8:00 am 5:00 pm	0	2	4	0	6	0	Administrators reviewed logic models of grant and assured alignment of root cause and intended outcomes to expenses in order to build budget.

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	The profile of our district places the Mary Beck school community at ground zero for persistent school failure associated with the lack of personal resources available to the families whose children we serve. For over a decade, the school and school corporation have been unable to engage parents to a degree needed to leverage the power of family/school collaboration. The meetings and surveys go mostly without response and therefore very few parents have participated in the opportunity for dialogue. This puts educators in the much less effective position of talking ***about*** the community rather than working ***with*** the community. To illustrate the point, IDOE monitoring documents reflect that this circumstance has continued throughout this past year despite the implementation of approaches recommended by the outreach coordinator. Additionally, the AdvancEd report from the start of the previous school year contains only two data points from parents and summarizes with this quote: "While the school has made efforts to engage families in the education of their children and keep them informed in their learning process, only a few typically active parents attend family activities. The school currently employs a Parent Volunteer Coordinator who works to meaningfully engage parents through personal contact and connections, However the school has not been successful in engaging the broad parent base to increase involvement and participation as well as engage in academically related activities and school decision making." [p. 31 of *Diagnostic Review Report*]. The few family members who attended our meeting scheduled this past month to mobilize parents around this grant opportunity were agreeable with the ideas presented and wanted to know how they could demonstrate support for bringing resources to their school. Generally, the provision of the extended calendar was favored. This feedback, and more significantly the information related to the lack of significant parent engagement, has solidified the identification of the first key high-impact priority for this grant: • *Establish Mary Beck Elementary as a local center for family partnerships, providing strength to parents in educating and supporting their children during early childhood, advanced through our partnership with the Elkhart and St. Joseph County Head Start Consortium.* (See p. A15)

Community	**Head Start**: Elkhart Community Schools (ECS) is a member of the Elkhart and St. Joseph County Head Start Consortium. Through this partnership, we have the capacity to provide half-day services to over 300 students, ages 3 - 5, who qualify based on need. We have been expanding our collaborative endeavors around the district, including growing our birth - 3 program through Early Head Start. The federally funded program maintains high standards in child care and administrative compliance. A rich component of the Head Start investment includes comprehensive parent training through a detailed parent involvement component. This year, Head Start agencies have the opportunity to apply for the "Duration Grant" to increase program offerings from half day sessions to full day services. It is to be awarded December of 2016 to be used beginning with the 2017-18 school year. For Elkhart Community Schools (ECS), this means increasing our Head Start preschool classrooms from 7 to 14 rooms. In addition, we have engaged in a collaboration that adds five more classrooms through Title I funding, bringing the total to 19 classrooms for the 2017-18 school year. ECS expects 50 sections of kindergarteners each year. With an estimated poverty rate of 70%, we will be able to serve about half of our students in poverty through a full-day preschool program before they enter school. In our conversations with Head Start during the last year, we have agreed on a concept for Mary Beck Elementary that aligns with the priorities emerging from our strategic planning process. It is our intention to dedicate the first floor of Mary Beck for the Head Start expansion classrooms beginning in the fall of 2017, thus making it a center of early energy and family engagement. We believe that we can contribute to the success of the entire community by lifting up our families in the neighborhood where it would be most helpful. This collaboration brings sustainable resources to our community and requires no added expenses in this application. This further supports the first key high-impact priority of establishing Mary Beck as a local center for family partnerships, providing strength to parents in educating and supporting their children during early childhood. **Indiana University of South Bend:** Elkhart Community Schools has partnered with IUSB for a number of years to provide collaboratively beneficial experiences for preservice teachers and students alike. Recent collaboration produced a successful kindergarten camp, two-weeks of professional development for student teachers matched with ECS teachers provided as an introduction to school for five-year olds. In recent conversations, the university team has committed to bringing a teacher education program to the second floor of Mary Beck Elementary. Office space will be provided for university personnel including field experience instructors and counselor trainers. IUSB has drawn up a proposal to provide job-embedded PD to ECS mentor teachers while providing credited experience for student teachers at the same time. (See p. A16). In addition, the IUSB staff will support efforts to create classroom based assessments In addition, they have agreed to provide a mentor for the principal as required in this grant. This partnership addresses the second high-impact key priority for this grant: • ***Establish Mary Beck as a regional destination for the promotion of strong instructional practice through job-embedded professional development and coursework opportunities, advanced through our partnership with the School of Education, Indiana University South Bend.***

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 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

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)

X 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:	Bolt Hawkins	Date:	8/30/16
Title I Administrator Signature:	Bill Williams	Date:	8/30/16
Principal Signature	[illegible]	Date:	8/30/16

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.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model
Beardsley Elementary School	K - 6	F	Transformation	
Mary Beck Elementary School	K - 6	P	Transformation	
Roosevelt STEAM Academy	K - 6	F	Transformation	
Pierre Moran Middle School	7 - 8	F	Transformation	

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

Instructional Process Data:

Through the use of the eleot™ rating system (p. A20) as part of the AdvancEd diagnostic review, a baseline measuring the effectiveness of the learning environment was established following 31 observations. Subsequently, the IDOE Outreach Coordinator provided a state-created observation tool that has been used on a weekly basis to provide ongoing feedback to teachers. (p. A22). Additionally, the full range of AdvancEd standards have structured a framework and a baseline set of data to measure educational improvement and institutional effectiveness related to student achievement. All three of these instruments provide a means for looking at the effectiveness of the school in total, including the processes, leadership, instruction, response to student needs, student engagement, resources, and processes for monitoring continuous progress as an entire school.

Student Academic Progress and Achievement Data: (See Assessment Schedule, p. A24)

As required by Indiana regulations, the performance of all students in grades 3 - 6 is measured through ISTEP+. The lead team considers mastery by academic standard in English language arts and mathematics as well as the IREAD data for 3rd graders. (p. A29) Through the use of the Compass software available through the IDOE, these data are disaggregated and compared to state averages by subpopulations such as students with disabilities, free or reduced lunch, ethnicity, limited English proficiency, and gender. Also as required, English Learners are assessed using ACCESS. This data enables administrators, counselors, and teachers to designate specific responses through implementing the "CAN DO" strategies based on the domains of their language proficiency needs.

As a broad benchmark of learning, all students in grades K - 6 participate in the MAP Assessment provided by NWEA three times a year. (p. A26) NWEA is an adaptive assessment that compares multiple points to provide both instructional RIT band information, grade level equivalencies, and comparisons of actual to projected growth. These data support planning for the morning advisory intervention groups. Interventionists utilize NWEA reading and math scores to plan for students based on specific, academic needs. Scores are also used to identify students with high ability at or above the 90th percentile nationally.

Additionally, Mary Beck students participate in Scholastic Reading Inventory (SRI) and common standards-based assessments as a means to provide additional data points to inform teachers of students' learning gaps, indicate scheduling needs, and indicate modifications to instruction. SRI data is collected four times each year on specific subgroups. Content curriculum standards are prioritized and common assessments are written accordingly. Data collected from these are reviewed at grade level meetings and at monthly Learning Log meetings with the whole staff. All of these data points are reviewed by administrators, counselors, GEI team, individual teachers, and interventionists. Students are scheduled into "Success" groups based on this analysis. Interventionists use data to target students who are struggling in reading and math.

Student Social, Emotional, and Behavioral Data

Discipline data is currently being collected through the referral process. Additionally buildings have conducted a self-assessment of the extent to which they are implementing a PBIS model through the use of the SET (Schoolwide Evaluation Tool) and just this past year the BoQ (Benchmarks of Quality). Both instruments use 80% as the cut score for an adequate first tier.

Administrators are able to view student subgroup data and share with the Climate and Culture committee, as well as with the staff. New efforts have been initiated through a grant secured in partnership with the local mental health agency, Oaklawn where more individualized data is leveraged to support students.

Comprehensive Needs Assessment

The school leadership team with primary responsibility for examining, managing, interpreting and sharing these data include the Principal, Assistant Principal, Interventionist, Speech Therapist, and four teachers representing both upper and lower grades. They meet quarterly and distribute information at staff meetings and through email. Additionally they attend learning log grade level team meetings to connect data to instructional decisions every three weeks. The use of data has increased significantly as an expectation of practice. Although it is difficult to address such a long list of failures, the team admits that this is evidence of extensive improvement needs in the area of curriculum, assessment, and responsive instruction.

Notable Data Findings:

-We do not have any grade levels which are performing at the expected levels of performance or proficiency on any of our assessments. All areas in all subgroups are below the expected levels of performance and we do not have any data to support the achievement gap is closing between subgroups.

-In K-2, the highest performance area is in TRC (53%) in 2014-15. Also in K-2, there was growth from 2012-13 & 2013-14 (both 40% proficient/above proficient) to 2014-15, which showed a 53% proficient/above proficient.

-The ELA (ISTEP) pass rate for the 2011-12 - 2013-14 cohort group showed an increase of 14%. Also in ELA, there is upward trend in percent mastery of academic standards both in 5th and 6th grade from 2011-12 to 2013-14.

-The Math (ISTEP) indicates an upward trend of percent mastery of academic standards from 2011-12 to 2013-14 by 6% or greater.

-ELL cohort populations are showing growth in ISTEP pass rate (both ELA and Math) from grades 4 to 5 and grades 5 to 6.

-In 3rd grade ELA and Math ISTEP, there is a negative trend in percent mastery by academic standards from 2011-12 to 2013-14. 3rd grade as a whole has a negative trend in every academic standard as well as pass rate.

-For ELL populations, the Math ISTEP pass rates have consistently decreased in 3rd, 4th, and 5th grades from 2011-12 to 2013-14.

-In 5th grade Math ISTEP percent mastery by academic standard, there has been a negative trend from 2012-13 to 2013-14.

-In K - 2, DIBELS math indicates that math is consistently the lowest overall performance area.

-Overall, 3rd grade pass rates in both ELA and Math ISTEP is the lowest overall performance areas.

-The special education population in math shows a decrease in ISTEP pass rate. There is a widening gap in achievement with Math ISTEP and in IREAD-3 in comparison to the non-special education population.

-In ELA ISTEP, the Caucasian subgroup is closing the gap in performance, but in the wrong direction. They have decreased in pass rate from 2011-12 (66.7%) to 2013-14 (54.3%)

Comprehensive systems improvement data from the AdvancED Diagnostic Review also identified the following needs:

- Need to improve instructional practices school-wide -varied effectiveness across the building
- Traditional teacher-centered learning environments where students are primarily passive listeners and observers
- Need for exemplars of high quality work and opportunities to engage in higher order thinking (Bloom's)
- Whole group instruction was the primary mode of instructional delivery
- Students need more opportunities to connect their learning to real-life experiences
- Teacher feedback needs to be intentional, specific, and personalized
- Classroom routines and procedures are known
- Targeted focus needed to effectively utilize digital tools/technology
- A professional development plan, with corresponding calendar, for meaningful and ongoing professional development plan needs to be developed and implemented

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

Overall Achievement Indicators	SY 2014-15 Baseline Data	Preliminary SY 2015-16	SY 2016-17 Goal	SY 2017-18 Goal	SY 2018-19 Goal	SY 2019-20 Goal	SY 2020-2021 Goal
1. Percent proficient on ISTEP (Both) (3-8)	21.4%	16.7%	30%	35%	40%	50%	60%
2. Percent proficient on ISTEP (ELA) (3-8)	35.4%	28.4%	35%	40%	50%	60%	70%
3. Percent proficient on ISTEP (Math) (3-8)	32.4%	27.6%	35%	40%	50%	60%	70%
4. Percent proficient on IREAD (Spring 3)	71.1%	39.5/48.8%	71%	75%	80%	85%	90%
Leading Indicators							
1. Number of minutes in school year students are required to attend school.	75,600	75,600	75,600	75,600	75,600	75,600	75,600
Important note regarding increased learning time for students of Elkhart Community Schools: The Elkhart Board of School Trustees is considering a comprehensive Strategic Plan that may reduce the instructional day of elementary students. This is possible because we currently offer 375 minutes of instruction during a 420 school day when only 350 is required. If this occurs, the Elkhart Teacher's Association offered the suggestion that these Title I elementary buildings remain on the current full day schedule to meet the requirement increased learning time. Other options will be considered if the Board plan is different.							
2. Number of daily minutes of math instruction	75	75	75	75	75	75	75
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90
4. (HS only)	NA	NA	NA	NA	NA	NA	NA
5. Student enrollment number	535	516	380	380	380	380	380
6. Student attendance rate (must be a %	94.7%	94.2%	98%	98%	98%	98%	98%

between 0 and 100)							
7. (HS only)	NA	NA	NA	NA	NA	NA	NA
8. (HS only)	NA	NA	NA	NA	NA	NA	NA
9. (HS only)	NA	NA	NA	NA	NA	NA	NA
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Longer School Day - LSD -Summer School - SS	none	none	none	SS BAS WES	SS BAS WES	SS BAS WES	SS BAS WES
11. Discipline referral numbers –behavioral referrals counted	547	792	400	100	90	80	70
12. Discipline incidents – number of suspensions and/or expulsions	156/0	178/0	125	50	40	30	20
13. Truants – number of unduplicated students who received truancy letters	43	47	43	20	15	10	10
14. Distribution of teachers by performance level on LEA's teacher evaluation system. ***note IUSB lab school mentor selection for 2017-18***							
highly effective (HE)	29% (#11)	30%	35%	100%	100%	100%	100%
effective (E)	71% (#27)	70%	65%	0%	0%	0%	0%
improvement necessary (IMP)	0%	0%	0%	0%	0%	0%	0%
ineffective (IN)	0%	0%	0%	0%	0%	0%	0%
15. Teacher attendance rate (must be a % between 0 and 100)	91.0%	89.6%	95%	95%	95%	95%	95%
16. Teacher retention rate (must be a % between 0 and 100)	75.6%	75.6%	86%	N/A	100%	100%	100%

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	The student performance data trends over the past eight years reveal passing averages that seldom exceed the 40th percentile in statewide comparisons. Student growth scores are also comparatively concerning, particularly in the last three years, hovering around the state mean for English language arts and dipping around the 40th percentile for mathematics. Progress is rarely sustained following a previous year of some advancement. Much time has been spent "admiring the problem", sorting children into rigid instructional tracks, assuming the quality of the neighborhood or the behavior of the students dictates the outcomes, shaking our heads at the results which seem persistently stubborn. Because no student subpopulation is succeeding, it is reasonable to look to a ***systemic*** cause for the problem that impacts all students rather than assuming that a certain population is getting preferential or discriminatory treatment within the school. There are two systems to examine, one with regard to the technical provisions needed to assure success and the other having to do with cultural belief systems. First let's examine perception. We hold that the first cause of failure is the expectation of it. The community speaks openly about the lack of hope associated with the families who live in the Mary Beck neighborhood. And yet, the School Improvement Plan posted on the district website provides a report with a long list of **professional standards of quality** that are summarized with: "***We have no areas of strength to note in any of the indicators for this standard***." As the years go on, failure invites more failure. The second dynamic that has become apparent is that instructional leadership stalled at the district level a number of years ago, perhaps around the time that the focus moved to 21st Century Skills and rigorous college and career standards. The district had deeply invested in a system of using window assessments to sort children into tracks. These assessments were teacher-made, quick, low-level prompts, often cut and pasted from copyrighted materials and copied into binders that were distributed broadly. There was an overabundance of assessments producing a plethora of data points that were used to sort students into homogeneous groups for skill and drill exercises. The emphasis was on placement rather than the appropriateness of the assessments or the effectiveness of the resulting interventions. The dependency on textbooks and top down directives robbed teachers of the latitude to trust their responsive instructional intuition. At the same time, school failure caused some schools to use an industrial model that focused on weaknesses rather than expanding the experiences for the children. Soon after that, a site-based approach left schools to their own devices. In cases where an instructional program is weak, the schools with a profile like Mary Beck are the most vulnerable. Although this description may be an overstatement that does not fairly represent all aspects of the system, these conditions are present to a degree significant and complex enough to require intense reform. An analysis of the action steps of previous years

	include a parade of very good but random professional development without theme or alignment to clear intention. The school boundaries were altered in various ways to address the issue without a plan for instructional effectiveness. It is our plan to respond to this situation on two fronts: • Partner with the Indiana University South Bend School of Education to deliver solid oversight of professional practice with a team of mentor teachers thereby creating a stable professional presence that will offer job-embedded continuing support and expertise, particularly in the creation of high quality assessments and responsive interventions. • Contract with Five Star to access Pivot Software which will provide a bank of appropriately rigorous research-based standardized assessment items, reporting tools, and data warehousing capabilities.
Justification for Selected Interventions (include alignment to model chosen)	The aspects of the Transformation Model that closely align with this intervention include: • Providing staff with financial incentives and opportunities for leadership development: With the mentor teacher model proposed in the IUSB agreement, teachers will have an opportunity to develop the next generation of highly effective teachers while receiving high quality support from professional trainers. Teachers who serve as mentors will receive added pay to be negotiated during the planning phase of the grant. • Developing teacher effectiveness: The IUSB professionals are enthusiastic about becoming a shoulder-to-shoulder partner with the educators of Elkhart. In addition, teachers in the lab school will be entitled to receive reimbursement for one college course of their choice and will be able to attempt National Board Certification without cost to them. • Comprehensive instructional reform strategies: The use of high quality benchmark assessment tools as well as learning how to manage data will instigate and provide the undergirding for drastic and immediate instructional impact. Teachers, principals, and counselors will have daily, real-time access to the data for their students . • Creating community-oriented schools: Bringing a university satellite center and a federal preschool program to one site will scale up the services that we are able to provide the families and the community. • Providing operational flexibility and sustained support: This program is not only unique in concept but also requires collaborative flexibility in assuring that our partners take mutual ownership in the positive outcomes of the design of the school. The Pivot Software will be piloted until such time that the district determines whether or not it would serve the entire district, thereby taking on financial responsibility for the cost.

School Leadership	
LEA analysis	There is promise in turning our attention to data that measure system inputs. The AdvancEd Diagnostic Review Report, based on extensive meta analysis of research, provided extensive information detailing the comprehensive needs of the learning community. Through the triangulation of data from observations, surveys, interviews and data files, the Mary Beck staff became acutely aware of opportunities to move the dial. The following indicators under each standard were identified as the most critical on a rubric rating system of 1 - 4 : **Purpose and Direction**: The school received a rubric rating of 1.00 on a scale of 1 - 4 on the indicator of engaging in systematic, inclusive, and comprehensive processes to review, revise, and communicate a school purpose for student success. A rating of 1.47 was given for the leadership implementing a continuous improvement process that provides clear direction for improving conditions that support student learning. **Governance and Leadership**: The score of 1.00 was given for the leadership engaging stakeholders effectively in support of the school's purpose and direction. A score of 1.57 was given in the area of leadership, staff supervision, and evaluation processes that result in improved professional practice. **Teaching and Assessing for Learning**: This area is considered one of the most crucial, containing 12 indicators that get at the essence of good instruction. The average of this section was 1.59 with the lowest scores appearing in the areas of engaging families in meaningful ways and maintaining a formal structure where every child has at least one adult advocate who supports that student's' learning experience. Also concerning was the monitoring and adjusting of curriculum and instruction through response to continuous assessment of student learning, examination of professional practice, and staff participation in a continuous program of professional learning. This all requires strong leadership. **Resource and Support System**: Significant was the rating of 1.29 for the indicator related to the school providing services that support the counseling, assessment, referral, educational and career planning needs of all students. The diagnostic review team commented that significant improvements in this area would be seen by placing energy and focus on high quality instructional practice. Another interpretation of this includes understanding that when the members of a system struggle, all systems of support are subject to be credited for being inadequate. **Using Results for Continuous Improvement**: The findings from this area fall in a similar range as the previous sections, with a particularly low score of 1.14 in the area of leadership monitoring and communicating comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. The AdvancEd team indicated correction in this area to be critical.

Justification for Selected Interventions (include alignment to model chosen)	The aspects of the Transformation Model that closely align with this intervention include: • Replacement of the principal: The current principal is dedicated and hardworking, beginning her third year at the helm of Mary Beck. She has taken on an incredible challenge and has contributed much personal energy to change the trajectory of the school. So far this year, there is much more positive start than in previous years. As one example, teachers have consistent benchmark data for the first time in years in the form of the NWEA assessment given last year. The staff also seems more energetic and hopeful than experienced in times past. The District will set the course that provides a newly defined role in managing the IUSB lab school, leaving the door open for the current principals to reapply if she chooses. • Redesign of the leadership structure in the building: We would like to include the IUSB staff in the selection process for both staff and administration. It is our expectation that a building full of mentor teachers will see a significant uptick in the opportunities for teacher leadership at this model school and for the region. • Creating operational flexibility and sustained support: The building will be staffed, maintained, and supplied with district resources equitable to other schools, but the collaborative operation of the building will create a unique culture of excellence.

School Infrastructure	
LEA analysis	The School Improvement Plan begins with a description of the school that establishes an expectation of failure: "Most of the students are considered "at-risk," with 100% of the students receiving free or reduced lunches. The surrounding neighborhoods of Mary Beck consist mainly of an array of rental properties, from apartments to weekly rooms for rent. This contributes to a highly mobile population. Mary Beck has a diverse population with an enrollment of 545 students which fluctuates on a weekly basis." The paragraph concludes with data on racial distributions that seem to somehow unfairly support the point of that it is reasonable for this to be a place of despair. However, if a person were to arrive at the building without preconceived notions, perhaps taking a canoe trip there through the nearby park rather than driving down one of the tired old streets, this person would immediately assume that they were in a very successful, up and coming neighborhood. The Mary Beck Elementary building is the most beautiful facility in all of Elkhart Community Schools and rivals any building in the state. The entryway is grand with brick columns. The classrooms are spacious and contemporary with most rooms having some modern projection device. The playgrounds are bright and cheery, with plenty of room to run and play. The library has a two story glass window which looks out at large trees. Every classroom on the first floor has its own bathroom or opens to a bank of restrooms. The maintenance crew and the staff do a good job in keeping the building and grounds clean and neat. In the recent Capital Projects Plan presented to the Board of School Trustees August 23, 2016, there are no needs associated with Mary Beck Elementary, built in 2003. It simply says, "Excellent Condition". Of course, infrastructure refers to more than the facility. Earlier in this application, the lack of consistent, high quality assessment aligned to solid 21st century standards was discussed as a foundational need to support good instruction. Even more significant is the teacher appraisal and evaluation system, the integrity of which impacts instructional effectiveness arguably more than any other variable. ECS uses form-based software that was designed and coded in-house at the start of this decade as an act of minimal compliance with state requirements. It overemphasizes managerial roles and underemphasized student engagement. It produces undifferentiated results lacking distinction between levels of quality. It lacks strong alignment with scientifically-based systems and was found out of compliance on a number of qualities, some significant some not so significant, during an IDOE monitoring visit last school year. Last year, the district began partnering with INTASS (Indiana Teacher Appraisal and Support System) out of Indiana University. A team of 10 teachers and 10 administrators began the process of establishing beliefs, analyzing our existing plan, and establishing action steps. This year, we intend to continue with this contract following the schedule p. A30. It would be our intent to elevate the mentor teachers of Mary Beck elementary so that they become super users, piloting the system

	and using it to improve the instructional practice of the preservice teachers.
Justification for Selected Interventions (include alignment to model chosen)	The aspects of the Transformation Model that closely align with this intervention include: • Providing staff with financial incentives and opportunities for leadership development: To support and encourage our mentor teachers, we will provide for them reimbursement for one college course of their choice. We will also pay the fee for the process to become Nationally Certified. Extensive professional development opportunities will be available for them without cost to them through the Lab School partnership with IUSB. • Use of a teacher evaluation system which takes student growth into account as a significant factor: Next year will provide a critical opportunity for the staff at Mary Beck to become deeply engaged in piloting evaluation systems and engaging in the professional development associated with supporting teacher effectiveness. The partnership with the School of Education will help promote a healthy climate that will feed the spirit of continuous growth. • Developing and increasing teacher and school leader effectiveness: It is our hope that the process selected aligns directly with the AdvancEd standards and data already collected so that the benchmarking of these indicators could continue. We envision the teachers of Mary Beck to become so effective that many educators come to vision the school to better understand the impact of highly qualified teachers.

Part 6a: Selection of Improvement Model

Instructions: Based on our findings of the data sources, the LEA is selecting this model for this school:

X **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:

A foundational hypothesis that reoccurred in strategic planning conversations centered around this notion of the interdependence between the success of the schools and the well-being of our community members. From this line of reasoning came the approach that our greatest return on investment would likely be found in leveraging positive interventions with the families at the earliest opportunity. The Board of Trustees and the Community Focus groups had already expressed an intention to support preschool to the greatest extent possible. With the Elkhart/St Joseph Head Start grant availability, the leadership connected the dots and saw a vision for transforming Mary Beck Elementary. At first the team thought to align the framework of this grant to the Early Learning model. However, after discussing the plans with Erin Kissling, the Early Learning Specialist at the IDOE, we realized that our relationship with our Head Start agency was defined through a consortium contract. The spirit of collaborating with this other federal program will remain strong, but this grant will focus on the four kindergarten classrooms on the first floor and all 14 of the K - 5 classrooms on the second floor of the building where Head Start will be the feeder system. We intend to collaborate in the implementation of all features of the Early Learning Model except that most of these activities will fall within the regulatory oversight of the US Department of Health and Human Services.

The data strongly suggested that the community perception of the school persisted in a way that had proven to be insurmountable year after year. The professionals that have served this school, although committed in heart and soul, struggle not to become resigned to an expectation of low academic performance For that reason, **redesigning the leadership structure** of the building to be under the guidance of a School of Education approximated some of the stronger features of the Whole-School Reform model. Selecting mentor teachers to lead the classrooms and to model for preservice teachers raises the expectation of professional effectiveness to a whole new level through **opportunities for leadership development.** Additionally, teachers will team to increase the focus on **student growth as a significant factor** for measuring instructional effectiveness.

Describe how model aligns to Subgroup Data:

The greatest number of students at Mary Beck Elementary are Hispanic students at around 50% with about a quarter of the students being multiracial. Around 30% of the students are English learners. Hispanic students are twice as likely to pass ISTEP as the rest of the school, hitting a pass rate of nearly 60% while the EL students are between 4 - 9%. Using the projected 2015-16 scores, assuming they are valid as reported, suggests that beyond this distinction, all other pockets of the population have lost ground, falling below the 30% pass rate.

The assessment data was also used to understand the problem, which is pervasive rather than being confined to a subpopulation (p. A25)

In a deeper dive into students grouped by growth, no improvement has been seen in the bottom 25% in English language arts or mathematics. It has been determined that

the approach to instruction has been less rigorous than what students need to experience. The top 75% will also be impacted if the depth of knowledge is not increased in the curriculum used. This year, for example, there are only 5 high ability students identified in the building.

- Redesign of the leadership structure in the building: Empowering Mentor teachers to examine the curriculum and determine what needs to be supplemented to differentiate the curriculum is critical in this model. The concept It is likely to attract a greater school variety of families to the school which may have a statistical impact on the data.

- Use of a teacher evaluation system which takes student growth into account as a significant factor: Teachers will be empowered to identify subpopulations on which to focus in goal setting. and will be supported in selecting the groups with the greatest need

- Increased learning time for students and staff: Rigorous, authentic and project-based learning requires a different approach to instructional opportunities that are best provided in extended experiences. This model should impact subpopulation data by adding the capacity to spend adequate time on a concept or skill.

- Developing and increasing teacher and school leader effectiveness: The effectiveness of teachers will be measured by their ability to address the needs of the subgroups in their care. A large focus that has already started at Beck and will continue is the impact on co-teaching and collaborative ownership of students. Strategies associated with teacher collaboration are likely to lift the effectiveness of the entire team.

Describe how the model aligns to Overall Achievement Indicators:

- Redesign of the leadership structure in the building: It is our expectation that a team of mentor teachers, focused on the latest active research with the side-by-side support of university personnel, aspiring teachers, and each other, will create a lively energy of professional intentions that directly impacts student achievement.

- Providing staff with financial incentives and opportunities for leadership development: Teachers just entering the profession are faced with a future that doesn't promise advancement. This plan pivots on the identification and promotion of teachers into mentor roles that receive more pay and more professional support.

- Increased learning time for students and staff: In our approach to this model, the school boundaries for Beck will be adjusted to be completely a walk zone. This allows the staff to extend learning time in multiple ways that gives access to all students. The planning phase will be used to work through the selection and commitments of the staff, but the contract with IUSB will add many options for students to receive additional learning opportunities throughout the summer and intercessions.

- Developing and increasing teacher and school leader effectiveness: As the hub of university level professional energy, teachers and administrators alike will benefit from the professional interactions inherent in a lab school environment.

- Comprehensive instructional reform strategies: The use of AdvancEd monitoring system will assure accountability to comprehensive attention to those components with the greatest impact on student performance.

Describe how the model aligns to Leading Indicators:

- Redesign of the leadership structure in the building: The attendance rate for teachers at Beck last year was 89.6%, which would be unacceptable as a student

attendance rate. The year before was nearly the same, suggesting that this is more of a condition than the result of a special circumstance. One can surmise that the environment is exhausting and that the work takes more than it gives. Even more significant are the teacher retentions rates that have been 75.6, 75.6 and 86% respectively over the last three years. No matter what great ideas are initiated, if a quarter of the staff is traded out each year, the collaborative arrangements are restarted every year for all intents and purposes. This plan will cement a commitment from highly invested professionals who want to be a part of an exciting lab school.

- Use of a teacher evaluation system which takes student growth into account as a significant factor: When teachers are working together as a team, the motivation of seeing students achieve is magnified. The intention is to build a strong camaraderie among the mentor teachers. Concurrently, the district will be advancing to a new, more useful teacher evaluation system with the support of INTASS.

- Increased learning time for students and staff: Discipline referrals and suspensions are high for this school. During an afterschool teacher meeting, teachers expressed concern that a longer day would make everyone more irritable and inclined to more discipline incidents. They favored using non-school days to add increased learning time.

- Creating community-oriented schools: Making Mary Beck a walk-zone school that also serves as an early childhood center for the surrounding areas and a regional lab school will encourage programming at times other than the structured school day. Head Start is planning on adding additional playground equipment that is safe for little children. This in total will augment the perception of this being a place that is intended to serve the community. We expect that this will become a neighborhood where more families want to live and this may increase enrollment and student attendance.

- Providing operational flexibility and sustained support: Please see the letter and slide show from Deputy Superintendent outlining the foundational concepts promulgated throughout the district during the past year (p. A31) We look forward to the great ideas that the mentor teachers and the university staff promote as the lab school concept develops over the years.

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

- Replacement of the principal: The new definition of scope for the position of the principal for Mary Beck will reorient the focus to professional development within the administrative role under university mentorship. This will bring a greater sense of professional advancement.
- Redesign of the leadership structure in the building: It is the intent for this model to also transform the energies of mentor teachers in the same way through professional respect and the development of practice.
- Providing staff with financial incentives and opportunities for leadership development: The restructuring of the teacher role at Mary Beck, which will include financial incentives and opportunities for leadership development and operational flexibility and sustained support will impact the spirit of the professional in a transformational way.
- The ultimate outcome is that teacher and school leader effectiveness will improve the outcomes for the students in the Beck neighborhoods.

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.

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Replacement of the principal:	*The position of the Principal of the IUSB lab school will be defined and will be posted for internal and external candidates.* The Deputy Superintendent, in collaboration with the HR Department and IUSB.	*By January 31, 2017*	*no cost*	*The principal will be identified by February 13, 2016*
Redesign of the leadership structure in the building:	*The mentor teacher contract will be defined in collaboration with the Elkhart Teachers' Association and will be posted for internal candidates.* *The method by which teachers transfer within the district will be designed and communicated across the district* The Deputy Superintendent, in collaboration with the HR Department, ETA , IUSB, and the new principal.	*By February 6, 2017*	*no cost*	*The teachers will be identified by March 6, 2016.* *The transfer process will ensue.*
Use of a teacher evaluation system which takes student growth into account as a significant factor:	*The contract with IU to provide consultation support in designing a new evaluation system will be in progress.* *1. Review action plan and develop aspects of the various components related to timelines and protocols* *2. Review action plan and develop sections of plan related to student learning weights and measures* *3. Review action plan and develop sections of the plan related to data, oversight, evaluators, compliance and PD.* Committee of 9 Teachers and 9 Building Administrators facilitated by the Deputy Superintendent and the Chief of Staff.	*1- February 2017* *2- March 2017* *3- April 2017*	*paid for out of Title II*	*A new evaluation system will be in place for the 2017-2018 school year.*
Providing staff with financial incentives and opportunities for leadership development:	*Teachers selected for Beck will be provided with information on how to achieve National Board Certification and how to seek reimbursement for educational coursework.* *Teacher will work with principal and IUSB to develop PD plan.* Deputy Superintendent and Director of Professional Growth	*April 2017*	*deferred to implementation phase*	*Teacher professional growth plans will incorporate these opportunities.*

Increased learning time for students and staff:	*Extended student learning time stipends for summer interns* *Extended Teacher Time (40 Hours PD with 5 IUSB Faculty)* *Materials/Resource for Workshop* *Teacher extended learning time (Stipends for PD)* *Chromebooks and carts (19 carts and 400) chromebooks)* Deputy Superintendent and Director of Professional Growth	*June 2017*	*$18,525 (Salary Stipend)* *$25,000 $5,000/Faculty)* *$5,000 (Materials and Resources for Workshop)* *$11,400 (Teacher stipends for PD)* *$110,2000 (Chromebooks and carts)*	*Student performance will meet projected growth.* *Teacher Effectiveness rubrics will register the growth of the teachers.* *Students will have access to 1:1 learning outside fo the day.*
Developing and increasing teacher and school leader effectiveness:	*Principal Mentor/Director will begin to work with the new principal and will orchestrate the PD planning and delivery* Deputy Superintendent and Director of Professional Growth	*initiated January 2017 through July 1, 2017*	*$30,000 ($15,000 spring/summer semester)*	*Mentoring plan will be developed*
Comprehensive instructional reform strategies:	*AdvancEd had visited Mary Beck last fall. The leadership team will examine the findings and set benchmarks for systemic reform. They will begin the process of creating a new School Improvement Plan* Principal	*In meetings during the planning year*	*no cost*	*Strategic Improvement Plan will be developed.*
Creating community-oriented schools:	*The new principal and the mentor will meet with the District Parent and Community Liaison Team to plan for connection and promotion of school within the community.* *Students will be informed of the new school boundaries and parent programming will be planned for the families of Beck* Principal	*by April 2017*	*light snacks promotional materials provided through school Title I budget*	*Events held* *Parent participation numbers* *Student engagement*
Providing operational flexibility and sustained support:	*District leaders will check in with building leaders and university personnel to monitor and offer support* Deputy Superintendent, Director of Federal Programs, Director of Professional Growth, Director of Elementary, Director of Special Education, Director of Connected Leadership, Coordinator of Technology Integration, Coordinator of Digital Resources.	*weekly*	*no cost*	*monitoring report*

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.

Required Elements	Person(s) Responsible	Action Steps			Budgeted Items
		SY 2017-2018	SY 2018-2019	SY 2019-2020	
Replacement of the principal:	Deputy Superintendent Team	Weekly visits to monitor mentoring progress	Weekly visits to monitor mentoring progress	Weekly visits to monitor mentoring progress	($45,000/Year) Total=$135,000 for Principal Mentor/Director
Redesign of the leadership structure in the building	Director of Professional Growth	National Board Certification (10 Teachers)	National Board Certification (5 Teachers)	National Board Certification (4 Teachers)	$36,100 National Board Certification @ $1,900 per teacher
Use of a teacher evaluation system which takes student growth into account as a significant factor:	Director of Professional Growth	Mentor Teachers engage in creating exemplars in the new teacher evaluation system.	Mentor Teachers engage in creating exemplars in the new teacher evaluation system.	Mentor Teachers engage in creating exemplars in the new teacher evaluation system.	none
Providing staff with financial incentives and opportunities for leadership development:	Director of Professional Growth	Teacher Class Reimbursement	Teacher Class Reimbursement		$24,700 (Teacher Class Reimbursement)
Increased learning time for students and staff:	Director of Elementary in collaboration with the Director of the Lab School	Extended student learning time IUSB Student Internship Extended Teacher Time (40 Hours PD with 5 IUSB Faculty) Teacher extended learning time (Stipends for PD)	Extended student learning time IUSB Student Internship Extended Teacher Time (40 Hours PD with 5 IUSB Faculty) Teacher extended learning time (Stipends for PD)	Extended student learning time IUSB Student Internship Extended Teacher Time (40 Hours PD with 5 IUSB Faculty) Teacher extended learning time (Stipends for PD)	$87,480 (Extended Student Learning Time) $55,575 (IUSB Student Intern) $25,000/year (Extended Teacher Time) Total: $100,000 $34,200 (Teacher

					Stipends)
Developing and increasing teacher and school leader effectiveness:	Instructional Leadership Team	Pivot Software	Pivot Software	Pivot Software	$18,576 Pivot Software @$12 per student
Comprehensive instructional reform strategies:	Deputy Superintendent		AdvancED		$4,575 Accreditation $1200 Substitutes for AdvancED onsite visits
Creating community-oriented schools:	Director of Connected Leadership	Parent Liaison Supplies for Parent Workshops	Parent Liaison Supplies for Parent Workshops	Parent Liaison Supplies for Parent Workshops	$500/Year Total=$1,500
Providing operational flexibility and sustained support:	Instructional Leadership Team	Weekly monitoring visits	Weekly monitoring visits	Weekly monitoring visits	no cost

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.

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Increased learning time for students and staff:	Extended student learning IUSB Student Internship	After School, Intersession, or Summer Lab through June 30th	$29,160 IU Student Teachers $18,525	By this time in the program, it is expected that the "proof of concept" would indicate that the school district values the program and accepts it in general fund or as a Title I expense
Developing and increasing teacher and school leader effectiveness:	Principal Mentor/Director will invest less time in providing the principal support more time conducting visits and tours of the facility, publicizing the successful turn around, soliciting support for program from alternative funding sources. Continuation of Pivot Software	by March 1, 2021	$6,192 Pivot Software Principal/ Mentor $45,000	Comprehensive Plan for continuance of the lab school must be prepared.
Comprehensive instructional reform strategies:	Principal and Deputy Superintendent will organize the final visit with AdvancEd	April 2021	$5775	School will attain accreditation
Creating community-oriented schools:	The District Parent and Community Liaison team will have built a network of parents and community members that interact with and support the school	April 2021	Title I funded	Membership in school organization Number of events
Providing operational flexibility and sustained support:	School model will be regionally and nationally known due to the self-sustaining design	June 2021	no charges	Regional Conference

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.

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Replacement of the principal:	Leadership is self-sustaining Responsible: Principal	by June 2021		Principal is highly rated
Redesign of the leadership structure in the building	Mentorship is perpetuated and incorporated as a standing expectation in district negotiations. Responsible: Chief Operating Officer and Elkhart Teachers' Association	by June 2021		Teacher retention is high at Mary Beck
Use of a teacher evaluation system which takes student growth into account as a significant factor:	Evaluation System has flourished under district adoption. All administrators and teachers	by June 2021		All Mentor Teachers are Nationally Board Certified.
Providing staff with financial incentives and opportunities for leadership development:	Incentives have become the district standard Responsible: Chief Operating Officer and Elkhart Teachers' Association	by June 2021		Teachers are attracted to Elkhart and Mary Beck in particular to the extent that there are 20 applicants for every job
Increased learning time for students and staff:	Additional learning time is only needed for a small group of students Responsible: Principal and Teaching Staff	by June 2021		Academic and sports clubs occupy students out-of-school time.
Comprehensive instructional reform strategies:	Center has become a model for reform. Responsible: All Community Members	by June 2021		School hosts one visit per week from an educational team.
Creating community-oriented schools:	Mary Beck hosts frequent community events that are well attended. Responsible: Principal	by June 2021		Mary Beck rents space to community groups weekly.

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
IREAD ISTEP+ NWEA WIDA-ACCESS Curriculum based assessments for data team meetings SRI (Scholastic Reading Inventory)	PBIS Discipline reports Elkhart Elementary Academy (Self-contained and transitional programming) Child and Parent Services Building Blocks Program for Neglected and Abused Children Bashor Behavioral Health Center - Educational Day and Residential Programs	District data tracking through PowerSchool Elkhart County Attendance Level System	Oaklawn Systems of Care Center for Community Justice - Restorative Justice	Powerschool	Triple P - Positive Parenting Program to support the development of the whole child GEI English Language Special Education AdvancEd Accreditation

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.

Journey to Accreditation

The Elkhart Community Schools Department of Instructional Leadership has initiated a Google site dedicated to capturing the successes and the challenges as the SIG Schools attain AdvancEd Accreditation within five years. The primary audience will be educators in our district at first, but we hope to gather visitors to our site who want to see how it is done.

This site will feature weekly at least one instructional success, student event, exciting classroom experience, professional lesson learned, etc... It will include recognition from IDOE and others for promising practices. It is one place where we will celebrate becoming a Title I Distinguished School.

It will also host our own dashboard of progress toward our SIG or SIP goals.

Please visit us at: **http://bit.ly/ECSJourney2Accreditation**

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?	XYes ☐No IUSB, AdvancEd, and Five Star Technolog
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	Indiana University is a leader in training teachers in the state of Indiana. The South Bend flagship is a strong local partner who has worked with us in the past. AdvancEd is a non-profit, non-partisan national organization that was at one time selected by the IDOE as a sole source contract. One key school goal is to reach accreditation. FIve Star Technologies is staffed with professionals who are well known and well respected across the state. The school needs to improve in the area of high quality progress monitoring and the management of that data.
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	IUSB has been a responsive and collaborative partner. AdvancEd demonstrated outstanding service in earlier visits to the schools. Five Star has a reputation of responsive implementation
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	IUSB has a proven history of working efficiently within our district parameters. AdvancEd is very cost efficient and provides maximum impact. Five Star will extend the efficiency and capacity of our district to leverage

	the power of rigorous assessments aligned to standards.
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	IUSB has a history of effective support of our schools. AdvancEd provides critical data and high impact suggestions Five Star spells out provisions and supports in the contract.
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**	IUSB has provided us with a letter of support, outlining the expected costs and services (p. A16) AdvancEd provides a service that is well understood and appreciated across the state. Five Star has provided a written set of expectations and a cost estimate.

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, and clearly planning for sustainability after funding	X	☐	The grant writing team and principals engaged in training conversations regarding the logic model and the alignment of root cause analysis; hypothesis of resources needed for maximum impact; and accountability. (p. A36) Plans were scaled back to align with similar past grant applications. Only the most essential pieces were included. From this process, budgets were constructed. Costs reflect comparable existing expenses in the district and industry standard for our profession.
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 • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies	X	☐	Dr. Dawn McGrath, the Deputy Superintendent has just begun her tenure with the district and intends to oversee the implementation of the grant. She will stay for at least the duration of the grant. (Resume on p. A37) Beth Williams, the Title I Director intends to oversee the compliance elements and the allocation management will stay in her position for at least six years. Combined they have 30 years of administrative federal programming oversight experience. The CFO, Kevin Scott, is new to the corporation, having served for seven years in a previous district, and has no plans to leave. Our hiring processes include state and national searches for administrative positions when there are district openings. (p. A40)
3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office	X	☐	Notes from the Elkhart Community Schools Board Work Session, August 19, 2016 (p. A43) Minutes of the Elkhart Community Schools Board of Trustees Meeting, August 23, 2016 (p. A7) Board of Trustees Assurances Letter signed by the President,

			Glenn Duncan. (p. A45)
4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools	X	☐	Slide Show from Board Work Session, August 19, 2016 (p. A1) Letter of Assurances from Superintendent, August 30, 2016 (p. A46)
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 • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation	X	☐	Sign in sheet for District meetings with teacher representatives, August 24, 2016 Letter of Support from the Elkhart Teachers' Association ETA , August 30, 2016 p. A53)
6. The district has a robust process to select staff for 1003(g) building • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process o Staff transfer policies & procedures o Staff recruitment, placement & retention procedures	X	☐	Three years ago, the District in collaboration with ETA, offered a special contract to teachers of Mary Beck Elementary. Called "The Covenant", it rewarded the teachers who promised to stay with the school for three years. With this past practice, the conversation is open for similar considerations which will be addressed during the planning phase of this grant. Letter of Support from the Elkhart Teachers' Association ETA , August 30, 2016
7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the **required** pieces: • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties f plans	X	☐	Process monitoring: The District Administrative team has created a monitoring tool to use on a monthly basis. and a timeline for each action. (p. A47)) Budget and Resource Monitoring: The Title I Director will include the operational functions in her oversight in collaboration with the business office. Instructional monitoring: In collaboration with visits from the IDOE Outreach Coordinator, the District Staff will utilize the classroom observation tool created by the IDOE to support

			the principal in providing offer non-evaluative feedback to teachers during monthly school visits. (p. A22) Outcome monitoring: The district will maintain a data dashboard to track performance indicators. Systems monitoring: The school will participate in an AdvancEd onsite visit in year 3 and year 5.

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	☐	The Deputy Superintendent is responsible for implementation. The Director of Federal Programs is responsible for compliant implementation and budget management. The business office is responsible for supporting our funding processes.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X	☐	The Director of Federal Programs has provided oversight of all of the title Programs for six years. The Deputy Superintendent was the Title Director in two previous districts and served as a Director involved with the administration of federal programming at the IDOE.
3. School's SIG plan addresses needs of all students and subgroup populations.	X	☐	Our Department is labeled with the belief statement: "We are responsible for the learning and well-being of ALL students." It is how we do business.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X	☐	We use letters home and electronic communications. We have interpreters and Title funded district parent liaisons.
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	☐	We are without findings.

6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	X	☐	We appropriately spend all our funds as issued.

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.