



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

MEMORANDUM

August 5, 2012

Dr. Myrtle Wilson
Deputy Superintendent
South Bend Community School Corporation #7205
635 S. Main Street
South Bend, IN 46601

Dear Dr. Wilson:

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. This application process is rigorous, and Rise Up Academy has the distinction of being renewed for a third year. We commend you and your staff on your hard work thus far in the application and we look forward to the substantial impact this grant will have on this school, its staff, and most importantly the students.

In accordance with your application and available funding, you are being awarded \$678,910 for Rise Up Academy for the third year of this grant. 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. The CFDA number for these funds is 84.388A. The final year of this grant will be funded from SIG ARRA. This grant does not allow schools to carry over dollars into the 2013-2014 school year. Because this grant is funded through SIG ARRA, you will need to track funds separately and complete the 1512 quarterly reporting when requested by the Indiana Department of Education.

Further, we would like to remind you that Rise Up Academy will not be able to carry funds from the current 2011-2012 school year into the 2012-2013 school year. It will receive only the amount requested for the 2012-2013 budget as requested in their original grant. Funds from the 2011-2012 grant must be obligated by September 30, 2012. Any unrequested funds will be used to open funding streams for future grant recipients.

Again, congratulations on your renewal. We look forward to the achievements that your students reap as a result of your initiative and dedication to the substantial changes you are making at Rise Up Academy. Please feel free to contact our 1003g School Improvement Specialists, Emily Richardson and Ron Sandlin, at (317) 232-9062 or 1003g@doe.in.gov if you have any questions.

Sincerely,

Emily Richardson
Office of School Improvement and Turnaround
Indiana Department of Education

1003g School Improvement Grant Renewal High School Goals and Benchmarks 2012 - 2013

School: **Rise Up Academy**

Please complete the benchmark worksheet for each school that received a 1003g School Improvement Grant. In the highlighted column (beginning) please put data from the end of the 2011- 2012 school year. Leave the End column blank as this will be filled out in July, 2013. In the Goal column please set measurable targets for the Leading and Achievement Indicators as these will be a portion of the grant renewal criteria.

Leading Indicators (Must meet at least 6 of 9 to be renewed)	Indicator	Beginning	End	Goal
	Minutes in school day			
	Student Participation rate			
	Student attendance rate			
	Teacher attendance rate			
	Dropout rate			
	# of AP/IB Courses Offered			
	Suspension/Expulsion Rate			
	Minutes of Job Embedded PD/Week			
	Distribution of teachers by performance level			

Goals from approved SIG Application

SY 2009-2010 Baseline Data <small>(most recent available data that corresponds to the proposed goals)</small>	Annual Goals		
	SY 2010-2011	SY 2011-2012	
4% of all students were proficient on the Spring 2009 Alg I ECA.	40% of all students were proficient on the Spring 2009 Alg I ECA.	60% of all students were proficient on the Spring 2009 Alg I ECA.	75% of all students were proficient on the Spring 2009 Alg I ECA.
50% of all students were proficient on the Spring Eng 10 ECA	50% of all students are proficient on the Spring Eng 10 ECA	60% of all students are proficient on the Spring Eng 10 ECA	75% of all students are proficient on the Spring Eng 10 ECA
7% graduation rate for 2008-2009	60% of students graduate within four years of enrollment at Rise Up.	70% of students graduate within four years of enrollment at Rise Up.	80% of students graduate within four years of enrollment at Rise Up.

		Indicator	Beginning	End	Goal
Achievement Indicators (Year 1: Must meet 70% of Achievement Indicators) (Year 2: Must meet 80% of Achievement Indicators)	English 10 ECA	10 th Grade Pass Rate	28.0%		
		8 th (ISTEP) to 10 th (ECA) Improvement			
		% of non-passers who pass by 12 th grade.	41.3%		
		Average scale score			
	Algebra 1 ECA	10 th Grade Pass Rate	12.5%		
		8 th (ISTEP) to 10 th (ECA) Improvement			
		% of non-passers who pass by 12 th grade.	18.5%		
		Average scale score			
	Non-Waiver Graduation Rate				
	College enrollment rates				



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

1003(g) School Improvement Grant Transformation Model

**151 West Ohio Street
Indianapolis IN 46204
317.232.6610**

LEA ASSURANCES

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

School Improvement Grant (SIG) 1003(g)

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

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model; (B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

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

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

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- For Both Math and English/Language Arts Each:
 - Percent of students passing ISTEP, by grade level;

- Percent of Bottom 25% demonstrating high growth (4-8);
- Percent of all students showing low growth; and
- Average scale score, by grade level;
- Percent of students at or above proficient on ISTEP on both Math and E/LA; and
- Percent of students achieving proficiency on IREAD (spring test only).
- For Both English 10 and Algebra I ECA:
 - 10th grade cohort pass rate;
 - 8th grade (ISTEP) to 10th grade (ECA) improvement;
 - Percent of re-testers which pass by 12th grade; and
 - Average scale score, by grade level.
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

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

State Assurances

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

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

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

Changes

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

Independent Grantee

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

Termination

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

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

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

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

Access to Records

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

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

Legal Authority

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

Equal Opportunity Employer

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

Copyrights

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

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

Personnel

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

Assignment

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

Availability of Funds

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

Superintendent

Turnaround Officer

Printed Name

Printed Name

Signature

Date

Signature

Date

Principal

IDOE Director of School Improvement and Turnaround

Printed Name

Printed Name

Signature

Date

Signature

Date

EXECUTIVE SUMMARY

Intervention Requirements

All grantees must address each intervention requirement for the selected model. Implementation will be monitored throughout the school year and the IDOE SIG program coordinator will complete the chart below based on evidence gathered during ongoing monitoring.

Transformation Requirement	Implementation Progress	Explanation of Implementation Progress	Corrective Actions To Address Deficiencies Identified by Monitoring	Technical Assistance Needs
<i>U.S. Department of Education requirements for the model</i>	<i>Mark the district's perception of its progress.</i>	<i>Give evidence to support the district's perception of its progress. Describe successes and/or challenges/barriers.</i>	<i>Describe what actions the LEA and school will take to address deficiencies in each area as noted by the monitoring report.</i>	<i>List any areas of technical assistance the LEA or school may need to continue making progress toward its goals.</i>
1. Replace of the principal who led the school prior to implementing the model.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who after professional development, have not.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
4. Provide high quality, job-embedded professional development.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			

Transformation Requirement	Implementation Progress	Explanation of Implementation Progress	Corrective Actions To Address Deficiencies Identified by Monitoring	Technical Assistance Needs
5. Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
6. Provide increased learning time for students and staff.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
7. Use data to implement an aligned instructional program.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
8. Promote the use of data to inform and differentiate instruction.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
9. Provide mechanisms for family and community engagement.	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	<input type="checkbox"/> Not Implemented <input type="checkbox"/> Partial Implementation <input type="checkbox"/> Full Implementation			

DICKINSON INTERMEDIATE FINE ARTS ACADEMY

1003(g) SIG DATA DASHBOARD

Instructional Priority #5	Exemplary:	#DIV/0!
	Proficient:	#DIV/0!
	Needs Improvement:	#DIV/0!
Staff Culture Targets		
I am provided regular, positive feedback	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!
I receive help identifying areas of development	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!
I receive critical feedback about my professional performance informally	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!
My accomplishments are recognized publicly	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!
I am consistently informed of my current performance	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!
I receive opportunities to oversee or manage important responsibilities	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!
I am provided additional resources for my classroom	High Will, Hi Skill	#DIV/0!
	High Will, Low Skill	#DIV/0!
	Low Will, High Skill	#DIV/0!
	Low Will, Low Skill	#DIV/0!

Implementation of Transformation Model

➤ **Instructions:**

- 1) Using the tables provided, develop a detailed timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 2) For how the descriptions will be scored, see the attached Transformation Intervention Model scoring rubric.

Transformation Model

(Guidance Document, Section E, pages 36-41)

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>1. <i>Replace the principal who led the school prior to implementing the model.</i></p>	<p>Posted the position with detailed job description internally, with IDOE, and in <i>Education Week</i> for a one-week period.</p> <p>Develop screening committee of stakeholders and screen all applicants for interview with assistance from AHSI.</p> <p>Develop interview committee of stakeholders and conduct interviews with protocols reviewed by AHSI and IDOE.</p> <p>Interview committee recommends final candidates for interview by superintendent.</p> <p>Superintendent recommends principal to Board of School Trustees</p>	<p>Nye/Director of Human Resources Wilson/ Dpty. Supt.</p>	<p>July 2010</p>

<p>2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i></p>	<p>Teacher re-hires will be determined by the State-approved performance evaluation criteria. Under-performing teachers will be given additional PD, if progress is not made teacher can be terminated or transferred. High-performing teachers will be eligible for monetary incentives based on the following criteria:</p> <p>State Teacher Performance Evaluation (30%)</p> <ul style="list-style-type: none"> - Reviewed by principal. - Reviewed quarterly. - The state rubric will be used (training will be needed by the IDOE) <p>Student Performance (30%) - \$600</p> <ul style="list-style-type: none"> - Based on SIG Benchmark Data in the following areas: - Graduation Rate higher than 39.3 % (last years rate) - \$200 - ECA data from summer testing: <ul style="list-style-type: none"> • English 10 15% passing or higher - \$200 • Algebra I 13% or higher - \$200 <p>Peer Review (20%) - \$400.00</p> <ul style="list-style-type: none"> - Based on implementations of feedback from the peer review process, 3 times per quarter. - Reflection, teacher share, learning new strategies. <p>Teacher Attendance (20%)</p> <ul style="list-style-type: none"> - NOT based on personal days, professional leave, or 4 sick/family illness days <p>The incentive will be paid based on the percentage earned in the above categories. For example if a teacher earns 80% for a total sum of the above categories, they would receive 80% of the incentive. Teachers receiving less than 80% will be</p>	<p>Azar/Principal</p>	<p>August 2011</p>
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	<p>ECA 2012-2013: ECA Attendance: January 90% May 93% (Currently enrolled students)</p> <p>Incentive Pay: \$300 \$300 (All staff)</p> <p>ECA Results</p> <p>Algebra I: 25% Passing 50% increase in student scale scores</p> <p>English 10: 25% Passing 50% increase in student scale scores</p> <p>Incentive Pay: Math/LA Teachers/Enrichment \$500/\$500 Non Math/LA Teachers/Staff \$250/\$250</p>		
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Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<ul style="list-style-type: none"> - Provide a fund (\$2000/school year) for each individual teacher to use for professional development opportunities (conferences, trainings, graduate work) throughout the year - Provide resources for requires in-services from the district. - Develop a system of peer review and support within the school day - Encourage and foster holistic growth among staff 	<p>Azar/Principal</p>	<p>August 2011</p>

<p>5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i></p>	<ul style="list-style-type: none"> - Modify all job descriptions to include details of the non-traditional education as well as the incorporated technology and project-based learning at Rise Up Academy. - Try to maintain a staff with balanced strengths and weaknesses - Attempt recruiting minority teachers - Provide monetary incentives for high-performing teachers who exceed various components of the evaluation process. - Provide a \$2000.00 fund for each individual teacher to use for professional development opportunities (conferences, trainings, graduate work) throughout the school year budget followed up with a Professional Development Growth Plan. - Plan staff events (retreats, banquets, outings) for staff throughout the year. - Staff Retention Funds – returning staff receives \$2000.00 (\$500.00 at the end of each quarter) and new staff receives \$1000.00 (\$250.00 at the end of each quarter) 	<p>Azar/Principal</p>	<p>May 2012</p>
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<p>6. <i>Provide increased learning time for students and staff.</i></p>	<p>Add 30 minutes of instructional time daily to schedule</p> <p>Add 5 days of instructional time to the school year</p>	<p>Azar/Principal</p>	<p>August 2010</p>
<p>7. <i>Use data to implement an aligned instructional program.</i></p>	<p>Preliminary data analysis of all enrolled students to determine placements and initial schedule. We use Performance Series Scantron testing to evaluate students reading ability two times a year. This also helps us determine students needing Read 180 as well as areas of weakness for each individual student.</p> <p>Based on ECA data, we tailor each class to the overall needs of our students. Our enrichment classes are developed and divided according to the strands needing remediation in alignment with the Algebra I classes. We use the Hoosier Writing Project to standardize our writing expectations across the curriculum, as this has been an area of weakness for our students.</p> <p>Staff has been trained on how to incorporate rigor and relevance into project/performance based instruction.</p>	<p>Administration Leadership Team</p>	<p>August 2012</p>

Elements	Tasks	Lead Person/ Position	Time Period (month)
<p>8. <i>Promote the use of data to inform and differentiate instruction.</i></p>	<p>The daily bell schedule for the 2012 – 2013 school year was restructured to include an enrichment class to support the algebra 1 and English 10 curriculum. The enrichment classes are developed and divided according to the strands needing remediation in alignment with the Algebra I classes. We use the Hoosier Writing Project to standardize our writing expectations across the curriculum, as this has been an area of weakness for our students.</p> <p>The addition of the Attendance Manager position is necessary to monitor student's poor attendance. This individual monitors and analyzes attendance data and uses all resources available to encourage and improve our student's attendance. Additionally, attendance data is used by staff to develop strategies for individual students with severe attendance issues (see attached <i>Attendance Manager Job Description</i>.)</p> <p>Teacher Innovation Mini-Grants promotes educators to use action-based research. In doing so, teachers develop improvements to their differentiated instructional strategies and activities. Teachers/staff can apply for a \$1000.00 grant to help support their instruction. (see attached <i>Teacher Innovation Mini-Grant 2013</i>.)</p>	<p>Administration Math Teachers LA Teachers</p>	<p>August 2012</p>
<p>9. <i>Provide mechanisms for family and community engagement.</i></p>	<p>Work with community partners to develop monthly workshops/activities for students and families.</p>	<p>Azar/Principal</p>	<p>August 2012</p>

	<ul style="list-style-type: none"> - Oaklawn Partnership providing wraparound services for RUA students needing skills training, therapy and mental health support and family counseling (see attached <i>Oaklawn Rise Up Proposal 2012-13.</i>) - Youth Services Bureau (YSB) provides a full-time case manager on-site to assist students in job skills, job-seeking skills, housing, transportation and other services based on needs (see attached <i>Street Outreach Proposal for Rise Up Academy</i> and <i>Street Outreach Rise p Academy Budget for 2012-13.</i>) - Extra-curricular Clubs and Activities - These clubs and activities encourage student participation in community-based activities. Each staff member sponsors a group that engages students' afterschool. Teachers will receive a \$500.00 stipend for each club/activity they sponsor. - Mind Body Kinection helps promote healthy coping skills and relaxation techniques to staff and students. (see attached Mind Body Kinection for Rise Up Academy.) 		
<p>10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).</p>	<p>School Year 2010 - 2011: Work with the external collaborator and school staff to determine an appropriate calendar and schedule to meet student needs for success. Discuss with district staff and the bargaining unit to facilitate necessary changes.</p> <p>Work with the external collaborator to provide a staffing model to implement an alternative school structure that will meet the needs of South Bend students. Discuss with</p>	<p>Azar/Principal</p>	<p>August 2010</p>

	<p>district staff and the bargaining unit to facilitate appropriate staffing.</p> <p>Work with external community providers to develop support systems for students and families aligned with school vision and goals.</p> <p>Assistant principal will be hired to assist in instructional leadership and to provide operational support. A full-time social worker will also be hired to coordinate student and family support. This will allow the principal and assistant principal to focus on classroom instruction, tracking student progress, and staff evaluation.</p> <p>School Year 2012 - 2013: NovaNET is an on-line resource for students to enroll and complete Core 40 classes. This resource allows our over-aged, under-credited student to gain credits and they continue their work/family schedule. NovaNET is utilized to offer classes unavailable at Rise Up Academy due to our small faculty as well as meet the needs of students who prefer to work independently.</p> <p>A one-on-one iPad initiative began at the start of the 2012-13 school year. Each faculty and staff member as well as each student received an iPad. Throughout the course of the school year, Apple apps will be purchased based on academic need by each department. Additionally, a Computer Paraprofessional and resources for technology repair are necessary for the success of the iPad initiative. The purchase and installation of door alarms are required to monitor iPads from leaving the building as well as students.</p>	<p>Dr. Wilson/Dpty Suppt.</p> <p>Anne Coglianese, Guidance Counselor</p> <p>George Azar, Principal</p>	<p>February 2011</p>
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	<p>Student Honor Roll, Attendance and ECA Incentives – Students who acquire a GPA of 3.0 or above are celebrated every quarter with a breakfast and shirt. Students also receive a weekly, quarterly and yearly incentive based on their attendance data. Students receive a \$50.00 gift card when they pass the algebra and English 10 ECA.</p> <p>Graduation incentive – students enrolling in courses at IVY Tech will be furnished tuition for three credit hours.</p> <p><i>WorkOne's partnership provides the Jobs For America's Graduates (JAG) curriculum to Rise Up Academy. JAG is an elective course focusing on job-skills and preparing them to be career-ready. (see attached WorkOne Rise Up Proposal and WorkOne Rise Up Budget)</i></p> <p><i>Apprentice Academy (CTE) is an off-site career and technical course offering students hands-on education with the possibility of dual credit and certification/licensing in certain fields of student.</i></p> <p><i>Shots Fired is a program targeting at-risk males in need of academic and behavioral support from mentors (see attached Wingo Rise Up Academy Proposal.)</i></p> <p>Transportation is a challenge because our students do not live in one particular area of the city. Our students need to be transported to and from school from all corners of our district's boundaries. Occasionally, students must rely on public transportation. We furnish these students with bus passes and transfers.</p>		
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	Graduation furniture and supplies – The stage at Rise Up Academy requires a walk-across stage for the graduation.		
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<i>11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>	Bi-weekly meetings with central office staff to review needs and progress	District	August 2011
	Monthly visits by IDOE representatives to review needs and progress	IDOE	August 2010
	Meeting monthly with a critical friend recommended by IDOE.	Sweeney	August 2011

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
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1. All the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2010-2011 school year.		

Transformation Intervention Scoring Rubric

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> Evaluation system development does <i>not include involvement</i> of principal or teachers 	
3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who,	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	

<p>after professional development, have not.</p>	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
<p>4. Provide high-quality, job embedded professional development</p>	<ul style="list-style-type: none"> ○ Topics of professional development are <i>determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i> 	<ul style="list-style-type: none"> ○ Topics of professional development are <i>disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i> 	
	<ul style="list-style-type: none"> ○ Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> ○ Professional development is <i>rarely provided at the school; usually occurs as a whole district</i> 	

	<ul style="list-style-type: none"> Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided</i> for all staff 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90 hours or less)</i> to create change 	

7. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> ○ LEA provides <i>multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA provides <i>minimal</i> assessments with no data; technology is not used 	
	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ LEA <i>rarely</i> provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> ○ LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of 	<ul style="list-style-type: none"> ○ LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the 	<ul style="list-style-type: none"> ○ LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community 	

	students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	community that could be aligned, integrated, and coordinated to address these challenges.	that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> ○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school 	<ul style="list-style-type: none"> ○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school 	<ul style="list-style-type: none"> ○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> ○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> ○ <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> ○ <i>No</i> supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> ○ Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> ○ <i>Some</i> supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> ○ Support for <i>both</i> teachers and principals are not in place or transparent 	
	<ul style="list-style-type: none"> ○ Provided by external, <i>experienced leaders</i> in change and in the school model 	<ul style="list-style-type: none"> ○ Provided by <i>external leaders</i> in change with knowledge of the identified school model 	<ul style="list-style-type: none"> ○ Provided by district staff or others <i>without proven track records</i> in school change or the model 	

Total Score ____/66

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2011 - 2012

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: _____
 Corporation Number: _____
 School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
		x				
		x		Staff Club/Activities	\$ 17,700.00	
	1.00		x	Attendance Manager	\$ 50,000.00	
	23.00			Professional Growth Plan/\$2000 each	\$ 46,000.00	
	0.25		X	Instructional Tech	\$ 30,000.00	
	40.00			Teacher/Staff Incentives	\$ 150,000.00	
	64.25	TOTAL SALARIES				\$ 293,700.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		Additional 5 school days				
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					
		Travel			\$ 5,000.00	
		TOTAL TRAVEL				\$ 5,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						

	Ivy Tech	\$ 10,000.00	
	Novanet	\$ 13,000.00	
	WorkOne	\$ 30,000.00	
	Oaklawn	\$ 30,000.00	
	Mind Body Kinection	\$ 16,000.00	
	Door Alarms	\$ 2,000.00	
	Shots Fired Progr	\$ 1,200.00	
	Career and Technical Education	\$ 45,000.00	
	Transpo Bus Passes	\$ 6,000.00	
	Youth Services Bureau	\$ 35,800.00	
	Apple Vouchers/Repairs	\$ 10,000.00	
	School Bus Transportation	\$ 25,000.00	
	TOTAL CONTRACTED SERVICES		\$ 224,000.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		
7. OTHER SERVICES: (Include a specific description of services.)			
	Staff Retreats	\$ 6,000.00	
	Professional Development Stipends	\$ 12,000.00	
	Attendance Incentive	\$ 7,000.00	
	Teacher Innovation Mini Grants	\$ 10,000.00	
	ECA Test Graduation Honor Roll Incentives	\$ 20,000.00	
	TOTAL OTHER SERVICES		\$55,000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 577,700.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -

