



Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

August 5, 2016

Dr. Lewis Ferebee  
Indianapolis Public Schools #5385  
120 E Walnut St  
Indianapolis IN 46204

Dear Dr. Ferebee:

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, the renewal application for **Phalen Leadership Academy at Francis Scott Key School #103** was accepted and SIG funds will continue for SY 2016-2017.

In accordance with your application and available funding, you are being awarded **\$191,724.00** for the 2016-2017 school year.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A00120015

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

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

Sincerely,

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

cc: Title I Program Administrator  
SIG Coordinator  
Principal



# Indiana Department of Education

**Glenda Ritz, NBCT**

Indiana Superintendent of Public Instruction

## Title I -1003(g) School Improvement Grant Renewal Application SY 2016-2017 Cohorts 5 and 6- Transformation Model

### Part 1: Grantee Information

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

School Corporation/ Eligible Entity	Indianapolis Public Schools	Corp #	5385
School	Francis Scott Key School #103	School #	103
Superintendent Name	Dr. Lewis Ferebee	Email	ferebeel@myips.org
Title I Administrator Name	Bridgette Robinson	Email	robinsby@myips.org
Principal	Agnes Aleobua	Email	aaleobua@phalenacademies.org
Telephone	(317) 226-1403	Fax	(317) 226-3730
SY 2016-17 Funding Award Request	\$191,724		
SY 2016-2017 Funding Award			

### Part 2: Grant Award Information

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>May 20, 2016</b>
<b>Technical Assistance Training</b>	SIG Leadership PD Day Technical Assistance and Planning	<b>May 24 &amp; 25, 2016</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>June 30, 2016</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 1 – July 31, 2016</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 1, 2016</b>
<b>SY 16-17 Artifact Due</b>	Outcome Artifact from SY 16-17 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2017</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

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

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

<b>Staff Members Consulted and Part of the Renewal Application Process</b>	
<b>Name</b>	<b>Title</b>
Agnes Aleobua	Principal, PLA@103
Greg Wegesin	Assistant Principal, PLA@103
Aleesia Johnson	Innovation Officer, Indianapolis Public Schools
Dr. Lewis D. Ferebee	Superintendent, Indianapolis Public Schools
Bridgette Robinson	Title I Administrator, Indianapolis Public Schools
Ashley Floreancig	Teacher, PLA@103
Orleta Holms	Teacher, PLA@103
Angela Moss	Teacher, PLA@103
Amanda Meadows	Teacher, PLA@103

### Part 3: LEA and School Assurances

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

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

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

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

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

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

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

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date. 6/28/2016
Principal Signature		Date:	6/27/2016

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

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

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student enrollment number \*NEW for SY 16-17
- Student attendance rate;
- Teacher attendance rate;
- Teacher retention number \* New for SY 16-17
- Combined suspension/expulsion rate;
- Discipline referral number \*New for SY 16-17
- 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.

Link to Leading Indicators:

Cohort 6: [https://docs.google.com/spreadsheets/d/11kdllE-otyKb7sgrc4FetUAVpM910\\_IQ6kTDwlX5nS0/edit#gid=0](https://docs.google.com/spreadsheets/d/11kdllE-otyKb7sgrc4FetUAVpM910_IQ6kTDwlX5nS0/edit#gid=0)

Cohort 5: <https://docs.google.com/spreadsheets/d/10-plegERdbCcRrLD6-f8K8sSfanXpE5iOFkKwIHg1A/edit#gid=0>

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

Achievement and Leading Indicators SY 16-17 URL Website:	<a href="https://docs.google.com/spreadsheets/d/1SybTzr7sbzkuQNpeMflhvPQ8InhwLQ4_BUkyy6Cnc8/edit#gid=0">https://docs.google.com/spreadsheets/d/1SybTzr7sbzkuQNpeMflhvPQ8InhwLQ4_BUkyy6Cnc8/edit#gid=0</a>
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## Part 5: Analysis and Outcomes

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

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

SIOT Analysis	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Increased instructional time; differentiated instruction provided daily; full integration of adaptive learning technology to further differentiate instruction</li> <li>• Transformed school culture with strong behavior management system in place and consistent implementation</li> <li>• Daily implementation of rigorous, evidence-based, and best-in-class curricula</li> <li>• Rigorous, frequent assessments in place; assessment data used to differentiate instruction</li> <li>• Providing teachers with additional opportunities for leadership through teachers' leading ongoing professional development opportunities</li> </ul>	<p><b>Areas of Improvement:</b></p> <ul style="list-style-type: none"> <li>• Developing targeted professional development based on performance evaluations</li> <li>• Alignment of common language for instructional strategies; development of pacing guides to ensure standards-aligned instruction</li> <li>• Further increasing parent engagement by hiring an additional Parent Advocate</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>• Enrolling and serving additional families due to strong school culture and positive community reputation</li> <li>• Adding an additional grade (7<sup>th</sup> grade) to retain our sixth grade scholars</li> <li>• Exploring a new partnership with Community Health Network to provide a full-service health clinic in the school building</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>• Vast majority of PLA@103 students live in low-income communities and our student population has a high mobility rate, making student retention challenging</li> <li>• Surrounding community has a high rate of violent crime, which can negatively impact our children's safety, health, and social-emotional development</li> </ul>

### Projected Outcomes for SY 16-17

Prior to School #103's initial School Improvement Grant application in 2015-2016, and prior to your support, the school demonstrated a strong need for intervention to create a positive school culture and to raise student achievement. Over the past year, we have implemented the elements of our school improvement model with fidelity and are making significant progress, as demonstrated by our school's performance on leading indicators. The transformation of School #103 has been and continues to be a collaborative effort between the Indianapolis Public Schools district, the school operator Phalen Leadership Academies (PLA), and the school's families and community partners.

We first quickly acted to create a positive, engaging, and rigorous school culture. We accomplished this by selecting new, highly qualified leaders and forming a leadership team that included leaders dedicated to improving school culture; implementing clear, consistent, and school-wide discipline policies; engaging community partners to provide critical services such as afterschool instruction, health services, and more; rigorously training teachers on effective behavior management and parent engagement strategies; and by implementing a parent engagement process consisting of parent workshops and events, hiring Parent Advocates, frequent outreach to parent, and more.

Families have responded to the transformations in the school's culture and learning environment; while the school typically enrolls approximately 300 students, 388 scholars are now enrolled. In the coming year, we will have the opportunity to both continue to sustain high enrollment and to retain our sixth grade scholars by expanding to serve children in seventh grade. In addition, improvements achieved this past year have also helped us build relationships with our community partners and generate interest from other community-based organizations. Next year, we are seeking to partner with Community Health Network to provide our scholars with critical health services in the school building. In these and other ways, we are working to create a truly community-oriented school in which all stakeholders are deeply invested in school improvement efforts.

Next year, we will focus on building on the progress we have made around school culture to create additional academic gains. As we have shared, we have made some positive academic progress last year. This was achieved through selecting and utilizing evidence-based, best-in-class print and adaptive learning curricula; implementing frequent, rigorous formative and interim assessments to continually assess student progress; differentiating instruction using a rotational, blended instructional model; providing additional time for core instruction; providing extensive pre- and in-service professional development for teachers; and more. Next year, we will continue to refine our instructional model. To do so, we are planning to develop pacing guides to ensure that all instruction is closely aligned to state standards, as well as for teachers to participate in customized training based on their performance evaluations.

We will aim to build on these successes and achieve continued progress on both academic and behavioral metrics. With your support, we will continue to implement our instructional model with refinements in the areas specified above in order to achieve the following outcomes in SY16-17:

- By June 2017, scholars will achieve growth in ELA ISTEP+ results compared to scores achieved in 2015-2016

- By June 2017, scholars will achieve growth in math ISTEP+ results compared to scores achieved in 2015-2016

We will also continue our efforts to improve the school's culture. We want to see a continued downward trend in the number of students receiving demerits for not following directions. This indicator is important because we know that it often leads to other undesirable behaviors.

Thank you so much for your partnership. We believe that, together, we will be able to help our scholars make even more impressive gains next year.

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

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY16-17 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Develop School Leadership Effectiveness	A new Principal was hired prior to 2015-2016 school year to replace previous school leader. The new Principal was selected through a highly rigorous selection process. The new Principal has extensive experience in school leadership and was selected in part based on demonstrated ability to steer school culture and turn around school performance. Principal will continue to lead transformation efforts to increase student achievement, support the priority plan, and facilitate all collaboration efforts. (LEA)	Multiple Phases (Multiple Quarters)	General fund	The performance of the Principal will be tracked through a formal annual review.
	Redesigned Leadership Team meets monthly to provide planning and oversight toward transformational change associated with the school's action plan; build teacher and school leadership capacity; and refine the goals, roles, and responsibilities of the team. (Principal, Assistant Principal, Dean of Scholars, Lead Teachers)	Multiple Phases (Multiple Quarters)	General fund	The activities of the Leadership Team will be tracked in meeting notes.
	Mentor meets regularly with Principal to provide support to Principal in implementing the transformation model. (LEA, Principal)	Multiple Phases (Multiple Quarters)	No budget impact	The impact of mentoring will be summarized in Principal reports to/meetings with the LEA.

	Review Principal effectiveness in leading transformation and achieving performance goals according to monitoring plan. (Innovation Officer, Leadership Team)	Phase One (First Quarter)	Data evaluation and accountability services	The performance of the Principal will be tracked through a formal annual review.
Develop Teacher Effectiveness	Continue to implement 110-hour pre-service orientation and training for all instructional staff. Training utilizes blended learning model and includes both classroom instruction and webinars and asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model, and more. Modules delivered using Educadum Learning Management System by nationally-renowned PLA provided trainers, including school turnaround and behavior management experts. (Principal, PLA Training Department)	Phase One (First Quarter)	Data evaluation and accountability services; cost of Educadum, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
	Customized evaluation system fully implemented, used to evaluate Principal and teachers taking into account student growth as a significant factor. Correlate academic and disciplinary evaluation data. Removal of teachers with ineffective ratings. (Principal, Superintendent)	Multiple Phases (Multiple Quarters)	Data evaluation and accountability services	Educator and principal performance will be evaluated using customized evaluation system, similar to RISE, which takes into account student academic growth as a factor in determining staff performance ratings.
	Ongoing professional development provided for 50 hours throughout the year for all teachers covering classroom-based instruction, differentiated learning, and more in both collaborative and individual settings. Develop targeted professional development interventions based on performance evaluations, i.e. targeting instructional strategies during differentiated instruction. (Principal, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
	50% of Principal time spent in classroom observations, providing instructional feedback and leadership. School leadership/administration also provides ongoing feedback and coaching during structured	Multiple Phases (Multiple Quarters)	Part of Principal contract	Teacher performance will be tracked in structured observations using a standardized rubric.

	(three times yearly) and ongoing classroom observations. (Principal, PLA Training Department)			
	Hire diverse group of highly qualified certified teachers and TAs using a rigorous, seven-step hiring process to replace any teachers who are removed from the school. Leverage PLA network to find candidates via online job postings (e.g., IDOE website, Idealist.org), local universities (IUPUI, Marion University), educator sourcing agencies (Teach for America, The New Teacher Project), and diversity-focused events and organizations (National Association of Black School Educators, Black Expo). (Principal, PLA Director of Recruitment)	Multiple Phases (Multiple Quarters)	Recruitment services/Recruitment Manager's Salary	Hiring of educators will be tracked through creation of hiring timelines and the securing of employment contracts.
	Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including allowing teachers to lead ongoing professional development sessions for peers; engaging teachers to serve on school leadership committees; promoting teachers to a Teaching and Blended Learning Coach position; and providing referrals to opportunities to achieve an MBA or other school administration credentials. (Principal)	Multiple Phases (Multiple Quarters)	General fund	Teacher retention and promotion will be tracked through the creation of new employment contracts and teacher attendance and data systems.
	Provide high-performing teachers with additional rewards or grants, including opportunities to apply for grants to secure classroom resources or opportunities for high-performing staff to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer. (Principal, PLA Training Department, Director of Development)	Multiple Phases (Multiple Quarters)	Other support services and philanthropy	Teacher awards will be tracked through the creation of new employment contracts for summer training and teacher attendance and data systems.
Implement Comprehensive Instructional Reform Strategies	Continue to implement research-based, vertically and standards-aligned reading, math, and science curricula. Vetting process conducted that examined each curriculum's evidence base and considered expert opinions from a team of accomplished educational professionals. Harcourt Journeys (literacy), Singapore Math (math), and Indiana Science Initiative/FOSS Science (science) were selected for their alignment with standards, strong evidence base, and ease of use in developing	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Teacher implementation of curricula evaluated during Principal observations using standardized rubric. School-wide effectiveness of curricula tracked through Leadership Team review and meeting minutes and PLA Board meeting minutes.

	differentiated learning activities. Adaptive learning software for blended learning program (Compass Learning) selected based on a set of research- and practice-based factors recommended by a national leader in blended learning, the Charter School Growth Fund. Leadership team evaluates the effectiveness of curriculum annually in helping students meet achievement goals. (Principal, Leadership Team)			
	Develop customized pacing guides in ELA and math to ensure close alignment of instruction to state content standards. (Principal)	Phase One (First Quarter)	Philanthropy	Customized pacing guides will be developed and codified
	Principal conducts three to four formal observations throughout the year to verify that curricula is aligned to state content standards. Provides feedback to teachers according to a standardized observation rubric, customized to fit blended learning model. 50% of Principal's time spent in classroom observations, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric. (Principal)	Multiple Phases (Multiple Quarters)	Part of Principal, IPS contracts	Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes.
	Continue to implement blended learning program, rotating students through one-to-one instruction with best-in-class, standards-aligned adaptive learning software (i.e. Compass Learning) to support both Tier 2 and Tier 3 interventions in reading and math. (Principal)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Teacher implementation of blended learning model evaluated during Principal observations using standardized rubric.
	Weekly curriculum-based formative assessments, using the above evidence-based print curricula, provide regular feedback for teachers to adjust and differentiate instruction to meet student needs. Adaptive blended learning curricula and software contain regular formative assessments that house data in a central data dashboard system and provide a daily look at each scholar's academic progress. (Principal, Teachers)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
	In addition to IREAD-3 and ISTEP+ state standardized examinations and formative assessments, implement nationally-normed and state standards-aligned	Multiple Phases	General fund; data evaluation	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership

	interim and summative assessments using DIBELS (measures progress against foundational early literacy skills) and STAR (measures student achievement in reading and math compared to nationally representative sample). Student progress on formative, interim, and summative assessments will inform teacher and principal planning for instruction and remediation for students, stored in data dashboard system. (Teachers, Teaching and Blended Learning Coach, Leadership Team)	(Multiple Quarters)	and accountability services	Team meeting minutes. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
	Teachers receive training on formative assessment implementation during pre-service training. (Principal, PLA Training Department)	Phase One (First Quarter)	Professional development; cost of Educadium, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
	Hire a Teaching and Blended Learning Coach to provide intensive instructional support and individualized guidance to educators on the implementation of formative assessments. Coach provides daily assistance to educators on methods for effectively using data to target and differentiate instruction to meet specific student needs based on formative and benchmark assessment findings. (Principal, Teaching and Blended Learning Coach, PLA Director of Recruitment)	Phase One (First Quarter)	General fund	Hiring of Teaching and Blended Learning Coach will be tracked through creation of hiring timelines and the securing of employment contracts. Performance of Coach will be evaluated using customized evaluation system.
	Continue to implement a three tiered RTI system. Tier 1: All students receive high-quality instruction and periodic universal screening; through screening/test results, students "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Students not making adequate progress in Tier 1 receive intensive, supplemental, small group/blended, scientifically-based instruction. Tier 3 support consists of Tier 1/Tier 2 daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring. (Principal, Teachers, Teaching and Blended Learning Coach)	Multiple Phases (Multiple Quarters)	General fund	Teacher implementation of RTI evaluated during Principal observations using standardized rubric. Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.

Implement systems for tracking school- and student-level data. Due to implementing a blended learning model and RTI system, student data is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed at least twice per year by school leaders. TAs assist teachers in collecting student data and support Teachers in analyzing data points from blended learning sessions. (Leadership Team, Teaching and Blended Learning Coach, PLA Data and Accountability Team)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services; part of teacher, TA, and Principal contracts	Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
Teachers review academic goals and students' progress towards those goals based on formative and summative assessment data on a weekly basis with each student. (Principal, Assistant Principal, Dean of Scholars, Teachers)	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance. (Leadership Team, Teachers, PLA Data and Accountability Team)	Phase Five (Summer Session)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
Report card disaggregation presented to IDOE during monitoring visits. (Principal, Leadership Team)	Multiple Phases (Multiple Quarters)	No budget impact	Disaggregated accountability data tracked through data dashboard, presented to IDOE during monitoring visits.
Increase time available for instructional leadership; 50% of Principal time spent in classroom observations, providing instructional feedback and leadership, included in which is time spent providing feedback on implementing formative assessments and utilizing results according to a standardized rubric. School leadership/administration also provides ongoing feedback and coaching during structured (three times yearly) and ongoing classroom observations. (Leadership Team)	Multiple Phases (Multiple Quarters)	Part of Principal contract	Teacher instructional practices evaluated during structured (using a standardized rubric) and daily non-structured observations.
Ongoing teacher professional development for 50 hours throughout the year for all teachers covering classroom-based instruction, covering topics relating to instructional quality, differentiated instruction in	Multiple Phases (Multiple Quarters)	Professional development	Educator completion of training will be tracked using training completion logs and tracking

	both group and individual settings. (Principal, PLA Training Department)			systems embedded in online modules.
Increase Learning Time	After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day to 240 minutes each day; from 450 hours annually to 720 hours annually. Increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year. Students receive 60 additional minutes of math and 30 additional minutes of ELA instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad-assisted activities, and/or 4) guided instruction led by a teacher or TA. (Principal, Superintendent, Innovation Officer)	Multiple Phases (Multiple Quarters)	Extended school year stipends for Teachers; general fund	Flexibility indicated in Innovation Network School contract, SY 2016-2017 master schedule produced by August 1, 2016, indicating time allocations and extended calendar.
	Students will be provided with the opportunity to receive academic assistance from trained tutors in core content areas after school five days per week for two hours per day, provided through a partnership with the Boys and Girls Club of Indianapolis. This maintains the pre-grant level of afterschool core content instruction at 360 hours per year. (Principal, Teachers, TAs)	Multiple Phases (Multiple Quarters)	Afterschool funding secured by Boys and Girls Club	Performance of students as a result of participation in partnered activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider.
	Students will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Students will be provided opportunities for an additional two or more hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering,	Phase Five (Summer Session)	Summer learning time funded by philanthropy and Summer School Reimbursement	Performance of students as a result of participation in partnered activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider.

	foreign language). Students performing below grade level will be strongly encouraged to participate. (Principal, Teachers, TAs)			
	Professional development interventions are mandatory, and as a result increase the time for professional development by approximately 120 hours throughout the school year through a combination of extending teacher service prior to the year and adding on-going professional development days throughout the year. (Superintendent, LEA, Innovation Officer, Principal, Teachers, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development; general fund; part of teacher contracts	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
Create Community-Oriented Schools	Dean of Scholars provides academic, behavioral, and social-emotional support for scholars. School culture system dedicated to creating a student-focused, safe learning environment fully implemented. (Dean of Scholars)	Multiple Phases (Multiple Quarters)	Dean of Scholars salary and benefits; general fund	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Principal during structured (using a standardized rubric) and daily non-structured observations.
	Highly qualified teachers and TAs improve supervision and social-emotional support for students. (Teachers, TAs)	Multiple Phases (Multiple Quarters)	Part of employment contracts	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Principal during structured (using a standardized rubric) and daily non-structured observations.
	Building Dreams character education curriculum provides high-quality social-emotional learning to all students each day aligned to Indiana state standards. (Principal)	Multiple Phases (Multiple Quarters)	General fund	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Principal during structured (using a standardized rubric) and daily non-structured observations.
	Hire a third, bilingual Parent Advocate to help support social and emotional growth. Creates close ties between home and school life by helping to arrange family events/workshops, and conducting regular outreach to boost attendance. (Principal, PLA Recruitment Department)	Phase One (First Quarter)	Philanthropy	Hiring of Parent Advocates will be tracked through creation of hiring timelines and the securing of employment contracts. Performance of Advocate will be evaluated at least annually according to terms of the employment contract.

Continue to implement comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies, as well as an effective behavior management system (i.e., fair and consistent rules and positive reinforcement for pro-social behavior). (Leadership Team)	Multiple Phases (Multiple Quarters)	Dean of Scholars salary and benefits; general fund	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Principal during structured (using a standardized rubric) and daily non-structured observations.
Provide pre- and in-service training for staff on behavior management system. (Principal, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development; cost of Educadium, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
Train teachers to effectively partner effectively with parents delivered during pre-service, in-service and summer professional development. (Principal, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development ; cost of Educadium, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
Guest speakers provide mentoring and guidance to students. (Principal)	Multiple Phases (Multiple Quarters)	General fund	Parent, scholar, and teacher feedback will be captured in annual surveys.
Students with social-emotional difficulties are referred to Social Worker, who identifies any additional supports and provides individualized counseling. (Principal)	Multiple Phases (Multiple Quarters)	Part of IPS contract	Behavioral improvements as a result of participation in partner-led activities will be monitored through tracking behavioral data in LiveSchool system. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider.
Provide pre-service training session and in-service training workshops to enhance Parent Advocate skills. (Principal, Parent Advocates, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development	Parent Advocate completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
Hold six family nights and two parent workshops throughout the year on topics including building parents' ability to help children with literacy and	Multiple Phases	General fund	Parent event attendance will be tracked using event attendance

	math instruction, and to support parents in accessing community resources. (Principal, Teachers)	(Multiple Quarters)		logs. Impact on parents will be tracked in annual surveys.
	Train teachers to effectively partner effectively with parents delivered during in-service and summer professional development. (Principal, PLA Training Department)	Phase One (First Quarter)	Professional development; cost of Educadium, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
	Implement annual internally designed parent, teacher, and student surveys or feedback session to gather perceptions of turnaround effectiveness and program satisfaction. (Principal, PLA Data and Accountability Team)	Phase Four (Fourth Quarter)	Data evaluation and accountability services	Impact of educational program on scholars, parents, and teachers will be tracked in annual surveys.
	Data on each scholar's progress is compiled daily. Parents are informed of student progress through weekly progress reports. Educators make phone calls to parents on a periodic basis to inform parents on children's progress. (Principal, Teachers, Teacher's Assistants, Parent Advocates)	Multiple Phases (Multiple Quarters)	General fund	Student progress data tracked in progress reports.
	Hold three parent teacher conferences annually for all students. (Principal, Teachers)	Multiple Phases (Multiple Quarters)	General fund	Parent and teacher attendance at Parent-Teacher conferences will be tracked using conference attendance logs.
	Engage local community based agencies to connect students and families to key services such as mental health, employment, afterschool, and housing. Form new partnership with Community Health Clinic to provide full health services and screenings. (Principal)	Multiple Phases (Multiple Quarters)	In-kind services provided by community partners	Securing of new partnership will be tracked by community based organization partnership agreements.
Provide Operational Flexibility	Francis Scott Key permitted to operate under the new Innovation Network Schools division, informed by past experiences with turnaround schools, to offer a high degree of flexibility and autonomy while retaining supervision under the district. Principal has been flexibility and autonomy to fully and effectively implement the transformational model components described in this application, including control over people/hiring/placement, school schedule/time, the	Multiple Phases (Multiple Quarters)	IPS administrative costs; other support services	Flexibility and autonomy to implement transformation model specified in Innovation School Contract for Francis Scott Key School # 103.

	instructional program, and dollars/budget. (Principal, Innovation Officer)			
	Principal will also have the opportunity to provide updates and progress to the school board at least twice per year in a pre and post manner. (Principal, Innovation Officer)	Multiple Phases (Multiple Quarters)	No budget impact	Improvements and progress of transformation efforts will be tracked through LEA and PLA board meeting minutes.
	PLA@ Francis Scott Key #103 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20-25.5-4-4 PLA has full operational autonomy. Currently, PLA@ Francis Scott Key #103 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter of Union support is necessary. (Principal, Innovation Officer)	Multiple Phases (Multiple Quarters)	No budget impact	Flexibility and autonomy to implement transformation model specified in Innovation School Contract for Francis Scott Key School #103.
Sustain Support	The LEA will support all elements of the SIG planning process for Francis Scott Key Elementary. Superintendent provides high-level monitoring and guidance of the planning process. LEA-designated staff member, Innovation Officer, is a key part of planning, monitoring and implementation. LEA will support the analysis of school need. (Superintendent, Innovation Officer)	Multiple Phases (Multiple Quarters)	IPS administrative costs; other support services	Codified monitoring plan will be created to track key performance benchmarks.
	LEA conducts frequent monitoring visits and technical assistance calls to provide support all elements of the school improvement process. (Innovation Officer)	Multiple Phases (Multiple Quarters)	No budget impact	Implementation progress will be tracked through monitoring visit logs and notes.
	LEA reviews data on a regular basis to evaluate progress towards performance goals, ISTEP and IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. PLA Data and Accountability Team assists in providing information. (LEA, Innovation Officer, PLA Data and Accountability Team)	Multiple Phases (Multiple Quarters)	IPS administrative costs and other support services	Codified monitoring plan will be created to track key performance benchmarks.
	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a	Multiple Phases (Multiple Quarters)	IPS funds	Codified monitoring plan will be created to track key performance benchmarks for SPED services.

monthly basis. (LEA, Innovation Officer, Director of Finance)			
LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information. (LEA, Innovation Officer, Director of Finance)	Multiple Phases (Multiples Quarters)	IPS administrative costs; other support services	Codified monitoring plan will be created to track key fiscal performance benchmarks. Fiscal performance also tracked through LEA and PLA financial monitoring documents.
LEA designates funds for Teacher's Assistants (covers only regular school year), technology/blended learning, RTI, key model components to support students at risk of failure. (Superintendent, Innovation Officer)	Multiple Phases (Multiples Quarters)	Part of IPS contract	Fiscal performance tracked through LEA and PLA financial monitoring documents.
System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups. (Innovation Officer, Principal, Leadership Team)	Multiple Phases (Multiples Quarters)	IPS funds; other support services	Impact of technical assistance captured in Leadership Team meeting minutes.
LEA has contracted with PLA in 2014-2015 as a lead partner to support school transformation in the areas of: recruitment (recruiting and hiring teachers, teaching assistants, coaches, and school administration); training (providing intensive professional development, both pre- and in-service); data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.). (LEA, Directors of Recruitment, Training, Finance, Fundraising, and Data and Accountability)	Multiple Phases (Multiples Quarters)	Other support services	Services provided by PLA specified in Innovation School Contract for Francis Scott Key School #103.

### 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
<ul style="list-style-type: none"> <li>• STAR Reading, Math, and Early Literacy assessments</li> <li>• DIBELS (Dynamic Indicators of Basic Early Literacy Skills)</li> <li>• Adaptive learning software (Compass Learning)</li> <li>• Curriculum-based quizzes – Harcourt Journeys (ELA) and Singapore Math (math)</li> </ul>	<ul style="list-style-type: none"> <li>• LiveSchool – tracks classroom behavior, merits/demerits assigned for positive/negative behaviors</li> <li>• PowerSchool – tracks school-based consequences, referrals, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerSchool – tracks student attendance</li> <li>• Complete Campus Security System – tracks both staff and volunteer attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Small-group and one-to-one intervention using curriculum-based tools and worksheets</li> <li>• One-to-one access to research-based adaptive learning software programs (i.e., Compass Learning)</li> </ul>	<ul style="list-style-type: none"> <li>• LiveSchool – tracks behavior metrics</li> <li>• PowerSchool – tracks data from nationally-normed assessments, blended learning programs, weekly quizzes for differentiation</li> <li>• Progress Reports sent weekly to parents provide updates on academic and behavioral progress</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptive learning software programs</li> </ul>

### **Part 8: Outcome Artifact**

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

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

Our model places a strong importance on hiring, retaining, and developing highly effective educators. PLA@103 has implemented a teacher leadership development program that has been successful in both preparing teachers to implement the core components of our school improvement model and engaging teachers in school leadership activities. For our SY16-17 artifact, the school will submit a one- to two-page document detailing the school's leadership development program and specific methods used to promote teacher-leadership.

The outcome document will describe the types of leadership-mentoring strategies used to develop teachers' capacity for school leadership and program management; aspects of school culture which promote leadership qualities in teachers; and the school leadership structures, activities, and planning processes in which teachers participate. The document will also provide teacher perceptions of the program's effectiveness, such as cases in which teachers have taken on additional school-based leadership responsibilities or pursued external leadership opportunities (i.e., leading an evidence-based summer learning program implemented at the school).

The Principal will lead the creation of the outcome artifact, supported by the school's leadership team and the PLA network's Development team.

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

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

**Part 9: 1003g Original SIG Budget SY 16-17**

**Complete the budget below:**

<b>SY 2015-2016</b>		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					29,233						\$29,233
21000	Support Services - Student					58,750						\$58,750
22100	Improvement of Instruction (Professional Development)					12,510						\$12,510
22900	Other Support Services					91,231						\$91,231
25191	Refund of Revenue											\$0
26000	Operation & Maintenance											\$0
27000	Transportation											\$0
33000	Community Service Operations											\$0
60100	Transfers (interfund)											\$0
	<b>Column Totals</b>	0	0	0	0	\$191,724	0	\$0	0	0	0	\$191,724
<b>Indirect Cost:</b>		<b>Subtract the amount above \$25,000 (per individual contracted service) from your total budget:</b>										<b>25,000</b>
Total after deducting Property:												<b>0</b>
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												<b>0</b>
<b>Grand Total After Indirect Cost:</b>												<b>191,724</b>
<b>Budget Narrative</b>												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500--PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference												
<b>Supplies</b>						<b>Property: Equipment/ Technology</b>						
<b>Professional Services</b>						<b>Other Purchase Services (travel, communication)</b>						

