



Title I – 1003(g) School Improvement Grant
2014-2015 School Year Grant Application

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

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	South Bend Community School Corporation		Corp #	7205	
School	Madison Primary		School #	7573	
Superintendent Name	Carole Schmidt		Email	cschmidt1@sbcsc.k12.in.us	
Title I Administrator Name	Deborah Herring		Email	dherring@sbcsc.k12.in.us	
Principal	Deb Martin		Email	dmartin@sbcsc.k12.in.us	
Mailing Address	215 S. St. Joseph Street	City	South Bend	Zip Code	46601
Telephone	574 283 8053	Fax	574 283 8059		
Total Funding Authorization	\$3,028,486.92				

Application Type

Transformation

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

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

Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements

Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds

N/A If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements

Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality

Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions

Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding

Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected

Report to the SEA the school-level data required under leading indicators for the final requirements

The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

N/A "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

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

Superintendent Signature: Carole Schmidt Date: 4.1.14

Title I Administrator Signature: Deborah Fleming Date: 4/1/14

Principal Signature: Pat Martin Date: 4-1-14

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Carole Schmidt	Superintendent
Deb Martin	Principal, Madison Primary
Christine Pochert	Grant Writer, Social Worker Supervisor
Deb Herring	LEA Director Title I (Program Administrator)
Tracy Slattery	District Curriculum Facilitator, Science, Social Studies, Health, and PE
Marilyn Nash	District Curriculum Facilitator, Mathematics
Sybil Snyder	District Title I Professional Development Coach
Sally Carlin	District Title I Professional Development Coach
Mary Thorpe	Title I Instructional Coach, Madison Primary Center
John Ritzler	LEA Executive Director, Research and Evaluation
Barbara Deardorff	UniServ Director, Indiana State Teachers Association
Terry Grembowicz	President, NEA - South Bend
Ericka Harris	Chief Officer, Education and Innovation Services
Mary Ellen Grontkowski	First Grade Teacher, Madison Primary Center
Sandy Vories	Art Teacher, Madison Primary Center
Mary Chris Adams	LEA Director, Technology and Media Services

Consultation with Stakeholders:

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Staff Meeting	8/29/13 2:35	0	45/21	1	0	2	0	Introduced the idea of becoming a STEAM school.
IU South Bend Science Educ. Students	9/3/13 10:00	0/16	2	1	0	0	0	Partners in creating/implementing STEAM activities.
IU South Bend Science Educ. Students	9/3/13 2:30	0/14	3	1	0	1	0	Partners in creating/implementing STEAM activities.
Madison Needs Analysis	9/13/13 11:00	0/0	0	1	0	3	0	SIG and Transformation Model to STEAM
SAP Meeting	10/28 2:35	2/2	14	1	0	3	0	Creating SAP w/SIG in mind
State visit w/Lisa D.	11/1/13 9:30	0/0	0/0	1	0	0	0	Discussed SIG possibilities
SIG/STEAM Grant	11/4/13 1:30	2/5	3/2	1	0	5	0	Why Madison needs STEAM
Superintendent Meeting	11/5/13 9:00	0	0	1	0	1	0	Why Madison needs STEAM
Health Advisory Meeting	11/14/13 3:00	4/12	2	1	1	3	2	Madison will be adding components of STEAM
ELL Parent Meeting	11/26/13 2:45	26	4/5	1	0	2	6	Parents receptive to implementation of STEAM
SIG/STEAM Grant	12/10/13 10:00	2/4	2/3	1	1	6	0	Reviewing Components of STEAM
SAP Team Meeting	1/9/14 2:35	2/2	13/2	1	0	3	0	Creating SAP Plan w/STEAM in mind
Science Integration	1/10/14 11:00	0/1	2/0	1	0	1	0	Integrating science – all subjects
Science Integration	1/13/14 9:00	0/1	2/0	1	0	1	0	Integrating Science – all subjects

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
SAP Team Meeting	1/13/14 2:35	2/2	13/1	1	0	3	0	Creating SAP Plan w/STEAM in mind
Let's Move Assembly with South Bend Mayor	1/15/14 9:30	14/18	13/5	1	2	8	281	Let's Move City/Let's Move School – kids loved the idea!
SAP Team Meeting	1/15/14 2:35	1/2	11/2	1	0	5	0	Creating SAP Plan w/STEAM in mind
SAP Team Meeting	1/21/14 8:45	0/0	5/1	1	0	3	0	Creating SAP Plan w/STEAM in mind
SAP Team Meeting	1/22/14 2:35	2/2	13/1	1	0	3	0	Creating SAP Plan w/STEAM in mind
All Staff Meeting –SAP	1/23/14 2:35	0/0	41/24	1	0	4	0	Reviewing the SAP Plan
SIG Grant – Madison Data	2/25/14 2:35	0/0	13/3	1	0	4	0	Looking at school data – STEAM is a great fit – SAP Team
South Bend Parks Dept.	3/3/14 2:30	0/26	0/0	1	0	0	0	Leeper Park – STEAM
South Bend Parks Dept. & Mayor's Staff	3/5/14 2:00	0/6	0/0	1	0	2	0	Madison putting School Garden in Leeper Park
SIG Grant Meeting	3/10/14 2:45	0/0	4/0	1	0	4	0	Work on SIG Grant
South Bend Park's Dept. & Gary Gilot – Notre Dame's Director of Engineering Leadership & Community Engagement	3/11/14 8:30	0/4	0/0	1	0	0	0	Partnering Notre Dame, Madison Primary and South Bend Parks – Leeper Park
SIG Grant Meeting	3/14/14	0/0	4/0	1	0	2	0	Work on SIG Grant Application
SIG Grant Meeting	3/19/14 10:00	0/0	0/0	1	0	8	0	Work on SIG Grant Application
SIG Grant Meeting	3/19 2:30	0/0	27/19	1	0	0	0	SIG discussion and staff input
SIG Grant Meeting	3/20 9:00	0/0	2/0	1	0	8	0	Work on SIG Grant Application

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Greene Intermediate	5-8	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Although Greene received an IDOE F category rating in 2013, which fell from a D in 2012, it is implementing new programming to improve its grade.
Harrison Primary	k-4	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Harrison received an IDOE F category rating in 2012, but improved to a D in 2013. The selected school received an F rating in both 2012 and 2013.
Madison Primary	k-4	Y	Transformation	Selected
Marshall Intermediate	5-8	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Marshall received an IDOE F category rating in 2013, which fell from a D in 2012. The selected school received F ratings in both 2012 and 2013.
Monroe Primary	k-4	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Monroe received an IDOE F category rating in 2012, but improved to a D in 2013; the selected school received F ratings in both 2012 and 2013.
Navarre Intermediate	5-8	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Navarre received an IDOE F category rating in 2012, but improved to a D in 2013. The selected school received F ratings in both 2012 and 2013.
Nuner Primary	k-4	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Nuner received an IDOE F category rating in 2013, which fell from a D in 2012. The selected school received F ratings in both 2012 and 2013.
Perley Primary	k-4	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Perley received an IDOE F category rating in 2012, but

				improved to a D in 2013. The selected school received F ratings in both 2012 and 2013.
Washington High School	9-12	Y	No	LEA is unable to support staff turnover requirements for more than one priority school. School selected for SIG is more at need. Washington received an IDOE D category in 2012 and 2013. The selected school received F ratings in both 2012 and 2013. Washington also recently became a Title I school and is implementing additional support strategies.

Part 4: Needs Assessment and Goals

Student Groups – ELA	% of this group not passing	# of students in this group not passing	How severe is this group’s failure in comparison to the school’s rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	55.3%	99	High- Significant deficits in vocabulary and language are apparent at all grade levels as students enroll at Madison Primary. Madison Primary is one of the schools servicing the children of both community homeless centers.	60%	70%	80%
Black	59.1%	65	High- Limited or no preschool; inadequate school readiness; low expressive and receptive language.	55%	65%	75%
Hispanic	44.1%	15	High- Limited or no preschool; inadequate school readiness; low expressive and receptive language.	65%	75%	85%
White	54.5%	12	High- Limited or no preschool; inadequate school readiness; low expressive and receptive language.	60%	70%	80%
Free/Reduced	56.0%	93	High- Limited or no preschool; inadequate school readiness; low expressive and receptive language.	60%	70%	80%
ELL	52.2%	12	High- First exposure to the English language; very limited vocabulary usage and understanding related to cognitive development; low expressive and receptive language.	65%	75%	85%

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	61.7%	111	High – Significant deficits in number fluency and number sense are apparent at every grade level at Madison Primary	55%	65%	75%
Black	70.9%	78	High- Significant deficits in number fluency and number sense; limited understanding of problem solving and algebraic thinking	55%	65%	75%
Hispanic	47.1%	16	High - Significant deficits in number fluency and number sense; limited mathematical language and vocabulary understanding and expression	60%	70%	80%
White	50.0%	11	High - Significant deficits in number fluency and number sense; limited understanding of problem solving and algebraic thinking	60%	70%	80%
Free/Reduced	63.9%	106	High - Significant deficits in number fluency and number sense; limited mathematical language and vocabulary understanding and expression	55%	65%	75%
ELL	47.8%	11	High - Significant deficits in number fluency and number sense; limited mathematical	60%	70%	80%

			language and vocabulary understanding and expression			
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Date Source: www.compass.doe.in.gov Spring 2013 ISTEP+ results

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	61,200	68,600 (This number reflects an increase of 120 hours instructional time. 180 additional hours have been added through increases in teacher professional development and learning time. See Part 6, Culture Action Steps, <i>high quality professional development</i>)	Our current number of instructional minutes is inadequate to meet the needs of our high-risk population.
2. Dropout rate*	N/A	N/A	N/A
3. Student attendance rate	86.8%	97%	On average over 100 of our students are missing 10+ days per year. Student achievement is directly correlated to student attendance.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A	N/A
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	N/A	N/A	N/A
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day	Not provided at this time	LSY LSD OTH	LSY-A balanced calendar will minimize summer academic loss.

BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other			LSD-A longer school day will increase daily instructional minutes and increase student learning opportunities (additional 40 minutes). OTH: Intersessions will support additional remediation opportunities.
8. Discipline incidents*	140 office referrals & 12 out of school suspensions	70 office referrals & fewer than 6 out of school suspensions	The number of discipline incidents reported for 2013-2014 has decreased substantially from the previous year.
9. Truants	22 students currently monitored by St. Joseph county's child advocacy program (CASIE Center) and 5 students recently referred	Reduce referrals to fewer than 10	Referral criteria to CASIE Center are excessive absenteeism and tardiness.
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	0 – IN* 3 – IMP 27 - EF N/A – HEF	0 – IN 0 – IMP 25 – EF 5 - HEF	*Under former principal leadership there were incomplete 2012-13 evaluations. Current principal was unable to designate teachers as ineffective (IN) during the 2013-14 academic year. Teachers have been designated either IMP or EF.
11. Teacher attendance rate	82%	90%	Although this 2013-14 preliminary year has brought positive change, Madison's instructional climate has historically been one of challenge. While the 82% teacher attendance rate illustrates this lingering stress, it also reflect a few teacher outliers: 1 extended Family Medical Leave Act (FMLA) absence, 2 maternity leaves, and 1 retiring teacher who is using accrued sick days.

Instructional Programs

An analysis of Madison Primary Center's key learning indicators and 2013 ISTEP+ assessment results paints a picture of a student body and a staff that are struggling. In the area of English Language Arts achievement, 59.1% of African American students, 44.1% of Hispanic students, 54.5% of Caucasian students, 56.0% of free and reduced lunch students, and 52.2% of ELL students did not pass the ISTEP+. Overall, 55.3% of Madison Primary Center students did not pass the English Language Arts portion of ISTEP+. In the area of Mathematics, 70.9% of African American students, 47.1% of Hispanic students, 50.0% of Caucasian students, 63.9% of free and reduced lunch students, and 47.8% of ELL students did not pass the ISTEP+. Overall, 61.7% of Madison Primary Center students did not pass the Mathematics portion of ISTEP+. Finally, 71.9% of Madison Primary Center students did not pass the Science portion of ISTEP+. These students experience academic struggle and attendant emotional trials on a daily basis. They grapple with significant gaps in their learning along with areas of shallow understanding. Not surprisingly, these students often act out. Madison experienced 140 office referrals and 12 out-of-school suspensions during the 2013-14 academic year.

As the data might predict, the Madison staff has struggled alongside these students. Despite recent positive preliminary year changes, Madison teachers have historically experienced daily the frustration and loss of motivation that come with the difficult task of meeting the needs of these at-risk students. Predictably, the 2013-14 attendance rate of Madison's staff has been poor, 82%. The LEA has analyzed the situation, looking at these data points, and has identified the following instructional program strengths and deficits.

INSTRUCTIONAL PROGRAM STRENGTHS

- **New Core Reading Program:** Our teachers are in the first year of implementing a new core reading program, which is built around rigorous explorations of science and social studies content themes. We are being energized in our language arts teaching through ongoing discussion of these new themes.
- **Learning Logs:** Madison Primary Center was among the first schools in South Bend to be trained in the 8-Step Process. So, we have in place a long-standing structure of meeting in bi-monthly learning logs, investigating and exploring student data and discussing classroom and tier 2 instructional moves designed to meet student need.
- **Preliminary Year Partnerships In Formation:** Madison Primary Center's new principal has formed partnerships with several community organizations whose staff are committed to working with us in support of our instructional program.

INSTRUCTIONAL PROGRAM DEFICITS

- **Incomplete and restricted enacted curriculum – little to no science instruction:** Despite the 2013-14 adoption of a core reading program that encourages the integrated teaching of language arts and content areas, an Instructional Needs Survey (conducted academic year 2013-14) reveals that this is not happening. 83% of Madison teachers report not having enough time to teach science. In addition, 39% of Madison teachers report feeling uncomfortable teaching the science process skills. 30% of Madison teachers report feeling uncomfortable in teaching the content of the science kits. 51% of teachers report having little or no training in teaching technology skills. In addition to severely restricted science instruction, our physical education program is currently understaffed. Engagements in health and wellness are limited. Clearly, Madison students do not experience important 21st century learning in science, engineering, technology, collaboration, and communication. They miss the motivating science content that builds connections with the language arts and mathematics, deepens understanding, engages students, and increases achievement.
- **Isolated and disjointed disciplines with silo teaching:** In addition to these gaps within

LEA analysis

	<p>the curriculum, Madison's instructional program has presented traditional teaching of the disciplines in isolated silos with little connection between them. For example, in the 2013-14 Instructional Needs Survey, 61% of Madison teachers report no integration of writing within the math they teach. This treatment of English language arts and math as separate and disjointed from the content areas has led to decreased relevance to students' lives and lost instructional power. Math and reading skills presented in isolation do not maximally engage students and are stripped of relevant application and practice.</p> <ul style="list-style-type: none"> • Low-level instructional pedagogy: The 2013-14 Instructional Needs Survey reveals that Madison students currently spend too much time in low-level instructional engagements. In the computer lab, 79% of Madison teachers report using solely low-level skill practice engagements. In mathematics, 37% of Madison teachers report feeling only somewhat to not at all comfortable in teaching extended problem solving. • Isolated student engagements: These low-level engagements not only deprive students of opportunities for deep thinking. They also involve students in isolated work. At present, Madison students spend little time in paired and small group engagements that require ongoing use of 21st century communication and collaboration skills. They miss engaging opportunities to elaborate upon and deepen their thinking. 2013-14 School Climate Survey data support this isolation. 83% of teachers report that students do not feel listened to, represented, and that they have a voice.
<p>Justification for Selected Interventions</p>	<p>CREATION: MADISON PRIMARY CENTER STEAM SCHOOL</p> <p>In terms of instructional programming, Madison's School Improvement Grant will be utilized to propel instruction in science, technology, engineering, the arts, and mathematics; Madison Primary Center will become a STEAM school with a health and wellness emphasis. STEAM engages students in inter-disciplinary, project-based, experiential learning activities that lead to higher-level thinking, talk and discourse. In STEAM schools, students learn by shaping arguments and solving problems in the course of a continuous process of asking questions, experimenting, designing, creating, and gathering compelling supporting evidence. STEAM education is a process of teaching and learning that offers students opportunities to make sense of the world and take charge of their learning, rather than learn isolated bits and pieces of content. It promotes a deeper understanding of the world as concepts are directly linked to our students' lives, specifically helping them make better sense of things around them and developing a wider decision making and problem solving approach to schooling. Through STEAM schooling, Madison students will experience a hands-on approach to learning, as content-specific knowledge is blended into real-life problem-based experiences unique to our school community.</p> <p>Madison's STEAM program will include: the development of integrated units of study, the opening of a Discovery Lab for ongoing practice in the science process skills, a Project Lab for large-scale explorations of content, an enriched school environment reflecting STEAM content, community events celebrating ongoing student learning, a focus on optimizing the health and wellness of students and staff, staff and student stewardship of the school environment and adjacent gardens, pond, and fitness trail.</p> <p>This fusion of rich, coherent instruction and real-world application will directly address the many needs experienced by our students and staff daily. STEAM will ensure that holes in our current instructional program are filled, that connections between disciplines are made, that a thinking curriculum becomes the norm, that student isolation is a thing of the past, and that students will come to see learning as relevant and empowering.</p>

School Leadership

LEA analysis

An analysis of Madison Primary Center's school leadership data reveals significant leadership challenges. Since the 2009-2010 academic school year, there have been five different principals assigned to Madison Primary Center. A 2013-14 School Climate Survey clearly describes the distressing fallout from this leadership vacuum. In reflecting upon the leadership at the time, 96% of Madison teachers did not feel that the principal had "an overall good understanding of the school's needs." 92% of teachers felt that the principal did not have "an overall good understanding of the student's needs." 100% of Madison teachers did not feel that the principal promoted "a positive learning environment." In addition, 91% of Madison teachers felt that the principal was not "highly visible to the student body." 100% of Madison teachers did not feel that the principal communicated well, informing "parents of new developments, ideas and issues."

In terms of overall staff leadership, the data reveals significant numbers of teachers and staff who are new to Madison Primary Center and/or new to the teaching profession. During the 2013-14 academic year, 36% of Madison Primary Center's teaching staff were new to the building (8 of 22 classroom teachers). Among Title I support staff, one instructional coach and one intervention specialist were new to the building. In addition, 32% of Madison's teachers were either first or second year teachers. Among teachers who were not new to the building, 36% were new to their current grade level.

Justification for Selected Interventions

In terms of school leadership, Madison's School Improvement Grant will involve replacement of the principal and significant investment in teacher capacity.

PRINCIPAL Leadership: During the pre-implementation year of the grant, 2013-14, Deb Martin was assigned as principal of Madison Primary Center. Deb came to this role with a proven record of school improvement. During the 2010-2011 academic year, after Deb had served for two years as the McKinley Primary Center principal, overall 3rd/4th grade ISTEP+ scores in both English language arts and mathematics increased 30.6% from performance levels during her initial year of leadership. This was accomplished through a combination of increased accountability and raised expectations for students and staff, through the development of nurturing community-level partnerships, and through direct modeling of professionalism and caring. Some of the initiatives Deb implemented at the time include: setting community-wide procedures and expectations, implementing a school-wide wellness program that included a school garden, berry patch and orchard, developing in-school and after-school programs that included STEM activities, instituting an open-door policy, and the writing and overseeing of several grant initiatives including a United Health Hero's Grant, the Muhammad Ali Center Peace Garden Grant, and a Jamba Juice Grant. Under her leadership, McKinley Primary Center received a Healthy Hoosier School Award, a Healthier US School Challenge Gold Award of Distinction, and designation as an Indiana's 2011 Wellness Champion.

During the 2013-14 academic year, as the new principal of Madison Primary Center, Deb Martin has already begun to turn things around, directly addressing items of need identified in the School Climate Survey. In an effort to nurture shifts in student and staff morale, she has worked to collaboratively develop a school pledge and school-wide school routines & procedures. She has headed up PBIS (Positive Behavior Interventions and Supports), reinstated student support meetings (GEIT/SAT), and implemented staff and student motivators (Employee of the Week parking, therapy room, therapy dogs, Non-certified Employee of the Year, Student of the Week, Take Ten! conflict resolution program for students). In addition, Deb has worked to improve general community morale by instituting an Open Door Policy, Quarterly Family Nights, and establishing numerous community partnerships, including the South Bend Parks and Recreation Department, the office of Mayor Buttigieg, Christ the King Lutheran Church, the University of Notre Dame, Memorial Hospital, Activate Health & Wellness Clinic, and Indiana University at South Bend – among others.

TEACHER/STAFF Leadership: In addition to replacing the principal during pre-implementation, Madison Primary Center's SIG vision involves significant and ongoing investment in both principal and teacher capacity. Opportunities for ongoing professional development include foundational summer STEAM work, yearly visits to STEAM schools, monthly book study meetings, monthly coach-led professional development, attendance at national STEAM conferences, weekly meetings of grade level teams involving consideration of student work and formative assessment data, and ongoing coaching support and collaboration. This investment in principal and staff capacity will ensure that Madison Primary Center becomes a dynamic, engaging center of learning for all.

School Infrastructure

In analyzing Madison Primary Center's infrastructure, its existing promise and needs, we report on three areas of our vision: our staff infrastructure, our instructional infrastructure (both the infrastructure of the instructional day and the infrastructure of the instructional year), and finally our physical infrastructure. In terms of physical infrastructure, we consider the equipment that will facilitate our transformation into a STEAM school.

STAFF INFRASTRUCTURE

During this preliminary year, Madison's principal has already begun transforming the staff at Madison Primary Center. Yet, in terms of our ultimate vision, we have the following staff needs:

- **Science Coach and STEAM Coordinator:** Although we have a Title I instructional coach in place, this staff member is trained to work specifically in the areas of English language arts and mathematics. She has not been trained in STEAM. Nor does her job description allow time for the administration of a school-wide STEAM program, with community partnerships and large-scale accountability.
- **Transition Teachers:** Currently, Madison Primary Center staff includes at least three teachers who are at or very close to retirement age. In addition, as we are preparing to push forward this major STEAM reform, we are mindful of the likelihood of staff attrition. We are considering both the likelihood that change itself may lead to staff attrition and the likely retirement of some of our teachers in identifying a significant need to plan for sustaining staff expertise. It will be imperative to fill these positions with highly trained and qualified teachers with a commitment to this vision.

LEA analysis

INSTRUCTIONAL INFRASTRUCTURE

In developing our STEAM vision, we have considered closely the results of our 2013-14 Instructional Needs Survey and our mClass benchmark data and have identified the following instructional infrastructure needs.

- **Instructional Day Needs:** Madison Primary Center's current instructional day is not long enough. The Madison Primary Center's 2013-14 Instructional Needs Survey data reveal that there is currently not enough time to teach science. We need a longer school day.
- **Instructional Year Needs:** Madison Primary Center's current instructional year follows a traditional model. Not surprisingly, our students exhibit significant academic summer loss. Our English Language Arts (mClass) reading benchmark assessments clearly reveal this distressing academic loss. At the end of the academic year 2010-11, 47% of our exiting kindergarten students read below level. At the beginning of the 2011-12 academic year, however, 54% of our entering 1st graders read below level – an increase of 7% reading below level. Between the end of the 2011-12 academic year and the beginning of the 2012-13 academic year, achievement dipped from 44% reading below level (as exiting 1st graders) to

	<p>56% of entering 2nd graders reading below level. This represents an additional 12% of students reading below level. Clearly, our students experience a loss of academic achievement over the course of the summer.</p> <p>PHYSICAL INFRASTRUCTURE</p> <p>Refurbished in 2003, Madison Primary Center has been designated a registered historic landmark. It sits adjacent to Leeper Park, a 25.72-acre site with a large duck pond, a historic log cabin, and tennis courts. It is located along the picturesque and historic Saint Joseph River. In spite of this surface-level promise, an analysis of Madison Primary Center’s school infrastructure reveals significant needs. Though Madison Primary Center boasts a lovely building, it remains ill-equipped to meet the needs of a 21st century learner.</p> <ul style="list-style-type: none"> • Technology Needs: Madison Primary Center houses little 21st century technology. Our classrooms are currently equipped with pods of four desktop computers. Only ¾ of our classrooms have interactive white board technology. In addition, the technology that is available is sparsely used due to limited wireless Internet capabilities. At present only the office area and large group instruction room are wireless. • STEAM Equipment/Physical Infrastructure Needs: While we have empty rooms that can be transformed into space for exploration and discovery, Madison Primary Center does not have a common area equipped with the tools that facilitate exploration, discovery, and scientific inquiry outside the self-contained classroom. In addition, Madison is landlocked with a concrete playground. It lacks green areas for playing, exploration, discovery, and inquiry. • Parent Involvement and Education Needs: Madison has room for a parent resource center but, at present, has no available resources for parents that will enrich their support of our at-risk students.
<p>Justification for Selected Interventions</p>	<p>In order to fully realize our vision for enriched STEAM education, Madison Primary Center will utilize SIG monies (and its community partnerships) to substantially enhance our school’s staff infrastructure, instructional infrastructure, and our physical infrastructures.</p> <p>STAFF INFRASTRUCTURE</p> <p>The following additional support staff will be hired to both support and enhance our STEAM program. These additional staff members will serve many purposes. They will help to uphold and personify the STEAM vision. They will bring needed expertise to our professional development sessions and to our ongoing learning log discussions. In addition, they will allow for increased accountability and job-embedded content coaching. Finally, they will provide sustainability as we will be creating a well-trained pool of educators from which to staff predictable vacancies in our teaching staff.</p> <ul style="list-style-type: none"> • Science Coach: A Science Coach will be hired to provide content expertise, ongoing job-embedded professional development, and coaching support around STEAM content as well as to serve on the leadership team. • STEAM Coordinator: A STEAM Coordinator will be hired to oversee details of the SIG grant, to recruit and retain community partners as ongoing sustainability work, to collaborate with instructional coaches in creating professional development opportunities, to purchase/inventory grant resources, and to serve as part of the leadership team. • Transition Teachers: Transition Teachers will be hired to initially serve as class-size reduction teachers at the grade levels showing greatest need. Transition Teachers will attend all professional development opportunities readying themselves to support grant sustainability as they transition to full time classroom teachers as teachers retire and enrollment increases.

INSTRUCTIONAL INFRASTRUCTURE

- **Longer Instructional Day:** As a central part of its STEAM vision, Madison Primary Center will **extend its school day** an additional 40 minutes. With this additional instructional time, our teachers and students will enjoy increased opportunities for hands-on investigation in science and health, long-term academic involvements in research, and increased connections between disciplines that will ensure engagement and relevance.
- **Balanced Calendar:** In addition to the longer day, Madison Primary Center's vision includes conversion to a **balanced calendar**. This balanced calendar will drastically reduce the academic losses so often displayed by urban students, losses revealed in our end-of-year and beginning-of-year benchmark data.

PHYSICAL INFRASTRUCTURE

- **Technology:** In terms of physical infrastructure, we will add technology that brings our students' school experience firmly into the 21st century. At the classroom level, we will supply **additional interactive white boards** and an **iPad for every student**. We will also purchase **laptops on carts** to be utilized throughout the building, additional Smart board technology, and **additional wireless Internet support** within and outside the building. With iPads, laptops, and enhanced wireless Internet access, our students will be equipped to engage in onsite research and documentation of discovery that will extend even into the adjacent park and garden. Students will utilize the latest technology to have enhanced access to the worlds of science, engineering, art, and mathematics. This fusion of technology usage and STEAM exploration will yield a developing agency and sense of purpose that will increase student engagement, deepen learning, and add relevancy.
- **STEAM Equipment/Physical Infrastructure Needs:** In addition to these technological tools, we will also transform an existing space into a dynamic and engaging **Science Discovery Lab**. The lab will be equipped with up-to-date scientific tools (such as microscopes and telescopes) for use in ongoing exploration. The Lab will also house motivating and thought-provoking displays of scientific artifacts and live animal habitats. In addition to this discovery-oriented lab, we will also transform an existing space into a **Project Lab** for completion of large-scale projects. In order to present our students with a complete STEAM experience, our **outdoor campus** will also be refurbished. Through partnership between the South Bend Parks Department, the University of Notre Dame Engineering Department, and Madison students and staff, the Leeper Park duck pond will be revitalized, a garden will be developed, and green areas for play, fitness exploration, and inquiry will be created. (These transformations will require no expenditure of SIG monies.)
- **Parent Involvement:** In support of greater outreach to our Madison parents and families, we will transform an existing school space into an inviting and engaging **Parent Resource Room**. The resource room will serve as a home for our Parent Advocacy Group partners and will house materials for parent outreach and education.

Part 5: Selection of Improvement Model

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

Turnaround

Transformation

Restart

Closure

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

As the Needs Assessment and Goals section indicates, Madison Primary Center's data (ISTEP+, mClass, Madison Instructional Needs Survey, and Climate Survey) show significant needs in both academics and school climate. These needs are pervasive, transcending gender, ethnicity, and primary language status.

We have chosen the Transformation Model as the vehicle for change at Madison Primary Center. The Transformation Model is ideally suited to meet Madison's academic and climate needs.

- **Teachers and Leaders - Principal Change:** The Transformation Model requires the bringing on board of a new instructional leader who will over see school-wide reform. Madison data (especially the ISTEP+ and Climate Survey data) clearly point to the need for a new instructional leader.
- **Teachers and Leaders – Teacher Change:** The Transformation Model requires that the principal employ a clear process for recruiting and hiring new staff and use strategies for rewarding staff with increased student achievement. Madison's data (especially the ISTEP+ and Instructional Needs Survey data) clearly point to the dual need of building instructional capacity in some teachers and of replacing others.
- **Instruction and Support Strategies:** The Transformation Model requires that an instructional model be chosen that is research-based, rigorous, and aligned to the state standards. ISTEP+ and Instructional Needs Survey data clearly point to the need for such an instructional program. In addition, the Transformation Model requires that additional professional development and job-embedded support be offered to staff. ISTEP+, Climate Survey, and Instructional Needs Survey data clearly point to the need for teacher capacity-building.
- **Time and Support:** The Transformation Model requires that schools provide increased learning time for students and increased collaboration time for staff. Madison's mClass, ISTEP+, Instructional Needs Survey, and Climate Survey clearly point to the need for these mandates.

In the section that follows, we outline clearly the specifics of Madison Primary Center's STEAM Transformation Model, showing that it will lead to the needed principal, teacher, and student change.

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

The Transformation Model & PRINCIPAL CHANGE: The Transformation Model is already proving to be a vehicle of change at Madison Primary Center. In 2013-2014, during the pre-implementation phase of the grant, a new principal was assigned. This principal has a proven track record of overseeing school improvement. In addition, during the pre-implementation phase, the principal has begun forming partnerships that have already broadened her understanding of STEAM and its impact on the learning of urban students. Over the course of the three year grant, as these partnerships continue, this change will deepen. In addition, the principal will attend annual STEAM conferences and will periodically visit successful STEAM schools. Monthly school-based Guided Meetings (ongoing after-school content-driven professional development sessions) will also propel principal learning and change. These professional development opportunities will refine the principal's understanding of the rich, integrated, experiential instruction that leads to teacher and student change. She will bring this developing understanding to her role as instructional leader. Finally, the Transformation Model sets forth a vision of principal support and evaluation that propels change. Throughout the

course of the grant, the principal will be evaluated annually using the Supervision for Quality Learning (Growth and Proficiency Model). This evaluation for change model will propel principal development through detailed supervisor feedback and action planning. In 2014-15, when 60% of students overall pass ISTEP+ ELA and 55% of students overall pass ISTEP+ Math, the principal will receive an incentive bonus of \$500. In 2015-16, when 70% of students overall pass ISTEP+ ELA and 65% of students overall pass ISTEP+ Math, the principal will receive an additional incentive bonus of \$500. Finally, in 2016-17, when 80% of students overall pass ISTEP+ ELA and 75% of students overall pass ISTEP+ Math, the principal will receive a final incentive bonus of \$500.

The Transformation Model & TEACHER CHANGE: Teacher change is also already at work during this pre-implementation phase. Of the current 22 classroom teachers at Madison, eight are new to the building. In addition, the principal has brought on board a new Instructional Coach and a new reading Intervention Specialist. Prior to year one of the grant, a Letter of Understanding will be presented to all staff. This letter will set forth clear expectations for job performance and require the setting and articulation of commitment for continued growth and development. The Transformation Model will continue to propel teacher change during the three years of the grant as staff regularly interacts with the STEAM community partnerships that are currently being developed. In addition, teacher change will be propelled as staff attends yearly STEAM conferences and visits to successful STEAM schools. Monthly Guided Meetings will present opportunities for teachers to deepen their understanding of important STEAM principles and to reflect on their growing practice. In addition to these monthly professional development sessions, follow-up job-embedded learning opportunities will be expected as Instructional Coaches (Title I, SIG-funded) work alongside teachers to implement what they have learned. In addition, beginning semester two of year one, teachers will engage in rigorous collaboration sessions. These collegial explorations of instruction will afford teachers the opportunity to reflect upon and deepen their practice. In addition to the impetus for change prompted by professional development, the teachers' evaluation system will also spur change. Teachers will be evaluated annually using the Supervision for Quality Learning (Growth and Proficiency Model). This evaluation for change model will propel teacher growth through detailed supervisor feedback, action planning, and support. In 2014-15, when 60% of students overall pass ISTEP+ ELA and 55% of students overall pass ISTEP+ Math, teachers will receive an incentive bonus of \$500. In 2015-16, when 70% of students overall pass ISTEP+ ELA and 65% of students overall pass ISTEP+ Math, teachers will receive an additional incentive bonus of \$500. Finally, in 2016-17, when 80% of students overall pass ISTEP+ ELA and 75% of students overall pass ISTEP+ Math, teachers will receive a final incentive bonus of \$500.

The Transformation Model & STUDENT CHANGE: In addition to principal and teacher change, the Transformation Model will bring about student change at Madison Primary Center. As teachers' instructional practice grows and develops, students will experience a richness and relevancy which they have not known. As STEAM principles are enacted in our classrooms, students will be offered opportunities to take charge of their learning and to question, experience, talk, discover, debate, and design. Classroom environments will move from low-level skill-and-drill to engaging and thought-provoking explorations of content. As classroom instruction is transformed, students will be transformed. In addition, the school-wide environment will also facilitate student change. STEAM showcases scattered throughout the school will display thought-provoking interactive content in science, technology, engineering, art, and mathematics. These showcases will put forth interesting and engaging issues and questions which will serve to create a community of deep thinking investigation at Madison. Monthly celebrations of these public inquiries will, over time, prompt students to change – to take on the identity of student researchers. In addition, the Transformation Model will allow Madison Primary Center to offer students a longer instructional day and an extended school year. By providing an additional 40 minutes of instruction daily, we will be able to offer our students an experience of hands and minds-on science learning. This enriched learning will continue over the course of a balanced calendar year and will allow our students to experience real-world engagement in outdoor learning spaces. The health and wellness goals (begun during the school year) will continue to propel our students as learners and will mitigate any summer academic loss. Finally, in addition to creating an environment for change, we will provide incentives designed to motivate and reward our

students. Students receiving pass plus status on any part of ISTEP+ will be awarded ten dollars per section. Students passing any part of ISTEP+ will have their name placed in a Health and Wellness Drawing to win a family membership to the Kroc Center, a local child-centered health, wellness, and arts facility. Under the Transformation Model, our students will be transformed.

Each of these types of change (principal, teacher, and student) will be ensured and supported as LEA staff works alongside this growing STEAM school. South Bend Community School Corporation's Office of Education and Innovation staff will be paired with Madison Primary Center's coaching staff to provide job-embedded coach-of-coach support. Office of Education and Innovation staff will also work with the principal to look at student learning outcomes and plan for continued change.

Part 6: Improvement Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps which are being taken during the application year to prepare for Year 1 of SIG.

Principal changes and flexibility	<p>In July of 2013, the school principal was replaced. Already this principal has overseen additional staff changes including 8 of 22 classroom teachers. The principal has brought in new Title I support staff – coach and intervention specialist, new office and lunchroom staff, a new media specialist, and a new building engineer.</p> <p>The principal has the full support of the Superintendent and Chief Officer, Education and Innovation Services to hire, retain, and recruit additional staff as needed.</p>
Effectiveness of staff and recruitment/retaining of staff	<p>The principal has been actively engaged in recruitment and retention of staff that can live the SIG grant vision (STEAM).</p> <ul style="list-style-type: none"> • Principal is evaluating 100% of the staff to determine effectiveness, capacity, and willingness to commit to Madison’s school vision. • Principal is transitioning from South Bend School Corporation (SBCSC) traditional evaluation model to the new SBCSC model - Supervision for Quality Learning (Growth and Proficiency Model). • Principal is providing consistent feedback and support to all staff in areas of needed improvement.
Building Culture	<p>The principal has worked to move from a divisive, hostile, and apathetic school culture to one that is inclusive, positive, and more conducive to successful SIG (STEAM) implementation.</p> <p>Cultural Analysis</p> <ul style="list-style-type: none"> • Administered a School Climate Survey of certified and non-certified staff <ul style="list-style-type: none"> ○ General Climate Results <ul style="list-style-type: none"> ▪ 95% of teachers did not feel that the school is “generally safe and secure.” ▪ 80% of teachers did not feel that “staff takes ownership in the physical appearance of the school.” ▪ 89% of teachers did not feel that “the school is generally clean.” ▪ 92% of teachers did not feel that “the staff is welcoming to visitors and parents.” ○ Data Related to Staff Morale <ul style="list-style-type: none"> ▪ 100% of teachers did not feel that “adults in our building exhibit high levels of respect for one another.” ▪ 90% of teachers did not feel that “our school reflects a true ‘sense’ of community.” ▪ 70% of teachers did not feel that “our school supports and appreciates the sharing of new ideas by all members of our school.” ▪ 100% of teachers did not feel that “students generally treat adults in our school with respect.” ○ Data Related to Student Morale <ul style="list-style-type: none"> ▪ 96% of teachers did not feel that “adults in our school are typically constructive and refrain from denigrating students.” ▪ 100% of teachers did not feel that “students generally treat each other with respect.” ▪ 93% of teachers did not feel that “adults in our school treat students with

	<p style="text-align: center;">respect.”</p> <ul style="list-style-type: none"> • Administered an Instructional Needs Survey of classroom teachers <ul style="list-style-type: none"> ○ Data Related to Science Instruction <ul style="list-style-type: none"> ▪ 83% of Madison teachers report teaching science only 0-1 days per week. ▪ 39% of Madison teachers report that they are not comfortable with the teaching, practicing, and reinforcing of science process skills. ▪ 30% of Madison teachers report that they are not comfortable teaching the content of their grade level science kits. ○ Data Related to Technology Instruction & Usage <ul style="list-style-type: none"> ▪ 79% of Madison teachers report using the computer lab on low-level skill practice using educational software. ▪ 51% of Madison teachers report having little or no training in teaching technology skills. ○ Data Related to Mathematics Instruction <ul style="list-style-type: none"> ▪ 37% of Madison teachers report being only somewhat to not comfortable in teaching and assessing the work of extended problem solving. ▪ 48% of Madison teachers report being only somewhat comfortable with the use of manipulatives to teach conceptual understanding. ▪ 48% of Madison teachers report not having adequate knowledge of math station work. <p>Efforts to Nurture Shifts in Staff Morale (in response to data from above School Climate Survey)</p> <ul style="list-style-type: none"> • Collaboratively developed a school pledge (which is taught, practiced and reinforced daily) and school-wide school routines & procedures • Initiated PBIS (Positive Behavior and Interventions Support) • Reinstated student support meetings (GEIT/SAT) • Implemented staff motivators (Employee of the Week parking, therapy room, therapy dogs, Non-certified Employee of the Year) <p>Efforts to Nurture Shifts in Student Morale (in response to data from above School Climate Survey)</p> <ul style="list-style-type: none"> • Collaboratively developed a school pledge (which is taught, practiced and reinforced daily) and school-wide school routines & procedures • Initiated PBIS (Positive Behavior Interventions and Supports) • Reinstated student support meetings (GEIT/SAT) • Implemented student motivators (Student of the Week, therapy room, therapy dogs, Take Ten! conflict resolution program for students) <p>Efforts to Nurture Shifts in Community Morale (in response to data from above School Climate Survey)</p> <ul style="list-style-type: none"> • Instituted an Open Door Policy • Implemented Quarterly Family Nights • Established community partners (the University of Notre Dame, Memorial Hospital, Activate Health & Wellness Clinic, Christ the King Lutheran Church, Indiana University at South Bend)
<p>Professional Development</p>	<p>Professional development opportunities were presented this year to build instructional capacity in teachers and staff. These offerings have readied Madison Primary Center for SIG (STEAM) implementation.</p> <ul style="list-style-type: none"> • ELA: Guided Reading (spring 2014), Balanced Literacy (fall 2013), Wilson (fall 2013 - new staff, refresher), Reading Wonders core program (2013-14) • Math: Singapore Math (fall 2013 - 3rd grade), writing and math stations (2013-14) • Culture and Climate: LCPI (Crisis Prevention) training, PBIS, Responsive Classroom • Technology: Interactive Whiteboard strategies, PowerTeacher and PowerSchool for student data/information

Instructional Programs	<p>ELA: Reading Wonders Core Program, <i>McGraw-Hill Education Group</i> (first year of implementation, developing understanding)</p> <p>Math: Envision Core Program, <i>Scott Foresman-Addison Wesley</i></p> <p>Social Studies: <i>Indiana Social Studies-Houghton Mifflin</i></p> <p>Heath: <i>The Great BODY Shop-The Children's Health Market, Inc.</i></p> <p>Science: <i>Indiana Science Initiative-I-STEM Network</i></p>
Parent and Community Involvement	<p>During the pre-implementation year, 2013-2014, Madison Primary Center has instituted an Open Door Policy, encouraging parents and family members to be present during our instructional day. We have also instituted quarterly Family Nights. In addition, we have reached out to several community organizations including the South Bend Parks and Recreation Department, the office of Mayor Buttigieg, Christ the King Lutheran Church, the University of Notre Dame, Memorial Hospital, Activate Health & Wellness Clinic, and Indiana University at South Bend – among others.</p>

3-Year Culture SMART Goal

At the end of year three, Madison Primary Center will have a fully transformed community-wide culture shared by all stakeholders through the implementation of rigorous STEAM instruction, PBIS supports, and continued community partnerships. There will be a 50-80% decrease in office referrals, an improvement in student and staff attendance, and an increase in parent/family involvement measured through parent conference, family night and all-school event attendance.

Year I Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal was replaced in 2013-2014	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Office Education and Innovation</p>	July 2013	General Funds	<p><i>Continue under new leadership (Principal) and develop continued opportunities for internal leadership growth</i></p> <p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p>Full implementation of Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff transformation</p> <p>4/1/144/1/14 2:24 PM This framework identifies areas of</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Office of Education and Innovation</p> <p>Deb Martin, Principal</p>	July 2012-ongoing	Title II Funds	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

relative need. Over the past three years this evaluation tool has been revised with teacher input during ongoing Educator Teaching and Learning Initiative (ETLI)/Supervision for Quality Learning (SfQL) trainings.				
<p>Continued implementation of Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff/administration transformation</p> <p>Monetary stipends paid as part of Madison's Incentive Program (when yearly student achievement targets are met, \$500 certified staff, \$250 non-certified staff)</p> <p>Removal of Ineffective Teachers through the current evaluation process as well as teachers failing to comply with conditions set forth in Madison Letter of Understanding</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer</p> <p>Deb Martin, Principal</p> <p>Terry Grembowicz, President, NEA - South Bend</p>	Academic Year 2014-2015	Monetary stipends (SIG)	<i>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</i>
<p>Draft job descriptions (STEAM Coordinator, Science Coach, Transition Teacher)</p> <p>Post and fill positions (STEAM Coordinator, Science Coach, Transition Teacher)</p> <p>Identity Work and Launch (1 week, Summer 2014)</p>	<p>Deb Herring, LEA Director Title I (Program Administrator)</p> <p>Deb Martin, Principal</p> <p>Teachers</p> <p>External Provider (contracted services)</p>	<p>Spring 2014</p> <p>Summer 2014</p>	<p>Teacher stipends (SIG)</p> <p>External provider (SIG, contracted services)</p> <p>Substitute teachers (SIG)</p> <p>Professional Development books (SIG)</p>	<i>Provide high quality, job-embedded professional development</i>

<p>Visit to STEAM schools</p> <p>Monthly meeting; book study</p> <p>Coach-led monthly professional development: topics and groupings (grade level and vertical teams) determined by Madison PC Instructional Needs Survey and student achievement data with action-planning and coaching opportunities</p> <p>Attend STEAM Conference</p> <p>Weekly Grade Level Meetings: grade level collaborative structure involving looking at student work, formative assessment data, instructional practices and decision-making.</p> <p>Ongoing coaching support and collaboration</p>	<p>Title I Instructional Coaches</p> <p>STEAM Coordinator</p> <p>Science Coach</p> <p>Transition Teachers</p> <p>LEA Curriculum Facilitators</p>	<p>Academic Year 2014 – 2015</p>	<p>Salary and Benefits: STEAM Coordinator (SIG), Science Coach (SIG), Transition Teachers (SIG), Title I Instructional Coaches (Title I)</p> <p>STEAM Conference registration fees and travel expenses (SIG)</p>	
<p>Implementation of an incentive program for recruitment and retention of staff:</p> <p>Monetary Stipends: paid when yearly student achievement targets are met (\$500 certified staff, \$250 non-certified staff)</p> <p>Improved Working Conditions: addition of staff exercise room, stocked fruit basket in teacher lounge, staff prizes for meeting wellness</p>	<p>Deb Herring, LEA Director Title I (Program Administrator)</p> <p>Deb Martin, Principal</p> <p>Teachers</p> <p>Title I Instructional Coaches</p> <p>STEAM Coordinator</p> <p>Science Coach</p>	<p>Academic Year 2014 -2015</p>	<p>Monetary stipends (SIG)</p> <p>Fitness equipment (SIG)</p> <p>Staff prizes (Madison water bottles, sweat bands, t-shirts) (SIG)</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>goals</p> <p>Increased Professional Development: monthly Guided Meetings (STEAM content), monthly book study meetings, weekly grade level collaboration meetings, ongoing coaching support, foundational summer STEAM work, attend STEAM Conference</p>			<p>Salary and Benefits: STEAM Coordinator (SIG), Science Coach (SIG), Transition Teachers (SIG), Title I Instructional Coaches (Title I)</p> <p>STEAM Conference registration fees and travel expenses (SIG)</p>	
<p>Implement a longer school day, a balanced calendar, and intensive, ongoing professional development for staff</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Education Officer</p> <p>Deb Herring, LEA Director Title I (Program Administrator)</p>	<p>Academic Year 2014 – 2015</p>	<p>Teacher stipends (SIG)</p> <p>External provider (SIG, contracted services)</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Information from the SBCSC Strategic Plan, created with community input, will be studied and utilized.</p> <p>A staff generated survey for parent perceptions of school climate and opportunities for participation will be created and implemented. Topics on survey will include but are not limited to the degree to which school environment is welcoming, the degree to which the classroom environment is welcoming, and the degree to which parents have opportunities to</p>	<p>Principals</p> <p>Staff</p> <p>Parents</p> <p>External Provider (contracted services)</p>	<p>Academic Year 2014 - 2015</p>	<p>Parent Advocacy Group (SIG, consultant fees)</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

<p>share talents.</p> <p>An inventory of community resources was begun Pre-Implementation and many partnerships are in place. Principal and staff will continue to reach out to community through personal contacts and invitations to school/community functions at Madison.</p> <p>Secure services of Parent Advocacy Group</p>				
<p>LEA will continue to grant significant operational decision making to the school (see attached document)</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Education</p> <p>Deb Herring, LEA Director Title I (Program Administrator)</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2014 - 2015</p>	<p>General Funds</p>	<p>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</p>
<p>Monthly principal check-in conducted by LEA staff with action planning and next steps identified</p> <p>Monthly instructional walk-throughs conducted by LEA staff with action planning and next steps identified</p> <p>Ongoing participation in monthly data meetings</p>	<p>Deb Herring, LEA Director Title I (Program Administrator)</p> <p>Deb Martin, Principal</p> <p>Teachers</p> <p>Title I Instructional Coaches</p> <p>STEAM Coordinator Science Coach</p> <p>Office of Education and Innovation support staff</p>	<p>Academic Year 2014 – 2015</p>	<p>General Funds</p> <p>Title I Funds</p> <p>SIG Funds</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support</p>

Year 2 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Continue under new leadership. LEA to provide monthly check ins, ongoing support, and coaching.	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Office Education and Innovation	Academic Year 2015 - 2016	General Funds	<i>Continue under new leadership (Principal) and develop continued opportunities for internal leadership growth</i> <i>Replace the principal who led the school prior to implementing the model</i>
Continued implementation of Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff transformation	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Office of Education and Innovation Deb Martin, Principal	Academic Year 2015 - 2016	Title II Funds	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Continued implementation of Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff/administration transformation Monetary stipends paid as part of Madison's Incentive Program (when yearly student achievement targets are met, \$500 certified staff, \$250 non-certified staff) Removal of Ineffective Teachers through the current evaluation process as well as teachers failing to comply with conditions set forth in Madison Letter of Understanding	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Office of Education and Innovation Deb Martin, Principal	Academic Year 2015 – 2016	Monetary Stipends (SIG)	<i>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</i>

<p>Reflect & Renew (1 week, Summer 2015)</p> <p>Visit to STEAM schools</p> <p>Monthly meeting: book study</p> <p>Coach-led monthly professional development: topics and groupings (grade level and vertical teams) determined by Madison PC Instructional Needs Survey and student achievement data with action-planning and coaching opportunities</p> <p>Attend STEAM Conference</p> <p>Weekly Learning Log Meetings: grade level collaborative structure involving looking at student work, formative assessment data, instructional practices and decision-making</p> <p>Ongoing coaching support and collaboration</p>	<p>Deb Martin, Principal</p> <p>Teachers</p> <p>External Provider</p> <p>Title I Instructional Coaches</p> <p>STEAM Coordinator</p> <p>Science Coach</p> <p>District Curriculum Facilitators</p>	<p>Academic Year 2015 – 2016</p>	<p>Teacher stipends (SIG)</p> <p>External provider (SIG, contracted services)</p> <p>Substitute teachers (SIG)</p> <p>Professional Development books (SIG)</p> <p>Salary and Benefits: STEAM Coordinator (SIG), Science Coach (SIG), Transition Teachers (SIG), Title I Instructional Coaches (Title I)</p> <p>STEAM Conference registration fees and travel expenses (SIG)</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p>Continuation of an incentive program for recruitment and retention of staff</p> <p>Monetary Stipends: paid when yearly student achievement targets are met (\$500 certified staff, \$250 non-certified staff)</p> <p>Improved Working Conditions: additional fitness equipment added to</p>	<p>Deb Martin, Principal</p> <p>Instructional Coaches</p> <p>Teachers</p>	<p>Academic Year 2015 -2016</p>	<p>Staff stipends (SIG)</p> <p>Fitness equipment (SIG)</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>staff exercise room, staff recognition for meeting wellness goals</p> <p>Increased Professional Development: monthly Guided Meetings (STEAM content), monthly book study meetings, weekly grade level collaboration meetings, ongoing coaching support, foundational summer STEAM work, attend STEAM Conference</p>				
<p>Continue to implement a longer school day (LSD), a balanced calendar (LSY), and intensive, ongoing professional development for staff. Implement remediation focused intersessions for identified students. (OTH)</p>	<p>Superintendent Chief Education Officer Deb Martin, Principal</p>	<p>Academic Year 2015 - 2016</p>	<p>Teacher stipends (SIG) External provider (SIG, consultant fees)</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Information from the SBCSC Strategic Plan, created with community input, will be studied and utilized.</p> <p>A staff generated survey for parent perceptions of school climate and opportunities for participation will be revised and implemented. Areas of growth will be noted. New or persistent concerns will be addressed.</p> <p>Principal and staff will continue to reach out to community through</p>	<p>Principals Staff Parents External Provider (contracted services)</p>	<p>Academic Year 2015 - 2016</p>	<p>Parent Advocacy Group (SIG, consultant fees)</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

personal contacts and invitations to school/community functions at Madison. Continue contracted services with Parent Advocacy Group				
LEA will continue to grant significant operational decision making to the school (see attached document)	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Education Deb Martin, Principal	Academic Year 2015 – 2016	General Funds	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
Monthly principal check-in conducted by LEA staff with action planning and next steps identified Monthly instructional walk-throughs conducted by LEA staff with action planning and next steps identified Ongoing participation in monthly data meetings	Deb Herring, LEA Director Title I (Program Administrator) Deb Martin, Principal Teachers Instructional Coaches STEAM Coordinator Office of Education and Innovation support staff	Academic Year 2015 - 2016	General Funds	LEA and, SEA supports school with ongoing, intensive technical assistance and support

Year 3 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Continue under new leadership. LEA to provide monthly check ins, ongoing support, and coaching.	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Office Education and Innovation	Academic Year 2016 – 2017	General Funds	Continue under new leadership (Principal) and develop continued opportunities for internal leadership growth Replace the principal who led the school prior to implementing the model

<p>Continued implementation of Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff transformation</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Office of Education and Innovation</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2016 – 2017</p>	<p>Title II Funds</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p>Continued implementation of Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff/administration transformation</p> <p>Monetary stipends paid as part of Madison's Incentive Program (when yearly student achievement targets are met, \$500 certified staff, \$250 non-certified staff)</p> <p>Removal of Ineffective Teachers through the current evaluation process as well as teachers failing to comply with conditions set forth in Madison Letter of Understanding</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Office of Education and Innovation</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2016 – 2017</p>	<p>Monetary Stipends (SIG)</p>	<p><i>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</i></p>
<p>Reflect & Refine (1 week, Summer 2016)</p> <p>Reciprocal visits to STEAM schools</p> <p>Monthly meeting: book study</p> <p>Co-led (Coach and Teachers) monthly professional development: topics</p>	<p>Deb Herring, LEA Director Title I (Program Administrator)</p> <p>Deb Martin, Principal</p> <p>Teachers</p> <p>External Provider (contracted)</p>	<p>Academic Year 2016 – 2017</p>	<p>Teacher stipends (SIG)</p> <p>External provider (SIG, contracted services)</p> <p>Substitute teachers (SIG)</p> <p>Professional Development books (SIG)</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>and groupings (grade level and vertical teams) determined by Madison PC Instructional Needs Survey, student achievement data and teacher interest with action-planning and coaching opportunities</p> <p>Present at STEAM Conference</p> <p>Weekly Learning Log Meetings: grade level collaborative structure involving looking at student work, formative assessment data, instructional practices and decision-making</p> <p>Ongoing coaching support and collaboration</p>	<p>services)</p> <p>Title I Instructional Coaches</p> <p>STEAM Coordinator</p> <p>Science Coach</p> <p>Transition Teachers</p> <p>LEA Curriculum Facilitators</p>		<p>Salary and Benefits: STEAM Coordinator (SIG), Science Coach (SIG), Transition Teachers (SIG), Title I Instructional Coaches (Title I)</p> <p>STEAM Conference registration fees and travel expenses (SIG)</p>	
<p>Continuation of an incentive program for recruitment and retention of staff</p> <p>Monetary Stipends: paid when yearly student achievement targets are met (\$500 certified staff, \$250 non-certified staff)</p> <p>Improved Working Conditions: additional fitness equipment added to staff exercise room, staff recognition for meeting wellness goals</p> <p>Increased Professional Development: monthly Guided Meetings (STEAM content), monthly</p>	<p>Deb Martin, Principal</p> <p>Instructional Coaches</p> <p>STEAM Coordinator</p> <p>Teachers</p>	<p>Academic Year 2016 - 2017</p>	<p>Monetary stipends (SIG)</p> <p>Fitness equipment (SIG)</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>book study meetings, weekly grade level collaboration meetings, ongoing coaching support, foundational summer STEAM work, attend STEAM Conference</p>				
<p>Continue to implement a longer school day (LSD), a balanced calendar (LSY), intensive, ongoing professional development for staff, and remediation-focused intersessions for identified students. (OTH)</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Education Officer</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2016 – 2017</p>	<p>Teacher stipends (SIG)</p> <p>External provider (SIG, contracted services)</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Information from the SBCSC Strategic Plan, created with community input, will be studied and utilized. A staff generated survey for parent perceptions of school climate and opportunities for participation will be revised and implemented. Areas of growth will be noted. New or persistent concerns will be addressed.</p> <p>Principal and staff will continue to reach out to community through personal contacts and invitations to school/community functions at Madison.</p> <p>Continue to contract services of Parent Advocacy Group</p>	<p>Deb Martin, Principal</p> <p>Staff</p> <p>Parents</p> <p>External Provider (contracted services)</p>	<p>Academic Year 2016 – 2017</p>	<p>Parent Advocacy Group (SIG, consultant fees)</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

LEA will continue to grant significant operational decision making to the school (see attached document)	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Education Deb Martin, Principal	Academic Year 2016 – 2017	General Funds	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
Monthly principal check-in conducted by LEA staff with action planning and next steps identified Monthly instructional walk-throughs conducted by LEA staff with action planning and next steps identified Ongoing participation in monthly data meetings	Deb Herring, LEA Director Title I (Program Administrator) Deb Martin, Principal Teachers Title I Instructional Coaches STEAM Coordinator Science Coach Office of Education and Innovation support staff	Academic Year 2016 – 2017	General Funds	LEA and, SEA supports school with ongoing, intensive technical assistance and support

Year 4 SUSTAINABILITY Culture Goal and Action Steps

By year four, Madison Primary Center will have a fully transformed community-wide culture shared by all stakeholders through the implementation of rigorous STEAM instruction, PBIS supports, and continued community partnerships. There will continue to be a 50-80% decrease in office referrals, an improvement in student (95%+) and staff (95%+) attendance and an increase in parent/family involvement measured through parent conference, family night and all-school event attendance. Madison Primary Center will have the people, processes, practices, and procedures in place to sustain this major reform.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Continue under new leadership. LEA to provide monthly check-ins, ongoing support, and coaching.	Carole Schmidt, Superintendent Ericka Harris, Chief Officer of Office Education and Innovation	Academic Year 2017 -2018	General Funds	Continue under new leadership (Principal) and develop continued opportunities for internal leadership growth Replace the principal who led the school prior to implementing the model

<p>Continue to implement Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff transformation</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Office of Education and Innovation</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2017 – 2018</p>	<p>Title II Funds</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p>Continue to implement Supervision for Quality Learning (SfQL) using The Framework for Effective Teaching (Growth and Proficiency Model) as the evaluation rubric for staff transformation</p> <p>Monetary stipends paid as part of Madison's Incentive Program (when yearly student achievement targets are met (\$500 certified staff, \$250 non-certified staff)</p> <p>Removal of Ineffective Teachers through the current evaluation process as well as teachers failing to comply with conditions set forth in Madison Letter of Understanding</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Office of Education and Innovation</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2017 – 2018</p>	<p>Monetary Stipends (in-kind donations)</p>	<p><i>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</i></p>
<p>Reciprocal visits to STEAM schools</p> <p>Monthly meeting: research articles</p> <p>Teacher-led quarterly professional development: topics and groupings (grade level and vertical teams) determined by Madison PC Instructional Needs Survey, student</p>	<p>Deb Martin, Principal</p> <p>Teachers</p> <p>External Provider</p> <p>Title I Instructional Coaches</p> <p>District Curriculum</p>	<p>Academic Year 2017 - 2018</p>	<p>Teacher stipends (Title I funds)</p> <p>Substitute teachers (Title I funds)</p> <p>STEAM Conference registration fees and travel expenses (in-kind donations)</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>achievement data and teacher interest with action-planning and coaching opportunities</p> <p>Present at STEAM Conference</p> <p>Weekly Learning Log Meetings: grade level collaborative structure involving looking at student work, formative assessment data, instructional practices and decision-making</p> <p>Ongoing coaching support and collaboration</p>	<p>Facilitators</p>			
<p>Additional Support Staff: Science Coach and STEAM Coordinator (retained as instructional coaches or classroom teachers paid through use of school funds). Highly trained and qualified Transition Teachers will naturally be retained through projected attrition and increased enrollment.</p> <p>Continuation of an incentive program for recruitment and retention of staff</p> <p>Incentives: Principal will work with community partners to continue both monetary and other incentives</p> <p>Improved Working Conditions: Staff retention will follow naturally as teachers enjoy the benefits</p>	<p>Deb Martin, Principal</p> <p>STEAM Coordinator</p> <p>Science Coach</p> <p>Transition Teachers</p>	<p>Academic Year 2017 - 2018</p>	<p>Salary and Benefits: STEAM Coordinator (Title I or General funds), Science Coach (Title I or General funds), Transition Teachers (Title I or General funds), Title I Instructional Coaches (Title I)</p> <p>Monetary stipends (in-kind donations)</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>of increased health and stress reduction through continued use of the staff exercise room, participation in health and fitness challenges, the setting of health and wellness goals, and celebration and recognition for meeting these goals</p> <p>Continued Professional Development: Staff retention will also follow naturally as Madison continues to be an invigorating place where teachers are supported through ongoing job-embedded professional development and collaboration.</p>				
<p>Implement a longer school day, a balanced calendar, and intensive, ongoing professional development for staff</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Education Officer</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2017 – 2018</p>	<p>Teacher stipends (Title I funds)</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Information from the SBCSC Strategic Plan, created with community input, will be studied and utilized. A staff generated survey for parent perceptions of school climate and opportunities for participation will be revised and implemented. Areas of growth will be noted. New or persistent concerns will be addressed.</p>	<p>Deb Martin, Principal</p> <p>Staff</p> <p>Parents</p> <p>External Provider (contracted services)</p>	<p>Academic Year 2017 – 2018</p>	<p>Parent Advocacy Group (Title I funds, contracted service)</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

<p>Principal and staff will continue to reach out to community through personal contacts and invitations to school/community functions at Madison.</p> <p>Madison will continue to secure the services of Parent Advocacy Group.</p>				
<p>LEA will continue to grant significant operational decision making to the school (see attached document)</p>	<p>Carole Schmidt, Superintendent</p> <p>Ericka Harris, Chief Officer of Education</p> <p>Deb Martin, Principal</p>	<p>Academic Year 2017 - 2018</p>	<p>General Funds</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>Monthly principal check-in conducted by LEA staff with action planning and next steps identified</p> <p>Monthly instructional walk-throughs conducted by LEA staff with action planning and next steps identified</p>	<p>Deb Herring, LEA Director Title I (Program Administrator)</p> <p>Deb Martin, Principal</p> <p>Teachers</p> <p>Title I Instructional Coaches</p> <p>Office of Education and Innovation support staff</p>	<p>Academic Year 2017 – 2018</p>	<p>General Funds</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	✓		Budget request narrative District budget Assurances
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	✓		Highly effective principal recruited and put in place during current school year, see grant narrative Staff licenses Staff resumes Application materials Partner meeting involvement Entirely new Office Staff Media Center
3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. <i>All models</i> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 	✓		School Board minutes Grant application STEAM coordinator
4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. <i>All models</i> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from 	✓		Superintendent active participation in selection of school, model and program planning Operational flexibility as noted in Transformation Model Narrative Expansion of school day and school year Assurances

<p><i>proposal and or discussion</i></p> <ul style="list-style-type: none"> • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 			
<p>5. The teacher's association, NEA-SB, is fully committed to engaging in mandatory discussion relevant to the implementation of the model, as defined in Indiana Code 20-29-6-7.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Possible MOU (Memorandum of Understanding) • Building Teacher Letter of Understanding • Bargained salary and benefits (including incentives) 	✓		<p>NEA-SB active participation in planning 1003g SIG grant application: Mandatory Topics of Discussion under IC 20-29-6-7 Development of Building Teacher Letter of Understanding Discussion of Indiana Code regarding teachers contracts and the Professional Agreement</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Possible MOU (Memorandum of Understanding) • Building Teacher Letter of Understanding • Bargained salary and benefits (including incentives) • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ○ Staff transfer policies and procedures ○ Staff recruitment, placement, and retention procedures 	✓		<p>NEA-SB active participation in planning 1003g SIG grant application: Mandatory Topics of Discussion under IC 20-29-6-7 Development of Building Teacher Letter of Understanding Discussion of Indiana Code regarding teachers contracts and the Professional Agreement</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • Professional Development Calendar • Curriculum and Assessment Calendar • Parent Requirements • Monitoring and Evaluation System • Support Process • Data Review 	✓		<p>Curriculum coordinators participation in planning Professional development calendar Parental activities Monitoring system for training staff Management Information System, PowerSchool to monitor staff and student growth Oversight by Administration Financial Services Ongoing data review by LEA and SEA Assurances</p>

<ul style="list-style-type: none"> • <i>Special Population Review</i> • <i>Fiscal Monitoring</i> 			
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Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers. <i>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:</i></p>			
<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	X		<p>The grant writing committee, comprised of LEA administration, Title I professional development coaches, teachers, NEA, parents and community members, has discussed several potential partners. The Madison principal has the full support of the LEA to pursue partnerships that will be chosen based upon their success with schools of similar demographics, their evidence of support for the vision created by Madison stakeholders, and their capacity to support the school through the three years of transformation and the sustainability there after. The LEA will also support Madison in research, curriculum support and financial accounting support.</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	X		<p>Each of the providers listed below has a proven track record of timely and effective support of area schools. Each in its own way will support Madison Primary Center's STEAM vision. The principal has developed a relationship with each of these providers and an understanding of their unique role in ongoing school support.</p> <p>University of Notre Dame College of Engineering and Department of Community Leadership Madison Primary has partnered with University of Notre Dame's College of Engineering and Department of Community Leadership to create and maintain indoor and outdoor learning spaces and opportunities for our students and staff. Madison students, along with ND engineering students, are currently designing a project that will revamp a duck pond in the adjacent city park. The beloved duck pond operates currently at a cost to the city. With the implementation of the new design, cost to the city may be eliminated.</p> <p>South Bend Mayor's Office Madison Primary recently formed a partnership</p>

with Mayor Pete Butigieg, who was instrumental in the attainment of the adjacent Leeper Park area to create outdoor learning areas for Madison students.

Snite Museum of Art/ND

The Snite has partnered with Madison to plan family events centered around the arts. The goal of this partnership is to build connections with families and community arts organizations.

Kennedy Center

South Bend Community School Corporation has been recognized as a Kennedy Center Partner, along with the DeBartolo Center for the Performing Arts at the University of Notre Dame. This partnership opens up resources connected to the integration of the arts in all content areas. On April 2, 2013 our teachers have been invited to attend professional development training on "Integrating the Arts into Math and Science".

Indiana University South Bend

The Indiana University South Bend Department of Education has partnered with Madison Primary in extended professional development opportunities for staff, as well as afterschool programs and activities for our students. Madison Primary and Indiana University South Bend formed a partnership this school year (2013-2014) that places an IUSB education student in each classroom for job-embedded training in an urban classroom setting. This partnership has also formed an afterschool science club for our students, in which the IUSB Science Education students have taken the lead.

Robinson Community Learning Center

Robinson Community Learning Center currently (2013-2014 school year) works with Madison Primary to provide after school tutoring to our students. We are currently involved in discussions to co-write a Community Foundation Grant which will provide Madison with personnel to facilitate after school activities, and conduct professional development in integrating theatre activities to our core reading program.

Christ the King Lutheran Church

Christ the King Lutheran Church was a previous partner with the principal at McKinley Primary and has followed the principal to Madison Primary. The church currently provides the finances to fund the weekend "Pack a Backpack" program supplying 100 Madison students with a backpack of food every weekend. Additionally, Christ the King Lutheran

		<p>Church will finance the student ISTEP+ achievement incentive (\$10 per section for any student receiving Pass+ as measured on ISTEP+) and maintain the sustainability of several afterschool programs in years 4 and beyond.</p> <p>Ray & Joan Kroc Corps Community Center: The Salvation Army The Kroc Center currently provides afterschool tutoring for Madison Primary Center students. In the future, the Kroc Center will support sustainability as they offer incentives to our students who pass ISTEP+.</p> <p>Lake Hills Elementary School Michigan City, IN Lake Hills Elementary School is an urban school similar to Madison in ethnicity and poverty, as well as a successful STEM school. We are currently forming a partnership that will afford Madison teachers a place to observe best practice instruction in the integration of science, technology, engineering and math. The goal is to form a collaborative network of teachers supporting teachers in meeting the needs of our 21st century learners.</p> <p><i>The following partnerships are being considered as potential partners who will work with Madison Primary during their full transformation into a STEAM school and will help to ensure sustainability:</i></p> <ul style="list-style-type: none"> • Chicago Arts Partners in Education (CAPE) • University of Notre Dame/STEM K-12 • Education Collaboration Group
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	X	In interviewing and selecting Madison's external providers and in developing ideas for future partnerships, the capacity of LEA and school were both considered. In this way resources were aligned.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.	X	<p>The roles and efficacy of all stakeholders will be monitored in an ongoing manner and modified as necessary. Programs provided by partners are designed to enhance the growth of students at Madison Primary Center, leading to improved student achievement and attendance.</p> <p>A Community Advisory Team will be formed that includes administrators, teachers, parents, students, and community stakeholders. This team, appointed by the principal, will routinely meet at least three</p>

			times per year to review school data, processes, and school improvement. Based upon the reviews, the team will make recommendations regarding school needs.
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Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for each of the three years of the SIG. Attach with LEA and School Data.