



August 19, 2016

Dr. Dena Cushenberry
M S D Warren Township, 5360
975 North Post Road
Indianapolis, IN 46219

Dear Dr. Cushenberry:

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Stonybrook Middle School's** renewal application was accepted and SIG funds will continue for SY 2016-2017.

In accordance with your application and available funding, you are being awarded **\$594,155.96** for the 2016-2017 school year.

Federal Program Title I	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
Award Number	S377A00120015

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

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

Sincerely,

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

cc: Title I Program Administrator
SIG Coordinator
Principal



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	MSD of Warren Township	Corp #	5360
School	Stonybrook Middle School	School #	5367
Superintendent Name	Dr. Dena Cushenberry	Email	dcushenb@warren.k12.in.us
Title I Administrator Name	Dr. Lee Ann Kwiatkowski	Email	lkwiatko@warren.k12.in.us
Principal	Pam Griffin	Email	pgriffin@warren.k12.in.us
Telephone	317-869-4356	Fax	
SY 2016-17 Funding Award Request	\$594,155.96		
SY 2016-2017 Funding Award	\$594,155.96		

Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	May 20, 2016
Technical Assistance Training	SIG Leadership PD Day Technical Assistance and Planning	May 24 & 25, 2016
Application Due	Renewal application must be submitted to IDOE	June 30, 2016
Application Review	Renewal applications reviewed by IDOE	July 1 – July 31, 2016
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 1, 2016
SY 16-17 Artifact Due	Outcome Artifact from SY 16-17 will be emailed to 1003g@doe.in.gov	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 and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Pam Griffin	Principal
Kate Miller	Teacher, WEA Vice-President
Jenny Whitacker	Teacher, WEA President
Jamese Bowman	Instructional Coach
Corie Sutton	Math 180 teachers
Jeremy Dillard	Math teacher
April Simms	Math teacher
Deb Fersch	PBIS Specialist

Part 3: LEA and School Assurances

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.

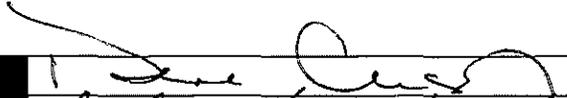
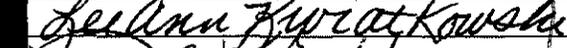
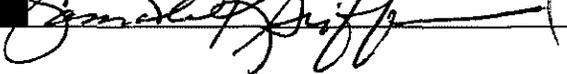
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes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

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

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

owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

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

Superintendent Signature:		Date:	6/10/2016
Title I Administrator Signature:		Date:	6/10/2016
Principal Signature		Date:	6/10/2016

Part 4: Achievement and Leading Indicators SY 16-17

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

- Number of minutes in Math and Reading in the instructional day or school day;
- Student participation rate on State assessments in reading/language arts and in mathematics;
- Student enrollment number *NEW for SY 16-17
- Student attendance rate;
- Teacher attendance rate;
- Teacher retention number * New for SY 16-17
- Combined suspension/expulsion rate;
- Discipline referral number *New for SY 16-17
- Minutes of job-embedded PD/week;
- Distribution of teachers by performance level on an LEA's teacher evaluation system;
- Annual goals for student achievement on the State's assessments in both reading/language arts and mathematics;
- Non-waiver graduation rate; and
- Percent of graduating cohort to receive college and career readiness standard.

Link to Leading Indicators:

Cohort 6: <https://docs.google.com/spreadsheets/d/1tkdiiE-otyKb7sgrc4FetUAVpM9t0 IO6kTDwlX5nS0/edit#gid=0>

Cohort 5: <https://docs.google.com/spreadsheets/d/10-plegERdbCcRrLD6-f8K8sSfanXpE5iOFkKwIHgtIA/edit#gid=0>

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

Achievement and
Leading Indicators SY
16-17 URL Website:

Part 5: Analysis and Outcomes

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

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

SIOT Analysis

Strengths:

- Majority of staff returning, need to hire one Read 180 interventionist, replace one math, special education, and one teacher. (These teachers have moved on to expert positions at Read 180 and Math 180 and the special education and Spanish teacher remain at SMS in a new roles. One of our PE teachers retired, the Spanish teacher is moving into a Teacher on Special Assignment role.)
- All staff member participated in a team that actively support academics or culture in our building this year.
- Personalized Learning: This is an area that my staff has really stepped up and supported one another. We have four teacher leaders that work with our instructional specialist and myself to support teachers through this learning. Teachers also spent time in one another's classrooms or videotaping themselves to learn from one another. Our staff is utilized Achieve 3000, NewsELA, Math 180, and Read 180 to support meeting the individual needs of students. We were also a pilot school for Compass Learning.
- PBIS: This year, we kicked off the year together with a week teaching our students CORE: Civility, Order, Respect and Excellence. We also did maintenance lesson plans weekly based on our data from our

Areas of Improvement:

- Discipline:
 - a. In 14-15 we had 1164 referrals; 15-16 we had 796 (decrease of 368)
 - b. Added Tier 2 interventions, more lunch interventions, and widened the net of how our PBIS Specialist can support behaviors by having her support dress code and check in/check out
- PBIS lessons done with fidelity weekly and more staff involvement as evidenced by increased membership on our Tier 2 teams, increased number of students supported via Tier 2 and PBIS Specialist. Also, we added more celebrations, including with Transportation, specifically our bus drivers.

behavior tracker and referrals. We also included Cyber Citizenship weekly lesson plans this year. *We included Transportation into our celebrations this year, having a monthly breakfast for drivers and their student of the month.

- Technology: This year, we had few issues with technology. We installed our Smart Walls and have found that this resource (with the document cameras) to be an extremely useful tool, especially in the blended learning environment. Teachers have been innovative when it comes to using their technology to support student learning.
- Leadership: The school has strong, stable leadership.
- Extended Learning: Through after-school tutoring with teachers and the Boys and Girls Club program, students have multiple opportunities to participate in extended-time learning. We have a great B & G Club site director.

Opportunities:

- With blended learning, NWEA, check points, performance tasks, Achieve 3000, and other ways of collecting data, we have been working hard on how to best interpret our data and whether or not the normal three-week learning log meetings are the best way to review student data. Because I want teachers to collaborate minimally one time per week with their grade level colleagues, meet every 3 weeks with their department, and meet with our instructional specialist, we are exploring the best way to review data to have the richest most impactful conversation about our students as possible.
- Staff morale is something we always watch carefully because turn around work take a great deal out of staff. Although, in comparison to other schools in our

Threats:

- Our HMH Read 180 teacher left near the end of the year to work for HMH. We will hire and train a new teacher for the 2016-17 school year.
- Teacher retention is always a threat in an urban environment.
- It is a stress that the state test continues to test. It is a moving target for us.

situation, regardless of moving out of priority status, we are constantly concerned about the fact that we could move back and always working from a place of fear of students not making growth, rather than a place of confidence based on our last two years of student growth.

Projected Outcomes for SY 16-17

- Our strengths will become stronger, we have identified areas of focus in the areas of refining our vision/mission and re-emphasizing each staff members commitment to our continued growth, a renewed commitment to supporting each other and creating a new “on-boarding” program for new staff, continued growth in PBIS – “taking it to a new level” with celebrations for students and staff, and never forgetting why we are here – INSTRUCTION and leveraging our new schedule to maximize instructional moments.
- Revamping our professional development and meeting schedules will insure a clear focus on maximizing our focus on student learning and examining their data and also self-improvement.
- 5 percent Increase in math and 3 percent increase in ELA on achievement.
- The school will receive 100 points for growth in ELA and Math using the new student centered growth model.

Part 6: SIG Implementation SY 2016-2017

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Hurst School will provide before and after school opportunities for all students to help increase student achievement called, Carnahan Crunch Time. Person Responsible: Ms. Rowlands, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Carnahan Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	The principal and leadership team will attend The Harvard Leadership Academy designed for urban schools and will create an action plan for the upcoming year. Person Responsible: Pam Griffin, Principal.	June/July 2017	50,000	The team will create an action plan that will be followed during the school year.
Develop Teacher Effectiveness	Professional development will be provided for Read 180 and Math 180 teachers by a consultant and on-going with the instructional specialist. Professional development to assist teachers in personalizing learning will be provided to teachers. Outside consultants will provide PD with the new Agile Mind math curriculum and digital content. Person(s) Responsible: Pam Griffin, Principal. James Bowman, Instructional Specialists.	On-going (quarterly trainings will occur)	36000	70% of student lexile ranges will increase as measured by SRI in Read 180. 60% of participating Read 180 students will meet reading growth goal as measured by NWEA. SMS math ISTEP score will increase by 5%.
Implement Comprehensive Instructional Reform Strategies	SMS will implement personalized learning using a blended learning model. Digital content supports personalized learning (e.g., ST Math, Achieve 3000, Compass Learning, NewsELA). The digital content identifies learning gaps and provided tailored lessons to address gaps. ST math builds conceptual knowledge with math. Person Responsible: Pam Griffin, Principal and James Bowman, Instructional Specialist SMS redesigned the schedule and created 80-minute math and reading blocks. New curriculum(Agile Minds) was adopted for Math. Responsible Person: Pam Griffin, Principal Read 180 will be provided in addition to the regular ELA class to increase reading level. Responsible person: TBD, Read 180 teacher	On-going (quarterly data review)	285,000	Digital content data will be discussed during learning log/data meetings. 80% of students will meet the prescribed minutes with digital content. ELA ISTEP scores will increase by 3%. Math ISTEP scores will increase by 3%.

	Math 180 will be provided in addition to the regular math class to close the math achievement gap. Responsible person: Corie Sutton, Math 180 teacher			
Increase Learning Time	Provided extended-learning time including transportation via teachers and though contracted services with Indy Boys and Girls Club. Responsible: Pam Griffin, Principal. Math 180 will provide an additional reading and math course (52 minutes daily) for struggling students. Personal Responsible: Pam Griffin, Principal	August – May M-F	99405.96	The Boys and Girls Club program documents attendance, grades, suspensions. 60% of students attending the program will meet projected growth target measured by NWEA. ELA ISTEP scores will increase by 3%. Math ISTEP scores will increase by 3%.
Create Community-Oriented Schools	Stonybrook Middle School will build on the Culturally Relevant Positive Behavior Intervention and Support (PBIS) and provide supports for students and their families. Responsible: Deb Fercsh, PBIS Specialist. SMS will host after-school parent meetings based on needs identified by the parents. Person Responsible: Pam Griffin, Principal SMS will implement the Latino Family Literacy Project (learned about program at Harvard) to provide reading instruction to parents/guardians. Person Responsible: Pam Griffin, Principal	On-going July – May (monthly data review)	123750	The PBIS Specialist will have a targeted list of at-risk students (behavior) and will provide supports. The data will be compared to office referral and suspension data. The number of office referrals will decrease by 3% from the 2015-16 school year. At the end of the project, 90% of parents will respond that the program was worthwhile.
Provide Operational Flexibility	Work with Transportation Department to provide bussing for extended-time learning. Person Responsible: Pam Griffin, Principal Provide general fund budget to the school to use based on need and in accordance with SBOA. Person Responsible: Pam Griffin, Principal. Create school schedule. Person Responsible: Pam Griffin, Principal.	On-going	0	The district office will work closely with Pam to allow for operational flexibility.

	Hire or dismiss staff. Person Responsible: Pam Griffin, Principal.			
Sustain Support	On-going discussion to determine appropriate ways to sustain SIG initiatives. Person Responsible: Cabinet	On-going	0	Discussion and planning will take place with Cabinet members to find ways to sustain SIG initiatives.

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> • NWEA • District checkpoints and performance tasks • ISTEP • ISTAR 	<ul style="list-style-type: none"> • PBIS 		<ul style="list-style-type: none"> • Read 180 • Math 180 • After-school tutoring • Reading Foundations (Achieve 3000) 	<ul style="list-style-type: none"> • Tyler 	<ul style="list-style-type: none"> • Blended Learning • Agile Minds

Part 8: Outcome Artifact

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

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

Individual student playlists to demonstrate progress with personalized learning using a blended learning approach.

Part 9: Budget SY 16-17

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

