Appendix F: LEA Application of General Information
2012-2013

School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov

LEA Application: General Information

School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: South Bend Community School Corporation	Corporation Number: 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
Telephone: 574 283 8073	Fax: 574 283 8204
Email Address: cpochert@sbcsc.k12.in.us	
Superintendent (Printed name) Dr. Carole Schmidt	Telephone: 574 283 8000
Signature of Superintendent X Carole Schmidt	Date: July 10, 2012

➔ **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.**

I. 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. Brown Intermediate Center	5-8	X						X
3.Coquillard Primary Center	K-4	X						X
4.Harrison Primary Center	K-4	X						X
5.Lincoln Primary Center	K-4	X						X
6.Marquette Montessori Academy	PK-4	X						X
7.Muessel Primary Center	K-4	X						X
8. Washington High School	9-12		X					X

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

☐ We will serve all of our 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 Transformation Model, South Bend Community Schools (SBCSC) can only fully implement the program in one school. That school will be Dickinson Intermediate Fine Arts Academy.

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 Fine Arts Academy** **School Number:** **7559**

Stakeholder Group	Mode of Communication	Date
SIG Planning Group (Central Office)	Meetings, Email	From October 2011to May 2012-monthly
Dickinson Teachers	Team meetings, representatives at planning meetings	From October 2011to May 2012-monthly
University of Notre Dame Robinson Community Learning Center, DeBartolo Center, Snite Museum, and STEM to STEAM	Conferences, in person and by phone	From August 2011to May 2012-monthly
Parent Group Representatives	Conferences, in person and by phone	August 2011- present
SL Robbins and Associates	Email, telephone	August 2011 through present
Education, Teaching and Learning Initiative (ETLI), Mark Ravlin	Conference, professional development	2011-2012 School Year

*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.

Assurances

_____South Bend Community School Corporation__ assures that it will

_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.

N/A 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.

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

School Improvement Grant (1003g)
2012-2013

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

__South Bend Community School Corporation___ assures that it will

_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.

☑ 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 schoolwide 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

English/Language Arts

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

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?	What is at the "root" of the findings? What is the underlying cause?
Forty-three percent of Hispanics, 65% of Blacks, and 59% of free and reduced lunch students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP ELA.	The school does not implement culturally proficient strategies in an effort to improve classroom instruction and management.
Forty-two percent of Hispanics, 71% of Blacks, and 59% of free and reduced lunch students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP Mathematics.	Our corporation does not have a model to address the disparities within our marginalized population that have consistently existed over time.
Eighty-two percent of the special education students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP ELA.	Teachers' instruction is not rigorous enough to adequately prepare students for the 21st century. Our ELA program needs to be enhanced to include higher order thinking skills, explicit vocabulary instruction, in-depth comprehension of expository text, and performance tasks .
Seventy-six percent of the special education students (Blacks, Hispanics, and Free/Reduced Lunch) did not pass ISTEP Mathematics.	Teachers do not engage students in instruction that is both relevant and rigorous. Our math program needs to be enhanced to include authentic mathematical reasoning and problem solving, which will build the capacity for students to compete on a global level.

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%**	**96.3%**
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%**

*Data have been collected for the two previous schools years as data from the 2011-12 school year is incomplete.

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?
Teachers have referred students to the office at a higher rate than the previous school year. Referrals remove students from their classes to address disciplinary issues, which results in reduced instructional time.	Teachers lack culturally relevant teaching practices which cause students to be disengaged from the curriculum and causes teachers to use ineffective strategies to address problems.
Disciplinary actions taken as a response to the referrals have negatively impacted the students' attendance rate, have reduced the students' instructional time, and have disengaged the students from the educational process.	Teachers, support staff, and administration lack knowledge of different cultural groups' communication styles, learning styles, values, beliefs, socioeconomic status, behaviors, and degree of physical and mental ability to engage students in the educational process.
54,520 required student minutes are not enough to provide for the academic and social needs of the marginalized students.	Teachers, support staff, and administration are required to follow the district's school calendar, course offerings, and minutes allowed per discipline. This interferes with the school's ability to provide students with extra time needed to more fully address academic deficiencies.

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.	X				3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			
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		1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community.

Cultural Competency	1	2	3	4	Cultural Competency

1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 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. 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	X	X X X X			1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 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."
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?**
School leadership did not support, strengthen, or enforce initiatives, and building practices that were designed to improve student achievement.	There was a historical precedent of placing and retaining school leadership that was ineffective in being an agent of change.
The implementation of the school's mission lacks fidelity.	A portion of the teachers have not wholly embraced the changes that are required, and are not complying with the new initiatives.
There is minimal use of higher order thinking skills and authentic assessments.	Teachers do not possess the skills and knowledge to apply rigorous and relevant classroom instruction. The lack of resources and professional development prevent teachers from growing professionally in this area.
Parents and families have been minimally engaged with the school.	Parents are not involved because most of their interactions revolve around student disciplinary issues and/or student lack of academic progress. The school has not provided enough opportunities for positive parent involvement. Furthermore, the lack of transportation prevents some families from engaging more fully in their student's education.

II. Selection of Improvement Model

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

☐ Turnaround ☐ Restart

XX Transformation ☐ Closure

➢ ***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.*

The district has provided on-going professional development in the areas of literacy, mathematics, and science. Despite these efforts, particular subgroups (Blacks/Hispanics/Free-Reduced) in the district have continued to show a lack of proficiency on state and classroom assessments. Specific to Dickinson Intermediate Fine Arts Academy, the marginalized groups have shown little to no academic proficiency on the ISTEP state assessment. This is due impart to a lack of administrator, teacher, student, and parent accountability and lack of resources in technology, student materials, teacher materials, and time needed to fully implement the content addressed by professional development.

The change in leadership has brought about an intense focus on how teachers instruct, reflect, and respond to data. Data collection and analysis has been the primary focus for changing instructional practices and promoting collaboration. However, Dickinson has a significant number of underperforming students. To advance these marginalized student groups proficiency levels, staff is required to be knowledgeable about effective strategies for urban settings, willing to implement, with fidelity, the leadership's vision and goals, and produce student outcome that reduce and eradicate disparities.

The Dickinson staff has made tremendous improvement in using data to inform and transform instruction, engaging all students, teachers, as demonstrated by Acuity predictive results and 8-STEP assessment results. Lack of engagement is attributed to the lack of relevant and rigorous curriculum, technology embedded instruction, inadequate student motivation, limited parent involvement, and lack of culturally responsive teaching methods that hold high academic and behavioral expectations for all racial/ethnic and cultural student groups.

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

The teachers and staff at Dickinson Fine Arts Academy will intentionally focus on professional learning communities and attend at least 30 hours of professional development each year that is centered on Cultural Proficiency, science, technology, engineering, arts, and mathematics. The purpose of this focus is to better engage the students, teachers, and families in the educational process. Through project based learning, the students will be able to better connect the curriculum to real world problems and challenges. Teachers, Support Staff, will be held accountable by the administration to implement the required PD into their classroom through the use of rubrics and evaluations to assess the processes.

To ensure that teachers and support staff are meeting the needs of each student, the 8-Step process will guide teachers into knowing which students will need extra academic support through a variety of programs. The data collected through the 8 Step process will place students who need extra support in one or more of the following programs:

Saturday School, a 3-hour program, held twice a month on Saturdays, is tailored for individual student academic needs in Language Arts and Mathematics. Teachers review the student's academic data and make referrals to Saturday School. Students get more one-on-one support from a certified teacher in an effort to increase student mastery.

"Guarantee Klub," an after school program that is tailored for students that were 20 points above or below the ISTEP cut score. This program provides extra academic support, by a certified teacher, to students who have been identified as "bubble students," needing more support in Reading/Language Arts and/or Mathematics to ensure a "pass" on the upcoming ISTEP.

Assessment Remediation Class (ARC), a program that is held during students' art blocks classes. A student will be referred to ARC if they have failed a 3-week assessment two consecutive windows. Students will forfeit one of their arts classes to receive an extra Language Arts or Mathematics class. Students will receive instruction and have a chance to test out of ARC to be placed back in their Art class.

The school will also have an unprecedented level of technology that includes but is not limited to, Interactive white boards, ELMO projection systems, cameras, and Notebook carts. Teachers will receive professional development on how to link technology to the curriculum in an effort to prepare students for a global, technological society, while creating a more engaging environment for students and teachers.

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*	**XX**		**Planning meetings documentation**

• *Parent Surveys* • *Parent Focus Groups*			
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 Coordinator**

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*	**XX**		**Superintendent Assurance** **Grant application** **School Board minutes** **Transformation Coordinator**

being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools			
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**

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*	XX		**Documentation of increased length of school year and school day as demonstrated in previous SIG grant at Rise Up Academy** **Grant application**

a vehicle to support differentiated learning (ex:...) o *An additional block of time embedded into the school day* o *Summer enrichment/remediation* o *Saturday intervention* o *Before or after school enrichment/remediation* o *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 2012-13.*
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:***	Information presented later in the application will provide specific outlines of the model.
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 taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple	**STEAM- Potential Partners:** We are in the process of researching providers to support us in our endeavors to become a STEAM (Science, Technology, Engineering, Arts, and Mathematics) focused school. Providers selected will have a proven track record of working with other schools to develop curriculum centered in performance-based activities that increase learning across the content areas through interdisciplinary collaboration. We are seeking partners who will provide support in educating our learning community about STEAM, training our staff to implement this curriculum, and evaluating its effectiveness toward our students' mastery of the Common Core Standards. Partners will be chosen based upon their success with schools of similar demographics, evidence of support for the vision created by Dickinson stakeholders, and the capacity to support the school through the full three years of transformation as identified within the grant proposal. **Partners being considered are:** **University of Notre Dame/STEM K-12 Education Collaboration Group** Through the Department of Engineering, the university has begun collaborations with other university departments and area schools to promote STEM learning. As they are local, and we have existing partnerships with other areas of the university, our hope is that this connection becomes a foundation for our program. **Rhode Island School of Design/STEM to STEAM Initiative (STEM_TO_STEAM.org)** is seeking to add Art to the national agenda of STEM (STEM + ART = STEAM). Their goal is to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer. **STEAM Education (steamedu.com)** was developed in 2006 by Georgette Yakman at Virginia Polytechnic and State University. She has continued to evolve the concept through research and practice. "STEM stands for 'Science & Technology interpreted through Engineering and the Arts, all based in Mathematical elements,' and aims to bring FUNctional literacy to students." (Yakman)

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.	**STEAM, Science Technology, Engineering, Art, Mathematics (steam-notstem.com)** "Our mission is to have business leaders, art professionals, educators, and others work together to educate governments, the public and the media to the need for returning arts to the national curricula. China and others have determined, as we must, that STEAM education is a national priority issue…Together we can demonstrate that Arts is a necessary adjunct to STEM 'by connecting the dots' for all constituents."(steam-notsteam.com) **ARTStem (artstem.org)** Teaching and learning at the intersection of the arts and STEM disciplines. **Arts & Science Council (ASCArtsIntegration.org)** They offer professional development in arts integration, most recently in the Charlotte Mecklinberg, NC area. "Education and participation in the arts, science, and history are vital to the development of our children and our communities. Through advocacy, research, partnerships, and professional development, ASC strives to provide and secure more resources and support for education." (artsandscience.org) **S.L. Robbins and Associates:** Dr. Robbins received his undergraduate degree from Calvin College, and his masters and doctorate from Michigan State University's top-ranked Department of Communication. His background in communication, socio-psychology and cognitive neuroscience drive his work with individuals and organizations. The core of the work surrounds understanding human behavior in a world full of human differences. Dr. Robbins will provide professional development and an approach to addressing cultural competency in manner that does not blame or point fingers,. **OUTCOMES:** An environment that challenges individuals and organizations to be more open-minded, mindful and intentional about inclusion and valuing people for their unique gifts, abilities and experiences. Students will be supported and valued for their

	cultural uniqueness through the use of culturally relevant classroom instruction. **LeAja Consulting** will provide services and professional development that will build teachers and administrator's awareness of different cultural norms, values, and codes that are inherent in themselves and in the students they teach. Teachers and administrators will develop a culturally diverse knowledge base by understanding the cultural characteristics and contributions of different ethnic groups, by looking at one's own attitudes and practices, and by knowing ethnic groups' cultural values, traditions, communication and learning styles, contributions, and relational patterns Teachers and administrators will build effective cross-cultural communications by deciphering students' cultural codes (the way students' intellectual thoughts are coded) to teach them more effectively. Teachers and administrators will deliver culturally responsive instruction by matching instructional techniques to the learning styles of students from culturally and linguistically diverse backgrounds and develop rich repertoires of multicultural instructional examples to use in teaching students from culturally and linguistically diverse backgrounds. **OUTCOMES:** By becoming culturally aware and proficient, teachers and administrators will be able to build effective cross-cultural communication with their students in an effort to improve teaching strategies. **Chicago Arts Partners in Education (CAPE)** CAPE improves student learning by partnering with schools to integrate the arts into all content area curriculum. It achieves this by: a) advancing innovative arts education practice and policy within the fields of education and the arts; b) actively participating in professional dialogue with practitioners, researchers, and leaders in the field. CAPE's project-based curriculum development process explicitly addresses Common Core Standards, moving through a cycle of inquiry, instruction, documentation, assessment, and reflection.

	********** **Existing Partnerships:** **Kennedy Center Partnership** South Bend Community School Corporation has recently been recognized as a Kennedy Center Partner, along with the DeBartolo Center for the Performing Arts at the University of Notre Dame. This fellowship opens up access to resources connected to the integration of the arts in all content areas for non-arts teachers. As this was a recent award, we are waiting for more information as to how this will support our school goals of developing a STEAM curriculum. **University of Notre Dame:** **Robinson Community Learning Center(RCLC)/ND** The Robinson Community Learning Center welcomes community and Notre Dame partners that strengthen the Northeast Neighborhood of South Bend through relationship educational opportunities. By promoting innovation and excellence, the Center builds individual capacity and enhances existing systems throughout South Bend. Past initiatives with Dickinson have provided after-school instructors for arts classes, in-school tutors, and other programs. A recent Community Foundation Grant has been awarded to RCLC that will provide Dickinson with personnel to assist in classrooms, facilitate after school activities, and conduct professional development in applying Shakespeare to various learning activities, specifically in the "Active Shakespeare" format. Supporting research indicates that "Active Shakespeare" is a successful strategy in engaging urban students and raising test scores through the study and performance of the works of Shakespeare. **Snite Museum of Art/ND** The Snite has partnered with Dickinson to plan the ACE(Arts & Culture in Education) Program, which will include monthly family events centered around a community arts organization. SNITE will serve as the lead partner with Dickinson on this initiative. The goal of this program is to build connections with families and community arts organizations. Each monthly meeting will include a presentation and activity connected to a current exhibition or

	performance. Activities will be aligned with the SBCSC curriculum maps and calendars. Within the following weeks a family field trip will be organized to attend the sponsor's venue to experience the arts. Additional ACE partners include, but are not limited to the Granger Conservatory of Dance, South Bend Civic Theatre, South Bend Museum of Art, and the DeBartolo Center for the Performing Arts. **DeBartolo Center for the Performing Arts/ND** Each year the DeBartolo brings in high level performers from all over the globe, covering art forms including dance, theatre, and music. As a part of their contracts, performers must provide a workshop component during their time on the Notre Dame campus. For the past four years we have been fortunate enough to have many artists visit out school to work with our students, one example being a full day workshop with Tim Robbin's Actor's Gang. Additionally, we are also provided complementary tickets to minimum of four performances each year. **Indiana University South Bend** **Ernestine Raclin School of the Arts/IUSB** Through the leadership of Dr. Marvin Curtis, Dean, we have been provided with free admission to all performances for our students. In the past, arts students have visited Dickinson to perform for our students. We are currently working to build additional connections between faculty and students within the Raclin School of the Arts and the Dickinson community. Areas of discussion include professional development for teachers, IUSB personnel/students as tutors and after-school instructors, combined performances with students and staff from both schools. **School of Education/IUSB** For many years IUSB has provided Dickinson with tutoring and classroom assistance from students entering the teaching profession. Even before they reach the level for formal student teaching, field experience is valuable. Our teachers have appreciated the assistance, and many of these students have returned as members of our staff. **Community Organizations**:

	South Bend Museum of Art SBMA has provided us with instructors for our after-school arts classes, as well as resources and professional development for our teachers. This organization will also be involved in the ACE program of monthly family events. **South Bend Civic Theatre** Over the last two years, SBCT has provided Dickinson with instructors and sponsors for after-school theatre productions. This organization will also be involved in the ACE program of monthly family events. **Ronald McDonald House/Memorial Hospital** A new partnership involving the arts and community service, RMDH is working with art teachers to educate students on the needs of community members and how they can make a difference. With materials supplied by RMDH, students are creating artwork that will become gifts for families receiving services from this organization, as well as items for auction at a fall fundraiser. ********** **South Bend Community School Corporation District-Wide Partnerships:** **The Quality-Focused Teaching and Learning Initiative** is grounded in the balanced commitment to excellence with equity expressed in the vision of *Quality Learning for Every Student Every Day*. The **Teaching and Learning Initiative** focuses on the interactive priorities of: (1) effective instruction, (2) curriculum design driven by Common Core and Indiana Academic Standards, and (3) consistent study of student learning to assure progress toward quality authentic learning for every student through (4) sustained collaborative inquiry in professional communities of SBCS educators. **8-STEP/Pat Davenport** Pat Davenport describes the 8-Step Instructional Process as a continuous improvement teaching/learning cycle. Davenport (2003) stated, "It was formulated from instructional practices used in my classroom as well as from others who generously shared their own successful practices."

	The cycle includes the following steps: 1. Disaggregate test data. 2. Develop an instructional timeline. 3. Deliver the instructional focus. 4. Administer frequent assessments. 5. Use tutorials to re-teach non-mastered target areas. 6. Provide enrichment opportunities for mastery students. 7. Reinforce learning through maintenance. 8. Monitor progress. Davenport also included other critical components for the 8-Step Process: • Proven teaching strategies • A no-nonsense, intense classroom environment • Teachers who believe all students can succeed • Hard work by both teacher and student

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 the intended outcomes or making	Current resources (general fund and PL 221 monies) will be allocated to the school as they work with their external partner in defining staffing structure, professional development, and support resources. o State support through the general fund will subsidize the staffing for the school. This includes the principal, assistant principal, guidance counselor, social worker, teachers, and classified staff. One of the findings from the Quality School Review (QSR) report that the school did not have certified teachers in all core content areas due to the late placement of the entire 7th grade language arts staff. The school district will dedicate state support to maintaining a staff of permanent teachers under contract. This is specifically aligned with providing high-quality, job-imbedded professional development and the use of data to implement an aligned instructional program and inform classroom instruction. o If PL 221 professional development monies are available, they will be used to provide targeted professional development as identified by the principal, the external collaborator, and the professional staff outside the contracted professional development provided by the instructional and evaluative collaborators as defined in the grant proposal. The QSR indicated that minimal evidence existed that the school provides a well-rounded curriculum that addresses interest and relevance. The professional development will focus on specific practices and be job-imbedded. This is specifically aligned with high-quality, job-imbedded professional development required by the turnaround model. o Power of Writing grant was utilized to provide professional development, teacher resources, and student tutoring in assessment writing. The purpose was to use Simple 6 to use Simple 6 as an instructional model for teaching students how to be successful on assessment writing. The POW partnership has been in

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.	effect since the 2010-2011 school year. As of 2011 ISTEP results, more than 70% of the students received a writing score of greater than or equal to 4, which is a passing score. <u>Funds from district-wide grants (Title I, Title II, and Special Education) has been allocated</u> o The Title I grant has currently provides some human capital. Title I provides coach, intervention specialist, and family and community specialist. The coach supports 5-6 teachers in implementing the district curriculum, initiatives, and the identified data process (8-STEP). The intervention specialist supports student growth by working with the lowest 25% students to improve in language arts. The family and community specialist reaches out to families and the community in an effort to build bridges between all stakeholders. Title 1 also provides funding for student materials and professional development materials. o The special education grant will ensure that special education students are serviced appropriately and in accordance with the school's plan for student learning, because the disaggregated data show that more than 80% of the Special Education students do not pass the ELA and Math ISTEP. The principal will meet with the district Director of Special Education to determine the amount of funds available for support. The available funds will be allocated according to the needs of the school within the guidelines of IDEA. This is specifically aligned with operational flexibility. o Title II funds allocated at the district level to provide job-embedded professional development.

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;	An evaluative instrument will be identified for teachers that include the four rating categories. A principal's evaluation instrument will be implemented that includes the four rating categories. The evaluation instruments will include rubrics for teacher/principal performance that are focused on 51% of student growth and achievement. Further, there is no policy barrier to the development of a principal evaluation meeting these criteria. The administration will meet with teachers three times per year to conduct formative and summative evaluations that focus on student growth. Grade level Learning Logs meetings will be held, in 3-week intervals, to review student data, share successful instructional practices, and identify areas of academic needs for remediation and enrichment. Immediately once teacher performance issues surface, positive assistance will be rendered to support the teacher in improvement of performance. If the performance issues continue, the teacher will be placed on probation. Non-permanent teachers on probation will be terminated or reassigned according to Indiana Code and SBCSC policy. Semi-permanent and permanent teachers on probation will be assigned a probation assistance team (PAT) consisting of the evaluator, another administrator, and two teachers. The PAT will be chaired by the non-evaluative administrator and will collaboratively develop a probation assistance plan that directly addresses the documented recommendations of the evaluator. The teacher will be regularly observed and evaluated by the PAT and make a recommendation to end or continue probation after 60 days. If probation is continued, a second determination will be made after 40 days. At that time, a decision will be made to end probation or terminate the teacher. The principal's retention will be based on his/her ability to achieve the established goals.

(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.	Should the principal exhibit the inability to perform, termination or reassignment will result, in accordance with the Indiana Code. The district will provide flexibility to the principal for the processes used in hiring, retaining, transferring, and replacing of all staff at Dickinson. Specific job descriptions with detailed expectations will be created by administrative staff and posted for application. Teachers at Dickinson will participate in no less than 30 hours of professional development, which may include but is not limited to Gender-based Instruction, STEM curriculum. Arts integration, Cultural Proficiency, Effective Instruction, Carnegie Math, Simple 6 Writing Education, Teaching, and Learning Initiative, Coaching for Results, Positive Behavior Intervention Support, 8-STEP process, and Technology Integration. Thus, providing a mechanism for effective teachers, who can show success with an urban population, to be hired and retained. The regular school calendar will be extended by 5 days to allow for additional instructional hours. The additional instruction time will be applied to mathematics and language arts to address school wide student deficiencies, as measured by ISTEP+. Saturday School will be implemented to address needs that are relevant to Dickinson's students (instructional time and disciplinary issues). When it is appropriate, students will be assigned to Saturday school in lieu of out of school suspension, resulting from student code of conduct violations. This will reduce the amount of instructional time lost due to disciplinary actions. Saturday School will also provide additional instruction for students below proficiency level, as measured by ISTEP+, ACUITY, and 8-STEP assessments. There will be two scheduled 3-hour sessions per 9- week interval, providing an additional 24 instructional hours. An Assessment Remediation Class (ARC) will be implemented to provide additional instruction time. Students will be placed in ARC based upon their 8 STEP mini assessment results being below proficiency level for two consecutive 3-week intervals. ARC classes will meet 5 days per week and replace an elective class.

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	Dickinson is immersed in data-driven instruction. The 8-STEP process had been adopted and implemented. The instructional focus calendar provides the timeline for when instruction happens. The common team plan times are the platform for collaborating on how instruction will be delivered. The common assessments results are sum of the effectiveness of the instructional process. The Learning Logs provide reflective conversation that leads to evaluating and improving instructional decisions. A Community Advisory Team (CAT) will be formed that includes administrators, teachers, parents, students, and community stakeholders. The Community Advisory Team, appointed by the principal, will routinely meet (at least 3 times per year) to review school data, processes, and school improvement. Based upon the reviews, the team will make recommendations regarding school needs. 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 Family and Community Specialist (FACS), a Title I funded position, will work with leadership team to develop and organize family and community outreach initiatives to support the efforts and goals of 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

improvement; (f) Demonstrating a commitment to the continuous development of teacher 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	and the community are invested in and committed to the success of our students.

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.	

Transformation Model (Guidance Document, Section E, pages 36-42)

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.*	The principal was replaced in 7/11. Throughout Mr. Sims administrative career he has worked in both affluent and urban districts from West Palm Beach Florida schools to high poverty districts within the South Bend Community School Corporation. His administrative principles are rooted strongly in his formative years in military schools and he is a product of European education. His ability to assemble core groups of teacher leaders and develop a data-based model for instruction has yielded him the successful transformation of three urban schools. Mr. Sims has served on Board of Advisor for Purdue University's School of Education, he has served as the director of the Coalition of Greater Lafayette Schools-ECA , developed the turnaround C.H.I.P (Changing Habits and Increasing Potentials) program for urban at-risk boys and has been the President of South Bend's Principals' Association for a third consecutive term. Mr. Sims has a successful track record for transforming schools within economically disadvantaged urban districts. Based upon his most recent success, as proven by the encouraging preliminary 2011-2012 ISTEP results, the newly installed principal has met the state's and district's	Superintendent, Human Resources, School Management, School Board of Trustees	7/11

	student improvement goals. Therefore the principal will not be replaced, as he is continuing to demonstrate success in improving teacher accountability and student achievement.		
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	An evaluative instrument will be identified for teachers that include the four rating categories. A principal's evaluation instrument will be implemented that includes the four rating categories. The evaluation instruments will include rubrics for teacher/principal performance that are focused on 51% of student growth and achievement. The selection and or development of the evaluative instrument will allow for teacher and principal involvement in that process. The administration will meet with teachers three times per year to conduct formative and summative evaluations that focus on student growth and teacher performance. Grade level Learning Logs meetings will be held, in 3-week intervals, to review student data, share successful instructional practices, and identify areas of student academic needs for remediation and enrichment, and to identify teacher needs for additional professional development.	Principal Asst. Principal Leadership Team	8/11, ongoing

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.*	An additional reward, not to exceed $2000, to the building level administration based up school wide improvement, as measured by ISTEP results. A reward of up to $1000 for certified staff based upon instructional practices, increased classroom student achievement, and increased school wide student improvement. An award, not to exceed $100, to non-certified instructional staff based upon increased school wide student improvement.	Principal Asst. Principal Leadership Team	7/12, ongoing

	As a reward for dedicated work above and beyond regular duties, teacher leaders will receive stipend of $1,500 annually, based upon sufficient grant funding. In effort to provide an opportunity to reward certified staff for professional growth, a reimbursement of fees option will be provided. Upon successfully passing a certification exam, like the Praxis, certified staff will be reimbursed the examination fee incurred for up to $250 annually. As determined by the evaluation instrument, a teacher that receive a rating that is less than effective, will be placed on probation. Teachers on probationary status will receive support from the probation assistance team (PAT). PAT will consist of the evaluator, another administrator, and two teachers who will collaborate on a probation assistance plan addresses the evaluation recommendations and monitor for evidence of progress. Based upon PAT observations and evaluation, a recommendation will be made to end or continue probation after 60 days. If probation is continued, a second determination will be made after 40 days. At that time, a decision will be made to end probation or terminate the teacher. Teachers on probation will be terminated or reassigned according to Indiana Code and SBCSC policy. The principal's retention will be based on his/her ability to achieve the established goals. Should the principal exhibit the inability to perform, termination or reassignment will result, in accordance with the Indiana Code.		

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	Certified staff will be required to attend a minimum of 30 hours of professional development annually. SBCSC has a District office that oversees curriculum development, implementation, and professional development throughout the corporation. This office will ensure that staff members continue to receive support for additional corporation-wide initiatives. Professional development providers will be selected as stated element 2. Professional learning teams will collaborate daily during the additional team time to ensure implementation fidelity of all school processes, programs, and professional development initiatives. Certain Dickinson staff will be identified to attend professional development at sites that require travel. The intent is for these individuals to receive the training and present their learning to the staff. In effect, using a train-the-trainer model. If time and planning permits, professional development will begin one week before school starts in 2012. Also, professional development will continue throughout the school year, including up to 2 weeks during the summer of 2013. The following is a draft outline of professional development topics, with intent to implement within the	Principal Asst. Principal Leadership Team Dist. Office of Instruction	7/12, ongoing

	next 3 years. In accordance with sufficient grant funding and coordination with district professional development requirements, Dickinson will implement the following professional development. Additional providers are being researched related to STEAM and cultural proficiency initiatives. *Beginning with Capacity Building* ***Richard Wood and Associates*** will provide consulting services and professional development that will build local capacity in the areas of improved **curriculum, instruction, assessment, and technology integration** for the 21st Century Learner. The work of Wiggins and McTighe, Heidi Hayes Jacobs, Yong Zhao, Doug Reeves and Robert Marzano inform their work while consulting with teachers and administrators. **OUTCOMES:** By refining instructional practice (developing rigorous curriculum, engaging instruction, effective assessments, integrating technology), teachers will better address the needs of their students and will work collaboratively to share content knowledge and ideas. Since teachers are improving their pedagogy, students will deepen their understanding of grade level content for a longer period of time and they are better able to use what they have learned. *For Differentiated Professional Development* Archived webinars on ASCD will be utilized to support individual teachers' learning needs. *PD IN Focus -The Premier On-Demand Professional Development Tool for*		

	Educators through ASCD offers on-line professional development by demonstrating effective teaching and offering insights form ASCD's authors and experts. **OUTCOMES:** Research shows that for teachers and leaders to be highly effective and sustain practices, an environment of differentiated professional learning, risk taking, and collaborative relationships must be in place. *Common Core* In order for teachers and administration to be prepared for the implementation of the Common Core State Standards (CCSS), professional development will be planned during year one. Teachers will be introduced to the standards and will have time to plan units that integrate science, technology, engineering, arts, and math. While learning about the CCSS, an emphasis will be placed on text complexity and college and career readiness. **OUTCOMES:** Since teachers will be familiar with CCSS, students will receive effective instruction across subject areas. Since instruction will be integrated, students will have a deeper understanding of content and will be equipped for the PARCC assessment. *Reading Instruction* In order to support Indiana's Reading Plan, effective reading instruction, teachers will participate in a book study with Gail Boushey and Joan Moser's book *CAFE*. Professional development will utilize the Annenberg		

	Foundation's *Guiding Reading*, and Choice Literacy's online *PD 2 GO* as a resource. **OUTCOMES:** Teachers will work collaboratively to implement an affective framework for reading instruction. They will better understand the purpose of the elements and will be able to design curriculum that will address their students' needs. *Writing Instruction* ***Kay Davidson***, author of Simple 6, will provide professional development regarding assessment writing in the classroom. It is a systematic approach to writing instruction that all grade levels benefit. This program improves students' ability to write clearly for awriting prompt. Kay also explains how to look at student writing and their ISTEP data to create an instructional plan for students. **OUTCOMES:** Having a unified writing plan that all teachers implement, will help students to understand how to write for assessments effectively. Teachers will use the same language, a rubric, and mentor texts to guide students and grow their writing. *Science, technology, engineering, arts, math....project based learning* Teachers will learn how to create curriculum that will explore real-world problems and challenges, while developing cross-curriculum skills during team planning time in collaborative groups.		

	OUTCOMES: When a rigorous curriculum resembles real-life work, students are more engaged in school, care more about what they are doing, self-reflect about their learning while gaining real-life experience with content and social skills. <u>*Cultural Proficiency*</u> The basis of this paradigm shift is for all stakeholders to understand and acknowledge that culture shapes who we are as individuals, what we do, and how we learn. Culture competency is essential to establishing a school environment that more fully addresses student learning styles. To this end, training will include: making the connection between cultural competency and student achievement, identifying the qualities that make teachers culturally competent, and collaborating with community members to assemble community support and resources. **OUTCOMES:** A culturally competent classroom is one in which teachers and students exchange ideas, languages, skills, values and beliefs, to enrich the learning community. Culturally proficient teachers understand the need to help students be academically successful while respecting the students' cultural worth. Simultaneously, students increase their capacity to succeed in the classroom without sacrificing their cultural identities.		

5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	All of the following incentives will be governed and limited by the amount of grant funding provided to Dickinson. An opportunity for career advancement will be provided for certified staff via professional growth reimbursement by taking and passing exams, like the Praxis, to add additional certifications to their licensure. Upon passing the assessment, teachers will be reimbursed the examination fee incurred for up to $250 annually. Reimbursement is only available for passing scores, not failed attempts. A financial incentive of up to $2000 for building administration, of up to $1000 awarded to certified staff and, and up to $100 awarded to non-certified instructional staff based upon instructional practices, increased classroom student achievement, and increased school wide student improvement, and sufficient grant funding. To foster a sense of autonomy in the selection of supplemental classroom resources and student incentives, teachers can apply for a $1000 classroom grant. Continuous job-embedded professional development will be provided. To minimize the amount of time teachers are out of their classrooms, some professional development will be provided during team plan time, after-school, and Saturday sessions. These specialized training, as further described in element 4, will allow for career growth, enhancement of teacher knowledge and skills, and the retention of effective staff.	Principal Asst. Principal Leadership Team	7/12, ongoing

	The school day will include collaborative plan time for certified staff to focus their efforts to align classroom instructional practices to more fully implement the 8 STEP process, as Dickinson has shown success in using this process to help transform the structure of this building to increase student achievement. The additional plan time will also be utilized to deliver professional development. We will recruit applicants for the following grant funding positions. Job descriptions that are specific to the needs of Dickinson will be developed to help the principal evaluate the applicants and make final hiring decisions. Transformation Coordinator: Work very closely with the administration to ensure the integrity of the proposed transformations outlined in this grant application. This includes working with administration to coordinate human capital and purchase/ inventory grant resources. As Dickinson's liaison, this individual will assist in providing stability and fidelity to the transformation model by aligning professional development, district initiatives, community resources, and parent involvement to achieve building level goals. The transformation coach will create and support a positive learning community for teachers and parents. STEAM Coach: Provide ongoing assistance in the cross-curricular integration of science, technology, engineering, arts, and math. This coach will also provide building level professional development and model		

	lessons to help teachers develop rigorous interdisciplinary units. Technology Coach: Provide ongoing technical assistance and professional development that will deepen and enhance teachers' unit lesson plans. A focus will be placed on upgrading lessons with technology that will transform our students into 21st century learners. For example, classrooms will utilize programs (Skype, Wikki Spaces, blogs) that will support a global learning community and promote the importance of clear communication skills. The technology coach will be responsible for connecting teachers and appropriate resources that are relevant to the technological age that we live. ARC/Extended Academic Learning Coordinator: Assessment Remediation Class (ARC) is an alternative class designed for students who are not meeting the expectations of 8 STEP window assessments. If a student has not passed two window assessments in a row, they are pulled from one elective class to receive more support. They will remain in ARC until they acquire the skills needed to pass their 8 STEP window assessment. The ARC learning coordinator will develop and implement remediation lessons for students who are placed in ARC. In addition, this individual will work with grade level teams to address the needs of the students and keep records of student learning. They will also coordinate additional intervention programs such as after school *Guaranteed Klub* and Saturday School.		

6. *Provide increased learning time for students and staff.*	During 2012-2013, the regular school year will be extended by 16 hours for all students. During the week prior to both segments of ISTEP, 2 hours will be added to the school day, Monday-Thursday. This time will be used to finalize student preparations for ISTEP. Starting 2013-2014, in addition to the 16 hours for ISTEP prep, Dickinson will add 5 days on to the school year. The following extended learning opportunities will be implemented during 2012-2013 school year and will continue in subsequent school years. Saturday School will be implemented to address needs that are relevant to Dickinson's students (instructional time and disciplinary issues). When it is appropriate, students will be assigned to Saturday school in lieu of out of school suspension, resulting from student code of conduct violations. This will reduce the amount of instructional time lost due to disciplinary actions. Saturday School will also provide additional instruction for students below proficiency level, as measured by ISTEP+, ACUITY, and 8-STEP assessments. Saturday School will be scheduled at regular intervals, in 3 hour sessions. An Assessment Remediation Class (ARC) will be implemented to provide additional instruction time. Students will be placed in ARC based upon their 8 STEP mini assessment results being below proficiency level for two consecutive 3-week intervals. ARC classes will meet 5 days per week and replace an elective class.	Principal Asst. Principal Leadership Team	7/12 , ongoing

	Dickinson provides extensive intramural programs in an effort to more fully integrate the arts into our academic offerings. Each program requires a minimum of 30 minutes of study table. This provides additional support for academic areas. The after-school programs include but are not limited to fencing, lacrosse, tennis, golf, archery, cheerleading, radio & T.V. and arts adventure. Teachers will be provided with additional learning time. The intent is to provide additional time for teachers to engage in leaning communities, to have access to numerous strategies and resources, to collaboratively evaluate the strategies and resources, and make instructional decisions.		
7. *Use data to implement an aligned instructional program.*	The 8-STEP Process was implemented district wide at the start of the 2011-2012 school year, with the support of SBCSC, Title 1, and the Indiana Department of Education. The process is based upon 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 district developed an instructional calendar that identified specific objectives to be taught during specific intervals of time. District teams of teachers collaborated to develop formative common assessments that were to be administered to all students.	Principal Asst. Principal Leadership Team	7/11, ongoing

	In accordance with the 8STEP process, a review the district calendar and common assessments was conducted. Modifications have been made to vertically align the curriculum maps and calendars, and to develop more authentic common assessments.		

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. *Promote the use of data to inform and differentiate instruction.*	The following content is interwoven into Dickinson's implementation of the 8-STEP process. Prior to the instructional window (as specific by the district curriculum map and calendars), each teacher will select teaching strategies and resources to present at the team meeting. The intent is to provide additional time for teachers to engage in leaning communities, to have access to numerous strategies and resources, to collaboratively evaluate the strategies and resources, and make instructional decisions. Teachers will administer formative common assessments that cover the core academic standards, at the end of each three-week cycle. A learning log meeting will follow each assessment where teachers and administrators meet to discuss student achievement data. The learning log meetings will focus on professional dialogue about student assessment results, effective instructional practices, and grade -level performance. Using student common assessment results, the focus for Success is selected. Student areas of strength and weakness will be identified and used to differentiate student groups to address needs for remediation, re-teaching, and enrichment. Success is a period of time that is built into the daily schedule to provide time for all students to receive additional instruction in math and language arts.	Principal Asst. Principal Leadership Team	7/11, ongoing

	As needed, administrators will conference with individual teachers to dialogue about teacher performance and professional development options.		
9. *Provide mechanisms for family and community engagement.*	An advisory leadership team will be formed that includes administrators, teachers, parents, students, and community representatives. The Community Advisory team, appointed by the principal, will routinely meet (at least 3 times per year) to review school data, processes, and school improvement. Based upon the reviews, the team will make recommendations regarding school needs. Parent Workshops will be established to provide a platform for the families, community, and school to engage in conversations that promote a deeper understanding of how these three roles can collaborate to meet students' needs. With the assistance of the Community Advisory Team, relevant topics will be selected and community resources will be secured. In addition, a Parent Workshop calendar will be developed and distributed to Dickinson's families and our feeder school families. In this way, we hope to establish a base of learning that will be relevant to our school, families, and community. The following community based programs show potential for expanding in their support of the needs of Dickinson and its families through continued collaboration. The programs will be reviewed for effectiveness by conducting further research. The intent is to utilize the following programs and to evaluate whether or not they can fully meet Dickinson's needs.	Principal Asst. Principal Leadership Team Community Advisory Team	7/12. Ongoing

	This will be done by collecting data from attendance, mini-surveys of participants and providers, and observation. Reviews will be conducted periodically, and we will work with facilitators of each program to make adjustments as needed. **Memorial Hospital, South Bend** The middle school years are a time of physical and mental change, and research has proven that students who are aware of and can deal with these changes are better able to achieve academically. Through their Youth Service Partnerships, they provide curriculum and instructors for the following workshops to take place annually in our school as a part of health classes. **S.O.A.R. (Self, Others, & Respect)** A five-part program covering the following topics: • Becoming a Teenager • Handling Curiosity about Sex • Peer Pressure • Learning Assertiveness Techniques • Reinforcing Skills **Seven Habits for Highly Effective Teens (Sean Covey's 7 Habits of Highly Effective Teens)** An eight-part program, which includes classroom instruction, activities and application of learning to everyday situations, provides the resources to enable students to: • build the skills to recognize and manage their emotions • appreciate the perspective of others • establish positive goals • make responsible decisions • handle interpersonal situations effectively		

	Postponing Sexual Involvement (PSI) A five-part educational series for young teens covering the following topics: • The Risk of Early Involvement • Social Pressures • Peer Pressures • Learning Assertiveness Techniques • Reinforcing Skills PSI is presented to eighth grade middle school students by high school teen leaders. **TITLE 1 Parent Support (SBCSC)** Through the Title 1 office, parents receive support from our Family and Community Support Specialist. Quarterly STARS meetings target specific students and their families to provide information and resources on how parents can better assist their children in school. This program also sponsors our Parent Resource Room, which is open during school hours. In addition to informational brochures, books, and computers for parent use, there are also games available for checkout which are aligned to math and language arts standards. The FACS office also organizes our parent volunteers within the classrooms and throughout the school. **Arts & Culture in Education Program (ACE)** The purpose of ACE is to build a sense of community through family-centered events that revolve around the arts and build connections across several levels of "community": families, school, city, state. Our city and state are rich with arts organizations, but due to various reasons, the families of Dickinson students do not take advantage of the arts resources available to them. Current		

	ACE partners include the Snite Museum of Art/ND, DeBartolo Center for the Performing Arts/ND, Ernestine Raclin School Of the Arts/ IUSB, and the South Bend Museum of Art. **Magnet Facilitator** Coordinate programming that include family-centered events that revolve around the concept of "fine arts" connections to core content areas and build upon existing alliances with SB arts organizations. Through a series of ACE programming cogs, we would like to create a wheel that moves Dickinson family members through a series of monthly events that will: A. Increase family awareness and comfort level with the arts B. Educate them on the many arts resources in the extended community C. Illustrate how the arts are relevant to them/ daily life- school-career opportunities. D. Create a cohesive community of life-long learners who view Dickinson as their home base and have a sense of pride in their community. **Parent Teacher Student Organization (PTSO)** This organization brings together families of students and those who work in the building. Working with the FACS office, this group will plan parent education, family events, fundraisers, and support for additional academic initiatives and opportunities for our students. Incentives for family attendance will be provided.		

	Magnet Family Meetings These meetings are to address the needs exclusive to our magnet families. They will serve as a bridge to our PTSO, in addition to providing support and information for our families who do not live in the Dickinson geographical boundaries. This group is organized by the Magnet Facilitator. **Transportation** Our parents are eager to participate in the academic progress of our students. However, transportation to the building is limited due to our families' personal circumstances that leave them without consistent and reliable transportation. Our intent is to purchase two vans which will help to alleviate and overcome the lack of transportation barrier. Also, the vans will be used for recruitment initiatives, site visits, and student community involvement events.		
10. Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).	The district will provide operational flexibility to the principal to hire, retain, transfer, and/or replace all staff at Dickinson. Specific job descriptions with detailed expectations will be created by administrative staff and posted for application. Teachers at Dickinson will participate in no less than 30 hours of professional development, which includes but is not limited to STEM to STEAM curriculum, Cultural Proficiency, Effective Instruction, Simple 6 Writing Education, Teaching, and Learning Initiative, Coaching for Results, 8-STEP process, and Technology Integration. Thus, providing a mechanism for effective teachers, who are both willing and able to be successful at Dickson, to be hired and retained.	Superintendent, Board of Trustees, School Management	7/12, ongoing

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	Quarterly meetings with central office staff to review Dickinson's needs, progress, and provide assistance to overcome obstacles that hinder the transformation process.	School Management	7/12, ongoing
	Open communication that includes visits by IDOE representatives to review building needs, to assess progress, and provide ongoing support to ensure the successful implementation of the transformation model.	IDOE	8/11, ongoing
	Pat Davenport will consult and provide assistance in enhancing Dickinson's implementation of the 8STEP process. This will include campus visits, emails, and teleconferencing to promote and extend this framework.	Principal Asst. Principal Leadership Team	5/11, ongoing
	(The following positions are explored in Element 5.) Transformation Coordinator will work very closely with the administration to ensure the integrity of the proposed transformations outlined in this grant application. This includes working with administration to coordinate human capital and purchase and inventory grant resources. This individual will assist in providing stability and fidelity to the transformation model by aligning professional development, district initiatives, community resources, and parent involvement to achieve building level goals	Principal Asst. Principal	7/12, ongoing
	STEAM Coach will provide ongoing technical assistance in the cross-curricular integration of science, technology, engineering, arts, and math. This coach will also provide building level professional development	Principal Asst. Principal Transformation	7/12, ongoing

	and model lessons to help teachers acclimate and develop interdisciplinary units.	Coordinator	
	Technology Coach will provide ongoing technical assistance in using technology to deepen and enhance the learning in the classroom by facilitating professional development that will result in upgrading lessons that help transform our students into 21st century learners.	Principal Asst. Principal Transformation Coordinator	7/12, ongoing
	ARC/Extended Academic Learning Coordinator will develop and implement remediation lessons for students who are placed in ARC, based upon low scores on the 8STEP mini assessments. In addition, this individual will work with grade level teams to address the needs of the ARC, and to coordinate the Guaranteed Club and Saturday School.	Principal Asst. Principal Transformation Coordinator	7/12, ongoing
	Support from Technology, Data Management and Research and Development will be provided support and assistance with the ongoing application of data to instruction.	School Management	7/12, ongoing
	District wide professional development is provided for 8-Step Training, Quality-Focused Teaching and Learning Initiatives, and Transition to the Common Core Standards.	School Management	7/12, ongoing

➢

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

As explained more fully in Element 1, Mr. Sims was placed at Dickinson in July 2011. Based upon his most recent success, as proven by the encouraging preliminary 2011-2012 ISTEP results, the newly installed principal has met the state's and district's student improvement goals. Therefore, the principal will not be replaced, as he is continuing to demonstrate success in improving teacher accountability and student achievement.

Pre-Implementation

Full implementation will begin as soon as corporation receives award notification

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 2012-2013 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 2012-2013 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2012-2013	**SY 2013-2014**	**SY 2014-2015**
43% of all students are proficient on ISTEP+ in mathematics	**55% of all students are proficient on ISTEP+ in mathematics**	**60% of all students are proficient on ISTEP+ in mathematics**	**65% of all students are proficient on ISTEP+ in mathematics**
45% of all students are proficient on ISTEP+ in English/language arts	**55% of all students are proficient on ISTEP+ in English/language arts**	**60% of all students are proficient on ISTEP+ in English/language arts**	**65% of all students are proficient on ISTEP+ in English/language arts**

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
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)

Dickinson is applying for school wide Title 1. Additional resources will be available once the school wide status is granted. This will allow use of research based instructional practices that are vertically aligned across grade levels and common core standards.

Special Education department will provide services for students with special needs as specified in state laws and IEPs.

Bilingual department will provide services to ELL student population. As needed parent materials and school communications will be provided in English and Spanish.

The Pokagon Fund will be solicited for grants for after-school programming.

Attachment H: Budget

School Improvement Grant (1003g)
Section II -- BUDGET
Dickinson Intermediate Fine Arts Academy
School Year 2012 - 2013

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

Corporation Name: **South Bend Community School Corporation**
Corporation Number: **7205**
School Name: **Dickinson Intermediate Fine Arts Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL (include positions and names)						
Transformation Program Coordinator	1.00	Y		Building level coordinator to manage the fidelity of the grant funding application to the proposed program.	$62,400.00	
ARC/SAT School and /After school tutoring Coordinator	1.00	Y		Coordinator of remediation services for student latch key programs and Saturday school	$32,000.00	
Technology Coach	1.00	Y		Coach to support teachers in training and application of technology within classrooms across the curriculum.	$40,000.00	
STEAM Coach	1.00	Y		Coach to support teachers in training and application of STEAM/ Performance-Based Learning activities within classrooms across the curriculum.	$40,000.00	
Classroom Grants		Y		Grants to individual teachers to be applied to improve the achievement of students within their classroom, Maximum of $1000.00 per teacher in response to grant application.	$50,000.00	
Extended Time Stipends for Teachers and Para-Professionals		Y	Y	Up to 10 additional instructional days and 2.5 additional collaboration days may be added to the school calendar	$135,000.00	
Stipends for Lead Teachers		Y		Stipends for Lead Teachers, up to 8 positions, maximum of $500.00 per semester	$8,000.00	
PD Incentives (Subs/Stipends)		Y	Y	Class coverage for teachers during school day PD, Financial incentives for completing additional PD hours	$50,000.00	
Licensure Reimbursement		Y		Teachers will receive reimbursement for fees connected to licensure exams upon passing and receiving additional certification.	$12,500.00	
Staff Incentives		Y	Y	Teachers will receive incentive rewards for accomplishing	55,000.00	

			student achievement goals.		
	4.0	Total FTE			
		TOTAL SALARIES			***$484,900.00***

2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.

	Fixed/Fringe Benefits (45% of salaries above)		***$218,205.00***

3. TRAVEL: *(differentiate in-state and out-of-state)*

out-of-state	STEAM, Urban Schools, Single Gender Conference	$25,500.00	
	National Magnet Schools of America Conferences (2)	$20,000.00	
	Student Field trips	$25,000.00	
	ASCD Conference	$25,500.00	
in-state	Site visits to successful schools in Indiana	$5,000.00	
	TOTAL TRAVEL		***$100,500.00***

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)

NASSPE	PD- Gender Specific Instruction/Building level coaching	$20,000.00	
(TBA)	Leadership Team Summer PD/Planning	$21,750.00	
(TBA)	Staff-Summer PD Workshops/Training	$36,250.00	
(TBA-Various)	Facilitators/Instructors for After-School Arts Adventures Programs in Fine Arts, Academic Arts, and Physical Arts	$60,000.00	
SL Robbins & Associates	Coaching & PD in Cultural Proficiency	$15,500.00	
Richard Wood/IDI	Literacy Training/PD	$5,000.00	
Simple 6/Kay Davidson	Writing Process/PD	$10,000.00	
8-Step/ Pat Davenport	Data-Driven Instruction/PD	$5,000.00	
(TBA)	Teacher PD in STEAM/ARTS Integration/Performance-Based Teaching	$30,000.00	
	TOTAL CONTRACTED SERVICES		***$203,500.00***

5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)

	TOTAL SUPPLIES		***$94,250..00***

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet.

Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$317,920.00***
7. OTHER SERVICES: (Include a specific description of services.)			
15 passenger Van/Insurance/License	To provide transportation to events for parents and students	$45,000.00	
Marketing	Promotional services and materials to communicate the mission of the school to potential magnet students and to the community	$50,000.00	
Uniform Vouchers	Provide student uniforms/vouchers to those in need	$10,000.00	
Main Office Environment	Redesign the front office to better serve the school community	$50,000.00	
	TOTAL OTHER SERVICES		***$155.000.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$1,574,275.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
(TBD)	Consumable Supplies for students and teachers (Office supplies, Art supplies for STEAM activities)	$ -	$ 40,000.00
600	ISTEP Coach books	$ 15.00	$ 9,000.00
40	ISTEP Coach Teacher Guides	$ 25.00	$ 1,000.00
100	Ladders to SUCCESS	$ 15.00	$ 1,500.00
10	Ladders to Success Teacher Guides	$ 25.00	$ 250.00
600	ISTEP Buckle Down	$ 15.00	$ 9,000.00
40	ISTEP Buckle Down Teacher Guides	$ 25.00	$ 1,000.00
(TBD)	Materials & Supplies for extended days	$	$ 5,000.00
(TBD)	Materials & Supplies for Professional Development	$	$ 10,000.00
200	Take-Home Kits for Parent Involvement	$ 20.00	$ 4,000.00
		$	$
	TOTAL SUPPLIES COSTS		$ ***$94,250.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
30	Epson Brite Links/ White boards & Software	$ 3,500.00	$ 105,000.00
2	MacBook Mobile Carts/ Laptops	$ 36,500.00	$ 73,000.00
60	Apple Software	$ 50.00	$ 3,000.00
20	MacBook Laptops/Software	$ 1,500.00	$ 30,000.00
5	Administrative Computers and software	$2,500.00	$ 125,000
45	Apple Ipads	$ 500.00	$ 22,500.00
1	Digital Marquee	$ -	$ 3,000.00
1	Video Wall	$ -	$ 2,000.00
60	Headsets	$ 32.00	$ 1,920.00
15	2 way Radios/Walkie-Talkies	$ 300.00	$ 1,500.00
8	Clickers/Classroom sets of 30	$ 2,250.00	$ 18,000.00
8	Acuity Software for Clicker usage- site license	$ 1,000.00	$ 8,000.00
1	Surveillance System	$ -	$ 28,000.00
1	Signage Package	$ -	$ 22,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 317,920.00

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.*

No SIG1003g funds are required for the LEA-level activities. All implementation will occur during the 2012-12 school year.

School Improvement Grant (1003g)
Section II -- BUDGET
Dickinson Intermediate Fine Arts Academy
School Year 2013 - 2014

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

Corporation Name: **South Bend Community School Corporation**
Corporation Number: **7205**
School Name: **Dickinson Intermediate Fine Arts Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL (include positions and names)						
Transformation Program Coordinator	1.00	Y		Building level coordinator to manage the fidelity of the grant funding application to the proposed program.	$62,400.00	
ARC/SAT School and /After school tutoring Coordinator	1.00	Y		Coordinator of remediation services for student latch key programs and Saturday school	$32,000.00	
Technology Coach	1.00	Y		Coach to support teachers in training and application of technology within classrooms across the curriculum.	$40,000.00	
STEAM Coach	1.00	Y		Coach to support teachers in training and application of STEAM/ Performance-Based Learning activities within classrooms across the curriculum.	$40,000.00	
Classroom Grants		Y		Grants to individual teachers to be applied to improve the achievement of students within their classroom, Maximum of $1000.00 per teacher in response to grant application.	$50,000.00	
Extended Time Stipends for Teachers and Para-Professionals		Y	Y	Up to 10 additional instructional days and 2.5 additional collaboration days may be added to the school calendar	$135,000.00	
Stipends for Lead Teachers		Y		Stipends for Lead Teachers, up to 8 positions, maximum of $500.00 per semester	$8000.00	
PD Incentives (Subs/Stipends)		Y	Y	Class coverage for teachers during school day PD, Financial incentives for completing additional PD hours	$50,000.00	
Licensure Reimbursement		Y		Teachers will receive reimbursement for fees connected to licensure exams upon passing and receiving additional certification.	$12,500.00	
Staff Incentives		Y	Y	Teachers will receive incentive rewards for accomplishing student achievement goals.	55,000.00	
	4.0	Total				

		FTE		
		TOTAL SALARIES		***$484,900.00***

2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.

	Fixed/Fringe Benefits (45% of salaries above)		***$218,205.00***

3. TRAVEL: *(differentiate in-state and out-of-state)*

out-of-state	STEAM, Urban Schools, Single Gender Conference	$25,500.00	
	National Magnet Schools of America Conferences (2)	$20,000.00	
	Student Field trips	$25,000.00	
	ASCD Conference	$25,500.00	
In-State	Site visits to successful schools in Indiana	$5,000.00	
	TOTAL TRAVEL		***$100,500.00***

4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**

NASSPE	PD- Gender Specific Instruction/Building level coaching	$20,000.00	
(TBA)	Leadership Team Summer PD/Planning	$21,750.00	
(TBA)	Staff-Summer PD Workshops/Training	$36,250.00	
8-Step/ Pat Davenport	Data-Driven Instruction/PD	$5,000.00	
SL Robbins & Associates	Coaching & PD in Cultural Proficiency	$15,500.00	
Richard Wood/IDI	Literacy Training/PD	$5,000.00	
Simple 6/Kay Davidson	$Writing process PD	5,000.00	
Arts facilitators/After school programs and services	***Afterschool programs for students***	***$60,500.00***	
(TBA)	Teacher PD in STEAM/ARTS Integration/Performance-Based Teaching	$30,000.00	
	TOTAL CONTRACTED SERVICES		***$ 194,000.00***

5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing,

programmatic and/or office supplies.)			
	TOTAL SUPPLIES		***$ 94,250.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ 156,800.00***
7. OTHER SERVICES: (Include a specific description of services.)			
Insurance/License for Van	To provide transportation to events for parents and students	$5,000.00	
Marketing	Promotional services and materials to communicate the mission of the school to potential magnet students and to the community	$50,000.00	
Uniform Vouchers	Provide student uniforms/vouchers to those in need	$10,000.00	
Main Office Environment	Redesign the front office to better serve the school community	$50,000.00	
	TOTAL OTHER SERVICES		***$ 115,000.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$ 1,345,655.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
(TBD)	Consumable Supplies for students and teachers (Office supplies, Art supplies for STEAM activities)	$ -	$ 40,000.00
600	Common Core Coach books	$ 15.00	$ 9,000.00
40	Common Core Coach Teacher Guides	$ 25.00	$ 1,000.00
100	Ladders to SUCCESS	$ 1 5.00	$ 1,500.00
10	Ladders to Success Teacher Guides	$ 25.00	$ 250.00
600	ISTEP Buckle Down	$ 15.00	$ 9,000
40	ISTEP Buckle Down Teacher Guides	$ 25.00	$ 1,000.00
(TBD)	Materials & Supplies for extended days	$	$ 5,000.00
(TBD)	Materials & Supplies for Professional Development	$	$ 10,000.00
200	Take-Home Kits for Parent Involvement	$ 20.00	$ 4,000.00
	TOTAL SUPPLIES COSTS		$ ***$94,250.00*** -

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
2	MacBook Mobile Carts/ Laptops	$ 36,500.00	$ 73,000.00
8	Clickers/Classroom sets of 30	$ 2,250.00	$ 18,000.00
40	ELMO Projection System	$ 200.00	$ 8,000.00
40	ELMO Projectors	$ 600.00	$ 24,000.00
40	ELMO bulbs	$ 20.00	$ 800.00
100	Digital cameras	$ 300.00	$ 30,000.00
60	Apple software	$ 50.00	$ 3,000.00
		$ -	$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ ***$156,800.00*** -

School Improvement Grant (1003g)
Section II -- BUDGET
Dickinson Intermediate Fine Arts Academy
School Year 2014 - 2015

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

Corporation Name: **South Bend Community School Corporation**
Corporation Number: **7205**
School Name: **Dickinson Intermediate Fine Arts Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL (include positions and names)						
Transformation Program Coordinator	1.00	Y		Building level coordinator to manage the fidelity of the grant funding application to the proposed program.	$62,400.00	
ARC/SAT School and /After school tutoring Coordinator	1.00	Y		Coordinator of remediation services for student latch key programs and Saturday school	$32,000.00	
Technology Coach	1.00	Y		Coach to support teachers in training and application of technology within classrooms across the curriculum.	$40,000.00	
STEAM Coach	1.00	Y		Coach to support teachers in training and application of STEAM/ Performance-Based Learning activities within classrooms across the curriculum.	$40,000.00	
Classroom Grants		Y		Grants to individual teachers to be applied to improve the achievement of students within their classroom, Maximum of $1000.00 per teacher in response to grant application.	$50,000.00	
Extended Time Stipends for Teachers and Para-Professionals		Y	Y	Up to 10 additional instructional days and 2.5 additional collaboration days may be added to the school calendar	$135,000.0	
Stipends for Lead Teachers		Y		Stipends for Lead Teachers, up to 8 positions, maximum of $500.00 per semester	$8000.00	
PD Incentives (Subs/Stipends)		Y	Y	Class coverage for teachers during school day PD, Financial incentives for completing additional PD hours	$50,000.00	
Licensure Reimbursement		Y		Teachers will receive reimbursement for fees connected to licensure exams upon passing and receiving additional certification.	$12,500.00	
Staff Incentives		Y	Y	Teachers will receive incentive rewards for accomplishing student achievement goals.	55,000.00	

	4.0	Total FTE		
		TOTAL SALARIES		***$484,900.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.				
		Fixed/Fringe Benefits (45% of salaries above)		***$218,205.00***
3. TRAVEL: *(differentiate in-state and out-of-state)*				
out-of-state		STEAM, Urban Schools, Single Gender Conference	$25,500.00	
		National Magnet Schools of America Conferences (2)	$20,000.00	
		Student Field trips	$25,000.00	
		ASCD Conference	$25,500.00	
In-state		Site visits to successful schools in Indiana	$5,000.00	
		TOTAL TRAVEL		***$100,500.00***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)				
NASSPE		PD- Gender Specific Instruction/Building level coaching	$20,000.00	
(TBA)		Leadership Team Summer PD/Planning	$21,750.00	
(TBA)		Staff-Summer PD Workshops/Training	$36,250.00	
(TBA-Various)		Facilitators/Instructors for After-School Arts Adventures Programs in Fine Arts, Academic Arts, and Physical Arts	$60,000.00	
SL Robbins & Associates		Coaching & PD in Cultural Proficiency	$15,500.00	
Richard Wood/IDI		Literacy Training/PD	$5,000.00	
Simple 6/Kay Davidson		Writing Process/PD	$10,000.00	
(TBA)		Teacher PD in STEAM/ARTS Integration/Performance-Based Teaching	$30,000.00	
		TOTAL CONTRACTED SERVICES		***$198,500.00***
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)				
		TOTAL SUPPLIES		***$94,250.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".				

	TOTAL EQUIPMENT AND TECHNOLOGY		***$260,500.00***
7. OTHER SERVICES: (Include a specific description of services.)			
Uniform Vouchers	Provide student uniforms/vouchers to those in need	$10,000.00	
Marketing	Promotional services and materials to communicate the mission of the school to potential magnet students and to the community	$50,000.00	
Student study Environment	Redesign student commons and study areas to better serve the school community	$50,000.00	
	TOTAL OTHER SERVICES		***$110,000.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$1,466,855.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
(TBD)	Consumable Supplies for students and teachers (Office supplies, Art supplies for STEAM activities)	$ -	$ 40,000.00
600	Common Core Coach books	$ 15.00	$ 9,000.00
40	Common Core Coach Teacher Guides	$ 25.00	$ 1,000.00
100	Ladders to SUCCESS	$ 15.00	$ 1,500.00
10	Ladders to Success Teacher Guides	$ 25.00	$ 250.00
600	ISTEP Buckle Down	$ 15.00	$ 9,000.00
40	ISTEP Buckle Down Teacher Guides	$ 25.00	$ 1,000.00
(TBD)	Materials & Supplies for extended days	$	$ 5,000.00
(TBD)	Materials & Supplies for Professional Development	$	$ 10,000.00
200	Take-Home Kits for Parent Involvement	$ 20.00	$ 4,000.00
		$	$
	TOTAL SUPPLIES COSTS		$ ***$94,250.00***

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

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
45	Apple Ipads	$ 500.00	$ 22,500.00
5	Administrative Computers and software	$2,500.00	$ 125,000
8	Clickers/Classroom sets of 30	$ 2,250.00	$ 18,000.00
1	Signage Package	$ -	$ 22,000.00
2	Instructional Systems technology	$ 36,500.00	$ 73,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ $ 135,500.00

NATIONAL
EDUCATION
ASSOCIATION
SOUTH BEND

Jason Zook
President

2015 West Western Ave, Suite 222
South Bend, IN 46629
Office: 574.288.3033
Cell: 574.340.0105
E-mail: neasbpresident@neasb.com

May 14, 2012

To whom it may concern:

NEA-SB is aware that SBCSC is intending to again apply for the School Improvement Grant (SIG) for Dickinson Fine Arts Academy. NEA-SB has not been involved in the planning or construction of this SIG, however, we are willing to discuss any changes that apply to the mandatory subjects of discussion prior to implementation and to negotiate any changes with respect to the mandatory subjects of bargaining.

Respectfully,

Jason Zook

Jason Zook NEA-SB President