



# Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant  
2015-2016 School Year

## Renewal Application - Transformation Model

### Part I: Grantee Information

#### Information

<b>School Corporation/ Eligible Entity</b>	MSD of Warren Township	<b>Corp #</b>	5360
<b>School</b>	Stonybrook Middle School	<b>School #</b>	5367
<b>Superintendent Name</b>	Dr. Dena Cushenberry	<b>Email</b>	dcushenb@warren.k12.in.us
<b>Title I Administrator Name</b>	Lee Ann Kwiatkowski	<b>Email</b>	lkwiatko@warren.k12.in.us
<b>Principal</b>	Pam Griffin	<b>Email</b>	pgriffin@warren.k12.in.us
<b>Mailing Address</b>	975 N Post Road	<b>City</b>	Indianapolis
		<b>Zip Code</b>	46219
<b>Telephone</b>	317-869-4356	<b>Fax</b>	
<b>SY 2015-16 Funding</b>	\$762,767.35		

#### Important Dates

<b>Renewal Application Release</b>	Release application and guidance to LEAs	June 5, 2015
<b>Technical Assistance Training</b>	SIG Leadership PD Day Technical Assistance and Planning	June 5, 2015
<b>Application Due</b>	Renewal application must be submitted to IDOE	June 19, 2015
<b>Application Review</b>	Renewal applications reviewed by IDOE	June 22 – July 10, 2015
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have</i>	July 13, 2015

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

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

### School Improvement Grant (SIG) 1003(g)

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

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

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

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

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student attendance rate;
- Teacher attendance rate;
- Combined suspension/expulsion rate;
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet 6 of 9 applicable leading indicator goals; schools containing a high school must meet 9 of 13 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

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

#### State Assurances

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

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

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

#### Changes

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

#### Independent Grantee

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

#### Termination

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

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

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

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

#### Access to Records

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

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

#### Legal Authority

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

#### Equal Opportunity Employer

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

#### Copyrights

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

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

Personnel

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

Assignment

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

Availability of Funds

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

Suspension and Debarment

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:** *Dena Cusler* **Date:** 6/25/15

**Title I Administrator Signature:** *Lee Ann Kuratowski* **Date:** 6/25/15

**Principal Signature:** *Tamala Griffin* **Date:** 6/25/15

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

<b>Name</b>	<b>Title</b>
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Kate Miller	English Teacher/ WEA President
Jenny Whitaker	English Teacher/WEA Vice-President
Justina Benjamin	Social Studies Teacher / Team Leader
Jannine Campbell	English Teacher / Team Leader
Blake Nathan	Engineering Technology Education / Team Leader
JP Claybourn	Assistant Principal
Debbie Firsch	PBIS Specialist
Holly Stafford	Read 180 Teacher
Cory Sutton	Math 180 Teacher
Melissa Nicholuson	School Counselor
Pam Griffin	Principal
Lou Anne Schwenn	Assistant Superintendent for 7-12
Lee Ann Kwiatkowski	Assistant Superintendent for School Improvement

### Part 3: Leading and Achievement Indicators

Complete the tables below using the data submitted as updated goals in Feb of 2015 as well as any updated data from SY 2014- 2015.

Leading Indicators	SY 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
1. Number of minutes within the school year that students are required to attend school	78,300	79,200	79,200	79,200
2. Number of daily minutes of math instruction	48	48	48	50
3. Number of daily minutes of EL/A instruction	100	100	100	100
4. Dropout rate – HS only	NA	NA	NA	NA
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.2	95.59	95.8	96
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b>	NA	NA	NA	NA
7. Number of students completing dual enrollment classes – <b>HS only</b>	NA	NA	NA	NA
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b>	NA	NA	NA	NA
9. Types of increased learning time offered <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul>	BAS	50	31	35
10. Discipline incidents – number of suspensions and/or expulsions	184	179	199	190
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number	50	45	30	40
12. Distribution of teachers by performance level on LEA’s teacher evaluation system. (Please indicate <b>individual number</b> of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	4: 2 3: 39 2: 2 1: 0	4: 5 3: 32 2: 2 1: 0	Tentative 4: 7 3: 30 2: 0 1: 2 Data will not be finalized until student data is included)	4: 6 3: 33 2: 1 0: 0

13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	96.32	96.5	96.5	96.8	97
---	-------	------	------	------	----

## Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://comprodos.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2013-2014 BASELINE	SY 2014- 2015 Goal	SY 2015- 2016 Goal	SY 2016- 2017 Goal
----------------------	-------------------------	-------------------------------------	--	--------------------------	-----------------------	-----------------------	-----------------------

**NOTE:** IDOE has speculated that new test outcomes will dip roughly 30 points from previous results. Therefore, in developing Goal Statements for SY 2015-16 and beyond, 30 points were subtracted from the 2013-14 pass rate, and 5 percentage points added to that adjusted figure. (2015-16 ELA Goal: 75% minus 30 points = 45, plus 5 points = 50% passing. Five percentage points added for each subsequent year.)

All Students	63.7%	378	High- poverty	63.7	34	Not available	39	44
African American	60.2%	227	High -poverty (especially compared to white group)	60.2%	30	Not available	35	40
Asian/Pacific Islander	NA	NA	NA	NA	NA	Not available	NA	NA
Hispanic	63.3%	50	High- mobility and poverty	63.3%	33	Not available	38	43
White	79.4%	77	Low- poverty	79.4%	49	Not available	54	59
Students with Disabilities	27.5%	19	High- School has several high needs programs: Life Skills, Intensive Intervention	27.5%	5	Not available	10	15
LEP	40%	12	High- Small "N" size. Several students are level 1 and 2.	40%	10	Not available	15	20
Free/Reduced Lunch	60.9%	283	High- poverty	60.9%	31	Not available	36	41
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade	NA	NA	NA	NA	NA	NA	NA	NA

Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2013-2014 BASELINE	SY 2014- 2015 Goal	SY 2015- 2016 Goal	SY 2016- 2017 Goal
-----------------------	-------------------------	-------------------------------------	--	--------------------------	-----------------------	-----------------------	-----------------------

**NOTE:** IDOE has speculated that new test outcomes will dip roughly 30 points from previous results. Therefore, in developing Goal Statements for SY 2015-16 and beyond, 30 points were subtracted from the 2013-14 pass rate, and 5 percentage points added to that adjusted figure. (2015-16 ELA Goal: 75% minus 30 points = 45, plus 5 points = 50% passing. Five percentage points added for each subsequent year.)

All Students	70.9%	424	Low- poverty	70.9%	41	Not available	46	51
African American	67.3%	255	High -poverty (especially compared to white group)	67.3%	37	Not available	42	47
Asian/Pacific Islander	NA	NA	NA	NA	NA	Not available	NA	NA
Hispanic	74.1%	60	Low- mobility and poverty	74.1%	44	Not available	49	54
White	85.6%	83	Low- poverty	85.6%	56	Not available	61	66
Students with Disabilities	32.4%	23	High- School has several high needs programs: Life Skills, Intensive Intervention	32.4%	5	Not available	10	15
LEP	75%	24	Low- Several students are level 1 and 2.	75%	45	Not available	50	55
Free/Reduced Lunch	70.2%	244	High- poverty	70.2%	40	Not available	45	50

HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade	NA								
--	----	----	----	----	----	----	----	----	----

6.3.15

<b>Overall Achievement</b>	<b>SY 2013-2014 BASELINE</b>	<b>SY 2014-2015 Goal</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>	
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	54.8%	<b>24</b>	<b>Not available</b>	<b>29</b>	<b>34</b>
Percent of students proficient on ISTEP (ELA) (3-8)	63.7%	<b>34</b>	<b>Not available</b>	<b>39</b>	<b>44</b>
Percent of students proficient on ISTEP (Math) (3-8)	70.9%	<b>41</b>	<b>Not available</b>	<b>46</b>	<b>51</b>
Percent of students proficient on IREAD (Spring Test Only) (3)	NA	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
10 <sup>th</sup> grade ECA pass rate (English 10)	NA	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
10 <sup>th</sup> grade ECA pass rate (Algebra I)	NA	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
Non-Waiver Graduation Rate – HS only	NA	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
College enrollment rates – HS only	NA	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

## **Part 4: Implementation**

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. For any areas which IDOE has requested updates or changes in column three, schools must make changes for SY 2015-16.

Transformation Principles	SY 2014-2015	Requirements, Recommendations and Options	SY 2015-2016 Action Steps and Person(s) Responsible	Budgeted Items
<p><i>Developing and increasing teacher and school leader effectiveness</i>  - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort</li> </ul> <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school <b>OR</b> Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</li> </ul>	<p>Submitted information on Pam Griffin (principal selection per IN's ESEA flexibility waiver) and received approval for Pam to remain the principal at SMS.</p> <p>New Assistant Principal was hired: J.P. Claybourn.</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> <li>building leadership capacity</li> <li>developing teacher leadership across the building</li> <li>school improvement planning</li> <li>roles, responsibilities, and goals of all leadership members</li> </ul> </li> </ul>	<p>No further action is needed.</p> <p>Will continue the same processes as explained in SY 2014-15.</p> <p>The principal creates opportunities for a building-wide team to participate in school improvement planning and build capacity. The staff (administrators and teacher leaders) participate in Harvard's Urban Leadership Academy. Part of this experience is creating roles, responsibilities and goals of all leadership members. This group continues to meet throughout the school year. Every year, Pam provides more staff with this opportunity. Thus she is developing leaders across the building.</p>	<p>Travel: Harvard Urban Leadership Academy</p>

<p><i>Developing and increasing teacher and school leader effectiveness</i></p> <ul style="list-style-type: none"> <li>- <i>Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</i></li> <li>- <i>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their</i></li> </ul>	<p>Warren’s teacher evaluation system (TEAM) developed jointly with administrators and teachers takes student growth into account. Series of multiple observations (anytime during the school year)</p> <p>The building administrator conducted frequent classroom observations to collect data and provide feedback. The following will serve as minimum guidelines for teachers and evaluators:</p> <ul style="list-style-type: none"> <li>(1) announced observation (Full class period or lesson; Pre and Post conference required)</li> <li>(2) unannounced observation (minimum of 20 minute length)</li> <li>(3) walkthroughs (Six) (Minimum of 5 minutes with evidence collected in domain 2)</li> </ul> <p>During the development of SIG, Principal and teachers requested professional opportunities for effective and highly effective teachers (i.e., Harvard’s Urban School Leadership Conference)—this is viewed as financial incentives/rewards through opportunities for leadership development.</p> <p>Effective and Highly Effective teachers were given a budget to purchase classroom supplies</p>		<p>Will continue the same process in 15-16. Pam Griffin, principal and J.P.Claybourn are responsible for conducting evaluations and for providing timely and meaningful feedback. Ryan Russell, Assistant to the Superintendent for Educator Effectiveness, monitors the evaluation process for all Warren schools.</p> <p>Pam Griffin approves the supplies requested by teachers for incentives. Lee Ann Kwiatkowski, Assistant Superintendent for School Improvement, is responsible for final approval. (Check and balance for federal funds).</p>	<p>Incentives: classroom supplies</p>
---	---	--	--	---

<p><i>professional practice, have not done so;</i>  <i>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model</i>  <i>(IN Turnaround Principles 5)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Use a teacher evaluation system which takes student growth into account as a significant factor</li> <li>• Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers</li> <li>• Provide staff with opportunities for leadership growth in the building</li> </ul>	<p>(Financial incentives). During SIG planning, teachers shared that in the past, purchasing these supplies had to come out of their personal accounts and found this to be a much-appreciated incentive.</p>			
<p><i>Comprehensive instructional reform strategies</i>  <i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p>	<p>Through a curriculum mapping process (originally with assistance from outside consultant McRel), teachers and administrators worked collaboratively to create ELA and Math curriculum maps aligned to Indiana Academic Standards. During fall intersession, teachers and administrators created Unit Guides. The Center for Assessment provided professional development on creating unit and lessons using different levels of depth of</p>		<p>Teachers will continue to use maps, unit guides and district formative assessments. Pam Griffin is responsible for ensuring the maps are being followed with Fidelity.</p> <p><i>Read 180</i> and <i>Math 180</i> will continue to be used with fidelity. Teachers C. Sutton and H. Stafford are responsible.</p> <p>Achieve 3000, researched-based program, will be used 3 times per week. This program will be</p>	<p>Salaries &amp; Benefits  Math 180 teacher</p> <p>Scholastic hosting &amp; licenses</p> <p>Achieve 3000 Digital content (e.g., Newsela) licenses</p> <p>myOn licenses</p> <p>Contractual &amp; Equipment &amp;</p>

	<p>knowledge.</p> <p>Researched based programs <i>Read 180</i> &amp; <i>Math 180</i> assist students demonstrating need.</p> <p>Redesigned the 100 minute block with assistance from AIR &amp; Great Lakes East Comprehensive Center based on research.</p> <p>Achieve 3000, researched-based program, was implemented 3 times per week. This program will be supported in social studies and science classes.</p>		<p>supported in social studies and science classes. Pam Griffin is responsible for monitoring data to ensure fidelity in all social studies and science classrooms.</p> <p>Classrooms will be renovated (interactive projectors, computer document camera and stand, dry-erase walls) for a more collaborative, engaging space. David Holt, CFO, for construction. Kent Schroeder, CTO, is responsible for technology.</p>	<p>Technology: Renovation of classrooms (dry-erase paint, projectors, document cameras, table for document camera, computer speakers).</p>
<p><i>Comprehensive instructional reform strategies</i> -Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p>	<p>Currently, Stonybrook Middle School has in place strategies to use student data to inform and differentiate instruction, as part of its nationally-recognized <i>8-Step Process for Continuous Improvement</i>.</p> <p><b>Step 1—Data Disaggregation:</b> Each summer, student test scores are used to identify instructional groups and to identify strong and weak curriculum areas and practices. Stonybrook’s principal ensures that the school schedule provides weekly team planning periods for grade-level/subject area teachers to meet and discuss data, collaboratively plan and share best practices.</p> <p>Posted Data Walls in the school keeps the focus on students’</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Report card accountability disaggregation presented and provided to IDOE at first monitoring visit</li> <li>• Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> <li>• Locally developed or IDOE provided</li> <li>• Academic and Behavior Data <ul style="list-style-type: none"> <li>• Subgroups and subpopulations</li> </ul> </li> <li>• Parental Involvement Focus</li> </ul> </li> </ul>	<p>In 2015-16, Stonybrook will continue to improve the use of data generated from digital content. Cory Sutton is responsible for Math 180. Holly Stafford is responsible for Read 180. All teachers are responsible for SRI and formative assessment (i.e., Acuity—possibility of a change with formative assessment due to new state grant and requirements for formative assessments). Pam Griffin will hold monthly learning log meetings with teachers to discuss data.</p> <p>Stonybrook will continue to implement the <i>8-Step Process for Continuous Improvement</i>. Pam Griffin is responsible.</p> <p>Report card accountability</p>	

	<p>learning, with walls updated following each higher-level assessment (ISTEP, Acuity, SRI) to track progress and identify continuing needs.</p> <p>Step 2—<u>Instructional Calendar</u>: Provides Curriculum Maps and <i>Unit Guides</i> that are aligned to State Academic Standards and used by teachers. Maps are available in English/LA and Mathematics. The calendars encompass all college and career ready standards and serve as a guide for instruction based on the need of the student group and the weight of the standard/objective/project.</p> <p>Step 3—<u>Instructional Focus</u>: Teachers and students alike are expected to understand the instructional focus for each day's lesson (driven by the Curriculum Maps and Unit Guides). Continuous principal classroom walkthroughs, professional development trainings, teachers' collaborative planning &amp; sharing of best practices and teacher mentoring support quality instruction, aligned to State Academic Standards.</p> <p>Step 4—<u>Assessments</u>: While the State's assessments annually measure the impact of instruction, we cannot wait for those results to ascertain the impact of our efforts. District-</p>		<p>disaggregation will be presented and provided to IDOE at first monitoring visit. Pam Griffin, principal and Lee Ann Kwiatkowski, Assistant Superintendent for School Improvement will be responsible.</p> <p>Regular utilization and analysis by all staff of data dashboard and/or early warning system for continuous improvement including</p> <ul style="list-style-type: none"> <li>• Academic and Behavior Data</li> <li>• Subgroups and subpopulations</li> <li>• Parental Involvement Focus</li> </ul> <p>The data will be discussed during staff and/or learning log meetings. J.P. Claybourn is responsible for the behavior data. Pam Griffin is responsible for the Academic data, including subgroups and subpopulations. Pam Griffin is responsible for parent involvement data.</p>	
--	--	--	---	--

	<p>wide, formative and performance-based assessments aligned to State Academic Standards, and Acuity, inform our progress across the school year.</p> <p>Immediately after those assessments, principals convene Data Meetings where each grade-level/content-area teacher team analyzes data results; looks for patterns to determine curricular adjustments needed; tracks individual student progress (&amp; posts individual student results on Data Walls); and regroups all students (based on data results) for "Success Periods," where individualized student needs are supported in daily, 30-minute sessions. Data is used to inform classroom instruction.</p> <p>Steps 5 &amp; 6—<u>Tutorials and Enrichment</u>: Warren Township has a longer school day than most Indiana schools, enabling us to accommodate personalized supports outside students' literacy and mathematics blocks of instruction. Unique, daily 30-minute <i>Success Periods</i>—operating <i>school-wide</i>—place students who need tutoring into small groups with a content teacher. Students mastering standards on formative assessments are assigned to larger groups, taught by a variety of staff—including non-content teachers (e.g., music, art, PE, counselors). Student</p>			
--	--	--	--	--

	<p>groupings/teacher assignments are fluid, changing after each formative assessment. Daily 30-minute <i>Success Periods</i> are built into Stonybrook’s master schedule. In addition, teacher teams (e.g. content area, data teams), and key stakeholders collaborate to reflect on assessment data for the purpose of adjusting instruction to personalize learning.</p> <p>Step 7—<u>Maintenance</u>: Just because something has been taught and initially mastered doesn’t mean that students retain that learning. Most students need repetition for mastery to set in. Students maintain learned skills through periodic and cyclical reviews of standards taught (e.g., during “Bell-work,” and using Acuity instructional resources). Personalized digital content provides an intentional and consistent maintenance of college and career ready standards.</p> <p>Step 8—<u>Monitoring</u>: Principals who monitor the fidelity of the <i>8-Step Process</i> are effectively managing curriculum and instruction. Stonybrook’s principal conducts daily classroom walkthroughs in addition to the required evaluations; holds student <i>Test Talks</i> (to meet iwith students to</p>			
--	--	--	--	--

	<p>discuss their scores on State assessments and set achievement goals); convenes formal, monthly Data Meetings with grade-level/department-level team meetings; provides oversight of daily <i>Success Periods</i>; and celebrates success with teachers, students and parents.</p> <p>The superintendent and instructional team conduct process checks each year.</p> <p>Using Interventions Read 180 and Math 180, data is collected on a daily basis in the Scholastic system. Instruction is tailored to meet students' needs.</p> <p>All students are administered Scholastic Reading Inventory (SRI) three times per year. Teachers use the lexile levels to select articles and books for students at their reading level.</p>			
<p><i>Comprehensive instructional reform strategies</i> - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN</p>	<p>School's instructional specialist (coach) provided ongoing, high quality job-embedded professional development. There was a focus on Depth of Knowledge. The district hired The Center for Assessment to provide a series of trainings on understanding DOK levels and incorporating higher levels of DOK into lessons and performance assessments. CELL provided school-based</p>	<p>•</p>	<p>In 2015-2016, Stonybrook will build on the professional development that was provided in 2014-15. Instructional Coach will be responsible for this training.</p> <p>Teachers will receive professional development that will help them effectively integrate technologies for blended-learning that is personalized (differentiated) to meet individual students' needs. Pam Griffin will be responsible.</p>	<p>Stipends &amp; Benefits: after-school PD</p> <p>Supplies: PD materials (chart paper, markers, books)</p> <p>Salary and Benefits: PBIS specialist</p>

<p><i>Turnaround Principle 5)</i></p>	<p>professional development on DOK. The instructional supported this work.</p> <p>Read 180 and Math 180 provided on-going coaching for teachers using the curriculum.</p> <p>Achieve 3000 provided on-going coaching for teachers and the instructional specialist. In addition, the Achieve 3000 coach met with the principal to discuss data.</p> <p>AIR &amp; Great Lakes East provided professional development to teachers about the 100-minute block and followed up during the school year to answer questions/concerns based on implementation (training with follow-up). The district coordinator for 5-8, assisted teachers with the 100-minute block. She modeled lessons in classrooms and provided professional development on areas of need such as small group instruction. The instructional specialist provided on-going professional development as well.</p> <p>The high school department chair, Jennifer Jenson, provided professional development on curriculum maps and implementation of the new Indiana standards to math teachers throughout the school</p>		<p>Achieve 3000 will continue providing on-going coaching to teachers and instructional specialist.</p> <p>The high school department chair, Jennifer Jenson, will continue to provide professional development on curriculum maps and implementation of the new Indiana standards to math teachers throughout the school year (classroom level, school level, district level PD). Classroom observations, teacher's request and ISTEP+ data will be used to determine areas in which to focus.</p> <p>After-school teacher collaboration time is available for teachers to meet to discuss and plan lessons, PBIS, effective strategies, or receive additional trainings. Instructional Specialist &amp; Teachers are responsible.</p> <p>PBIS Tier I will continue schoolwide and Tier II supports will be implemented. The PBIS specialist provides support for identified students with behavior needs (e.g., Why Try groups, social skills groups) Principal responsible for Schoolwide PBIS. PBIS specialist responsible for providing support to students.</p>	
---------------------------------------	---	--	---	--

	<p>year (classroom level, school level, district level PD).</p> <p>After-school teacher collaboration time is available for teachers to collaborate and plan lessons, PBIS, effective strategies, or receive additional trainings.</p> <p>PBIS Tier I is implemented schoolwide. The PBIS specialist provides support for identified students with behavior needs (e.g., Why Try groups, social skills groups)</p>			
--	--	--	--	--

<p><i>Increasing learning time and creating community-oriented schools</i>  <i>-Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p>(a) <i>Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p>(b) <i>Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></p> <p>(c) <i>Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i>  <i>(IN Turnaround Principle 7)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Provide increased learning time for students {as defined above in (a) and (b)}</li> <li>• Ensure the schedule is designed to meet the professional</li> </ul>	<p>All students will be offered afterschool intervention and enrichment programs, with transportation home provided.</p> <ul style="list-style-type: none"> <li>• Boys and Girls Club provided after-school programming (year-long, 3 additional hours daily). myOn and ST Math programs were implemented 30 minutes, 3 times per week. The Power Hour (homework help or tutoring) was also provided. The Power Hour was followed by enrichment activities. Chartwells, provided supper and snacks through the School Food &amp; Nutrition Program.</li> <li>• Teachers provided additional learning time to instruct students in English and/or Math. Other content areas were often integrated into the lessons.</li> </ul> <p>After-school teacher collaboration time is available for teachers to collaborate and plan lessons, PBIS, effective strategies, or receive additional trainings.</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• Utilization and analysis of extended learning data</li> <li>• Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> <li>• Activities</li> <li>• Staffing</li> <li>• Transportation</li> <li>• Academic subjects covered</li> <li>• Details of any partnerships, vendors, or external partners</li> </ul> </li> </ul>	<p>All students will be offered afterschool intervention and enrichment programs, with transportation home provided.</p> <ul style="list-style-type: none"> <li>• Boys and Girls Club will provide after-school programming (year-long, 3 additional hours daily). myOn and ST Math programs will be implemented 30 minutes, 3 times per week. The Power Hour (homework help or tutoring) will be also provided. After the Power Hour, enrichment activities will take place. Chartwells, will provide supper and snacks through the School Food &amp; Nutrition Program. The B &amp; G Club site director is responsible.</li> <li>• Teachers will provide additional learning time to instruct students in English and/or Math. Other content areas will be integrated into the lessons. Pam Griffin is responsible.</li> </ul> <p>After-school teacher collaboration time is available for teachers to collaborate and plan lessons, PBIS, effective strategies, or receive additional trainings. Instructional</p>	<p>Stipends &amp; Benefits: tutoring stipends for teachers</p> <p>Contractual: extended-time programming with Boys &amp; Girls Club</p> <p>Transportation: buses to transport students home from after-school program</p> <p>Supplies: General supplies (paper, pencils, book bags)</p>
---	--	--	--	---

<p>development needs of staff [as defined above in (c)]</p>			<p>Coach &amp; Teachers are responsible.</p> <p>Currently, The Office of School Improvement tracks activities, staffing, and transportation. A new column will be added to track content area. Monthly meetings are held with Boys and Girls Club regarding the extended-time partnership.</p> <p>The school calendar has been changed for the 15-16 school year to allow for three late starts to provide teachers with additional professional development. Pam and Instructional Specialist will be responsible for PD.</p>	
<p><i>Increasing learning time and creating community-oriented schools -Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)</i></p>	<p>Will hold meetings, trainings and workshops for parents and community throughout the year.</p>		<p>Will continue the same process in 2015-2016. Principal responsible.</p>	<p>Supplies for parent and community engagement (e.g., light snack, markers, folders)</p>

<p><i>Providing operational flexibility and sustained support</i></p> <p><i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</i></p> <p><i>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p>	<p>Principal has operational flexibility (e.g., recruits, hires staff, time (e.g., Read 180 and Math 180 added to schedule), and is given a budget in which she has authority to make decisions (e.g., equipment &amp; supply budget).</p> <p>The school receives ongoing support from central office. On a daily basis, Lou Ann Schwenn, Assistant to the Superintendent for 7-12 checks-in with Mrs. Griffin. Assistant to the Superintendent for Teacher Effectiveness provides regular guidance with teacher evaluation. Assistant Superintendent for School Improvement monitors and supports implementation of SIG.</p> <p>Process Checks conducted by the superintendent and instructional team are held at SMS to identify needed support.</p>	<p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>• LEA must provide the principal: <ul style="list-style-type: none"> <li>• control over people, time, program, and dollars</li> <li>• an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner</li> </ul> </li> <li>• LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> <li>• Defined district role in the school SIG planning process</li> <li>• Designated Central Office staff member to be part of the SIG process <ul style="list-style-type: none"> <li>• Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation</li> </ul> </li> <li>• Monthly Monitoring of SIG Programming and Implementation</li> <li>• Evaluation System for Programming and Implementation of SIG <ul style="list-style-type: none"> <li>• Data Review Plan</li> <li>• Special Populations Review Plan</li> </ul> </li> <li>• Fiscal Monitoring Plan</li> </ul> </li> </ul>	<p>Will continue the same process as identified in 2014-2015.</p> <p>To reiterate, the principal has control over people, time, program, and funds.</p> <p>The principal and team will present to the Warren Board of Education twice a year in a pre and post manner. (Assistant Superintendent will work to get this placed on board agenda)</p>	
--	--	---	--	--

		<ul style="list-style-type: none"> <li>• Timeline and Responsible Parties for all above plans</li> </ul>		
--	--	--	--	--

### Part 5: Outcome Artifact

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, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. *\*schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins.*

<http://www.doe.in.gov/titlei/promising-practices-title-i-schools>

**Briefly describe what the school will plan to submit as an “Outcome Artifact” and how this will be aligned to your grant and the key area.**

Stonybrook Middle School will submit an artifact that shows how we used CR PBIS to improve the culture of our school and decrease our suspension numbers.

## Part 6: Budget

Complete the following budget worksheet for SY 2015-2016 (the yearly budget as would be completed in the application system).

Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

The original school budget has been included with the renewal application for reference.

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	93516		35385		198500			126790	59980		514,171
21000	Support Services - Student	73293		27052					20500			120,845
22100	Improvement of Instruction (Professional Development)	5000		1500		15000		50000				71,500

22900	Other Support Services										
25191	Refund of Revenue										
26000	Operation and Maintenance										
27000	Transportation						50000				50,000
33000	Community Service Operations							750			750
60100	Transfers (interfund)										
	Column Totals	171809		63937		213500		100000	148040	59980	757,266

Indirect Cost: \$5,501.35

Total Cost: \$762,767.35

Please also provide an explanation as to how you will use the funds that have been allocated on the budget.

<b>Supplies</b>	<b>Property: Technology</b>
-----------------	-----------------------------

<p>Digital content (e.g., Achieve 3000, NewsELA, math content)</p> <p>Teacher incentives (e.g., pens, folders, chart paper)</p> <p>School supplies (e.g., dry erase markers, paper, sheet music, calculators, backpacks, STEM materials)</p> <p>After-school supplies (paper, markers, chart paper)</p> <p>Light snacks for parent meetings</p> <p>Parent supplies (books, chart paper, paper, folders)</p>	<p>Computers and speakers (for interactive projector)</p>
<p><b><u>Property: Equipment</u></b></p>	<p><b><u>Other Purchase Services (Travel, Communications)</u></b></p>
<p>Stands for document cameras</p>	<p>Incentive conference (e.g., Harvard Urban Leadership Series)</p>
<p><b><u>Professional Services</u></b></p>	<p><b><u>Staffing</u></b></p>
<p>New classroom white dry-erase walls</p> <p>mounting interactive projectors</p> <p>Boys and Girls Club extended-time program</p>	<p>Math interventionist (Math 180)</p> <p>PBIS Specialist</p> <p>Teacher stipends for tutoring and PD</p>