Indiana Department of Education
SUPPORTING STUDENT SUCCESS

MEMORANDUM

July 7, 2010

Mr. James Kapsa
215 South St. Joseph Street
South Bend, IN 46601

Dear Mr. James Kapsa:

Thank you for your recent application for a 1003(g) School Improvement Grant under the ESEA. This application process is rigorous, and Bendix High School has the distinction of being one of the awardees selected in this round of applications. We commend you and your staff on your hard work thus far in the application process, and we look forward to the substantial impact this grant will have on this school, its staff, and most importantly the students.

In accordance with your application, you are being awarded $1,136,767.00 for the first year of this grant. 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 the Title I Basic and ARRA 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. The CFDA number for these funds is #84.377A.

Again, congratulations on your award. We look forward to the achievements that your students reap as a result of your initiative and dedication to the substantial changes you are making at Bendix High School. Please feel free to contact our office at 317/232-0540 if you have any questions.

Sincerely,

Lee Ann Kwiatkowski
Office of Title I
Indiana Department of Education

cc: Myrtle Wilson, Title I Program Administrator
Christine Pochert

Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Improvement Grant (1003g)

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation South Bend Community School Corporation Number 7205

School Name Bendix School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround ☐ Restart

XX Transformation ☐ Closure

A. LEA Analysis of School Needs

➢ ***Instructions:***

1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages "Analysis of Student and School Data" and "Self-Assessment of High-Poverty, High-Performing Schools."
2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
3) Complete a root cause analysis of the findings - the underlying reason for the finding.
4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, the principal and school needs.

Worksheet #1: Analysis of Student and School Data

➢ ***Instructions:***

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2008-2009. (Do not list those groups that *did* meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://mustang.doe.state.in.us/AP/ayppress.cfm

AYP Subgroup Data
For Students Enrolled at Bendix School 2009-10

	8th Grade ISTEP				10th Grade ISTEP			
	ELA		Math		ELA		Math	
	% NOT passing	# NOT passing	% NOT passing	# NOT passing	% NOT passing	# NOT passing	% NOT passing	# NOT passing
Overall	76%	272	75%	271	82%	295	84%	303
Black	83%	135	83%	135	89%	145	93%	152
Hispanic	79%	37	79%	37	85%	40	87%	41
White	68%	87	66%	85	75%	96	75%	96
F/R Lunch	79%	169	78%	167	90%	191	91%	193
LEP	82%	31	79%	30	89%	34	87%	33
SpEd	91%	52	89%	51	100%	57	96%	55

Algebra 1 ECA data is only available for grades 10 and below. Since Bendix serves primarily 11th and 12th grade students, the data is only available for 21 of the 359 students. None of the 21 students have passed the Algebra ECA.

The above data was retrieved from the South Bend Community School Corporation Data Management System on April 15, 2010. The data was based on student count on October 1, 2009.

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership? *Not appropriate example:* Students from Mexico aren't doing well in school." *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	**What is at the "root" of the findings? What is the underlying cause?** *Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."
An overwhelming number (over 60%) of students in all categories did not pass the ISTEP prior to entering high school. Even more (over 70%) did not pass the 10th grade ISTEP At least two-thirds of the students entering the school do not have the basic skills in mathematics and literacy to successfully complete high school coursework	Because this is an alternative school, a majority of students have already unsuccessfully attempted high school. The result is they have come to Bendix High School as a "last resort" to attempt high school completion. There is no established remedial program that addresses basic skills for students who do not possess them.

Student Leading Indicators

➢ *Instructions:*

1) Using school, student and teacher data, complete the table below
2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
3) Review the data and develop several key findings on the next page.

	2007-2008	2008-2009
1. Number of minutes within the school year that students are to attend school 6 hours x 60 minutes x 180 days	**64,800**	**64,800**
2. Dropout rate*	**45.9%**	**40.6%**
3. Student attendance rate*	**93.9%**	**93.7%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), early-college high schools, or dual enrollment classes	**0**	**0**
5. Discipline incidents*	**Not tracked**	**Not tracked**
6. Truants*	**Not tracked**	**Not tracked**
7. Distribution of teachers by performance level on LEA's teacher evaluation system	**Contract teachers are evaluated based on professional agreement**	**Contract teachers are evaluated based on professional agreement**
8. Teacher attendance rate	**Most teachers are hourly/ certified attendance rate over 95%**	**Most teachers are hourly/**

If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* "Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms."
Inadequate data is collected in key areas of student performance	The program developed as an extension of adult secondary credit and did not assimilate into the regular district data collection for high schools. Until now, these questions were not asked.
The drop out rate, while improved from the previous year, is still over 40% making retention of students of key importance.	A majority of students at the school have either dropped out of school and returned, or were on track to drop out. This issue has not been adequately addressed.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➢ *Instructions:*

- The following table lists the research and best practices of effective schools, especially those of high-poverty, high-performing schools. These practices are embedded in the school intervention/improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.	X				1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.		X			2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school		X			4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.		X			3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.			X		6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.			X		7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.	X				1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.	X				2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.			X		3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		X			4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.				X	5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.			X		6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers.		X			1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.	X				2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.	X				3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions.		X			1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.		X			2. Is aligned to the curriculum and instructional program.
3. Is short, i.e., one-shot sessions.		X			3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X			4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports.		X			1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.			X		2. Creates a safe learning environment within the school and within the community.
					3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.			X		1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.			X		2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.			X		3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.			X		4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.			X		5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students; we don't really get into the students' different cultures. "	*Appropriate example* " We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."
▪ Very little organized professional development is available ▪ We do not differentiate instruction to ensure student success ▪ Curriculum is not rigorous or relevant ▪ Leadership is focused on building management, not student learning ▪ Formative assessments are not used to drive instructional decisions ▪ Students do not have adequate support for non-classroom issues that interfere with academic success	▪ Majority of staff are part-time and Professional Development is hard to coordinate ▪ Part-time staff does not allow for staff collaboration ▪ Block 8 schedule makes mid-term student transitions difficult ▪ Vision has been limited to graduating students rather than preparing them for college and career ▪ District support for supervisor has been minimal ▪ Teachers are not familiar with use of data and formative assessments ▪ The only support personnel is a part-time academic counselor

B. Selection of School Improvement Model

➢ ***Instructions:*** Read and discuss with the team the elements of the four school intervention models below.

Instructions: Reflect on the data, findings, root cause analysis, and 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, of affecting principal leadership, teacher instruction, and student learning.

Intervention model selected Transformation Model

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment.*

The transformation model addresses the four major themes deriving from the findings: leadership, instruction, use of data, and student support. Bendix High School is an alternative high school servicing students who have not been successful in the traditional high school. It has not had a principal for the last ten years. Instead, the district has assigned a supervisor whose responsibilities included budget oversight, placement of teaching staff, student enrollment and management, and grant oversight. The transformation model places emphasis on selection, training, evaluation, and empowerment of school leadership focused on results in teaching and learning.

Instruction at Bendix High School has been an issue from the beginning because most of the staff members are part-time teachers without permanent contracts. For this reason there has been little to no evaluation, and professional development has been personal rather than coordinated around school goals. The transformation model will prescribe the process for hiring and evaluation of teachers and mandate school improvement planning that will focus professional development and instructional collaboration on student achievement.

There is no structured data collection process for Bendix High School. Information compiled for this request was fragmented and contradictory. The disaggregated data (Work Sheet 1, p.2.) indicate that all students are struggling to succeed, especially the Special Education students. The emphasis on intentional data collection, discussion, and informed use will assist the school in focusing energy and resources in directions that have the most impact on student achievement.

Students at Bendix High School are highly at-risk, with most of them having had significant problems in the regular high school environment. It is clear that many students who enroll do not complete, either because they have too many academic deficits or their personal and family supports make it difficult for them to focus on school. The operational flexibility and community orientation give opportunities for the school to match learning time with student needs and provide community connections for social-emotional support. Additionally, resources can be allocated to directly service students and families as needed.

(2) *Describe how the model will create teacher, principal, and student change.*

This model will focus the direction of Bendix High School on rigorous and relevant instruction with post-secondary goals.

As stated earlier, there has not been an instructional leader at Bendix High School. Stated responsibilities as well as the demands of the position have focused energy on building and program management rather than instruction and learning. The transformation model will force a complete refocusing of these priorities to establishing vision, monitoring the vision, directing resources to meet student needs as directed by data and collaborative decision-making, and instructional accountability.

The teaching staff will be significantly different with full-time staff dedicated to pursuing the vision and mission of Bendix High School and working collaboratively to ensure student achievement. Instead of part-time instructors who teach and leave, the teaching staff will invest in creating a learning community that is built on professional responsibility with established relationships with students and among each other.

While there had been some attempt at creating community at Bendix High School, the loose structure of the school did not provide adequate support with accountability for student attendance and effort. Because the students served are 100% at-risk students, a combination of supports including extra learning time, social supports, teacher advisory, community involvement, vocational education, career and technical education, and college preparation and goals must be included.

C. LEA Capacity to Implement the Intervention Model

- ***Instructions:*** Consider each topic under the column "capacity" and determine if the district currently has or will develop the ability to complete this task. Select "yes" or "no." List the evidence available should IDOE request proof of the district's capacity (e.g., resumes of all teachers to show their previous work with the improvement models).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		Attached budget request District budget Memorandum of Agreement with IDOE
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		District financial records Attached budget request
3. Projected budgets meet the requirements of reasonable, allocable, and necessary. *All models*	X		Memorandum of Agreement with IDOE
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	X		Attached budget request
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	X		District budget
6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models*	X		Attached budget request Memorandum of Agreement with IDOE Planning documents

Capacity	Yes	No	District Evidence
7. Principals and staff have the credentials and a demonstrated track record to implement the selected model. *All models*	X		Staff licenses Staff resumes Application materials
8. The district has received the support of parents and the community to implement the intervention model, including multiple meetings to seek their input and inform them of progress. *All models*	X		Planning meeting documentation
9. The school board has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. *All models*	X		Grant application School Board minutes Memorandum of Agreement with IDOE
10. The superintendent has expressed commitment to eliminating barriers to allow for the full implementation of the selected model. *All models*	X		Grant application Letter of support Memorandum of Agreement with IDOE
11. The teacher's union has expressed commitment 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. *Turnaround, Transformation Models*	X		Grant application Planning documents including memoranda of understanding Memorandum of Agreement with IDOE

Capacity	Yes	No	District Evidence
12. The district has the ability to recruit new principals. *Turnaround, Transformation Models*	X		Board policy Human resources office
13. The timeline is detailed and realistic, demonstrating the district's ability to implement the intervention during the 2010-2011 school year. *All models*	X		School work plan Planning documents Memorandum of Agreement with IDOE
14. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models*	X		Credentials and licenses for central office personnel Central office resumes
15. The district demonstrates the ability to align federal, state, and local funding sources with grant activities *All models*	X		Documentation of experience with Title I, Title II, Title III, Magnet, and Smaller Learning Communities grants.
16. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models*	X		Planning documents Memorandum of Agreement with IDOE

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already implemented or which must take place in *school year 2010-11.*
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment A.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements.	No response needed here as this information is required later in the description of the model selected.
2. The LEA has or will recruit, screen, selects and support appropriate external providers.	Immediately following the exit interview of the Cambridge Group in the Fall of 2009, the leadership team at Bendix High School began reviewing the initial data to begin the improvement process. This information has been shared with stakeholder groups to begin redesign of the program. In late March, the redesign group made a list of recommended strategies and structural supports to share with the leadership team and stakeholders. This information was combined with the findings from worksheets 1 and 2 of the 1003 (g) grant application to create a vision of the school after transformation. In early April, the Division of Schools and Academic Programs in the SBCSC central office began researching organizations whose mission was to support high schools that served students that were at high risk for dropping out or who had already dropped out of school. The Division used Inspire, Colleges of Education at IUSB and Vanderbilt University, and internet search engines to identify possible organizations. The lens used for selection included organizations that had experience with similar

	demographics, a proven record in Indiana, evidence of support for the vision created by stakeholders, and the capacity to support a full transformation over the three years of the grant. Many of the organizations were local or state support organizations. One promising group was the Texas Association for Alternative Education; however, its mission clearly stated that it was for support of Texas programs. There were a number of university-run programs that involved research application, but there was no evidence that they wished to work with stakeholders to implement the local vision. In the end, the Alternative Education Research Organization (AERO) and the Association for High School Innovation (AHSI) were explored more fully. Upon further exploration, AHSI was already involved in urban schools in Indiana with results. The current supervisor of Bendix High School, the Director of Research and Evaluation, and the Director of High School Programs conducted a telephone conference with AHSI and reviewed documents sent by the organization, recommending AHSI to the superintendent. SBCSC will collaborate with the Association for High School Innovation (AHSI) of Providence, as the external collaborative partner. AHSI, originally funded by the Bill and Melinda Gates Foundation, is a consortium of organizations providing solutions to working with non-traditional students. AHSI has been involved with transforming high schools in Indiana since 2007. AHSI will collaborate with South Bend Community Schools to implement a Transformation Model within Bendix School that improves student achievement to raise the high school graduation rate. Specifically, AHSI will customize a set of "scaffolding services" that engage South Bend Community Schools in (1) assessing and selecting an appropriate AHSI model(s) based on an analysis of student data; (2) assisting in the selection of a new principal for Bendix School; (3) providing professional development and ongoing technical assistance to launch and sustain the model program over time; (4) assisting with efforts to improve school-wide data collection and analysis, as well as system-wide data for use in enhancing instruction and improving other aspects of programming; and (5) ensuring South Bend Community Schools has embedded the capacity to sustain Bendix School. STAKEHOLDERS: A team of senior AHSI Advisory Board members and consultants led by the AHSI Director will partner with South Bend Community School leaders to manage this effort. South Bend leaders will identify and engage other stakeholders as needed,

	including city and state agencies, community organizations, higher education institutions, businesses, foundations, and other nonprofits, to help design and implement innovations. AHSI policy strategies promote municipal leadership and are led by National League of Cities' Institute for Youth, Education, and Families, a member of the AHSI network. PRODUCTS & RESULTS: AHSI will assist South Bend Community School leaders in adopting or adapting an appropriate model(s) for transforming Bendix School. Desired results will be articulated at the start of the process using a collectively developed ***results framework***. The results framework will provide the basis for crafting an overall work plan, deliverables, time line, and allocation of resources. Other external partners to provide student and family support services include: Memorial Hospital, Arc Angels, Martin Luther King Center, 21st Century Scholars, Bridges Out of Poverty, and Urban Youth Services of the YMCA of St. Joseph County. In July 2007, AHSI signed a formal Letter of Agreement and began working with partners in Indianapolis, IN to expand high quality pathways to graduation. The Indianapolis-AHSI Partnership includes the Office of Mayor Greg Ballard (originally former Mayor Bart Peterson), Office of School Innovation, and city agencies; The Mind Trust; multiple school districts, including Indianapolis Public Schools, Franklin Township, Lawrence Township, and Perry Township; the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis; Goodwill Industries; Indianapolis Metropolitan High School; Ivy Tech Community College; and YouthBuild Indy, along with other community-wide partners. • In August 2008 **Diploma Plus** opened five (5) new schools in Indiana as part of the Indianapolis-AHSI Partnership. o Lawrence Diploma Plus Secondary Academy o Diploma Plus Academy at Arsenal Technical High School o Diploma Plus at Arlington High School o Perry Township Diploma Plus High School o Franklin Township Diploma Plus High School • **RESULTS (Diploma Plus)** o Increasing enrollment: Diploma Plus schools in Indianapolis began with an enrollment of 464 students; 987 students are enrolled to date.

	○ Improved graduation rate: In the first year, 86% of Diploma Plus students in the Plus Phase graduated in May/June 2009. • This following data is from tthe "Report on a Study of the Performance of Diploma Plus Schools in New York and California on State Exams in Literacy/ELA and Numeracy/Math as Compared with Matching Schools," (November 2009) • **Reaching Target Populations of High-Need Students:** DP schools are located in urban areas with high rates of high school non-competition. • 76.4% of students are identified as eligible for free or reduced priced lunch • 44.4% of our students are Black/African-American • 39.6% Latino (a), and 12.6% are white • 15.6% identified as English Language Learners • **Reengaging Students:** • Attendance averaged 78.3% in 2008-09, with most of our schools meeting our 80% benchmark; this rate is better than comparable schools serving the same population. • In 2008-09, New York City DP schools had 84.1% of students return to their Diploma Plus school, up 6% from the previous year. In addition, fewer students in NYC DP schools are dropping out or transferring. There was a 3.8% decrease in dropout from 2006-07 to 2008-09 and a 2.2% decrease in student transfers. • Both parents and students report positive attitudes towards DP. For example, at Liberation Diploma Plus in New York City, 94% of students reported that their teachers inspire them to learn; 100% of parents surveyed said they were very satisfied with the quality of education their child received. • **Improving Academic Performance:** • In New York City, Diploma Plus schools participation and passing rates on the Regents exams(New York State High Stakes Test) exceeds those of comparable schools. In the most recent year for which comparisons were available, DP schools scored 8% higher in math and 24% higher in English. • In California, all schools receive an annual Academic Performance Index (API) score that measures their academic performance and growth from the previous year. Opened in 2007-08, the Merlo Institute for Environmental Technology, a Diploma Plus School in Stockton, CA enrolled students who were struggling the most; in

2008-09, although still low at 522, Merlo had the highest growth in the district with a point growth of 19. The district average growth was 6 points. Merlo also met targets school wide and for subgroups. In addition, in 2009, Merlo made the greatest gain in California Standards Test scores in their district. They improved by 104 points over last year.
• Indiana has a 40 credit graduation requirement, with an average earned of 10 credits a year. DP schools reporting averaged above 10 credits, with Lawrence Township DP students accumulating an average of 13.8. This indicates students were both engaged and worked to demonstrate higher academic performance than at their previous schools.

- **Improving Graduation Rates and Opens Postsecondary Pathways:**
  • DP schools, in each of the four geographic networks, have higher graduation rates than comparable schools (as measured by similar demographics and educational histories). The average graduation rate from the Plus Phase was 88%.
  • Diploma Plus students are more interested in and are accepted into/planning to attend college after attending their DP schools: in 2008, 87% of students reported they were more interested in college while 86% of DP graduates across all sites were accepted into and planning to attend college (an equal number for 2 or 4 year schools). In the sites we were able to track students, 70% of DP graduates entered college within a year after graduation.
  • In 2008, 95% of students reported that they felt better prepared for adulthood in DP than in their former school.

- In August 2004 Goodwill Education Initiatives Inc., a nonprofit entity established by Goodwill Industries of Central Indiana, Inc., opened **Indianapolis Metropolitan High School** (a Big Picture Learning school).
  - Current enrollment in Indianapolis Met is 340 students (as of 2009-2010).
    - Over 80% from low income households

	○ Over 80% minorities ○ 27% special education ○ Most came to the school at least two grade levels behind • **RESULTS (Indianapolis Met)** ○ A four-year graduation rate higher than that of any high school in the state that has open enrollment and in which at least 80% of the students are eligible for free or reduced price lunch. ○ A five-year graduation rate within two percentage points of the five-year graduation rate for all public high schools in Indiana. ○ 96% of graduates accepted into post-secondary institutions. After two years, 69% have completed or are still enrolled in a post-secondary course of study. ○ Indianapolis Metropolitan High School continues to expand, including operating the YouthWorks Indy summer jobs and educational enrichment program for up to 600 Marion County youth, and developing plans for an adult charter school. ○ Please see Appendix B *(from AHSI Data response dated May 4)*, "Big Picture Learning Effectiveness Data," for a national overview. ○ Please see Big Picture Learning's Student Transition Survey All Schools Report (December 2009) with longitudinal outcomes for students nationally *(forwarded May 4, 2010)*. ○ Additional details available at http://www.indianapolismet.org.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment B).	
○ For *each* resource identified, *specific ways* to align it to the intervention model has been provided.	Current resources (general fund, PL 221 PD grant, and alternative education grant) will be allocated to the school as they work with their external partner in defining staffing structure, professional development, and support resources. ○ State support through the general fund will subsidize the staffing for the school. This includes the principal, assistant principal, guidance counselor, social worker, teachers, and classified staff. One of the findings in the data review was that the school has not had organized instruction or professional development because it consists of primarily part-time staff. The school district will dedicate state support to maintaining a staff of permanent teachers under contract. This is specifically aligned with providing high-quality, job-imbedded professional development and the use of data to implement an aligned instructional program and inform classroom instruction. ○ If PL 221 professional development monies are available, they will be used to provide targeted professional development as identified by the principal, the external collaborator, and the professional staff outside the contracted professional development provided by the instructional and evaluative collaborators as defined in the grant proposal. The data review indicated that very little coordinated professional development was occurring. The professional development will be narrowly tailored to specific practices and job-imbedded. This is specifically aligned with high-quality, job-imbedded professional development required by the transformation model. ○ The alternative education grant will be used to address barriers that often hinder at-risk student attendance. The professional staff will identify barriers, including transportation, family issues, drug and alcohol abuse, and social capital to minimize and eliminate limiters to student success. The data review suggested that alternative students need more support for success. This is specifically aligned with family and community engagement by providing additional external supports to students and families. Funds from district-wide grants (Title III, Perkins, and special education) will be allocated after grant administrators meet with the Bendix High School leadership team and the external partner. ○ The Title III grant will provide necessary support staff for English-language learners. Upon enrollment, the Director of Bilingual Education will meet with the principal to

	determine the amount of support necessary to make certain ELL students have the support needed to be successful. The data review indicated that additional academic support for ELL students was lacking. This is specifically aligned with operational flexibility to the principal and staff in using available resources in the manner most appropriate to meet student needs. o Partnerships in the community will be established to offer student internships and CTE experiences. Perkins grant money accompanying these activities will be available to the professional staff to enhance and develop student engagement in the community and in preparation for post-secondary education. The data review suggests that students do not make connections between learning and post-secondary pursuits. This is specifically aligned with operational flexibility and is a mechanism for community involvement. o The special education grant will ensure that special education students are serviced appropriately and in accordance with the school's plan for student learning, because the disaggregated data show that nearly 100% of the Special Education students do not pass the high school Graduating Qualifying Exam.. The principal will meet with the district Director of Special Education to determine the amount of funds available for support. The available funds will be allocated according to the needs of the school within the guidelines of IDEA. This is specifically aligned with operational flexibility. Community-based resources (Memorial Hospital, Arc Angels, Martin Luther King Center, Urban Youth Services of the YMCA of St. Joseph County, Bridges out of Poverty, and Twenty-first Century Scholars) will provide services meeting needs identified through joint discussions with the school leadership team and the external partner • Memorial Hospital will provide training in *Seven Habits for Successful Students* through two evening workshops during the school year. This is specifically aligned with engaging families and the community in student success. • Arc Angels, a community support group, will work with the principal to provide support and mentoring for students. This is specifically aligned with operational flexibility and engaging families and the community in student success. • The Martin Luther King Center Black Role Model Group will work with the principal to provide support and mentoring for students. This is specifically aligned with operational flexibility and engaging families and the community in student success. • The YMCA of St. Joseph County Urban Youth Services will provide life coaching and recreational activities to students. One-third of their service is provided to Bendix High School as an in-kind contribution. These opportunities will include

	student families and will be planned through consultation with the professional staff. This is specifically aligned with engaging families and the community in student success. • Bridges Out of Poverty of St. Joseph County will provide parent, student, and staff training in overcoming barriers to education for families experiencing generational poverty. This program is based on the research of Dr. Ruby Payne. One-half of their service is an in-kind contribution. This is specifically aligned with engaging families and the community in student success. • Twenty-first Century Scholars will provide quarterly evening workshops for students and parents related to building success during high school and preparing for success in post-secondary education. In addition they will facilitate college visits and assist students in preparing admissions and financial aid applications. This is specifically aligned with engaging families and the community in student success.
o *Multiple* financial and non-financial resources have been identified and describe how they would align to the model.	• General fund moneys will pay for all the teaching staff and administration, a full-time social worker, a full-time counselor, and other support staff. There will be initial flexibility in defining the necessary staff to meet school goals. The general fund will provide resources for supplies and the daily operation of the school. The principal will propose a budget each year as part of the district's budgetary process. (LEA support and flexibility) • If PL 221 professional development monies are available, the grant will be used to for high-quality, job-embedded professional development as identified by the school leadership team in partnership with the external partner. (high quality, job-embedded professional development) • The school leadership team and external partner will use the alternative education grant to provide student support for attendance and retention. (student support; operational flexibility) • The Title III grant will support ELL students as determined annually through consultation with the Bilingual Services department. (student support; operational flexibility) • The Perkins grant will be used to provide student options in Career and Technical Education, vocational experiences, and internships. (rigorous and relevant instruction; community engagement) • The special education grant will ensure that special education students are serviced appropriately and in accordance with the school's plan for student learning. (student

	support; operational flexibility) • The community partners will be the primary mechanisms for family and community engagement in addition to the community advisory panel. (community engagement)

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
a) Teacher and principal evaluations differentiate performance across four rating categories (i.e., highly effective, effective, improvement necessary, ineffective).	Through the Memorandum of Agreement with IDOE, SBCSC and the NEA-SB will identify an evaluative instrument for teachers that includes the four rating categories. SBCSC in collaboration with the IDOE will develop a principal evaluation instrument that includes the four rating categories. The evaluation instruments will include rubrics for teacher/principal performance that are focused on student growth and achievement. Further, there is no policy barrier to the development of a principal evaluation meeting these criteria.
b) Staff evaluation process includes *at least annual* observations for teachers and leaders and is *at least 51%* based on school and/or student performance.	Through the Memorandum of Agreement with IDOE, SBCSC and the NEA-SB will include school and student performance using a growth model tied to school goals. . SBCSC will collaborate with IDOE to develop a process to include school and student performance using a growth model tied to school goals for principal evaluation. There is no policy barrier to annual evaluations and SBCSC commits to doing so.
c) Clear dismissal pathway for ineffective teachers and principals.	The current collective bargaining agreement defines a pathway for dismissal that will be utilized. Teachers in the school will be hired on the basis of their commitment to performance in student achievement. They will be evaluated on their ability to deliver in all areas of the evaluation process. All teachers will receive positive assistance from administration immediately upon identification of a problem with performance. If the problem persists, the teacher will be placed on probation. Non-permanent teachers on probation will be terminated or reassigned according to Indiana Code and SBCSC policy. Semi-permanent and permanent teachers on probation will be assigned a probation assistance team (PAT) consisting of the evaluator, another administrator, and two teachers. The PAT will be chaired by the non-evaluative administrator and will collaboratively develop a probation assistance plan that directly addresses the documented recommendations of the evaluator. The teacher will be regularly observed and evaluated by the PAT and make a recommendation to end or continue probation after 60 days. If probation is continued, a second determination will be made after 40 days. At that time, a decision will be made to end probation or terminate the teacher.

	The principal will be selected for the school on one-year assignment tied to his/her ability to achieve the established goals. Quarterly process checks will culminate in the identified evaluation instrument. Inability to perform will result in termination or reassignment in accordance with the Indiana Code.
d) *Flexibility* has been provided for hiring, retaining, transferring and replacing staff to facilitate the selected model.	SBCSC and the NEA-SB have developed a process granting flexibility to the principal in the hiring of all staff. Specific job descriptions with detailed expectations will be created by administrative staff and posted for application. The principal will be allowed to use these stated needs of the school considering seniority only among otherwise equal candidates (SBCSC Collective Bargaining Agreement, Article X, B.3). Continued communication throughout the school year will grant additional flexibility in replacing underperforming staff.
e) *Appropriate* amount of instructional time added (if required by the model).	With funding from the grant, the school will operate for 185 school days. An additional 30 minutes of instructional time daily will be added. During the first year under the grant, the school community will explore movement to a year-round calendar.

Indicators of LEA Commitment	**Description of how this action was or will be completed**
5. *Sustain the model after the funding period ends.*	
a) *Continuous* measurement of effectiveness of model's implementation provided.	Common assessments are an important part of the regular instructional process for the school. These assessments will continue to be evaluated and improved as they are used for instructional decision-making. A community advisory panel will meet quarterly with school administration for specific evaluation of the school transformation. This will include sharing of data to support school goals and transformational actions. The superintendent or representative will participate in these meetings.

b) Based on measurement, *routinely* adapts implementation to increase fidelity.	School governance will include a principal-appointed leadership team of administrators, teachers, parents, and students who will meet at least twice a year to review school progress based on available data including progress on state-sponsored assessments. The team will make recommendations regarding needs for additional professional development, procedural changes, resource allocation, curriculum change, and any other issues of school improvement.
c) Provides *detailed* description of availability of funding, staff, and other resources to continue the intervention after funding ends.	This grant request is focused on the infra-structure needs to bring Bendix High School's resources to the level of the district's comprehensive high schools, significant and targeted professional development to meet the needs of highly at-risk students, extension of the school year, and the development of systems to recruit, retain, and reward teachers and administrators for success. Staffing, building, and operational costs are not included in the grant Therefore, the district is assuming most of the costs associated with continuation of the program beyond the life of the grant. With three years to plan, we will be entering the first year of a new budget cycle when the grant is no longer in force. This means that we will have the opportunity to structure our budget or restructure the program to continue those portions that were grant-funded. The infrastructure improvements, mostly in technology, will be absorbed into the maintenance budget of the school district. The intensive professional development will have provided a base of knowledge and a culture change so that annual professional development money available through PL 221 and Title II should be sufficient to continue the needed professional development for even greater success. Title II funds may also be used to assist in recruitment, retention, and reward of staff. The program should have some momentum and buy-in by that point. Additional external funding may be necessary to maintain this at the levels provided by the grant. The extension of the school year will be evaluated to determine the effect on student success. If proven to be valuable, negotiations will need to occur to maintain this expense in the district budget.

E. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➢ ***Instructions:***

1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur, (names of months are sufficient).
3) Federal guidance notes that "the majority of the FY 2009 SIG funds will be used to fully implement the school improvement models in Tier I and II schools in the 2010-2011 school year" (F-2, p. 28). Thus, IDOE expects that all of the elements will be implemented during the 2010-2011 school year.
4) **Complete the table for only the model that the school will implement.**
5) If the improvement model will *not* be implemented, check "We will not implement this model."

Turnaround Model (Guidance Document, Section B, pages 15-18)

☐ We will implement this model. **XX** We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. *Replace the principal and grant principal operational flexibility.*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*			

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*			
5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*			
6. *Use data to implement an aligned instructional program.*			

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*			
8. *Provide increased learning time for students and staff.*			
9. *Provide social-emotional and community-oriented services/supports.*			

➢ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.		

Transformation Model

(Guidance Document, Section E, pages 22-27)

XX We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	Post the position with detailed job description internally, with IDOE, and in *Education Week* for a ~~one~~-week period.	Nye/Director of Human Resources	6/10
	Develop screening committee of stakeholders and screen all applicants for interview with assistance from AHSI.	Wilson/ Dpty. Supt.	6/10
	Develop interview committee of stakeholders and conduct interviews with protocols reviewed by AHSI and IDOE.	Wilson/Dpty. Supt.	6/10
	Interview committee recommends final candidates for interview by superintendent.	Wilson/Dpty. Supt.	6/10
	Superintendent recommends principal to Board of School Trustees	Kapsa/Supt.	6/10
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	If awarded this grant, SBCSC will implement a new evaluation system for teachers, which includes a component measuring student achievement. Specifically, immediately after receiving notification of the requirements of this grant, SBCSC began negotiations	Wilson/Depty. Supt. Principal	8/10 8/10

	with NEA SB regarding the state provided teacher evaluation rubric. NEA SB was receptive to modifying contractual language to implement a new evaluation system, however, more details needed to be developed prior to signing a final agreement. In the process of developing those details, members from SBCSC and NEA SB attended an informational session regarding the TAP system (System for Teacher and Student Advancement [formerly Teacher Advancement Program] from the National Institute for Excellence in Teaching). The focus of negotiations with NEA SB has shifted from a willingness to consider changing the evaluation system to a focus on implementation of the TAP system. The TAP system evaluates teachers based on a combination of an instructional rubric, achievement measures of students within each teacher's class, and achievement measures of all students within the school. The system provides formative evaluations as well as a basis for performance based compensation for teachers. TAP evaluations are conducted by multiple trained evaluators, multiple times each year. The principal evaluation system for Bendix School will also be modified to incorporate student achievement. SBCSC will work with IDOE to develop specific details regarding a principal evaluation tool that is aligned with the above described teacher evaluation system. Implement Principal evaluation system Implement Teacher evaluation system	Wilson/Depty. Supt. Principal Wilson/Depty. Supt. Principal	8/10 8/10 8/10

3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	Based on the concepts outlined in the TAP system, if this grant is awarded, teachers will be provided the opportunity to earn between $2000 and $4000 in additional compensation which will be determined by their instructional practices, increased student achievement in their classroom, and increased student achievement in the school as a whole.	Principal/TAP	3/11
	Also, teachers will be given the opportunity for promotions/career growth via a mentor and master teacher development program. This career advancement opportunity will provide additional professional satisfaction and challenge while keeping gifted teachers within the teaching ranks. Mentor teachers would receive an annual stipend of $5000 and master teachers an annual stipend of $10,000.	Principal	8/10, ongoing
	Seek partnerships with Indiana University – South Bend, University of Notre Dame, and Bethel College to provide tuition-free or tuition-reduced graduate level course opportunities for certified staff.	Myrtle Wilson, Deputy Superintendent	Immediately
	Permanent and semi-permanent teachers who are evaluated as "improvement necessary" or "ineffective" will be placed on probation. A probation assistance team consisting of two administrators and two teachers will recommend remedial steps and monitor the teachers' progress to a maximum of 100 days. If improvement is not shown to raise the teacher's performance to	Principal	8/10, ongoing

	"effective" or "highly effective," the teacher will be terminated or reassigned according to the Indiana Code. Non-permanent teachers will be provided positive assistance by the principal. If improvement does not result in at least an "effective" rating, the teacher will be terminated or reassigned according to Indiana Code. according to Indiana Code.		
Elements	**Tasks**	**Lead Person/ Position**	**Time Period (month)**
4. *Provide high quality, job-embedded professional development.*	Work with identified external collaborative partner to develop and implement: 1. Intensive pre-opening training. 2. Professional learning teams meeting regularly twice each week. 3. On-site professional development.. 4. Periodic targeted professional development as identified by the professional staff and the external collaborator.	Principal	7/10
	Professional Development. SBCSC and AHSI will support the new principal with three types of professional development beginning prior to the opening of school and throughout its operation. 1. <u>Pre-Opening Orientation and Training</u> – The Principal and teaching staff will receive training to learn the AHSI model(s) selected for implementation at Bendix School. The Diploma Plus training, for example, would occur prior to opening the school, and would last at least five days. Similarly, if the Big Picture Learning model used by Indianapolis	AHSI	7/10

	Met High School were adapted for Bendix School, the Principal would engage in pre-training to learn about the model on-site. Both Diploma Plus and Big Picture Learning also convene summer institutes and principal training sessions at other times during the year to enable principals from across each network to convene and learn from one another.		
	2. Teachers will be scheduled into collaborative professional learning communities (PLC) to meet for 30 minutes twice a week during the planning period. Administrative staff will meet with each PLC periodically to establish learning goals and monitors progress.	Principal	Twice a week beginning 8/10
	3. <u>On-Site Professional Development in School</u> – AHSI offers Principals ongoing technical assistance and professional development on-site in their schools. Diploma Plus, for example, employs Network Managers and School Coaches who provide principals with support in managing administrative requirements of the school district and/or State Education Agency, in this case South Bend Community School Corporation and Indiana Department of Education, respectively. AHSI Coaches would play a similar role with the Bendix School Principal and would be familiar with more than one program model in case Bendix School decides to blend two or more models in the improved high school.	AHSI	As needed, but at least monthly beginning 8/10
	4. <u>Professional Development & Training</u>	AHSI	Conferences

	Convenings – AHSI convenes at least two conferences yearly that enable members of organizations in the network to exchange information and improve practice – an annual members-only meeting and a national conference. AHSI also hosts mini-convenings on cross-cutting topics such as Data & Evaluation, High School to Career & College Transition, and Principal Training & Support. These mini-convenings are specifically designed to focus on particular needs and issues identified by principals as requiring attention.		two times per year
	Curriculum Alignment: In AHSI schools and programs, curricula for reading/language arts and math are developed to respond to course requirements necessary for students to earn the state awarded high school diploma. AHSI organizations work directly with local district and State Education Agency officials when starting schools and programs to identify academic requirements for high school graduation, including course completion and standardized testing, to ensure that curricula are tailored to enable students to graduate with a diploma. All students attending or re-enrolling in AHSI schools are behind grade level in reading and math and require additional supports, including tutoring and accelerated learning options, to improve academically. AHSI programs assess the status of each student and provide rigorous, relevant, relationship-driven learning experiences. Diploma Plus, for example, uses the	AHSI	Periodic in-service as needed

	Diploma Plus Competencies Rubric to tailor classroom instruction in all subjects required for graduation, including reading and math. Students demonstrate increasing levels of academic and skill attainment through portfolio-based assessments and are prepared for district and state administered tests. Big Picture Learning provides structured opportunities for "real world" learning through internships that enable students to connect academic course work with skills required for pursuing careers based on their interests and aspirations. Communities in Schools (CIS) uses a Charting for Success student online tool in its Performance Learning Centers®. EdVisions Schools uses a tool called Project Foundry™ to enable students to track academic progress. Based on these proven methods for developing and implementing high quality standards and assessments, AHSI will assist South Bend Community Schools in crafting a system for Bendix School that prepares students for mastering academic and related competencies (e.g., decision making and problem solving skills, self-management, communication skills, ability to work with others, and information technology). Example: Diploma Plus Competency-based and standards-aligned curriculum. Diploma Plus Competencies, along with prioritized district and/or state standards, serve as the basis for curriculum in the academic disciplines. The DP Competencies are designed to help facilitate rigorous and relevant understanding in the classroom by highlighting what is most essential in a discipline and supporting students in mastering the standards and provide a framework for teachers to authentically assess student work. Both the		

	DP competencies and the prioritized standards are present in all aspects of curriculum design. When schools use curriculum that integrates both the DP competencies and the prioritized standards, they can be certain that they are using a rigorous curriculum. **Travel:** AHSI member organizations are located across the country, but we convene on-site to open schools and programs independently and in partnership with local districts and SEAs. The travel budget will serve three purposes, namely to: (1) provide funds for AHSI leaders to travel to South Bend, IN to help design and set up a transformation model for Bendix School in Year 1, and to enable periodic on-site technical assistance site visits from AHSI staff members who live outside Indiana; (2) enable South Bend Community Service Corporation leaders, Bendix School principal, and Bendix School staff members to visit existing AHSI schools in Indianapolis and possibly elsewhere; (3) enable Bendix School principal and teaching staff to participate in AHSI meetings and professional development conferences, including an annual AHSI National Conference, as well as training institutes hosted by the model program (e.g., Big Picture Learning, Diploma Plus) and by CELL at the University of Indianapolis for schools within their networks. NOTE: The AHSI National Conference may be re-designed and offered as separate statewide and regional conferences pending the outcome of AHSI funding	AHSI	7/10, ongoing as specified

	applications in Indiana and elsewhere. If AHSI succeeds with more than one application in Indiana, AHSI would forego the National Conference in 2011 and host a statewide conference in Indiana for all schools in the state, including Bendix School, schools in the Indianapolis-AHSI Partnership, and any other new schools in Indiana. The AHSI National Conference would resume in spring 2012 and 2013. AHSI Team to South Bend, IN for meetings/school site visits @$7,000/year; SBCSC team site visits to AHSI schools in Year 1 @$3,000; SBCSC/Bendix School team to AHSI National Conference (or statewide/regional conference to be held in a location TBD) each year for 3 years @$15,000 = $45,000; total for three years = $69,000 The TAP system (System for Teacher and Student Advancement) from the National Institute for Excellence in Teaching uses analysis of student achievement data to select specific instructional strategies to target identified needs. Mentor and master teachers coach teachers in these instructional strategies in their classrooms through the school year.	TAP	8/10, Master/mentor teacher development 8/11 Implementation
5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	Give Summer stipends for curriculum development and evaluation Based on the components of the TAP system, teachers will be provided the opportunity to earn between $2000 and $4000 in additional compensation which will be determined by their instructional practices, increased student achievement in their classroom, and increased	Nye/Director of HR Principal	6/10 6/10

	student achievement in the school as a whole. Also, teachers will be given the opportunity for promotions/career growth via a mentor and master teacher development program. Mentor teachers would receive an annual stipend of $5000 and master teachers an annual stipend of $10,000. Offer grants for classroom innovation and action research AHSI will work with SBCSC and Bendix School leaders to identify staffing needs for this transformation model. AHSI would provide schools with two types of oversight and support – (1) an AHSI Coach responsible for working directly with the Bendix School Principal and (2) a local Coordinator (15% FTE) whose primary role would be to assist the Principal as needed with administrative questions/issues. Within Bendix School, AHSI would create three critical roles -- High School to Career & College Coordinator, Learning through Internship Coordinator, and Community Resource Developer. The HSCC Coordinator is primarily responsible for ensuring students are provided with college readiness, access, and post-high school supports; the guidance counselor position may be modified to fill this role. The LTI Coordinator establishes relationships with external entities, including public and private sector employers, to enable students to secure internships in real-world settings that align with their interests and aspirations and are tied to academic coursework. The Community	Principal Nye/Director of HR AHSI Principal	8/10 6/10 7/10 evaluated through out the school year 8/10

	Resource Developer coordinates social services and other supports, such as housing, childcare, income security, and transportation; s/he often interacts with representatives of the child welfare and juvenile justice systems to help manage individual student's cases, ensuring that wrap-around services are accessible. These roles are essential for ensuring that Bendix School improves its capacity to prepare its students to earn a high school diploma and graduate prepared for college and careers. These positions would be posted as soon as possible with SBCSC leaders and within the AHSI network. Staff members would be recruited and hired prior to the school's re-opening in Fall 2010. All internal and external postings for teaching and administrative staff will include marketing, emphasizing the benefits of working at Bendix High School. This includes: • Opportunities for advancement as mentor and/or master teachers • Bonuses paid for performance beginning in the second year • Extensive opportunities for professional development including attendance at national conferences and individual professional growth • Opportunities for summer employment in curriculum evaluation and development • School-based grants available for implementing innovative instruction and action research • Additional support from an AHSI coach and local coordinator for the building principal	Wilson, Deputy Superintendent	7/10

	• Support staff that provide for student needs, freeing teachers to focus on instruction • Teachers work together to provide integrated instruction • Collaborative environment with shared leadership focused on student achievement • Higher basic contract due to additional instructional days		
	Teaching positions filled internally will be determined using the following contract language: "In the event the administration determines that a vacant position or a position subject to reassignment requires unique skills and qualifications or duties and responsibilities, these qualifications shall be posted with a detailed job description. If these qualifications are not held by the most senior applicant and are held by a less senior applicant, the administration shall notify the Association of its decision and of the teacher assigned to said vacancy."	Karen Nye HR Director Principal	Immediately Immediately

6. *Provide increased learning time for students and staff.*	Add 30 minutes of instructional time daily to schedule	Principal	8/10
	Add 5 days of instructional time to the school year	Kapsa/Supt. Zook/NEA-SB	8/10

7. *Use data to implement an aligned instructional program.*	Preliminary data analysis of all enrolled students to determine placements and initial schedule	Leadership team	8/10
	As described in the TAP program, an analysis of student	TAP/All staff	Quarterly

	achievement data will be used to identify specific instructional strategies for classrooms.		beginning 8/10
	AHSI would assist the Bendix School Principal and teaching staff in implementing an instructional program that aligns course work and student progress by using data, assessments, and technology. Since AHSI offers more than one type of instructional program, Bendix School leaders would first select the model(s) to implement. Based on the particular model(s) to be implemented at Bendix School, an appropriate data system would be used.	AHSI/Leadership team	8/10, weekly throughout the school year
	AHSI organizations are committed to data collection and analysis that can be used to match students with appropriate learning opportunities and to assess student outcomes. AHSI organizations use a "student progression model" to describe the relationship between qualitative and quantitative data gathered about each young person and the types of personalized academic and other support s/he will receive. Data systems that capture student demographics (e.g., ethnicity, socioeconomic status, family status, living situation), academic progress (e.g., standardized test scores, grade point average), and other indicators of engagement such as attendance, participation in school activities, and student perceptions of progress, aim to provide a fuller, more complete picture of student growth than typically tracked. Many of these indicators align with Dr. William Sedlacek's non-cognitive variables affecting success in postsecondary education. Aside from measuring student achievement among	AHSI/Leadership team	11/10, quarterly

	students, other types of school-level indicators would be tracked to assess Bendix School's improvement. These school-level indicators include: ○ High school graduation rate ○ Postsecondary acceptance rate (among students and high school graduates) ○ Postsecondary enrollment (among students and high school graduates) ○ # and % of students earning college credits in high school ○ Student attendance rates ○ Student retention rates ○ Student persistence, and ○ Student perceptions of hope, aspirations, and interest in post-high school plans and success.		
	AHSI is finalizing a template for indicators and measures that can be used across all schools in the network to assist member organizations in improving practice. AHSI Data Consultant Charles Mojkowski is working with Karen Arnold, Ph.D., Boston College, and Christopher Mazzeo, Consortium on Chicago School Research, to finalize the AHSI data model with input from several other prominent researchers and evaluators.	Ritzler, Director of Research and Evaluation	9/10
	Ongoing data collection would be aligned with existing IDOE and SBCSC data systems. AHSI recognizes that most school districts and State Educational Agencies have their own systems for collecting and analyzing data. AHSI is building capacity to assist schools	Principal	8/10

	receiving technical assistance from the network in developing their own data systems and/or adapting existing ones. The goal would be for Bendix School to participate in existing district and SEA data systems and use an AHSI data system as a supplement. Participating in existing data collection efforts enables AHSI to conduct comparison-based studies with traditional schools serving similar students. The AHSI data system used to track other indicators will be developed with one of two providers – Innovative School Information Systems (ISIS) Affiliates of Groton, MA or Social Solutions® based in Baltimore, MD. Both firms offer web-based platforms that capture student and school level data using a program evaluation template whose indicators are set to match a pre-defined set of success blueprints for the particular model(s). The Principal and teachers have access to this platform 24/7 to input and retrieve data; they "own" their own data. The Principal and teaching staff would participate in a training/development session on how to use AHSI's data template and the web-based system prior to school opening. Teachers would track classroom data on student progress weekly. In consultation with the Principal and AHSI Coaches, teachers would use data to create a culture of data-driven decision-making. AHSI Coaches would assist the Principal in identifying issues arising from weekly data surveys of classroom progress to determine additional technical assistance and professional development needs and resources.	Principal	Weekly, beginning 8/10

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	Train all staff in effective use of data for instructional decision-making during the summer intensive.	Principal	8/10
	AHSI models provide authentic teaching, learning, and performance assessment combined with personalized instruction to students. As a result, the curriculum and coursework are tailored to match the aspirations and academic profile of individual students. The individualized curriculum enables data teachers to use data gathered about each young person to assist that student in crafting an appropriate course of study. AHSI students learn across a wide range of interrelated experiences.	Principal Principal	Bi-weekly beginning 8/10 8/10 and daily throughout the school year
	Learning is centered on students' personal passions, interests, styles and needs and is deepened through relevant and real world experiences. Each of these opportunities is structured around clearly defined learning goals and objectives that meet state learning standards.		
	Personalization is a critical component of all aspects of school culture. At every level – student, teacher, principal, school, intermediary – individual uniqueness is honored, engaged and respected. Teachers are responsive to students' cognitive, emotional, and physical needs. Student learning is challenging, meaningful and personalized and a commitment to lifelong learning and inquiry is fostered.		

	Data gathered when students enroll in the school are used to personalize and inform instruction. As students progress through the model, they are given tools to assess their own progress along with their teachers. Portfolio-based assessments and other forms of authentic methods are used in addition to standardized tests to ensure that students are gaining academic competencies in meaningful ways. Diploma Plus has secured a waiver of seat-time requirements from IDOE that allows its programs to offer students accelerated learning options for accumulating course credits as long as students are able to demonstrate competency in the subject matter. Hold bi-weekly team meetings to discuss student progress using formative assessments. Require data as basis for instructional decisions in lesson-planning.	 Team members Principal	 8/10, biweekly 8/10

9. *Provide mechanisms for family and community engagement.*	Work with community partners to develop monthly workshops/activities for students and families. • Memorial Hospital will provide training in Seven Habits for Successful students. • Arc Angels, a community support group will provide support and mentoring to students at Bendix School. • Weed and Seed Program, will offer community service opportunities for students. • Martin Luther King Center Black Male Role Model Group will offer mentoring and coaching	Social Worker	Monthly beginning 9/10

	services to students. • YMCA Urban Youth Services will provide life coaching and recreational activities to students enrolled at Bendix High School. • 21st Century Scholars will offer college visits and assistance in completing college financial aid and application forms. • Bridges out of Poverty of St. Joseph County will offer parent, staff and student training in overcoming barriers to education for families experiencing generational poverty. This is based on research and writings of Ruby Payne.		
	Develop community advisory group for regular progress evaluation: • The community advisory should be a group of six to eight people who receive regular reports of the school's progress. This is a group to whom the principal shares the full program and the data, seeking their input and support for addressing issues as they arise. The group should have some parent and student representation, but also local business and non-profit leaders.	Principal	Quarterly, beginning 10/10
	Each family will receive at least one personal communication from the school professional staff each quarter.	Social Worker	Quarterly, beginning 9/10
	Parent advisory committee will be established and meet monthly to discuss family and student issues.	Principal	Monthly, beginning 9/10

	Student advisory committee will be developed to insure the needs of students are being address in a timely manner.	Principal	Monthly, beginning 9/10

10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	Work with the external collaborator and school staff to determine an appropriate calendar and schedule to meet student needs for success. Discuss with district staff and the bargaining unit to facilitate necessary changes.	Principal	8/10
	Work with the external collaborator to provide a staffing model to implement an alternative school structure that will meet the needs of South Bend students. Discuss with district staff and the bargaining unit to facilitate appropriate staffing.	Principal	7/10
	Develop plan for use of Title III, special education, and professional development grants with the appropriate grant administrators to meet specific student needs.	Principal	6/10
	Work with external community providers to develop support systems for students and families aligned with school vision and goals.	Principal	7/10
	Assistant principal will be hired to assist in instructional leadership and to provide operational support. A full-time social worker will also be hired to coordinate student and family support. This will allow the principal to focus on classroom instruction, tracking student progress, and staff evaluation.	Principal	7/10

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	Bi-weekly meetings with central office staff to review needs and progress Monthly visits by IDOE representatives to review needs and progress AHSI Coaches and a local Coordinator would provide ongoing technical assistance to the Principal of Bendix School and its teaching staff. The technical assistance offered by AHSI falls into the following three categories (also listed in response to Question E4.). 1. Pre-Opening Orientation and Training (July/August 2010) - The Principal and teaching staff will receive training to learn the AHSI model(s) selected for implementation at Bendix School. 2. On-Site Technical Assistance (Ongoing, Bi-Weekly) - AHSI offers Principals ongoing technical assistance and professional development on-site in their schools. AHSI Coaches and a local Coordinator would visit and work with the Bendix School Principal weekly (or bi-weekly) and then monthly or bi-monthly in Years 2 and 3. Professional Development & Training Convenings – Bendix School leaders would participate in training institutes and conferences hosted by AHSI and by the member organizations (e.g., Diploma Plus, Big Picture Learning) for the model(s) it implements. Also, they would participate in Alternative High School Network sessions to be hosted by CELL at the University of	Wilson/Depty. Supt. IDOE AHSI/ Collaborator	Bi-weekly beginning 8/10 Monthly beginning 9/10 At least monthly, beginning 7/10

	Indianapolis. These convenings would enable Bendix School leaders to exchange information with others in the AHSI network.		

➢ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

1. Develop detailed job description with assistance from AHSI.
2. Post the position with detailed job description internally, with IDOE, and in *Education Week* for a two-week period.
3. Develop screening committee of stakeholders and screen all applicants for interview with assistance from AHSI.
4. Develop interview committee of stakeholders and conduct interviews with protocols reviewed by AHSI and IDOE.
5. Interview committee recommends final candidates for interview by superintendent.
6. Superintendent recommends principal to Board of School Trustees

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	XX	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	XX	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.	XX	

Restart Model (Guidance Document, Section C, pages 19-20)

☐ We will implement this model. XX We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.*			
2. *Must enroll within the grades it serves, any former student who wishes to attend.*			

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.		

School Closure

(Guidance Document, Section D, pages 21-22)

☐ We will implement this model. XX We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. Close the school.			

2. *Must enroll the students in other schools in the LEA that are higher achieving.*			

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.		
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.		

F. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
   - One English/language arts goal for "all students."
   - One mathematics goal for "all students."
   - For examples of goals, see guidance document, H-25, p. 41.
3) Schools serving students in grade 12 must also include a goal related to graduation.
4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable (SMART goals).

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2010-2011	**SY 2011-2012**	**SY 2012-2013**
4% of all students were proficient on the Spring 2009 Algebra I ECA	40% of all students are proficient on the Spring 2011 Algebra I ECA	60% of all students are proficient on the Spring 2012 Algebra I ECA	75% of all students are proficient on the Spring 2013 Algebra I ECA
50% of all students are proficient on the Spring 2009 English 11 ECA*	50% of all students are proficient on the Spring 2011 English 10 ECA	60% of all students are proficient on the Spring 2011 English 10 ECA	75% of all students are proficient on the Spring 2011 English 10 ECA
7% graduation rate for 2008-2009	60% of students graduate within four years of enrollment at Bendix	70% of students graduate within four years of enrollment at Bendix	80% of students graduate within four years of enrollment at Bendix

* English 11 ECA is used as a proxy for the English 10 exam which has not yet been administered.

➢ ***Complete "LEA Application: General Information" if have not already done so.***

Section II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each "tab" for years 2010-2011, 2011-2012, 2012-2013.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) **The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.**

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment B for suggestions)

Element of the Intervention	Resource
Federal Resources	
Reward school leaders, teachers, and staff who, in implementing this model, increased student achievement or high school graduation rates.	Title II, Part A
Provide high quality, job-embedded professional development	Title II, Part A
Implement strategies to recruit, place, and retain staff.	Title II, Part A
Provide on-site resources to assist English-language learners.	Title III, Part A
Provide career and technical education options and internships	Perkins
State Resources	
Student assistance to support attendance and school retention	Alternative Education grant
Use of data to develop and maintain an aligned and responsive instructional program	PL 221 professional development grant.

NATIONAL
EDUCATION
ASSOCIATION
SOUTH BEND

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6/4/2010

To Whom It May Concern,

National Education Association-South Bend (NEA-SB) is committed to working with the South Bend Community School Corporation (SBCSC) on the implementation of the Transformational Model for Bendix School. We are aware that one of the concerns listed on the first read through of our grant application was that perhaps NEA-SB was not fully committed to the process. We are working and will continue to work with SBCSC on the improvement of Bendix. We desire to put forth a plan that will result in significant gains for Bendix School.

In regards to addressing evaluation, we believe that there is tremendous merit in working with the TAP system (System for Teacher and student Advancement [formerly Teacher Advancement Program] from the National Institute for Excellence in Teaching). NEA-SB is currently working diligently with SBCSC to gain further information on the specifics of TAP in relationship to schools that need to improve.

Recently, Heidi Miller, ISTA UniServ Director representing NEA-SB attended an IDOE workshop with three administrators from SBCSC to listen to the information provided by IDOE and to work with SBCSC to assist in promoting a quality grant application for 1003(g). NEA-SB is continuing to investigate how TAP works in relationship to our current evaluation model, how the Master and Mentor teachers are protected under TAP (as they cannot be construed to be evaluators or they would then be classified as administrators), and how TAP will be implemented as a full process. As we gather this information we will be able to work together to finalize the use of a different evaluation model at Bendix School then what has been traditionally used.

NEA-SB sincerely hopes that we will be successful in implementing the Transformational Model for Bendix School.

Sincerely,
Jason Zook
Jason Zook
NEA-SB President

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2010 - 2011

Note: The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name:	**South Bend Community School Corporation**
Corporation Number:	**7205**
School Name:	**Bendix High School**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL (include positions and names)						
	17.00	x		Additional five days added to school year	$ 25,000.00	
	5.00		x	Additional five days added to school year	$ 3,000.00	
	22.00	*TOTAL SALARIES*				*$ 28,000.00*
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				*$ 5,600.00*
3. TRAVEL: *(differentiate in-state and out-of-state)*						
out-of-state				Team attendance at AHSI National Conference	$ 25,000.00	
out-of-state				Site visits to AHSI programs	$ 5,000.00	
in-state				Attendance at in-state conference	$ 1,500.00	
in-state				Site visits to AHSI programs	$ 1,500.00	
		TOTAL TRAVEL				*$ 33,000.00*
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
External Partner				Association for High School Innovation	$ 445,000.00	
Community Provider				Urban Youth Services of the YMCA of St. Joseph County	$ 10,000.00	
Community Provider				Bridges out of Poverty	$ 2,000.00	
Installation				Herrman and Goetz (technology installation)	$ 20,000.00	
Installation				Vanderheyden Distributing Inc.	$ 6,000.00	
		TOTAL CONTRACTED SERVICES				*$ 483,000.00*
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				*$ 113,437.00*

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		*$ 245,130.00*
7. OTHER SERVICES: (Include a specific description of services.)			
	Professional development stipends for teachers	$ 25,500.00	
	Curriculum Development stipends	$ 5,000.00	
	TAP implementation inclucing performance incentives and		
	teacher leadership stipends	$ 160,000.00	
	Benefits for stipends at 20%	$ 38,100.00	
	TOTAL OTHER SERVICES		*$228,600.00*
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			*$ 1,136,767.00*

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
124	Deep Freeze software	$ 50.00	$ 6,200.00
115	Ghost licensing	$ 14.00	$ 1,610.00
9	Office Suite 2008 for MacIntosh	$ 83.00	$ 747.00
115	Office Suite 2007 for PC	$ 102.00	$ 11,730.00
115	Kaspersky Antivirus 16	$ 16.00	$ 1,840.00
115	Windows Cals for PC	$ 4.00	$ 460.00
1	Adobe Creative Suite license	$ 16,000.00	$ 16,000.00
20	Dragon Speak	$ 80.00	$ 1,600.00
30	NovaNet license	$ 1,110.00	$ 33,300.00
120	Student digital locker	$ 10.00	$ 1,200.00
1	Bridges online subscription for career planning	$ 750.00	$ 750.00
1	Read 180 Stage C instructional license	$ 38,000.00	$ 38,000.00
	TOTAL SUPPLIES COSTS		$ 113,437.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
115	Dell Optiplex 380 computers with 17" monitors	$ 670.00	$ 77,050.00
1	Dell Optiplex 380s computer with 19" monitor	$ 1,900.00	$ 1,900.00
9	Apple iMacs 20"	$ 1,200.00	$ 10,800.00
25	HP Laser 2055N	$ 400.00	$ 10,000.00
1	HP Color laser CP2025N	$ 380.00	$ 380.00
46	Computer lab tables (2 students per table)	$ 753.00	$ 34,638.00
92	Computer chairs	$ 135.00	$ 12,420.00
1	Ghost server with license	$ 3,600.00	$ 3,600.00
5	Security cameras	$ 5,000.00	$ 25,000.00
4	Security radios	$ 349.00	$ 1,396.00
1	Liberty powered portable PA system	$ 1,300.00	$ 1,300.00
1	Microphone	$ 500.00	$ 500.00
5	Promethean whiteboard, projector, and arm	$ 3,600.00	$ 18,000.00
2	Epson projectors	$ 500.00	$ 1,000.00
1	Elmo projection camera	$ 625.00	$ 625.00

2	Overhead carts	$ 110.00	$ 220.00
42	Headphones	$ 10.00	$ 420.00
3	32" flat screen TV	$ 540.00	$ 1,620.00
3	TV mounting kits	$ 182.00	$ 546.00
4	DVD/VCR	$ 100.00	$ 400.00
3	DVD/VCR mounting kits	$ 85.00	$ 255.00
3	TV Speakers	$ 60.00	$ 180.00
1	Podium	$ 400.00	$ 400.00
1	Large portable projection screen	$ 700.00	$ 700.00
2	EIKI CD/Cass with built-in listening center (5 jacks each)	$ 310.00	$ 620.00
3	Scanner	$ 300.00	$ 900.00
1	Cisco 3750G-24TS switch	$ 4,000.00	$ 4,000.00
4	NetGear 48 port gigabit switches	$ 500.00	$ 2,000.00
1	Cabling	$ 400.00	$ 400.00
1	Video distribution system	$ 17,000.00	$ 17,000.00
1	Digital phone key	$ 5,000.00	$ 5,000.00
7	Office phones	$ 180.00	$ 1,260.00
3	Wiring kit for computer lab	$ 2,000.00	$ 6,000.00
1	Wiring kit for video distribution	$ 2,000.00	$ 2,000.00
4	Wiring kit for Promethean boards and peripherals	$ 500.00	$ 2,000.00
24	classroom phones	$ 25.00	$ 600.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 245,130.00

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2011 - 2012

Note: The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: South Bend Community School Corporation
Corporation Number: 7205
School Name: Bendix High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	17.00	x		Additional five days added to school year	$ 25,000.00	
	5.00		x	Additional five days added to school year	$ 3,000.00	
	22.00	***TOTAL SALARIES***				***$ 28,000.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				***$ 5,600.00***
3. TRAVEL: *(differentiate in-state and out-of-state)*						
out-of-state		Team attendance at AHSI National Conference			$ 22,000.00	
out-of-state		Leadership team visit to national conference			$ 3,000.00	
in-state		Team attendance at in-state conference			$ 1,500.00	
in-state		Leadership team visit to state principal's conference			$ 1,500.00	
		TOTAL TRAVEL				***$ 28,000.00***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
External Partner		Association for High School Innovation			$ 337,000.00	
Community Provider		Urban Youth Services of the YMCA of St. Joseph County (student supp.)			$ 10,000.00	
Community Provider		Bridges out of Poverty (family support)			$ 2,000.00	
		TOTAL CONTRACTED SERVICES				***$ 349,000.00***
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				***$ 35,760.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				***$ 37,315.00***

7. OTHER SERVICES: (Include a specific description of services.)			
	Professional development stipends for teachers	$ 25,500.00	
	Curriculum Development stipends	$ 5,000.00	
	TAP implementation inclucing performance incentives and		
	teacher leadership stipends	$ 160,000.00	
	Benefits for stipends at 20%	$ 38,100.00	
	TOTAL OTHER SERVICES		***$228,600.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$ 712,275.00***

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
200	Student digital locker	$ 10.00	$ 2,000.00
115	Windows Cals	$ 4.00	$ 460.00
30	NovaNet license	$ 1,110.00	$ 33,300.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 35,760.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
5	Promethean whiteboard, projector, and arm	$ 3,600.00	$ 18,000.00
15	Remote projection devices	$ 75.00	$ 1,125.00
17	Dell Latitude e6400 computers	$ 1,070.00	$ 18,190.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 37,315.00

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: South Bend Community School Corporation
Corporation Number: 7205
School Name: Bendix High School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
	17.00	x		Additional five days added to school year	$ 25,000.00	
	5.00		x	Additional five days added to school year	$ 3,000.00	
	22.00	*TOTAL SALARIES*				*$ 28,000.00*
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				*$ 5,600.00*
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state				Team attendance at AHSI National Conference	$ 22,000.00	
out-of-state				Leadership team visit to national conference	$ 3,000.00	
in-state				Team attendance at in-state conference	$ 1,500.00	
in-state				Leadership team visit to state principal's conference	$ 1,500.00	
		TOTAL TRAVEL				*$ 28,000.00*
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
External Partner				Association for High School Innovation	$ 337,000.00	
Community Provider				Urban Youth Services of the YMCA of St. Joseph County (student supp.)	$ 10,000.00	
Community Provider				Bridges out of Poverty (family support)	$ 2,000.00	
		TOTAL CONTRACTED SERVICES				*$ 349,000.00*
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				*$ 39,210.00*
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				*$ 500.00*

7. OTHER SERVICES: (Include a specific description of services.)			
	Professional development stipends for teachers	$ 25,500.00	
	Curriculum development stipends	$ 5,000.00	
	TAP implementation inclucing performance incentives and		
	teacher leadership stipends	$ 160,000.00	
	Benefits for stipends at 20%	$ 38,100.00	
	TOTAL OTHER SERVICES		***$228,600.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$ 678,910.00***

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
200	Student digital lockers	$ 10.00	$ 2,000.00
115	Ghost licensing	$ 14.00	$ 1,610.00
115	Kaspersky antivirus	$ 16.00	$ 1,840.00
115	Windows Cals	$ 4.00	$ 460.00
30	NovaNet license	$ 1,110.00	$ 33,300.00
		$ -	$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 39,210.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	*DESCRIPTION*	*UNIT PRICE*	*TOTAL PRICE*
1	NetGear 48 port gigabit switch	$ 500.00	$ 500.00
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 500.00