



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

sWitTitle 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

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	MSD of Warren Township	Corp #	5360
School	Sunny Heights	School #	5389
Superintendent Name	Dr. Dena Cushenberry	Email	dcushenb@warren.k12.in.us
Title I Administrator Name	Lee Ann Kwiatkowski	Email	lkwiatko@warren.k12.in.us
Principal	Bart Lewis	Email	blewis@warren.k12.in.us
Mailing Address	975 N Post Road	City	IN Zip Code 46219
Telephone	317-869-4356	Fax	
Total Funding Request	\$1,219,120		

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

Part 2: Grant Award Information

Grant Award Timeline:

1003(g) LEA application released (Draft)	May 31, 2016
Technical assistance training through a live webinar. Join the webinar through the link below: https://indiana-doe.webex.com/indiana-doe/j.php?MTID=m1aaab1090d16d592f32292e9f764c764 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
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form below:	August 16, 2016 9:00 am- 4:00 pm AND

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
Dr. Dena Cushenberry	Superintendent
Bart Lewis	Principal, Sunny Heights Elementary
Steve Foster	Former Sunny Heights Principal/Mentor/IDOE Distinguished Principal
All teachers	Sunny Heights teachers
Lee Ann Kwiatkowski (Assistant Superintendent for School Improvement) , Tim Hanson (Assistant Superintendent PK-6) , Ryan Russell (Assistant Superintendent for Educator Effectiveness), Lou Ann Schwenn (Assistant Superintendent for 7-12) , David Holt (Chief Financial Officer), Kent Schroeder (Chief Technology Officer), Brian Simkins (Assistant Superintendent for Human Resources)	District Cabinet members
Kate Miller and Jenny Whitaker	Warren Education Association (WEA) teachers' union Vice- President and President

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 Administrator	School Board	District Staff	Students	General Discussion or Feedback Received
Cabinet	6/14/16 9:00						8	Cabinet members discussed elements of SIG and models and eligible schools. The decision was made to pursue the grant for Sunny Heights. All Cabinet members were hopeful for this opportunity for Sunny Heights.
Meeting with new leader	7/13/16 11:00			1		1		Discussed elements of SIG and opportunities for Sunny Heights with new principal. Mr. Lewis is very excited about the opportunities this would provide to the school's students and staff.
Meeting with the President and Vice-President of Warren's Education Association (WEA)	7/26/16 12:00			2		1		Assistant Superintendent Kwiatkowski met with union leaders to discuss SIG. They work at Stonybrook Middle School (a successful SIG grant recipient) and know this grant can transform a school. Ms. Whitaker and Mrs. Miller fully support this work.
Whole staff teacher meeting	7/27/16 10:00		27	2				Principal had teachers work in groups to respond on chart paper posted around the room to the following: <i>My goal...What if...I need.... Students need....I get to know them by.....</i> Assistant Superintendent for School Improvement discussed elements of SIG. Teachers are excited and hopeful.
Meeting with students	8/3/16 2:00			1			6	Mr. Lewis met with a group of 4 th grade students to gather feedback on how to improve the school.
Meeting with Gallahue Community Partner	8/3/16 3:00		1	1				Mr. Lewis met with Gallahue Therapist to discuss needs of Sunny Heights' students and their families.

Meeting with Parents and Community	8/4/16 6:30	80				1	Assistant Superintendent Kwiatkowski joined Sunny Heights Principal Mr. Lewis and his staff for the back-to-school night with parents and the community. An area was set-up to share information about SIG, solicit ideas and gather feedback.
Cabinet						8	Cabinet discussed components of SIG proposal to ensure district support for all elements (HR, Technology, PD, Financial, and sustainability of grant elements beyond funding period).
Friday Board Update	8/5/16					7	Dr. Cushenberry (Superintendent) updated the board on the SIG process.

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

Family and Community Input	
Family	<p>Discussions with parents regarding the potential of a SIG grant began over a year ago. During the summer of 2015, Steve Foster, former Sunny Heights principal and distinguished leader – along with Lee Ann Kwiatkowski, Assistant Superintendent for School Improvement – convened a Parent Meeting to talk about SIG opportunities, discuss draft proposals and solicit parent ideas for activities/interventions that would benefit Sunny Heights’ school and students. Parents attending provided positive feedback regarding proposed ideas. Their primary request centered on school culture. Parents believed that student discipline issues should be addressed. Parents were pleased to see proposed interventions to address behavioral disruptions and they urged additional behavioral support to begin as early as possible. Throughout the 2015-16 school year, parents continued to voice the need for additional behavioral support.</p> <p>During back to school night (August 4, 2016) Bart Lewis (new principal for Sunny Heights) and Lee Ann Kwiatkowski invited parents to learn more about SIG, solicit ideas and provide feedback as to how the SIG grant could be used to impact issues that parents perceived as being among the highest need. Parents, understandably, recognize the unique needs of their school and voiced their continued belief that Sunny Heights students need additional behavioral support (for students and families), in addition to academic support. Parents were eager to share their ideas and appreciated that their ideas would be considered for this grant. Therefore, both behavioral and academic elements are key components of our SIG proposal. Parents also requested new carpet throughout the school. This request could not be honored through the SIG proposal, but their concerns have been shared with Cabinet.</p>
Community	<p>Principal Bart Lewis met with the case manager for Gallahue Mental Health to address the behavioral and teacher needs at Sunny Heights Elementary School. The current Gallahue Therapist confirmed Sunny Heights’ immediate need for a full-time Life Skills Specialist to provide behavioral interventions addressing recurring disruptive behaviors and to offer parental support to families. Currently, only parents who can provide insurance are able to work with the Gallahue Therapist. In addition, Lee Ann Kwiatkowski spoke with representatives from Community Hospital and Gallahue.</p> <p>Last year, a proposal was shared with our School Board and members of the community. There was great excitement for the possibility of providing additional support at one of our most struggling schools. In August 2016, we shared the opportunity with our Board again, obtaining their approval and support of SIG funding to provide critical additional resources needed at Sunny Heights elementary.</p> <p>Lee Ann Kwiatkowski also spoke with the Boys and Girl Club (Director, Lee Ann Harris) about their willingness to support an after-school program at Sunny Heights. Currently, the Boys and Girls Club provide after-school programming at Stonybrook, (serving Grades 5-8) which is on the same campus with Sunny Heights (serving grades K-4). Because we would not be able to afford a Monday-Friday program at Sunny Heights, the Boys and Girls Club cannot commit to this initiative on a part-time (3 nights per week) basis. Therefore, our teachers will lead all extended-time opportunities.</p> <p>Principal Bart Lewis spoke with various groups such as Boy Scouts and Girl Scouts, to try to engage families and their children. Bart also spoke to multiple apartment managers to discuss school outreach opportunities and to discuss neighborhood issues that could affect school. Principal Lewis delivered CORE signs to our community partners, with the goal of common language being shared. In addition, he met with local ministers to discuss partnerships at Sunny Heights.</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

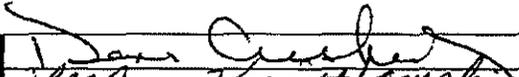
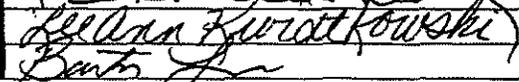
The LEA must check each waiver that the LEA will implement.

- 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:	8/23/2016
Title I Administrator Signature:		Date:	8/23/2016
Principal Signature		Date:	8/23/2016

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 will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
Sunny Heights Elementary	K-4	Focus	Transformation	We selected Sunny Heights because it is one of our schools with the highest need. It has one of the highest poverty rates in our district. Many of the students have experienced some type of trauma in their lives. The strategies that we selected for Sunny Heights align with the systemic system we are building districtwide. By providing focused support, aligned with the research behind blended learning, STEM education and PBIS, we can improve the achievement and culture at Sunny Heights and build upon the successes districtwide, especially in our other focus schools.
Creston Middle School 5364	7-8	Focus		No SIG model was implemented. A new Assistant Principal was hired for the 2016-17 school year. The district has supported the school by providing a mentor for the principal. A quality review was conducted during the 2015-16 school year by central office staff and staff from Decatur Township. Based on the results of the review, the school has put new practices into place.
Raymond Park Middle 5368	7-8	Focus		No SIG model was implemented. The district has faith in the principal's capacity to lead the school and work effectively with building teachers to increase academic achievement. A new Assistant Principal was hired in 2015-16 and a new instructional specialist was hired for 2016-17. The principal recently received his doctorate, and has been analyzing research on improving middle schools. The principal knows the data and has the support of teachers and parents to lead the school. The principal serves on the district blended learning team, "The Brain Trust," and receives additional technical assistance through Education Elements, a nationally recognized personalized learning support team.
Pleasant Run Elementary 5386	K-4	Focus		No SIG model will be implemented. The principal from Raymond Park Intermediate Academy (high performing school) requested to be placed at Pleasant Run this school year. He has been able to attract highly effective teachers to work at Pleasant Run. This year, the school implemented its first dual language immersion program. Additional resources through IDOE and Indiana University will be provided to the school to support the immersion program. Through Title I, the district was able to support a part-time Gallahue Life Skills Specialist in this high-need school with high enrollment.

Brookview Elementary 5391	K-4	Focus	No SIG model will be implemented. A new principal was hired two years ago and there has been a turnaround with school culture. The IDOE outreach coordinator reported that this was one of her favorite schools to visit. Brookview's IREAD 3 results were among the highest in our district.
Stonybrook Intermediate 5401	5-6	Focus	No SIG model was implemented. A new leadership team is in place for the 2016-17 school year. The district has added additional supports for this school such as a Teacher on Special Assignment to assist the Dean, School Safety Officers and a social worker intern from IUPUI. A mentor will be assigned to assist the principal.

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (1 page maximum per section)

Data Processes

As a continuous improvement district, Warren constantly collects, analyzes and uses relevant school data to personalize student learning and meet their individual needs. With our 1:1 initiative, real time data makes it possible to intervene when a student is struggling. We no longer have to wait until a student fails a quiz or test to discover that she or he did not understand the material. In our student-centered classrooms, district-funded technology (iPads/Chromebooks) helps us to reengage the at-risk students. Although the district has worked over the past three years to provide each of our students with the level of personalized instruction they need to be successful, additional support is desperately needed at Sunny Heights. This elementary is among our highest need schools (in both poverty rates and levels of poor student achievement) and is physically situated on the east side of Indianapolis within one of the highest crime rate areas of our community. District administrators, building staff and students' parents all recognize the higher level of support needed to help Sunny Heights better meet the comprehensive needs of its students and staff. They have all contributed ideas for how the SIG grant could most effectively be used to leverage this needed support.

At Sunny Heights, NWEA serves as our formative assessment. Immediately following closure of the 1st testing window, the principal convenes grade-level teacher data meetings to analyze student data and create student plans aligned to individual needs. Lexile levels are monitored across the year and progress is shared with students and parents. Throughout the school year, data are analyzed by individual teacher (classroom) to examine the percentage of students meeting growth targets in reading, language arts and math.

ISTEP data are analyzed to determine strengths and weaknesses. Those results impact modifications to Curriculum Maps, as well as PD that will be tailored to needs. Once teachers review ISTEP data, they then group students by top 75% and bottom 25%. While all students are offered tutoring, the principal and teachers directly reach out to parents of students in the bottom 25% to urge their child's attendance in after-school tutoring. Our student subgroup populations are compared to performance of groups statewide and within our district. Gaps identified inform staff of interventions needed. Teachers use ISTEP results to inform lesson planning and small group instruction. Similarly, IREAD 3 data are disaggregated by subgroups to further target needs. For each student not passing IREAD3 in the spring, a plan is created to strengthen areas of weakness. Since the school does not have a Life Skills class, ISTAR and Unique assessments are not applicable.

English proficiency levels are collected via WIDA and shared with the staff. The district EL Coordinator works with the school and offers PD to increase students' proficiency levels. Teachers use these data for instructional purposes with students by examining language growth and areas that need focus. Teachers personalize instruction using ILP to target needs. English learners are a growing population in our district.

Curriculum maps are used as a pacing guide aligned with Indiana's assessment guide. Warren has district level assessments that are used as checkpoints in the middle

of a unit. This allows the teachers to know which students have gaps in their learning. By doing this mid-unit, teachers still have time to reinforce the skills before the end of the unit assessment. At the end of the unit, a **performance task** (higher level DOK) is administered. During learning/data meetings, the principal and teachers discuss results of the district checkpoints and performance tasks. Several times throughout the year, the assistant superintendent of PK-6 attends the data meetings. Student specific plans are created to address areas of need. Warren uses a variety of **digital content** to help personalize learning. The digital content allows for remediation as well as enrichment. All digital content programs offer reports that allow the teacher to know how the student is performing. Teachers work with small, guided groups based on the needs identified through the digital content data. The principal also monitors data reports and meets with grade level groups to discuss it.

Warren is focusing on **student reflection** whereby students are setting goals, reviewing data points (e.g., NWEA formative assessments, digital content reports) to determine if their goals are being met. Through teacher/student analyzes of individual progress, students take ownership of their data. When students understand their own data and academic needs—and educators give students choice and voice (more control) over their learning process—students become more motivated and engaged. Learning becomes more relevant to students and behavioral issues lessen.

One of the focus areas for the district is **PBIS** following CORE principals (civility, order respect and excellence). On a monthly basis, during school meetings, the disaggregated **behavioral data** is shared and discussed with teachers. The PBIS team, along with the school principal and dean, are responsible for gathering and sharing the data. The school will create data-driven action steps to address behavioral concerns, e.g., create intentional lessons for all teachers for reinforcing desired behaviors and thereby reducing disruptions that interfere with learning.

Attendance data is monitored and analyzed on a weekly basis. The dean will meet with parents of students who have frequent absences or tardies to ensure that students regularly attend school and to ascertain whether additional family support is required.

At the central office, the **Instructional Improvement Team** reviews data on a regular basis (biweekly) to keep a pulse on the schools and to determine needed support. Data are disaggregated by student subgroups to identify achievement gaps or anomalies that may be occurring within individual buildings. Data findings are used to make curricular and instructional adjustments, as well as to inform district professional development needs.

Operational directors from each department (e.g., Transportation, Building & Grounds, Business Office, and Technology) meet with each principal to discuss needs, policies, procedures and processes each semester. As deemed necessary, action plans are developed based on these meetings.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

The CNA is comprised of the data points listed above (NWEA, ISTEP, district assessments, digital content data, behavioral and attendance data). In addition, surveys are administered to students, teachers and parents each year. Data is reviewed and discussed on a monthly basis.

ISTEP Historical Data for Sunny Heights Elementary School

ELA	2012-13	2013-14	2014-15	MATH	2012-13	2013-14	2014-15
Overall	80.6%	75.1%	41.8%	Overall	73.2%	62.4%	38.0%
Black	79.2%	73.2%	37.8%	Black	70.8%	61.0%	33.6%
Hispanic	80.0%	66.7%	46.9%	Hispanic	68.4%	44.4%	37.5%
Multiracial	94.7%	82.6%	58.8%	Multiracial	89.5%	69.6%	suppressed
White	78.9%	87.0%	suppressed	White	73.7%	82.6%	suppressed
F & R	82.0%	72.4%	36.8%	F & R	72.7%	58.3%	34.0%
EL	61.5%	62.5%	46.7%	EL	50.0%	37.5%	40.0%
SpEd	69.2%	46.7%	suppressed	SpEd	69.2%	26.7%	suppressed

IREAD 3 Historical Data (NWEA fall to spring 2015-16)

IREAD3	2011-12	2012-13	2013-14	2014-15	NWEA K-4	Yes	No	N/A (need fall & spring test)
Sunny Heights	84.4%	86.5%	78.2%	86.5%	Met Growth	27 %	65%	8%
Black			75.4%	86.8%				
Hispanic			suppressed	75%				
F & R			76.8%	86%				

Attendance Data

Suspension Data

Student Attendance Data	
2012-13	96.4%
2013-14	96.5%
2014-15	96.2%

Historical Suspension Data for Sunny Heights					
YEAR	Student Groups				
	Black	Hispanic	White	Multiracial	TOTAL
2012-13	27	1		2	30
2013-14	79	1		11	91
2014-15	95		7	7	109
2015-16	106	4	4	15	129

Input has been gathered through meetings with administrators, teacher staff, parents and community entities (e.g., Gallahue). Our overall analyzes of needs assessment findings repeatedly point to weaknesses in our ability to adequately differentiate instruction (most especially for our lowest-performing students/subpopulations); to appropriately engage students—both individually and collaboratively; and to ensure that teaching and learning can, in fact, occur with significantly fewer behavioral disruptions at Sunny Heights Elementary School. This SIG(g) proposal has been built around addressing these leadership, instructional and student/subpopulation needs.

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	Projected/Goal 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)	28.3	32.0	36.0	43.0	50.0	57.0	65.0
2. Percent of students proficient on ISTEP (ELA) (3-8)	41.8	50.0	55.0	62.0	69.0	76.0	83.0
3. Percent of students proficient on ISTEP (Math) (3-8)	38.0	42.0	48.0	56.0	64.0	72.0	80.0
4. Percent of students proficient on IREAD (Spring Test Only) (3)	86.5	88.0	90.0	92.0	94.0	96.0	98.0
5. 10 th grade ECA pass rate (English 10)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6. 10 th grade ECA pass rate (Algebra I)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7. Non-Waiver Graduation Rate (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8. College enrollment rates (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Leading Indicators							
1. Number of minutes in school year students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600	75,600
2. Number of daily minutes of math instruction	90	100	105	105	105	105	105
3. Number of daily minutes of ELA instruction	90	100	100	100	100	100	100
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5. Student enrollment number	475	480	485	490	495	500	505
6. Student attendance rate (must be a % between 0 and 100)	96.2	96.4	96.6	97	97.3	97.8	98
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8. Number of students completing dual enrollment classes (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9. Number of students completing BOTH advanced & a dual coursework (HS only)	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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	BAS (Limited No Transportation)	BAS (Limited No Transportation)	BAS	BAS/SS	BAS/SS	BAS/SS	BAS/SS
11. Discipline referral numbers –behavioral referrals counted	870	842	750	600	450	325	175
12. Discipline incidents – number of suspensions and/or expulsions	109	129	80	65	40	30	20
13. Truants – number of unduplicated students who received truancy letters	8	9	6	5	4	3	2
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN).	HE: 9 E: 19 IMP: 4 IN: 1	HE:9 E:21 IMP:2 IN:0	HE:11 E:21 IMP:0 IN:0	HE:12 E:20 IMP:0 IN:0	HE:13 E:19 IMP:0 IN:0	HE:14 E:18 IMP:0 IN:0	HE:16 E:16 IMP:0 IN:0

15. Teacher attendance rate (must be a % between 0 and 100)	96.2	96.4	96.8	97.1	97.4	97.7	98.0
16. Teacher retention rate (must be a % between 0 and 100)	71%	71%	82%	85%	88%	91%	95%

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>Sunny Heights demonstrates strong need in the area of instruction. ISTEP scores continue to drop. In 2014-15, only 41.8% of students passed ELA and 38% of students passed math. There was low achievement among all subgroups. In 2014-15, 83.3% passed IREAD3. Sunny Heights data lagged behind state averages and were among the lowest across the district. For the 2015-16 school year, Mr. Foster was newly assigned to Sunny Heights and reported the need for more engaged instruction using best practices and deeper learning. Based on assessment data and principal observations, the following needs were identified: need for increased instructional time; engaged student-centered classrooms (i.e., personalized); 21st century learning skills; and STEM curriculum. More specifically:</p> <p>Need for personalized learning: Many teachers still use whole-group instruction when working with students. This model does not meet the needs of students as the teachers generally instruct to the middle. Furthermore, whole-group instruction generally is not engaging. Whole-group instruction led to disengagement, behavioral issues and/or low-level lessons. Students were not setting goals and tracking their progress. Interventions, specific to individual student needs, are critical to closing the achievement gaps among subgroups of students. By implementing personalized learning through a blended-approach, classrooms will become student-focused. Over the past two years, the district has been working with schools to personalize learning, but more support is needed at Sunny Heights.</p> <p>Need for collaborative work: Students rarely engaged collaboratively. Collaborative work is where students develop 21st Century Skills of collaboration, problem-solving, critical-thinking and communicating—all essential in preparing students for their future.</p> <p>Need for STEM curriculum & instruction: Sunny Heights students deserve more intentional lessons introducing them to the wonders of Science, Technology, Engineering, and Math (STEM). By engaging students at a young age, they will build confidence, grow interest, and will be on course for higher levels of mathematics as they reach middle and high school.</p> <p>Need for extended-learning time: When students are behind, additional time is required to close that gap. By expanding access to afterschool and other extended learning programs which are enriching and engaging, students can improve academic knowledge, social skills and motivation to learn. In addition, parents will know that their children are in a safe place and are supervised and learning, which will relieve the stress of working parents or grandparents raising their grandchildren. In addition, transportation will be provided, which will allow all students to participate in extended-time learning, thereby increasing learning time. Teachers, too, need extended-time for learning. Having opportunities for after-school collaborative teacher sessions will strengthen lesson planning, technology skills and planning to incorporate collaborative work with students.</p> <p>Need for parents to be better equipped to assist with homework: Teachers and parents expressed the need for some refresher courses to be better prepared to assist students at home. Teachers will provide after-school parent trainings.</p>

Justification for Selected Interventions (include alignment to model chosen)

To significantly increase students' ELA and mathematics achievement and growth, greater attention must be focused on highly effective instructional practices; classroom instructional supports (digital content); instructional practices & tools, and environments (small group & collaborative work settings) that promote engaged and collaborative learning; and interventions and strategies that target individual student learning needs through personalized instruction. These resources and strategies, supported by focused and sustained professional development, will enable the growth of our lowest-performing students, extend the learning of our highest achieving students, identify and address the needs of our students with disabilities and EL learners, and accelerate the achievement of all student learning groups.

Personalized learning using the blended model: Teachers will effectively integrate technology to personalize learning. Researched-based literacy programs, Lexia and Compass Learning, will be used to offer explicit, systematic, personalized learning focusing on the six key areas of reading instruction. Researched based ST math will be used during the math block. Professional development will be provided on how to use real-time data (from digital content programs) to make instructional decisions for teaching and grouping of students. Digital content offers invaluable tools that support the unique needs of learners, e.g., language support for EL students; audio and video teaching tools; immediate access to dictionary and other learning supports. Education Elements (nationally recognized experts in personalized learning practices) will assist teachers with effectively blending learning using the CORE 4 (focused instruction, data driven lessons, student reflection and independent use of digital content) and creating collaborative groups.

Collaborative Work among students within technology-rich environs: Create Stem Studio: Through *Project Lead the Way (PLTW) Launch* (24 modules), K-4 students employ critical thinking and become problem solvers using structured approaches, like the engineering design process. In addition to a full-time STEM trained teacher, the studio will have IPADs, mounted flat screen, PLTW modules and materials. A STEM rotation for students will work similar to art, music, PE rotations in elementary schools. Interactive flat screens will be provided in classrooms whereby students can work on collaborative projects. Teachers and students have been using the Google environment over the past three years. The interactive flat screen will be instrumental as students work together in Google Docs and when teachers are modeling in Google Classroom. Students, who in the past have had limited experiences, can now be exposed and have experiences worldwide.

Extended-Time: Many students at Sunny Heights have learning gaps and need additional time to catch up (after-school tutoring with teachers). In addition, there is a demand for high quality experiences for students after school. Parents requested additional after-school experiences where students will learn, have fun, and be safe without a cost. Both research and practice indicate that adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and, indeed, upon a child's entire educational experience. Parents will also be provided refresher courses in ELA, Math, Science and Technology in order to assist students at home. Teachers will also participate in extended-time collaborative learning opportunities throughout the year. Teachers report that they learn best for each other and the financial resources to support these additional opportunities have not been available.

Professional Development: PLTW training will be provided for the STEM teacher and then the STEM teacher will train the other teachers at Sunny Heights. Education Elements will facilitate school based PD focusing on blended learning. Teacher PD will be provided to support effective implementation of digital content, lesson planning, and best practices.

The Transformational Model focuses on transforming the school through implementing comprehensive instructional reform strategies. Through our proposed interventions, we will effectively integrate technology to personalize instruction; use real-time data to make instructional decisions for teaching and grouping of students to better meet individual needs; deliver highly personalized instructional practices through a blended learning model; offer environs that support small-group and collaborative work; provided additional supports in STEM; and significantly increase achievement among all learners.

LEA analysis

Last year, the district changed leadership at Sunny Heights and appointed Steve Foster as building leader. He brought a rich history of highly-successful leadership and began building a culture of collaboration, high expectations for teaching and learning, and a sense of urgency for significantly-increasing student achievement at Sunny Heights. Because of family health issues, Steve announced his retirement at the end of the 2015-16 school year. The staff was devastated at this loss, as they had experienced improvement at Sunny Heights under Foster’s leadership. Bart Lewis, a highly respected Assistant Principal, was selected as the new building leader. Bart serves on the district’s PBIS leadership team and has been instrumental with district implementation as well as his school’s implementation to increase desired behavioral expectations. Bart is highly regarded by Warren leaders, his peers, students and parents. That being said, we do not want to lose momentum with the positive work put into place by Mr. Foster. Thus, Mr. Foster is excited to serve as a mentor to Mr. Lewis. Foster will provide weekly on-site support in all areas: curriculum, instruction, assessment, data analysis, professional development, climate, community engagement, budgets, and so forth. His presence will ensure continuity and will offer invaluable support to Mr. Lewis, his staff and the Sunny Heights community.

Need for high quality principal and dean: Sunny Heights is a school that brings many challenges: high poverty, high crime; low achievement. Mr. Foster began transforming the school with increased emphasis on good instruction, schoolwide implementation of PBIS and relationship building with students and families. There is a critical need for a strong school leader to transform Sunny Heights and Mr. Lewis is that person. He will have the opportunity to identify and select the Dean. From Lewis’s perspective, the role of the newly-appointed school Dean is vital to Sunny Heights’ turnaround initiative.

Need for principal mentor: Mr. Foster will provide weekly mentoring sessions at Sunny Heights. His past achievements are a testament to his leadership and mentoring abilities. He served as the principal at Lakeside Elementary and received both the National Blue Ribbon award and recognition as a Distinguished Title I School. In 2013, he was asked to serve as the principal at Creston Intermediate Academy where the school’s letter grade moved from a “D” in 2010 to an “A” in 2015. He then volunteered to assist Sunny Heights (2015-16). After one year, we saw an increase in Grade 3’s IREAD3 and the school’s ISTEP results. Mr. Foster also served as a Distinguished Principal for IDOE, where he provided year-long coaching and on-site mentoring to support the state-identified highest need schools. His years of experience, passion for education, knowledge and commitment make him an ideal mentor.

Need for positive school culture: Located on the eastside of Indianapolis, hardly a day passes without an evening news report of violent crime or family disturbances within our community. According to SAVI data, the juvenile crime rate (ages 5-17) within Warren is higher than those rates in the surrounding districts of Lawrence, Decatur, Washington, Perry, Pike and Franklin Townships. Suspension rates at Sunny Heights have consistently been among the highest in our elementary schools.

Behavior at Sunny Heights is one of the top concerns with teachers and parents. While the Sunny Heights leadership team will work with teachers, students and families on building relationships and the PBIS CORE initiative, the school must have additional support for students who are experiencing recurring behavioral difficulties, as well as for teachers, who need effective techniques or tools to use in the classroom to create learning situations that allow students to succeed. With 842 behavioral referrals and 129 suspensions across this past school year, Sunny Heights students and their families are among the district’s highest in need for access to timely and on-going behavioral support. Culturally responsive training and trauma sensitive classroom training are needed across the school.

Need for teacher leaders: Teacher leaders are facilitators within the school and can be an important element in spreading and strengthening school reform and improvement. Providing opportunities to help our teachers establish trusting and constructive relationships while learning best practices for teaching and learning is critical in a transformation process.

Justification for Selected Interventions (include alignment to model chosen)

New principal: The principal from 2015-2016 retired due to family medical needs. This will be the third principal in three years and the district knew we had to find a strong leader who was committed to Sunny Heights for the long-term. Bart Lewis was selected based on his leadership ability, effective implementation of PBIS, impact on positive school climate, emphasis on improving student achievement and commitment to Sunny Heights. Warren interviewed numerous internal and external candidates; the entire interview committee found Bart to have the demeanor, dedication and passion that is needed to effectively transform Sunny Heights. Even though this will be Bart's first year as a principal, his experience as a middle school assistant principal, knowledge and involvement with the district initiatives that align to the Sunny Heights SIG and ability to effectively work with students, parents, teachers and community members made him the top-contender for the job. Regular meetings with principal mentor Foster will provide support and ensure a smooth transition.

New dean: Bart Lewis selected a new school dean to set the foundation of the school culture with effective implementation of PBIS. The dean will also participate in special education case conferences and will be responsible for consistent enforcement of school attendance, truancy reporting, and discipline policies. Principal Lewis sought a dean who was proactive rather than reactive. Cassi Wykes brings a high level of energy and a reputation as a problem solver. Rather than waiting for students to be sent to her, she tracks students based on referrals and regularly checks-in with them throughout the day. Having a proactive dean will improve the climate and culture of Sunny Heights.

School Leadership Team: The principal, dean, and highly-effective building Specialist (coach), will meet weekly to monitor progress of school improvement initiatives and determine additional PD (individual, small group or whole group) based on identified needs.

Gallahue Life-Skills Specialist (mental health counseling services) will enable Sunny Heights students and families to receive needed support, on a timely basis without seeking insurance coverage. On-going sessions on topics such as bullying, anger management, grief, etc. will be addressed through counseling services (small group or individual behavioral sessions). As needed, the full-time life skills specialist will also work with students' families to further support intervention strategies, as well as to offer families links to additional resources. The life skills specialist will work cooperatively with staff to address recurring behavioral issues by offering staff trainings (as warranted) or to develop intervention strategies for use by teachers. Warren's CFO will be watching the effectiveness of this position closely. If behavior, climate and culture improve, this type of position will be sustained through the general fund and will be scaled across other high-need schools.

Professional Development: As it has over the past year, the district will continue to support Positive Behavioral & Intervention Supports (PBIS) at Sunny Heights. To strengthen school culture and create positive classroom behaviors, culturally responsive training and trauma sensitive classroom training will be provided to the staff by the *Midwest PBIS Center*. This group has provided support with our district-wide PBIS roll-out for Tier I and II interventions. The Midwest PBIS Center consultant working with Warren recommended that Sunny Heights participate in Trauma Sensitive Classroom training, as there are many students in the school who have experienced some type of trauma in their lives. If the teachers do not understand trauma and how it affects students, they will not react/respond in a way that will promote learning. This training aligns with the PBIS training that has been occurring over the past three years. Sunny Heights will receive training and then, based on feedback from leaders and teachers, we hope to roll-out the training to other schools. Our Sunny Heights teachers can take the lead with the trauma sensitive training.

Likewise, professional development opportunities will be extended to support staff leadership. Each summer, the *National Institute for Urban School Leaders or/Turnaround* brings educators from urban contexts together with Harvard faculty and top experts to examine best practices and researched-based techniques that support student achievement. It provides in-depth exploration of the leadership skills necessary to enhance and sustain learning outcomes. The week-long training is an excellent way to build expertise, leadership and relationships. In addition, teachers view this as an incentive and a highly-desirable professional development opportunity. Teachers and leaders at Stonybrook claimed this was essential to building capacity as a whole and to have all staff buy-in to the overall plan. The

	<p>Institute is not a conference where teachers select different sessions. Rather, it is a series of intense work sessions—facilitated by highly-respected education leaders—focused specifically on the school’s plan, research that supports their initiatives, and the development of staff’s leadership to effectively implement a solid, research-based and meaning school improvement plan.</p>
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School Infrastructure

<p>LEA analysis</p>	<p>To create great, engaging learning environments, students need suitable spaces to learn. We strive to shape spaces where learning can really thrive—for students and teachers. The district does a commendable job with maintaining the school’s learning environs. However, during the SIG grant proposal meetings, teachers expressed the need to have their ten-year old Smartboards mounted on walls. For reasons justified below, we instead propose installing an Apple interactive screen which will support collaborative work. To provide students with the education they need to thrive in a globally connected world, we must design infrastructure that will effectively leverage technology and 21st century skills.</p> <p>Safe spaces are available to provide students with academic and behavioral supports. The building is well-maintained but, as previously mentioned, the carpet throughout the school is worn and in need of replacement.</p> <p>As noted in the instructional program section, our students desperately need extended-time in order to close achievement gaps. Asking parents to provide transportation is a huge barrier and we have few students participate when we cannot offer late buses for activities occurring beyond the regular school day. By providing transportation, we can operate a robust, extended-time program at Sunny Heights, thereby extending the learning time for our students.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>In an effort to address long-standing academic issues, Sunny Heights will implement a school-wide blended learning model and has been receiving district support during the discovery and planning phases of this initiative. A robust investment in supporting teachers and leaders with technology-enabled tools will transform instruction and generate dramatic improvement in student outcomes.</p> <p>Students need suitable spaces to learn and collaborate. To provide students with the education they need to thrive in a globally connected world, the infrastructure must be designed to leverage technology and 21st century skills. While students have access to Chromebooks in their classrooms, the Interactive flat screen will allow us to get instructionally “smart” in the classroom when it comes to interactivity and technology. Replacing the 10-year old bulky and hard to maneuver SmartBoards with an interactive Flat Screen will give teachers more room in the classroom and better opportunities to facilitate the small group and collaborative learning stations used in a blended-learning model. For the last several years, teachers have received training on using technology as a tool to assist with collaborative work. Teachers regularly use Google Classroom and Google Docs with students. The flat screen will allow for better use of these tools when working with student groups. Warren’s CTO and CFO visited Lawrence Township to see the flat screens being used in classrooms and to discuss their cost-effectiveness. In addition, a district team visited Middletown, New York, a blended learning district, and saw how teachers and students used flat screens to enhance learning.</p> <p>Extended-Time and Transportation: All students will benefit from extended-learning time opportunities beyond the regular day, particularly those who struggle and are furthest behind. District funding for “late activity buses” ceased to be available after SY 2011-12, unless grant funded, as state funding does not cover the cost of bussing students to and from school. The district has to use over \$1 million from general funds to cover general transportation costs. Reliance on parents to provide transportation beyond the regular day presents a barrier to participation in after school initiatives. Highly engaging, instructional support, three times per week for 1 ½ hours beyond the regular day, as well as club activities will be offered. Snacks and dinner will be provided to students through USDA reimbursement for our district’s Chartwells Food Services program. Transportation will be provided.</p>

Part 6a: Selection of Improvement Model

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

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. (1 page maximum for each section)

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

Based on an analysis of student data, conversations with staff members and stakeholders, research, and consultation with the Indiana Department of Education, our team has selected the Transformation Model to bring the changes needed for Sunny Heights Elementary School.

Rationale for selected model:

The Transformation Model focuses on transforming the school through implementing comprehensive instructional reform strategies. Through our proposed interventions, we will —

- Integrate technology to personalize instruction (using digital content to effectively differentiate instruction to meet individual needs for all subgroups).
- Use real-time data to make instructional decisions for teaching and grouping students and for addressing specific needs of individual students
- Ensure students are setting goals and reflecting on their progress.
- Deliver highly-personalized instructional practices through a blended-learning model (utilizing Ed Elements as our external partner), giving students opportunities for direct instruction; small groups; teacher-led instruction; and independent work—appropriate to students' leveled needs; and collaborative work with others.
- Offer environs that support small group and collaborative work (collaborative classroom settings) and support higher-order skills, critical thinking & problem solving through a STEM Teacher using PLTW program modules, in addition to the regular math block.
- Offer professional development to teachers and leaders (Midwest PBIS center, external provider for trauma sensitive classrooms; Education Elements, external provider for blended learning); Harvard's National Urban Leadership training; and PLTW training.
- Provide STEM lessons through a licensed teacher in addition to the regular math block, in order for students to become problem solvers using structured approaches and employ critical thinking, which are necessary skills for college and career readiness.
- Hire a new principal with a track record of student success and the ability to reform efforts envisioned within this proposal. He is redesigning the school's leadership structure with a new dean and will be supported by a highly-effective, former principal serving as his mentor.
- Offer all students after-school intervention and enrichment programs, with transportation home provided.
- Engage with community partners (Gallahue Mental Health) to provide a Life Skills Specialist to support recurring, high behavioral and mental health needs of students; and provide parent trainings and links to needed resources.
- Provide students and teachers incentives (e.g., materials for classrooms, books, Harvard's Leadership Academy).
- Provide parents with homework help training to better assist their children.

Describe how model aligns to Subgroup Data:

As shown within our needs assessment, data from Sunny Heights' subgroups show that more than half of all students have not demonstrated minimal grade-level proficiency in either ELA or Mathematics proficiency on ISTEP+.

ISTEP+ ELA pass rates during 2014-15 dropped for every subgroup except for White and EL students (although it is important to note that even with increased performance, EL proficiency rates for 2014-15 were only at 47%). At Sunny Heights, although White students generally represent the highest-performing subgroup, their data are frequently suppressed due to low enrolled/tested numbers of students.

Substantial performance drops have occurred over the past three years, in both content areas, for nearly every subgroup.

- During 2014-15, only 38% of Black students passed ELA ISTEP+ (this was down from 79% in 2012-13 and 73% in 2013-14); Similarly, only 33% of Black students passed Math ISTEP+ (down from 71% in 2012-13 and 61% in 2013-14)
- During 2014-15, only 47% of Hispanic students passed ELA ISTEP+ (down from 80% in 2012-13 and 67% in 2013-14); For Mathematics, results were lower, with only 34% passing in 2014-15 (compared to 71% in 2012-13 and 61% in 2013-14)
- While EL proficiency rates have increased over this same three-year period, for 2014-15, only 47% passed ISTEP+ ELA and 40% passed ISTEP+ Mathematics

Although 2014-15 data for White students are suppressed, Black students, who represent the overwhelming majoring of students, typically have a substantial percentage point gap between the ISTEP+ performance levels of their White student counterparts. 2014-15 data for Students with Disabilities is also suppressed, but prior year data reveal that 47% of students demonstrated proficiency on ISTEP+ ELA, while only 27% did on ISTEP+ Mathematics.

Our proposed **Transformation Innovation Model** is unique in that its core component (personalized learning using a blended approach) has been proven to raise student achievement for high poverty students and students of color and address all students and subgroups. Given the proficiency discrepancies among student subgroups within Sunny Heights, a strategy for effectively identifying and meeting individual needs and closing achievement gaps is considered critical to our transformational success. With more than half of Sunny Heights students not meeting basic academic expectations, it is imperative that we redesign our classrooms to effectively engage students and meet their individual needs through intensive PD staff trainings and instructional strategies proven to meet the needs of *all* learners. Our proposed STEM initiative also will offer exciting hands-on activities to further engage learners and reinforce and expand ELA and Mathematics proficiencies. And as is widely-supported by research, extended day learning opportunities will give students the extra time required to directly reinforce individual needs, in order to help close achievement gaps among student groups.

Our educators (teachers, building leaders) also will receive intensive training and PD that focuses on culturally-relevant instructional techniques (both academics and PBIS/behavioral) and family engagement. In addition, we will strive to create trauma-sensitive classrooms and will provide training to the staff to employ strategies that help children feel safe to learn. The full-time Gallahue Life Skills Specialist will be able to assist with behavior and emotional needs of our students. The implementation of personalized learning will allow our teachers to nurture the potential in every child by identifying learning gaps, addressing interventions quickly with tools that are proven to work, and by building capacity to go deep with every student. In addition to digital content that will support unique learning and language needs, students with disabilities and English Learners will receive additional small group teacher-led instruction, to best meet their needs – both during classroom instruction, as well as during afterschool, extended-learning time.

Describe how the model aligns to Overall Achievement Indicators:

Academic achievement data demonstrates a need for the transformation model.

- With an overall pass rate of only 28% percent of students proficient in both ISTEP+ ELA and Math, nearly three out of four Sunny Heights students have not

demonstrated minimal grade level proficiency in both content areas.

- Sunny Heights ISTEP + ELA pass rates for 2014-15, at 42%, are lower than the State average rates, other Warren Township elementary schools and comparable elementary schools within Marion County. Proficiency rates have dropped dramatically across the past three years, with 75% passing in 2013-14 and 81% in 2012-13.
- ISTEP+ Math proficiency rates have also consistently and substantially dropped over the past three years. Only 38% of Sunny Heights students passed in 2014-15, as compared to 62% in 2013-14 and 73% in 2012-13. This represents a need for additional math support, including higher-order thinking skills needed to be successful in coursework requiring mathematics skills, e.g., STEM initiatives.
- Only 27% of students are meeting NWEA (formative assessment) growth goals.
- While 88% of Grade 3 students demonstrated proficiency on the 2016 spring IREAD assessment (up slightly from 87% in the prior year), this rate must also increase and, more importantly, proficiency must be sustained in upper grade levels.

Our proposal aligns with the Transformation Model in the following ways:

A new, highly-effective principal (Bart Lewis) is in place, with demonstrated prior success and a commitment to staying at Sunny Heights. He is redesigning the school's leadership structure and has selected the new Dean of students. Steve Foster, a former distinguished principal, will serve as a Lewis' mentor across the school year in support of all academic, behavioral and cultural components of our proposed Transformation plan.

During the 90-minute Reading and Math blocks, classroom teachers will use Education Elements' blended-learning model, whereby students are grouped and provided targeted instruction based on real-time data analysis. Students will rotate through independent work stations (e.g., personalized digital content work, specified to individual needs to fill gaps or enrich learning); a small-group direct-instruction station (led by a teacher); and a collaborative station (where students apply higher levels of DOK to their learning) will allow the teacher to better understand and support individual student's needs. Students will be setting goals and reflecting on their progress. We will further support higher-order skills, critical thinking & problem solving through a STEM Teacher using PLTW program modules, in addition to students' regular math block.

Through continuous year-long professional development, the best practices for implementing blended-learning strategies to personalize learning for all students will increase teachers' effectiveness and building administrator's ability to effectively monitor instructional practices and students' progress.

Describe how the model aligns to Leading indicators:

Sunny Heights' students are among the highest need and lowest performing students in Warren Township. The Transformation Model and our proposed plan are aligned to address critical needs identified in the Leading Indicators analyses.

Students will be provided engaging after-school intervention and enrichment programs, with transportation home provided. In the absence of transportation, attempts to offer extended learning opportunities, so desperately needed by our students, have been unsuccessful.

With discipline referrals at 870 students and suspension counts at 109 in Sunny Heights, we will engage with community partners (Gallahue Mental health) to provide an onsite Life Skills Specialist to support recurring high behavioral and mental health need of students – as well as to provide parents trainings and links to needed resources. In doing so, we will overcome barriers that have traditionally limited students and their families from accessing needed services, e.g., insurance requirements.

In 2014-15, roughly 25% of Sunny Heights teachers were evaluated as highly effective, with 15% of teachers identified as Needs Improvement or Ineffective. To increase teacher and leader effectiveness and promote teachers' retention, staff will receive extended PD opportunities, including: Midwest PBIS center, external provider for trauma sensitive classrooms; Education Elements, external provider for blended learning; Project Lead the Way training for the STEM teacher – who will then train Sunny Heights teachers; opportunities for extended-time collaborative learning; and Harvard's acclaimed National Urban Leadership or Turnaround training, conducted in the summer for school teams.

Student and teacher incentives will be offered (books, materials for classrooms, Harvard's leadership academy) and Sunny Heights parents will be provided with training to help them better assist their children. It is our belief that the SIG grant opportunities (as a whole) will help incentivize the retention of high performing staff at Sunny Heights Elementary (currently at 71%) and thereby significantly impact school culture and student achievement.

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

The School Improvement Grant will infuse Sunny Heights with critical resources that are necessary to significantly improve student achievement and culture. Proposed grant-funded initiatives lay the foundation to build on prior accomplishments and to enable our success in preparing all Sunny Heights students (serving grades K-4) for successful transition into Warren's Intermediate Academies (serving Grades 5-6). With roughly 478 students and a poverty rate of over 85 percent, all Sunny Heights' students and teachers will benefit from the initiatives proposed within this application. We will immediately transform school culture; learning expectations and supports; and dramatically-increase achievement measured by State assessments. Data results will be methodically used to adjust instruction, regroup students, support those who struggle and enrich learning for those demonstrating mastery.

The Transformation Model and SIG grant-funded interventions will create teacher, principal and student change in the following ways:

- A. The newly-appointed principal has been given operational flexibility with control over people, time, programs and budget.
 - Principal Lewis is redesigning the leadership structure (new dean).
 - He will be supported by a mentor, former principal Steve Foster, who has successfully led Lakeside Elementary (Distinguished Title I school, Distinguished Principal) and Creston Intermediate (moved the letter grade to an A).
 - In Warren, all of our principals are given the autonomy to make staffing decisions (e.g., hiring, determining number of teachers at a particular grade level). Teachers are not automatically placed at the building. If an opening is available, the principal determines the teachers to interview (including other teachers from Warren schools who apply) and with a team, selects the best candidate from the interview pool.
- B. Teachers will provide differentiated, personalized classroom instruction and extended-day learning opportunities.
 - Rather than instruction that is primarily lecture style and teacher-centered, lessons will be specific to students' needs. Students will be more engaged and will take ownership of their learning. Students will set goals and will reflect on their learning.
 - Multiple data sources (digital content data, assessment data, and teachers' daily data) will be used to make instructional decisions. Instruction will be targeted and intentional.
 - Classrooms will support engaged and collaborative learning. Cognitively demanding and regular use of higher order thinking (DOK) and STEM activities will be effectively used resulting in students acquiring skills needed to be successful in life (problem solving, critical thinking, etc.). Students will receive additional math instruction through a STEM rotation.
 - Teacher incentives will offer educational supplies that support classroom and extended-time instruction. This will provide teachers and students with necessary materials for collaborative work.
- C. Teachers' professional development and work to transform classroom instruction using personalized learning strategies will be supported through-
 - On-site training and support, facilitated by Educational Elements, to transform instructional classroom practices that personalize learning, engage and motivate students, and result in increased academic achievement for all learners.
 - Intensive, extended-time PD, identified by building leadership and teachers, will increase collaborative efforts and support professional leadership growth of teachers. Since staff recognizes the importance of being in their school during the regular year, training will take place in the summer. Harvard's Institute for Urban School Leaders & Turnaround has been incredibly beneficial for Stonybrook Middle School. According to the principal, strategies successfully impacted student achievement; research based studies drove fundamental shifts in school culture and instructional practices; relationships

were formed and effective teams were created which resulted in teachers leading and sustaining the change effort, and; greatly improved retention of teachers.

- Additional after-school PD includes time for teachers to collaborate to work on lessons, digital content, data, school culture and meeting needs of special populations (e.g., SIOP training).
 - On-going professional development to support effective integration of instructional technologies into classroom practice and use of higher levels of DOK will be provided through consultants, instructional specialists and via teacher collaboration.
 - Professional development for teachers and leaders on culturally-relevant teaching strategies.
 - Professional development for teachers and leaders on creating trauma sensitive classrooms.
- D. All students, teachers and parents will have opportunities for extended-time learning.
- Highly-engaging instructional support will be offered to all Sunny Heights students through extended-learning time across the school year, with transportation provided. Snacks and dinner will be provided through Chartwells (USDA reimbursement). In addition to traditional tutoring, students will also participate in learning clubs such as Robotics, Health & Wellness, Gardening, etc.
 - Parents will be offered homework help classes (need established by teachers and parents) to help parents provide better assistance and support at home.
 - Teachers will participate in collaborative meetings to support change process (instructional & behavioral).
- E. Recurring behaviors that disrupt learning will be supported through-
- Full-time Gallahue Life Skills Specialist to support recurring, high behavioral and mental health needs of students by providing needed counseling services, small group and individual behavioral support sessions; and offering parent trainings and linking families to needed resources. Students will learn how to use effective strategies and will not be removed from classrooms; thus, increasing opportunities for learning.
 - Offering student incentives (via PBIS) program for students demonstrating CORE (civility, order, respect and excellence). Examples of incentives include book bags, notebooks, etc.).

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.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Leadership changes & flexibility	<p>Replace Principal (Superintendent & Warren Board of Education)</p> <ul style="list-style-type: none"> • Principal replaced with one who has past track record of student success & the ability to lead transformation <p>Provide Operational Flexibility & Support (Central Office)</p> <ul style="list-style-type: none"> • New principal given operational flexibility (control over 		General Fund	The Principal, Dean and Teacher on Special Assignment (TOSA) will be evaluated using Warren’s

	<p>people, time, program and budget)</p> <p>Re-design the Current Leadership Structure to Create a Building-wide Team (Principal).</p> <ul style="list-style-type: none"> Principal selected new dean. Principal hired a Teacher on Special Assignment (TOSA). <p>LEA Provides Oversight & Support</p> <ul style="list-style-type: none"> Superintendent, Board & Association (union) support all aspects of Sunny Height's Transformation Model across the next five years (<i>Letters of Support</i> attached) Assistant Superintendent of PK-6 provides on-going oversight and support. Assistant Superintendent of School Improvement will provide oversight and support with the SIG process. Principal presents twice yearly (Pre-Post) SIG updates to the school board. 	Multiple Phases	No SIG funds used	TEAM document and will be rated in one of four categories (highly effective, effective, needs improvement, ineffective). Frequent feedback is provided throughout the year.
Principal/Teacher evaluation system which incorporates student growth	<p>Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted multiple times across the school year including announced & unannounced evaluations.</p> <p>PIVOT is the system used for gathering data and linking to the rubric.</p> <p>Classroom walkthrough occur on a monthly basis. (Principal for teachers, dean and TOSA; Assistant Superintendent for PK-6 for principal)</p>	Monthly	General Fund No SIG funding	<p>Leaders and teachers will be evaluated using Warren's TEAM document and will be rated in one of four categories (highly effective, effective, needs improvement, ineffective).</p> <p>Across the grant period, the percentage of teachers rated as highly-effective will increase and the numbers rated as needs improvement or ineffective will decrease, as evidenced in building summary analyses compiled by the Assistant Superintendent of Educator Effectiveness.</p>
Increased learning time	<p>Sunny Heights will provide before/after/summer opportunities for all students to help increase student achievement. (Principal and TOSA). Transportation will be provided.</p> <p>Sunny Heights will provide learning opportunities for parents after-school. (Lead Teacher)</p> <p>Sunny Heights will provide extended-time learning opportunities for teachers via professional development and collaborative meetings. (Instructional Specialist)</p>	Multiple phases	<p>\$6000 transportation</p> <p>\$750 stipend parent trainings</p> <p>Stipends listed under teacher extended-time below</p>	<p>Extended-time opportunities will be tracked using a spreadsheet to document student participation. Participating students' data will be analyzed using NWEA growth (May) and ISTEP+.</p> <p>Participating parents and teachers will take a pre/post survey to summarize their perceptions of trainings and to inform needed adjustments to improve effectiveness.</p>

Develop and Increase School Leader Effectiveness	Distinguished retired principal, Steve Foster, provide mentoring (on-going, job-embedded) for Principal Lewis, new dean and TOSA.	Weekly	\$6000 Improvement of Instruction mentoring	Performance evaluations for Principal Lewis conducted by Assistant Superintendent for PK-6 will show ratings of effective or highly effective and the summative score will increase each year of the grant.
Develop and Increase Teacher & School Leader Effectiveness	Intensive extended-time PD , identified and selected by building leadership and teachers, is provided to increase collaborative efforts & support professional leadership growth of teachers.	Multiple Phases	\$3550 improvement of instruction stipends	Participating teachers will take a pre/post survey to summarize their perceptions of trainings and to inform needed adjustments to improve effectiveness.
Provide staff with financial incentives & Opportunities for leadership development	Teachers will identify additional classroom resources as a preferred financial incentive (materials, books, furniture). Offer student incentives (book bags, pens, etc.) to recognize and reinforce desired behaviors (through school's CR-PBIS "CORE Store") Teachers and leaders will attend Harvard's <i>National Institute for Urban School Leaders</i> or <i>Turnaround Institute</i> .	Incentives are offered by semester Summer	\$2500 General Supplies \$39,000 Other Purchases Travel Harvard's Institute for School Leaders or Turnaround	By acknowledging desired student behaviors through PBIS, suspension rates will annually decrease. Teachers and administrators attending Harvard's <i>National Institute for Urban School Leaders</i> or the <i>Turnaround Institute</i> will share training findings with colleagues (during PD meetings) and assume designated leadership roles within Sunny Heights (e.g., serve on School Leadership team; lead parent meetings; oversee special initiatives, etc.). The principal will track leadership roles across the entire grant period.
Instructional Reform Strategies	<ul style="list-style-type: none"> Hire a full-time STEM Teacher to instruct PLTW <i>Launch Program</i> modules across the school day beginning 2017-2018 school year (Principal) STEM Teacher attends Project Lead the Way Facilitator Training during summer 2017 (<i>K-4 Launch Program</i> training) STEM classroom-rotations will work like a "special" (e.g., music, art, PE, library) with time embedded into the master schedule. 	Multiple Phases	\$2000 travel PLTW PD \$13000 General supplies PLTW modules and supplies	STEM rotation classrooms will be offered to all students in the 2017-18 school year.
Instructional Reform Strategies	<ul style="list-style-type: none"> Sunny Heights will implement personalized learning by using the strategy of blended learning. (Principal) Researched & evidenced-based professional development to support staffs' effective implementation of personalized, blended-learning strategies through the Core Four and collaborative work. Training will be provided at Sunny Heights. (Instructional Specialist) <i>Interactive flat screens</i> will be installed in the classroom (Grades 3 and 4) as an engaging, effective tool for collaborative work. (District CTO) 	By semester	\$55000 Interactive Flat Screens	Blended learning strategies that personalize learning based on individual needs will more effectively meet all students' needs and result in decreased ELA and Math achievement gaps among student subgroups.

<p>Instructional Reform Strategies</p> <p>School Climate & Culture</p>	<ul style="list-style-type: none"> • Provide full-time Gallahue Life Skills Specialist to offer interventions for recurring high-need behavioral and mental health needs. (Dean) • Life Skills Specialist works daily with identified students (individually or in small groups) to address recurring behavioral issues • Specialist employs evidenced-based practices to meet individual student needs, providing students with structured prompts, opportunities to practice new skills & to receive routine positive and/or corrective feedback. • The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed. 	<p>Multiple Phases</p>	<p>\$22500 Student Support Services Professional Services contract with Gallahue</p>	<p>Bi-weekly summaries (tracked on a Google Sheet) and school/home communications will be submitted by the Life Skills Specialist to the principal or designee (i.e., Dean).</p> <p>The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed.</p>
<p>Develop and Increase Teacher & School Leader Effectiveness</p>	<p>On-going training will be provided to staff on creating trauma sensitive classrooms. (Dean and Principal)</p> <p>The Midwest PBIS Center will work with teams of teachers to:</p> <ul style="list-style-type: none"> • understand trauma and how it hinders the learning, motivation and success of students • build strong relationships and create a safe space to enable students to learn at high levels • adopt a strength-based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative cycles • head off frustration and burnout with essential self-care techniques that will help teachers and students flourish • Culturally-responsive training will be provided. 	<p>Multiple Phases</p>	<p>\$1000 Other purchase services</p>	<p>The Districtwide PBIS Leadership Team will conduct Schoolwide Evaluation Tool (SET) PBIS onsite visits at Sunny Heights to monitor teachers' effective implementation of trauma sensitive and culturally responsive trainings.</p>

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.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>			<u>Budgeted Items</u>
		<u>SY 2017-2018</u>	<u>SY 2018-2019</u>	<u>SY 2019-2020</u>	
Leadership changes & flexibility	Superintendent and Central Office Staff	<p>Provide Operational Flexibility & Support (Central Office)</p> <ul style="list-style-type: none"> Principal and leadership team will begin Year 2. Principal given operational flexibility (control over people, time, program and budget) <p>Leadership Team will meet on a weekly basis to review goals and action plans.</p> <p>LEA Provides Oversight & Support</p> <ul style="list-style-type: none"> Superintendent, Board & Association (union) support all aspects of Sunny Height’s Transformation Model. Assistant Superintendent of PK-6 provides on-going oversight and support. Assistant Superintendent of School Improvement will provide oversight and support with the SIG process. Principal presents SIG updates twice yearly to the school board 	<p>Provide Operational Flexibility & Support (Central Office)</p> <ul style="list-style-type: none"> Principal and leadership team will begin Year 3. Principal given operational flexibility (control over people, time, program and budget) <p>Leadership Team will meet on a weekly basis to review goals and action plans.</p> <p>LEA Provides Oversight & Support</p> <ul style="list-style-type: none"> Superintendent, Board & Association (union) support all aspects of Sunny Height’s Transformation Model. Assistant Superintendent of PK-6 provides on-going oversight and support. Assistant Superintendent of School Improvement will provide oversight and support with the SIG process. Principal presents SIG updates twice yearly to the 	<p>Provide Operational Flexibility & Support (Central Office)</p> <ul style="list-style-type: none"> Principal and leadership team will begin Year 4. Principal given operational flexibility (control over people, time, program and budget) <p>Leadership Team will meet on a weekly basis to review goals and action plans.</p> <p>LEA Provides Oversight & Support</p> <ul style="list-style-type: none"> Superintendent, Board & Association (union) support all aspects of Sunny Height’s Transformation Model. Assistant Superintendent of PK-6 provides on-going oversight and support. Assistant Superintendent of School Improvement will provide oversight and support with the SIG process. Principal presents SIG updates twice yearly to the 	No Sig Funding

			school board	school board	
Principal/Teacher evaluation system which incorporates student growth	Principal for teachers, dean and Teacher on Special Assignment Assistant Superintendent for PK-6 for principal	Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted multiple times across the school year including announced & unannounced evaluations. PIVOT is the system used for gathering data and linking to the scoring rubric. Classroom walkthroughs occur on a monthly basis.	Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted multiple times across the school year including announced & unannounced evaluations. PIVOT is the system used for gathering data and linking to the scoring rubric. Classroom walkthroughs occur on a monthly basis.	Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted multiple times across the school year including announced & unannounced evaluations. PIVOT is the system used for gathering data and linking to the scoring rubric. Classroom walkthroughs occur on a monthly basis.	No Sig Funding
Increased learning time	Students: Principal and Teacher on Special Assignment (TOSA) Parents: Lead Teacher Teachers: Instructional Specialist (coach)	Sunny Heights will provide before/after/summer opportunities for all students (based on data-driven needs) to help increase student achievement. (Principal and TOSA). Transportation will be provided. Sunny Heights will provide learning opportunities for parents after-school. Parents requested help-sessions to learn how to effectively help their children with assignments. (Lead Teacher) Sunny Heights will provide learning opportunities for all teachers (based on data-driven needs) via professional development and collaborative meetings. (Instructional Specialist)	Sunny Heights will provide before/after/summer opportunities for all students (based on data-driven needs) to help increase student achievement. (Principal and TOSA). Transportation will be provided. Sunny Heights will provide learning opportunities for parents after-school. Parents requested help-sessions to learn how to effectively help their children with assignments. (Lead Teacher) Sunny Heights will provide learning opportunities for all teachers (based on data-driven needs) via professional development and collaborative meetings. (Instructional Specialist)	Sunny Heights will provide before/after/summer opportunities for all students (based on data-driven needs) to help increase student achievement. (Principal and TOSA). Transportation will be provided. Sunny Heights will provide learning opportunities for parents after-school. Parents requested help-sessions to learn how to effectively help their children with assignments. (Lead Teacher) Sunny Heights will provide learning opportunities for all teachers (based on data-driven needs) via professional development and collaborative meetings. (Instructional Specialist)	Instruction Stipends Community Services Stipends Improvement of Instruction Stipends
Develop and Increase	Assistant	Distinguished retired principal, Steve Foster, provides mentoring	Distinguished retired principal, Steve Foster, provides	Distinguished retired principal, Steve Foster, provides	

School Leader Effectiveness	Superintendent	(on-going, job-embedded) for Principal Lewis, dean and TOSA). The amount of time will be determined by need.	mentoring (on-going, job-embedded) for Principal Lewis, dean and TOSA). The amount of time will be determined by need.	mentoring (on-going, job-embedded) for Principal Lewis, dean and TOSA). The amount of time will be determined by need.	Professional Services Instructional mentoring
Develop and Increase Teacher & School Leader Effectiveness	Instructional Specialist (coach)	Collaborative extended-time PD , identified and selected by building leadership and teachers, is provided to increase effectiveness & support professional leadership growth of teachers.	Collaborative extended-time PD , identified and selected by building leadership and teachers, is provided to increase effectiveness & support professional leadership growth of teachers.	Collaborative extended-time PD , identified and selected by building leadership and teachers, is provided to increase effectiveness & support professional leadership growth of teachers.	Improvement of Instruction Stipends
Provide staff with financial incentives & Opportunities for leadership development	Principal and Assistant Superintendent for School Improvement	Teachers will identify additional classroom resources as a preferred financial incentive (materials, books, furniture). Offer student incentives (book bags, pens, etc.) to recognize and reinforce desired behaviors (through school's CR-PBIS "CORE Store") Teachers and leaders will attend Harvard's <i>National Institute for Urban School Leaders or Turnaround Institute</i> .	Teachers will identify additional classroom resources as a preferred financial incentive (materials, books, furniture). Offer student incentives (book bags, pens, etc.) to recognize and reinforce desired behaviors (through school's CR-PBIS "CORE Store") Teachers and leaders will attend Harvard's <i>National Institute for Urban School Leaders or Turnaround Institute</i> .	Teachers will identify additional classroom resources as a preferred financial incentive (materials, books, furniture). Offer student incentives (book bags, pens, etc.) to recognize and reinforce desired behaviors (through school's CR-PBIS "CORE Store") Teachers and leaders will attend Harvard's <i>National Institute for Urban School Leaders or Turnaround Institute</i> .	General Supplies Other Purchases Travel
Instructional Reform Strategies	Principal, Assistant Superintendent for School Improvement	Provide a full-time STEM Teacher to instruct PLTW <i>Launch Program</i> modules across the school day (Principal, STEM Teacher) STEM Teacher attends Project Lead the Way Facilitator Training during summer 2017 (<i>K-4 Launch Program</i> training) STEM classroom-rotations will work like a "special" (e.g., music, art, PE, library) with time embedded into the master schedule.	Provide a full-time STEM Teacher to instruct PLTW <i>Launch Program</i> modules across the school day (Principal, STEM Teacher) STEM classroom-rotations will work like a "special" (e.g., music, art, PE, library) with time embedded into the master schedule.	Provide a full-time STEM Teacher to instruct PLTW <i>Launch Program</i> modules across the school day (Principal, STEM Teacher) STEM classroom-rotations will work like a "special" (e.g., music, art, PE, library) with time embedded into the master schedule.	Certified Teacher Salary & Benefits Professional Services Travel PLTW PD General Supplies

<p>Instructional Reform Strategies</p>	<p>Instructional Specialist/ Assistant Superintendent for Educator Effectiveness</p> <p>District Chief Technology Officer (CTO)</p>	<p>Sunny Heights will implement personalized learning by using the strategy of blended learning. <i>Education Elements</i> (external partner) delivers</p> <p>Researched & evidenced-based professional development to support staffs' effective implementation of personalized, blended-learning strategies through the Core Four and collaborative work. Training will be provided at Sunny Heights. (Instructional Specialist)</p> <p><i>Flat screens</i> will be installed in the classroom (1st and 2nd grade) as an engaging, effective tool for collaborative work. We will roll out a few grade levels each each to ensure they are an effective tool and we can invest in fully-training grade level teams. (CTO)</p>	<p>Researched & evidenced-based professional development to support staffs' effective implementation of personalized, blended-learning strategies through the Core Four and collaborative work. Training will be provided at Sunny Heights. (Instructional Specialist. i.e. no SIG funds used)</p> <p><i>Flat screens</i> will be installed in the classroom (kindergarten) as an engaging, effective tool for collaborative work. We will roll out a few grade levels each each to ensure they are an effective tool and we can invest in fully-training grade level teams. (District CTO)</p>	<p>Researched & evidenced-based professional development to support staffs' effective implementation of personalized, blended-learning strategies through the Core Four and collaborative work. Training will be provided at Sunny Heights. (Instructional Specialist, i.e., not SIG funds used)</p> <p><i>Flat screens</i> will be installed in the classroom (special areas) as an engaging, effective tool for collaborative work. We will roll out a few grade levels each each to ensure they are an effective tool and we can invest in fully-training grade level teams. (District CTO)</p>	<p>Professional Services/Improvement of Instruction</p> <p>Instructional Property</p>
<p>Instructional Reform Strategies: School Climate and Culture</p>	<p>Dean</p>	<p>Provide full-time Gallahue Life Skills Specialist to offer interventions for recurring high-need behavioral and mental health needs. (Dean)</p> <p>Life Skills Specialist works daily with identified students (individually or in small groups) to address recurring behavioral issues</p> <p>Specialist employs evidenced-based practices to meet individual student needs, providing students with structured prompts, opportunities to practice new skills & to receive routine</p>	<p>Provide full-time Gallahue Life Skills Specialist to offer interventions for recurring high-need behavioral and mental health needs. (Dean)</p> <p>Life Skills Specialist works daily with identified students (individually or in small groups) to address recurring behavioral issues</p> <p>Specialist employs evidenced-based practices to meet individual student needs, providing students with structured prompts, opportunities to practice new skills & to</p>	<p>Provide full-time Gallahue Life Skills Specialist to offer interventions for recurring high-need behavioral and mental health needs. (Dean)</p> <p>Life Skills Specialist works daily with identified students (individually or in small groups) to address recurring behavioral issues</p> <p>Specialist employs evidenced-based practices to meet individual student needs, providing students with structured prompts, opportunities to practice new skills & to</p>	<p>Professional Services/Student Support Services</p>

		<p>positive and/or corrective feedback.</p> <p>The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed.</p>	<p>receive routine positive and/or corrective feedback.</p> <p>The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed.</p>	<p>receive routine positive and/or corrective feedback.</p> <p>The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed.</p>	
<p>Develop and Increase Teacher & School Leader Effectiveness</p>	<p>Dean and Principal</p>	<p>On-going training will be provided to staff on creating trauma sensitive classrooms. (Dean and Principal)</p> <p>The <i>Midwest PBIS Center</i> (Amy) will work with teams of teachers to:</p> <ul style="list-style-type: none"> • understand trauma and how it hinders the learning, motivation and success of students • build strong relationships and create a safe space to enable students to learn at high levels • adopt a strength-based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative cycles • head off frustration and burnout with essential self-care techniques that will help teachers and students flourish <p>Culturally responsive training will be provided. (James Taylor)</p>	<p>On-going training will be provided to staff on creating trauma sensitive classrooms. (Dean and Principal)</p> <p>The <i>Midwest PBIS Center</i> (Amy) will work with teams of teachers to:</p> <ul style="list-style-type: none"> • understand trauma and how it hinders the learning, motivation and success of students • build strong relationships and create a safe space to enable students to learn at high levels • adopt a strength-based approach that leads you to recalibrate how you view destructive student behaviors and to perceive what students need to break negative cycles • head off frustration and burnout with essential self-care techniques that will help teachers and students flourish <p>Culturally responsive training will be provided. (James Taylor)</p>	<p>Teacher leaders conduct on-going training on creating trauma sensitive classrooms and culturally responsive trainings. (Dean and Principal)</p>	<p>Professional Services Midwest PBIS Center</p> <p>No SIG funding for CR training (General Fund)</p>

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. SUSTAINABILITY CHART NOT COMPLETED YET

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Leadership Changes & Flexibility	<p>Leadership team firmly established, with principal autonomy in decision-making (Principal)</p> <ul style="list-style-type: none"> Principal Lewis leads all turnaround efforts, with autonomy over schedule, budget & staffing Principal Lewis provide progress reports to Warren’s board of education Building leadership team meetings focus on building leadership capacity; developing teacher leadership; and school improvement planning (Principal) Team of effective/highly effective teachers & leaders who are helping raise Sunny Height’s achievement & improve school culture attend Harvard’s summer Institute for Urban School Leaders to support professional growth and leadership (Principal) 	Multiple Phases	<p>General Fund</p> <p>No SIG funds used</p>	The school’s leadership team will compile data to demonstrate the effectiveness of SIG initiatives over the past four years.
Principal/Teacher evaluation system which incorporates student growth	<ul style="list-style-type: none"> Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted multiple times across the school year including announced & unannounced evaluations. PIVOT is the system used for gathering data and linking to the rubric. Walkthroughs occur on a monthly basis. (Principal for teachers, dean and TOSA; Assistant Superintendent for PK-6 for principal) 	Monthly	<p>General Fund</p> <p>No SIG funds used</p>	All teachers and leaders at Sunny Heights will be rated effective or highly effective.
Increased Learning Time	<p>Sunny Heights will provide before/after/summer opportunities for all students to help increase student achievement. (Principal and TOSA)</p> <p>Sunny Heights will provide learning opportunities for parents after-school. (Lead Teacher)</p> <p>Sunny Heights will provide learning opportunities for teachers via professional development and collaborative</p>	Multiple Phases	SIG	<p>Extended-time opportunities will be tracked using a spreadsheet to document student participation. Participating students’ data will be analyzed using NWEA growth (May) and the State Assessment</p> <p>Participating parents and teachers will take a pre/post survey to summarize their perceptions of training and to inform needed adjustments to improve</p>

	meetings. (Instructional Specialist)			effectiveness.
Develop and Increase School Leader Effectiveness	Collaborative extended-time PD , identified and selected by building leadership and teachers, is provided to increase effectiveness & support professional leadership growth of teachers. On-going meetings and training provided by instructional specialist and teachers on blended learning and PBIS .	Quarterly	Time built into schedule-general fund	As a result of collaborative extended-time PD, staff capacity for leading others will be evidenced in the leadership roles assumed by teachers (e.g., serving as mentors to new teachers; modeling effective blended learning strategies and/or PBIS classroom practices)
Provide staff with financial incentives & Opportunities for leadership development	Teachers will identify additional classroom resources as a preferred financial incentive (materials, books, furniture). Offer student incentives (book bags, pens, etc.) to recognized and reinforce desired behaviors (through school's CR-PBIS "CORE Store") Teachers and leaders will attend Harvard's <i>National Institute for Urban School Leaders or Turnaround Institute</i> .	Multiple Phases Summer Session	SIG	Through learnings acquired during the school team's participation in Harvard's summer Institute for Urban School Leaders, Sunny Heights' school plan will reflect research-based strategies for improving instructional practices and increasing student engagement and achievement. There will be an increase in the number of teachers who take on leadership roles.
Instructional Reform Strategies	<ul style="list-style-type: none"> Hire a full-time STEM Teacher to instruct PLTW <i>Launch Program</i> modules across the school day beginning 2017-2018 school year (Principal) STEM Teacher attends Project Lead the Way Facilitator Training during summer 2017 (K-4 <i>Launch Program</i> training) STEM classroom-rotations will work like a "special" (e.g., music, art, PE, library) with time embedded into the master schedule. <ul style="list-style-type: none"> STEM Teacher provides PD to classroom teachers for sustaining the STEM initiative beyond the grant period 	Multiple Quarters	SIG	Classroom teachers will be adequately prepared to provide STEM instruction as a result of PD provided by the SIG-funded STEM Teacher.
Instructional Reform Strategies	Sunny Heights will implement personalized learning by using the strategy of blended learning . (Principal) <ul style="list-style-type: none"> researched & evidenced-based professional development to support staffs' effective implementation of personalized, blended-learning strategies through the Core Four and collaborative work. Training will be provided at Sunny Heights. (Instructional Specialist) 	Multiple Phases	No SIG funds (Capacity has been built with Specialist, Leaders and Teachers. They will support each other.)	All Sunny Heights teachers will personalize learning using a blended approach

<p>Instructional Reform Strategies</p> <p>School Climate & Culture</p>	<ul style="list-style-type: none"> • Provide full-time Gallahue Life Skills Specialist to offer interventions for recurring high-need behavioral and mental health needs. (Dean) • Life Skills Specialist works daily with identified students (individually or in small groups) to address recurring behavioral issues • Specialist employs evidenced-based practices to meet individual student needs, providing students with structured prompts, opportunities to practice new skills & to receive routine positive and/or corrective feedback. <p>The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed.</p>	<p>Multiple Phases</p>	<p>SIG</p>	<p>Student suspensions decline each year of the grant.</p> <p>Referral and suspension data is shared at monthly staff meetings.</p>
<p>Develop and Increase Teacher & School Leader Effectiveness</p>	<p>Teacher leaders conduct on-going training on creating trauma sensitive classrooms and culturally responsive trainings. (Dean and Principal)</p>	<p>Multiple Phases (as needed or requested)</p>	<p>No SIG funds (capacity has been built for teachers to help each other)</p>	<p>Sunny Heights' teachers will effectively implement trauma sensitive and culturally-responsive practices within their classrooms, as evidenced through district PBIS leadership SET evaluation findings (Schoolwide evaluation tool used to assess PBIS implementation).</p>

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>
<p>Leadership Changes & Flexibility</p>	<p>Leadership team firmly established established, with principal autonomy in decision-making (Principal)</p> <ul style="list-style-type: none"> • Principal Lewis leads all turnaround efforts, with autonomy over schedule, budget & staffing • Principal Lewis provide progress reports to Warren's board of education • Building leadership team meeting focus on building leadership capacity; developing teacher leadership; 	<p>Multiple Phases</p>	<p>General Fund</p>	<p>The school's leadership team will compile data to demonstrate the effectiveness of SIG initiatives over the past five years.</p>

	<p>and school improvement planning (Principal) Team of effective/highly effective teachers & leaders who are helping raise Sunny Height's achievement & improve school culture attend Harvard's summer Institute for Urban School Leaders to support professional growth and leadership (Principal)</p>			
Principal/Teacher evaluation system which incorporates student growth	<ul style="list-style-type: none"> Created by teachers and administrators, annual performance evaluations for teachers & principals are conducted multiple times across the school year including announced & unannounced evaluations. PIVOT is the system used for gathering data and linking to the rubric. Walkthrough occur on a monthly basis. (Principal for teachers, dean and TOSA; Assistant Superintendent for PK-6 for principal) 	Monthly	General Fund	100% of Sunny Heights' teachers and administrators are rated effective/highly effective by May 2022.
Increased Learning Time	<p>Sunny Heights will provide before/after/summer opportunities for all students to help increase student achievement. (Principal and TOSA)</p> <p>Sunny Heights will provide learning opportunities for parents after-school. (Lead Teacher)</p> <p>Sunny Heights will provide learning opportunities for teachers via professional development and collaborative meetings. (Instructional Specialist)</p>	Multiple Phases	<p>Title I and 21st CCLC</p> <p>Collaboration time will be built into the schedule (smaller scale) No funding needed.</p>	Teachers will be surveyed to summarize their perceptions of embedded collaboration time and to inform needed adjustments to improve effectiveness.
Develop and Increase School Leader Effectiveness	<p>Collaborative PD, identified and selected by building leadership and teachers, is provided to increase effectiveness & support professional leadership growth of teachers. On-going meetings and training provided by instructional specialist and teachers on blended learning and PBIS.</p>	Quarterly	Time built into schedule-general fund	As a result of collaborative extended-time PD, staff capacity for leading others will be evidenced in the leadership roles assumed by teachers (e.g., serving as mentors to new teachers; modeling effective blended learning strategies and/or PBIS classroom practices)
Provide staff with financial incentives & Opportunities for leadership development	<p>Teachers will identify additional classroom resources as a preferred financial incentive (materials, books, furniture).</p> <p>Offer student incentives (book bags, pens, etc.) to recognize and reinforce desired behaviors (through school's CR-PBIS "CORE Store")</p> <p>Teachers and leaders will replicate Leadership Institute and hold summer retreat</p>	Multiple Phases	Grants, Teachers' Treasures, self-funded. Donors Choice	Through learnings acquired during the school team's participation in summer trainings/retreats, Sunny Heights' school plan will reflect research-based strategies for improving instructional practices and increasing student engagement and achievement. There will be an increase in the number of teachers taking on leadership roles.

<p>Instructional Reform Strategies</p>	<ul style="list-style-type: none"> • STEM Teacher will instruct <i>PLTW Launch Program</i> modules across the school day beginning 2017-2018 school year (Principal) • STEM Teacher attends Project Lead the Way Facilitator Training during summer 2017 (<i>K-4 Launch Program</i> training) and will provide training to teachers after 2017. STEM classroom-rotations will work like a “special” (e.g., music, art, PE, library) with time embedded into the master schedule. 	<p>Multiple Phases</p>	<p>General Funds (CFO committed to incorporating this position into the general fund if successful (improved growth and proficiency)</p>	<p>At least 80% of students will pass math ISTEP+ and will maintain typical/high growth by May 2022.</p>
<p>Instructional Reform Strategies</p>	<p>Sunny Heights will implement personalized learning by using the strategy of blended learning. (Principal)</p> <ul style="list-style-type: none"> • Researched & evidenced-based professional development to support staffs’ effective implementation of personalized, blended-learning strategies through the Core Four and collaborative work. • Training will be provided at Sunny Heights. (Instructional Specialist) 		<p>No SIG funds (General Fund (principal and teachers) and Title I (Specialist)</p>	<p>Effective blended learning strategies that personalize learning will more effectively meet all students’ needs, resulting in significantly increased ELA and mathematics achievement for students at Sunny Heights (as compared to 2015-16 achievement levels at the beginning of the SIG grant)</p>
<p>Instructional Reform Strategies School Climate & Culture</p>	<ul style="list-style-type: none"> • Provide full-time Gallahue Life Skills Specialist to offer interventions for recurring high-need behavioral and mental health needs. (Dean) • Life Skills Specialist works daily with identified students (individually or in small groups) to address recurring behavioral issues • Specialist employs evidenced-based practices to meet individual student needs, providing students with structured prompts, opportunities to practice new skills & to receive routine positive and/or corrective feedback. The Life Skills Specialist will participate in monthly suspension/expulsion data analysis meetings to offer insights and to help inform actions needed. 		<p>General Funds (CFO committed to incorporating this position into the general fund (at least part-time) if successful (improved behavior, climate and culture).</p>	<p>Student suspensions continue to decline. Referral and suspension data is shared at monthly staff meetings.</p>
<p>Develop and Increase Teacher & School Leader Effectiveness</p>	<ul style="list-style-type: none"> • Teacher leaders conduct on-going training on creating trauma sensitive classrooms and culturally responsive trainings. Dean and Principal 		<p>General Fund</p>	<p>Sunny Heights’ teachers effectively implement trauma sensitive and culturally-responsive practices within their classrooms, as evidenced through district PBIS leadership SET evaluation findings (Schoolwide evaluation tool used to assess PBIS implementation).</p>

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 • IREAD3 • ISTEP+ • WIDA • District checkpoints & performance tasks • Digital content data 	<ul style="list-style-type: none"> • PBIS 		<ul style="list-style-type: none"> • RiI • Lexia • Compass • ST Math • Ten Marks 	<ul style="list-style-type: none"> • Tyler 	<ul style="list-style-type: none"> • DecisionED (data warehouse) • PIVOT (evaluation system)

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.

Sunny Heights will create a video to show how teachers and students use the core four (focused instruction, data-driven decisions, students' reflection and use of digital content) to personalize learning using a blended approach. This video will feature teachers, students, administrators and parents. The video will be used to teach others about blended learning and to showcase the work at Sunny Heights.

<p>2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation</p>	<p>Warren Township selected Education Elements and the Midwest PBIS Center by using a rigorous selection process. We received numerous comprehensive proposals to assist with improving academics (blended learning) and school culture (PBIS). Both selected providers have earned respect for being knowledgeable, timely and effective, as evidenced in our follow-up call to applicant references and our conversations with other districts employing their services.</p> <p>The Midwest PBIS Center and Education Elements have data documenting their effectiveness with closing achievement gaps between subgroups, creating engaging learning environments and improving school culture. This evidence was a required component of the district's RFP process.</p> <p>In addition, Warren Township has partnered with Community Hospital and Gallahue Mental Health for a decade. Every school has a nurse paid for by Community Hospital. Each school has a mental health therapist, but students can only be seen after parents complete paperwork, provide insurance information and are approved. Typically, a therapist maintains about 20 families on the case load and provides intensive support. Based upon the significantly higher level of student/family needs at Sunny Heights, we asked Gallahue to provide the cost for contracting with a full-time, onsite Life Skills Specialist (able to work with all students, very responsive, no paperwork or approval process).</p> <p>More targeted assistance with providers that are already assisting us (and selected through an RFP process) by further extending services to Sunny Heights, in a targeted way (aligned to SIG goals), will provide the additional support needed to address findings revealed in Sunny Heights' needs assessment.</p>
<p>3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel</p>	<p>Strong alignment with existing efficiency and capacity, specifically time and personnel, has been modeled out of improvement status. Huge success!</p> <p>Basic technology resources provided by the district (e.g., wireless upgrade, classroom iPads or Chromebooks, digital content) enable Sunny Heights to aggressively pursue and support blended-learning strategies to effectively integrate technologies to help transform teaching and learning within its school. The district's recent focus on effective PBIS interventions and supports have provided the foundational pieces needed to further advance practices and interventions envisioned within this SIG proposal to meet the intense student, family and staff needs identified at Sunny Heights..</p> <p>The district's central office believes that the external providers are committed, have the ability to meet needs at Sunny Heights, and that their efforts are aligned with district and</p>

	school goals and resources.
<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>	<p>The Superintendent and district instructional team (e.g., Assistant Superintendent for PK-6, Assistant Superintendent for Educator Effectiveness, and Assistant Superintendent for School Improvement) conduct yearly <i>Process Checks</i> at the school. During these ½-day onsite visits, district leadership meets individually with each grade-level teacher-team, along with the school's leadership team. Building staff provide analyzes of implementation progress and offer feedback as to what is working and where additional support is needed. The SIG initiatives and services provided through external providers are examined for their effectiveness in meeting staff and student needs.</p> <p>In addition, the assistant superintendents conduct regular on-site visits, classroom observations, review of finances and data reviews to assess progress toward goals. The assistant superintendent for PK-6 conducts regular 1:1 meetings with the school principal, as well as 1:1 meetings with the school dean. Needs of the school requiring a districtwide approach are then shared and discussed during Cabinet meeting.</p> <p>The assistant superintendents and the Sunny Heights principal monitors the impact of in-school presence, external provider communication and the effectiveness of staffs' implementation of provider supports.</p>
<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>	<p>Warren has previously worked with our extended providers, at the district level, and requires explicit scopes of work including timelines and goals before a contractual agreement is signed. Contract language allows the district to terminate agreements in the event that anticipated services are not delivered to the satisfaction of the district.</p> <p>Upon request, a copy of this scope of work and expectations reflecting the grant goals will be provided to the IDOE.</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>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The budgets were developed based on the needs of the school and the activities developed to address those needs.</p> <p>All budget items are allocable, reasonable and necessary. Budget reflects standard rates for comparable work. We requested quotes to ensure the budgets were accurate. Salaries were calculated based on employees in comparable positions.</p> <p>Warren’s Chief Financial Officer is highly regarded across the state and provides training through the Association of School Business Officers (ASBO). Before any grant is submitted, we have conversations to ensure the sustainability plan is in place.</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 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>When we post leadership positions, we receive a plethora of applications. Candidates are pursued internally and externally through all avenues including DOE’s job bank, list-serves, statewide and national postings, etc.</p> <p>All central office instructional leadership team members have a demonstrated track record of success for transformational work and are fully committed to the SIG model and its 5-year implementation plan. Building staff are also fully vested in the strategies proposed within our SIG application, and its potential to significantly impact teachers’ instructional practices, students’ achievement and overall school culture.</p> <p>For the 2016-17 school year, Warren has entered into a partnership with Marian University to train future school leaders.</p> <p>Resumes are attached for:</p>

			Assistant Superintendent for PK-6, Tim Hansen; Assistant Superintendent for School Improvement, Lee Ann Kwiatkowski; and Principal, Sunny Heights, Bart Lewis
<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 	<ul style="list-style-type: none"> • 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 	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p>MSD of Warren Township has received support from the Warren Board of Education to apply for and fully-implement the proposed SIG(g) grant proposal. The Board supports the operational flexibility envisioned within this proposal to allow for implementation of the Transformation Model. Dr. Cushenberry shared the SIG proposal during her Friday update.</p> <p>A signed, <i>Letter of Support</i> from the Board representative is attached.</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 	<ul style="list-style-type: none"> • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p>Sunny Heights Elementary School and district leadership have received support from the Superintendent to apply for and fully-implement the proposed SIG grant proposal.</p> <p>Dr. Dena Cushenberry, Superintendent, has submitted and signed her <i>Letter of Support</i>, attached to the district's application. The Superintendent supports the operational flexibility envisioned within this proposal to allow for implementation of the Transformation Model.</p> <p>School board letter of support is attached.</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 	<ul style="list-style-type: none"> • An outline of amendments to SIG Teacher contracts that will allow for full implementation 	<input checked="" type="checkbox"/>	<input type="checkbox"/> <p>Sunny Heights Elementary School and district leadership have received support from the Warren Education Association (union) to apply for and fully-implement the proposed SIG grant proposal. A <i>Letter of Support</i> is attached as evidence.</p> <p>MSD of Warren Township and the Warren Education Association (WEA) have a collaborative relationship and effectively work together to improve student achievement</p> <p>WEA is aware of SIG expectations and teachers,</p>

		<p>including union leadership, have been active members in the development of the grant proposal. Further, they have committed to eliminate any barriers to allow the full implementation of the Transformation Model, including support to change the school day to offer extended-time learning opportunities at Sunny Heights Elementary School.</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 	<input checked="" type="checkbox"/>	<p><input type="checkbox"/></p> <p>Located near Indianapolis and the numerous nearby teaching colleges enables a generous pool of teacher applicants. Every year, PK-12 administrators participate in Indiana College & University recruitment fairs to interview new talent. We also participate in the Indianapolis Minority Recruitment Fair, seeking a diverse staff, reflective of Warren's population. The principal posts open positions on the IDOE website, district website, and, when needed, in national papers (e.g., Education Week).</p> <p>The principal reviews all applicants, creates an interview committee and selects candidates for interview. At times, a central office staff member is invited to participate in the hiring process and building teachers always are part of the interview committee. Following interviews, teacher candidates selected as potential finalists are vetted through inquiries to former employers and supervisors.</p> <p>With input from the interview committee and past employers/supervisors, the principal makes the final decision for hiring teachers.</p> <p>To retain teachers, an onsite mentor is assigned at the building level. The principal provides feedback on a regular basis, after frequent observations and walkthroughs in teachers' classroom. A full-time, district funded Instructional Specialist (coach) is provided to support teachers' effective delivery of content, model instruction and provide support.</p> <p>1st year teachers participate in a <i>New Teacher</i>, year-</p>

		<p>long PD training series. Exemplary internal and external experts and district leaders offer PD to support school & district initiatives. Collaboration time is embedded into the schedule, as are monthly data meeting that are highly-valued by both teachers new to the profession, as well as seasoned veterans.</p> <p>The district provides every teacher with a personal laptop computer, enabling their immediate access to data and resources, and to efficiently communicate with colleagues, students and families. Teachers and their families also appreciate the district's health care plan and benefits (with Community health facilities - no cost to employees or their families- conveniently located on campus).</p> <p>The district's outstanding relationship with its teachers' union (Warren Education Association) fosters good will and contributes to staff retention.</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 plan 	<input checked="" type="checkbox"/>	<p><input type="checkbox"/></p> <p>Monthly Monitoring of SIG Programming & Implementation (Assistant Superintendent for PK-6; and Assistant Superintendent for School Improvement)</p> <ul style="list-style-type: none"> • In addition to conducting principal observations & performance evaluations, the Assistant Superintendent of PK-6 (Tim Hanson) continuously monitors the work of Sunny Heights' administrators & teachers, onsite, to observe leadership and instructional practices and to provide guidance and support as needed. • SIG-specific programming and implementation monitoring will be intentionally monitored by the Assistant Superintendent for School Improvement (Lee Ann Kwiatkowski) on no less than a monthly basis. Site observations will occur bi-weekly, as will financial oversight meetings. • The principal mentor (Steve Foster) will provide feedback to the Assistant Superintendent to offer observations and suggestions for improving implementation of SIG initiatives. <p>Evaluation System (Assistant Superintendent for School Improvement; Principal; Assistant Superintendent for Educator Effectiveness; and Assistant Superintendent for PK-6)</p>

		<ul style="list-style-type: none"> • The district will ensure that all Sunny Heights’ evaluation data results, aligned to this proposal and delineated within its established goals for <i>Achievement Indicators</i> and <i>Leading Indicators</i>, will be collected, analyzed and accurately reported to IDOE by required due dates. • Review and analysis of formative assessment results (e.g., NWEA, district <i>Checkpoint</i> assessments) and district monitoring data reviews, will enable leadership to track progress and to make adjustments needed to achieve successful implementation results. • Annual performance measures (<i>Academic Indicators</i> and <i>Leading Indicators</i>) are collected and analyzed, prior to submission to IDOE, to inform necessary programmatic changes needed to improve results. <p>Data Review Plan and Special Populations</p> <p>Review Plan (Principal; Superintendent; Assistant Superintendent for School Improvement; Assistant Superintendent for PK-6; and Assistant Superintendent for Educator Effectiveness)</p> <ul style="list-style-type: none"> • Education Elements (external provider) helps teachers understand how to use data (e.g., digital content) to form instructional groups in a blended-learning environment—including meeting the instructional needs of our lowest-performing subgroups and special populations. • From daily principal classroom walkthroughs, monthly data meetings with grade-level teacher teams—to the superintendent’s half-day onsite <i>Process Checks</i>, multiple routines are in place to provide oversight and supports. • On a monthly basis, the principal, dean, Gallahue Life Skills Specialist and the Sunny Heights PBIS team review suspension and expulsion data, which are disaggregated by subgroups and special populations to look for patterns of behavior and ascertain adjustments needed to reduce student disruptions. Findings are shared with teachers. • With routine monitoring of data in place, formalized reviews by the Assistant Superintendent for School Improvement will
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		<p>occur bi-annually.</p> <p>Fiscal Monitoring Plan (Assistant Superintendent for School Improvement; and the Financial Grants Supervisor)</p> <ul style="list-style-type: none"> • Warren maintains a strong fiscal monitoring process and a demonstrated record of fiscal integrity (e.g., excellent reviews by the State Board of Accounts). • At a minimum, on a bi-monthly basis, the Assistant Superintendent for School Improvement will meet with the district's financial Grants Supervisor (Ann Lewis) to track SIG expenditures, prepare & monitor contracts, process claims & invoices and ensure compliance with State and federal fiscal expectations (reasonable, allocable & necessary). • Financial reports required by the IDOE will be submitted on a timely basis and completed with accuracy. <p>Timeline & Responsible Parties (Assistant Superintendent for School Improvement)</p> <ul style="list-style-type: none"> • The timeline and responsible parties for every funded element of this SIG proposal are delineated throughout the detailed charts provided in Part 6 of this application.
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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
<p>1. District has effective procedures and controls in relation to how the SIG program will be run.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Warren has successfully implemented SIG at Stonybrook Middle School. The staff has fully-embraced all components of the grant and the school has maintained a “C” for two consecutive years (without applying hold harmless). SMS moved out of improvement status.</p> <p>Some examples & evidence of effective procedures and controls include, but are not limited to:</p> <ul style="list-style-type: none"> • The PBIS specialist submits weekly updates regarding weekly activities and student referral information. • The assistant superintendent of school improvement signs off on all expenditures (checks & balances). • The assistant superintendent of school improvement meets on a weekly basis with the business office grant supervisor regarding budgets. • Routine monitoring of the grant components are conducted by the assistant superintendent of school improvement. Checks and balances are in place. <p>The superintendent observes each new teachers’ classroom. The assistant superintendents are in the school on a regular basis observing the principal, dean and instructional practices.</p>
<p>2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>As described across the application, Lee Ann Kwiatkowski, Assistant Superintendent for School Improvement, is the designated central office staff member for the SIG process. She brings exceptional and successful experiences in working with federal programs at the district, State and federal levels, having previously served as the State Title I Director and the IDOE</p>

			<p>Turnaround Director. At the district level, she administers the local Title I, II and RttT federal programs and oversees all School Improvement and evaluation initiatives. (Resume Attached)</p> <p>Tim Hanson, Assistant Superintendent for Elementary Education (PK-6) and Ryan Russell, Assistant Superintendent for Educator Effectiveness, have both been highly-successful principals in high-poverty, high-performing schools. They play key leadership roles among the superintendent's cabinet level staff, with responsibilities that directly align with SIG initiatives and expectations. (Resumes Attached)</p> <p>Our district's financial Grants Supervisor, Ann Lewis, is experienced, conscientious and accurate in her work with federal budgets, claims & invoicing, tracking funds and preparing financial reports. She will meet bi-weekly, at a minimum, with Lee Ann Kwiatkowski to ensure fiscal oversight and accountability.</p> <p>David Holt, Chief Financial Officer, has worked extensively with contractors and will play a key role in supporting the legal and financial requirements.</p>
<p>3. School's SIG plan addresses needs of all students and subgroup populations.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Meeting the needs of <i>all</i> learners is at the very heart of this SIG grant proposal. Our overarching goal is to ensure that each student demonstrates significant growth and increased performance on the new, more rigorous Indiana Academic Standards and aligned State assessments. Needs assessment findings repeatedly pointed to weaknesses in our ability to adequately differentiate instruction (most especially for our lowest-performing students/subpopulations); to appropriately engage students—both individually and collaboratively; and to ensure that teaching and learning could, in fact, occur with significantly fewer behavioral disruptions.</p>

		<p>The Sunny Heights SIG intervention plan is all about addressing these leadership, instructional and student/subpopulation needs.</p> <p>We will support teachers' work to transform classroom instruction using strategies, tools and practices that personalize learning, engage and motive students, reduce behavioral disruptions, and result in the increased academic achievement of all learners in the following ways:</p> <ul style="list-style-type: none"> • With a recently redesigned master schedule to incorporate 90-minute Reading and 90-minute Math blocks, Education Elements (external partner) will facilitate teachers' effective use of a proven <i>blended learning model</i>, whereby students work at <i>independent work stations</i> (using reading digital content (Lexia Core5 and Compass) and digital math content (ST Math and Ten Marks) to support students' individual learning needs; <i>small-group direct-instruction</i> (led by the classroom teacher) to work specifically on identified students' needs; <i>collaboration station</i> (for student group work using engaging tools (i.e., Interactive flatscreens, Chromebooks); and in whole-group instruction using engaging tools (i.e., flat screens); • A full-time STEM Teacher will work daily with classes to offer PLTW <i>Launch Program</i> modules through a rotation model similar to Art, Music and PE. • Extended-learning time will be provided for all students in an engaging afterschool program; and through after-school (and embedded) Teacher Collaboration Time/PD opportunities for staff to support, among other topics, cultural competency and SIOP
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			<p>instructional strategies; and for professional leadership growth of teachers and leaders at the week-long, summer Harvard <i>Institute for Urban School Leaders</i> or <i>Turnaround</i>; and</p> <ul style="list-style-type: none"> The full-time Gallahue Life Skills Specialist will also work collaboratively with staff to support recurring, high behavioral and mental health needs of students, through counseling, small-group and individual behavioral support sessions, parent trainings and linking families to needed resources.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The newly named principal, Mr. Bart Lewis, sent an Ed Connect call notifying parents about the back-to-school night as well as the opportunity for SIG grant planning and invited all to attend planning sessions. This information was also provided during the July school registration. Parent discussions and planning sessions were conducted. Notification was also placed on the school's website. There was a great turn-out for this evening event.</p>
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The district has had an SBOA audit over the last three years and does not have any significant findings. Highly-regarded among his peers and state officials, the ASBO and SBOA rely on David Holt, Warren's Chief Financial Officer, to provide guidance to other districts. SBOA praises Warren's financial office.</p>
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>The district has NOT been in excess carry-over anytime in the last three fiscal year cycles.</p>

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.