Indiana Department of Education
SUPPORTING STUDENT SUCCESS

Appendix F: LEA Application of General Information 2011-2012

School Improvement Grant (1003g)

LEA Application: General Information

Corporation Name: South Bend Community School Corporation	7205
Contact for the School Improvement Grant: Christine Pochert	
Position and Office: Grant Writer, Research & Evaluation	Contact's Mailing Address: 215 S. St. Joseph Street South Bend, IN 46601
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Superintendent (Printed name) Dr. Carole Schmidt	Telephone: 574 283 8000
Signature of Superintendent x Carole Schmidt	Date: 7-14-2011

➔ **Complete and submit this form one time only.**

➔ Complete a second form, "Tier I and II Application" or "Tier III Application" for *each* school applying for a school improvement grant.

1. Schools to be Served by LEA

Instructions:

1) Using the list of Tier I, II and III schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Dickinson Intermediate Center	5-8	X			X			
2. Washington High School	9-12	X						X
3. Madison Primary	K-4	X						X
4. Navarre Intermediate	5-8	X						X
5. Coquillard Primary	K-4	X						X
6. Harrison Primary	K-4	X						X

7. Lincoln Primary	X							X
8. Marquette Montessori Academy	X							X
9. Muessel Primary	X							X
10. Bendix (Rise Up Academy)	X							X

2. Explanation if LEA is Not Applying to Serve Each Tier I School

☐ We will serve our entire Tier I schools.

XX☐ We believe we do not have the capacity to serve all Tier I schools. Our explanation for why is provided below.

In order to assure fidelity and success for the Transformational Model, South Bend Community Schools (SBCSC) can only fully implement the program in one school. That school will be Dickinson Intermediate Center.

To replace teachers and principals in all Tier I schools would involve replacing 9 principals and restructuring that many schools.

Bendix (now Rise Up Academy) has received SIG 1003g funds. It is currently in the Transformational Model.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Dickinson Intermediate **School Number:** 7559

Stakeholder Group	Mode of Communication	Date
SIG Planning Group (Central Office)	Meetings, Email	February-June 2011 2/9/2011, 2/24/2011, 3/24/2011, 4/18/2011, 5/2/2011, 5/192011, 6/6/2011
Dickinson Teachers	Team meetings, representatives at planning meetings	March-present 2011 3/7/2011, 4/21/2011, 4/28/2011, 5/2/2011, 5/5/2011, 5/9/2011
Chicago Arts Partners in Education (CAPE)	Conferences, in person and by phone	February-June 2011 2/24/2011, 3/23/2011, 5/5/2011, 6/1/2011
A+ Schools Programs	Conference by phone and email	May/June, 2011
Indiana University South Bend Ernestine Raclin School of Fine Arts and School of Education	Conferences, in person and by phone	February-June 2011 2/14/2011, 3/3/2011, 3/24/2011
University of Notre Dame Robinson Community Learning Center and DeBartolo Center	Conferences, in person and by phone	February-June 2011 2/14/2011, 3/24/2011, 4/20/11
Parent Group Representatives	Conferences, in person and by phone	March-June 2011

Arts Collaborative Group: Ad Hoc Group from Community Wide Education Partnerships in conjunction with United Way of St. Joseph County	Conferences, in person and by phone	February- present, 2011 2/14/2011, 6/2/2011
Community Arts Groups: Conservatory of Dance, South Bend Civic Theatre, South Bend Art Museum, and others	Conferences by phone and email with individual groups	May- present, 2011

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

_____ assures that it will
Corporation/Charter School Name

_X__ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_X__ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

_X__ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_X__ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☑ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school-wide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g)
2011-2012

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 Dickinson Intermediate Fine Arts Academy

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

Assurances

_____ assures that it will
Corporation/Charter School Name

_X__ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_X__ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

_X__ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_X__ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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☐ Implementing a school-wide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

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 2010-2011. (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://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low)

English/Language Arts

**Data from Preliminary 2011 ISTEP+ Disaggregation Summary Reports released May 30, 2011*

Example: LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Black	65%	189	High	High
Hispanic	43%	37	High	High
White	41%	71	High	High
Multiracial	58%	29	High	High

Free/Reduced Lunch	59%	279	High	High
LEP	61%	11	High	High
Special Ed.	82%	102	High	High

Mathematics

**Data from Preliminary 2011 ISTEP+ Disaggregation Summary Reports released May 30, 2011*

Black	71%	206	High	High
Hispanic	42%	34	High	High
White	39%	68	High	High
Multiracial	58%	29	High	High
Free/Reduced Lunch	59%	280	High	High
Special Ed.	76%	96	High	High

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."
Students in most content areas are not demonstrating academic achievement. There are achievement gaps among racial demographics, as well as socio-economics 76 % of our special education students failed Mathematics and 82% failed Language Arts tests.	Behavioral and academic interventions for struggling students are limited or nonexistent. Student engagement is limited. More support is needed for our special education students, as well as the teachers of those students. The school staff does not exhibit high expectations from all students. Efforts in arts-integration are not always grounded in effective teaching strategies or aligned with state standards. Performance-based tasks are not always aimed toward improving student achievement in the mastery of core standards.

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.

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	54,520	54,520
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.8%	93.44%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	BAS	BAS

7. Discipline incidents*	578	864
8. Truants (# of unduplicated students, enter as a whole number)	24	26
9. Distribution of teachers by performance level on LEA's teacher evaluation system	N/A	N/A
10 Teacher attendance rate	91.09%	92.67%

*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"
An increasing number of students are being removed from the classroom for discipline incidents. Student attendance rate has dropped 2.36% in the past year	Teachers need to address student engagement and classroom management. Teachers need assistance in establishing classroom procedures. Learning activities need to target student engagement as well as academic goals. Some students do not feel that learning is important, as determined by informal survey. Students do not feel safe at school, as determined by bully surveys and school transfer requests.

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

➢ *Instructions:*

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school 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.					
4. Does not include technology.				X	3. Uses multiple sources beyond textbooks.

5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time.		X X X			4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 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. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or 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. 6. Is not differentiated for struggling students.	X	 X X	X	 X X	1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	**Data - Formative Assessments**

1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.	 X X	X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 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. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X X	 X X 		1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. 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. 2. Does not ensure a safe school and community environment for children.		X X X			1. Provides social and emotional supports from school and community organizations. 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. "	*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."
The principal does not provide instructional leadership. Leadership is focused more on building management than student learning. Instruction does not align with student needs and learning styles. Teacher collaboration only occurs occasionally during the school year, despite daily scheduled opportunities. Curriculum is not aligned throughout the building. Teachers have not consistently valued professional development offerings,	The principal is not knowledgeable about curriculum in most content areas. Effective procedures and delegation of low priority tasks are limited or do not exist. Formative assessments and data driven instruction have not been utilized. Teachers do not effectively manage collaborative plan times provided during the school day. Teachers are struggling to understand the difference between strategies, standards, and curriculum. There is confusion regarding the implementation of arts-integration and data-driven instruction. PD has occurred during the summer or after school when many cannot attend.

attending only when it was required.	There has not been long-term planning.
Teachers who have received training in arts-integration have not stayed.	Contractual agreements have not allowed teachers with low seniority to remain in the building.
Parents and families have been minimally engaged with the school.	An organized effort to identify the needs of community members has not been made.
Staff members have an overly confident view of their progress.	Individual successes are not aligned for whole-school success.

B. Selection of School Improvement Model

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

Turnaround Model
Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.
Promote the use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.
Provide appropriate social-emotional and community-oriented services and supports for students.

Transformation Model
Required Elements
<u>Develop Teacher and Leader Effectiveness</u> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<u>Increasing Learning Time and Creating Community-Oriented Schools</u> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<u>Comprehensive Instructional Reform Strategies</u> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform

Turnaround Model
Permissible Elements
New school model (e.g., themed, dual language academy
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
Permissible Elements
Develop Teacher and Leader Effectiveness 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
Comprehensive Instructional Reform 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a schoolwide "response–to–intervention" model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
Increasing Learning Time and Creating Community-Oriented Schools 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten

Restart Model
Required Elements
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
Permissible Elements
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
Required Elements
Close the school and enroll the students in other schools in the LEA that are higher achieving.

➢ ***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, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected _____Transformation_____

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

Dickinson is a school where the staff members work very hard, but not effectively. Expanded fine arts options and the creation of an arts-integrated curriculum supplement were a part of the transition to a magnet school in recent years. However, implementation was inconsistent, and without an overall focused plan of school transformation. There was little alignment of initiatives, whether they were related to the magnet program, the character education pilot, corporation mandates, or state requirements. Leadership personnel was focused on the day to day running of the school rather than long-term goals of improved student achievement.

The school needs strong leadership to assist stakeholders in developing a plan for transformational improvement.

Instructional decisions must be based on current, formative data rather than annual tests only.
Professional development needs to be aligned with state and corporation goals, and directed toward student learning
Effective training in arts-based learning must take place, with job embedded coaching and support available to teachers throughout the school year.
The school must be allowed to retain exemplary staff members who have been trained in arts-integration strategies.
Climate within the school needs to improve in order for students to be able to focus on their learning.
Efforts to improve community engagement within the school must be organized and well-planned.
Communication and accountability needs to improve on all levels.

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

This model will focus the direction of Dickinson Intermediate Fine Arts Academy upon the goals of high student achievement. School goals will be attained through increased accountability of both students and adults within the learning community. A Transformation Project Director will be hired to manage all aspects of the new model and ensure fidelity to the requirements of the transformational model. A new principal will be selected to lead the school through the necessary changes, providing guidance and encouragement to all. Student learning will become the top priority. Data-driven decision-making will become the norm as teachers learn to work with the 8-Step Process, and to apply formative assessments. Positive Behavior Intervention Support (PBIS) will be utilized in a more direct and effective manner to improve school climate and student accountability.

Assistance from Chicago Arts Partners in Education (CAPE) and A+ Schools Programs from the North Carolina Arts Council will provide high quality, job-embedded professional development for teachers in the areas of instructional strategies, application of data to instruction, and classroom management. (see Appendix A and B for additional information about CAPE and A+ School Programs). CAPE will also be working with teachers to develop and document action research in the area of arts- integration. Teachers will confidently use the arts as instructional strategies to improve student engagement and understanding. Partnerships with community arts organizations will increase community and family engagement in student activities.

Arts programs will be strengthened and fine arts teachers will be trained to integrate the core academic standards into their classes, and to support classroom teachers in the integration of the arts. Additional attention will be directed toward the application of differentiated instruction in the classroom, as well as teacher training. Understanding by Design templates will be used as the framework for revised curricular units.

Community partners including Indiana University/South Bend and the University of Notre Dame will work with school personnel and students to build long-term relationships that will sustain programs such as the after-school classes.

A focus will be placed on increased parent and community engagement through the addition of a Parent Program Leader who will facilitate parent and family workshops, events, and establish a PTA organization.

C. LEA Capacity to Implement the Intervention Model

➢ ***Instructions:*** Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	XX		Budget request narrative District budget
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	XX		District financial records Budget request narrative
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	XX		Budget request narrative
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*	XX		Budget request narrative

Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Tier I and II schools that are indicated. *All models*	XX		District budget

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	XX		Budget request narrative

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	XX		Staff licenses Staff resumes Application materials
8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	XX		Planning meetings documentation
9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*	XX		Planning meetings documentation

Capacity Task	Yes	No	District Evidence
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	XX		Grant application School Board minutes Transformation Project Director

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	XX		Superintendent Assurance Grant application School Board minutes Transformation Project Director

Capacity Task	Yes	No	District Evidence
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	XX		Grant application Planning document Letter of support from union
13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	XX		Board policy Human Resource office Grant application

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	XX		Board and personnel policy Human resource office Grant application

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*	XX		Grant application

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	XX		Credentials and licenses for central office staff personnel Central office staff resumes

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	XX		Meetings documentation Community partner assurances Evidence of media stories Board agenda

Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*	XX		Documentation of experience with Title I, Title II, Title III, Magnet Schools Assistance Program and Smaller Learning Community grants

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators* • *A needs assessment has been completed to identify areas where extended time can be most effectively used* • *Increased learning time is structured as a vehicle to support differentiated learning (ex:...)*	XX		Documentation of increased length of school year and school day as demonstrated in previous SIG grant at Rise Up Academy Grant application

○ *An additional block of time embedded into the school day* ○ *Summer enrichment/remediation* ○ *Saturday intervention* ○ *Before or after school enrichment/remediation* ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			

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 taken or *plan to take in school year 2011-12.*
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 B.

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. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;	The transformational model addresses the four major themes deriving from the findings: leadership, instruction, use of data, and student support. Support will be received from area universities, Chicago Arts Partners in Education (CAPE), A+ Schools Program from the North Carolina Arts Council, Positive Behavior Intervention Supports, and the implementation of the 8-Step Program. With these stakeholders, a model for school improvement will be utilized to create a new Dickinson Intermediate Fine Arts Academy that will meet the needs of its students. Information presented later in the application will provide specific outlines of the model.

(d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*** (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are	Providers were sought with expertise in supporting transformational schools in the areas of arts-integration and parent/community involvement in an intermediate school setting. The planning group members collected information and met with various stakeholder groups to discuss the advantages of each. Those selected aligned with the needs identified at Dickinson. SBCSC has selected to work with Chicago Arts Partners in Education (CAPE), and the A+ Schools Program from the North Carolina Arts Council. Both programs were most recently cited in the Presidential Report on Arts Education: "Reinvesting in the Arts". Reports of their success in student achievement and with action research in the areas of arts –integration and school improvement, are well-documented. (see Appendix A and B for more information about CAPE and A+) The National Parent Teacher Association (PTA) will also be used as a provider, with a chapter soon to be founded at Dickinson. Earlier attempts to organize parents were not firmly established, and it was the consensus of parents and staff that the structure and support offered by this organization will make a difference in a successful attempt toward engaging parents and families in the school.

taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	

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 C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet	**8- Step Process** - The Integrated System is made up of Effective Schools research, total quality management principles and an eight-step continuous improvement model that employs data driven decision-making and collaboration between teachers to improve academic achievement in their schools. The eight-step process was developed by teachers who were having success with all of their students as evidenced by the state achievement scores but most importantly with at-risk students; those that were labeled special education students, English language learners and students that were economically disadvantaged. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement. It works because it is a PROCESS not a PROGRAM and teachers manage it. **Positive Behavior Interventions & Supports (PBIS)** – PBIS Indiana develops and establishes a statewide network of culturally responsive school wide positive behavior interventions and supports PBIS sites in order to increase educator's knowledge and understanding of how PBIS impacts student achievement, family engagement, dropout rate, and least restrictive environment placements. PBIS is an approach to understanding who behavior occurs – that is, the behavior's function. When applied at the school-wide level, the approach is often referred to as Schoolwide Positive Behavior Support (SWPBS) and includes a continuum of supports and interventions, ranging from universal (for all) to specialized group (for some to individualized (for few). SWPBS is not a program, curriculum, or practice. Rather, it is a decision-making framework to guide selection, integration, and use of evidence-based practices to increase academic performance, decrease problem behavior, and establish positive school cultures. SWPBS relies on accurate and reliable data to understand

the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	behavioral patterns occurring, for example, in a classroom, hallway, or even throughout the building. Rather than focusing on the student as the problem, SWPBS looks at expected behavior and supports the development of multi-component plans to change behavior. This intense focus on expected behavior is achieved by clarifying, teaching, and acknowledging expected behavior, preventing problem behavior by changing contributing contexts and responding to problem behavior more effectively. To ensure that PBIS equally benefits all groups of students, the approach also supports culturally-responsive PBIS, a framework for integrating issues of race, ethnicity, and culture into SWPBS implementation. **Bilingual Department** - The SBCSC Department of Bilingual Education strives to promote and develop English proficiency, intellectual growth, self-concept and cultural sensitivity in Limited English Proficient (LEP) and Language Minority (LM) students. To achieve this, the Department of Bilingual Education provides the following services to families within the South Bend school system: • English as a New Language • Tutorial and support services • Bilingual/Migrant Summer Program **Special Education Department** - South Bend Community schools believe that all students can learn, but the path to excellence is different for each child. This is particularly true of the children who come to us with special needs. Several programs provide the help these children need to make the most of their educational experiences and reach their full potential. Children with mental, physical and emotional handicaps as well as learning disabilities receive support from the Special Education Department. Services are offered for pre-school through 12th grade and in some cases, to age

	22. Support for each learner is grounded in the Individualized Educational Plan (IEP), and may range from assistance in the general education classroom, to direct instruction in special education classes. **Title I** – Title I is the oldest federal education program in existence today. The purpose of Title I services is to help students: • Succeed in the regular academic program. • Learn skills and knowledge appropriate for the grade level. • Improve mastery of basic and more advanced skills. Title I services children through two programs: • School wide programs are in schools where 50% or more of the children are receiving free and reduced lunches. All students in school wide program schools can be served. School wide programs can combine Title I funds with federal, state and local funds to improve school programs. Under the umbrella of Title I, a Coach will be hired to assist with professional development in coaching the teachers and modeling instruction in the classroom. In addition, Title I provides a Family and Community School Specialist who will work with families to encourage parent involvement, to organize parent involvement activities, to publish a monthly parent newsletter, and to work with the intervention team Title One Leadership Team (TILT) meetings

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.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures;	SBCSC will work with the NEA/SB and the IDOE to implement the model to its fullest capacity. It is our intention to use the TAP system for personnel evaluations. This will improve accountability of all adults. Current legislation regarding personnel will eliminate the issues of quality, specifically trained teachers being removed from the building. PBIS will be fully implemented, allowing for school-wide behavior and discipline policies to be applied throughout the building. Increased consistency, and teaching desired behavior to students, along with the application of data to the mix, will allow for a more organized and orderly environment. The school day will be extended by 30 minutes to allow for additional learning time. This will be applied toward the inclusion of an additional Success Period, a part of the 8-Step Process. An additional 10 days will be added to the school year in August of 2012. This will be implemented in year 2 of the grant. Students will report to school 2 weeks earlier, giving them additional time to make up for loss of retention over summer vacation, as well as a more relaxed transition back into the school year. A portion of this time will be spent on climate and behavior issues connected to PBIS. Creation of an advisory team that will include school personnel, parents, and other community members to meet monthly to assess progress of the improvement

(iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	model and make suggestions as needed. Establish a formal PTA and parent education program with the help of a parent program leader.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher	South Bend Community School Corporation realizes that it must sustain the improvements implemented as a result of SIG 1003g funding. SIG grant funding will be used as seed monies to cover front-end costs such as professional development, curriculum development, theme integration, and equipment and supplies. The role of Transformation Program Supervisor will be phased out as the principal and staff members learn the responsibilities of truly integrating the arts with core curriculum. As with other magnet programs within the corporation, staff salaries and operating expenses will be paid by the corporation. This grant does not propose to include any on-going additional staff for Dickinson. Professional development provided by CAPE and A+ Program from the North Carolina Arts Council will be taught to current teachers at the school who in turn will bring their knowledge back to Dickinson to teach new instructors at the school in future years. The parent program leader role will also be phased out as the parent teacher organization develops and strengthens at Dickinson. The district has had success in procuring state and federal grants to support programming and new initiatives and will continue to pursue them as they relate to sustaining the programs at Dickinson. The South Bend Community School Corporation's teachers, parents and students and the community are invested in and committed to the success of our students. The planning process for this grant has allowed for rich discussion and creative input from a broad group of stakeholders. This transformation of Dickinson Fine Arts Intermediate Academy will flourish in this community as a result of the energy, excitement and creativity that has come from this planning process.

knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing	

accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	

4. 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) **Complete the table for only the model that the school will implement.**
4) If the improvement model will not be implemented, check "We will not implement this model."
5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model

(Guidance Document, Section B, pages 26-31)

☐ 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.*			

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

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 2011-2012 school year.		

Transformation Model

(Guidance Document, Section E, pages 36-41)

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	7/11
	Develop screening committee of stakeholders and screen all applicants for interview with assistance from AHSI.	Oudghiri, Director of Intermediate Center (IC) Programs	8/11
	Develop interview committee of stakeholders and conduct interviews with protocols reviewed by AHSI and IDOE.		8/11
	Interview committee recommends final candidates for interview by superintendent.		8/11
	Superintendent recommends principal to Board of School Trustees	Schmidt/Supt. School Board of Trustees	8/11
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, SBCSC will implement the TAP system (System for Teacher and Student Advancement	Oudghiri, Dir. IC programs Principal Leadership	8/11

	[formerly Teacher Advancement Program] from the National Institute for Excellence in Teaching). 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 implementation of the TAP system will be unique at Dickinson in that the student achievement component of TAP will include measures of student achievement in the area of fine arts as well as student achievement in the core disciplines. The Chicago Arts Partnership in Education (CAPE) as well as A+ Schools from the North Carolina Arts Council will provide assistant in the development of the measures of student achievement in the domain of fine arts. The principal evaluation system for Dickinson will also be modified to incorporate student achievement. SBCSC will work with TAP, CAPE, and A+ Schools Programs from the North Carolina Arts Council 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	Team (will consist of Principal, Magnet Facilitator, Asst. Principal, Transformation Project Director, Teacher Leaders) Oudghiri, Dir. IC programs Principal Oudghiri, Dir. IC programs Principal Oudghiri, Dir. IC programs Principal	

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 Leadership Team	4/11
	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 Leadership Team	8/11, ongoing
	Additionally, SBCSC will work with CAPE and post-secondary institutions such as Indiana University – South Bend, University of Notre Dame, and Bethel College to provide tuition-free or tuition-reduced graduate level course opportunities, alternative professional development activities, and opportunities for conducting and publishing research.	Oudghiri, Dir. IC programs, Leadership Team	8/11
	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 "effective" or "highly effective," the teacher will be	Principal and Asst. Principal	8/11, ongoing

	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.		

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	SBCSC has an Executive Director of Instruction who oversees curriculum development, implementation, and professional development throughout the corporation. She will ensure the fidelity of all initiatives within the grant, and see to it that staff members continue to receive support from additional corporation-wide initiatives.	Bullock, Ex. Dir., Instruction Fine Arts Magnet Facilitator	8/11, ongoing
	CAPE will provide 20 days of training over the summer beginning in June, 2012 in arts-integrated curriculum development, planning, and documentation on a school web-site. Throughout the school-year, an additional 20 days each semester will be provided for embedded coaching with teachers and teaching artists within the classroom. This a total of 60 days of professional development support for each year of the grant period.	CAPE (Arnold Aprill),	9/11
	A+ Schools Network Programs will provide a 3-year model of comprehensive school reform that includes the implementation of the eight A+ Essentials identified in effective arts-based schools. The first year will include a	A+ Schools Programs (Michelle Bellows)	8/11

	planning meeting, two Pre-Institutes with staff, and a 5-day Institute in the summer. Second and third year activities will include site visitations with 2 days of staff development, and a 3-Day Institute each summer. Additional network activities will also be offered to interact with members of other A+ schools.		

5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	Stipends will be offered for those attending professional development after school hours and in the summer. Incentives in the form of teacher mini-grants of $1000 will be offered for innovative learning opportunities. Opportunities to attend professional conferences will be offered to teachers with the understanding that they will be expected to return and share their knowledge and experiences with others in a collaborative learning session. Classroom coaching in the implementation of arts-integration, data-driven instruction, arts assessments, project-based learning, and other strategies, will be available to support to teachers in their classrooms. Job descriptions for teachers relating to the arts integration will be used when hiring and placing teachers.	Transformation Project Director, Principal, Magnet Facilitator, CAPE, A+ , 8-Step Leadership Team " " HR Dept., Principal	8/11 1/12 8/11 8/11 8/11

6. *Provide increased learning time for students and staff.*	Work with the external collaborator and school staff to determine an appropriate calendar and schedule to meet student needs for success.	A+, CAPE Magnet Facilitator,	8/11	

		Principal NEA		
	Work with the external collaborator to provide a staffing model that will meet the needs of South Bend students in an arts magnet.	A+, CAPE Magnet Facilitator, Principal NEA	8/11 8/11	
	Develop plan for use of Title III, special education, and professional development grants with the appropriate grant administrators to meet specific student needs.	Superintendent Bullock, Ex. Dir., Instruction	8/11	
	Work with external community providers to develop support systems for students and families aligned with school vision and goals.	Partners Parents	8/11	
	Transformation Project Director will be hired to assist in instructional leadership and to provide operational support. This will allow the principal to focus on classroom instruction, tracking student progress, and staff evaluation.	IC Director, Magnet Facilitator, Bullock, Ex. Dir., Instruction Principal	8/11	

7. *Use data to implement an aligned instructional program.*	8-Step Process of data-driven instruction will be implemented at Dickinson in the fall of 2011 with the support of SBCSC, Title 1, and the Indiana Department of Education. **8- Step Process** - The Integrated System is made up of Effective Schools research, total quality management principles and an eight-step continuous improvement model that employs data driven decision-making and collaboration between teachers to improve academic achievement in their schools. The eight-step process was developed by teachers who were having success with all of their students as evidenced by the state achievement scores but most importantly with at-risk students; those that were labeled special education students, English language learners and students that were economically disadvantaged. The process is based on the Shewhart Cycle of Plan-Do-Check-Act that businesses use for continuous improvement. It works because it is a PROCESS not a PROGRAM and teachers manage it.	Title 1 Director , Ex Dir Instruction 8-Step Leadership Team	8/11 8/11

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	8-Step Process of data-driven instruction will be implemented at Dickinson in the fall of 2011 with the support of SBCSC, Title 1, and the Indiana Department of Education. This process includes short assessments covering the core academic standards every three weeks. Each assessment is followed by a learning log meeting where teachers and administrators meet to discuss student achievement data. The learning log meetings lead to regrouping of students for remediation and enrichment.	Title I Director (Deb Herring) Dr. Bullock 8-Step Leadership Team	8/11 Ongoing
	Continue and expand the implementation of the Positive Behavior interventions and Supports (PBIS) throughout the school. Data collected in relation to disciplinary incidents will serve as a foundation for targeted behavioral instruction.	Assistant Principal, Leadership Team	8/11
	CAPE will provide training in the development and application of arts assessments in order to provide additional data that will assist in the diagnosis areas of deficiency. Training will emphasize the need to develop learning plans that provide a variety of "access" or "entry points" for students with diverse learning styles. Additionally, arts integration will model portfolio assessments, performance assessment, juried assessment, applied for both formative and summative purposes.	CAPE A+ Schools Program	8/11

	A+ Programs will provide training in strategies tapping into multiple intelligences and emphasizing hands-on learning. They will also work with teachers to evaluate current assessment practices and make adjustments to utilize richer, more educationally substantive assessments within the classroom.		

9. *Provide mechanisms for family and community engagement.*	Establishment of a school chapter of the national PTA to increase parent/family engagement. With the PTA as a foundation, implement a series of parent/family workshops	Principal. Leadership Team, Parent Program Leader PTA organizational support	8/11
	CAPE will provide frameworks and training for teachers to create compelling opportunities to reveal student capacity to parents and community members. Documentation and publication of student work through newsletters, exhibitions, and web pages will be planned and made available to parents.	CAPE	8/11
	A+ Schools program includes parents and community members in the plans for total school reform by offering new partnerships. Staff training will address methods to increase parent participation and knowledge of the curriculum.	A+ Schools Program	8/11

10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	The 8-Step Leadership Team has attended training on the use of data-driven decision-making. Forming a "School leadership Team" together with the Principal, Asst. Principal, Magnet Facilitator ,and the Transformational Project Director, they will utilized a shared decision-making model to determine specific needs and identify methods to address them.	Leadership Team	8/11
	As described in the TAP and 8-STEP programs, an analysis of student achievement will be used to identify special instructional needs and strategies to be implemented.	Leadership Team	8/11
	The School Leadership Team will determine the use of resources including recommendations for school level budgets.	Leadership Team	8/11
	The School Leadership Team will determine the staffing, programming, and curriculum for extended time added to each day (30 minutes), and to the beginning of the school calendar (10 days for years 2 & 3).	Leadership Team	8/11
	Title I provides a Family and Community School Specialist who will work with families to encourage parent involvement, to organize parent involvement activities, to publish a monthly parent newsletter, and to work with the intervention team Title One Leadership Team (TILT) meetings	Leadership Team	8/11

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	Exe. Director of Instruction, Director of Intermediate Programs, Transformational Project Director, Principal	Ongoing, beginning 8/11
	SBCSC technical personnel will provide assistance as needed with data collection, disaggregation, and application.	Director of Technology, Director of Research and Evaluation	Ongoing, beginning 8/11
	Support from Title I as the school transitions to a newly designated school wide Title I facility.	Principal, Director of Title I	Ongoing, beginning 8/11

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

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: No pre-implementation activity funding is requested at this time.

Timeline:

Budget:

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 31-33)

☐ We will implement this model. ☐ 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.*			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

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 34-35)

☐ We will implement this model. ☐ 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.*			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

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	

5. 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.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
43% of all students are proficient on ISTEP+ in mathematics	**50% of all students are proficient on ISTEP+ in mathematics**	**60% of all students are proficient on ISTEP+ in mathematics**	**70% of all students are proficient on ISTEP+ in mathematics**
45% of all students are proficient on ISTEP+ in English/language arts	**50% of all students are proficient on ISTEP+ in English/language arts**	**60% of all students are proficient on ISTEP+ in English/language arts**	**70% of all students are proficient on ISTEP+ in English/language arts**

II: Budget

Instructions:

1) Complete the budget pages provided in the Excel file for the three years (see copies in Attachment C).
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 D for suggestions)

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards Dickinson is a newly designated Title I school-support will be provided according to the new status. Additionally, the school has received 8-Step	Transformation	**Title I, Part A** - regular funds (schoolwide or targeted assistance programs)

Process training and will continue to receive support for its implementation		
Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Transformation	1003(a) School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model Corporation-wide professional development opportunities	Transformation	Title II, Part A
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Transformation	Title III, Part A - LEP
State Resources		

Submit all materials in this document, including the two worksheets in this application to IDOE

Attachment C: Budget

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount Year 1

Corporation Name: South Bend Community School Corporation

Corp #: 7205

School Name: Dickinson Intermediate | School #: 7559

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	676,195		121715.10		336,050			83000	120000		$1,336,960.10
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)					178,450.00		127,892	10000			$167,892.00
22900	Other Support Services: Admin for School-Level Activities	65000		36000								$101,000.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation							47,538				$47,538.00
33000	Community Service Operations		20000						7000			$27,000.00
60100	Transfers (Interfund)										300,000	$300,000.00
	Column Totals	$741,195.00	$20000.00	$157,715.10	$0.00	$514,500.00	$0.00	$175,430.00	$100000.00	$120,000.00	$0.00	
								TOTAL COST				$1,695,840.20

Current Indirect Cost

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

Total after deducting Property (710-748)	$1,575,840.20
Total Available for Indirect Costs	76,312.81
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	1,772,153.01

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
See narrative below	See narrative below	See narrative below	See narrative below	See narrative below

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

The LEA will provide administrative services for this grant including budget oversight, special education, research and evaluation services, bi-lingual services and all administrative oversight.

SIG- Year #1 ---Budget Narrative

Personnel

Category	Description	Account #	Budgeted (7-11)
Transformation Project Director	The Transformational Project Director will manage all aspects of the grant activities. This person will work with the Principal, Magnet Facilitator, and other school leaders as well as external providers to carry out the transformational model. The Transformational Project Director will be responsible for writing and submitting all reports the purposes of the grant and securing the fidelity of all grant-related activities. Contact with external providers for professional development and other services will be the responsibility of this position. This will be a 12 month position, and will be eliminated at the close of the grant period.	22900-110	$65,000.00
	Benefits (45%)	22900-211	$36,000.00

Parent Program Leader	The Parent Program Leader will work during the school year to establish a local chapter of the National PTA, and to plan program such as workshops and family events to engage parents in the learning community. This position will also be responsible for training a cohort of parent leaders who will absorb the responsibilities of this position over time. A system for training parent leaders will be established to secure sustainability. Estimates work load per week will be 20 hours per week the first year, 15 hours for year 2, and 10 hours for year 3. The position will be eliminated at the end of the grant.	33000-120	$20,000.00
TAP Incentive Awards	$400 per student (est. 630 students) for teacher awards connected to TAP evaluations.	11000-110	$282,000.00
	benefits (18%)	11000-211	$50,760.00
Extended Salary for Teachers	We plan to extend the school day by 30 minutes, requiring additional pay for teachers. This time will be used to add to the Success period, a component of the 8-Step Process which targets instruction to specific content area standards.	11000-110	$230,195.00
	benefits (18%)	11000-211	$41,435.10

PD Stipends	Professional development training with CAPE and A+ Schools programs will take place in the summer. CAPE will provide 10 days of training for all staff, and 5 days of planning/training with the Leadership Team. A+ Schools program will provide a 5-Day Institute for all staff members in the summer. Four additional after-school sessions will be planned each school year between the two providers. The Leadership Team will meet for planning/training four times each year. Teachers will be paid $100 per day, pro-rated to $25 per hour for sessions less than 4 hours. (summer- all staff) 15 days, 60 teachers @ $100 = $90,000.00 (Summer- Leadership Team) 5 days, 10 teachers @ $100 = $5000.00 (school year- all staff) 4 -2 hour sessions, 60 teachers @ $50 = $12,000.00 (school year- Leadership Team) 4- 2 hour sessions, 10 teachers @ $50.00= $2000.00	11000-110	$154,000.00
	benefits (18%)	11000-211	$27,720.00
WEB Manager	The Web Manager will be a staff member who will devote approximately 10 hours per week to design and update website communications for the school. This person will work closely with the Leadership Team members to ensure that important information is presented in a timely and easily understood manner.	11000-110	$10,000.00
	benefits (18%)	11000-211	$1,800.00
		Total Personnel =	**$929,910.10**

Professional Services Category	Description	Account #	budgeted (7-11)
Chicago Arts Partners in Education (CAPE)	Chicago Arts Partners in Education (CAPE) (see attached CAPE documents for more details) 20 days in summer- planning + training (10 all-staff, 5 each for grades 5/6, grades 7/8 + arts, Leadership Team Planning) 20 days each semester- embedded classroom coaching + training 60 Days @ $1500 = $90,000.00 Travel/Hotel/meals 60 Days @ $200 per day = $12,000.00	22100-311	$102,000.00
A+ Schools Program	(see attached A+ School Program documents for more details) Year 1- Planning, Pre-Institute, and Summer 5-day institute w/ follow-up (see attached description)	22100-311	$46,450.00

Visiting/Teaching Artists	To be contracted through arts organizations and universities as available. Individual and groups of artists will work with teachers in the classroom to provide arts learning opportunities integrated within specific academic content areas. Plans are to work with the University of Notre Dame, Indiana University, the Conservatory of Dance, South Bend Civic Theatre, and others. ($20,000 x 5 teacher teams)	11000-311	$100,000.00
After-School Instructors	After-School arts adventures classes meet Monday- Thursday until 5:00pm and provide arts and academic learning opportunities reaching beyond those available during the school day. Examples are music lessons, tutoring, acting classes, ceramics classes, and musical productions. Instructors are encouraged to connect activities to the curriculum. After-school instructors may be teachers, school staff, parents, or community artists. $50 per 90 minute session, (8 instructors, 4 days per week) ($1600 per week x 36 weeks =$57,600)	11000-311	$57,600.00
Teacher Mini-Grants	Approximately $500 in funds available per teacher per year for incentive/awards given to implement innovative learning strategies within the classroom.	11000-311	$30,000.00

Substitute Teachers	Teachers will be encouraged to visit other classrooms and schools for observations, and have the opportunities to attend conferences as incentives and for additional professional learning opportunities. Time will also be provided away from the classroom for collaborative planning across content areas and grade levels. (5 days x 60 teachers @ $100 per day = $30,000.00)	22100-110	$30,000.00
		Total Professional Services =	$366,050.00
Other Purchase Services	PD Travel/ Student Travel-Field Trips		
Category	Description	Account #	budgeted (7-11)
PD Travel	Travel to conferences will be offered not only as an incentive for exemplary teaching, but they will be expected to return and apply new knowledge to their classrooms, serving as instructional leaders within the building as they share new ideas and strategies with their colleagues.		
School visits- CAPE , Chicago	All staff members will visit a CAPE school in Chicago to observe effective arts-integration in action. Hawthorne Scholastic Academy will schedule student showcases throughout the year. $250 for meal/transportation to Chicago x 60 teachers = $15,000 4 x $1500(CAPE fee for school visit) = $6000	22100-510	$21,000.00

School visits- A+ Schools, North Carolina	Leadership Team will visit an A+ School in North Carolina to observe the A+ Schools Program in Action. 12 participants (Leadership Team + 2 Central Office administrators) will go for 2 days. Travel = $500 flight Hotel= $200 Meals/Misc= $200 12 x $900 = $10,800.00 A+ School program fee= $1000	22100-510	$11,800.00
National Conference on Magnet Schools	The conference theme is "Destination, Direction, Diversity." Premier professional development for educators in magnet and public schools of choice. Dallas, May 18-21 6 participants (2 teachers, 2 building leader/administrators, 2 central office administrators) Registration = $700 Hotel (4 nights)@ $250 = $1000 Travel/flight = $600 Food/Misc = $300 $2600 per person x 6 = $15,600.00	22100-510	$15,600.00
National Association for Gifted Children National Convention	NAGC invests all of its resources to train teachers, encourage parents and educate administrators and policymakers on how to develop and support gifted children and what's at stake if high-potential learners are not challenged and encouraged. New Orleans, November 3-6 4 participants (one teacher per team, 2 building leader/administrators, 1 central office administrator). Registration = $520 Hotel (4 nights)@ $250 = $1000 Travel/flight = $450 Food/Misc = $300 $2270 per person x 4 = $9080.00	22100-510	$9080.00

Conference for Community Arts Education	The Conference for Community Arts Education is the preeminent gathering of community arts education leaders in the United States. Join us for three transformative days of idea sharing, relationship building, collaboration, inspiration, and discovery. As a delegate, you'll gain valuable information, share ideas with hundreds of peers, and identify new opportunities for growth. Boston, November 8-13 4 participants (two teachers, 2 building leader/administrators). Registration = $530 Hotel (6 nights)@ $200 = $1200 Travel/flight = $250 Food/Misc = $400 $2350 per person x 4 = $9400.00	22100-510	$9,400.00
National Arts Education Association Convention	The 2012 NAEA National convention theme, Emerging Perspectives/Connecting Teaching, Learning, and Research, focuses on the idea that we are better educators when we collaboratively explore what it means to be teachers and learners, and how research can improve visual arts education spanning all educational levels and environments. New York city, March 1-4 6 participants (1 teacher per team, 1 building leader/administrators) Registration = $210 Hotel (4 nights)@ $250 = $1000 Travel/flight = $400 Food/Misc = $300 $1910 per person x 6 = $11,460.00	22100-510	$11,460.00

Character Education Partners Forum	Focus on the latest research in character education, the power of character education for long term transformation of school culture and climate, helping at-risk students, and so much more. San Francisco, October 19-22. 4 participants (2 teachers, 2 building leader/administrators) Registration = $490 Hotel (4 nights)@ $250 = $1000 Travel/flight = $600 Food/Misc = $300 $2390 per person x 4 = $9560.00	22100-510	$9560.00
ASCD Fall Conference	Our theme for 2011 is "Enhancing Teacher Effectiveness = Improving Student Learning". 4 participants (two teachers, 1 building leader/administrators, 1 central office administrator). Las Vegas, October 28-30. Registration = $493 Hotel (3nights)@ $175 = $525 Travel/flight = $450 Food/Misc = $300 $1768 per person x 4 = $7072.00	22100-510	$7,072.00
ASCD Annual Conference	The ASCD Annual Conference and Exhibit Show is education's premier professional development event. Philadelphia, March 24-26 4 participants (one teacher, 2 building leader/administrators, 1 central office administrator). Registration = $530 Hotel (3 nights)@ $200 = $600 Travel/flight = $400 Food/Misc = $400 $1930 per person x 4 = $7720.00	22100-510	$7,720.00

Field Trips	Field trips included in order to provide students the opportunity to experience the arts in the real world. Examples could include attending a play, music performances, museum visits, or art exhibitions. Fees reflect a $10 entry fee and $5.00 transportation cost for one field trip per student per grading period, or four per school year. $60 per student in fees, including travel, Per year – 60 x 630 = $37,800 ***est. one ft per quarter @ $10.00		
Student Travel/Field Trip Fees	Fees for field trips $10.00 x 4 trips x 630 students = $25,200.00	11000-510	$25,200.00
Student Travel/Transportation	Transportation for field trips $5.00 x 4 trips x 630 students = $12,600.00	27000-510	$12,600.00
School Transportation	30 additional minutes to each school day= labor costs for drivers and paras for 17 buses	27000-510	$34,938.00
		Total Other Purchase Services=	**$175,430.00**
General Supplies	Consumables, Teaching/Learning Resources, Office supplies, etc.		
Category	Description	Account #	**budgeted (7-11)**
Student Materials	Consumable supplies for school day and after-school learning activities. $100 x 630 students = $63,000.00	11000-611	$63,000.00
Teacher Resources/Materials	Supplies/ materials for classroom use	11000-611	$20,000.00

Teacher Resources/Materials	Supplies/ materials for PD use	22100-611	$10,000.00
Parent/Family activities and resources	Supplies/materials for activities and workshops	33000-611	$7,000.00
		Total General Supplies =	**$100,000.00**
Property Category	Equipment Description	Account #	**budgeted (7-11)**
	Technology to aid in data-collection and application, student equipment use for project-based learning, and parent engagement activities.		
	eInstruction Mobieview system, classroom and teacher sets (for 40 classrooms)	11000-710	$100,000.00
	Video cameras (10 @ $200 each)		$2,000.00
	Digital cameras (60 @ $200 each)		$12,000.00
	LCD Projectors (10 2 $600 each)		$6,000.00
			$120,000.00
		Total Property =	

Total year 1 = $1,695,840.20

Transfer/ Indirect costs 4.5% of $1,695,840.20

60100-910 $76,312.81

Year One complete Expenses= $1,772,153.01

§ 2011-2012 SCHOOL IMPROVEMENT GRANT 1003(g) LEA BUDGET

Allocation Amount Year 2

☐ Original
☐ Amendment # ____

Corporation Name: _____South Bend
___Community School Corporation_____ Corp #: _7205___

School Name: Dickinson Intermediate | School #: 7559

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	676195.00		121,715.00		336,050.00			83,000.00	100,000.00		$1,316,960.00
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)					158,350.00		127,892.00	10,000			$296,242.00
22900	Other Support Services: Admin for LEA Activities	65,000.00		36,000.00								$101,000.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation							83,176.00				$83,176.00
33000	Community Service Operations		15,000.00						7,000.00			$22,000.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$741,195.00	$15,000.00	$157,715.10	$0.00	$494,400.00	$0.00	$211,068.00	$100,000.00	$100,000.00	$0.00	
								TOTAL COST				$1,679,928.10

Current Indirect Cost

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

Total after deducting Property (710-748)	$0.00
Total Available for Indirect Costs	$75,596.31
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	$1,755,514.41

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
See narrative below	See narrative below	See narrative below	See narrative below	See narrative below

SIG- Year #2 ---Budget Narrative

Personnel

Category	Description	Account #	Budgeted (7-11)
Transformation Project Director	The Transformational Project Director will manage all aspects of the grant activities. This person will work with the Principal, Magnet Facilitator, and other school leaders as well as external providers to carry out the transformational model. The Transformational Project Director will be responsible for writing and submitting all reports the purposes of the grant and securing the fidelity of all grant-related activities. Contact with external providers for professional development and other services will be the responsibility of this position. This will be a 12 month position, and will be eliminated at the close of the grant period	22900-110	$65,000.00

	Benefits (45%)	22900-211	$36,000.00
Parent Program Leader	The Parent Program Leader will work during the school year to establish a local chapter of the National PTA, and to plan program such as workshops and family events to engage parents in the learning community. This position will also be responsible for training a cohort of parent leaders who will absorb the responsibilities of this position over time. A system for training parent leaders will be established to secure sustainability. Estimates work load per week will be 20 hours per week the first year, 15 hours for year 2, and 10 hours for year 3. The position will be eliminated at the end of the grant.	33000-120	$15,000.00
TAP Incentive Awards	$400 per student (est. 630 students) for teacher awards connected to TAP evaluations.	11000-110	$282,000.00
	benefits (18%)	11000-211	$50,760.00
Extended Salary for Teachers	We plan to extend the school day by 30 minutes, requiring additional pay for teachers. This time will be used to add to the Success period, a component of the 8-Step Process which targets instruction to specific content area standards.	11000-110	$230,195.00

	benefits (18%)	11000-211	$41,435.10
PD Stipends	Professional development training with CAPE and A+ Schools programs will take place in the summer. CAPE will provide 10 days of training for all staff, and 5 days of planning/training with the Leadership Team. A+ Schools program will provide a 5-Day Institute for all staff members in the summer. Four additional after-school sessions will be planned each school year between the two providers. The Leadership Team will meet for planning/training four times each year. Teachers will be paid $100 per day, pro-rated to $25 per hour for sessions less than 4 hours. (summer- all staff) 15 days, 60 teachers @ $100 = $90,000.00 (Summer- Leadership Team) 5 days, 10 teachers @ $100 = $5000.00 (school year- all staff) 4 -2 hour sessions, 60 teachers @ $50 = $12,000.00 (school year- Leadership Team) 4- 2 hour sessions, 10 teachers @ $50.00= $2000.00	11000-110	$154,000.00
	benefits (18%)	11000-211	$27,720.00
WEB Manager	The Web Manager will be a staff member who will devote approximately 10 hours per week to design and update website communications for the school. This person will work closely with the Leadership Team members to ensure that important information is presented in a timely and easily understood manner.	11000-110	$10,000.00
	benefits (18%)	11000-211	$1,800.00
		Total Personnel =	**$922,910.10**

Professional Services Category	Description	Account #	budgeted (7-11)
Chicago Arts Partners in Education (CAPE)	Chicago Arts Partners in Education (CAPE) (see attached CAPE documents for more details) 20 days in summer- planning + training (10 all-staff, 5 each for grades 5/6, grades 7/8 + arts, Leadership Team Planning) 20 days each semester- embedded classroom coaching + training 60 Days @ $1500 = $90,000.00 Travel/Hotel/meals 60 Days @ $200 per day = $12,000.00	22100-311	$102,000.00
A+ Schools Program	(see attached A+ School Program documents for more details) Year 2- Two PD /coaching visits, and Summer 3-day institute w/ follow-up (see attached description)	22100-311	$26,350.00
Visiting/Teaching Artists	To be contracted through arts organizations and universities as available. Individual and groups of artists will work with teachers in the classroom to provide arts learning opportunities integrated within specific academic content areas. Plans are to work with the University of Notre Dame, Indiana University, the Conservatory of Dance, South Bend Civic Theatre, and others. ($20,000 x 5 teacher teams)	11000-311	$100,000.00

After-School Instructors	After-School arts adventures classes meet Monday- Thursday until 5:00pm and provide arts and academic learning opportunities reaching beyond those available during the school day. Examples are music lessons, tutoring. acting classes, ceramics classes, and musical productions Instructors are encouraged to connect activities to the curriculum. After-school instructors may be teachers, school staff, parents, or community artists. $50 per 90 minute session, (8 instructors, 4 days per week) ($1600 per week x 36 weeks =$57,600)	11000-311	$57,600.00
Teacher Mini-Grants	Approximately $500 in funds available per teacher per year for incentive/awards given to implement innovative learning strategies within the classroom.	11000-311	$30,000.00
Substitute Teachers	Teachers will be encouraged to visit other classrooms and schools for observations, and have the opportunities to attend conferences as incentives and for additional professional learning opportunities. Time will also be provided away from the classroom for collaborative planning across content areas and grade levels. (5 days x 60 teachers @ $100 per day = $30,000.00)	22100-110	$30,000.00
		Total Professional Services =	**$345,950.00**

Other Purchase Services	PD Travel/ Student Travel-Field Trips		
Category	Description	Account #	budgeted (7-11)
PD Travel	Travel to conferences will be offered not only as an incentive for exemplary teaching, but they will be expected to return and apply new knowledge to their classrooms, serving as instructional leaders within the building as they share new ideas and strategies with their colleagues.		
School visits- CAPE , Chicago	All staff members will visit a CAPE school in Chicago to observe effective arts-integration in action. Hawthorne Scholastic Academy will schedule student showcases throughout the year. $250 for meal/transportation to Chicago x 60 teachers = $15,000 4 x $1500(CAPE fee for school visit) = $6000	22100-510	$21,000.00
School visits- A+ Schools, North Carolina	Leadership Team will visit an A+ School in North Carolina to observe the A+ Schools Program in Action. 12 participants (Leadership Team + 2 Central Office administrators) will go for 2 days. Travel = $500 flight Hotel= $200 Meals/Misc= $200 12 x $900 = $10,800.00 A+ School program fee= $1000	22100-510	$11,800.00

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National Association for Gifted Children National Convention	NAGC invests all of its resources to train teachers, encourage parents and educate administrators and policymakers on how to develop and support gifted children and what's at stake if high-potential learners are not challenged and encouraged. New Orleans, November 3-6 4 participants (one teacher per team, 2 building leader/administrators, 1 central office administrator). Registration = $520 Hotel (4 nights)@ $250 = $1000 Travel/flight = $450 Food/Misc = $300 $2270 per person x 4 = $9080.00	22100-510	$9080.00

Conference for Community Arts Education	The Conference for Community Arts Education is the preeminent gathering of community arts education leaders in the United States. Join us for three transformative days of idea sharing, relationship building, collaboration, inspiration, and discovery. As a delegate, you'll gain valuable information, share ideas with hundreds of peers, and identify new opportunities for growth. Boston, November 8-13 4 participants (two teachers, 2 building leader/administrators). Registration = $530 Hotel (6 nights)@ $200 = $1200 Travel/flight = $250 Food/Misc = $400 $2350 per person x 4 = $9400.00	22100-510	$9,400.00
National Arts Education Association Convention	The 2012 NAEA National convention theme, Emerging Perspectives/Connecting Teaching, Learning, and Research, focuses on the idea that we are better educators when we collaboratively explore what it means to be teachers and learners, and how research can improve visual arts education spanning all educational levels and environments. New York city, March 1-4 6 participants (1 teacher per team, 1 building leader/administrators) Registration = $210 Hotel (4 nights)@ $250 = $1000 Travel/flight = $400 Food/Misc = $300 $1910 per person x 6 = $11,460.00	22100-510	$11,460.00

Character Education Partners Forum	Focus on the latest research in character education, the power of character education for long term transformation of school culture and climate, helping at-risk students, and so much more. San Francisco, October 19-22. 4 participants (2 teachers, 2 building leader/administrators) Registration = $490 Hotel (4 nights)@ $250 = $1000 Travel/flight = $600 Food/Misc = $300 $2390 per person x 4 = $9560.00	22100-510	$9560.00
ASCD Fall Conference	Our theme for 2011 is "Enhancing Teacher Effectiveness = Improving Student Learning". 4 participants (two teachers, 1 building leader/administrators, 1 central office administrator). Las Vegas, October 28-30. Registration = $493 Hotel (3nights)@ $175 = $525 Travel/flight = $450 Food/Misc = $300 $1768 per person x 4 = $7072.00	22100-510	$7,072.00
ASCD Annual Conference	The ASCD Annual Conference and Exhibit Show is education's premier professional development event. Philadelphia, March 24-26 4 participants (one teacher, 2 building leader/administrators, 1 central office administrator). Registration = $530 Hotel (3 nights)@ $200 = $600 Travel/flight = $400 Food/Misc = $400 $1930 per person x 4 = $7720.00	22100-510	$7,720.00

Field Trips	Field trips included in order to provide students the opportunity to experience the arts in the real world. Examples could include attending a play, music performances, museum visits, or art exhibitions. Fees reflect a $10 entry fee and $5.00 transportation cost for one field trip per student per grading period, or four per school year. $60 per student in fees, including travel, Per year – 60 x 630 = $37,800 ***est. one ft per quarter @ $10.00		
Student Travel/Field Trip Fees	Fees for field trips $10.00 x 4 trips x 630 students = $25,200.00	11000-510	$25,200.00
Student Travel/Transportation	Transportation for field trips $5.00 x 4 trips x 630 students = $12,600.00	27000-510	$12,600.00
	30 additional minutes to each school day= labor costs for drivers and paras for 17 buses	27000-510	
School Transportation	10 additional days added to the school calendar= cost for 17 buses	27000-510	$34,938.00
			$35,638.00
		Total Other Purchase Services=	$211,068.00

General Supplies	Consumables, Teaching/Learning Resources, Office supplies, etc.		
Category	Description	Account #	budgeted (7-11)
Student Materials	Consumable supplies for school day and after-school learning activities. $100 x 630 students = $63,000.00	11000-611	$63,000.00
Teacher Resources/Materials	Supplies/ materials for classroom use	11000-611	$20,000.00
Teacher Resources/Materials	Supplies/ materials for PD use	22100-611	$10,000.00
Parent/Family activities and resources	Supplies/materials for activities and workshops	33000-611	$7,000.00
		Total General Supplies =	$100,000.00
Property Category	Equipment Description	Account #	budgeted (7-11)
	Technology to aid in data-collection and application, student equipment use for project-based learning, and parent engagement activities.		
	Additional technology for classroom use: Laptops, IPADS. Etc.	11000-710	$100,000.00
		Total Property =	$100,000.00
	Total year 2 =		$1,679,918.10

Transfer/ Indirect costs 4.5% of $1,679,918.10		60100-910	$75,596.31

Year Two complete Expenses=
$1,755,514.41

§ 2012-2013 SCHOOL IMPROVEMENT GRANT 1003(g) SCHOOL BUDGET

☐ Original
☐ Amendment # ____

Allocation Amount Year 3

Corporation Name: ___South Bend Community
School Corporation____ Corp #: _7205___

School Name: Dickinson Intermediate | School #: 7559

Account Number	Expenditure Account	110 Salary Cert	120 Salary Noncert	211-290 Benefits Cert	211-290 Benefits NonCert	311-319 Prof. Service	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
11000	Instruction	676,195.00		121,715.00		336,050.00			83,000.00	100,000.00		$1,316,960.00
21000	Support Services-Student											$0.00
22100	Improvement of Instruction (Professional development)					158,350.00		127,892.00	10,000			$296,242.00
22900	Other Support Services: Admin for School-Level Activities	65,000.00		36,000.00								$101,000.00
25191	Refund of Revenue											$0.00
26000	Operation and Maintenance											$0.00
27000	Transportation							83,176.00				$ 83,176.00
33000	Community Service Operations		10,000						7,000.00			$17,000.00
60100	Transfers (Interfund)											$0.00
	Column Totals	$741,195.00	$10000.00	$157,715.10	$0.00	$494,400.00	$0.00	$211,068.00	$100,000.00	$100,000.00	$0.00	
								TOTAL COST				$1,674,928.1.00

Current Indirect Cost

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

Total after deducting Property (710-748)	$0.00
Total Available for Indirect Costs	$75,371.31
Amount of Indirect Cost to be used	
Grand Total After Indirect Cost	**$1,750,289.41**

ITEMIZE and EXPLAIN				
General Supplies	Property: Equipment/Technology	Prof. Services	Other Purchase Services	Salary Personnel
See narrative below	See narrative below	See narrative below	See narrative below	See narrative below

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

SIG- Year #3 ---Budget Narrative

Personnel

Category	Description	Account #	Budgeted (7-11)
Transformation Project Director	The Transformational Project Director will manage all aspects of the grant activities. This person will work with the Principal, Magnet Facilitator, and other school leaders as well as external providers to carry out the transformational model. The Transformational Project Director will be responsible for writing and submitting all reports the purposes of the grant and securing the fidelity of all grant-related activities. Contact with external providers for professional development and other services will be the responsibility of this position. This will be a 12 month position, and will be eliminated at the close of the grant period.	22900-110	$65,000.00
	Benefits (45%)	22900-211	$36,000.00

Parent Program Leader	The Parent Program Leader will work during the school year to establish a local chapter of the National PTA, and to plan program such as workshops and family events to engage parents in the learning community. This position will also be responsible for training a cohort of parent leaders who will absorb the responsibilities of this position over time. A system for training parent leaders will be established to secure sustainability. Estimates work load per week will be 20 hours per week the first year, 15 hours for year 2, and 10 hours for year 3. The position will be eliminated at the end of the grant.	33000-120	$10,000.00
TAP Incentive Awards	$400 per student (est. 630 students) for teacher awards connected to TAP evaluations.	11000-110	$282,000.00
	benefits (18%)	11000-211	$50,760.00
Extended Salary for Teachers	We plan to extend the school day by 30 minutes, requiring additional pay for teachers. This time will be used to add to the Success period, a component of the 8-Step Process which targets instruction to specific content area standards.	11000-110	$230,195.00
	benefits (18%)	11000-211	$41,435.10

PD Stipends	Professional development training with CAPE and A+ Schools programs will take place in the summer. CAPE will provide 10 days of training for all staff, and 5 days of planning/training with the Leadership Team. A+ Schools program will provide a 5-Day Institute for all staff members in the summer. Four additional after-school sessions will be planned each school year between the two providers. The Leadership Team will meet for planning/training four times each year. Teachers will be paid $100 per day, pro-rated to $25 per hour for sessions less than 4 hours. (summer- all staff) 15 days, 60 teachers @ $100 = $90,000.00 (Summer- Leadership Team) 5 days, 10 teachers @ $100 = $5000.00 (school year- all staff) 4 -2 hour sessions, 60 teachers @ $50 = $12,000.00 (school year- Leadership Team) 4- 2 hour sessions, 10 teachers @ $50.00= $2000.00	11000-110	$154,000.00
	benefits (18%)	11000-211	$27,720.00
WEB Manager	The Web Manager will be a staff member who will devote approximately 10 hours per week to design and update website communications for the school. This person will work closely with the Leadership Team members to ensure that important information is presented in a timely and easily understood manner.	11000-110	$10,000.00
	benefits (18%)	11000-211	$1,800.00

		Total Personnel =	$917,910.10
Professional Services Category	Description	Account #	budgeted (7-11)
Chicago Arts Partners in Education (CAPE)	Chicago Arts Partners in Education (CAPE) (see attached CAPE documents for more details) 20 days in summer- planning + training (10 all-staff, 5 each for grades 5/6, grades 7/8 + arts, Leadership Team Planning) 20 days each semester- embedded classroom coaching + training 60 Days @ $1500 = $90,000.00 Travel/Hotel/meals 60 Days @ $200 per day = $12,000.00	22100-311	$102,000.00
A+ Schools Program	(see attached A+ School Program documents for more details) Year 2- Two PD /coaching visits, and Summer 3-day institute w/ follow-up (see attached description)	22100-311	$26,350.00

Visiting/Teaching Artists	To be contracted through arts organizations and universities as available. Individual and groups of artists will work with teachers in the classroom to provide arts learning opportunities integrated within specific academic content areas. Plans are to work with the University of Notre Dame, Indiana University, the Conservatory of Dance, South Bend Civic Theatre, and others. ($20,000 x 5 teacher teams)	11000-311	$100,000.00
After-School Instructors	After-School arts adventures classes meet Monday- Thursday until 5:00pm and provide arts and academic learning opportunities reaching beyond those available during the school day. Examples are music lessons, tutoring, acting classes, ceramics classes, and musical productions. Instructors are encouraged to connect activities to the curriculum. After-school instructors may be teachers, school staff, parents, or community artists. $50 per 90 minute session, (8 instructors, 4 days per week) ($1600 per week x 36 weeks =$57,600)	11000-311	$57,600.00
Teacher Mini-Grants	Approximately $500 in funds available per teacher per year for incentive/awards given to implement innovative learning strategies within the classroom.	11000-311	$30,000.00

Substitute Teachers	Teachers will be encouraged to visit other classrooms and schools for observations, and have the opportunities to attend conferences as incentives and for additional professional learning opportunities. Time will also be provided away from the classroom for collaborative planning across content areas and grade levels. (5 days x 60 teachers @ $100 per day = $30,000.00)	22100-110	$30,000.00
		Total Professional Services =	$345,950.00
Other Purchase Services	PD Travel/ Student Travel-Field Trips		
Category	Description	Account #	budgeted (7-11)
PD Travel	Travel to conferences will be offered not only as an incentive for exemplary teaching, but they will be expected to return and apply new knowledge to their classrooms, serving as instructional leaders within the building as they share new ideas and strategies with their colleagues.		
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		Total General Supplies =	$100,000.00
Property Category	Equipment Description	Account #	budgeted (7-11)
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	Additional technology for classroom use: Laptops, IPADS. Etc.	11000-710	$100,000.00
		Total Property =	$100,000.00
	Total year 3 =		**$1,674,918.10**

Transfer/ Indirect costs 4.5% of $1,674,918.10		60100-910	$75,371.31

Year Three complete Expenses=
$1,750,289.41

Attachment D: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of *research-based instructional practices* that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	**Title I, Part A** - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	**1003(a)** School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	**Title II, Part A**
Job-embedded *staff development* aligned to grant goals to assist *English language learners*	Turnaround Transformation Restart	**Title III, Part A - LEP**
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

APPENDIX A

Chicago Arts Partnerships in Education (CAPE)
Proposal for Professional Development Provision
Arts Integration as a School Reform Methodology

Contact person: Arnold Aprill, Founding and Creative Director, CAPE
773 627 6619
aaprill@capeweb.org

Arts Integration as a School Reform Methodology

CAPE's research based approach to professional development has demonstrated its effectiveness in:

- orienting educators to arts integration as a school reform strategy,
- developing and sustaining leadership and strategic planning teams, and
- challenging schools to connect more meaningfully to parents and communities.

CAPE's professional development methodology recognizes arts integration as a primary strategy for school reform. High quality arts integration models the most significant contemporary trends in whole school improvement:

Emphasizing 21st century work skills: The National Center on Education and the Economy, in its 2007 report *Tough Choices, Tough Times* has identified the following as essential for success in the 21st century: *"...comfort with ideas and abstractions, analysis and synthesis, creativity, innovation, self-discipline, organization, flexibility, ability to work on a team... a deep vein of creativity that is constantly renewing itself..."*
Project based learning: Students work in collaborative groups to address academic challenges and to develop responsibility for planning and implementing tasks, timetables, and the presentation of work products.
Connecting to community resources: Involving teachers, students, and parents in the world of real work of artists and cultural organizations
Making learning visible: representing student thinking through a variety of artistic media
Differentiated instruction: providing a variety of "access points" for students with diverse learning styles
Embedding assessment instruction: arts integration models portfolio assessment, performance assessment, and both formative and summative assessment. CAPE has created the new arts assessment toolbox: www.artsassessment.org
Technology integration: meaningful use of multi-media technology skills

Teacher leadership: providing new opportunities for teacher leadership and innovation
Professional community: providing new opportunities for teachers and artists to exchange knowledge across classrooms and across schools
Reflective practice: involving teachers, students, and artists in initiating and examining their own growth through arts integrated action research and evidence based teaching and learning
Scaffolding reading and writing: providing multiple media for developing comprehension strategies among reluctant readers and generating detailed and expressive writing among reluctant writers
Parent involvement: compelling opportunities for revealing student capacity to parents
Special education and cross-cultural understanding: developing expressive options for students with special needs, and developing respect for diversity among all studies
Authentic intellectual work: developing school wide understandings of the arts as both affective and cognitive, challenging all teachers to becoming actively engaged in their own development as teachers, and all students to become actively engaged in their own development as learners. *"Authentic intellectual work involves original application of knowledge and skills (rather than just routine use of facts and procedures). It also entails disciplined inquiry into the details of a particular problem, and results in a product or presentation that has meaning or value beyond success in school"* - Newmann, Lopez, and Bryk *The Quality of Intellectual Work in Chicago Schools,* Consortium on Chicago School Research (1998)

CAPE proposes the following content for professional development in order to create rigorous arts integration as a school improvement strategy:

Arts Integration Methodologies

- *What is arts integration?*
- *What is thematic instruction?*
- *What are Big Ideas for organizing arts integrated curriculum?*
- *What is inquiry?*
- *Data identified student learning needs*
- *Planning thematic arts integrated units in teams*
- *Assessing and developing teacher leadership*
- *Assessing and developing effective teaching practices through arts integrated teaching and learning strategies*
- *Arts integration as a strategy for differentiated instruction*
- *Arts integration and special needs*

- *Developing project based learning portfolios*
- *New technologies and arts integration*
- *Assessing arts learning*
- *Selection of and roles for Community Arts Partnerships*

Tools and resources:

- *CAPE software provided for on-line documentation of arts integrated curriculum*
- *Arts Assessment Toolbox: www.artsassessment.org*
- *Effective Teaching Survey*
- *Teacher Leadership Survey*
- *Creativity Indicators*
- *Criteria for Quality Arts Integration*
- *Criteria for Principal Selection*

Structure of School:

- in-school collaborations
- productions and exhibitions
- schedules
- student choice
- rotation of arts disciplines across quarters
- before school programming
- after school programming
- in school arts specialists as change leaders

1. **Who would deliver:** Chicago Arts Partnerships in Education (CAPE)'s Founding and Creative Director Arnold Aprill

   Areas of expertise: Arts integration curriculum development, collaborative planning, documentation methodologies, action research methodologies, partnership planning, teacher leadership development,

innovative approaches to assessment, parent and community involvement, planning peer to peer professional development, connecting in-school/after-school programming, 21st century work skills development, technology integration, whole school planning

2. **Work products:** On-line documentation of arts integrated curriculum plans, assessment of school challenges and opportunities, assessment of potential arts partners where appropriate, plans for parent and community engagement, plans for connecting in-school and after-school programming
3. **Arts content areas:** Visual arts, music, dance, theater, literary arts, media arts, multi-media arts.
4. **Models and tools:** Arts integration school reform model: *Renaissance in the Classroom: Arts Integration and Meaningful Learning* (2001). On-line planning, documentation, and assessment tools at both the classroom and school level: http://www.capeweb.org/forms.html and at www.artsassessment.org

Brief History: CAPE was founded in 1992 by a consortium of foundations and other funders dedicated to improving the quality and accessibility of arts education in Chicago Public Schools. CAPE's network of schools now serve as a living laboratory for the development of high-quality arts integrated curriculum. CAPE works with a total of 130 schools, 50 artists, arts organizations, and community organizations to generate effective new teaching practices. Aspects of this work include:

- Design, documentation and research on arts-integrated curriculum and standards-based arts instruction
- Teacher and artist professional development
- Exhibitions of student, teacher and artist work
- Publications and presentation of CAPE work in journals, at conferences and on line.
- Research on effective strategies for school improvement through the arts

CAPE's primary beneficiaries are Chicago public school students. Students are primarily African-American (49.2%) and Hispanic (38.4%) and come from low-income families (85.4%). CAPE is committed to improving public education and specifically to improving access to learning through the arts for disadvantaged, minority youth.

The goals for our professional development programs include:

- *To Improve Teacher Leadership*

To support teacher leadership in planning, implementing, and assessing projects and programs in their schools.

- *To Broaden and Deepen Student Inquiry*

To improve teachers' knowledge and understanding of the content, concepts, materials, skills and processes of the arts connected to other core curricular areas in order to develop and implement comprehensive, inquiry-based curriculum.

- *To Build Community Through the Arts*

To maintain and develop a collegial, collaborative community of lead teachers dedicated to improving student learning through the arts.

CAPE has a rich history of providing high-quality professional development programs for educators. For each program, CAPE customizes an approach to professional development that serves the needs of the program participants.

In Chicago, CAPE has served as a professional development provider to many initiatives and organizations, including:

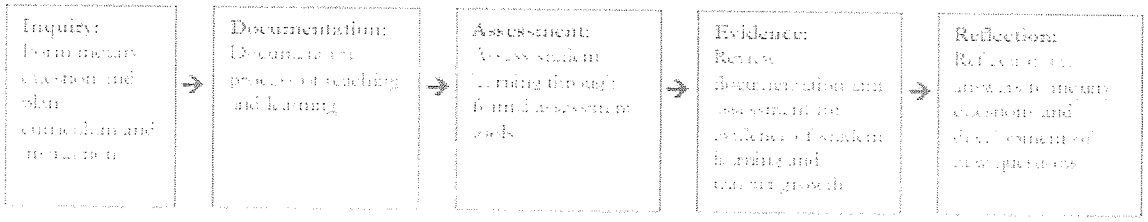
The Chicago Annenberg Challenge (1999)
Chicago Public Schools' Improving Academic Achievement Through the Arts (2001 to 2006)
Ravinia Festival (2004 – present)
Chicago Public Schools' Fine and Performing Arts Magnet Cluster School (2004 – present)
Art Discovery (2005) Funded by Kraft Foods
Building Communities Through the Arts School Engagement Initiative (2006 – 2008)
Urban Gateways (2006 to the present)
Chicago Public Schools' International Baccalaureate Programme (2007 – present)
Chicago Opera Theater (2007 – present)
Walt Disney Magnet School (2007 – present)
Innovations Alternative High School (2008 – present)
National Louis University (2008 – present)
Chicago Arts Educators Forum (2008 – present)

National Consulting Clients include: Perley Elementary School in South Bend in Indiana, Pine Elementary in Michigan City in Indiana, VSA Arts, Minneapolis Public Schools, New York State Council on the Arts, the Arts Council of the Southern Finger Lakes, the Center for Research on Learning Through Music New England Conservatory, Jump-Start Performance Company, A+ Schools, the Western Pennsylvania Writing Project, the University of Mississippi, the Mississippi Arts Commission, the University of Wisconsin Milwaukee, the Los Angeles Unified School District, Young Audiences Cleveland, Young Audiences of Indianapolis, Arts Centered Educators Detroit, Atlanta Partnership for Arts and Learning, Manchester Craftsmen's Guild, University of Maryland Baltimore County, Alameda County Office of Education, the East Bay Community Foundation, the Legacy Foundation of Indiana Great Lake Award Initiative, the Ohio Arts Council, the Arts Education Partnership, Art Links Professional Development of Cincinnati, the Georgia O'Keeffe Museum, the National Writing Project, the Hawaii State Foundation on Culture and the Arts, and the Wexner Center Columbus Ohio.

Other places served internationally:
America's Courtyard, Brazil
ArtPlay, Australia
Arts and Cultural Education European and International Research Symposium, France
ArtsSmarts, Canada
Australia Council for the Arts, Australia
Calgary Arts Partnerships in Education Society, Canada
CapeUK, UK
Creative Partnerships, UK
Habla, Mexico
International Theater Festival, South Africa
Irish Arts Council, Ireland
Kids' Own Publishing, Ireland
Korea Arts and Culture Education Service, Korea
London Arts Board, UK
New Zealand Association of Arts Educators, New Zealand
Scottish Arts Council, UK
UNESCO, Portugal

Target audiences for CAPE professional development has primarily focused on classroom teachers, arts teachers, curriculum coordinators and teaching artists, and has also served parents, administrators, school district personnel, funders and donors, and other school partners (such as social workers, literacy coaches, etc.).

CAPE's project based curriculum development process explicitly addresses State Learning Standards, moving through the following cycle of inquiry, instruction and documentation, assessment, and reflection:



This is followed up by convenings of whole faculties to assist with planning, multi-media documentation, assessment, vertical alignment across grades, and cross-classroom reflection. The forming of a professional community and reflecting on actual work from classrooms is central to CAPE's methodology. Participating teachers have regular access to CAPE consultants by email, telephone, on-line video conferencing, and site visits.

CAPE's book ***Renaissance in the Classroom: Arts Integration and Meaningful Learning*** (2001) and the Center for Arts Policy Columbia College Chicago's book ***Putting the Arts in the Picture: Reframing Education in the 21st Century*** (2004) serve as foundation texts.

CAPE specializes in working in schools and communities that are under distress due to socio-economic issues, and failure to meet annual yearly progress goals as determined by the State Board of Education. CAPE works with many types of schools including: neighborhood-based, selective enrollment, magnet, charter, and International Baccalaureate.

APPENDIX B

2011-2012
A+ Schools Program
North Carolina Arts Council
SUMMARY of COMPONENTS, TIMELINE and ESTIMATED COSTS
for FIRST 3 YEARS of A+ IMPLEMENTATION

The A+ Schools Program began in North Carolina in 1993 with two pilot schools that were the inspiration

INTRODUCTION

for the development of the current 44-school statewide Network. We work with states to develop large statewide A+ Networks similar to ours, and we also work with one or two schools as pilot A+ Schools for their district, region or state. The implementation process will vary depending on the goals of those involved in the initiative. We can assist you in planning the scope and development of your initiative.

OVERVIEW OF KEY COMPONENTS of IMPLEMENTATION

A+ Institutes: While becoming an A+ School is a process that involves the entire school over several years, the key event that launches a school into their first year of A+ implementation is a five-day A+ Institute for all staff members. The Institute is conducted by our A+ Schools Program staff and designed to prepare your staff, including teachers, administrators, specialists and teacher assistants, to begin implementing the eight A+ Essentials™. Fifteen years of Program evaluations from teams of researchers and from participants have identified the five-day Institute as a transformative process and *the* primary change agent in becoming an A+ School.

In years two and three, schools attend a three-day, whole-school A+ Institute. In subsequent years schools attend a one, two or three-day Institute as needs and resources indicate.

Pre-Institutes: Prior to the initial five-day Institute, schools participate in one or more Pre-Institutes conducted by A+ Schools Program staff and designed to assist schools in making an informed decision about becoming an A+ School. These are hands-on, experiential workshops that have proven to be a key step in developing the staff buy-in and commitment needed for successful implementation. The Pre-Institutes are valuable professional development for schools even if they decide not to pursue A+.

On-site professional development: During the school year, A+ Schools Program staff conducts on-site professional development designed collaboratively with individual schools. Schools learn to conduct self assessments to determine their particular needs and goals assessments for each year.

A+ Network: One of the strengths of the A+ Schools Program is the networking of A+ Schools that provides mutual support while they work to become successful arts-based schools. In North Carolina, and in other states with which we have worked, we have developed a strong A+ Schools Network that includes

within it a network of A+ principals, coordinators and A+ Fellows (professional development facilitators). If you are developing one or two pilot schools, we would connect you with other A+ Schools in North Carolina or in regions closest to you.

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Planning Meeting with a senior A+ Schools Program staff member at your site in late fall or early spring - Estimated costs, expenses only 1,000

ESTIMATED COSTS

PLANNING AND PRE-INSTITUTES

ESTIMATED COSTS OF PROFESSIONAL DEVELOPMENT

Below is a timeline and overview of the estimated costs for professional development and participation in the A+ Schools Network. Estimated costs include fees, lodging and travel expenses for A+ staff.

Pre-Institute I for entire school staff at your site in spring prior to 5-Day Institute - Estimated costs 5,100

Optional Pre-Institute II for entire school staff in spring prior to 5-Day - Estimated Costs 5,100

Estimated Total Planning and Pre-Institutes 11,200

5-Day Institute for entire school staff in summer - Estimated costs for A+ training staff 26,300

On-site A+ follow-up at school during school year, includes two full days of staff development/

YEAR ONE

coaching/demonstration teaching and 1 site visit from senior A+ staff member- Estimated costs 8,950

Estimated Total 5-Day Institute & Follow-up 35,250

ESTIMATED TOTAL YEAR ONE: PLANNING, PRE-INSTITUTES, 5-DAY 46,450

3-Day Institute for entire school staff in summer - Estimated costs for A+ training staff 17,400

YEAR TWO

On-site A+ follow-up at school during school year, includes two full days of staff development/ coaching/demonstration teaching and 1 site visit from senior A+ staff member- Estimated costs 8,950

ESTIMATED TOTAL YEAR TWO 26,350

3-Day Institute for entire school staff in summer - Estimated costs for A+ training staff 17,400

On-site A+ follow-up at school during school year, includes two full days of staff development/

YEAR THREE

coaching/demonstration teaching and 1 site visit from senior A+ staff member- Estimated costs 8,950

ESTIMATED TOTAL YEAR THREE 26,350

ESTIMATED TOTAL THREE-YEAR IMPLEMENTATION 99,150

ADDITIONAL/OPTIONAL COSTS TO CONSIDER

1. Board and Lodging for School Staff

If schools choose to do a residential Institute, board and lodging is additional to the above costs listed for the Institute. For budgeting purposes, for the 5-day institute, estimate $100-$125 per day, $500-$625 total, for each person attending. This is the rate for double occupancy of hotel rooms and usually includes all meals and breaks during the five days.

2. Mileage, Travel Expenses, and Stipends for School Staff

Other budget items paid with school funds could include reimbursement for mileage and travel expenses, and
_ Fall & Spring North Carolina Statewide A+ Principals and Coordinators Meeting
_ A+ Mini-Institutes – 1 day training for teachers not able to attend the summer Institutes
_ A+ Network Conferences – feature workshops by A+ Fellows and bring together representatives
from A+ Schools across the state to share "best practices," networking and arts-based professional

3. Network Activities

Other costs to the school after the Summer Institute are the expenses of participating in North Carolina Network payment of stipends to those attending the Institute, based on the usual policy of each school. development opportunities.

Attendance at these events, sponsored for the North Carolina Network, can be of benefit to pilot programs that do not have their own statewide Network.

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A+ Schools Program

Fast Facts and Current Data

Fast Facts about the A+ Schools Program

- Arts-integrated whole-school reform model "home grown" in North Carolina as a public private partnership in 1995
- Meets NC curriculum accountability standards and cited in NC DPI publication *Balanced Curriculum* as an exemplary program for elementary and middle schools
- Research-based and nationally recognized and implemented in other states through training provided by the North Carolina Program
- Researchers attribute the success of the Program to
1) continuous practitioner-led professional development
2) arts integration and arts education
3) and the use of statewide support networks for teachers & school administrators.
- Currently serves over 17,500 students and 1,900 teachers/administrators in PK-12 public schools throughout North Carolina

09-10 Data

During the 09-10 school year, we had 43 schools in the A+ Network. This data is from the recently released NC School Report Cards:

- The majority of the A+ schools (26 of 43) achieved 100% of the NCLB AYP targets with

some schools having as many as 45 targets and still reaching their 100% mark.

- All but 9 A+ schools exceeded the state's average achievement of 89% of target goals and all of the schools in the A+ Network were above 76%
- 19 of the 32 Title I A+ schools achieved 100% AYP, and all but eight exceeded the state's average achievement of 89% of targets.
- 76% of A+ schools were designated as Schools of Progress, Distinction or Honor Schools of Excellence as determined by the NC ABCs Accountability Program
- Nearly half of all A+ Schools exceeded the state's overall scores in reading and math as determined by the state's ABCs Accountability Program
- 21 out of 43 A+ Schools exceeded the state average in number of National Board Certified Teachers (NBCT), with the number of NBC teachers totaling more than 180 in A+ Schools across the state.

"It cannot be overemphasized that A+ and the arts made schools fundamentally more enjoyable places to be and learn. The A+ Schools were able to satisfy high-stakes testing, maintain the full curriculum, even fuller than other schools in the face of testing, and to be creative in what and how teachers taught and students learned." (Noblit, George W., *Creating and Sustaining Arts-Based School Reform: The A+ Schools Program*, Routledge, 2009, page 170.)

Research-Based Results

An intensive 4-year evaluation of the Program and a follow-up study after eight years, both conducted by Dr. George Noblit and a team of UNC-CH researchers, showed significant positive effects on schools, communities, teachers and students including:

- Student achievement and test scores increased at a level equal to or greater than other schools across the state without teachers 'narrowing' the curriculum
- Schools increased their organizational capacity and leadership to sustain the innovation
- Schools developed a more focused identity and increased channels of communication among staff and with parents
- Schools developed new community partnerships

2

- Teachers developed richer, more substantive and authentic classroom assessments
- Teachers designed enriched academic environments—more ways for students to understand and demonstrate understanding and mastery of the curriculum—with improved assessment results
- Teachers changed their instructional strategies, resulting in more engaging and experiential learning for all students
- Students were more engaged in the curriculum and improved their attitudes, attendance and behavior

- Student attendance and behavior improved
- Parents increased and deepened their affiliation with the school
- Researchers found the A+ approach to teaching equally beneficial to all groups of students, regardless of cognitive development, ethnicity, or socio-economic status
- Researchers found A+ to be a resilient and sustainable school reform model

A follow-up study (2003) demonstrates the sustainability and resilience of the A+ Schools Program as a whole-school reform after 8 years, unusual in the history of school reform. The researchers attribute this to the Program's high-quality, ongoing professional development and the creation of a Network of schools which increased communication and collaborative planning within and among schools. A+ was also sustained because it became deeply engrained in teacher culture in the schools. Most importantly, the study states that "the reason A+ reached so deeply into the culture of schools is because it speaks to the bottom line of teachers. For teachers, the arts invite students to learn and this makes teaching worthwhile."

For more information, please contact The A+ Schools Program
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or visit the A+ Website at http://aplus-schools.ncdcr.gov/research.html

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The National Education Association-South Bend (NEA-SB) intends to support and participate in all components of the Transformational Model outlined in this grant application. We are aware of the need to improve student achievement at Dickinson Intermediate Center and are committed to the school's success.

Respectfully,

Jason Zook

Jason Zook

NEA-SB President

7-14-11