



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I - 1003(g) School Improvement Grant
2015-2016 School Year

Renewal Application - Transformation Model Part 1: Grantee Information

Information

Organization/	Vigo County School Corporation	Corp #	8030
Name	Sarah Scott Middle School	School #	8481
Director Name	Mr. Daniel Tanoos	Email	dtto@vigoschools.org
	Dr. Christi Fenton	Email	caf@vigoschools.org
	Mrs. Scotia Brown	Email	srb3@vigoschools.org
	1000 Grant Street	City	Terre Haute
		Zip Code	47802
	812-462-4381	Fax	812-462-4370
Address			

Important Dates

Renewal Application Release	Release application and guidance to LEAs	June 5, 2015
Technical Assistance Training	SIG Leadership PD Day Technical Assistance and Planning	June 5, 2015
Application Due	Renewal application must be submitted to IDOE	June 19, 2015
Application Review	Renewal applications reviewed by IDOE	June 22 - July 10, 2015
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	July 13, 2015

Part 2: LEA and School Assurances and Waivers

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

School Improvement Grant (SIG) 1003(g)

The grantee LEA's designees must sign and return a copy of the following assurances as in order to participate in the 1003(g) SIG program.

The grantee will use its School Improvement Grant to implement fully and effectively one of the following interventions in each of its Tier I and Tier II schools identified on the LEA grant application: (A) Turnaround Model; (B) Closure Model; (C) Transformation Model; (D) Restart Model. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

The grantee will establish annual goals approved by the IDOE for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor and hold accountable each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the IDOE) to hold accountable its Tier III schools that receive school improvement funds.

The grantee will report to the IDOE all applicable school-level data that is required under Section III of the final requirements.

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

IDOE will make grant renewal decisions based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement indicators:

- *Leading Indicators*— Elementary and middle schools must meet **6 of 9 applicable** leading indicator goals; schools containing a high school must **meet 9 of 13** leading indicator goals.

- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

Failure to submit required data to the IDOE by set deadlines may result in a delay of funds.

State Assurances

LEAs will establish an LEA-based School Improvement Officer or School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified Priority School to be served by the approved application and for coordinating with the SEA.

LEAs that commit to serve one or more Priority Schools that do not receive Title I, Part A funds to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Grantee agrees future funding opportunities may be hindered if per this or any grant opportunity/contract with IDOE have not been met and/or reports are not submitted in a timely fashion.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the IDOE grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the IDOE.

Termination

The IDOE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the IDOE shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The IDOE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the IDOE and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

The IDOE may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made, or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the IDOE or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the IDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the IDOE authorizes their earlier disposition. Grantee agrees to refund to the IDOE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Indiana.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the IDOE shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the IDOE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suit, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

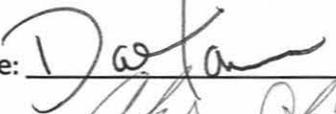
Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the IDOE. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the IDOE to proceed under this agreement is conditioned upon the appropriation of funds by the Indiana State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Indiana to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to IDOE, the IDOE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to IDOE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Suspension and Debarment

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:  Date: 6-16-15
Title I Administrator Signature:  Date: 6-15-15
Principal Signature:  Date: 6-16-15

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Mrs. Scotia Brown</i>	<i>New Principal</i>
Dr. Karen Goeller	Deputy Superintendent
Dr. Christi Fenton	Director of Elem Ed. and Title I
Mrs. Stacy Mason	Director of Secondary Ed.
Mrs. Cinda Taylor	Coach
Mr. Jeff Burress	Data Coach
Mrs. Cathy McKee	LA Coach
Dr. Bruce Lautenschlager	Outgoing Principal

Part 3: Leading and Achievement Indicators

Complete the tables below using the data submitted as updated goals in Feb of 2015 as well as any updated data from SY 2014- 2015.

Leading Indicators	SY 2013-2014	SY 2014-2015	SY 2014-2015	SY 2015-2016	SY 2016-2017
	BASELINE	Goal	DATA	Goal	Goal
1. Number of minutes within the school year that students are required to attend school	77,400	77,400	77,400	77,400	77,400
2. Number of daily minutes of math instruction	45	45	45	45	45
3. Number of daily minutes of EL/A instruction	90	90	90	90	90
4. Dropout rate – HS only	N/A	N/A	N/A	N/A	N/A
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	93.9%	95%	94.1%	95%	95%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	N/A	N/A	N/A	N/A	N/A
7. Number of students completing dual enrollment classes – HS only	N/A	N/A	N/A	N/A	N/A
8. 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.) – HS only	N/A	N/A	N/A	N/A	N/A
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	BAS SS	BAS SS	BAS SS	BAS SS	BAS SS
10. Discipline incidents – number of suspensions and/or expulsions	277	100	86	75	75
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	32	20	11	10	9
12. 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 1-IMP 30-EF 5-HEF	0-IN 0-IMP 26-EF 10-HEF	0-IN 0-IMP 22-EF 14-HEF	0-IN 0-IMP 20-EF 16-HEF	0-IN 0-IMP 15-HEF 21-HEF
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	92.0%	95.0%	95.0%	96.0%	96.5

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	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 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	66.9%	285	High-All students need to be engaged	66.9% Passing	71.9% Passing			
African American	55.4%	31	High-All students need to be engaged	55.4% Passing	60.4% Passing			
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	86.7%	13	High-All students need to be engaged	86.7% Passing	91.7% Passing			
White	67.7%	195	High-All students need to be engaged	67.7% Passing	72.3% Passing			
Students with Disabilities	42.0%	47	High-All students need to be engaged	42.0% Passing	47.0% Passing			
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Lunch	65.2%	232	High-All students need to be engaged	65.2% Passing	70.2% Passing			
HS required - % of non-passers of ECA who pass by 12 th grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Student Groups - Math	% of this group passing	# of students passing in this group	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 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	67.8%	289	High-All students need to be engaged	67.8% Passing	72.8% Passing			
African American	52.7%	29	High-All students need to be engaged	52.7% Passing	57.7% Passing			
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	78.6%	11	High-All students need to be engaged	78.6% Passing	83.6% Passing			
White	71.9	207	High-All students need to be engaged	71.9% Passing	76.9% Passing			
Students with Disabilities	47.7%	52	High-All students need to be engaged	47.7% Passing	52.7% Passing			
LEP	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Free/Reduced Lunch	64.6%	228	High-All students need to be engaged					

HS required - % of non-passers of ECA who pass by 12 th grade	N/A								
--	-----	-----	-----	-----	-----	-----	-----	-----	-----

Overall Achievement	SY 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
of students proficient on ISTEP in both ELA and Math) (3-8)	54.9%	59.9%			
of students proficient on ISTEP (ELA) (3-8)	66.9%	71.9%			
of students proficient on ISTEP (Math) (3-8)	67.8%	72.8%			
of students proficient on IREAD (Spring Test Only) (3)	N/A	N/A			
10 th grade ECA pass rate (English 10)	N/A	N/A			
10 th grade ECA pass rate (Algebra I)	N/A	N/A			
Senior Graduation Rate – HS only	N/A	N/A			
Senior enrollment rates – HS only	N/A	N/A			

Part 4: Implementation

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. Updates made be requested by IDOE.

Transformation Principles	SY 2014-2015	Requirements, Recommendations and Options	SY 2015-2016 Action Steps and Person(s) Responsible	Budgeted Items
<p><i>Developing and increasing teacher and school leader effectiveness</i> - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p>Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a transformative leader or has a 	<p>Dr. Lautenschlager has successfully led the school improvement efforts at SS for the last two years .</p>	<p>IN Conditions</p> <ul style="list-style-type: none"> Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> building leadership capacity developing teacher leadership across the building school improvement planning roles, responsibilities, and goals of all leadership members 	<p>Mrs. Scotia Brown will be replacing Dr. Lautenschlager for the 2015-16 school year. She previously served as principal at McLean Alternative school for 3 years.</p>	

<p>past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</p>				
<p><i>Developing and increasing teacher and school leader effectiveness</i> - Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</p> <p>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and</p>				

<p><i>identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</i> <i>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model</i> <i>(IN Turnaround Principles 5)</i></p> <p>Required</p> <ul style="list-style-type: none"> ● Use a teacher evaluation system which takes student growth into account as a significant factor ● Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers ● Provide staff with opportunities for leadership growth in the building 	<p><i>The principal used the VCSC modified RISE Teacher Evaluation system to evaluate all teachers. The VCSC Modified RISE uses for Student growth as an indicator for evaluation.</i></p> <p><i>The VCSC provided all teachers rated as Effective or Highly Effective with an additional stipend for performance.</i></p> <p><i>Staff members work with grant coaches for opportunities regarding professional development and growth. coaches have assumed leadership roles in the planning and implementation of the SIG grant.</i></p>		<p><i>The principal used the VCSC modified RISE Teacher Evaluation system to evaluate all teachers. The VCSC Modified RISE uses for Student growth as an indicator for evaluation.</i></p> <p><i>The VCSC provided all teachers rated as Effective or Highly Effective with an additional stipend for performance.</i></p> <p><i>Staff members will work with grant coaches for opportunities regarding professional development and growth. coaches have assumed leadership roles in the planning and implementation of the SIG grant.</i></p>	
<p><i>Comprehensive instructional reform strategies</i> <i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic</i></p>	<p>Comprehensive instructional reform strategies include the use of core reading and math programs. The most recent ISTEP+ data indicates that students need strong instruction using standards-based curriculum.</p>	<p>Outreach Coordinator's Recommendation (May 2015)</p> <ul style="list-style-type: none"> ● Continue to refine/implement a clear and consistent data review/meeting protocol. ● Develop consistent instructional practices 	<p>In 2015-16, teachers and coaches will continue to meet in study groups to refine teaching practices in close reading, text evidence, and writing to sources strategies. Coaches will be instrumental in modeling these strategies and working with teachers to ensure</p>	<p>Coaches \$278,894.69</p>

<p><i>standards (IN Turnaround Principle 3)</i></p>	<p>Language Arts teachers utilize the research-based Pearson Literature program which is aligned to Indiana Academic Standards from grades six through eight. This year teachers received district training from Pearson specialists in close reading, text evidence, and writing to sources strategies as well as in formative assessment tools and reports. SSMS teachers and coaches followed up district training with professional development study groups in after school and team meeting forums.</p> <p>Teachers and the math coach participated in math training using the Holt McDougal core math program, pacing guides, and content resources from the National Math and Science Initiative and Rose-Hulman's PRISM. The Holt McDougal core program focuses on a deeper understanding of math strategies and concepts that are aligned in grades 6-8 with the Indiana Academic Standards. Teachers also received training in</p>	<p>based upon needs of the school.</p>	<p>student success in the Pearson core language arts program. Teachers and coaches will accelerate their use of data analysis using the multiple formative assessments to help them identify students' strengths and weaknesses. Coaches and teachers will work together to extend use of the digital environment so that students and families can support student reading practice at home.</p> <p>Reading and writing coaches will also model and extend teaching practices in close reading, text evidence, and writing to sources to classrooms in other content areas. All sixth, seventh, and eighth grade teams will study and refine practices.</p> <p>In 2015-16, teachers and the math coach will continue to meet in study groups to refine teaching practices in math content and student engagement. The math coach will be instrumental in modeling these strategies and working with teachers to ensure student success in the core math program. Teachers and the math coach will accelerate their use of item analysis within the math quarterlies to help them identify students' strengths and</p>	
---	---	---	--	--

	<p>implementation of the district quarterly assessments and student reporting.</p> <p>The data coach has provided direction for collecting data from the research-based intervention program Read LIVE, a targeted reading program, as well as from the targeted math program, ALEKS. Both of these intervention programs provide data to help teachers assess ongoing growth and are vertically-aligned with a developmental scope and sequence so that students can progress individually toward meeting state standards.</p>		<p>weaknesses. The math coach and teachers will work together to extend use of the digital environment with performance tasks, conceptual investigations, and collaborative activities so that students and families can support student math practice at home.</p> <p>In 2015-16, the data coach and Read LIVE and ALEKS teachers will conduct additional sharing of program knowledge and data sharing with all teachers. The data coach will share reports and facilitate faculty and team discussions about incremental progress made by students and grade level cohorts. The Read Live and ALEKS teachers will generate reports every two weeks and submit to the principal for periodic monitoring.</p>	
<p><i>Comprehensive instructional reform strategies</i> <i>-Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</i></p>	<ul style="list-style-type: none"> ● Grade -level data walls have been developed and placed in team rooms. Teams use team time weekly to discuss the data represented on the walls and to select appropriate strategies to improve student performance. Furthermore, student data tracking is being implemented in all classes on a biweekly basis. This school-wide initiative promotes 	<p>IN Conditions</p> <ul style="list-style-type: none"> ● Report card accountability disaggregation presented and provided to IDOE at first monitoring visit ● Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> ● Locally developed or IDOE provided ● Academic and Behavior Data ● Subgroups and 	<ul style="list-style-type: none"> ● Each student will have a data binder that will include progress data for each class period. ● Teachers will have a data binder that will include copies of the data sheets for each student in their classes. ● Teachers will submit bi-weekly data pertaining to their classroom student data tracking. This data will be compiled into individual classroom data dashboards. 	<ul style="list-style-type: none"> ● Data binders

	<p>consistency and data comprehension by both students and teachers. Student data statements have revealed that the students understand their personal needs, and have facilitated goal development to achieve personal growth.</p> <ul style="list-style-type: none"> ● We are tracking student achievement and growth on the Acuity Readiness assessments. More specifically, we are tracking the number of students in ranges 3 and 4 on each test. ● We have developed a focus calendar based upon Acuity results that helps target our interventions based upon the greatest needs of our students. 	<p>subpopulations</p> <ul style="list-style-type: none"> ● Parental Involvement Focus <p>Outreach Coordinator's Recommendation (May 2015)</p> <ul style="list-style-type: none"> ● Continue to refine/implement a clear and consistent data review/meeting protocol. ● Develop consistent instructional practices based upon needs of the school. 	<ul style="list-style-type: none"> ● The principal and data coach will review data dashboards to monitor consistent instructional practices based upon the needs of the students. ● Continue the practices initiated in 2014-15. <ul style="list-style-type: none"> ○ Acuity Focus Calendars ○ Data Walls ○ Data Dashboard discussions in meetings 	
<p><i>Comprehensive instructional reform strategies</i> - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN</p>	<p>All teachers were provided with ongoing high-quality job-embedded professional development through systematic efforts that included reading, writing, math, and data/engagement coaches. Reading, writing, math, and data/engagement coaches worked daily alongside classroom teachers. The reading coach provided expertise in effective comprehension strategies for</p>	<p>Outreach Coordinator's Recommendation (May 2015)</p> <ul style="list-style-type: none"> ● Continue to refine/implement a clear and consistent data review/meeting protocol. ● Develop consistent instructional practices based upon needs of the school. 	<p>In 2015-16, the coaches will continue their classroom modeling and enhance their use of the research-based components of good teaching. Coaches will facilitate professional development conversations about the good teaching components to continue to support a strong climate of teaching and learning excellence.</p>	

<p><i>Turnaround Principle 5)</i></p>	<p>students with texts from a variety of genres and subject areas. The writing coach modeled the writing process in both core and career and technology areas using components of 6 Traits that are aligned closely with the ISTEP+ writing rubric. The math coach worked alongside math teachers to assist students in applying knowledge through multiple ways, including problem solving. The coaches studied the work of Marzano Laboratory and began to incorporate the elements of good teaching into classroom practices.</p>			
<p><i>Increasing learning time and creating community-oriented schools</i> <i>-Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p><i>(a) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p><i>(b) Instruction in other subjects and enrichment activities that contribute to a</i></p>	<ul style="list-style-type: none"> ● The intervention we selected to address our root cause was to provide targeted enrichment and intervention during our advisory period, focused remediation by means of Acuity tutorials after school, before and after school READ Live. ● We have seen some improvement from Acuity Readiness 1 to Acuity Readiness 3. The interventions are allowing us to meet the individual needs of our students, especially students falling in range 1 and 2 	<p>IN Conditions</p> <ul style="list-style-type: none"> ● Utilization and analysis of extended learning data ● Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> ● Activities ● Staffing ● Transportation ● Academic subjects covered ● Details of any partnerships, vendors, or external partners 	<ul style="list-style-type: none"> ● Incoming 6th grade students will be able to attend the Math Magic/Writing Wonders summer program for the three weeks following the end of the school year. ● Through Title 1, students will have the opportunity to attend summer school for the two weeks before the beginning of the academic year. ● Before and after school tutoring, and READ Live and Aleks labs are in place to service students outside of the regular school day. ● Students will have continued educational 	

<p><i>well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></p> <p><i>(c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p><i>(IN Turnaround Principle 7)</i></p> <p>Required</p> <ul style="list-style-type: none"> • Provide increased learning time for students [as defined above in (a) and (b)] • Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)] 	<ul style="list-style-type: none"> ● Teachers are becoming more proficient at analyzing data and modifying instructional plans to ensure that student needs are met. Specifically, teachers are beginning to align Acuity data with instruction through the development of Focus Calendars. ● Having a reading, two writing, a math, and a data coach supporting students and teachers in ELA and Math is a strength. Our coaches observe classroom instruction, conference with teachers and model instructional strategies that are linked directly to needs found through analysis of Acuity and other data. <p>We have experienced some weaknesses. These include:</p> <p>Weakness # 1: Although every parent whose child was targeted as needing to attend our Focused Remediation was very supportive initially, the support waned over time allowing student attendance to become inconsistent.</p> <p>Weakness # 2: A comprehensive Data Protocol was not implemented until late in the school year. As a result,</p>		<p>experiences during school breaks through our School Break Literature Program and Young Hoosier Book seminars.</p> <ul style="list-style-type: none"> ● Students are able to participate in theater and african drumming through a partnership with Indiana State University. ● Students will be able to participate in our Focused Remediation after school program centered around Acuity tutorials. ● Weekly professional development will be conducted during team meetings. ● Monthly vertical articulation meetings will take place after school the school year. 	
--	---	--	---	--

	implementation of the Data Protocol process is a work in progress as we work towards proficiency.			
<i>Increasing learning time and creating community-oriented schools -Providing ongoing mechanisms for family and community engagement (IN Turnaround Principle 8)</i>	<ul style="list-style-type: none"> ● Monthly Parent events will take place during the school year. <ul style="list-style-type: none"> ○ Dinner & Data ○ community fair ○ parent/teacher conferences ○ music nights 		<ul style="list-style-type: none"> ● Monthly Parent events will take place during the school year. <ul style="list-style-type: none"> ○ student orientation ○ two data nights ○ community fair ○ science fair ○ parent/teacher conferences ○ music nights ○ Scottie Pride Night 	
<i>Providing operational flexibility and sustained support a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i>		<p>IN Conditions</p> <ul style="list-style-type: none"> ● LEA must provide the principal: <ul style="list-style-type: none"> ● control over people, time, program, and dollars ● an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner ● LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> ● Defined district role in the school SIG planning process 	<p>Principal will collaborate with designated central office SIG member on flexibility and control of the school improvement initiative.</p> <p>The principal will update the school Board two times per year.</p> <p>The VCSC will monitor the grant through a monthly meeting with principal and lead coaches.</p> <p>Director of Secondary, Stacy Mason and Director of Title I, Christi</p>	

		<ul style="list-style-type: none"> ● Designated Central Office staff member to be part of the SIG process ● Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation ● Monthly Monitoring of SIG Programming and Implementation ● Evaluation System for Programming and Implementation of SIG ● Data Review Plan ● Special Populations Review Plan ● Fiscal Monitoring Plan ● Timeline and Responsible Parties for all above plans 	<p>Fenton and Karen Goeller, Deputy superintendent will be designated as Central office staff members overseeing the grant.</p> <p>The VCTA has committed to support the SIG grant.</p> <p>Central Office staff will participate in monthly meeting at Sarah Scott and all DOE/SIG visits.</p> <p>Data will be reviewed by the SIG team and staff members during monthly meetings to evaluate and modify the plan for better implementation. During those meetings funding will be monitored and data used to determine needs of special populations.</p> <p>Timeline: The last Friday of each month will be set aside for review of the SIG plan. Members include: Stacy Mason, Christi Fenton, Scotia Brown, Danny Tanoos, Karen Goeller, Donna Wilson,</p>	
--	--	--	---	--

Part 5: Outcome Artifact

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

Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an "Outcome Artifact" and how this will be aligned to your grant and the key area.

We produced a powerpoint slideshow during the 2014-15 school year. Highlights included writing measurable objectives, displaying focus walls, implementing differentiated instructional strategies, flexible grouping, etc. Our goal will be to produce another powerpoint slideshow including pictures of weekly professional development sessions, extended day opportunities, data protocol implementation, parent/community involvement events, etc.

(We have provided a link to our powerpoint from the 2014-15 school year. It is our goal to produce a new powerpoint for the 2015-16 school year.)

[Teach Like A Pirate](#)

Part 6: Budget

Complete the following budget worksheet for SY 2015-2016 (the yearly budget as would be completed in the application system).

Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

The original school budget has been included with the renewal application for reference.

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	187,482.81		91,411.88								278894.69
21000	Support Services - Student											
22100	Improvement of Instruction (Professional Development)					10,000.		10,680.76				20,680.76
22900	Other Support Services											
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation											
33000	Community Service Operations											
60100	Transfers (interfund)											
	Column Totals	187,482.81		91,411.88		10,000.		10,680.76				299,575.45

											Total Cost _____	

Please also provide an explanation as to how you will use the funds that have been allocated on the budget.

<u>Supplies</u>	<u>Property: Technology</u>
<u>Property: Equipment</u>	<u>Other Purchase Services (Travel, Communications)</u>
	Smeckens Training
<u>Professional Services</u>	<u>Staffing</u>
Kelly subs provide release time for teachers for classroom visits and School improvement meetings.	