




Indiana Department of Education
Glenda Ritz, NBCT
 Indiana Superintendent of Public Instruction

September 15, 2016

Dr. David Smith
 Evansville Vanderburgh School Corporation #7995
 951 Walnut St.
 Evansville, IN 47713

Dear Dr. David Smith:

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

In accordance with your application and available funding, you are being awarded **\$355,178.93** for the 2016-2017 school year.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A00120015

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

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

Sincerely,



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

cc: Title I Program Administrator
 SIG Coordinator
 Principal



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I -1003(g) School Improvement Grant Renewal Application SY 2016-2017 Cohorts 5 and 6- Transformation Model Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Evansville-Vanderburgh School Corporation	Corp #	7995
School	Washington Middle School	School #	8369
Superintendent Name	Dr. David Smith	Email	david.smith@evsc.k12.in.us
Title I Administrator Name	Dr. Velinda Stubbs/Carrie Hillyard	Email	velinda.stubbs@evsc.k12.in.us carrie.hillyard@evsc.k12.in.us
Principal	Ms. Michele Branson	Email	michele.branson@evsc.k12.in.us
Telephone	812-435-8453	Fax	812-435-8894
SY 2016-17 Funding Award Request			
SY 2016-2017 Funding Award	\$355,178.93		

Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	May 20, 2016
Technical Assistance Training	SIG Leadership PD Day Technical Assistance and Planning	May 24 & 25, 2016
Application Due	Renewal application must be submitted to IDOE	June 30, 2016
Application Review	Renewal applications reviewed by IDOE	July 1 – July 31, 2016
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 1, 2016

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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Award Name:	School Improvement Grants
Grant Award Number:	S377A00120015A

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Michele Branson	Principal
Ryan Merriwether	Outgoing Assistant Principal
Aaron Meyer	Incoming Assistant Principal
Dan Gaffney	PBIS Coach
Tammy Dexter	Director of School Support

Part 3: LEA and School Assurances

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

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

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

- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

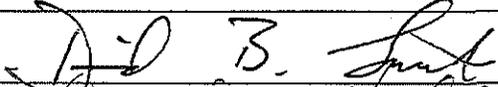
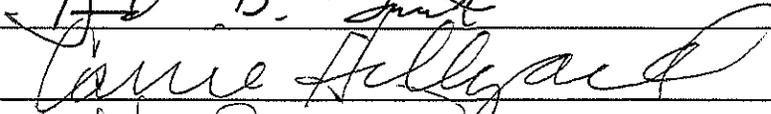
By signing below, the LEA agrees to all assurances above and certifies the following:

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

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor.

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:	Click here to enter a date. 06/30/2016
Title I Administrator Signature:		Date:	Click here to enter a date. 06/30/2016
Principal Signature		Date:	Click here to enter a date. 06/30/2016

Part 4: Achievement and Leading Indicators SY 16-17

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

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

Link to Leading Indicators:

Cohort 6: https://docs.google.com/spreadsheets/d/1fkdlE-ohyKb7sgrc4FefUAVpM9i0_1O6kTDwiX5nS0/edit#gid=0

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

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

Achievement and Leading Indicators SY 16-17 URL Website:

<https://docs.google.com/spreadsheets/d/1OyTuEX6nzRgyrdi6CydL7ld8OUydpA03UEqjKRBdi/edit#gid=0>

Part 5: Analysis and Outcomes

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

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

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> ● Administrative team is strong and there is shared leadership and district support. ● Principal is the instructional leader of the building and provides job embedded professional development. ● Professional development around Gradual Release of Responsibility (GRR) has provided good foundation. Teachers are ready for next steps. ● There is tight alignment between job embedded professional development and instructional walk-through form to measure fidelity of implementation and allow for differentiation ● Data drives the planning and implementation of professional development ● Culture/Climate continues to improve. PBIS school-wide expectations are clear. ● Systems/structures are being built to monitor academics and behavior. ● RTI team is in place for both academics and behavior. ● Tier 2 interventions are in place for both academic and behavior ● Both internal and external communication channels are strong ● PLC time is built into the instructional day and teachers have both PLC and plan daily. ● PLC monitoring systems are in place including feedback on PLC work products (common assessments, lesson plans) ● Relatively stable staff. ● The vision/mission of the school is clear to all stakeholders and is referred to daily. 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> ● Clear monitoring systems and Intentional Data Analysis (short and medium cycle data) ● Number of new teachers and needs that come with lack of experience creates a gap in instructional support that needs to be addressed through consistent coaching support within the building ● Teacher attendance resides at 93% which creates a higher need for substitutes. This is compounded by a substitute shortage which causes teachers to lose planning and PLC time in order to cover classes. ● Fidelity of instructional components (focused instruction, collaborative conversations, guided practice, independent practice) ● Rigor and engagement are lacking in Core Instruction as evidenced in walk-throughs, iObservations, SRAs, and IDOE monitoring visits ● Increase PBIS fidelity with classroom expectations ● Social/emotional supports for students (Executive functioning skills and Self-regulation) ● Number of new teachers and needs that come with lack of experience creates a gap in instructional support that needs to be addressed through consistent coaching support within the building

<ul style="list-style-type: none"> • There is staff buy-in to the vision and mission and a belief that all kids can learn. • Administration has high expectations for staff and students and holds them accountable. 	
<p>Opportunities:</p> <ul style="list-style-type: none"> • Consistent district coaching support (data and academic) • Develop stronger relationships with families/community • 	<p>Threats:</p> <ul style="list-style-type: none"> • Community negative perception of school • Priority school timeline for improvement • Heightened number of students with multiple adverse childhood experiences • Small enrollment numbers which impacts Title 1 and A funding

Projected Outcomes for SY 16-17

- Increase pass rate of ELA, Math, and Both on ISTEP+ (performance).
- Increase the number of students who catch up, keep up, or move up on the ELA and Math ISTEP assessments (growth).
- Each component of gradual release of responsibility is implemented with 80% fidelity (* the ones we will monitor)
- Reduce ODR's to 2.5/day or fewer

Part 6: SIG Implementation SY 2016-2017

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<p>Develop School Leadership Effectiveness</p>	<p>Support the principal and leadership team in the creation and execution of a school improvement plan. – <i>Director of School Support</i></p> <p>Support school leadership in prioritization, goal identification, and selecting short-term metrics aligned to S-SIP/SAP Planning and Monitoring. Director of School Support will lead the principal through the school improvement planning process. – <i>Director of School Support</i></p> <p>Check in weekly with the principal to monitor activities and progress monitor school improvement plan, understand key priorities and current challenges, and brainstorm solutions. – <i>Director of School Support</i></p> <p>Develop management tools and systems to monitor key issues and challenges and track support, coaching, and evaluation observations for both principal and Director of School Support in collaboration with Mass Insight Education. – <i>Director of School Support/BEST Coaches</i></p> <p>Continue to refine and communicate changes to the leadership structure</p>	<p>Summer - planning Weekly - monitoring</p> <p>Weekly check-ins</p> <p>Weekly check-ins</p> <p>Bi-weekly coach meetings/MIE</p> <p>On-going</p>	<p>% salary of Director of School Support</p> <p>% salary of Director of Leadership Development</p>	<p>The DSS will use the SIP (School Improvement Plan) and progress monitoring tools developed through Google forms to ensure alignment of school work with school goals.</p> <p>Checkpoint metrics as indicated in the school improvement plan</p> <p>IDOE's School Leadership Effectiveness Rubric</p> <p>EVSC's administrator evaluation tool</p>

	<p>based upon real-time feedback from staff as the year progresses. <i>Principal</i></p> <p>Evaluate the principal based upon IDOE's School Leadership Effectiveness rubric and the EVSC administrator evaluation tool (twice yearly). Results are communicated to IDOE as needed. <i>-Director of School Support</i></p>	Twice a year		
Develop Teacher Effectiveness	<p>Ensure that 100% of new staff participates in New Teacher Orientation Series (a training and on-boarding process that ensure teachers selected have the skills, tools, and supports necessary for successful school year) <i>Director of Teacher Effectiveness, Principal</i></p> <p>Provide additional resources in classroom via mini classroom grants initiative. <i>Principal, Assistant Principal, Director of School Support</i></p> <p>Provide regular feedback to teachers aligned to the gradual release of responsibility components and adjust professional development and coaching to differentiate as needed. <i>Principal, Assistant Principal, BEST Coaches, Academic coach</i></p> <p>Provide PLC and collaborative planning time for all teachers every week. Utilize PD sub to ensure that teachers do not lose PLC time to cover classrooms. <i>Principal, Assistant Principal, PD Sub, Academic Coach</i></p>	<p>Begins August 2016 with 2 full days prior to school starting based on Marzano's Phases of First Year Teachers' Attitude Towards Teaching. Continues throughout school year with just in time training on relevant topics aligned to phases.</p> <p>August 2016</p> <p>Weekly - PLC's Bi-weekly - walk-throughs</p> <p>Weekly</p>	<p>% salary of Director of School Support</p> <p>% salary for Director of Teacher Effectiveness</p> <p>% salary of PD Sub</p> <p>PD materials and supplies</p> <p>Teacher/classroom mini-grants - \$12,500</p> <p>Salary of School Specific Academic Coach</p>	<p>iObservation Reports</p> <p>Walk-through data</p> <p>New Teacher Orientation Series Attendance Rosters</p> <p>PLC product assessment reviews</p>

	<p>Ensure leadership is embedded in PLC's at least weekly and providing feedback on PLC products. <i>Principal, Assistant Principal, Academic Coach</i></p> <p>Utilize coaches to provide additional support to teachers within PLCs and in the classroom to improve fidelity of GRR as an instructional strategy to drive school improvement. <i>Utilize PD Sub to allow teacher release time to observe best practice regarding GRR. Principal, Assistant Principal, Coaches, PD Sub</i></p> <p>Provide professional development on Kagan Structures to support the gradual release of responsibility and the workshop model and increase student engagement during focused instruction and collaborative conversations. Utilize PD sub for release time as needed. <i>Principal, Assistant Principal, Kagan PD Specialist, Coaches, PD Sub</i></p> <p>Leverage the use of PLC leads as a form of teacher leadership and create shared time for this team to meet. <i>Principal, Assistant Principal, Coaches, DSS, MIE</i></p>	<p>Daily</p> <p>Weekly</p> <p>Summer 2016, Fall 2016 and January 2017</p> <p>Bi-weekly meetings</p>		
<p>Implement Comprehensive Instructional Reform Strategies</p>	<p>Continue to provide on-going, differentiated formative assessment development, training, monitoring and feedback <i>Director of School Support, MIE, Principal, Assistant Principal, Academic Coach</i></p>	<p>On-going</p>	<p>% of salary for Director of School Support</p> <p>% of salary of Teacher Effectiveness</p>	<p>Student Readiness Assessment</p> <p>Progress monitoring systems developed through Google Forms and</p>

	<p>Leverage capacity of district instructional coaches to conduct periodic reviews to support fidelity of implementation of GRR and PBIS. <i>Principal, EVSC Lead Coaches, Director of School Support, Academic Coach</i></p> <p>Utilize building level interventionist to further expand differentiated support for all students. <i>Principal, RtI committee, Academic Coach</i></p> <p>Access and provide accountability data disaggregated by need for performance monitoring purposes for all relevant stakeholders (including IDOE monitoring purposes). Refine school improvement plan (SIP/SAP) based off of performance monitoring indicators. <i>Director of Performance Management, Director of School Support, Principal, Academic Coach</i></p> <p>Develop, refine, and utilize systems to track the following components: school improvement plan and its execution, talent management, academic data, behavior data, and family/community engagement and impact in order to monitor individual students and sub-group performance <i>DSS, MIE, Principal, Assistant Principal, PBIS coach, Assistant Director of Student Support, Academic Coach</i></p> <p>Develop a school-wide approach to monitoring student data that includes goal-setting and monitoring progress</p>	<p>On-going</p> <p>Daily</p> <p>Quarterly</p> <p>Weekly</p> <p>Weekly</p>	<p>PBIS Coach Salary</p> <p>Professional development and travel</p> <p>PD sub</p> <p>Salary for interventionist</p> <p>% External evaluation service contract</p> <p>Materials and supplies</p> <p>Salary of School Specific Academic Coach</p>	<p>Spreadsheets</p> <p>Work Product Schedule</p>
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	<p>towards that goal <i>Principal, Assistant Principal, Teachers, Academic Coach</i></p> <p>Continue to strengthen classroom use of the PBIS framework and connect to its alignment to the Gradual Release Model. <i>Assistant Principal, PBIS Coach, Assistant Director of Student Support, Academic Coach</i></p> <p>Provide PLC and collaborative planning time for all teachers every week led by PLC leads that will also have a separate collaboration time. <i>Principal, Assistant Principal, DSS, MIE</i></p> <p>Continue to refine the restructure of the school leadership team (new assistant principal and academic coach) to dramatically increase time available for instructional leadership. <i>Principal, Assistant Principal, PBIS Coach, Academic coach</i></p> <p>Continue to provide On-going professional development targeting best practices determined by classroom walkthroughs, observations, and student achievement data during collaborative planning times (and/or PLC push-in by support team). <i>Principal, DSS, PBIS Coach, Assistant Principal, Assistant Director of Student Support, Academic Coach</i></p> <p>Continue implementation of standards based grading and school wide grading policy which requires reteaching and re-assessing for mastery supported by the after school</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>		
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	<p>study cafe. <i>Principal, teachers, academic coach</i></p> <p>Implement Universal Social/Emotional Curriculum (MindUp and Restorative Justice) and Tier 2 Social/Emotional interventions (Self-regulation curriculum). <i>Principal, teachers, coaches</i></p>	<p>August 2016- Relaxation Sept 2016- Social Awareness Restorative Justice in classroom Dec 2016. - Kindness/Gratitude and begin Self-Reg</p>		
Increasing Learning Time	<p>Continue to practice the extended day model implemented by the EVSC which increased the school day by 34 minutes every day. <i>Superintendent, Principal</i></p> <p>Update the master schedule to include time for horizontal and vertical planning time for teachers. Consider changes to the master schedule dependent upon needs identified through ELA and math data (which might mean more time towards one subject or another) <i>Principal, Assistant Principal, DSS, MIE</i></p> <p>Provide afterschool enrichment and intervention program accessible to all students (After School Study Cafe). <i>Principal, Family and Community Outreach Coordinator, Coordinator of Family and Community Engagement</i></p> <p>Increase student learning time through adequate and effective coaching support to decrease time spent off-tasks or redirecting student behavior. <i>Assistant Principal, PBIS Coach</i></p>	<p>Summer 2017</p> <p>Summer 2017</p> <p>On-going</p> <p>On-going</p>	<p>Extended learning time</p> <p>Transportation related to extended learning time</p> <p>% of salary for Coordinator of Family and Community Engagement</p> <p>% of PBIS Coach</p>	<p>Master Schedule reflects increased learning time</p>
Create Community Oriented Schools	Create and implement a culturally competent and effective family and	On-going	% of Salary for Coordinator of Family	- Community Partner List

	<p>community engagement strategy/program focused on instruction, academic performance, and execution of necessary wrap-around services for students and families – <i>Coordinator of Family and Community Engagement, Director of School Support, Principal</i></p> <p>Explore opportunities to expand partnerships that may fill gaps that other partners do not fill or expand an existing program to serve a direct school need. Reassess the value of each community partner at the end of the year. Provide regular communications to partners about school needs, major milestones, accomplishments, and other topics of interest for community partners via Site Council. <i>Coordinator of Family and Community Engagement, Principal</i></p> <p>Develop a school-wide approach for two-way community with families and guardians. Provide opportunities for families and community members to meet with staff and learning about school expectations and strategies. Provide information to families through various outlets to inform school services, events, and community events. Provide opportunities for home visits or parent-teacher conferences. Provide opportunity for families/community to participate in Data Walk. Adjust strategies outlined here as needs arise or as teachers or families identify additional needs. Audit</p>	<p>On-going</p> <p>On-going</p>	<p>and Community Engagement</p> <p>% of external evaluation service contract</p>	<ul style="list-style-type: none"> - Compiled number of persons attending school events - phone logs - newsletters and social media postings
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	the quality of the home-school connection every year through surveys. <i>Coordinator of Family and Community Engagement, Principal</i>			
Providing operational flexibility	<p>Sustain the school support team model and the technical assistance provided by Mass Insight Education in order to keep the operational flexibility needed for Washington (people, time, program, and dollars). Support the expansion and scale of this model to the entire Bosse Attendance District. <i>DSS, MIE</i></p> <p>Conduct a yearly audit of school readiness based upon Mass Insight's HPHP framework. Utilize audit to inform SIP. Provide feedback to stakeholders. <i>DSS, MIE</i></p>	<p>Weekly</p> <p>Annually</p>	<p>% of Director of School Support salary</p> <p>% of external evaluation service contract</p>	<p>- SRA</p> <p>- IDOE Monitoring Visits</p>
Sustain Support	<p>School Support Team will support school improvement initiatives at the school and district level. <i>DSS, Coaches</i></p> <p>School Support Team will continue to support and develop school leaders at various levels. I.E. PLC leaders, coaches, master teacher, assistant principal and principal <i>DSS, Director of Leadership Development, Director of Teacher Effectiveness</i></p> <p>School Support Team will create sustainable systems to promote teacher effectiveness and student growth. <i>DSS, Coaches</i></p>	<p>Weekly</p> <p>On-going</p> <p>On-going</p>	<p>% of Director of School Support Salary</p> <p>% of Director of Leadership Development Salary</p> <p>% of Director of Teacher Effectiveness Salary</p>	<p>-SRA</p> <p>-IDOE Monitoring Visits</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"> • Acuity • Achieve3000 • AimsWeb 	<ul style="list-style-type: none"> • PBIS • GAIN • MindUp • Student Risk Screening Scale • Student Internalizing Behavior Screening Scale • Why Try • Check-In/Check out • 	<ul style="list-style-type: none"> • Precourt • DecisionEd 	<ul style="list-style-type: none"> • Achieve 3000 • Aleks • Aimsweb 	<ul style="list-style-type: none"> • EdEase • Parent Access • RDS • Teacher Gradebook • Standards Based Grading 	<ul style="list-style-type: none"> • Its Learning • Google Classroom • iObservation • IXL • Triumph Learning

Part 8: Outcome Artifact

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

<i>Briefly describe what the school will plan to submit as an "Outcome Artifact" for SY 2016-2017 and how this will be aligned to your grant and the key area.</i>
Washington will create a How-To One-Pager on the use of short and medium term data cycles to inform instruction and increase student achievement.

Part 9: 1003g Original SIG Budget SY 16-17

Complete the budget below:

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 [1]	Rentals [2]	Other Purchase	General Supplies [4]	Property [5]	Transfer [6]	Line Totals
		Cert [7]	Noncert [8]	Cert	Non Cert							
11000	Instruction [9]	37,027.00		7,220.40					13,155.00			57,402.40
21000	Support Services - Student [10]	38,418.00		13,722.87								52,140.87
22100	Improvement of Instruction (Professional Development) [11]	101,883.60		29,113.00		10,000.00			1,000.00			141,996.60
22900	Other Support Services [12]	40,320.00		8,669.00								48,989.00
25191	Refund of Revenue [13]											0
26000	Operation & Maintenance [14]											0
27000	Transportation							4,000.00				4,000.00
33000	Community Service Operations [15]	15,032.60		5,605.07								20,637.67
60100	Transfers (Interfund) [16]											0
Column Totals		232,681.20	0	64,330.34	0	10,000.00	0	4,000.00	14,155.00	0	0	325,166.54
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
											Total after deducting Property:	325,166.54
											Total Available for Indirect Costs:	30,012.87
											Amount of Indirect Cost to be used:	30,012.39
											Grand Total After Indirect Cost:	355,178.93
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. Eg: Other Purchase Services - \$1,500 - PD for mentor teachers to attend New Tech training - \$4,000 - administration team attending NASD conference												
Supplies [17]						Property, Equipment/ Technology [18]						
- PD Supplies - 655 - Teacher Mini-Grants - 12,500												
Professional Services [19]						Other Purchase Services (travel, communication) [20]						
- Transportation for Extended Learning - 4,000 - External Evaluation (MIE/SRA) - 10,000												
Instructions: Complete the SIG Staffing Information below												
Staff Name [21]	Staff Position [22]	Cert/ Non-Certified. [23]	FTE: [24]	Stipend: Y/N [25]	Split Funded: Y/N [26]	Additional Funding Source [27]	Position Description [28]					
							salary	benefit	total			

Tammy Dexter	Director of School Support	Cert.	0.4	N	Y	Title I, 1003a, GF	The Director of School Support is embedded at Washington Middle School and oversees a school support team dedicated to the Bosse District Feeder Schools including WMS. The DSS serves as both support and accountability for the principal through leadership and academic coaching, evaluation, data support, technology services, operations, advising and oversight to increase academic achievement.	40320	8669	48989
Shannon Strieter	Director of Teacher Effectiveness	Cert.	0.3	N	Y	Title I, GF	The Director of Teacher Effectiveness will develop, deliver and monitor a teacher induction program for all new teachers. She works to recruit, develop and retain talent within the district and specifically works with building administrators to identify and support struggling teachers.	25151	5407	30558
Robert Guffin	Director of Leadership Development	Cert.	0.15	N	Y	Title I	The Director of Leadership Development is a turnaround leader with experience at multiple grade levels. He creates and delivers professional development for aspiring leaders as well as current building level leaders and works in conjunction with the Directors of School Support to conduct School Readiness Audits.	14553	4172	18725
Carrie Terry	Coordinator of Family and Community Engagement	Cert.	0.2	N	Y	GF	The Coordinator of Family and Community Engagement cultivates community partnerships and develops programs and activities designed to engage families and the community in order to improve student achievement. The Coordinator provides resources and professional development opportunities for building level family/community outreach coordinators.	15032.6	5605.07	20637.6
Sharon Morris	Interventionist	Cert	1	N	N	N/A	The Interventionist provides targeted remediation, intervention, and enrichment to specific sub-groups of students.	37027	7220.4	44247.4
TBD	PD Sub	NonCert	1	N	N	N/A	The professional development substitute will provide coverage for teachers to attend professional development and participate in instructional rounds. Additionally, he will cover classes when there is a sub shortage so that teachers do not miss PLC's to cover classes.	11,700	900	12,600
Dan Gaffney	PBIS Coach	Cert	1	N	N	N/A	The PBIS Coach will work with teachers and students for both Tier 1 and 2 PBIS strategies in common areas and within the classrooms. He will provide professional development and coaching as well as lead the PBIS team and support the RTI team.	38418	13722.8	52140.8

TBD	Academic Coach	Cert	1	N	N	N/A	The Academic coach will work with teachers side by side in the classroom to model strategies, to ensure fidelity of implementation of teaching strategies, to provide targeted, differentiated support for teachers, to provide actionable feedback, to inform professional development, and to improve teacher practice at an accelerated rate.	50,000	18634	68,634
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Part 9: 1003g Original SIG Budget SY 16-17

Complete the budget below:

SY 2015-2016		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	37,027.00		7,220.40					13,155.00			57,402.40
21000	Support Services - Student	38,418.00		13,722.87								52,140.87
22100	Improvement of Instruction (Professional Development)	101,883.60		29,113.00		10,000.00			1,000.00			141,996.60
22900	Other Support Services	40,320.00		8,669.00								48,989.00
25191	Refund of Revenue											0
26000	Operation & Maintenance											0
27000	Transportation							4,000.00				4,000.00
33000	Community Service Operations	15,032.60		5,605.07								20,637.67
60100	Transfers (interfund)											0
	Column	232,681.20	0	64,330.34	0	10,000.00	0	4,000.00	14,155.00	0	0	325,166.54
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
											Total after deducting Property:	325,166.54
											Total Available for Indirect Costs:	30,012.87
											Amount of Indirect Cost to be used:	30,012.39
											Grand Total After Indirect Cost:	355,178.93

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated.

Supplies	Property: Equipment/ Technology
-PD Supplies - 655 -Teacher Mini-Grants - 12,500	
Professional Services	Other Purchase Services (travel, communication)
-Transportation for Extended Learning - 4,000 - External Evaluation (MIE/SRA) - 10,000	

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description	salary	benefit
Tammy Dexter	Director of School Support	Cert.	0.4	N	Y	Title I, 1003a, GF	The Director of School Support is embedded at Washington Middle School and oversees a school support team dedicated to the Bosse District Feeder Schools including WMS. The DSS serves as both support and accountability for the principal through leadership and academic coaching, evaluation, data support, technology services, operations, advising and oversight to increase academic achievement.	40320	8669
Shannon Strieter	Director of Teacher Effectiveness	Cert.	0.3	N	Y	Title I, GF	The Director of Teacher Effectiveness will develop, deliver and monitor a teacher induction program for all new teachers. She works to recruit, develop and retain talent within the district and specifically works with building administrators to identify and support struggling teachers.	25151	5407
Robert Guffin	Director of Leadership Development	Cert.	0.15	N	Y	Title I	The Director of Leadership Development is a turnaround leader with experience at multiple grade levels. He creates and delivers professional development for aspiring leaders as well as current building level leaders and works in conjunction with the Directors of School Support to conduct School Readiness Audits.	14553	4172
Carrie Terry	Coordinator of Family and Community Engagement	Cert.	0.2	N	Y	GF	The Coordinator of Family and Community Engagement cultivates community partnerships and develops programs and activities designed to engage families and the community in order to improve student achievement. The Coordinator provides resources and professional development opportunities for building level family/community outreach coordinators.	15032.6	5605.07
Sharon Morris	Interventionist	Cert	1	N	N	N/A	The interventionist provides targeted remediation, intervention, and enrichment to specific sub-groups of students.	37027	7220.4
TBD	PD Sub	NonCert	1	N	N	N/A	The professional development substitute will provide coverage for teachers to attend professional development and participate in instructional rounds. Additionally, he will cover classes when there is a sub shortage so that teachers do not miss PLC's to cover classes.	11,700	900

Dan Gaffney	PBIS Coach	Cert	1	N	N	N/A	The PBIS Coach will work with teachers and students for both Tier 1 and 2 PBIS strategies in common areas and within the classrooms. He will provide professional development and coaching as well as lead the PBIS team and support the RTI team.	38418	13722.9
TBD	Academic Coach	Cert	1	N	N	N/A	The Academic coach will work with teachers side by side in the classroom to model strategies, to ensure fidelity of implementation of teaching strategies, to provide targeted, differentiated support for teachers, to provide actionable feedback, to inform professional development, and to improve teacher practice at an accelerated rate.	50,000	18634