



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

SIG Monthly

October 2014

Office of Early Learning and Intervention - Title I Team:

Charlie Geier, Rachael Havey, Cindy Hurst, and Audrey Carnahan

School Highlight – Allen Elementary – Cohort 4



Allen Elementary – SOAR Program

Allen Elementary School in Marion, Indiana, is one of four elementary schools in the Marion Community School District. Specifically, Allen serves approximately 380 students in grades K – 4. During the 2013-2014 school year, Allen was a recipient of a School Improvement Grant (SIG) given by the state of Indiana. Schools who receive this grant may use the funds in ways which they believe will improve student learning and academic achievement, and the overall environment for students, staff, and the community.

Administrators and staff felt that one area in need of significant improvements was that of student behavior – and school response to that behavior. Up until the 2014-2015 school year, Allen Elementary, like many other schools, followed a series of steps and a tiered list of consequences. These consequences ranged from missing recess, to in-school suspension, to out-of-school suspension. In rare and extreme cases, students could also be expelled from school for the remainder of the year. Of course the severity of the behavior dictated the level of consequences. The biggest concern, though, was the process for students who received out-of-school suspensions. Administrators and staff wanted to do more to help each student and improve student behavior rather than just send him or her home for a pre-determined amount of time. Sadly, there were many times when sending the student home was not in his or her best interest, for the environment he or she were going home to was unstable, unsupportive, and inconsistent...everything completely opposite of what the student could receive if he or she remained at the school building for the duration of the suspension. A change was needed.

Currently, the state of Indiana does not have any schools that provide an Alternative Education option for elementary students whose behavior repeatedly interrupts the educational process in their General Education classroom. Because of this, Allen's team was given the mission to create an Alternative Education program, pilot the program with the students of Allen Elementary, and eventually implement the program for all qualifying elementary students in the Marion Community School District.

A green curved line representing a hill, with several black silhouettes of people walking along it. The silhouettes include a person pushing a stroller, a person walking, a person carrying a bag, and a person in a graduation cap.

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Prior to the start of the 2014-2015 school year, Allen's team (consisting of Rianne Aguilar – Special Education Teacher, Jo Messner – Behavior Interventionist, and Lendon Schwartz – Assistant Principal), had thoroughly researched various Alternative Education programs with the goal of learning about – and creating – an Alternative Education program for the elementary-aged students of Marion Community Schools.

After the school year started, Allen Elementary School began a Disciplinary Alternative Education Program (DAEP) modeled after various school programs from out of state. A handbook for this program has been written, but...as with building anything from the ground up, it is a working document that will be adjusted as more information is learned. The program itself also continues to be improved to ensure that every student in the DAEP gets all the help they need. Research continued after the school year started, and though their search for similar programs encompassed the entire United States, they were consistently drawn to the Harlingen Consolidated Independent School District.

Mr. Lendon Schwartz contacted HCISD to see if Allen's team could travel to Harlingen, Texas and observe their Alternative Education program. Once the trip was approved, Mr. Daniel Garza, Special Education Director for HCISD, planned out the two days that Allen's team would be there, so that they could maximize all learning opportunities during their short visit. Mr. Garza graciously answered countless questions, provided examples, and took the team around to different schools highlighting a few of their various programs. One of the programs highlighted was the Disciplinary Alternative Education Program, called 'New Pathways.'

"New Pathways" is a Disciplinary Alternative Education Program (DAEP) designed specifically for elementary students. This is a short term placement for students who have repeat behavioral problems. "New Pathways" services both general education and special education students that come from any of the 17 elementary schools in HCISD.

After visiting Harlingen, Allen's team was pleased to see that the program they were designing and implementing at Allen was very similar to "New Pathways," yet there are still some differences as well. For instance, 'New Pathways' is located in a stand-alone building...nothing else is housed there. The program is highly structured and completely self-contained. While students focus on academics, the design of the 'New Pathways' program demonstrates that the emotional and social side of students is also important. Teaching and encouraging students to consistently make good choices instead of poor choices is of utmost importance as well, since many students who are in the DAEP room are there because they struggle expressing their feelings or dealing with frustrations.

In addition to the DAEP, HCISD also runs a program called SOAR. This program is a longer term placement for Special Education students only. Students in SOAR go through a similar process like that of the DAEP program, though the overall time in SOAR may be longer than that of a student in the DAEP. Typically, students in the SOAR program are placed there anywhere from 1 month to 2 years. As with the DAEP room, students in SOAR must complete the program successfully in order to go back to their own classroom.

Since returning from Harlingen, Texas, Allen's team has taken what they learned in Texas and applied it to their existing DAEP program. They have named their existing program "New Beginnings." It is the goal of everyone involved to have a positive impact on the life of each child that is admitted to "New Beginnings," and the hope that the impact will reach beyond the walls of the school. In an effort to continually improve the program, adapted P.E. has been added to Allen's program so that students get 30 minutes of physical exercise each day. "New Beginnings" also wants to work closely with the parents of the students admitted to their program with the goal of making a positive impact in the lives of all involved. Allen's team also feels that eventually adding a program similar to the SOAR program observed in Harlingen, Texas would be of great benefit to students.

The possibilities and potential impact of an Alternative Education program are endless, and the team is excited to be on the cutting edge of this area of education. As Allen learns, builds, and succeeds with its "New Beginnings" program, it is the goal of the team that "New Beginnings" would become a program that successfully serves all elementary schools within Marion Community Schools, and...eventually...the state of Indiana.



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Professional Development

Leadership PD – 9:00 am - 12:00 pm Local Time

December 9th – Winter Leadership PD – North – Goshen Community Schools

613 E Purl Street, Goshen, IN 46526

Administration Office Board Room

December 11th – Winter Leadership PD – South – MCCSC

553 E. Miller Drive, Bloomington, IN 47401

Administration Building - CoLab

If you have NOT registered, please use the following link to do so by December 5th:

<http://www.doe.in.gov/titlei/sig-december-pd-sessions>

The following ARE registered for Winter SIG PD:

Dec. 9th in Goshen

McCulloch—Ashlee Shook
Allen, McCulloch—Tara Asbury
McCulloch—Jennifer Donald
Dickinson FAA—Tamika Jones
Dickinson FAA—Mark Schwing
Dickinson FAA—Castillo
Dickinson FAA—Tammy Newbill
Dickinson—K. Schreiber
Dickinson—Brad Lile
Lake Ridge—Kathy Martin
Chamberlain—Kimberly Branham
Chamberlain—MaryKay Longacre
Watson—William Roberts
Watson—Eulia Kilgore

Dec. 11th in Bloomington

BRMHS—Mike Akers
Raymond Brandes—Lauren Johnson
Raymond Brandes—Lisa Cotton
Highland Park —Maggie Dainton
Highland Park—Carol Gardiner
Sarah Scott—Bruce Lautenschlager
Sarah Scott—Jeff Buress
Stonybrook MS – Pam Griffin
Fairview Elem – Justin Hunter

Tentative Agenda Topics:

30 minutes Special Features – Goshen (Allen Elementary), Bloomington (McGary Middle School)
30 minutes – Family and Community Engagement
60 minutes – Compliance and Programming
60 minutes – Q/A and Collaboration Time



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Upcoming Monitoring

Data Dashboard:

The Data Dashboards have been updated.

Links to a YouTube tutorial on how to use your Dashboard and a Sample Dashboard are below:

https://www.youtube.com/watch?v=O8WTCVo_Ytc&feature=em-share_video_user

<https://docs.google.com/spreadsheets/d/1EiOSwm7VklE6dXYbEmpuI7X6xrQCVpKLTTEnh8Lkgkk/edit#gid=0>

November 21st WebEx Calls (WebEx information will be sent out the week prior)

8-9 am EDT (BRMHS, UHPA, 21st Century)

9-10 am EDT (McGary, McCulloch, Stonybrook, Sarah Scott, Lake Ridge, Dickinson)

1-2 pm EDT (Raymond Brandes, Allen, Watson, Chamberlain, Fairview, Highland Park)

IDOE SIG Monitoring:

All 1st monitoring visits are complete! If you haven't received your monitoring report, you will be receiving it soon. As always, if you have any questions regarding your report please contact Cindy, Rachael, or Audrey.

2nd Monitoring Visits will take place virtually – unless you are contacted by the IDOE SIG team with a special request – virtual visit dates will be December 17, 18, and 19. More information will be coming in the next few weeks regarding the virtual visit process.

Based on our 1st monitoring visits this fall, the SIG team is planning on customizing visits more to the needs and interventions at each school. All principals will receive an email this month with specifics for their 2nd visit and sign-up information.

External Evaluator Monitoring:

Indiana's approved application for 1003(g) School Improvement Grant funding indicates that an external evaluation of the program will be conducted annually. Evaluators will spend time evaluating each school, which will include classroom observations, principal/teacher/student interviews and a final report to IDOE. For the 2014-2015 school year, Praxis will conduct initial visits in the fall and final visits in the spring.

The purpose of the external evaluation is to determine the effectiveness of implementation of 1003(g) grants during the 2012-2013 school year. Information from the evaluation will be used to inform future technical assistance provided by IDOE.

Representatives from Praxis Strategies and Solutions will be contacting schools soon to share protocol and set up onsite visits. IDOE requests your cooperation in this evaluation process.

DATE	ACTIVITY
August 2014	Praxis will initiate phone calls, set up visit dates, share onsite visit protocols with schools for fall visits
September/October 2014	Praxis will conduct fall onsite visits with schools
November/December 2014	Praxis will submit reports to IDOE
December 2014	IDOE will share reports with schools
February/March 2015	Praxis will initiate phone calls, set up visit dates, share onsite visit protocols with schools for spring visits
March/April 2015	Praxis will conduct spring onsite visits



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Resources

School Turnaround Network – Workspaces and Resources

<http://www.schoolturnaroundsupport.org/>

USDE School Improvement Grants

<http://www2.ed.gov/programs/sif/index.html>

IDOE 1003(g) Summary and Resource Page

<http://www.doe.in.gov/titlei/1003g-summary-sig-grants>

IDOE Title I *New Resources Posted*

<http://www.doe.in.gov/titlei>

IDOE Title III

<http://www.doe.in.gov/elme/title-iii-language-instruction-limited-english-proficient-and-immigrant-students>

WIDA

<http://www.doe.in.gov/elme/wida-english-language-development-eld-standards-framework>

IDOE Outreach Focus and Priority Information

<http://www.doe.in.gov/outreach/turnaround/priorityfocus-schools>

IDOE Online Communities of Practice

<http://www.doe.in.gov/elearning/online-communities-practice>

Family/Friendly Schools Program

<http://www.doe.in.gov/outreach/familyfriendly-schools-program>

IDOE Indiana Academic Standards (IAS)

<http://www.doe.in.gov/standards>

IDOE Office of Student Assessment

<http://www.doe.in.gov/assessment>

IN ESEA Flexibility Waiver

<http://www.doe.in.gov/esea>