



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant Application SY 2016-2017

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

School Corporation/Eligible Entity	Elkhart Community Schools	Corp #	2305
School	Pierre Moran Middle School	School #	1763
Superintendent Name	Dr. Robert Haworth	Email	rhaworth@elkhart.k12.in.us
Title I Administrator Name	Beth Williams	Email	bwilliams@elkhart.k12.in.us
Principal	Cynthia López-Bonner	Email	cbonner@elkhart.k12.in.us
Mailing Address	200 W. Lusher Ave.	City	Elkhart
Telephone	574-295-4805	Zip Code	46517
Total Funding Request	\$1,211,537	Fax	574-295-4807

Select Application Type: Transformation Turnaround Early Learning Whole School Reform Restart Closure

Part 2: Grant Award Information

1003(g) LEA application released (Draft)	May 31, 2016
Technical assistance training through a live webinar. Join the webinar through the link . Number: (877) 422-1931 Pin: 542-270-3981	July 14, 2016 10:00-11:00 am
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 542-270-3981	July 20, 2016 3:30-4:30 pm AND July 28, 2016 10:00-11:00 am

appointment using the jot form: https://form.jotform.com/61465812951964	August 18, 2016 9:00 am- 4:00 pm
LEA applications due	August 30, 2016
Preliminary Award Notification	September 30, 2016
Planning/Technical Assistance	October 1, 2016 – December 30, 2016
Early Implementation	January 1, 2017 – June 30, 2017

Grant Award Resources:

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

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00120015A

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

Staff Members Consulted for Application Process

Name	Title
Cynthia López-Bonner	Principal
Scott Sassaman	Assistant Principal
Viressa Davis	Academic Dean
Stephanie Newton	School Leadership Team-Special Education Department Chair
Abigail Beckman	School Leadership Team-English Lang. Arts Department Chair
Jay Squibb	School Leadership Team-Social Studies Teacher
Izamar Garcia	School Leadership Team-Eng. Lang. Teacher/Data Coordinator
Ted Knudson	School Leadership Team-Science Department Chair
Kyle Miller	School Leadership Team-Orchestra Teacher

Jennifer LeMunyon	School Leadership Team-Math Department Chair
Luis Alvarez	Parent Liaison
Kristy Cisneros	Guidance Counselor
Jason Pickler	Guidance Counselor
Eulah Mitchell	Social Worker
Cara Starzyk	8th Grade Math Teacher
Kelly Reid	8th Grade Special Education Teacher
Ted Knudson	7th Grade Science Teacher
Mariana Cortez	7th Grade EL Teacher
Dr. Dawn McGrath	Deputy Superintendent
Beth Williams	Director of Federal Programs
Kim Boynton	Director of Professional Development
Tessa Sutton	Supervisor of Equity
Bill Kovach	Director of Secondary
Dr. Brad Sheppard	Director of Accreditation

Instructions: Consultation with stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
AdvancEd Monitoring Visit Review	9/25/15 9:30 - 11:00	4 (auditors)	6	3	0	1	0	AdvancEd Team presented their findings from their visit during the previous days. Summary included lack of purpose and direction for the previous three to five years, low teacher morale, high teacher and administrative turnover, lack of progress monitoring, and lack of a systematic and comprehensive improvement process. Strengths included course options, resources, and all students being known by at least one adult advocate. Some positive classroom procedures included procedures, organization, compliance, while areas of need included student engagement, student work and rigor.
Principal Support Network Meeting- Harrison Elementary, South Bend, IN	11/5/15 9AM-12PM			1				Developmental assets, accountability overview, and data discussion.
IDOE Outreach Visit	02/29/16 All Day		12					Turnaround principles discussed, powerful practices, opportunities for improvement, and next steps and/or commitments.
Principal Support Network Meeting-Monroe Primary Center, South Bend, IN	4/14/16 9am-12PM			1		1		Discussed new student-centered accountability system. Compared the old and new accountability model utilizing the new growth and proficiency model.

ED Talk: Building a culture of Innovation	4/19/16 6:00 - 7:00 pm	17	8	40	6	14	3	Deputy Superintendent used a "TED Talk" format to introduce the district strategic planning process and emphasize the importance of strong instructional practice
District Strategic Planning Meeting @ PMMS	5/17/16 2:50 pm - 3:50 pm	0	62	3	3	5	0	Superintendent introduced tenants of district plan which included opportunities to propose sweeping changes for PMMS, invited participation in conversation
ED Talk: Elkhart as an Educational Destination	5/25/16 6:00 pm - 8:00 pm	54	12	37	7	22	3	Superintendent used a "TED Talk" format to outline the urgency for change and promoted creative engagement in the strategic planning process
Instructional Best Practices and Leadership, Fort Wayne, IN	06/30/16 8:30AM-12PM		8	1				Content teachers discussed and collaborated Discussed and shared resources, techniques, and practices to implement in their classroom. Administrator discussed current and upcoming requirements on schools. Practiced instructional coaching conversations to increased rigor and student engagement.
More Grant opportunity details	8/8/16 10:30 - 11:00 am	0	0	2	0	1	0	Grant application activities outlined by for building administrators of focus and priority schools.
School Leadership Team (SLT)	8/11/16 3:00 pm - 5:00 pm	0	6	3	0	0	0	Information discussed. SLT viewed application and timeline. SLT set meeting dates and planned activities.
School Staff grant communication	8/12/16 2:45 pm - 3:05pm	1	40	3	0	1	0	School staff was introduced to the details of the SIG and engaged in sharing priorities and vision for school.
SLT Grant Work Session	8/12/16 3:00 pm - 4:30 pm	0	6	3	0	0	0	Discussed school's needs, assessments, and goals. Agreed on grant improvement model.
SLT Grant work session	8/13/16 7:00 am - 11:00am	0	4	2	0	0	0	Organizing information into application and continued discussions on needs, assessments, and goals

Grant opportunity communication	8/15/16 7:25 am - 1:00pm	0	57	3	0	0	516	Input requested from student groups regarding what would make for a better learning environment.
Grant Application	8/16/16 3:00-5:30 pm	0	4	3	0	0	0	School Leadership Team worked on completing the SIG application.
Parent Teacher Organization communication	8/16/16 5:30-7:00 pm	8	0	2	0	0	0	Parent liaison went over the Parental Involvement Guidelines for any new changes. Principal (explained new school's staff changes), and shared School Improvement Grant opportunity, Opened for questions, input, and discussion.
SIG Technical Assistance @IDOE	8/18/16 7:30 am - 6:30 pm	0	0	4	0	2	0	Our administrative team leveraged time on the road to work through the alignment between the transformation goals and the details of our plans. The two hours with the IDOE team provided helpful technical clarification.
Board Work Session	8/19/16 1:00 pm	1	4	0	7	2	0	Deputy Superintendent described urgency for the actions in the grant, the required commitments of the model, and the alignment of the activities to the district's strategic plan. (Slide show p. A1)
Climate Culture Committee Meeting	8/23/16 3-4pm	4	10	2	0	0	0	Shared ideas about the positive impact a SIG grant award could have on efforts of group.
Regular Board Meeting	8/23/16 7:00 pm	13	5	6	7	8	8	Board reviewed transformation model approved submission of grant. (p. A6)
Teachers' Association Review	8/24/16 9 am 1 pm	0	18	3	0	2	0	Members of the Teachers' Association reviewed the tenants of the grants to provide final input for the applications and formulate letters of support. (p. A11)
LEA work session	8/26/16 8:00 am 5:00 pm	0	2	4	0	6	0	Administrators reviewed logic models of grant and assured alignment of root cause and intended outcomes to expenses in order to build budget. (p. A12)

Instructions: Describe the process and comments from family and community input (1 page maximum):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input	
Family	<p>Information was shared with families during meetings held in the month of August 2016. Administrators explained Pierre Moran’s participation in the AdvancEd Diagnostic Process for school improvement planning and how data from the AdvancEd Parent Survey regarding the school’s Purpose and Direction was incorporated into the grant. It was shared that data indicated parents did not feel involved in specific areas of the school including the process of reviewing and revising the school’s purpose statement. The principal and parent liaison lead discussions with families on how the grant would enable the school to provide opportunities for engaging families. Leadership also explained the opportunities for increased learning opportunities for students, teachers, and administrators. Families were asked to consider the needs of the school; specific family needs; and the support systems needed for their students to be successful. Families’ responses included the need for more parent resources and opportunities for connections within the building. Their input clearly indicated the necessity for engaging families more consistently throughout the school year. The feedback was utilized in order to determine the importance of engaging families through effective communication and after school programming as goals for the grant. Input was also requested on ideas for action steps. Action steps recommended by families were included to focus on establishing effective support systems which include family workshops that provide academic and life skill support. This input was considered as the vision for the next five years was formulated.</p>
Community	<p>Information regarding the grant, eligibility for the grant, school data, and future plans were shared with community partners. An explanation on how the grant would increase learning opportunities for students, teachers, and administrators was shared. Input from the meeting was shared and considered as the vision for the five year plan was determined. Some meetings provided great ideas on how to provide extended learning opportunities for Pierre Moran students.</p> <p>In addition, the school has strong connections to the following local businesses and agencies who have demonstrated a commitment to the advancement of Pierre Moran Middle School: Premier Arts, Reaching Higher, Tolson Center, Indiana Hispanic Health Coalition, and Edward Jones.</p>

Part 3: LEA and School Assurances and Waivers

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

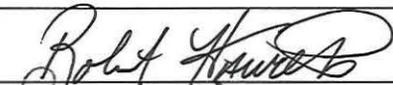
"Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

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

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds

- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	8/30/16
Title I Administrator Signature:		Date:	8/30/16
Principal Signature		Date:	8/30/16

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5 School Needs Assessment and Goals.

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

Part 5: School Needs Assessment and Goals

Data Processes

Summative Assessments data collected includes: ISTEP+, NWEA, WIDA ACCESS, Scholastic Reading Inventory (SRI), and common assessments. The ISTEP+ Assessment is criterion-referenced and designed to measure students' mastery of the Indiana Academic Standards that were adopted by the Indiana State Board of Education. ISTEP+ data is reviewed by administrators, counselors, GEI team, individual teachers, and interventionists. The data is used to inform teachers of students' learning gaps and to guide instruction. Interventionists utilize ISTEP+ scores to target students who are struggling in reading and math.

NWEA data is also reviewed by administrators, counselors, GEI team, individual teachers, and interventionists. This data is used to designate the various levels for the morning advisory intervention groups. Interventionists utilize NWEA reading and math scores to group students based on specific, academic needs. Professional development was provided at a staff meeting to inform teachers about accessing and interpreting NWEA data. Efforts in NWEA professional development need to continue to enable teachers in effectively utilizing the provided student data.

WIDA ACCESS assessment data is collected through annual testing, and the data is made available to all staff through PowerSchool. ACCESS data is reviewed by an administrator and the EL teachers in order to designate specific courses based on domain growth and needs. EL teachers and counselors review and analyze the individual student data to schedule students based on their language proficiency needs. SRI data is collected four times each year on specific subgroups. The data is used to guide and modify reading instruction; it may factor into scheduling. Please see p. A33 for district assessment calendar.

Math, English Language Arts, Science, and Social Studies curriculum standards are prioritized by critical Indiana Academic Standards as indicated by the Indiana Department of Education blueprints, and common assessments are written accordingly. These common content assessments are administered every four to six weeks. Data collected from assessments is reviewed by grade level department meetings as well as the entire staff at monthly Learning Logs. Data is utilized to group students into Success groups based on their needs and achievements. Teachers use the data to integrate ELA and/or Math standards to their content bell work and/or instruction.

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

This information is shared through various outlets such as Powerschool, Learning Logs, department meetings and staff collaboration. All data validated the assumption that students are not engaged in their learning and growth is not occurring. It revealed that the processes in place were ineffective. Areas in need of improvement include: implementing a clearly defined and comprehensive student assessment system effectively across all content areas; maintaining an assessment system that produces data from assessment measures about student learning and school performance; and monitoring and communicating student information regarding learning conditions.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Pierre Moran's overall data is behind the state average in both math and language arts. The most significant piece of data is that the Percent of Students Showing Low Growth has continually climbed over the past three years. This leads to the conclusion that there is an instructional issue throughout the school that needs to be addressed. Currently, between math and ELA, mathematics achievement is a slightly greater concern. Instruction in all subjects, not just math and ELA, needs to increase in rigor.

Two critical subgroups are the special education and African American students. Both of these subgroups have performed significantly lower than other subgroups and the school as a whole.

Data shows that Pierre Moran has struggled moving the "high" students. Advanced opportunities are available for students that include earning high school credit in the middle school. The classes that students can currently earn HS credit include: algebra, biology, agricultural science, College and Careers, Art, and Physical Education. Students in these classes need to be able to demonstrate mastery of the high school standards but also their grade-level standards of which they will be tested on during ISTEP. Pierre Moran offers several advanced course offerings and electives. Currently, enrollment into these courses is not clearly defined resulting in students in courses that are above their ability level and vice versa-students in courses that are not rigorous enough.

Behavioral referrals are disproportionate within the African-American and Spec. Ed. subgroups.

With regard to assessment and differentiation, areas in need of improvement include: implementing a clearly defined and comprehensive student assessment system effectively across all content areas; maintaining an assessment system that produces data from assessment measures about student learning and school performance; and monitoring and responding effectively to circumstances that would improve student performance.

Continuous improvement processes are highly dependent on teacher-made window assessments. We believe that the ELA curriculum based measures are fairly aligned with the new standards but the math prompts are less than updated.

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

Overall Achievement Indicators	SY 2014-2015 Baseline Data	(Prelim) SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	28.6%	23.9%	25%	28%	30%	35%	60%
2. Percent of students proficient on ISTEP (ELA) (3-8)	42.0%	37.2%	40%	43%	45%	48%	70%
3. Percent of students proficient on ISTEP (Math) (3-8)	36.4%	30.0%	35%	38%	40%	43%	70%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	NA	NA	NA	NA	NA	NA	NA
5. 10 th grade ECA pass rate (English 10)	NA	NA	NA	60%	65%	68%	70%
6. 10 th grade ECA pass rate (Algebra I)	NA	NA	NA	60%	65%	68%	70%
7. Non-Waiver Graduation Rate (HS only)	NA	NA	NA	NA	NA	90%	91%
8. College enrollment rates (HS only)	NA	NA	NA	NA	NA	30%	30%
Leading Indicators							
1. Number of minutes in school year students are required to attend school	78,300	78,300	78,300	81,900	81,900	80,460	78,300
2. Number of daily minutes of math instruction	49	49	49	49	49	49	49
3. Number of daily minutes of ELA instruction	49	49	49	49	49	49	49
4. Dropout rate – HS only	NA	NA	NA	NA	NA	<2%	<2%
5. Student enrollment number (Based on the target of 2020 - 21 being a choice school)	513	473	480	485	490	500	240
6. Student attendance rate (must be a % between 0 and 100)	94.3%	94.2%	94.5%	94.7%	95%	96%	98%
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	NA	NA	NA	NA	NA	25%	25%
8. Number of students completing dual enrollment classes (HS only)	NA	NA	NA	NA	NA	35%	35%
9. Number of students completing BOTH advanced & a dual coursework (HS only)	NA	NA	NA	NA	NA	NA	NA
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	None	None	LSD SS BAS	LSD SS BAS	LSD SS BAS	LSD SS BAS	LSD SS BAS
11. Discipline referral numbers –behavioral referrals counted	7498	2094	1800	1700	1600	1500	500
12. Discipline incidents – number of suspensions and/or expulsions	S-140	S-212	S-210	S-205	S-200	S195	S50

	E-0	E-0	E-0	E-0	E-0	E-0	E-0
13. Truants – number of unduplicated students who received truancy letters	30	32	30	25	20	15	10
14. Distribution of teachers by performance level on LEA's teacher evaluation system.							
highly effective (HE)	52% (#25)	57%	62%	67%	72%	77%	82%
effective (E)	48% (#48)	43%	38%	33%	28%	23%	18%
improvement necessary (IMP)	0	0	0	0	0	0	0
ineffective (IN)	0	0	0	0	0	0	0
15. Teacher attendance rate (must be a % between 0 and 100)	92.4%	93.5%	95%	96%	97%	98%	99%
16. Teacher retention rate (must be a % between 0 and 100)	83.0%	84.5%	90.5%	91%	92%	93%	94%

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

Instructional Programs	
LEA analysis	<p>Concurrent to the analysis and planning done for this school improvement process, the Elkhart Community Schools Board of Trustees has been working for the past year to solicit input and develop a ten year strategic plan for the district. A repeated pattern in the stakeholder feedback centers on negative community perceptions of Pierre Moran Middle School. Families have been leaving the district right before their children are to attend this middle school. Perhaps 600 or more students depart because they have chosen not to stay in our district during the middle school years. Therefore, conceptualizing a solution for PMMS is a cornerstone of the corporation strategic planning.</p> <p>And yet a visitor to this school would find it to be very orderly and safe. Students travel between classes without much trouble. AdvancEd monitors found the highest category to be "Well-Managed Learning". Students generally intend to please their teachers and do what they need to do to follow rules and routines. They are so highly compliant that it is, actually, somewhat concerning. Unlike other schools where students are often animated and excited, here there is a sense of purpose that feels much like factory work. Certainly, there are interesting lessons being taught in places around the school, but the students seem to be engaged only to the extent that they do what is expected and avoid getting in trouble. Teachers of PMMS are highly devoted to the students and yet everyone, even the teachers, seem fearful to take risks and engage in the excitement and joy of the learning process and outcomes.</p> <p>Looking at the low test scores year after year, studying the falling patterns, writing reports about which score is now the lowest and identifying what is not happening that should be happening has done nothing to change the trajectory of the achievement scores. Inadequate investments in revising curriculum to match the new college and career standards have been made. With the exception of some bright spots, the district has been unable to encourage instructional innovation and the use of challenging real world problems to motivate students to own their own learning.</p> <p>Therefore, we believe the most important thing we could do instructionally for PMMS is create a sense of excitement and expectation through the development of our first "choice" school that promotes a STEAM theme. This program would have as a feeder school the Roosevelt STEAM Academy, an elementary school that shares the same campus with PMMS.</p> <p>Attention needs to be focused on the school improvement standard of using results for continuous improvement, where the school got the lowest rankings from AdvancEd. The evaluative criteria of quality of learning and equity of learning also received a 1.0 on a rubric scale of 1 - 4. The improvement priority was stated as "Develop, implement, and evaluate processes, procedures and practice to ensure that the curriculum in all classes is rigorous and 1) provides all students with individualized, challenging, and equitable learning opportunities, 2) is standards-based and emphasizes higher order thinking and problem solving skills, 3) is aligned vertically with the elementary and high school curricula and with the</p>

	<p>school's stated purpose and beliefs about student learning and 4) incorporates student learning objectives that are specific, measurable and attainable." <i>Diagnostic Review Report, page 19</i></p> <p>A second AdvancEd priority is stated: "Develop and implement a process for instructional planning based on student assessment data. Instructional practices should be varied and incorporate student-centered activities, exemplars of high quality work, critical thinking skill development, differentiated learning opportunities and digital tools to increase student engagement. Instructional plans and classroom practices should be monitored to ensure that lessons are based on and modified as a result of data analysis resulting in lesson modification and revision, re-teaching, regrouping of students ,etc., in order to address specific student learning needs. [<i>Diagnostic Review Report, page 20</i>]</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p><u>Redesign of the leadership structure in the building:</u> The team of lead teachers and administrators are eager to infuse science, technology, engineering and the arts into an integrated program of innovative instruction.</p> <p><u>Providing staff with financial incentives and opportunities for leadership development:</u> With the vision of a STEAM Academy now under development, outstanding teachers will begin to prepare to be engaged in this exciting time. It is our intention to work with the Ekhart Teacher's Association to define a differentiated means for providing monetary benefits for teachers in a choice academy.</p> <p><u>Increased learning time for students and staff:</u> The PMMS staff members are preparing for the planning phase of this project where they will design the extended learning programs in line with this STEAM infusion.</p> <p><u>Creating community-oriented schools:</u> Another component being considered by the Board may involve relocating the Superintendent's headquarters to a small section of the PMMS building as evidence of trust and importance. This would turn the building into more of an open campus with many district meetings and STEAM activities occurring in that location.</p> <p><u>Providing operational flexibility and sustained support:</u> Perhaps the most important process element of this plan is giving the teachers the flexibility to find and create high impact educational opportunities for kids. Currently there are a number of burdensome curriculum routines placed on the teachers that would no longer be required. Instead, the teachers would be accountable for student learning through innovative design mechanisms and ownership of curriculum development. Partnerships with Notre Dame experts and other local specialists in science and the arts will give the school character and high energy. The administrative teams will have frequent contact to assure high quality instructional design.</p>

School Leadership

<p>LEA analysis</p>	<p>The school has had multiple principals over the years which has led to feedback from teachers that the system of improvement in the building would benefit from stability of leadership. The current principal has worked in the building in a number of roles for over a decade and has clear expectations of commitment to the school. We have provided a Year 2 Principal Assurance Letter including her resume and last evaluation. (p. A13)</p> <p>As evidence of her desire to move this school into a high performance category, she initiated a monitoring visit with AdvancEd last fall. (See p. A29 for AdvancEd's elect tool and A31 for the aligned IDOE observation tool.) Their findings have implications that impact leadership development. In addition, the selection of a mentor that is a national expert on STEM curriculum will provide support for this principal aligned to the vision for the school.</p> <p>With NWEA, and ISTEP+, and the benchmark assessments of the 8 Step Process, the school has defined assessment systems in English Language Arts and Mathematics. However, few or no professional and support staff members in the building are trained in the evaluation, interpretation and use of data. Additionally, the 8-step process has not been implemented with fidelity. A third concern is that the test items used for the 8-step have not been verified to be in alignment with the more rigorous standards and higher depth of knowledge indices. In addition, there is the desire to promote a STEAM academy but the teachers are better prepared to present skills and knowledge in isolation rather than integrated into authentic learning challenges. A mentor that provides support for the school leadership in designing rich curriculum, assessment, and instructional practices is a foundational need.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p><u>Replacement of the principal:</u> It would be counterproductive to replace this principal. She is dedicated to her community and to her profession. The district leadership has faith in her ability to lead this school and intends to invest in further developing her instructional leadership capacity.</p> <p><u>Redesign of the leadership structure in the building:</u> A third AdvancEd improvement priority states: "Develop, implement and evaluate a comprehensive school improvement planning process that includes input from all stakeholders, alignment to the Indiana Academic Standards, establishment of high academic expectations for students, development of critical thinking skills (rigor), use of research-based instructional practices (e.g. differentiated and individualized instruction, student-centered learning, high level questioning strategies, critical thinking skills, learning connected to real world experiences, student-centered technology). The process should be rigorously monitored and evaluated for effectiveness by school leaders." To accomplish this, teacher leaders will need to be identified and compensated.</p> <p><u>Developing and increasing teacher and school leader effectiveness:</u> The building leadership team has shown a deep commitment to go above and beyond in developing the strategic plan and the school improvement strategies. These are dedicated professionals who should be empowered to take the system to the next level.</p> <p><u>Comprehensive instructional reform strategies:</u> Aligned with the information provided by AdvancEd is the understanding</p>

that school leadership is **instructional** leadership. The principal is committed to a culture that is based on a belief system that supports all students in their achievement of learning and in the development of life skills. This principal and her leadership team must continue to define ways to support continuous learning as an act of the highest leadership.

Providing operational flexibility and sustained support: The school district received very low ratings from the AdvancEd work in establishing policies and practices to ensure effective administration and in ensuring that the school leadership has the autonomy to meeting goals for achievement and instruction. With the newly established Department of Instructional Leadership, headed by the Deputy Superintendent with one year in the district, there is growing clarity of what is fixed and what is flexible. This means both providing supportive structures that schools need in order to make progress while at the same time encouraging creative, accountable, and responsive flexibility at the building level.

School Infrastructure

LEA analysis

Pierre Moran Middle School is being examined for necessary building upgrades and construction projects currently under consideration in the context of the District’s Strategic Plan. State funding regulations have left districts like Elkhart Community Schools strapped for capital project funds. This can be seen in the way many buildings have become tattered, with this middle school being one of those. Additionally, with the technology budget intertwined with building project priorities through the capital project fund, a very modest technology roll plan out has pushed back the start date for 1:1 to the 2018-2019 school year. It is very challenging to teach innovative 21st century skills without the tools of the 21st century. A few ambitious teachers have received devices in exchange for participating in district PD designed for a cohort of Technology Champion Teachers. However, there is generally great disparity in this area. It impacts students in poverty the most. Since they may not have the means for instructional technologies on their own.

Another area of need related to the infrastructure of school operations relates to the teacher appraisal system. The AdvancEd review states the priority in this way: “ Develop and implement a process that includes a classroom observation instrument that focuses on student learning activities and teacher instructional practices, resulting in a formative process by which administrators monitor the effectiveness of classroom instruction and provide regular instructional feedback to teachers. Feedback should focus specifically on instructional strategies that promote critical thinking skills, connections to real world experiences, exemplars of high quality questioning, critical thinking skills, connections to real world experiences, exemplars of high quality work, technology in the hands of students. [Diagnostic Review Report, page 26]

For this reason, we will invest in developing a new teacher evaluation system with INTASS, an outreach of Indiana University. We will use this year to examine our belief system, develop action steps, select a new rubric, and train on the system. We would like Pierre Moran to receive additional support in calibrating and preparing to serve as a model of a high quality implementation. Please see the schedule for working with INTASS on p. A23.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p><u>Use of a teacher evaluation system which takes student growth into account as a significant factor:</u> In moving to a new evaluation system, there is opportune time to make it meaningful in light of recent regulatory changes at the federal level and perhaps at the state level. What a great thing it would be to draw alignment with what we know about the value of collaborative practice and 21st century skills in the context of a teacher appraisal redesign.</p> <p><u>Providing staff with financial incentives and opportunities for leadership development:</u> On idea that is being expanded is the Technology Champion Teacher program where teachers receive technology based on the extent to which they participate in professional development and engage in leadership activities with their peers.</p> <p><u>Increased learning time for students and staff:</u> With added technology, the confines of space and time are less restrictive.</p> <p><u>Developing and increasing teacher and school leader effectiveness:</u> This school is poised to embrace STEAM advancements given access to technology and other instructional resources associated with science and engineering. Music, fine arts and drama are hallmarks of Elkhart where visitors are greeted with a large sculpture of musical instruments. Being able to tie these components together with the help of local partnerships will increase the effectiveness of the instructional program.</p> <p><u>Technology Integration</u> Textbooks are limiting as the non-interactive information is fixed and begins to go out of date as soon as the book is published. Technology provides flexible and differentiated learning opportunities for the development of problems, critical thinking, solution building, engagement in enhanced learning opportunities, and world connectivity.</p> <p>The use of technology is a key component of the STEAM model and the global world. Innovative integration of technology into science, engineering, the arts, and math provide students the opportunity for enhanced learning opportunities beyond the walls of PMMS and beyond the confines of the Elkhart community in which they live.</p> <p>The purchase of 1:1 Chromebooks will afford students the opportunity to engage in relevant 21st century learning using collaboration, facilitated engagement, and investment in educational opportunities. The staged addition of Chromebooks first to grade 7 and then to grade 8 provides the time necessary to provide Professional Development support for teachers to ensure instruction is engaging and enhanced by the infusing of technology.</p>
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Part 6a: Selection of Improvement Model

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

X Transformation Turnaround Early Learning Whole School Reform Restart Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. (7 page maximum for each section)

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for selected model:

The data strongly suggested that the community perception of the school persisted in a way that had proven to be insurmountable year after year. The professionals that have served this school, although fully committed, are perpetually faced with a profile of ineffectiveness. For that reason, conceptualizing a solution of **comprehensive instructional reform strategies** has been determined to be the approach with the most promise. Selecting teachers to design and deliver a choice school program raises the expectation of professional effectiveness to a whole new level through **opportunities for leadership development**. Additionally, teachers will team to increase the focus on **student growth as a significant factor** for measuring instructional effectiveness.

The Transformation Model provides the most appropriate model to provide Pierre Moran Middle School administration and teachers the opportunities for developing and increasing leadership and effective instruction. The idea of moving the Central Office to share the facility also allows PMMS to develop a community-oriented school focused on building connections and engaging with families.

Describe how model aligns to Subgroup Data:

Developing and increasing teacher and school leader effectiveness: Pierre Moran's greatest areas of concern are African-American students and the percentage of students showing low growth. The model provides operational flexibility to design course selections based on the identified weaknesses and opportunities for professional development for teachers and school leaders to increase and monitor effective classroom instruction. These professional development opportunities will assist the focus on student engagement; in theory reducing the disproportionality of behavioral referrals among the subgroups. For additional data charts, see p. A24 – A28.

Comprehensive instructional reform strategies: Having said this, it would be disingenuous not to note that there is no subpopulation at Pierre Moran Middle School that is performing exceptionally well. Examining the subpopulations data reveals there is equal opportunity for lack of progress. This along with the comprehensive analysis and information provided by AdvancEd, suggests a whole system approach to addressing the circumstance. A high-quality system has practices that ensure teacher effectiveness and student learning for all subpopulations.

Describe how the model aligns to Overall Achievement Indicators:

PMMS data shows an increasing percentage of students showing low growth over the past several years, behavioral referrals disproportionately affecting subgroups, and the struggle in high achievers showing high growth. With over two-thirds of the students not receiving a passing score on grade level tests, one has to wonder if the students have been given the opportunity to learn grade level material. We must develop a culture of success among students, staff, and families. We will accomplish this through increased learning time for students and staff and the creation of a community-oriented school that becomes a hub of innovative STEAM activity.

Describe how the model aligns to Leading Indicators:

The Leading Indicators do not provide much additional information in suggesting an alternative hypothesis for lack of achievement. The attendance of both teachers and students is not outstanding but not alarming. The teacher retention rate is not poor given the climate of the profession during the last few years. Enrollment is about a half to two thirds the capacity of the building which is either evidence of the community perception concern or evidence of the lackluster programming. These data are consistent with the assertion that the building needs an exciting instructional identity paired with strong professional development and exciting new programming. The idea of investing in the instructional vision of this building to become a STEAM choice school and sharing the facility with district administrative operations has merit. The district needs to stick with a solid plan of providing operational flexibility and sustained support.

Please see the letter and slide show from Deputy Superintendent outlining the foundational concepts promulgated throughout the district during the past year (p. A51 – A55).

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

The essence of the positive change in this case perhaps has more to do with self-perception and community expectations than any other variable. Therefore, the strategies must leverage a sense of energetic revival and critical respect. Past alumni and the families on the south side speak highly of their Pierre Moran experience. They keep a watchful eye on the distribution of resources in the district and want to see the children of that neighborhood have a respectable school program. We cannot let them down.

Toward that end, we need to give these teachers and students access to at least industry standard technologies and science equipment. We need to give them the resources that they need to explore an ever changing world and engage in rich and rigorous learning. We also need to assure that the feeder schools which are also Title I focus and priority status, are preparing these students for success as well.

The most helpful tool that we intend to use throughout this school improvement timeframe is the AdvancEd system for evaluating process and performance evidence to provide a diagnostic assessment of the school program. With the initial review taking place last fall, we would like to repeat this review in year three and during the sustainability year to chart our path to accreditation. This system addresses all the elements of the Transformation and includes significant expectations of teacher, principal, and student change. The comprehensive school improvement standards used by AdvancEd are: (1) Purpose and Direction; (2) Governance and Leadership; (3) Teaching and assessing for learning; (4) Resource and Support System; and (5) Using Results for Continuous Improvement.

The following has already begun this year with regard to Pierre Moran's implementation of the 8-Step process.

Prior to the instructional window (as specified by the district curriculum map and calendars), each teacher will select teaching strategies and resources to present at the team/department plan period. The intent is to provide additional time for teachers to engage in learning communities, to have access to numerous strategies and resources, to collaboratively evaluate the strategies and resources, and make instructional decisions.

Teachers will administer formative common assessments that cover the core academic standards, at the end of each four-week cycle. A learning log meeting will follow each assessment where teachers and administrators meet to discuss student achievement data. The learning log meetings will focus on professional dialogue about student assessment results, effective instructional practices, and department performance.

Using student common assessment results, the focus for Success is selected. Student areas of strength and weakness will be identified and used to differentiate student groups to address needs for remediation, reteaching, and enrichment. Success is a period of time that is built into the daily schedule to provide time for all students to receive additional instruction in math and language arts.

Part 6b: Selection of Improvement Model – Planning Year – SY 2016-2017

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY16-17 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: 1003g SIG Models Part 6 SY 2016-2017, to help complete the Required Elements column that aligns with your model selection.

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Replacement of the principal:	Principal will be supported with access to an expert in STEM reform, Mark Smith.	Beginning January 2016 and continuing with regular weekly contact	Principal Mentor- \$5,000	<i>Principal will have a concrete schedule for staff introduction to STEAM concepts</i>
Redesign of the leadership structure in the building	Increase communication with staff-administrators Revered instructional time-administrators, teachers	Multiple phases	NA	Weekly email or Google doc updates beginning summer 2017 and continuing through school year Create a schedule that is consistent and strengthens Tier 1 instruction and allows Tier 2 and Tier 3 instruction to take place during the school day.
Use of a teacher evaluation system which takes student growth into account as a significant factor:	<i>The contract with IU to provide consultation support in designing a new evaluation system will be in progress.</i> <ol style="list-style-type: none"> 1. <i>Review action plan and develop aspects of the various components related to timelines and protocols</i> 2. <i>Review action plan and develop sections of plan related to student learning weights and measures</i> 3. <i>Review action plan and develop sections of the plan related to data, oversight, evaluators, compliance and PD.</i> Committee of 9 Teachers and 9 Building Administrators facilitated by the Deputy Superintendent and the Chief of	1- February 2017 2- March 2017 3- April 2017	<i>paid for out of Title II</i>	<i>A new evaluation system will be in place for the 2017-2018 school year.</i>

	Staff.			
Developing and increasing teacher and school leader effectiveness:	Develop a school culture with all students that expresses clear expectations and develops student accountability through PBIS practices and incentives-administrators, counselors, teachers, and support staff	Start of school year		Create stations for expected student behavior. Students will go through stations at the beginning of the school year. At each station expected student behavior will be explained. These expectations will be revisited throughout the year via student videos. Communicate expectations to all families
Providing staff with financial incentives and opportunities for leadership development:	Institute for Urban School Leaders to address culture and climate	June 2017	\$30,240	One administrator along with five teachers will attend the training to refine leadership skills and broaden understanding of effective teaching and learning. Successful practices from urban settings will be examined; high expectations for achievement will be set; and strategies that promote student engagement will be explored.
Increased learning time for students and staff:	Issuing Chromebooks will allow students to participate in instruction remotely. Director of Technology	Chromebooks for 260 students (Grade 7) Spring 2017	\$52,000	Chromebooks for student learning outside of day (blended learning opportunities) and improve instructional impact in a STEAM setting
Developing and increasing teacher and school leader effectiveness:	Chromebooks for 42 Staff Technology PD for teachers for Instruction	March 2017 June 2017	\$9,000 \$25,200	Staff Chromebooks to support student learning outside of day (blended learning opportunities) and improve instructional impact in a STEAM setting
Comprehensive instructional reform strategies:	<i>AdvancEd had visited Pierre Moran last fall. The leadership team will examine the findings and set benchmarks for systemic reform. They will begin the process of creating a new School Improvement Plan.</i> Principal	<i>In meetings during the planning year</i>	<i>no cost</i>	<i>Strategic Improvement Plan will be developed.</i>
Creating community-oriented schools:	In order to address the need for improvement in the monitoring and communication of student information regarding learning conditions, all departments will have access to student data and information and results will be communicated at Professional Learning Communities (Learning Log). Content areas have the same prep period in order to allow for collaboration.	weekly	no cost	Student Data reports Improved student interventions as evidenced in differentiated approaches and increased student achievement
Providing operational flexibility and sustained support:	<i>District leaders will check in with building leaders and university personnel to monitor and offer support</i>	<i>weekly</i>	<i>no cost</i>	<i>monitoring report</i>

Deputy Superintendent, Director of Federal Programs, Director of Professional Growth, Director of Elementary, Director of Special Education, Director of Connected Leadership, Coordinator of Technology Integration, Coordinator of Digital Resources.			
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**Part 6c: Selection of Improvement Model – Implementation Years –
SY 2017-2018, SY 2018-2019, and SY 2019-2020**

Instructions: Complete the table below detailing the three-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: 1003g SIG Models Part 6 SY 2016-2017, to help complete the Required Elements column that aligns with your model selection.

Required Elements	Person(s) Responsible	Action Steps			Budgeted Items
		SY 2017-2018	SY 2018-2019	SY 2019-2020	
replacement of the principal: Current principal will receive mentoring	Director of Professional Growth	Consultant fees for Principal Mentor	Consultant fees for Principal Mentor	Consultant fees for Principal Mentor	Total: \$30,000 (Principal Mentor)
redesign of the current leadership structure in the building	Building Administrators	Teacher leadership teams will be established around the School Improvement Priorities each year.	Teacher leadership teams will be established around the School Improvement Priorities each year.	Teacher leadership teams will be established around the School Improvement Priorities each year.	General fund for School Improvement Purposes
use of a teacher evaluation system which takes student growth into account as a significant factor	Principal, Assistant Principal, Leadership Team	The selection and/or development of the evaluative instrument described earlier will advance our process. The administration will meet with teachers three times per year to conduct formative and summative evaluations that focus on student growth and teacher performance. Grade level Learning Logs meetings will be held, in 4-week intervals, to review student data, share successful instructional practices, and identify areas of student academic needs for remediation and enrichment, and to identify teacher needs for additional professional development.			District Title II expense
Providing staff with financial incentives & opportunities for leadership development	Principal, Assistant Principal, Leadership Team	Teacher leaders focused on achievement and improving school culture will attend the Institute for Urban School Leaders at the Harvard Graduate School of Education, where school teams examine successful practices from			Principal and 5 staff: Registration (18,240), Travel, hotel & meals (12,000)

		urban settings; explore strategies that promote student engagement; identify leadership roles required to improve teaching and learning in classrooms; examine beliefs and cultural impacts for learning; and explore techniques for closing achievement gaps.			
increased learning time for students and staff	Assistant Principal	Transportation - Access to bus dedicated to transporting all students to increased learning opportunities	Transportation - Access to bus dedicated to transporting all students to increased learning opportunities	Transportation - Access to bus dedicated to transporting all students to increased learning opportunities	Transportation Total: \$162,000
	Director of Technology	Chromebooks for student learning outside of day and improve instructional impact in a STEAM setting			Chromebooks \$27,720
	Principal and staff	<p>Extended Student Learning Time</p> <ul style="list-style-type: none"> • Provide tutoring • Provide intersession intervention programs • 3 week summer session <p><i>Weekend School - 15 Saturdays per year students will participate in ½ day enrichment and intervention programming –all “hands-on” activities and projects. Staff will create academic (STEAM) clubs for all students based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data. -</i></p> <p>Student Learning Time Intervention Program - Students will be identified at the end of SY 2016-2017 based on entire</p>	<p>Extended Student Learning Time</p> <ul style="list-style-type: none"> • Provide tutoring • Provide intersession intervention programs • 3 week summer session <p><i>Weekend School - 15 Saturdays per year students will participate in ½ day enrichment and intervention programming –all “hands-on” activities and projects. Staff will create academic (STEAM) clubs for all students based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data. – goal to increase enrichment groups and decrease intervention groups by 15% in year 3.</i></p> <p>Student Learning Time Intervention Program - Students will be identified at the end of SY 2017-2018 based on entire year’s worth of data;</p>	<p>Extended Student Learning Time</p> <ul style="list-style-type: none"> • Provide tutoring • Provide intersession intervention programs • 3 week summer session <p><i>Weekend School - One Saturday per quarter all students will participate in ½ day enrichment and intervention programming – all “hands-on” activities and projects. Staff will create clubs based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data – goal to increase enrichment groups and decrease intervention groups by 25% in year 3.</i></p> <p>Student Learning Time Intervention Program - Students will be identified at the end of SY 2018-2019 based on entire year’s worth of data;</p>	\$64,411/YR (Salary and Benefits for teacher) Total: \$193,233

		<p><i>year's worth of data; students will start SY 2017-2018 by participating in ramp-up classes two days a week instead of electives; intervention classes will be taught by licensed teachers and will focus on differentiating based on individual student learning plans.</i></p> <p>Weekend School -15 Saturdays per year students will participate in ½ day enrichment and intervention programming –all “hands-on” activities and projects. Staff will create academic (STEAM) clubs for all students based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data.</p> <p>Analysis of data – admin will analyze data of weekend school each quarter. Interventions will be reviewed after every window/monthly assessment by admin and teachers.</p> <p>Staff Professional Development - Common Planning Time – Redesign school schedule to allow for 50 minutes of daily common planning time by subject area .</p> <p>PLC Time – Redesign staff PD schedule to allow for 30 minutes before or after school 1/week for Professional Learning</p>	<p><i>students will start SY 2018-2019 by participating in ramp-up classes two days a week instead of specials; ramp-up classes will be taught by licensed teachers and will focus on differentiating based on individual student learning plans – goal to decrease need by 15% in year 2.</i></p> <p>Weekend School -15 Saturdays per year students will participate in ½ day enrichment and intervention programming –all “hands-on” activities and projects. Staff will create academic (STEAM) clubs for all students based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data. – goal to increase enrichment groups and decrease intervention groups by 15% in year 2.</p> <p>Analysis of data – admin will analyze data of weekend school each quarter. Interventions program will be reviewed every month by admin and teachers.</p> <p>Staff Professional Development - Common Planning Time – Continue with 50 minutes of daily common planning time by grade levels 1/week, and add in 50 minutes of common planning by subject area 2/month.</p> <p>PLC Time – Continue with 30 minutes before or after school 1/week for Professional Learning</p>	<p><i>students will start SY 2019-2020 by participating in ramp-up classes two days a week instead of specials; ramp-up classes will be taught by licensed teachers and will focus on differentiating based on individual student learning plans – goal to decrease need by 25% in year 3.</i></p> <p>Weekend School -4 Saturdays per year students will participate in ½ day enrichment and intervention programming –all “hands-on” activities and projects. Staff will create academic (STEAM) clubs for all students based on student interest and student needs. Lesson plans will reflect IAS and students will be assigned to groups based on data.– goal to increase enrichment groups and decrease intervention groups by 25% in year 3.</p> <p>Analysis of data – admin will analyze data of weekend school each quarter. Interventions program will be reviewed every month by admin and teachers.</p> <p>Staff Professional Development - Common Planning Time – Continue with 50 minutes of common planning time by grade levels 1/week and 50 minutes of common planning by subject area 2/month.</p> <p>PLC Time – Continue with 30 minutes before or after school 1/week for Professional Learning</p>	<p>Extended teacher Professional Development</p>
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		<i>Communities. Each community will have a focus related to school goals and needs, and staff may choose which PLC to take part in. PLC leaders will be identified – strong teacher leaders. Staff on improvement plans will work with admin to determine appropriate group in which to participate. Group focus will be determined by coaches and admin for year 1</i>	<i>Communities. Each community will have a focus related to school goals and needs, and staff may choose which PLC to take part in. PLC leaders will be identified – strong teacher leaders. Staff on improvement plans will work with admin to determine appropriate group in which to participate. Group focus will be determined by coaches, admin, and teacher leaders for year 2.</i>	<i>Communities. Each community will have a focus related to school goals and needs, and staff may choose which PLC to take part in. PLC leaders will be identified – strong teacher leaders. Staff on improvement plans will work with admin to determine appropriate group in which to participate. Group focus will be determined by teacher leaders for year 3.</i>	\$36,240 (Teacher Stipend and Benefits)
developing and increasing teacher and school leader effectiveness	Deputy Superintendent Director of Professional Growth	Pivot Software to provide a bank of high-quality standards-based assessment items and the data systems to manage the analysis Instructional Coach to provide support for teachers (PLCs, data disaggregation, intentional instructional planning, career growth)	Pivot Software to provide a bank of high-quality standards-based assessment items and the data systems to manage the analysis Instructional Coach to provide support for teachers (PLCs, data disaggregation, intentional instructional planning, career growth)	Pivot Software to provide a bank of high-quality standards-based assessment items and the data systems to manage the analysis Instructional Coach to provide support for teachers (PLCs, data disaggregation, intentional instructional planning, career growth)	Total: \$18,720 (\$12/student) \$71,000 \year Total: \$ 213,000
comprehensive instructional reform strategies	Principal, Assistant Principal, Leadership Team	Curriculum Support Job-embedded Coach	Curriculum Support Job-embedded Coach AdvancED Accreditation	Curriculum Support Job-embedded Coach	YR 2 \$54,925 YR 3 \$54,953 YR 4 \$54,975 Total: \$164, 853 \$5,775.00 (825 Membership fee, 750 external review fee, 3000 travel expenses for 5 people, 1200 5 subs for days)
creating community-oriented schools -	Principal Asst. Principal Leadership Team Family and Community Committee Director of Connected Leadership	A Family and Community Committee will be formed that includes administrators, teachers, parents, students, and community representatives. The Committee will routinely meet at least 3 times per year to review school data, processes, and school improvement. Based upon the reviews, the team will make recommendations regarding school needs. Parent Workshops will be established to provide a platform for the families, community, and school to engage in conversations that promote a deeper understanding of how these three roles can collaborate to meet students' needs. Relevant topics will be selected and community resources will be secured. In addition, a Parent Workshop calendar will be developed and distributed to Pierre Moran families and our feeder school families. In this way, we will establish a base of learning that will be relevant to our school, families, and community. The programs will be reviewed for effectiveness by conducting further research. This will be done by collecting data from attendance, mini-surveys of participants and providers,			Existing Staff

		and observation. Reviews will be conducted periodically, and we will work with facilitators of each program to make adjustments as needed.	
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Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: 1003g SIG Models Par 6 SY 2016-2017, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Use of a teacher evaluation system which takes student growth into account as a significant factor	Created by teachers and administrators, annual performance evaluations for teachers and principals are conducted across the school year. Grade level Learning Logs meetings will be held, in 4-week intervals, to review student data, share successful instructional Responsible: Principal and assistant principal	SY 2020-2021	Title II	Teacher pay incentives will increase the pool of candidates wanting to work for each position at PMMS
Reward school leaders, teachers, staff who, in implementing this model, increased student achievement;	Teachers will be selected to work at the new PMMS "Choice" school Elkhart Teachers' Association, Superintendent and School Board	July 2020	To be negotiated	Excitement of working in STEAM choice school will increase the pool of candidates wanting to work for each position at PMMS
	Based on effective culturally-responsive classroom practices (as evidenced through performance observations, classroom walkthroughs, achievement data) and their work to further SIG initiatives, educators will be eligible to receive additional resources for use in classrooms Responsible: Principal	Across SY 2020-2021	Supplies	Will be negotiated
comprehensive instructional reform strategies	AdvancED Accreditation Responsible: Deputy Superintendent	April 2021	\$5,775.00	PMMS will become accredited through AdvancEd as well as be certified by the state as a STEM school

Increased learning time for students and staff:	<p>Extended Learning Time will continue as outlined in years 2 - 4.</p> <p>Transportation</p> <p>Responsible: Principal</p>	2020-21 School year	<p>\$64,411 (Teacher Salaries and Benefits)</p> <p>\$54,000 (Transportation)</p>	Student performance data will improve to exceed state average
Developing and increasing teacher and school leader effectiveness:	<p>Pivot Software will provide the assessment content and data management capabilities necessary to run valid core and responsive intervention program.</p> <p>Responsible: Deputy Superintendent</p>	2020-21 School year	\$6,240	Student performance data will improve to exceed state average
Comprehensive instructional reform strategies:	<p>Curriculum Support - Instructional Coaching will continue</p> <p>Responsible: Director of Professional Growth</p>	2020-21 School year	\$54,991	Student performance data will improve to exceed state average
LEA and SEA supports school with ongoing, intensive technical assistance and support	<p>Initiate a system where the Deputy Superintendent continuously monitors (onsite) the work of leaders and teachers and supports their work and the performance of Pierre Moran students.</p> <p>Responsible: Deputy Superintendent</p>	Across SY 2017-2018	No cost	Monitoring records and dashboard data
	<p>Monthly leadership meetings are held for the district principals to receive PD, collaboratively engaged in peer discussions, and problem-solve barriers faced by individual leaders or across schools.</p> <p>Responsible: Deputy Superintendent</p>	Across SY 2017-2018	No cost	Monitoring records and dashboard data

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete (*Indicate what areas and interventions the district plans to sustain AFTER grant funding.*) (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: 1003g SIG Models Part 6 SY 2016-2017, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Replacement of the principal:	Leadership is self-sustaining Responsible: Principal and Teachers	by June 2021		Principal is highly rated
Redesign of the leadership structure in the building	Leadership and PLC practices are a part of the culture. Responsible: Principal and Teachers	by June 2021		Teacher retention exceeds 90% at PMMS
Use of a teacher evaluation system which takes student growth into account as a significant factor:	Evaluation System has flourished under district adoption. Responsible: Director of Professional Growth	by June 2021		PMMS teachers are highly effective
Providing staff with financial incentives and opportunities for leadership development:	Incentives have become the district standard Responsible: Chief of Staff	by June 2021		Teachers are attracted to Elkhart and PMMS in particular to the extent that there are 20 applicants for every job
Increased learning time for students and staff:	Additional learning time is only needed for a small group of students Responsible; School Leadership	by June 2021		Academic and sports clubs occupy students out-of-school time.
Comprehensive instructional reform strategies:	Choice STEAM program has become a model for reform. Responsible: School Leadership	by June 2021		School hosts one visit per week from an educational team.

Creating community-oriented schools:	PMMS, as co-inhabitants of the Educational Administrative Center, hosts frequent community events that are well attended. Responsible: all administrators	by June 2021		Community Surveys indicate a positive perception of PMMS
Replacement of the principal:	Leadership is self-sustaining Responsible: Principal	by June 2021		Principal is highly rated
Redesign of the leadership structure in the building	Mentorship is perpetuated and incorporated as a standing expectation in district negotiations. Responsible: All administrators and Elkhart Teachers Association	by June 2021		Teacher retention is high at Pierre Moran

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
ISTEP+	PBIS	District data tracking through PowerSchool	Read 180	PowerSchool	GEI
NWEA	Discipline reports	Elkhart County Attendance Level System	Wilson Reading	CANVAS (in Technology Champion Teacher classrooms only this year)	English Language
8-Step Monthly Summative Assessments	Elkhart Elementary Academy (Self-contained and transitional programming)		Oaklawn Systems of Care		Special Education
SRI - Scholastic Reading Inventory	Child and Parent Services Building Blocks Program for Neglected and Abused Children		Center for Community Justice - Restorative Justice		AdvancEd Accreditation
WIDA-ACCESS	Basher Behavioral Health Center - Educational Day and Residential Program				

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.



Journey to Accreditation



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

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

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

Please visit us at: <http://bit.ly/ECSJourney2Accreditation>

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	X Yes <input type="checkbox"/> No Mark Smith, AdvancEd and Five Star Technologies.
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school’s identified SIG needs	<p>Mark Smith, the MACUL (<i>Michigan Association for Computer Users in Learning</i>) is the Executive Director who has a track record in STEM PD and he is a STEM Integration specialist with educational technology, and cognitive coaching experience.</p> <p>AdvancEd is a non-profit, non-partisan national organization that was at one time selected by the IDOE as a sole source contract. One key school goal is to reach accreditation.</p> <p>Five Star Technologies is staffed with professionals who are well known and well respected across the state. The school needs to improve in the area of high quality progress monitoring and the management of that data.</p>
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	<p>Mark Smith has a proven track record of providing expert support.</p> <p>AdvancEd demonstrated outstanding service in earlier visits to the schools.</p>

	Five Star has a reputation of responsive implementation
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	<p>Mark Smith offers outstanding support as schools move to STEM.</p> <p>AdvancEd is very cost efficient and provides maximum impact.</p> <p>Five Star will extend the efficiency and capacity of our district to leverage the power of rigorous assessments aligned to standards.</p>
4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs	<p>Mark Smith has been exceptionally responsive in conversations planning for this grant.</p> <p>AdvancEd provides critical data and high impact suggestions</p> <p>Five Star spells out provisions and supports in the contract.</p>
5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval	<p>Mark Smith has prepared a statement of work that is commensurate with our expectations. (See p. A34)</p> <p>AdvancEd provides a service that is well understood and appreciated across the state.</p> <p>Five Star has provided a written set of expectations and a cost estimate.</p>

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding</p>	X	<input type="checkbox"/>	<p>The grant writing team and principals engaged in a training conversations regarding the logic model and the alignment of root cause analysis; hypothesis of resources needed for maximum impact; and accountability. (p. A12) Plans were scaled back to align with similar past grant applications. Only the most essential pieces were included. From this process, budgets were constructed. Costs reflect comparable existing expenses in the district and industry standard for our profession.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> ● Ability to recruit new principals through partnerships with outside educational organizations and/or universities ● Statewide and national postings for administrative openings ● External networking ● Resumes provided ● Data examined to demonstrate track record ● Principal hiring process ● Principal transfer procedures/policies 	X	<input type="checkbox"/>	<p>Dr. Dawn McGrath, the Deputy Superintendent has just begun her tenure with the district and intends to oversee the implementation of the grant. (See p. A37) She will stay for at least the duration of the grant. Beth Williams, the Title I Director intends to oversee the compliance elements and the allocation management will stay in her position for at least six years. Combined they have 30 years of administrative federal programming oversight experience.</p> <p>The CFO, Kevin Scott, is new to the corporation, having served for seven years in a previous district, and has no plans to leave.</p>

<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> ● School Board Assurances ● School Board Meeting Minutes from proposal and or discussion ● Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<p>Notes from the Elkhart Community Schools Board Work Session, August 19, 2016 (p. A43)</p> <p>Minutes of the Elkhart Community Schools Board of Trustees Meeting, August 23, 2016 (p. A6)</p> <p>Board of Trustees Assurances Letter signed by the President, Glenn Duncan. (p. A45)</p>
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> ● Superintendent Assurance ● School Board Meeting Minutes from proposal and or discussion ● Superintendent SIG Presentation ● Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<p>Slide Show from Board Work Session, August 19, 2016 (p. A1)</p> <p>Letter of Assurances from Superintendent, August 30, 2016 (p. A</p>
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> ● Teacher Union Assurance ● An outline of amendments to SIG Teacher contracts that will allow for full implementation 	X	<input type="checkbox"/>	<p>Sign in sheet for District meetings with teacher representatives, August 24, 2016 (p. A11)</p> <p>Letter of Support from the Elkhart Teachers' Association ETA , August 30, 2016 (p. A47)</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> ● Teacher Union Assurance ● An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model ● Principal ownership in staff hiring process ● Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies & procedures ○ Staff recruitment, placement & retention procedures 	X	<input type="checkbox"/>	<p>Our hiring processes include state and national searches for administrative positions when there are district openings. (See p. A40)</p>

<p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> ● Monthly Monitoring of SIG Programming & Implementation ● Evaluation System for Programming & Implementation of SIG ● Data Review Plan ● Special Populations Review Plan ● Fiscal Monitoring Plan ● Timeline & Responsible Parties for all above plans 	<p>X</p>	<p><input type="checkbox"/></p> <p><u>Process monitoring:</u> The District Administrative team has created a monitoring tool to use on a monthly basis. and a timeline for each action. (p. A49 – 50)</p> <p><u>Budget and Resource Monitoring:</u> The Title I Director will include the operational functions in her oversight in collaboration with the business office.</p> <p><u>Instructional monitoring:</u> In collaboration with visits from the IDOE Outreach Coordinator, the District Staff will utilize the classroom observation tool created by the IDOE to support the principal in providing offer non-evaluative feedback to teachers during monthly school visits. (p. A31-32)</p> <p><u>Outcome monitoring:</u> The district will maintain a data dashboard to track performance indicators.</p> <p><u>Systems monitoring:</u> The school will participate in an AdvancEd onsite visit in year 3 and year 5.</p>
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Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X	<input type="checkbox"/>	The Deputy Superintendent is responsible for implementation. The Director of Federal Programs is responsible for compliant implementation and budget management. The business office is responsible for supporting our funding processes.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X	<input type="checkbox"/>	The Director of Federal Programs has provided oversight of all of the title Programs for six years. The Deputy Superintendent was the Title Director in two previous districts and served as a Director involved with the administration of federal programming at the IDOE.
3. School's SIG plan addresses needs of all students and subgroup populations.	X	<input type="checkbox"/>	Our Department is labeled with the belief statement: "We are responsible for the learning and well-being of ALL students." It is how we do business.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X	<input type="checkbox"/>	We use letters home and electronic communications. We have interpreters and Title funded district parent liaisons.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	X	<input type="checkbox"/>	We are without findings.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	X	<input type="checkbox"/>	We appropriately spend all our funds as issued.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.