



# Indiana Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant  
2015-2016 School Year

## Renewal Application - Transformation Model

### Part I: Grantee Information

#### Information

|  |  |                 |  |
|--|--|-----------------|--|
| <b>School Corporation/<br/>Eligible Entity</b> | Marion Community Schools                       | <b>Corp #</b>   | 2865   |
| <b>School</b>                                  | McCulloch Junior High School                   | <b>School #</b> | 2357   |
| <b>Superintendent Name</b>                     | Brad Lindsay                                   | <b>Email</b>    | <a href="mailto:blindsay@marion.k12.in.us">blindsay@marion.k12.in.us</a>   |
| <b>Title I Administrator Name</b>              | Brenda McVicker                                | <b>Email</b>    | <a href="mailto:bmcvicker@marion.k12.in.us">bmcvicker@marion.k12.in.us</a> |
| <b>Principal</b>                               | Dawn Morgan                                    | <b>Email</b>    | <a href="mailto:dmorgan@marion.k12.in.us">dmorgan@marion.k12.in.us</a>     |
| <b>Mailing Address</b>                         | 3528 S. Washington Street                      | <b>City</b>     | Marion   |
|  |  | <b>Zip Code</b> | 46953  |
| <b>Telephone</b>                               | 765-674-6917                                   | <b>Fax</b>      | 765-674-8943   |
| <b>SY 2015-16 Funding</b>                      | <del>\$ 602,720.68</del> <b>**\$738,096.05</b> |                 |  |

#### Important Dates

|   |  |                         |
|---|--|-------------------------|
| <b>Renewal Application Release</b>      | Release application and guidance to LEAs   | June 5, 2015            |
| <b>Technical Assistance Training</b>    | SIG Leadership PD Day Technical Assistance and Planning  | June 5, 2015            |
| <b>Application Due</b>                  | Renewal application must be submitted to IDOE  | June 19, 2015           |
| <b>Application Review</b>               | Renewal applications reviewed by IDOE  | June 22 – July 10, 2015 |
| <b>Notification and Funds Available</b> | Renewal awards will be finalized and funds will be available<br><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> | July 13, 2015           |

## Part 2: LEA and School Assurances and Waivers

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.

### School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model; (B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act

(<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet 6 of 9 applicable leading indicator goals; schools containing a high school must meet 9 of 13 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

#### State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

#### Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

#### Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

#### Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

#### Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

#### Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

#### Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

#### Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

#### Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Suspension and Debarment

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:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

| Name                            | Title  |
|---------------------------------|--|
| <i>Example: Mrs. Joan Smith</i> | <i>Example: Title I Resource Teacher</i>           |
| Brad Lindsay                    | Superintendent                                     |
| Brenda McVicker                 | Title I Program Administrator; Curriculum Director |
| Michele Kelsay                  | Title I Coordinator                                |
| Dawn Morgan                     | Principal  |
| Scott Hoeksema                  | Data Coordinator                                   |
| Tara Asbury                     | Grants Manager                                     |
| Heather Maurer                  | Teacher  |
| Julie Barton                    | Teacher  |
| Darrell Wisser                  | MTA (Teachers Union) Building Representative       |
| Ron Ways                        | Teacher  |
| Christina Huff                  | Teacher  |
| Sally Melching                  | Teacher  |
| Courtney Bridgeforth            | Teacher  |

## Part 3: Leading and Achievement Indicators

Complete the tables below using the data submitted as updated goals in Feb of 2015 as well as any updated data from SY 2014- 2015.

| Leading Indicators   | SY 2013-2014<br>BASELINE            | SY 2014-2015<br>Goal                | SY 2014-2015<br>DATA             | SY 2015-2016<br>Goal                 | SY 2016-2017<br>Goal                 |
|--|-------------------------------------|-------------------------------------|----------------------------------|--------------------------------------|--------------------------------------|
| 1. Number of minutes within the school year that students are required to attend school  | 72900                               | 90270                               | 90270                            | 90270                                | 90270                                |
| 2. Number of daily minutes of math instruction   | 55                                  | 47                                  | 47                               | 47                                   | 47                                   |
| 3. Number of daily minutes of EL/A instruction   | 55                                  | 47                                  | 47                               | 47                                   | 47                                   |
| 4. <del>Dropout rate – HS only</del>   | _____                               | _____                               | _____                            | _____                                | _____                                |
| 5. Student attendance rate<br>(must be a percentage between 0.00 and 100.00)   | 95.85%                              | 96%                                 | 95%                              | 97%                                  | 97%                                  |
| 6. <del>Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only</del>   | _____                               | _____                               | _____                            | _____                                | _____                                |
| 7. <del>Number of students completing dual enrollment classes – HS only</del>  | _____                               | _____                               | _____                            | _____                                | _____                                |
| 8. <del>Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only</del>  | _____                               | _____                               | _____                            | _____                                | _____                                |
| 9. Types of increased learning time offered <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul> | NA                                  | BAS<br>SS                           | BAS<br>SS                        | BAS<br>SS                            | BAS<br>SS                            |
| 10. Discipline incidents – number of suspensions and/or expulsions   | 74                                  | 15                                  | 183                              | 40                                   | 30                                   |
| 11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number  | 24                                  | 15                                  | 54                               | 15                                   | 15                                   |
| 12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate <b>individual number</b> of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)   | IN: 0<br>IMP: 2<br>EF: 26<br>HEF: 8 | IN: 0<br>IMP: 5<br>EF: 23<br>HEF: 8 | HEF 15<br>EF 11<br>IMP I<br>IN 1 | IN: 0<br>IMP: 0<br>EF: 25<br>HEF: 11 | IN: 0<br>IMP: 0<br>EF: 25<br>HEF: 11 |
| 13. Teacher attendance rate<br>(must be a percentage between 0.00 and 100.00)  | 92.48%                              | 96%                                 | 92%                              | 96%                                  | 96%                                  |

## Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

| Student Groups - ELA       | % of this group passing | # of students passing in this group | How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?  | SY 2013-2014 BASELINE | SY 2014-2015 Goal | SY 2014-2015 DATA | SY 2015-2016 Goal | SY 2016-2017 Goal |
|----------------------------|-------------------------|-------------------------------------|---|-----------------------|-------------------|-------------------|-------------------|-------------------|
| <i>Example: LEP</i>        | 35%                     | 52                                  | <i>HIGH - No prior formal schooling; from non-Western culture.</i>  | 40% passing           | 45% passing       | 50% passing       | 55% passing       | 60% passing       |
| All Students               |                         |                                     |   |                       |                   |                   |                   |                   |
| African American           |                         |                                     | HIGH. Lacks strategic intervention plan to increase student literacy/achievement levels with an emphasis on vocabulary skills development.  | 54%                   | 59%               |                   | 64%               | 71%               |
| Hispanic                   |                         |                                     | MEDIUM. Needs more intentional vocabulary instruction to acquire grade level skills. Does not receive same level of services and interventions that LEP designated students receive.        | 57%                   | 62%               |                   | 67%               | 72%               |
| White                      |                         |                                     | LOW. Needs more intentional vocabulary instruction to acquire grade level skills.   | 65%                   | 70%               |                   | 75%               | 80%               |
| Students with Disabilities |                         |                                     | HIGH. Gaps in educational experiences plus limited resource at school; lack of differentiation and inadequate support services; targeted literacy interventions lacking for this sub-group. | 29%                   | 34%               |                   | 39%               | 44%               |
| LEP                        |                         |                                     | HIGH. Needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group.  | 51%                   | 57%               |                   | 62%               | 67%               |
| Free/Reduced Lunch         |                         |                                     | HIGH. Needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group.  | 51%                   | 57%               |                   | 62%               | 67%               |

| Student Groups - Math      | % of this group passing | # of students passing in this group | How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?  | SY 2013-2014 BASELINE | SY 2014-2015 Goal | SY 2014-2015 DATA | SY 2015-2016 Goal | SY 2016-2017 Goal |
|----------------------------|-------------------------|-------------------------------------|---|-----------------------|-------------------|-------------------|-------------------|-------------------|
| Example: LEP               | 35%                     | 52                                  | HIGH - No prior formal schooling; from non-Western culture.   | 40% passing           | 45% passing       | 50% passing       | 55% passing       | 60% passing       |
| All Students               |                         |                                     |   |                       |                   |                   |                   |                   |
| African American           |                         |                                     | HIGH. Lacks strategic intervention plan to develop students foundational skills and increase student numeracy skills and achievement skills; will need ongoing one to one for small group tutoring.     | 54%                   | 63%               |                   | 68%               | 73%               |
| Hispanic                   |                         |                                     | MEDIUM. Lacks strategic intervention plan to round out students foundational skills and increase student numeracy skills and achievement levels; will need ongoing one to one for small group tutoring. | 66%                   | 71%               |                   | 76%               | 81%               |
| White                      |                         |                                     | LOW. Lacks strategic intervention plan to round out students foundational skills and increase student numeracy skills and achievement levels; will need ongoing one to one for small group tutoring.    | 74%                   | 79%               |                   | 84%               | 89%               |
| Students with Disabilities |                         |                                     | HIGH. Lacks strategic intervention plan to develop students foundational skills and increase student numeracy skills and achievement skills; will need ongoing one to one for small group tutoring.     | 39%                   | 44%               |                   | 49%               | 54%               |
| LEP                        |                         |                                     | LOW. Lacks strategic intervention plan to round out students foundational skills and increase student numeracy skills and achievement levels; will need ongoing one to one for small group tutoring.    | 67%                   | 72%               |                   | 77%               | 82%               |
| Free/Reduced Lunch         |                         |                                     | MEDIUM. Lacks strategic intervention plan to round out students foundational skills and increase student numeracy skills and achievement levels; will need ongoing one to one for small group tutoring. | 61%                   | 67%               |                   | 72%               | 77%               |

| <b>Overall Achievement</b>   | <b>SY 2013-2014<br/>BASELINE</b> | <b>SY 2014-2015<br/>Goal</b> | <b>SY 2014-<br/>2015<br/>DATA</b> | <b>SY 2015-2016<br/>Goal</b> | <b>SY 2016-2017<br/>Goal</b> |
|--|----------------------------------|------------------------------|-----------------------------------|------------------------------|------------------------------|
| Percent of students proficient on ISTEP<br>(Both ELA and Math) (3-8) | 65.7%                            | <b>70.7%</b>                 |                                   | <b>75.7%</b>                 | <b>80.7%</b>                 |
| Percent of students proficient on ISTEP<br>(ELA) (3-8)               | 63.5%                            | <b>68.5%</b>                 |                                   | <b>73.5%</b>                 | <b>78.5%</b>                 |
| Percent of students proficient on ISTEP<br>(Math) (3-8)              | 67.9%                            | <b>72.9%</b>                 |                                   | <b>77.9%</b>                 | <b>82.5%</b>                 |
| Percent of students proficient on IREAD<br>(Spring Test Only) (3)    |                                  |                              |                                   |                              |                              |
| 10 <sup>th</sup> grade ECA pass rate<br>(English 10)                 |                                  |                              |                                   |                              |                              |
| 10 <sup>th</sup> grade ECA pass rate<br>(Algebra I)                  |                                  |                              |                                   |                              |                              |
| Non-Waiver Graduation Rate – HS only                                 |                                  |                              |                                   |                              |                              |
| College enrollment rates – HS only                                   |                                  |                              |                                   |                              |                              |

## Part 4: Implementation

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. Updates made be requested by IDOE.

| Transformation Principles  | SY 2014-2015  | Requirements, Recommendations and Options   | SY 2015-2016 Action Steps and Person(s) Responsible  | Budgeted Items |
|--|---|---|--|----------------|
| <p><i>Developing and increasing teacher and school leader effectiveness</i><br/>                     - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort</li> </ul> <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school <b>OR</b> Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</li> </ul> | <p>Principal was replaced at the beginning of the 2014 school year. In November the newly hired principal was removed from the position. The curriculum director stepped in as acting principal for the remainder of the school year.</p> | <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on:                             <ul style="list-style-type: none"> <li>building leadership capacity</li> <li>developing teacher leadership across the building</li> <li>school improvement planning</li> <li>roles, responsibilities, and goals of all leadership members</li> </ul> </li> </ul> | <p>A new principal was named for McCulloch during the May 27<sup>th</sup> Board Meeting. Mrs. Morgan was the assistant principal and has worked to fully implement all components of the SIG for McCulloch. She has a proven track record in school reform as she was and administrator at MHS and was part of the Marion High School success story of threat of state take over to earning a letter grade of A.</p> |                |

|  |   |  |  |   |
|--|---|--|--|---|
| <p><i>Developing and increasing teacher and school leader effectiveness</i><br/> - Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</p> <p>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;<br/> -Implement such strategies as</p> | <p>McCulloch teachers worked with the consultant from STI during the 2014-2015 school year. Teachers developed formative assessments and tracked student progress. Data was analyzed and instruction was adjusted based on student performance on the ongoing formative assessments.</p> <p>McCulloch teachers used summer PD days to collaborate and review data from the year to plan together for the 2015-2016 school year.</p> <p>All teachers at McCulloch completed coursework for EDUT 530. Teachers</p> <p>All principals at McCulloch completed coursework for 770 A with mentor and Dr. Al Long.</p> |  | <p>McCulloch will continue to evaluate the monthly formative and benchmark assessments aligned to student academic growth. Student progress on benchmark assessments will inform teacher and principal evaluation. STI will provide 22 onsite PD days and materials.</p> <p>31 teachers will continue master level coursework by taking EDTL 580 through IWU.</p> <p>Principals will continue to work with mentor and Dr. Al Long.</p> | <p>\$68,125</p> <p>\$75,000</p> <p>\$10,000 – Coaching/ Mentoring Fee</p> |
|--|---|--|--|---|

|   |  |  |   |  |
|---|--|--|---|--|
| <p><i>financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model (IN Turnaround Principles 5)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Use a teacher evaluation system which takes student growth into account as a significant factor</li> <li>• Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers</li> <li>• Provide staff with opportunities for leadership growth in the building</li> </ul> |  |  |   |  |
| <p><i>Comprehensive instructional reform strategies</i><br/> <i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p>  | <p>STI has provided professional development to identify strengths and weaknesses in instruction as identified on formative and benchmark assessments.</p> | <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>STI has continue to provide professional development (22 data days) to identify strengths and weaknesses in instruction as identified on formative and benchmark assessments</p> |  |
| <p><i>Comprehensive instructional reform strategies</i><br/> <i>-Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of</i></p>  | <p>Weekly collaboration to support teachers in the areas of data analysis and differentiated instruction.</p>  | <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Report card accountability disaggregation presented and provided to IDOE at first monitoring visit</li> <li>• Regular utilization and analysis by all staff of data dashboard and/or early</li> </ul> | <p>Ongoing weekly collaboration to support teachers in the areas of data analysis and differentiated instruction.</p>   |  |

|  |   |  |   |                 |
|--|---|--|---|-----------------|
| <p><i>individual students (IN Turnaround Principle 2 and 6)</i></p>  |   | <p>warning system at the local level for continuous improvement</p> <ul style="list-style-type: none"> <li>• Locally developed or IDOE provided</li> <li>• Academic and Behavior Data</li> <li>• Subgroups and subpopulations</li> <li>• Parental Involvement Focus</li> </ul>   |   |                 |
| <p><i>Comprehensive instructional reform strategies</i><br/> - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p>  | <p>Promoted opportunity to lead PD in an area of expertise.</p>   | <ul style="list-style-type: none"> <li>•</li> </ul>  | <p>Will work with lead teachers to provide job embedded PD to teachers in the classroom through modeling and mentoring</p>  | <p>\$10,000</p> |
| <p><i>Increasing learning time and creating community-oriented schools</i><br/> - Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for<br/> (a) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government,</p> | <p>McCulloch started Power Hour in December. Students and teachers could extend the day either in the morning sessions or afternoon sessions of Power Hour.<br/> Remediation/enrichment was offered to all students three days a week at three hours per day.</p> | <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Utilization and analysis of extended learning data</li> <li>• Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> <li>• Activities</li> <li>• Staffing</li> <li>• Transportation</li> <li>• Academic subjects covered</li> <li>• Details of any partnerships, vendors, or external partners</li> </ul> </li> </ul> | <p>McCulloch will continue Power Hour beginning in August. Students and teachers can extend the day either in the morning sessions or afternoon sessions of Power Hour.<br/> Remediation/enrichment was offered to all students three days a week at three hours per day.</p> | <p>\$50,000</p> |

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| <p><i>economics, arts, history, and geography;</i></p> <p><i>(b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></p> <p><i>(c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p><i>(IN Turnaround Principle 7)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Provide increased learning time for students {as defined above in (a) and (b)}</li> <li>• Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)]</li> </ul> |  |   |  |  |
| <p><i>Increasing learning time and creating community-oriented schools</i></p> <p><i>-Providing ongoing mechanisms for family and community engagement</i></p> <p><i>(IN Turnaround Principle 8)</i></p>   |  |   |  |  |
| <p><i>Providing operational flexibility and sustained support</i></p> <p><i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and</i></p>   | <p>McCulloch Junior High School, under Board Policies of MCS will have the flexibility and autonomy to fully and effectively implement the transformational model.</p> | <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• LEA must provide the principal: <ul style="list-style-type: none"> <li>• control over people, time, program, and dollars</li> <li>• an opportunity to present</li> </ul> </li> </ul> | <p>McCulloch Junior High School, under Board Policies of MCS will have the flexibility and autonomy to fully and effectively implement the transformational model.</p> |  |

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| <p><i>increase high graduation rates; and<br/>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p> | <p>McCulloch administered the SoCQ twice during the school year. Results were analyzed and discussed with Principal, Assistant Principal, Director of Education, Asst. Superintendent, and Superintendent. Dr. Al Long facilitated the conversation.</p> | <p>updates and progress to the local school board at least twice a year in a pre and post manner</p> <ul style="list-style-type: none"> <li>• LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> <li>• Defined district role in the school SIG planning process</li> <li>• Designated Central Office staff member to be part of the SIG process</li> <li>• Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation</li> <li>• Monthly Monitoring of SIG Programming and Implementation</li> <li>• Evaluation System for Programming and Implementation of SIG</li> <li>• Data Review Plan</li> <li>• Special Populations Review Plan</li> <li>• Fiscal Monitoring Plan</li> <li>• Timeline and Responsible Parties for all above plans</li> </ul> </li> </ul> | <p>McCulloch will administer the SoCQ twice during the 2015/2016 school year. Results will be analyzed and compared to the 2014/2015 SoCQ data.</p> |  |
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## Part 5: Outcome Artifact

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, 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. *\*schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins.*  
<http://www.doe.in.gov/titlei/promising-practices-title-i-schools>

**Briefly describe what the school will plan to submit as an “Outcome Artifact” and how this will be aligned to your grant and the key area.**

Behavior data showing a decrease in student suspensions. Students placed in the New Beginnings Alternative Education room showed an increase in grades and work completed.

Student Proposal for a Robotics Club: The McCullouch Robotics Club will be a valuable experience for Junior High students in the Marion Community School system. A robotics club will help begin building a foundation for students who want to be engineers and programmers. In the club there will be 4 job opportunities: the builders, the programmers, the information collectors, and the project manager. The club will plan to enter a regional robotics competition. The Robotics Club will have a one-page document on the proposal form.

## Part 6: Budget

Complete the following budget worksheet for SY 2015-2016 (the yearly budget as would be completed in the application system).

Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

The original school budget has been included with the renewal application for reference.

|                                |   | 110       | 120      | 211-290   | 211-290  | 311-319       | 440     | 510-593                 | 611-689          | 710-748  | 910      | Line Totals |
|--------------------------------|---|-----------|----------|-----------|----------|---------------|---------|-------------------------|------------------|----------|----------|-------------|
| Account Number                 | Expenditure Account                                   | Salary    |          | Benefits  |          | Prof. Service | Rentals | Other Purchase Services | General Supplies | Property | Transfer |             |
|                                |   | Cert.     | Noncert  | Cert.     | Noncert. |               |         |                         |                  |          |          |             |
| 11000                          | Instruction   | 256500.00 | 50000.00 | 124500.00 | 20000.00 |               |         |                         | 15476.05         |          |          | 466476.05   |
| 21000                          | Support Services - Student                            | 37426.00  |          | 30000.00  |          |               |         |                         |                  |          |          | 67426.00    |
| 22100                          | Improvement of Instruction (Professional Development) | 8000.00   | 30000.00 | 3500.00   | 20000.00 | 125694.00     |         |                         |                  |          |          | 187194.00   |
| 22900                          | Other Support Services                                |           |          |           |          |               |         |                         |                  |          |          | 0           |
| 25191                          | Refund of Revenue                                     |           |          |           |          |               |         |                         |                  |          |          | 0           |
| 26000                          | Operation and Maintenance                             |           |          |           |          |               |         |                         |                  |          |          | 0           |
| 27000                          | Transportation  |           | 15000.00 |           | 2000.00  |               |         |                         |                  |          |          | 17000.00    |
| 33000                          | Community Service Operations                          |           |          |           |          |               |         |                         |                  |          |          |             |
| 60100                          | Transfers (interfund)                                 |           |          |           |          |               |         |                         |                  |          |          |             |
|                                | Column Totals   |           |          |           |          |               |         |                         |                  |          |          |             |
| <b>Total Cost \$738,096.05</b> |   |           |          |           |          |               |         |                         |                  |          |          |             |

Please also provide an explanation as to how you will use the funds that have been allocated on the budget.

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| <b><u>Supplies</u></b>  | <b><u>Property: Technology</u></b>   |
| <b>Testing Supplies: \$1000.000</b><br><b>Programmatic Supplies: \$7500.00</b><br><b>Office Supplies: \$6976.05</b> | N/A  |
| <b><u>Property: Equipment</u></b>   | <b><u>Other Purchase Services (Travel, Communications)</u></b>   |
| N/A   |  |
| <b><u>Professional Services</u></b>   | <b><u>Staffing</u></b>   |
| <b>STI (MOU - \$68,125.00)</b><br><b>IWU (MOU - \$57,500.00)</b>  | <b>Lead Teacher Incentives; Incentive/Bonuses for 2014-2015 and 2015-2016</b><br><b>Power Hour/Tutoring; At Risk Lead Teacher; Behavior Specialist; Technology</b><br><b>Coach; (2) Academic Specialists; Bus Drivers – Power Hour; Guidance Counselor</b> |