



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

LEAs must submit an application for EACH school applying for 1003(g)

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Timothy L. Johnson Academy	Corp #	9350		
School	Timothy L. Johnson Academy	School #	1539		
Superintendent Name	Steve Bollier	Email	Steve.Bollier@leonagroup.com		
Title I Administrator Name	Glenda Spiece	Email	Glenda.Spiece@leonagroup.com		
Principal	Dawn Starks	Email	Dawn.Starks@leonagroup.com		
Mailing Address	4615 Werling Drive	City	Fort Wayne	Zip Code	46806
Telephone	260-441-8727	Fax	260-441-9357		
Total Funding Request	\$811,110				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

1003(g) LEA application released	May 27 th , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 th at 2 pm May 29 th at 10 am
Open calls for prospective schools	June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm
Technical assistance for prospective schools	June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm

LEA applications due	July 7 th , 2015
Preliminary award notification	August 12 th , 2015

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.

- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

The LEA must check each waiver that the LEA will implement

- "Starting over" in the school improvement timeline for 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 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: Dawn Stauls Date: 7/7/15

Title I Administrator Signature: Gilda S. Spier Date: 7/7/15

Principal Signature: Dawn Stauls Date: 7/7/15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mrs. Dawn Starks	School Leader
Ms. Eulia Kilgore	Instructional Coach
Mrs. Glenda Spiece	Title One Coordinator
Mrs. Erika Gerkman	Grants Director
Mr. Steve Bollier	Superintendent
Mrs. Lindsay Omlor	Director of Charter Schools for Trine University
Mrs. Tamasha James	Educational Coordinator for The Leona Group

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA’s application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Eight Step Continuous Process	6/8/15 8:00am – 2:00pm		15	1				We discussed and planned the next steps in transforming the school in connection with the School Improvement Grant.
School-Wide Discipline Plan	6/9/15 8:00am – 12:00pm		15	1				We discussed and planned the next steps in transforming the school in connection with the School Improvement Grant.
Design Teams: The Davenport System	6/10/15 8:30am – 3:00pm		15	1				We discussed and planned the next steps in transforming the school in connection with the School Improvement Grant.
1003(g) SIG Grant	6/18/15 9:00am-1:00pm				1	1		We discussed and planned the next steps in transforming the school in connection with the School Improvement Grant.
Transforming Timothy L. Johnson Academy	6/8/15 – 6/19/15 9:00am – 3:00pm	115						Personal calls were made to families and we discussed the next steps in transforming the school in connection with the School Improvement Grant.

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?

Subgroup Achievement Indicators

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

- How was input incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input	
Family	School staff called individual families and shared the plans for the upcoming school year including plans for the use of The SIG grant. The emphasis is on the strong instructional focus to improve our school letter grade.
Community	Community partnerships are being strengthened to populate our new building. Headstart and the Boy's and Girl's Club are aware of our desire to raise our school letter grade. The integration of community partnerships will strengthen this process.

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	58%	60	High -The majority of our population is African American. So, the percentages of all students would be comparable to our African American population. There's a need for behavioral supports and differentiated instruction to support learning needs.	72%	77%	85%	90%	100%
African American	57%	53	High -The majority of our population is African American. A significant number are 2-3 years behind academically on standardized assessments	72%	77%	85%	90%	100%
Asian/Pacific Islander								
Hispanic								
White								
Students with Disabilities								
LEP								
Free/Reduced Lunch	57%	58	Moderate -The majority of our population receives free/reduced lunch. So, the percentages of all students would be comparable to our students that receive free/reduced lunch population.	72%	77%	85%	90%	100%
Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	49.5%	50	High -The majority of our population is African American. So, the percentages of all students would be comparable to our African American population. There's a need for behavioral supports and differentiated instruction to support learning needs.	72%	77%	85%	90%	100%
African American	47.75	43	High -The majority of our population is African American. A significant number are 2-3 years behind academically on standardized assessments	72%	77%	85%	90%	100%
Asian/Pacific Islander								
Hispanic								
White								
Students with Disabilities								
LEP								
Free/Reduced Lunch	47.75%	47	Moderate - The majority of our population receives free/reduced lunch. So, the percentages of all students would be comparable to our students that receive free/reduced lunch population.	72%	77%	85%	90%	100%

Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed

Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
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 Priority School
Timothy L. Johnson Academy	K-6	Priority	Transformation	

Part 4: Needs Assessment and Goals

Complete the table below for each available subgroup that did *not* pass in English/language Arts and/or mathematics.

This section identifies the school's needs assessment and goals – there is not a "required" number of subgroups which should be designated as "High, Med, Low" Risk.

Complete the table below for your **overall student population**.

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	66.2%	50%	40%	30%	0%	0%
Percent of students proficient on ISTEP (ELA) (3-8)	46.2%	40%	30%	20%	0%	0%
Percent of students proficient on ISTEP (Math) (3-8)	56.9%	50%	40%	30%	0%	0%
Percent of students proficient on IREAD (Spring Test Only) (3)	44%	40%	30%	20%	0%	0%

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	180 days * 7 hours * 60	180 days * 7				

	minutes = 75,600 minutes	hours * 60 minutes = 75,600 minutes	hours * 60 minutes = 75,600 minutes	hours * 60 minutes = 75,600 minutes	hours * 60 minutes = 75,600 minutes	hours * 60 minutes = 75,600 minutes
2. Number of daily minutes of math instruction	60	90	90	90	90	90
3. Number of daily minutes of EL/A instruction	90	120	120	120	120	120
4. Dropout rate – HS only						
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	94.78%	96%	97%	98%	99%	100%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only						
7. Number of students completing dual enrollment classes – HS only						
8. Number of individual students who completed BOTH an, advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only						
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	LSD SS	LSD SS BAS	LSD BAS	LSD BAS	LSD BAS	LSD BAS
10. Discipline incidents – number of suspensions and/or expulsions	422	322	222	150	100	0
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	0	0	0	0	0	0
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HE].)	IN - 2 IMP - 4 E - 4 HE - 2	IN - 0 IMP - 2 E - 6 HE - 4	IN - 0 IMP - 0 E - 8 HE - 6	IN - 0 IMP - 0 E - 6 HE - 8	IN - 0 IMP - 0 E - 4 HE - 10	IN - 0 IMP - 0 E - 2 HE - 12
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	91%	93%	95%	97%	99%	99%

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

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 above and address the subgroup needs identified.**

Instructional Programs	
LEA analysis	Timothy L. Johnson presents significant concerns in the following ELA and Math areas: a) the curriculum/pacing guides are not implemented in at least 80% of classrooms; b) as delivered, instruction is not focused on core learning objectives; c) the pace of instruction/lessons and content delivery lacks the appropriate rigor and challenge; d) instructional activities lack variety and/or limited use of differentiated strategies to engage a wide range of student interests, abilities and learning needs.
Justification for Selected Interventions (include alignment to model chosen)	<p>Timothy L. Johnson Academy has gone through many changes in staffing and leadership the last several years. There has not been a consistent expectation from teachers for lesson planning, curriculum mapping, data analysis, and student expectations for quality work. A planning guide with a curriculum focus is needed to plan instruction.</p> <p>To transform Timothy L. Johnson Academy, a detailed analysis of all areas is needed to insure we are impacting students at all levels. This means reevaluating our curriculum as well as our data. Structures need to be in place to insure teachers are following the expected Instructional Framework. Teacher evaluations will insure this is happening. Teachers will common plan and analyze data for student growth. Teachers will be evaluated by daily walkthroughs and supports will be provided as needed to impact student instruction. Staff has been trained on the 8 step process and this framework will be reinforced through the year.</p>

School Leadership	
LEA analysis	Timothy L. Johnson's school leadership lacks clarity regarding staffing decisions. Roles and responsibilities are not clearly defined. There is a lack of authority from the School Leader regarding holding staff accountable for student achievement. Roles and responsibilities between the management company and the school are unclear. The School Leader is not involved in monitoring the effectiveness of Professional Development.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>The former school leadership did not have the experience or expertise to make effective change for Timothy L. Johnson Academy. Timothy L. Johnson Academy has gone through numerous leaders with little background on the turnaround process for a school.</p> <p>This new school leader comes in with experience in turning around two public school programs going from a D grade to an A grade. The school leader will provide operational flexibility in the areas of scheduling, staff, curriculum and budget. The school leader will develop and promote a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p>
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<p>School Infrastructure</p>	
<p>LEA analysis</p>	<p>Timothy L. Johnson's routines are not consistent and have not been clearly communicated to students. Consistent policies regarding discipline have not been established and clearly communicated. A lack of clarity regarding the school's vision and mission amongst staff, students and parents was observed. Behavior management throughout the school is not evident, consistent, and is impacting the effectiveness of classroom instruction.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Timothy L. Johnson has minimal evidence of staff evaluations, based on individual performance was presented. A clearly defined process for staffing has not been communicated to all stakeholders and takes place too late in the year. Regular information regarding student academic progress is not presented to students and parents on a routine basis.</p> <p>Timothy L. Johnson will develop and communicate clear non-negotiables to staff both verbally and in writing. A clearly defined process for staffing will be communicated to all stakeholders. Culturally Responsive Positive Behavior Intervention System training will be provided to all stakeholders.</p>

Part 5: Selection of Improvement Model

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, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

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

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
Based on our priority status as a result of data of student performance, growth and conversations with staff members, the Transformational Model was selected as the most appropriate fit for Timothy L. Johnson Academy. The Transformational Model will enhance the efforts to improve teacher effectiveness with quality professional development. When we look at overall student data, the need is there for instructional support.	The majority of our population is African American students that receive free/reduced lunch. When we look at 57% of our African American students passing ELA ISTEP+ and 47.75% passing Math ISTEP+, the need is for stronger instructional supports in the classroom. The transformational model will allow us to provide teachers the opportunity to review data regularly to inform instruction.	When we look at 66.2% of our students did not pass both ELA and Math ISTEP+, we are committed to focused instruction based on individual student needs, and specific areas in need of growth will be addressed.	We are adding an additional 30 minutes of focused small group instruction for Math and ELA. We will begin our tiered differentiated instructional supports for remediation and enrichment in ELA and Math.

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

The transformation model will create teacher change by providing additional funding for professional development resources and training. Professional development will be based on researched-based instructional practices that will equip teachers to collaborate and analyze student performance data to increase student achievement. We will begin the 2015-16 school year with 5 professional development days to focus on using the Eight-Step Process to create standards based lesson plans and assessments. We will provide job-embedded professional development based on student assessment data and weekly classroom observations. Teacher change will continue to occur when teachers allow student data to drive their instruction.

The transformation model will create principal change by providing operational flexibility and sustained support to our new principal. She has experience in transforming a school and she will implement the rigorous RISE Evaluation Model to support and retain effective and highly effective staff members. Our new principal will use the additional funding from the School Improvement Grant to provide incentives to effective and highly effective staff members. She will implement Culturally Responsive Positive Behavior and Intervention System to transform the culture at Timothy L. Johnson Academy.

The transformation model will create student change when teachers have data talks with each student at Timothy L. Johnson Academy. Students will begin to understand the connection between instruction and assessments. Student change will occur once students meet expectations and then set new goals to increase their performance. Students will use data folders or binders to track their data. Teachers and students will share data with families.

Part 5a: Selection of Improvement Model – SMART GOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).
 These goals will drive your entire grant.

SMART Culture Goal

Timothy L. Johnson Academy staff will provide a safe learning environment for all students and all students will receive a quality education and encouraged to be a contributing member of society.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
<p>By June 2016, Timothy L. Johnson Academy will raise 3rd – 6th reading proficiency by 10% as measured by ISTEP+ with targeted instruction in comprehending literary text.</p>	<p>By June 2016, Timothy L. Johnson Academy will raise 3rd – 6th math proficiency by 10% as measured by ISTEP+ with targeted instruction on data analysis, problem solving and geometry.</p>	

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.

Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility	The school board hired a new principal for Timothy L. Johnson Academy to begin full time June 8, 2015.	Phase one (1st quarter) June 2015	The school board interviewed Dawn Starks in May of 2015. The school board hired Dawn Starks.	
Building Culture	Staff created a system-wide behavior plan.	June 9, 2015	Staff members will receive training on how to support the social, emotional and learning needs of our students at Timothy L. Johnson Academy.	
	Staff will participate in a Culturally Responsive Positive Behavior in School Intervention training.	August 3, 2015		
Instructional Programs	Teachers and Instructional Assistants will implement the Eight-Step Process Continuous Improvement Model. Teachers will attend weekly data meetings and make necessary adjustments to instruction.	August 2015 – October 2015	Staff members will collaborate to plan and implement lessons and interventions based on beginning of year Eight Step Process data, Acuity, DIBELS, mCLASS Math and ISTEP+ data.	
Effectiveness of staff and recruitment/ retainment of staff	The principal will implement the RISE Evaluation Model with a quarterly focus feedback evaluation and summative review for the year.	August 2015 –October 2015	Staff members will receive training on the RISE Evaluation Model and meet with principal to receive timely feedback.	\$5000
Professional Development	Teachers will receive professional development based on student performance data and instructional strategies.	August 2015 –October 2015	Staff members will receive job-embedded professional development to improve instructional practices.	\$18000
Family and Community Engagement	Create a Family and Community Engagement Calendar	August 2015 – September 2015	Recruit parents and community members to organize monthly family and community events.	

Professional Development	Teachers will receive professional development based on student performance data and instructional strategies.	Phase two (2nd quarter) October 2015 – December 2015	Staff members will receive job-embedded professional development based on beginning of year instructional concerns and assessment data.	\$3000
Instructional Programs	Teachers and Instructional Assistants will attend weekly data meetings and make necessary adjustments to instruction.	Phase three (3rd quarter) January 2016 – March 2016	Staff members will collaborate to plan and implement lessons and interventions based on middle of year Eight Step Process data, Acuity, DIBELS, mCLASS Math and ISTEP+ data.	
Professional Development	Teachers will receive professional development based on student performance data and instructional strategies.	January 2016 – March 2016	Staff members will receive job-embedded professional development based on middle of year instructional concerns and assessment data.	
Building Culture	Complete a survey about the culture at Timothy L. Johnson Academy and analyze data	Phase four (4th quarter) March 2016 – June 2016	Our Culturally Responsive Positive Behavior Intervention System Team will analyze suspension and survey data and share data with stakeholders.	\$5000
Family and Community Engagement	Complete a survey about the family and community engagement events	April 2016	Stakeholders will meet to analyze survey data and plan upcoming events.	

Effectiveness of staff and recruitment/ retainment of staff	Partnerships with local colleges and universities will provide an opportunity for recruitment and Staff Development.	Phase five (summer 2016)	University interns will become potential HQ teachers at TLJA.	115,000
Instructional Programs				
Professional Development				

Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the 3-year implementation plan. EACH principle in the “guidance document” MUST have action steps, person(s) responsible, implementation pieces for each year, and budgeted items – all REQUIRED FEDERAL PIECES and IN CONDITIONS must be included in this section. 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.

Please see the “guidance document” for required federal pieces, IN conditions, samples, details, and more information.

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Develop and increase teacher and school leader effectiveness					
Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort	Hired new school leader Dawn Starks on June 8, 2015.				
Redesign the current leadership	Roles and responsibilities of all	Leadership team members will attend	Leadership team members will attend	Leadership team members will attend	

structure to create a building-side team	<p>leadership members will be defined verbally and in writing.</p> <p>Conduct weekly leadership meeting and provide an agenda and minutes for each meeting -School Leader, Instructional Coach</p>	weekly leadership meeting, discuss and implement school improvement goals.	weekly leadership meeting, discuss and implement school improvement goals.	weekly leadership meeting, discuss and implement school improvement goals.	
Implement rigorous, transparent, and equitable evaluation and support system for teachers and principal involvement	Teachers will be evaluated daily by the school leader. There will be a more detailed quarterly evaluation and an end of year summative evaluation.	Teachers will be evaluated daily by the school leader. There will be a more detailed quarterly evaluation and an end of year summative evaluation.	Teachers will be evaluated daily by the school leader. There will be a more detailed quarterly evaluation and an end of year summative evaluation.	Teachers will be evaluated daily by the school leader. There will be a more detailed quarterly evaluation and an end of year summative evaluation.	
Identify and reward school leaders, teachers and other staff that implement the transformation model and increase student achievement	A merit pay stipend will be paid annually to teachers that show growth in their student's academic performance. Highly qualified and qualified teachers per the RISE rubric will receive this stipend.	A merit pay stipend will be paid annually to teachers that show growth in their student's academic performance. Highly qualified and qualified teachers per the RISE rubric will receive this stipend.	A merit pay stipend will be paid annually to teachers that show growth in their student's academic performance. Highly qualified and qualified teachers per the RISE rubric will receive this stipend.	A merit pay stipend will be paid annually to teachers that show growth in their student's academic performance. Highly qualified and qualified teachers per the RISE rubric will receive this stipend.	10,000
Provide collaboration time for staff to analyze data and respond to learning needs of students	<p>Implement common planning time within the weekly schedule for planning and data meetings -Teachers and Instructional Assistants</p> <p>Create a system-wide</p>	<p><u>Common Planning Time</u> Redesign school schedule to allow for 60 minutes of common planning time by grade levels 1 day each week</p> <p><u>Data Meeting</u> Redesign staff</p>	<p><u>Common Planning Time</u> Continue with 60 minutes of common planning time by grade levels 1 day each week</p> <p><u>Data Meeting</u> Continue with 30 minutes</p>	<p><u>Common Planning Time</u> Continue with 60 minutes of common planning time by grade levels 1 day each week</p> <p><u>Data Meeting</u> Continue with 30</p>	

	<p>school data and individual student data</p> <p>-School Leader, Instructional Coach, Teachers</p>	<p>schedule to allow for 30 minutes before school 1 day each week to analyze student assessment data. Each data meeting will have a focus related to school goals and student needs. The school leader and instructional coach will attend each data meeting.</p>	<p>week to analyze student assessment data. Each data meeting will have a focus related to school goals and student needs. The school leader and instructional coach will attend each data meeting.</p>	<p>day each week to analyze student assessment data. Each data meeting will have a focus related to school goals and student needs. The school leader and instructional coach will attend each data meeting.</p>	
<p>Implement staff recommitment process to substantially different working conditions.</p>	<p>Revise staff handbook to include school improvement commitment goals, meet and discuss expectations on July 30, 2015.</p>	<p>Review school improvement commitment goals and discuss expectations.</p>	<p>Review school improvement commitment goals and discuss expectations.</p>	<p>Review school improvement commitment goals and discuss expectations.</p>	
<p>Establish a comprehensive system to support new, struggling teachers with content and pedagogy.</p>	<p>Create and complete a needs assessment for new and struggling teachers.</p> <p>The instructional coach will provide support with professional development and instructional resources.</p> <p>Implement a system of peer support and assistance to foster the needs of educators during our weekly staff meetings.</p> <p>-Teachers and</p>	<p>The instructional coach will continue to provide support with professional development and instructional resources.</p> <p>Continue a system of peer support and assistance to foster the needs of educators during our weekly staff meetings.</p>	<p>The instructional coach will continue to provide support with professional development and instructional resources.</p> <p>Continue a system of peer support and assistance to foster the needs of educators during our weekly staff meetings.</p>	<p>The instructional coach will continue to provide support with professional development and instructional resources.</p> <p>Continue a system of peer support and assistance to foster the needs of educators during our weekly staff meetings.</p>	

	Instructional Coach				
Creating hiring timelines and processes to effectively recruit highly qualified teachers able to effectively conduct turnaround work	Partnerships with local colleges and universities will provide an opportunity for recruitment and Staff Development.	Partnerships with local colleges and universities will provide an opportunity for recruitment and Staff Development.	Partnerships with local colleges and universities will provide an opportunity for recruitment and Staff Development.	Partnerships with local colleges and universities will provide an opportunity for recruitment and Staff Development.	
Ensure ineffective teachers are not assigned or reassigned to the school	University interns will become potential HQ teachers at TLJA.	University interns will become potential HQ teachers at TLJA.	University interns will become potential HQ teachers at TLJA.	University interns will become potential HQ teachers at TLJA.	
Comprehensive Instructional Reform Strategies					
Implement 8-Step Process	<p>Trained staff members on the 8-Step Continuous Improvement Process</p> <p>Create Instructional Calendars for 8-Step Continuous Improvement Process on 7/22/2015.</p> <p>Implement 8 –Step Process Instructional Focus for reading and math in every classroom. Assess students and group students for enrichment,</p>	<p>Review Instructional Calendars for 8-Step Continuous Improvement Process.</p> <p>Continue implementing 8 –Step Process Instructional Focus for reading and math in every classroom. Assess students and group students for enrichment, maintenance and tutorials.</p> <p>-Teachers, Instructional Assistants, School Leader, Instructional Coach</p>	<p>Review Instructional Calendars for 8-Step Continuous Improvement Process.</p> <p>Continue implementing 8 –Step Process Instructional Focus for reading and math in every classroom. Assess students and group students for enrichment, maintenance and tutorials.</p> <p>-Teachers, Instructional Assistants, School Leader, Instructional Coach</p>	<p>Review Instructional Calendars for 8-Step Continuous Improvement Process.</p> <p>Continue implementing 8 –Step Process Instructional Focus for reading and math in every classroom. Assess students and group students for enrichment, maintenance and tutorials.</p> <p>-Teachers, Instructional Assistants, School Leader, Instructional Coach</p>	\$10,000

	enrichment, maintenance and tutorials. -Teachers, Instructional Assistants, School Leader, Instructional Coach				
Conduct Formative Assessment Development and Training	Trained staff member on Data Driven Decision Making on June 10, 2015. Create formative assessments for the 8-Step Continuous Improvement Process. -School Leader, Teachers, Instructional Coach	Continue using assessments for the 8-Step Continuous Improvement Process.	Continue using assessments for the 8-Step Continuous Improvement Process.	Continue using assessments for the 8-Step Continuous Improvement Process.	\$15,000 \$3,000
Promote the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students. Analyze formative and summative assessments to respond to student academic, behavioral, and social needs.	Conducted end-of-year data meeting with teachers and analyzed DIBELS, mCLASS, Acuity and IREAD-3 assessment data on June 4 and 5, 2015. Conducted behavioral and social data analysis meeting on June 10, 2015, to discuss suspension and behavioral goals. Train staff member on Culturally Responsive Positive Behavior	We will conduct BOY, MOY and EOY assessments. Implement Culturally	We will conduct BOY, MOY and EOY assessments.	We will conduct BOY, MOY and EOY assessments.	

	<p>Intervention System on 7/30/2015_____.</p> <p>Conduct weekly data meeting with teachers to analyze formative and summative classroom and district level assessments. -School Leader, Teachers and Instructional Coach</p>	<p>Responsive Positive Behavior Intervention System School-wide and analyze behavioral data.</p> <p>Continue weekly data meeting with teachers to analyze formative and summative classroom and district level assessments.</p>	<p>Implement Culturally Responsive Positive Behavior Intervention System School-wide and analyze behavioral data.</p> <p>Continue weekly data meeting with teachers to analyze formative and summative classroom and district level assessments.</p>	<p>Implement Culturally Responsive Positive Behavior Intervention System School-wide and analyze behavioral data.</p> <p>Continue weekly data meeting with teachers to analyze formative and summative classroom and district level assessments.</p>	
<p>Create an intervention plan for students who are behind academically</p>	<p>Analyze 8-Step Continuous Process assessment data, create 30 minute ELA and Math intervention lessons for students in grades K -6th grade.</p> <p>Hire certified Instructional Reading Interventionists</p> <p>Provide after school tutoring</p> <p>-Teachers, Instructional Assistants</p>	<p>Implement 30 minutes of ELA and Math interventions for students in grades K-6th grade.</p>	<p>Implement 30 minutes of ELA and Math interventions for students in grades K-6th grade.</p>	<p>Implement 30 minutes of ELA and Math interventions for students in grades K-6th grade.</p>	<p>\$400,000</p> <p>\$20,000</p>
<p>Using and integrating technology-based supports and interventions as part of the instructional program</p>	<p>Implement the use of Reading A-Z instructional resources and assign RAZ-Kids leveled readers for students to use at home and school in grades K-</p>	<p>Continue implementing the use of Reading A-Z instructional resources and assigning RAZ-Kids leveled readers for students to use at home and school in grades K-6th.</p>	<p>Continue implementing the use of Reading A-Z instructional resources and assigning RAZ-Kids leveled readers for students to use at home and school in grades K-6th.</p>	<p>Continue implementing the use of Reading A-Z instructional resources and assigning RAZ-Kids leveled readers for students to use at home and school in grades K-</p>	

	<p>6th.</p> <p>Train teachers on how to use the IXL Math instructional resources and assign IXL Math lessons for students to use at home and school.</p> <p>Implement the use of Acuity Instructional Resources during reading and math stations/centers in grades 3rd – 6th.</p> <p>Implement the use of Starfall reading foundational resources during small reading groups in grades K-2.</p> <p>Implement the use of Encyclopedia Britannica Online for Science and Social Studies research at home and school.</p> <p>Updated Technology will be purchased for each classroom to be able to use the most up to date programs and take the state assessments.</p>	<p>Continue implementing the use of Acuity Instructional Resources during reading and math stations/centers in grades 3rd – 6th.</p> <p>Continue implementing the use of Starfall reading foundational resources during small reading groups in grades K-2.</p> <p>Continue implementing the use of Encyclopedia Britannica Online for Science and Social Studies research at home and school.</p> <p>Updated Technology will be purchased for each classroom to be able to use the most up to date programs and take the state assessments.</p>	<p>Continue implementing the use of Acuity Instructional Resources during reading and math stations/centers in grades 3rd – 6th.</p> <p>Continue implementing the use of Starfall reading foundational resources during small reading groups in grades K-2.</p> <p>Continue implementing the use of Encyclopedia Britannica Online for Science and Social Studies research at home and school.</p> <p>Updated Technology will be purchased for each classroom to be able to use the most up to date programs and take the state assessments.</p>	<p>6th.</p> <p>Continue implementing the use of Acuity Instructional Resources during reading and math stations/centers in grades 3rd – 6th.</p> <p>Continue implementing the use of Starfall reading foundational resources during small reading groups in grades K-2.</p> <p>Continue implementing the use of Encyclopedia Britannica Online for Science and Social Studies research at home and school.</p> <p>Updated Technology will be purchased for each classroom to be able to use the most up to date programs and take the state assessments.</p>	<p>203110</p>
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Implement a culturally-competent support system to improve safety, reduce suspensions, increase attendance and support all students	A Positive Behavior System will be implemented with a school wide behavior plan. A consistent approach throughout the building will provide the needed supports.	A Positive Behavior System will be implemented with a school wide behavior plan. A consistent approach throughout the building will provide the needed supports.	A Positive Behavior System will be implemented with a school wide behavior plan. A consistent approach throughout the building will provide the needed supports.	A Positive Behavior System will be implemented with a school wide behavior plan. A consistent approach throughout the building will provide the needed supports.	
Implement a school-wide "Response to Intervention" model	Create a Response to Intervention plan and monitor implementation	Review Response to Intervention plan and monitor implementation	Review Response to Intervention plan and monitor implementation	Review Response to Intervention plan and monitor implementation	
Provide staff ongoing, high-quality job-embedded professional development that is aligned with Timothy L. Johnson Academy's comprehensive instructional program	Create a professional development calendar for the 2015-16 school year with 5 days prior to the beginning of the school year and build professional development into weekly staff meetings and conduct bi-monthly full day professional development meetings.	Implement instructional strategies from each professional development meeting to increase student achievement.	Implement instructional strategies from each professional development meeting to increase student achievement.	Implement instructional strategies from each professional development meeting to increase student achievement.	
Hire a parent/community engagement specialist who can focus on individual students and families, and who can plan monthly reach-out to families	Revise the role and responsibilities of the Parent in Action position. Create a family and community calendar for the 2015-16 school year.	Conduct monthly family and community events.	Conduct monthly family and community events.	Conduct monthly family and community events.	\$40,000

student progress, and areas needing support	Conduct parent/teacher conferences every quarter, send home weekly newsletters, send home progress reports each quarter and make phone calls to families.	Continue conducting parent/teacher conferences every quarter, send home weekly newsletters, send home progress reports each quarter and make phone calls to families.	Continue conducting parent/teacher conferences every quarter, send home weekly newsletters, send home progress reports each quarter and make phone calls to families.	Continue conducting parent/teacher conferences every quarter, send home weekly newsletters, send home progress reports each quarter and make phone calls to families.	
Give the school operational flexibility to fully implement a comprehensive approach to substantially improve student achievement outcomes	Provide the principal the authority and autonomy to hire, manage teacher placement, budget, and school schedule Define the district role in the school SIG planning process Designate central office staff member to be part of the SIG process	Provide the principal the authority and autonomy to hire, manage teacher placement, budget, and school schedule Define the district role in the school SIG planning process Designate central office staff member to be part of the SIG process	Provide the principal the authority and autonomy to hire, manage teacher placement, budget, and school schedule Define the district role in the school SIG planning process Designate central office staff member to be part of the SIG process	Provide the principal the authority and autonomy to hire, manage teacher placement, budget, and school schedule Define the district role in the school SIG planning process Designate central office staff member to be part of the SIG process	\$100,000
Ensure that the school receives ongoing, technical assistance and related support from the LEA, the SEA, or a designated external lead	Reallocate resources to increase support for direct instruction of students at-risk of failure Implement a culturally competent tiered	Reallocate resources to increase support for direct instruction of students at-risk of failure Implement a culturally competent tiered system of support focused on	Reallocate resources to increase support for direct instruction of students at-risk of failure Implement a culturally competent tiered system of support focused on	Reallocate resources to increase support for direct instruction of students at-risk of failure Implement a culturally competent tiered system of support focused on	\$25,000

partner organization.	system of support focused on student psycho-social health (we currently have a partnership with Meridian)	student psycho-social health (we currently have a partnership with Meridian)	student psycho-social health (we currently have a partnership with Meridian)	student psycho-social health (we currently have a partnership with Meridian)	
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Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership	Maintain the roles and responsibilities of the leadership team. -Leadership Team	Phase one (1 st quarter)		
Maintaining Culture	Implement Culturally Responsive Positive Behavior Intervention Systems school-wide -School Leader, Teachers, Instructional Assistant, Instructional Coach		Staff members will implement Culturally Responsive Positive Behavior Intervention Systems to support the social, emotion and learning needs of our students at Timothy L. Johnson Academy.	
Effectiveness of staff and retainment of staff	Implement the RISE Evaluation model with a quarterly focus feedback evaluation and summative review for the year. -School Leader, Teachers	Phase two (2 nd quarter)	Staff will be evaluated by the school leader and support will be provided based on individual evaluations.	
Professional Development	Teachers will receive professional development based on student performance data and instructional strategies.		Staff members will receive job-embedded professional development based on beginning	

	-School Leader, Teachers, Instructional Coach and Instructional Assistants		of year instructional concerns and assessment data.	
Leadership	Maintain the roles and responsibilities of the leadership team. -Leadership Team	Phase three (3 rd quarter)	Leadership team members will attend weekly leadership team meetings to make data-driven decisions about Timothy L. Johnson Academy.	
Instructional Programs	Implement the 8-Step Continuous Process attend weekly data meetings to make necessary adjustments to instruction. -Teachers		Staff members will collaborate to plan and implement lessons and interventions based on middle of year 8-Step Process data, Acuity, DIBELS, mCLASS Math and ISTEP+ data.	
Professional Development	Teachers will receive professional development based on student performance data and instructional strategies. -School Leader, Teachers, Instructional Coach and Instructional Assistants		Staff members will receive job-embedded professional development based on middle of year instructional concerns and assessment data.	
Maintaining Culture	Survey all stakeholders and analyze survey data	Phase four (4 th quarter)	The leadership team will compile survey data and disseminate to staff.	
Family and Community Engagement	Maintain monthly family and community engagement events. -PTO/PTA		The PTO/PTA will meet monthly to plan for monthly family and community engagement events.	

Effectiveness of staff and retainment of staff	Merit pay can be earned by staff for student growth and school letter grade improvement.	Phase five (summer 2016)	Merit pay can be earned by staff for student growth and school letter grade improvement.	
Instructional Programs	The 8 step process will be implemented by all staff members.		The 8 step process will be implemented by all staff members.	
Professional Development	All staff members will participate in weekly professional development.		All staff members will participate in weekly professional development.	

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – indicate what areas and interventions the district plans to sustain **AFTER** grant funding, and with what funds the district plans to sustain said interventions.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership Maintaining Culture	The district will support- Maintain the roles and responsibilities of the leadership team. -Leadership Team Implement Culturally Responsive Positive Behavior Intervention Systems school-wide -School Leader, Teachers, Instructional Assistant, Instructional Coach	Phase one (1 st quarter)	The district will support- Staff members will implement Culturally Responsive Positive Behavior Intervention Systems to support the social, emotion and learning needs of our students at Timothy L. Johnson Academy.	
Effectiveness of staff and retainment of staff Professional Development	Implement the RISE Evaluation model with a quarterly focus feedback evaluation and summative review for the year. -School Leader, Teachers Teachers will receive professional development based on student performance data and instructional strategies. -School Leader, Teachers, Instructional Coach and Instructional Assistants	Phase two (2 nd quarter)	Staff will be evaluated by the school leader and support will be provided based on individual evaluations. Staff members will receive job-embedded professional development based on beginning of year instructional concerns and assessment data.	

<p>Leadership</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>Maintain the roles and responsibilities of the leadership team. -Leadership Team</p> <p>Implement the 8-Step Continuous Process attend weekly data meetings to make necessary adjustments to instruction. -Teachers</p> <p>Teachers will receive professional development based on student performance data and instructional strategies. -School Leader, Teachers, Instructional Coach and Instructional Assistants</p>	<p>Phase three (3rd quarter)</p>	<p>Leadership team members will attend weekly leadership team meetings to make data-driven decisions about Timothy L. Johnson Academy.</p> <p>Staff members will collaborate to plan and implement lessons and interventions based on middle of year 8-Step Process data, Acuity, DIBELS, mCLASS Math and ISTEP+ data.</p> <p>Staff members will receive job-embedded professional development based on middle of year instructional concerns and assessment data.</p>	
<p>Maintaining Culture</p> <p>Family and Community Engagement</p>	<p>Survey all stakeholders and analyze survey data</p> <p>Maintain monthly family and community engagement events. -PTO/PTA</p>	<p>Phase four (4th quarter)</p>	<p>The leadership team will compile survey data and disseminate to staff.</p> <p>The PTO/PTA will meet monthly to plan for monthly family and community engagement events.</p>	
<p>Effectiveness of staff and retainment of staff</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>Merit pay can be earned by staff for student growth and school letter grade improvement.</p> <p>The 8 step process will be implemented by all staff members.</p> <p>All staff members will participate in weekly professional development.</p>	<p>Phase five (summer 2016)</p>	<p>Merit pay can be earned by staff for student growth and school letter grade improvement.</p> <p>The 8 step process will be implemented by all staff members.</p> <p>All staff members will participate in weekly professional development.</p>	

Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.

A portfolio will be created that displays artifacts from our primary focus of effective instruction. It will display evidence of steps implemented and positive outcomes.

Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as **required**, evidence pieces listed below are recommended.

LEA Capacity Task

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 ends.</p>	<p>TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if</i> 	<p>TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.</p>

<p><i>additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></p>	
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>There is not a teacher union.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.</p>

In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment.

Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X		School Leader and School Board will closely monitor.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		School Leader and School Board will closely monitor.
3. School's SIG plan addresses needs of all students and subgroup populations.	X		Yes, the majority of the population is of one subgroup.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		School Leader and School Board will closely monitor.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		X	
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.		X	There have not been any negative findings.
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.	X		We have our books audited annually.
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	We have not had an excess carry-over.

Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.
(d) 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.	TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.
(e) 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 approval from IDOE.	TLJA is working with Trine University and the Leona group. They have monitors in place to insure this process.

Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system) – COMPLETE ALL TABS in the spreadsheet (***total funding tab will populate on its own. You do not need to complete this tab.***)

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding – *indicating what areas and interventions the district plans to sustain AFTER grant funding.* Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.

SY 2015-2016		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					5,000				48,620		53620
21000	Support Services - Student					100,000						100000
22100	Improvement of Instruction (Professional Development)					23,000				17,825		40825
22900	Other Support Services				10,000							10000
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	0	0	0	10000	128000	0	0	0	66445	0	
											Total Budget	204445

Supplies	Property: Technology
	22100: 1 document camera per classroom for student instruction and modeling; 4 additional LCD projectors for student instruction while using iPad or Chromebooks; 15 iPad Air 2 to support individual student assessments 11000: 1 multimedia and table storage per classroom for security purposes (7,150); 30 networked lab computer for student work and assessment (31,470); Software/Subscription license to support instruction and curriculum (10,000)
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing
21000: Contracted by EMO for 2.5 certified staff to serve as interventionist; To support Culturally Responsive Positive Behavior and Intervention System (18,000); Teacher Effectiveness Incentives (5,000)	11000: After-school programs 22900: 1 Parent Liason staff member to plan and implement family and community events

SY 2016-2017		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					5000				55,195		60195
21000	Support Services - Student					100000						100000
22100	Improvement of Instruction (Professional Development)					3300				8000		11300
22900	Other Support Services				10000							10000
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	0	0	0	10000	108300	0	0	0	63195	0	
											Total Budget	181495

Supplies	Property: Technology
	11000: 30 Classroom laptops for class work and assessments (29,970); 15 Portable Laptop Carts for research(5,250); iPad Air 2 to support individual student assessments(11,975); Software/Subscription license to support instruction and curriculum (8,000) 22100: 1 Interactive Whiteboards for student and teacher use in every classroom
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing
21000: Contracted by EMO for 2.5 certified staff to serve as interventionist; To support Culturally Responsive Positive Behavior and Intervention System (18,000); Teacher Effectiveness Incentives (5,000) 11000: After-school programs (5,000)	22900: 1 Parent Liason staff member to plan and implement family and community events

SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					5000				37970		42970
21000	Support Services - Student					100000						100000
22100	Improvement of Instruction (Professional Development)					3300				21500		24800
22900	Other Support Services				10000					14000		24000
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	0	0	0	10000	108300	0	0	0	73470	0	
											Total Budget	191770

Supplies	Property: Technology
	22100: Presentation Monitor for Distance Learning and modeling in the computer lab (3,500); 1 Desktop Computer for every classroom (18,000) 11000: 30 Classroom laptops for class work and assessments; Software/Subscription license to support instruction and curriculum (8,000) 22900: 2 Network Copiers for teacher and student use
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing
21000: Contracted by EMO for 2.5 certified staff to serve as interventionist; To support Culturally Responsive Positive Behavior and Intervention System (18,000); Teacher Effectiveness Incentives (5,000) 11000: After-school programs (5,000)	22900: 1 Parent Liason staff member to plan and implement family and community events

SY 2018-19		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction					5000						5000	
21000	Support Services - Student					100,000						100000	
22100	Improvement of Instruction (Professional Development)					3400						3400	
22900	Other Support Services				10000							10000	
25191	Refund of Revenue											0	
26000	Operation and Maintenance											0	
27000	Transportation											0	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	Column Totals	0	0	0	10000	108400	0	0	0	0	0		
												Total Budget	118400

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing
21000: Contracted by EMO for 2.5 certified staff to serve as interventionist; To support Culturally Responsive Positive Behavior and Intervention System (18,000); Teacher Effectiveness Incentives (5,000)	22900: 1 Parent Liason staff member to plan and implement family and community events
11000: After-school programs (5,000)	

SY 2019-20		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					5000						5000
21000	Support Services - Student					100000						100000
22100	Improvement of Instruction (Professional Development)											0
22900	Other Support Services				10000							10000
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	0	0	0	10000	105000	0	0	0	0	0	
											Total Budget	115000

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing
21000: Contracted by EMO for 2.5 certified staff to serve as interventionist; Teacher Effectiveness Incentives (5,000)	22900: 1 Parent Liason staff member to plan and implement family and community events

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	0	0	0	0	25000	0	0	0	141785	0	166785
21000	Support Services - Student	0	0	0	0	500000	0	0	0	0	0	500000
22100	Improvement of Instruction (Professional Development)	0	0	0	0	33000	0	0	0	47325	0	80325
22900	Other Support Services	0	0	0	50000	0	0	0	0	14000	0	64000
25191	Refund of Revenue	0	0	0	0	0	0	0	0	0	0	0
26000	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
27000	Transportation	0	0	0	0	0	0	0	0	0	0	0
33000	Community Service Operations	0	0	0	0	0	0	0	0	0	0	0
60100	Transfers (interfund)	0	0	0	0	0	0	0	0	0	0	0
	Column Totals	0	0	0	50000	558000	0	0	0	203110	0	
											Total Budget	811110

2020-2021 DISTRICT SUSTAINABILITY		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction											0	
21000	Support Services - Student											0	
22100	Improvement of Instruction (Professional Development)											0	
22900	Other Support Services											0	
25191	Refund of Revenue											0	
26000	Operation and Maintenance											0	
27000	Transportation											0	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	Column Totals	0	0	0	0	0	0	0	0	0	0		
												Total Budget	0

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing

0



SAMPLE

Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

School Improvement Grant (1003g)
BUDGET
Alignment of Other Funding
Sources to SIG Elements

Element of the Intervention	Intervention	Resources
FEDERAL RESOURCES		
Use of research-based instruction	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded staff development aligned to grant goals to assist English language learners	Turnaround Transformation Restart	Title III, Part A - LEP

Element of the Intervention	Intervention	Resources
STATE RESOURCES		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students	Turnaround Transformation Restart	High Ability Grant

Required Funding Alignment Section of Budget



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

School Improvement Grant (1003g)
BUDGET
Alignment of Other Funding
Sources to SIG Elements

Element of the Intervention	Intervention	Resources
FEDERAL RESOURCES		
See attached	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
See attached	Turnaround Transformation	Title II, Part A

Element of the Intervention	Intervention	Resources
STATE RESOURCES		

Title I : Charter Application

[Return to Application Center](#)

[Title I Website](#)



School Corp: **Timothy L Johnson Academy (9350)**

Application Year: **2016**

Status: **LEA Edit**

Date Started: **6/11/2015**

Sections Help Save Tasks Generate PDF

Total Allocation: **\$145,702.27**

Specialist: **Katie Dillon**



Save and Close

Total Program Budget

On this page you will find the overall total program budget for your district.

Acct	Expenditure Account	110 Salary Cert	120 Salary NonCert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services.	611-689 General Supplies	710-748 Property	910 Transfer	Total
11000	Instruction	0.00	0.00	0.00	0.00	65,000.00	0.00	0.00	1,552.27	8,000.00	0.00	\$74,552.27
17900	Non-Public Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
20000	Support Services - Student	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
22100	Improvement of Instruction	0.00	0.00	0.00	0.00	61,500.00	0.00	0.00	300.00	0.00	0.00	\$61,800.00
22900	Other Support Services:Admin for Title I program	0.00	0.00	0.00	0.00	8,250.00	0.00	0.00	0.00	0.00	0.00	\$8,250.00
25191	Refund of Revenue	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
26400	Operations and Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
27000	Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
33000	Community Service Operations	0.00	0.00	0.00	0.00	800.00	0.00	0.00	300.00	0.00	0.00	\$1,100.00
60100	Transfers (Choice Transport)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	\$0.00
	Sub-Total	\$0.00	\$0.00	\$0.00	\$0.00	\$135,550.00	\$0.00	\$0.00	\$2,152.27	\$8,000.00	\$0.00	\$145,702.27

Indirect Cost

Subtract the amount above 25,000 (per individual contracted service) from your total budget: **\$0.00**

60600

Current Indirect Cost as specified on the District Information section of this application: **0.00%**

Total after deducting Property (710-748) **\$137,702.27**

Total Available for Indirect Costs **\$0.00**

Amount of Indirect Cost to be used **\$0.00**

Grand Total After Indirect Cost **\$145,702.27**

Before you can submit the application, the total value in the total column must be at least 85% of the \$145,702.27 that is available for this year.

The CFDA number for the Title I Grant is:CFDA #84.010A

Transferability Section

Original Title II, Part A Allocation	\$10,448
Amount LEA wishes to transfer from Title II, Part A funds to Title I, Part A funds (If any) <i>*Note- LEAs may transfer up to 100% of their Title II, Part A funds to Title I, Part A. However, any nonpublic school equitable share(s) must be determined prior to the transferring of funds.</i>	- \$
New Allocation Amount for Title II, Part A	\$10448
Please indicate the Title I, Part A fiscal year that the FFY 2014 Title II, Part A funds will be used within	Title I, Part A FFY

Budget Section FFY 2014

(Project Period Date of Application Submission – 9/30/16)

Title II, Part A Categories (must use same categories selected on page 3)	Amount Budgeted Public Schools	Equitable services for Non-Public Schools	Total Amount Budgeted
Category One: Recruitment, Retention, Incentives, and Differentiated Pay Activities (Complete the corresponding sections on the following pages)	\$		\$
Category Two: Job-embedded Professional Development Activities (Complete the corresponding sections on the following pages)	\$	\$	\$10,448
Category Three: Class-size reduction, only if the following are true: (a) Reduction(s) are of a significant amount; (b) LEA presents clear need for class-size reduction with direct tie to increasing amount of student academic growth (Complete the corresponding sections on the following pages)	\$		\$
Training on Teacher Evaluation Systems (Complete the corresponding sections on the following pages)	\$		\$
Administration (maximum 3% of total original allocation)			\$
Indirect Cost <small>Please contact your school system Treasurer/Business Manager for your current LEA rate. If your LEA does not have a current rate, please contact your Title II-A Grant Specialist for information on applying for a new rate.</small>			\$
TOTAL (Must match the amount in the Transferability section above if your LEA has chosen to transfer funds)			\$10,448

LEA Name Timothy L. Johnson Academy LEA Number 9350

Itemized Professional Development Budget						
Anticipated Date(s)	Anticipated Number of Participants		Using the reference number (i.e. 1a., 2b. etc.), please check the Title II-A PD Authorized Activity(ies) that connect to your planned PD	Brief Description of Activity and Associated Costs (travel costs, substitutes, stipends, etc.)	*Out-of-State Activity	Amount
	Instructional	Administrative				
January 2015 – September 2015	25	1	1. <input type="checkbox"/> a. <input checked="" type="checkbox"/> b. 2. <input type="checkbox"/> a. <input checked="" type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d. <input checked="" type="checkbox"/> e. <input type="checkbox"/> f. 3. <input type="checkbox"/>	Implement effective teaching strategies to increase student achievement with instructional activities that contain a variety and/use of differentiated strategies to engage the wide range of student interests, abilities and learning needs. Includes 8 hrs. for staff stipends @ \$25/hr., materials/resources for staff (\$500)	<input type="checkbox"/> Yes	\$5500
January 2015 – September 2015	25	1	1. <input type="checkbox"/> a. <input checked="" type="checkbox"/> b. 2. <input checked="" type="checkbox"/> a. <input type="checkbox"/> b. <input checked="" type="checkbox"/> c. <input type="checkbox"/> d. <input type="checkbox"/> e. <input type="checkbox"/> f. 3. <input type="checkbox"/>	Using assessment results to influence instructional decisions and to guide instruction for a wide range of student learning abilities and activities. Includes 6 hrs for staff stipends @ \$25/hr, materials/resources for staff (\$1198)	<input type="checkbox"/> Yes	\$4948
			1. <input type="checkbox"/> a. <input type="checkbox"/> b. 2. <input type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d. <input type="checkbox"/> e. <input type="checkbox"/> f. 3. <input type="checkbox"/>		<input type="checkbox"/> Yes	\$
			1. <input type="checkbox"/> a. <input type="checkbox"/> b. 2. <input type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d. <input type="checkbox"/> e. <input type="checkbox"/> f. 3. <input type="checkbox"/>		<input type="checkbox"/> Yes	\$
			1. <input type="checkbox"/> a. <input type="checkbox"/> b. 2. <input type="checkbox"/> a. <input type="checkbox"/> b. <input type="checkbox"/> c. <input type="checkbox"/> d. <input type="checkbox"/> e. <input type="checkbox"/> f. 3. <input type="checkbox"/>		<input type="checkbox"/> Yes	\$
Category Two: Job-embedded Professional Development Activities-						\$10,448
*This amount must equal the amount listed on budget page for Category Two					Total allocated for this category	

***The LEA's out-of-state travel policy must be attached to this application if any of the PD requires out-of-state travel.**