



Title I – 1003(g) School Improvement Grant  
2015-2016 School Year  
Grant Application  
LEAs must submit an

**Glenda Ritz, NBCT**  
Indiana Superintendent of Public Instruction  
application for EACH school applying for 1003(g)

**Part 1: Grantee Information**

**Applicant Information**

<b>School Corporation/Eligible Entity</b>	Goshen Community Schools	<b>Corp #</b>	2315
<b>School</b>	Model Elementary School	<b>School #</b>	1633
<b>Superintendent Name</b>	Dr. Diane Woodworth	<b>Email</b>	dwoodworth@goshenschools.org
<b>Title I Administrator Name</b>	Mary Kay Longacre	<b>Email</b>	mklongacre@goshenschools.org
<b>Principal</b>	Lynne Peters	<b>Email</b>	lpeters@goshenschools.org
<b>Mailing Address</b>	412 S. Greene Rd	<b>City</b>	Goshen
		<b>Zip Code</b>	46526
<b>Telephone</b>	574-533-7677	<b>Fax</b>	574-534-4220
<b>Total Funding Request</b>	\$ 2,019,059.66		

**Application Type:**

Transformation  
  Turnaround  
  Early Learning  
  Whole School Reform  
  Restart  
  Closure

**Important Dates**

1003(g) LEA application released	May 27 <sup>th</sup> , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 <sup>th</sup> at 2 pm May 29 <sup>th</sup> at 10 am
Open calls for prospective schools	June 2 <sup>nd</sup> at 2 pm; June 4 <sup>th</sup> at 10 am; June 10 <sup>th</sup> at 2 pm
Technical assistance for prospective schools	June 17 <sup>th</sup> at 12-4:30 pm; June 19 <sup>th</sup> at 12-4:30 pm

LEA applications due	July 7 <sup>th</sup> , 2015
Preliminary award notification	August 12 <sup>th</sup> , 2015

**Part 2: LEA and School Assurances and Waivers**

**The LEA/Eligible Entity must provide the following assurances in its application.**

**The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

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

- 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 Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a 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: *Devin Woodworth* Date: 7-7-15  
 Title I Administrator Signature: *Margaret Morgan* Date: 7-7-15  
 Principal Signature: *Lynne Peters* Date: 7-7-15

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

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

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

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mrs. Lynne Peters	Principal
Mrs. Lisa Yoder	Master Teacher
Mrs. Cheryl Williams	Assistant Principal
Ms. Michelle Whitehead	Technology Resource Coordinator
Mrs. Kristin Kratzer	4 <sup>th</sup> Grade Teacher
Mrs. Julie Kilmer	Kindergarten Teacher
Mrs. Debbie Ortega	EL Teacher
Mrs. Mary Kay Longacre	Title I/Grants Coordinator
Dr. Angela Piazza	Assistant Superintendent
Mrs. Ellen Longcor	Data Specialist / Interventionist

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**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Technology Discussion	4/26/15	0	2	1	0	1	0	Principal and Assistant Superintendent met with technology staff to discuss vision for transformation
Teacher Forum	6/4/15	0	7	1	0	0	0	Principal met with teachers to evaluate improvement models; determined New Tech most closely aligned with vision and need
Parent Information	5/18/15	9	1	1	0	0	0	Principal met with PTO Board to discuss future plans for the school and create plan for communicating with other stockholders
Focus Plan Review	1/13 8/13	0	45	2	0	1	0	Administrative team met with staff to make final revisions to focus plan and to thoroughly review implementation
Focus Plan Review	2/13 8/13	16	2	1	0	0	5	Administrative team met with parent group and student group to thoroughly review implementation and brainstorm how parents and community could support school efforts
Apple-led PD to focus on future 1:1 for GCS and for Model	4/28/15	0	10	3	2	4	0	Team met for full day with representatives from Apple to plan and craft vision for future technology integration structure to impact student achievement

New Tech Planning Track	6/21-6/23/15	0	3	1	0	1	0	Team will attend District/School leadership and Elementary teacher leadership paths at Planning Track of New Tech National Conference. Leaders will understand how to lead change in the district, school, and community and will develop a plan to move forward using PBL as a framework to implement change.
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Describe process and comments from Family and Community Input

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

**Family and Community Input**

<b>Family</b>	As listed in the above table, several opportunities were provided by the school in both English and Spanish to present the focus plan and help parents understand both the data and the plan and to share ways they can support students at home and at school. At one meeting, interest was brought forward about an in-house before and after school program that would support struggling students academically beyond the hours of the regular school day. Additionally, parents expressed interest in ongoing classes that could be offered at the school. The administrative team shared a vision for transforming teaching and learning by providing students with additional technology and embedding the 21 <sup>st</sup> century tools into an environment characterized by high expectations, rigor, and a project-based structure. Although the original focus of the SIG was on affiliation with New Tech Network as a transformation structure and on adding the necessary technology, elements of both the before and after school program and the parent education have been added to the grant for implementation in the second and third year.
<b>Community</b>	Goshen Community Schools collaborated with key community stakeholders to craft a vision of teaching and learning over the next five years. People serving on the team represented teachers, district administration, school board members, school administration, and community members. This group met with Apple over the course of several days as the team worked to develop structures that would be consistent across buildings. Several Focus and Priority schools have chosen to implement various structures that all focus on project-based learning. New Tech will be fully implemented at Model Elementary in 2016-2017 following a planning year in 2015-2016. The model will be offered as a school-within-a-school model at the middle and high school in the next five years to ensure district alignment.

**Part 3: Schools to be Served by LEA**

**Schools to be Served by LEA – ALL schools who qualify must be listed**

Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Model Elementary School (1633)	K-5	Focus	Transformation	Model will be served through the use of the transformation model. Evidence of the dedication to this model is provided through the implementation of TAP at the school level and increasing teacher leadership capacity through participation in continuous strategic professional development in partnership with the New Tech Network. The new inquiry-based instructional model will be further supported with the recent addition of thirty instructional minutes to the elementary day.

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**Part 4: Needs Assessment and Goals**

## 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 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 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	66.8	371	High: Overall low passing rate, lack of vocabulary and background knowledge	75% passing	77% passing	80% passing	82% passing	85% passing
African American								
Asian/Pacific Islander								
Hispanic	62.42%	98	High: Goal set for 2013-14 was 76% passing Achievement impacted by lack of academic vocabulary, poverty levels, lack of background knowledge	72% passing	74% passing	76% passing	78% passing	80% passing
White	74.19%	75	High: Goal set was 87%. Achievement impacted by poverty levels, low academic vocabulary and schema	77% passing	79% passing	81% passing	84% passing	85% passing
Students with Disabilities	34.38%	11	Very High: 20 percentage points below goal This group has students with mild disabilities and specific learning disabilities	38% passing High growth	40% passing High growth	45% passing High growth	48% passing High growth	51% passing High growth
LEP	61.34%	73	Mid: Only subgroup that exceeded goal	63% passing	65% passing	67% passing	70% passing	73% passing
Free/Reduced Lunch	60%	107	High: Goal set was 72% Achievement impacted by poverty levels, low academic vocabulary and schema	62% passing	65% passing	68% passing	71% passing	75% passing
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade								

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 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 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	78.13%	371	Mid: Overall increase in performance from previous year; high growth achieved School needs to continue this trend.	85% passing	87% passing	90% passing	91% passing	93% passing
African American								
Asian/Pacific Islander								
Hispanic	71.81%	113	Mid: Goal set was 78% High needs in academic vocabulary; school needs to continue the growth trend	80% passing	82% passing	84% passing	87% passing	90% passing
White	88.17%	89	Low: Goal set was 89% Achievement impacted by poverty levels, low academic vocabulary	90% passing	92% passing	93% passing	94% passing	95% passing
Students with Disabilities	40.63%	13	Very high: Goal set was 61% This group has students with mild disabilities and specific learning disabilities School needs to help classroom teachers develop effective strategies for meeting the needs of students in this subgroup	43% passing	45% passing	48% passing	50% passing	54% passing
LEP	69.75%	84	Mid: Only subgroup that exceeded goal	72% passing	73% passing	76% passing	78% passing	82% passing
Free/Reduced Lunch	73.94%	132	Mid: Group proficient rate within 3 percentage points of goal set; however continued focus here on background knowledge and vocabulary will positively impact other subgroups	75% passing	78% passing	81% passing	83% passing	86% passing
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade								

Complete the table below for each available subgroup that did *not* pass in English/language Arts and/or mathematics.

This section identifies the school's needs assessment and goals – there is not a “required” number of subgroups which should be designated as “High, Med, Low” Risk.

Complete the table below for your overall student population.

<b>Overall Achievement</b>	<b>Actual SY 2013- 2014</b>	<b>BASELINE SY 2014- 2015</b>	<b>SY 2015- 2016 Goal</b>	<b>SY 2016- 2017 Goal</b>	<b>SY 2017- 2018 Goal</b>	<b>SY 2018- 2019 Goal</b>	<b>SY 2019- 2020 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	371 (72.5%)	73%	75%	78%	80%	82%	85%
Percent of students proficient on ISTEP (ELA) (3-8)	171 (66.8%)	68%	72%	77%	78%	80%	82%
Percent of students proficient on ISTEP (Math) (3-8)	200 (78.1%)	85%	87%	90%	91%	93%	95%
Percent of students proficient on IREAD (Spring Test Only) (3)	84 (84%) After Summer and including exemptions	78 (70.9%)	73%	75%	78%	80%	83%75
10 <sup>th</sup> grade ECA pass rate (English 10)							
10 <sup>th</sup> grade ECA pass rate (Algebra I)							
Non-Waiver Graduation Rate – HS only							
College enrollment rates – HS only							

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	180 days * 7 hours * 60 minutes = 75,600 minutes	75,600 minutes	97,200 minutes	97,200 minutes	97,200 minutes	97,200 minutes
2. Number of daily minutes of math instruction	75	75 minutes	135 minutes	135 minutes	135 minutes	135 minutes
3. Number of daily minutes of EL/A instruction	90 reading+45 writing=135 minutes/day	135 minutes	195 minutes	135 minutes	135 minutes	135 minutes
4. Dropout rate – HS only						
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.3%	96.6%	97.5%	98%	98.2%	98.5%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b>						
7. Number of students completing dual enrollment classes – <b>HS only</b>						
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b>						
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>	BAS/SS/LSD	BAS/SS/LSD	BAS/SS/LSD	BAS/SS/LSD	BAS/SS/LSD	BAS/SS/LSD
10. Discipline incidents – number of suspensions and/or expulsions	23	20	15	13	12	8
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number	56	50	45	35	25	20

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].)	HEF: 2 EF: 35 IMP:0 IN: 0	HEF: 3 EF: 34 IMP:0 IN: 0	HEF: 5 EF: 32 IMP:0 IN: 0	HEF: 7 EF: 30 IMP:0 IN: 0	HEF: 8 EF: 29 IMP:0 IN: 0	HEF: 10 EF: 27 IMP:0 IN: 0
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	91%	91%	92%	93%	94%	95%

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

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 above and address the subgroup needs identified.**

Instructional Programs	
<b>LEA analysis</b>	Current instructional programs are aligned with state standards and district curriculum maps that provide a scope and sequence for instruction in each classroom. Decisions are made using student achievement and teacher effectiveness data and include a daily enrichment/remediation block based on common formative assessment data. Although an analysis of school data shows lower than desired proficiency, it reflects strong growth in both math and ELA, demonstrated by an increase in school grade from 2012-13 (D) to 2013-14 (B). Based on student population, trend data, and the strengths of teaching staff, Model Elementary will transition into a New Tech school, with a planning and pre-implementation year during 2015-2016. Schools affiliated with the New Tech Network show strong student engagement resulting in higher achievement.
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	Model Elementary has chosen the New Tech Network as a structure for transformation based on a detailed analysis of student data, identified needs, and current instructional strengths. Model teaching and support staff continue to utilize technology tools to help teach children to think and perform at higher levels demanded by the rigor of the Indiana College and Career Ready Standards. New Tech is not only aligned to this practice, but it will also provide teachers with support and coaching to implement project-based learning an inquiry instructional approach in all grades and classroom settings. The three pillars of New Tech; project-based learning, 1:1 technology integration, and building a culture of respect, responsibility, and trust are aligned with school and district values. In order to ensure continued alignment to state standards and the vision of Goshen Community Schools, Model staff will consult and collaborate with New Tech Network coordinators and district administration during the planning year and throughout the implementation.

School Leadership	
<b>LEA analysis</b>	Based on the LEA recommendation for current principal placement, the LEA has determined that the current principal is capable of successfully leading the transformation model and is committed to the success of the staff and students. The current school leader has strengths in the area of collaboration, communication, data utilization, and coordinating efforts of initiatives in the building. After Model Elementary earned a D based on student achievement from the school year 2012-2013, the principal collaborated with school and district leadership to put systems and processes in place to impact a positive impact on student achievement. The 8 Step Data Utilization to understand student mastery along with TAP system for ongoing, job-embedded professional development and consistent coaching were utilized to close the achievement gap and increase student performance. As a result, Model had the highest median growth in the district in both ELA and Math and earned a B. During each of the two years Model has had Focus status, monitoring visits by the Outreach Coordinator have shown to be proficient. The principal's TAP evaluations have consistently scored above proficient.
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	District Level evaluation of principal leadership, TAP document of leader effectiveness, and supporting evaluations were used in determining the retention of the principal. TAP has as one of the four components building teacher leadership through differentiated career paths, this supports maximizing teacher leadership through PBL and 1:1 implementation.

**School Infrastructure**

<p><b>LEA analysis</b></p>	<p>Model Elementary is seeking a research based model for increasing student achievement and growth as well as a model that will support sustainability of growth resulting in removal from focus status. Based on data analysis, evaluation of different models, and alignment with the vision of Goshen Community Schools, Model Elementary has selected New Tech Network as the structure for the proposed transformation. New Tech Network will provide the framework for the transformation of teaching and learning at Model Elementary. Existing structures will be modified with the help of a school-based team, district leadership, and a Regional Coach from the New Tech Network. The before and after school program, parent education, and summer program will be phased in throughout the grant.</p>
<p><b>Justification for Selected Interventions (include alignment to model chosen)</b></p>	<p>Student achievement data of a variety of types-high stakes, common formative assessments, attendance data, and discipline data show a high need for transforming the learning and teaching environment. This is further supported by the demographics of the school-high poverty, a high percentage of English language learners, and a high transience rate. The model selected is one that aligns with the rigor of the new standards and with the vision of Goshen Community Schools. Additionally, based on stakeholder input and the needs of the community necessitated adding a before and after school program, a summer program, and a community outreach that includes parent education.</p>

**Part 5: Selection of Improvement Model**

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

- Transformation     Turnaround     Early Learning     Whole School Reform     Restart     Closure

**Instructions:** Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

<i>Describe how the model corresponds to the data, findings, analysis and self-assessment.</i>			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>The transformation model focuses on the implementation of comprehensive instructional reform strategies, increasing learning time, and creating community oriented schools. The SIG would allow for flexibility to create structures for accomplishing each of these key components. Based on our school's focus status and goals as well as on current data and demographic analysis, the transformation model is the most appropriate for impacting student engagement and success. With the continued implementation of the 8 Step Process for data utilization, the TAP program to continue to increase both teacher effectiveness and student achievement, and with the shift to the New Tech structure, Model Elementary will have the critical pieces in place to transform learning and teaching to continue the growth</p>	<p>Overall, the proficiency rate in both ELA and Math is below the district and state average in most subgroups and has remained flat. Only the LEP students met or exceeded the goal set by the state in both ELA and Math. Students with disabilities, Hispanic students, and students receiving free and reduced lunch show the largest gap in achievement. Over the last five years, growth has also been flat. The combination of low growth and proficiency resulted in Model Elementary entering into Focus status. In 2014, the median growth for Model Elementary was the highest in the district in both areas. In order to continue to accelerate growth and increase proficiency, staff must transform teaching and learning in order to meet the rigorous state standards while increasing achievement for these subgroups. The transformation model allows the flexibility that will be</p>	<p>Overall, the proficiency rate in both ELA and Math is below the district and state average in most subgroups and has remained flat. Model Elementary is characterized by high poverty and a high percentage of English language learners. Although Model Elementary showed significant growth in both Math and ELA in 2014, the increased rigor of the Indiana College and Career Readiness Standards along with the data and demographics necessitates a need to transform the teaching and learning environment to ensure that student achievement continues to increase and the achievement gap closes. New Tech Network was chosen after evaluating several models as it aligns to school and district vision as well as the school need.</p>	<p>An analysis of Leading Indicators demonstrates a need to reduce the number of suspensions as well as to increase attendance by reducing the number of students who receive letters due to excessive absences and tardies of concern. The PBIS team is working through developing professional learning for staff to help improve classroom management, and a team is developing a plan for monitoring and improving attendance. The selection of New Tech as the model for transformation was determined by the proven and documented increase in student engagement and community involvement. When all of the above factors work together, all pieces will be in place for transforming teaching and learning at Model Elementary.</p>

trend and increase overall proficiency in each subgroup.	necessary to meet the needs of students in low-performing subgroups.		
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*Describe how the model will create teacher, principal, and student change.*

Change has already begun to happen as a result of data analysis, ongoing professional development, and the evaluation of transformation frameworks. Throughout the planning year, the school-based team along with district leadership and collaborators from the New Tech Network, staff, students, and parents will be prepared for full implementation in 2016-2017. Project-based learning is the basis of this instructional approach. In project-based learning, learning is contextual, creative, and shared. Students collaborate on projects that require critical thinking and communication. By making learning relevant to them in this way, student engagement reaches new levels. This higher level of engagement is associated with better educational outcomes.

The smart use of technology supports the approach to instruction and culture. All classrooms will have a one-to-one computing ratio. With access to Web-enabled computers and the latest in collaborative learning technology, every student becomes a self-directed learner who no longer needs to rely on teachers or textbooks for knowledge and direction. Our school, as a New Tech school, will use Echo, an online learning management system to create a network which helps students, teachers, and parents connect to each other, and to student projects across the country.

New Tech will help Model Elementary School build and maintain a culture that promotes trust, respect, and responsibility. Students and teachers alike will have ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment.

As staff works collaboratively with New Tech Network, they will be increasingly prepared to create learning experiences that are rigorous, hands-on, and collaborative, thus ensuring students can meet the increasingly high demands set forth by the standards.

**Part 5a: Selection of Improvement Model – SMART GOALS**

**RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals**

**\*CLOSURE schools do not need to complete SMART goals**

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

**SMART Culture Goal**

By the end of the SIG grant, Model Elementary School will build instructional capacity, increase effectiveness, and improve student achievement through the planning and future implementation of the New Tech structure and alignment with current practices which include 8 Step Data Utilization and Teacher Advancement Program (TAP) which are foundational practices that support district and school efforts to improve proficiency as measured by state and local assessments.

**SMART Academic Goal**

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
<p>By May 2020, student proficiency in subgroups will be as follows:</p> <p>All Students: 85% passing                      Hispanic: 80% passing                      Students with Disabilities: 51% passing                      LEP: 73% passing                      Students on Free or Reduced Lunch: 75% passing</p>	<p>By May 2020, student proficiency in subgroups will be as follows:</p> <p>All Students: 93% passing                      Hispanic: 90% passing                      Students with Disabilities: 54% passing                      LEP: 82% passing                      Students on Free or Reduced Lunch: 86% passing</p>	<p>By May 2020, student growth in both ELA and math will be as follows:</p> <p>The percentage of students in both the bottom 25% and the top 75% will meet the minimum standards for high growth and the overall group with low growth will not exceed the state threshold.</p>