



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant
2015-2016 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	Career Academy South Bend	Corp #	9880		
School	Career Academy High School	School #	7564		
Superintendent Name	Paul Schlottman	Email	pschlottman@careeracademysb.com		
Title I Administrator Name	Lydia C. Jagger	Email	ljagger@careeracademysb.com		
Principal	Lydia Jagger	Email	ljagger@careeracademysb.com		
Mailing Address	3801 Crescent Cr.	City	South Bend	Zip Code	46628
Telephone	574-299-9800	Fax	574-288-6125		
Total Funding Request					

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

1003(g) LEA application released	May 27 th , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 th at 2 pm May 29 th at 10 am
Open calls for prospective schools	June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm
Technical assistance for prospective schools	June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm
LEA applications due	July 7 th , 2015
Preliminary award notification	August 12 th , 2015

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
- 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 (only need to check if school is choosing RESTART model)
- 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 (n/a for charter schools)
- 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.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).

- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

The LEA must check each waiver that the LEA will implement

"Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)

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

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- 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: July 3, 2015

Title I Administrator Signature:  Date: July 3, 2015

Principal Signature:

Paul C. Jasser

Date: July 3, 2015

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Paul Schlottman	Superintendent
Lydia C. Jagger	Principal
Renee Manno	Curriculum Director/Administrator
Rachell Davis	Director of Special Education
Jesse Whitaker	Social Worker
Sarah Fine	Director of Student Services
Alex Hammel	Director of CTE
Lea Ann Solberg	Guidance Counselor
Chad Roggow	7 th & 8 th Teacher
Brad Smith	ELA Teacher

Scott Eckert	Algebra I Teacher
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Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Student/Parent/Faculty Forum	5/7/15	3	8	3	0	0	4	Discussion as what this 1003g grant consist of and what must happen
Staff members	5/20/15	1	9	4	0	0	0	What information is needed to complete this application
Student/Parent /Faculty Needs	6/3/15	4	10	3	0	0	3	Discussed what must be completed to apply for this 1003 g SIG

Describe process and comments from Family and Community Input:

- How and when was information shared?
- What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input	
Family	CASB has a PTO parent in the school every day which works with our students and parents daily. From the PTO meetings to the constant communication among parents and teachers during their PLC meetings with parents and students, the parents and families are informed of the daily activities of the school's policies and procedures. Families/parents meet monthly with the superintendent to discuss the vision of the school. The SIG grant was been shared and feedback from the parents such as the importance of using data to address student's needs.
Community	CASB board meetings is where information has been shared about the SIG grant and suggestions have been heard and addressed within the grant application. Community members want to work with the school to offer any assistance it can to make sure the students and school is successful. There are many community partnerships that assist financial as well as working with the students and staff as guest speakers and tours od their businesses.

Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed

Schools to be Served by LEA – ALL schools who qualify must be listed				
Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Career Academy High School	9-12	P	Transformational	Due to the our special education population and our student enrollment, many of our students are coming to the Career Academy at least two grade levels below where they should be. Our students need more 1:1 interventions to make sure they are being successful and mastering the learning standards.

Part 4: Needs Assessment and Goals

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 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 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	47.4%	42	HIGH- (In comparison State wide school failure rates.) Has not received rigorous instruction that would yield better results on standardized assessments.	50%	55%	60%	65%	70%
African American	30%	9	High- Primary previous education from "D" and "F" rated schools based on ISTEP+ and ECA achievement goals. Comparable to the school's rate- This group is reflective of the school's overall population.	35%	40%	45%	50%	55%
Asian/Pacific Islander	N/A							
Hispanic	Suppressed		High- Primary previous education from "D" and "F" rated schools based on ISTEP+ and ECA achievement goals.	35%	40%	45%	50%	55%
White	62.2%	28	Medium – primary previous education from "D" and "F" rated schools based on ISTEP+ and ECA achievement scores.	65%	68%	70%	73%	75%
Students with Disabilities	25%	3	HIGH- Has not received the wraparound support needed to meet the rigorous State assessments.	30%	35%	38%	40%	42%
LEP	54.3%	25	MEDIUM- Subgroup is limited to make an accurate assessment.	56%	58%	60%	62%	65%
Free/Reduced Lunch	32.1%	9	MODERATELY HIGH- This group is reflective of the school's overall population.	35%	38%	40%	42%	45%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A		8	25%	30%	35%	40%	45%

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 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	24.6%	16	HIGH- (In comparison State wide school failure rates.) Has not received rigorous instruction that would yield better results on standardized assessments.	30%	35%	40%	45%	50%
African American	7.1%	1	MODERATELY HIGH- This group is reflective of the school's overall population.	10%	15%	20%	25%	30%
Asian/Pacific Islander	N/A							
Hispanic	25%	3	High- Primary previous education from "D" and "F" rated schools based on ISTEP+ and ECA achievement goals	28%	30%	35%	38%	40%
White	29.4	10	Medium – primary previous education from "D" and "F" rated schools based on ISTEP+ and ECA achievement scores.	35%	38%	40%	45%	50%
Students with Disabilities	0	0	HIGH- This group did not receive the wraparound support needed to meet and/or exceed state standards.	20%	23%	28%	30%	32%
LEP	27.9%	12	MEDIUM- Subgroup is limited to make an accurate assessment.	30%	32%	35%	38%	40%
Free/Reduced Lunch	18.8%	3	MODERATELY HIGH- This group school's overall is reflective of the population.	20%	23%	25%	28%	30%
HS required - % of non-passers of ECA who pass by 12 th grade	N/A			25%	30%	35%	40%	45%

Complete the table below for each available subgroup that did *not* pass in English/language Arts and/or mathematics.

This section identifies the school's needs assessment and goals – there is not a "required" number of subgroups which should be designated as "High, Med, Low" Risk.

Complete the table below for your overall student population.

Overall Achievement	BASELINE	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
	SY 2014-2015	Goal	Goal	Goal	Goal	Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	SY 2013-14 64%					

Percent of students proficient on ISTEP (ELA) (3-8)	SY 2013-14 67.1%					
Percent of students proficient on ISTEP (Math) (3-8)	SY 2013-14 61.1%					
Percent of students proficient on IREAD (Spring Test Only) (3)	N/A					
10 th grade ECA pass rate (English 10)	56%	62%	65%	68%	70%	72%
10 th grade ECA pass rate (Algebra I)	48%	55%	58%	60%	62%	65%
Non-Waiver Graduation Rate – HS only	49%	65%	68%	70%	72%	75%
College enrollment rates – HS only	10%	20%	22%	23%	24%	25%

Leading Indicators

BASELINE
SY 2014-2015

SY 2015-2016
Goal

SY 2016-2017
Goal

SY 2017-2018
Goal

SY 2018-2019
Goal

SY 2019-2020
Goal

1. Number of minutes within the school year that students are required to attend school	102,600	102,600	102,600	102,600	102,600	102,600
2. Number of daily minutes of math instruction	110	110	110	110	110	110
3. Number of daily minutes of EL/A instruction	110	110	110	110	110	110
4. Dropout rate – HS only	<5%	<3%	<2%	<1%	0	0
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	90%	92%	92.5%	93%	93%	94%
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	N/A
7. Number of students completing dual enrollment classes – HS only	10%	15%	20%	30%	35%	40%
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	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 	LSY LSD SS	LSY LSD SS	LSY LSD SS	LSY LSD SS	LSY LSD SS	LSY LSD SS
10. Discipline incidents – number of suspensions and/or expulsions	212 suspensions 8 expulsions	195 5	185 4	175 3	170 2	160 1
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	25	20	20	15	10	10
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].)	3- HEF 26- EF 3- IMP 2- IN	8- HEF 26- EF 1- IMP 0- IN	10- HEF 22- EF 1- IMP 0- IN	13- HEF 23- EF 1- IMP 0- IN	14- HEF 26- EF 0- IMP 0- IN	15- HEF 26- EF 0- IMP 0- IN
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	90%	91%	92%	93%	94%	95%

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. Each area should be tied back to data above and address the subgroup needs identified.

Instructional Programs	
LEA analysis	The Career Academy has a trial offer to use Math XL with all students that are struggling in math. . Although, teachers make decisions about curriculum and instruction based on Indiana Academic Standards and the resource they have. Acuity and NWEA was selected for the assessment tool for English and math this school year. Besides this, there are no other instructional intervention programs or common assessments in place.
Justification for Selected Interventions (include alignment to model chosen)	The Career Academy is moving to 21 st Century Instruction with the blended learning model (teacher and computer-based instruction) and Project Based Learning. This model will work with our population of students because it will keep them engaged. It is also beneficial to the teachers because blended learning makes differentiated instruction easier to accomplish and more effective while PBL assist the students in higher level thinking and hands- on projects. Using the Acuity and NWEA results has helped our teachers address students' need. The Scholastic Read 180 and Math 180 are data-driven, research-based and reading-focused. These will help tremendously with improving reading comprehension and literacy. Furthermore, both programs offer pre and post-assessments based on the standards that were taught.

School Leadership	
LEA analysis	A new principal was staffed at the Career Academy for this school year. The principal has been granted the operational flexibility that is necessary to ensure student success. The principal will have more flexibility in hiring, financial management, and other operations of the school. In particular, the principal will be able to address low teacher effectiveness ratings and low attendance.
Justification for Selected Interventions (include alignment to model chosen)	With the Transformational model, the principal would be allowed to build a robust recruitment, hiring and selection process, in conjunction with the LEA to staff quality teachers and staff members that can improve instruction across the board. Furthermore, the LEA will allow the principal more management over the school budget so that funds are allocated for instructional purposes foremost. The principal has proven to work with the team to make the necessary changes to turnaround the school and demonstrate student's mastery of their learning.

School Infrastructure

LEA analysis	Career Academy Leadership needs significant infrastructure additions and changes for the following reasons: 1) The principal needs to devote 75% of his/her time to instruction. 2) A culture of college and career readiness does not exist as evidenced by low test scores and dual credit participation. 3) Teachers can receive adequate support in operational tasks and other non-instructional tasks so that they can focus solely on improving classroom environment and instruction.
Justification for Selected Interventions (include alignment to model chosen)	Research shows that successful schools have removed the operational management component from principal duties. The principal oversees the curriculum, assessment and instructional components of the school. The presence of an Instructional and Data Coach can transform school culture to help teachers and students deliberately plan to address the areas that need improvement to ensure that mastery of learning for all students.

Part 5: Selection of Improvement Model

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

X Transformation Turnaround Early Learning Whole School Reform Restart Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

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

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>The CASB met and looked at data to choose what model would work best to transform our school and met the necessary achievement goals, With such young teachers that are energetic, young, and impressionable, the team wanted the teachers to have a strong leader to help them grow professionally and so the transformational model was more attractive for our school.</p>	<p>Looking at the data our overall group of students receiving a 60% pass rate was non-existent on any portion of the ISTEP+ and ECA assessment exams.</p>	<p>CASB is committed to making significant changes on how the classroom and building operates. A rigorous and coherent standards based curriculum will be implemented to align the assessment system that will address the student's needs that are demonstrated in their test results.</p>	<p>The recruitment and retention plan has been developed through the leadership of our Human Resources department to address staffing needs and the staff will have the opportunity to be rewarded for high achievement growth monetarily, professional development and training, and leadership opportunities as a master teacher within the school. An evaluation system has been developed and will be implemented to support teacher growth and student achievement in the classroom. Teachers will receive 9 full days of professional development throughout the 2015-16 school year, as well as 8, three hour professional developments. All teachers will participate in a Professional Learning Community each day. Our social worker will implement programs within CASB and the community to promote social-emotional and community support. The CASB Student Support Director will implement and oversee and effective Positive Behavior Intervention and Support (PBIS) system to improve behavior and</p>

			culture throughout the school building.
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Describe how the model will create teacher, principal, and student change.

The principal will be in place for the implementation of this SIG grant and will remain in place for the Transformation; however, the transformation will allow the principal the flexibility that is necessary to enact school-wide changes and focus on overseeing the instruction, curriculum and assessment pieces of the school. With more flexibility, there is more responsibility on the principal's end to ensure that school culture is transformed and that effective monitoring processes are in place to ensure that all plans are implemented with fidelity, including professional development and coaching surrounding the teacher evaluation system. The implementation of a reading and math intervention program which will constantly use assessments and professional development surrounding data-informed instruction.

The Career Academy will recruit highly qualified, effective teachers. Furthermore, the consistent professional development and collaboration will enable teachers to be coached daily and receive feedback, use assessments to plan and deliver instruction. This model will also assist with establishing an environment of operational excellence where teachers spend less time on tasks that pull them away from instruction. A recruitment and retention plan has been developed through leadership of CASB Human Resources department to address staffing needs. Staff will have the opportunity to be rewarded for high achievement growth monetarily (increased salary and bonuses), graduate level courses, professional development and training, and leadership opportunities as a master teacher within the school.

Change begins in the leadership (Marzano and Kendall, 2000), then works its way to the faculty and finally the students. The transformational model provides an opportunity for leadership to show, through infrastructure changes, curriculum changes, schedule changes, and staff changes a new mission of educational excellence which is furthered through a collaboration of professional learning communities (DuFour, 2010). Students will be held to higher standards because staff will be held to higher standards. Students will see and understand the new culture because rules, procedures and regulations will be different and all point toward college and career-readiness.

Part 5a: Selection of Improvement Model – SMART GOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).
These goals will drive your entire grant.

SMART Culture Goal

The Career Academy will implement the Response-to-Instruction process. Students will be exposed and taught the school wide positive behavior support to monitor their own learning and behaviors. 80% of all students will be in Tier I for positive support from teachers and staff.

SMART Academic Goal

ELA Academic Goal

All 10th graders will have a 65% pass rate on the English 10 ECA and the 10th graders will show an increase in growth of 20% from the 8th to the 10th grade.

Math Academic Goal

All 10th graders will have a 60% pass rate in Algebra I ECA and the 10th graders will show an increase in growth of 20% from 8th to 10th grade.

Other Academic Goal (optional)

CASB will increase graduation rate for 2015-16 to 50%.

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.
Please be sure you complete the APPROPRIATE model Planning Year.

CLOSURE Planning/Implementation Year – SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
District Needs Assessment of <i>higher achieving</i> buildings and building capacity Maintaining Culture		Phase one (1 st quarter)		
Student, Parent, and Community Outreach Staff Outreach		Phase two (2 nd quarter)		
Leadership Development Instructional Goals Maintaining Culture		Phase three (3 rd quarter)		

Student, Parent, and Community Outreach Enrollment Process		Phase four (4 th quarter)		
Closure of Building		Phase five (summer 2016)		

RESTART Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture		Phase one (1 st quarter)		
Effectiveness of staff and recruitment/ retainment of staff Professional Development		Phase two (2 nd quarter)		

Principal Changes and Flexibility Instructional Programs Professional Development		Phase three (3 rd quarter)		
Building Culture Family and Community Engagement		Phase four (4 th quarter)		
Effectiveness of staff and recruitment/ retainment of staff Instructional Programs Professional Development		Phase five (summer 2016)		

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture	In preparation for the grant implementation the principal was replaced at the conclusion of the 2014-2015 school year. The principal has been a highly effective principal that has a proven track record of success with the transformational model and implementation of the model. The principal's flexibility in instructional planning and support such as lesson plans and curriculum mapping is a must and must be supported by the superintendent.	Phase one (1 st quarter)	Principal has been replaced for 2015-16 and will support the teachers as needed in the classroom and with instruction strategies.	None

<p>Effectiveness of staff and recruitment/ retainment of staff</p> <p>Professional Development</p>	<p>All previous staff members have remained on board through the pre-implementation process; however, administration has implemented a robust, observation and feedback schedule to give teachers the proper support and coaching necessary to yield successful results. These daily observation and feedback sessions also gave administration an accurate account of the effectiveness of each teacher</p>	<p>Phase two (2nd quarter)</p>	<p>Staff will receive the necessary support, materials, and professional development to be successful. Staff will also receive a bonus at the end of each semester for good performance and their teacher effectiveness on student growth.</p>	<p>\$25,000 for PD \$100,000 teacher stipends</p>
<p>Principal Changes and Flexibility</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>In the pre-implementation year, we have to select as an assessment tool to provide accurate data point and indicate student deficiencies in advance so that teachers can use data to inform their classroom instruction. Additionally, we have doubled block all ELA and math classes with a lab.</p> <p>More consistent, job-embedded, data-driven professional development was offered to teachers during this school year. A professional development schedule was devised and trainings selected based on information that school and student data provides. While certain professional development topics were pre-determined, the schedule offered flexibility for change based on needs that were identified by teachers and/or administrators.</p>	<p>Phase three (3rd quarter)</p>	<p>Hiring an instructional coach will assist all teachers with literacy skills and curriculum mapping to make sure that all standards are being taught and mastered by all students. Data coach will assist all teachers in using the data to drive their instruction and how to adjust their curriculum to meet the students needs.</p>	<p>\$65,000 x 2 = \$130,000 For an instructional and data coach</p>
<p>Building Culture</p> <p>Family and Community Engagement</p>	<p>Three major commitments that must occur during the 2015-2016 pre-implementation year:</p> <ol style="list-style-type: none"> I. The Student Information Logging System (Harmony) was implemented to promote communication between 	<p>Phase four (4th quarter)</p>	<p>The hiring of a parent liaison is important to CASB to make sure that families are communicated with and have a voice in the development of the school's policies and procedures.</p>	<p>\$25000</p>

	<p>staff members and administration and provide several data points for student behavior, instruction, and attendance supported with the SIG 1003(a). Teacher log truancy and attendance data, daily behavior data and learning/instructional data . Although it is usually qualitative data, it assists in student interactions and indicating student patterns for counselors and social workers.</p> <ol style="list-style-type: none"> 2. The principal and school leadership team established a classroom environment rubric providing specific guidelines to make the classrooms, halls and offices productive learning environments. Guidelines are monitored through weekly observations by the administration team. 3. The Danielson tool for coaching was implemented and provided clear guidelines for improvement in school culture. Specifically, domains 2 and 3 (environment and instruction, respectively) were the focus of the coaching this school year. The principal and assistant principals conducted daily observations and monthly professional development workshops to help teachers in these domains. <p>Parent communication must improve markedly during the pre-implementation year. School leadership has urged teachers to contact parents every two weeks with a report and log the communication (or communication attempt) in the Student Information Logging System (Harmony). In</p>		<p>Parents will also be trained in using the students information system so that they can monitor their child's progress.</p>	
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	addition to parent communication from teachers, a monthly parent newsletter from administration was created for distribution. Finally, a Parent Resource Coordinator will be hired to dedicate more specialized attention to engaging parents in school affairs.			
Effectiveness of staff and recruitment/ retainment of staff Instructional Programs Professional Development	CASB will continue to require all teachers to attend the necessary professional development provided each summer.	Phase five (summer 2016)	Teachers will receive training in PLTW, PBL, and curriculum mapping	\$18,000

Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the 3-year implementation plan. EACH principle in the “guidance document” MUST have action steps, person(s) responsible, implementation pieces for each year, and budgeted items – all REQUIRED FEDERAL PIECES and IN CONDITIONS must be included in this section. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation.

Please see the “guidance document” for required federal pieces, IN conditions, samples, details, and more information.

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
<i>Replace the principal and grant the principal operational flexibility.</i>	Administrative Team	The new principal has been deemed highly effective and capable of implementing the strategies associated with a successful turnaround of a failing school. The superintendent has agreed that the new principal will remain in this position.	Based on LEA's recommendations from the Year 1 feedback, Principal will continue to exercise operational and financial flexibility while showing improvement in necessary areas.	The principal's performance will be evaluated based on progress toward the school improvement goals to determine retention or replacement. Principal will continue to exercise operational flexibility and make changes based on previous year's feedback.	None
<i>Measure the effectiveness of current staff; screen existing staff</i>	Principal Human Resource Director	Set clear expectations for instruction and school protocols, providing daily observations and immediate feedback. Additionally, the principal and teacher leaders will develop the criteria and rubric which will be used to hire and retain teachers.	Principal and administrative team will continue daily observations of teachers and provide immediately feedback.	Administrators will continue daily observations and feedback sessions with teachers as it relates to the teacher effectiveness model. Monthly or bi-weekly professional development will be offered. Teacher evaluation ratings and student achievement data will be used to determine teacher retention.	None
<i>Implement strategies to recruit, place and</i>	Administrative Team	Use the Student Data from PIVOT so that	Create an incentive program to promote	Continue to implement the staff incentives to	\$300,000

<i>retain staff (financial incentives, promotion, career growth, and flexible work conditions</i>		teachers and administration can collaborate for student improvement.	collaboration, learning opportunities and leadership opportunities for faculty to grow professionally and have career opportunities within the school and district.	promote high rates of attendance, collaboration and open leadership opportunities.	
<i>Provide high quality, job-embedded professional development</i>	Administrative Team Scholastic	Create a coherent professional development plan which addresses the teacher needs based on teacher observation data and student achievement results.	Begin professional development based on areas of need and improvement as determined by data from the previous year. Make various changes to ensure teacher success in the classroom.	Continue to provide professional development based on previous teacher observation data and previous data connected to the school culture and academic goals.	\$75,000
<i>Adopt a new governance structure</i>	Administrative Team Principal Scholastic	Adopt a transformational structure and work in conjunction with the LEA to monitor goals. Hire effective principal with a track record of success in transformational schools.	Based on recommendations from the previous year continue under the transformational model and make adjustments based on feedback.	Continue under the transformational oversight and structure making changes as deemed necessary.	None
<i>Provide social-emotional and community-oriented services/supports</i>	Principal College and Career Specialists Parent Specialists Behavior Specialist	Establish outside partnerships with faith based and health organizations, community agencies, university partners and external providers that will help Career Academy achieve its academic and school culture, school culture and community goals set for the year.	Based on previous year's feedback, decide whether to continue in partnership with Scholastic and secure partnerships with at least two more community organizations.	Continue with community partnerships and established at least three new partnerships for student services and supports.	\$25,000 parent Liaison

Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership <i>Replace the principal and grant principal operational flexibility</i> Maintaining Culture	If principal has shown substantial success, principal will remain in place and continue to make adjustments based on previous year's data associated with the school improvement goals. Principal District	Phase one (1 st quarter)	Principal has been replaced for 2015-16 and will support the teachers as needed in the classroom and with instruction strategies.	None
Effectiveness of staff and retainment of staff <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50</i>	Administrators will continue to offer professional development, daily observations, and daily feedback sessions. All new staff will proceed through a robust process of selection before hiring and will participate in	Phase two (2 nd quarter)	Staff will receive the necessary support, materials, and professional development to be successful. Staff will also receive a bonus at the end of each semester	\$25,000 PD \$100,000 teacher incentives

<p>percent; select new staff</p> <p>Professional Development</p>	<p>job-embedded professional development. Teachers who do not obtain high ratings in the teacher evaluation model will not be retained.</p> <p>Administrative Team</p>		<p>for good performance and their teacher effectiveness on student growth.</p>	
<p>Leadership</p> <p>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions</p> <p>Instructional Programs</p> <p>Professional Development</p> <p>Provide high quality, job-embedded professional development</p>	<p>Administrators will continue to support the incentive program to create leadership and collaboration opportunities.</p> <p>Administrative Team</p> <p>Administrators will continue to plan professional development to meet teacher needs and address student skill deficiencies.</p>	<p>Phase three (3rd quarter)</p>	<p>Staff will receive the necessary support, materials, and professional development to be successful. Staff will also receive a bonus at the end of each semester for good performance and their teacher effectiveness on student growth</p>	<p>\$65,000 x 2= \$130,000</p> <p>For an instructional and data coach</p>
<p>Maintaining Culture</p> <p>Family and Community Engagement</p> <p>Provide social-emotional and community-oriented services/supports</p>	<p>The school will continue to foster partnerships and secure new partnerships, which engage community agencies and their services on behalf of students.</p> <p>Administrative Team</p>	<p>Phase four (4th quarter)</p>	<p>The hiring of a parent liaison is important to CASB to make sure that families are communicated with and have a voice in the development of the school's policies and procedures. Parents will also be trained in using the students information system so that they can monitor their child's progress.</p>	<p>\$25,000</p>
<p>Effectiveness of staff and retainment of staff</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>The school will continue under the same structure and make necessary changes to further progress toward the school improvement grant's culture and academic goals.</p> <p>Administrative Team</p>	<p>Phase five (summer 2016)</p>	<p>Teachers will receive training in PLTW, PBL, and curriculum mapping</p>	<p>\$18000</p>

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – indicate what areas and interventions the district plans to sustain AFTER grant funding, and with what funds the district plans to sustain said interventions.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership Maintaining Culture		Phase one (1 st quarter)		
Effectiveness of staff and retainment of staff Professional Development		Phase two (2 nd quarter)		
Leadership Instructional Programs Professional Development	CASB will continue to employ an Instructional and data coach who will assist in the monitoring of instructional strategies in the classroom while assisting on a consult basis regarding the use of data in daily lesson planning or as instructed by the principal. The instructional and data coach will also continue to update the school's data warehouse for teacher and administrative use,	Phase three (3 rd quarter)	Data will be ongoing used in the classroom observations, outside formal evaluation process, will continue to occur to ensure that differentiated instructional strategies are meeting specific student needs	School Board and founders will fund as needed
Maintaining Culture Family and Community Engagement		Phase four (4 th quarter)		

Effectiveness of staff and retainment of staff		Phase five (summer 2016)		
Instructional Programs				
Professional Development				

Part 6: 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. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.

CASB has been working with Advanc-ed to monitor the school’s process and procedures. The school has collected evidence to address each Advanc-ed standard and will be reviewed by their staff with a visit to CASB scheduled for September. We will be prepared to submit any documentation that you may need. There will be a complete school improvement team from Advanc-ed that will assist all in targeting the school needs for improvement. SIG grant money will be used to provide students and teachers with the necessary programs to address students areas that must improve and assist the students in their mastery of learning.

Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as required, evidence pieces listed below are recommended.

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>Projected Grant Budget</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Resume IDOE Principal's Letter of Assurance for Priority Schools</p>
<p>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.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> 	<p>School Board Meeting Minutes School Board Assurance Letter/Support</p>

<ul style="list-style-type: none"> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>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</i> 	
<p>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.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>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</i> 	Superintendent Assurance/Support Letter
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	No Teacher's Union at all
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	Provide a district hiring process for the SIG grant

<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following required pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>District created monitoring tool</p>
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X		
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		
3. School's SIG plan addresses needs of all students and subgroup populations.	X		
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.	X		
6. District has had one or more findings in one or more of the last three years from			

State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.			
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.	X		
8. District has been in excess carry-over anytime in the last three fiscal year cycles.			

Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider. Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.*

The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

Capacity Task	District Evidence
(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;	Scholastic Reading and Math This intervention will provide remediation in reading and math to increase the student’s Lexile score of each student every year. The partnership will continue through each year through grant and funding. The reputation of this vendor is endorsed and supported nationally by school districts, states and federal resources. The program is overseen within the Title I and Special Education departments.
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	Using the Scholastic program and their proven record will assist our students to help teachers identify the areas of weakness and the lesson can be scripted to these areas that will assist students to master their learning goals.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	LEA has the personnel to implement this program in the English and math classrooms.
(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	There will be an assessment document to assess the impact that the program has on the student’s achievement.

adjusted according to the school's identified needs.	
<p>(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. <i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i></p>	

Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system) – COMPLETE ALL TABS in the spreadsheet (*total funding tab will populate on its own. You do not need to complete this tab.*).

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding – *indicating what areas and interventions the district plans to sustain AFTER grant funding.* Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.

SY 2016-2017		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	130,000		30,000					8500			168500
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	187,000										187000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations	25000		8000								33000
60100	Transfers (interfund)											0
	Column Totals	342000	0	38000	0	0	0	0	8500	0	0	
											Total Budget	388500

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing

0

SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	130000		30000					8500			168500
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)	187000										187000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations	25000		8000								33000
60100	Transfers (interfund)											0
	Column Totals	342000	0	38000	0	0	0	0	8500	0	0	
											Total Budget	388500

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing

0

SY 2018-19		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	130000		30000					8500			168500
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)	187000										187000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations	25000		8000								33000
60100	Transfers (interfund)											0
	Column Totals	342000	0	38000	0	0	0	0	8500	0	0	
											Total Budget	388500

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing

0

SY 2019-20		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	130000		30000					8500			168500
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)	187000										187000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations	25000		8000								33000
60100	Transfers (interfund)											0
	Column Totals	342000	0	38000	0	0	0	0	8500	0	0	
											Total Budget	388500

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing

0

SY 2020-2021 DISTRICT SUSTAINABILITY		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	130000		30000					8500			168500
21000	Support Services Student											0
22100	Improvement of Instruction (Professional Development)	187000										187000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations	25000		8000								33000
60100	Transfers (interfund)											0
	Column Totals	342000	0	38000	0	0	0	0	8500	0	0	
											Total Budget	388500

Supplies	Property: Technology
Property: Equipment	Other Purchase Services (travel, communication)
Professional Services	Staffing

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	520000	0	120000	0	0	0	0	34000	0	0	674000
21000	Support Services Student	0	0	0	0	0	0	0	0	0	0	0
22100	Improvement of Instruction (Professional Development)	748000	0	0	0	0	0	0	0	0	0	748000
22900	Other Support Services	0	0	0	0	0	0	0	0	0	0	0
25191	Refund of Revenue	0	0	0	0	0	0	0	0	0	0	0
26000	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
27000	Transportation	0	0	0	0	0	0	0	0	0	0	0
33000	Community Service Operations	100000	0	32000	0	0	0	0	0	0	0	132000
60100	Transfers (interfund)	0	0	0	0	0	0	0	0	0	0	0
	Column Totals	1368000	0	152000	0	0	0	0	34000	0	0	
											Total Budget	1554000



3801 Crescent Circle
South Bend, IN 46628
Tel. (574) 299-9800
Fax. (574) 288-6125
www.CareerAcademySB.com

Board of Directors Meeting

June 23, 2015, 5:30 p.m.

Career Academy South Bend

3801 Crescent Circle, South Bend, IN 46628

- A. Call to order & Review and Approval of Prior (April) Minutes* – Larry Garatoni
- B. School Operations – Paul Schlottman/ Lydia Jagger/Josh Walker
 - a. School Performance Data Report – Acuity, NWEA, Graduation Rate
 - b. Staff and Personnel Report
 - c. Student Enrollment Report
 - d. Radio and TV Advertising Report
- C. Approval of School Board Restructuring* – Larry Garatoni
- D. Nomination and Approval of New Board Members* – Larry Garatoni
- E. Election of School Board Officers* – Larry Garatoni
- F. Approval of Board Conflict of Interest Form*
- G. EducationOne (Trine) Authorizer Process Update – Charles Loeser/Paul Schlottman
 - a. Introduce Lindsay Omlor from EducationOne
 - b. Approval Process Update
- H. Financial Reports and Projections – Kim Richardson
 - a. Approval of Claims Paid/Banking Detail*
 - b. Approval April and May Financial Statement*
- I. Closing

*Board action required



3801 Crescent Circle
South Bend, IN 46628
Tel. (574) 299-9800
Fax. (574) 288-6125
www.CareerAcademySB.com

Career Academy of South Bend, Inc.
Minutes of Meeting of Board of Directors
April 28, 2015

Directors Present: Thomas Coley, Larry Davis, Larry Garatoni, Tracy Graham, Jinny Longbrake Vivian Sallie, Suzanne Wiwi

Absent: None

Staff Attending: Paul Schlottman, Chad Addie, Kim Richardson, Charles Loeser, others

Larry Garatoni called the meeting to order at 6:25 pm in the conference room at the Success Academy, 3804 Ardmore Trail, South Bend, after a tour of the building (still under construction).

A. Minutes of Prior Meeting. Jinny moved for approval of the minutes of the prior (February 17) meeting, Suzanne seconded, and the minutes were unanimously approved.

B. Trine Progress. Charles said the application to Trine University for a charter for the Success Academy is partially completed and will be filed before the next meeting. There will be a public meeting on the application, conducted by Trine, in early June.

C. School Operations.

I. School Demographics. Paul presented demographics as of Fall 2014 and Spring 2015.

- There were 519 students as of the Fall Count Day and 464 as of yesterday. The drop is not unusual or unexpected: students in South Bend schools are highly mobile, often due to moves for economic reasons. An additional factor is CASB's decision, in order to help build school culture and class cohesion, to allow mid-semester enrollment only in exceptional cases (such as a student suffering from bullying in another school).
- CASB has more male than female students (56%), which Paul suspects may be due to project-based learning being more attractive to boys than girls.
- Roughly two-thirds of students qualify for free or reduced lunch.
- 27% of students receive Special Education services, which is an unusually high rate. Vivian asked why. Paul said the school has a good reputation in the autistic community, and many parents of disabled children are dissatisfied with local schools. Jinny asked if CASB helps disabled children plan for life after high school. Rachell Davis, CASB's Special Education Director, said that planning for transition begins at age 14, and the school works closely with other agencies providing services for the disabled after high school. A CASB staff member who is a parent of disabled children attending the school said she likes the fact that her children are included, with accommodations, in general education classes rather than being in classrooms with only disabled children. Rachell said that's part of the "Least Restrictive Environment" principle which is an important guideline for Special Education services.
- Roughly 51% of CASB students are White, 26% Black, 11% Hispanic, 8% Multi-racial, 1% Asian, 1% Native American.



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- 90% of CASB students are South Bend residents.
2. **Recruiting.** Paul reported that recruiting has gone well, both for experienced teachers and new graduates. Scott Braun will be the assistant principal for SASB. He is currently the principal of Pine Elementary School in Michigan City and previously was assistant principal of New Prairie Middle School in New Carlisle, where in 2012 he was named IASB District 2 Assistant Principal of the Year. For recruiting new graduates, Paul has had many interviews at four major teacher fairs (Loyola, Michigan State, Ball State, and Miami of Ohio). He uses a structured interview method designed to identify candidates who are positive and engaged. Several of the experienced teacher hires have been teachers of the year. Many have done project based learning on their own, without school support. Paul expects that our schools' high level of support for teachers will help in future recruiting. Chad Roggow, CASB's Grade 7-8 Master Teacher, commented he's served as a coach for other teachers in other school's but the role is more meaningful in CASB's system, which he feels contributes to a camaraderie that's a significant attraction to working here. Paul said he plans to continue interviewing until May 22.
 3. **School Resource Officer.** Paul said CASB is the only local high school without a School Resource Officer, i.e., a specially trained police officer to work at the school.¹ Paul believes CASB should have an SRO, and he plans to submit a proposal for Board approval at an upcoming meeting. Indiana has a grant program for SRO funding,² which is relied upon by many schools (funding is relatively certain, unlike discretionary grants). There is a state license required for SROs.
 4. **Portable Computing Resource Project.** Dan Mares and Rachell Davis gave a presentation on CASB's program for more integration of technology with teaching. This does not require a board vote, it's a within-budget cost, but the board should be aware of this initiative. The critical step is training teachers how to integrate the use of PCs in classrooms. Fifty PCs were purchased last month, for use by teachers who have completed the training program (to be taught by staff including Dan and Roger Johnson). More PCs will be purchased as the program progresses but machines are not the key. Most one-on-one programs for distribution of PCs (or other devices such as the Kunos tablets purchased by CASB in 2013) fail due to lack of training: just distributing machines is not helpful and may be a distraction. Jinny asked why not iPads? Dan said iPads are well-suited for receiving content but students need to learn how to create content, for which PCs are better. Paul said SASB will have built-in technology including touch-screen TVs and fiber optic connections in each classroom.
 5. **Athletic Conference Progress.** Mike Poynter, Athletic Director, reported that CASB is working on organizing a middle school athletic conference for private schools and charter schools. Many public schools will not schedule games with charter schools so it's beneficial to associate with other charter schools and private schools. The association will extend beyond athletics, such as for debate and robotics competitions. This will be an informal alliance for the time being.
 6. **Transportation.** Mike explained it's proposed to buy or lease two 14-passenger vans for transportation of teams and for field trips. These are small enough to be driven by staff

¹ SRO definition at Indiana Coe 20-26-18.2-1.

² Indiana Code 10-21-1-1 through 10-21-1-7.



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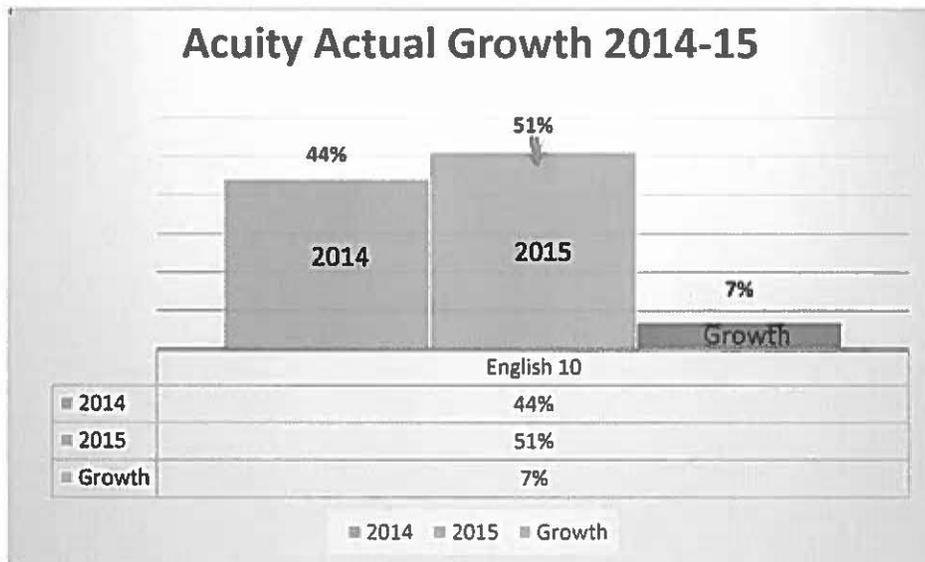
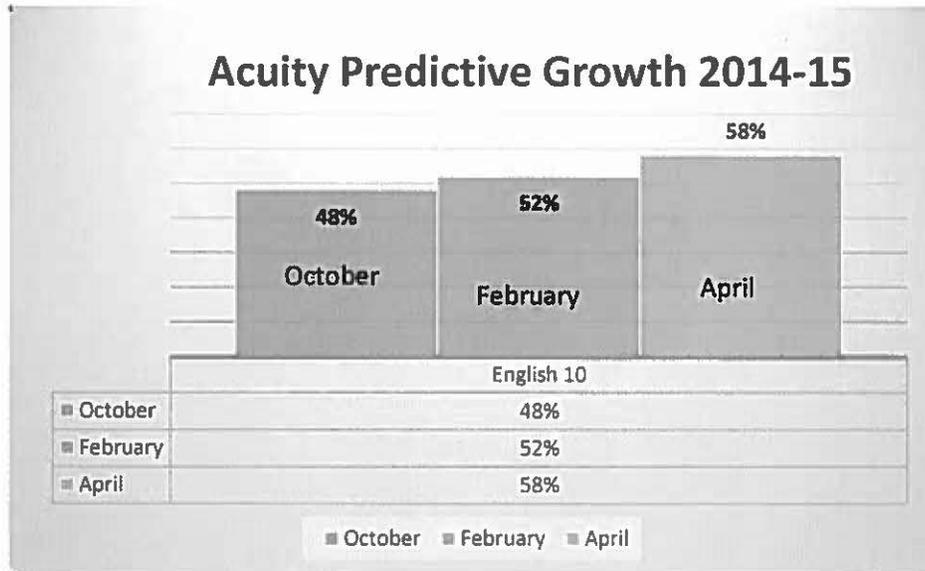
members (no commercial driver license is required). Mike requested that the board authorize the school to buy or lease on terms to be negotiated. Tracy made the motion, Larry Davis seconded, and the motion was unanimously approved.

7. Marketing. Paul explained the relationship with Great River Creative has been terminated and he is seeking another marketing consultant.

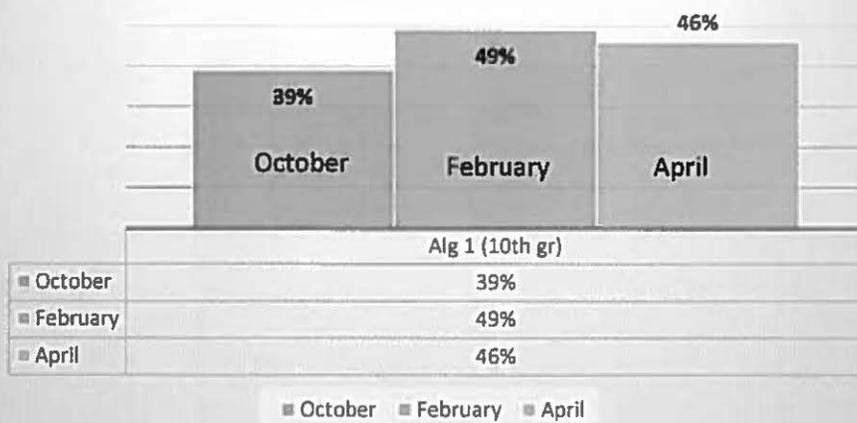
D. Financial Reports. Kim presented the claims paid/banking detail report for February 10 through April 21 and the financial statements for February and March. Tom moved that the financial reports be approved, Larry Davis seconded, and the motion was unanimously approved.

The meeting was adjourned at 7:55 pm.

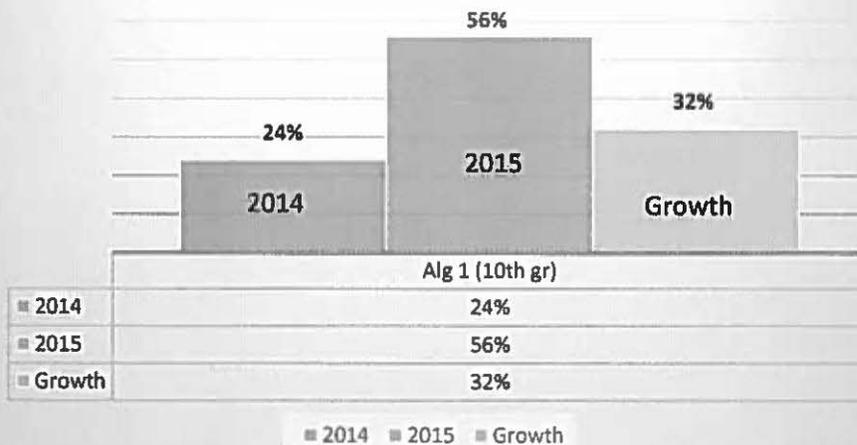
Vivian Sallie, Secretary



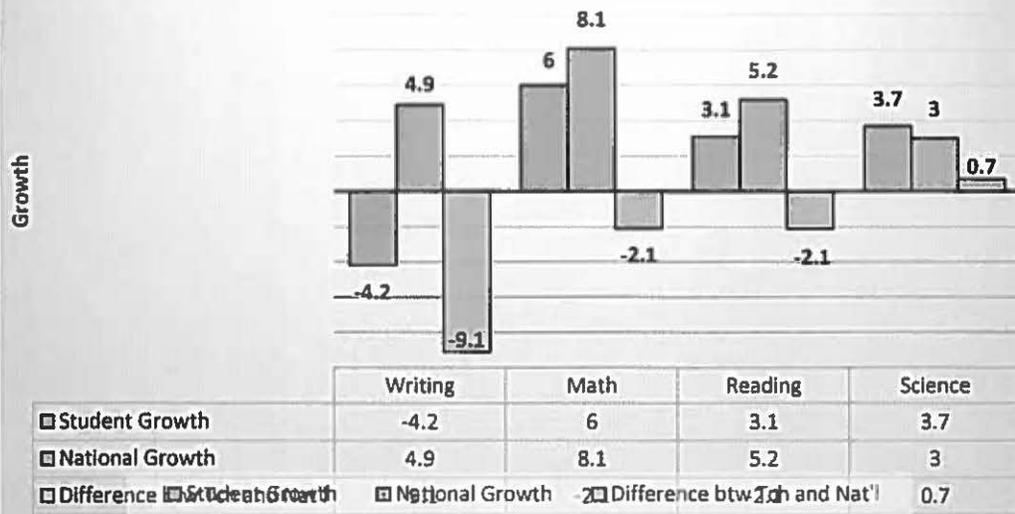
Acuity Predictive Growth 2014-15



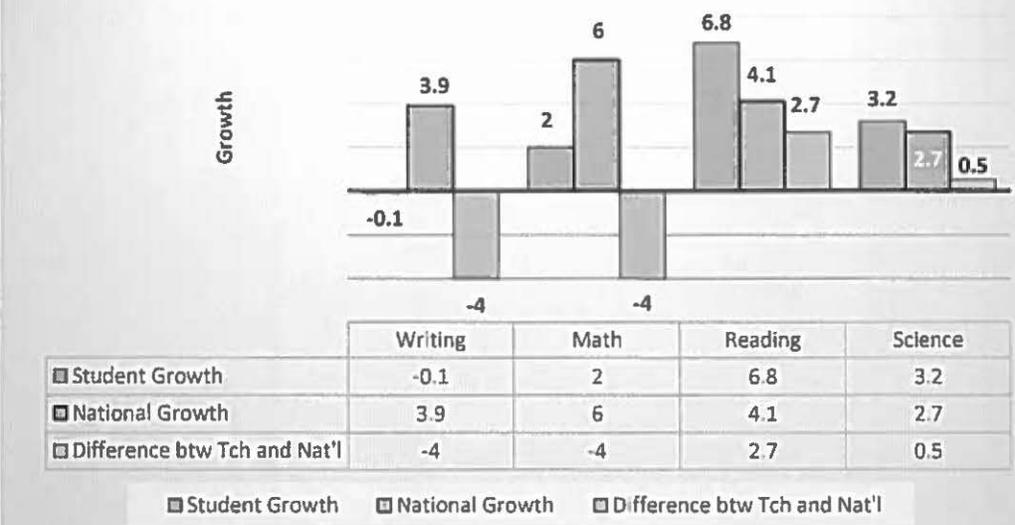
Acuity Actual Growth 2014-15



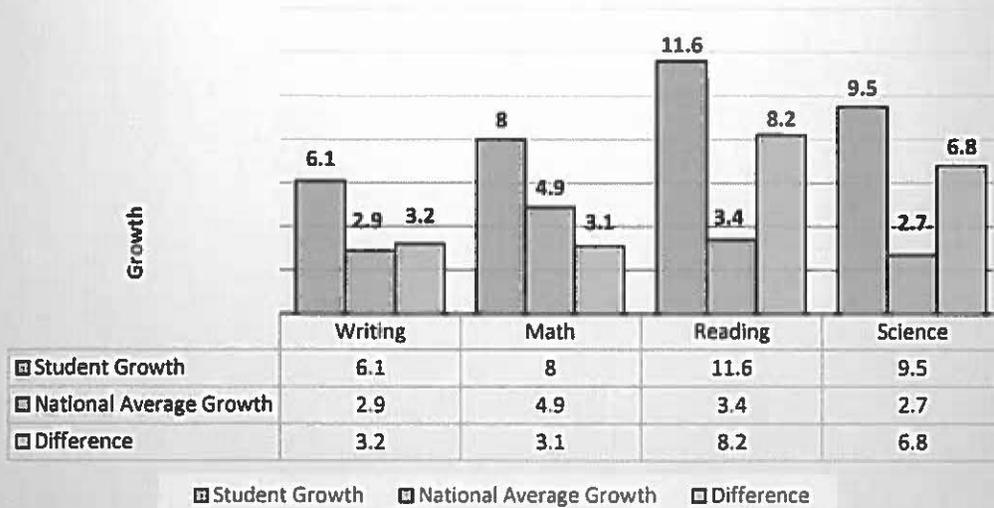
Grade 5 NWEA Growth 2014-15



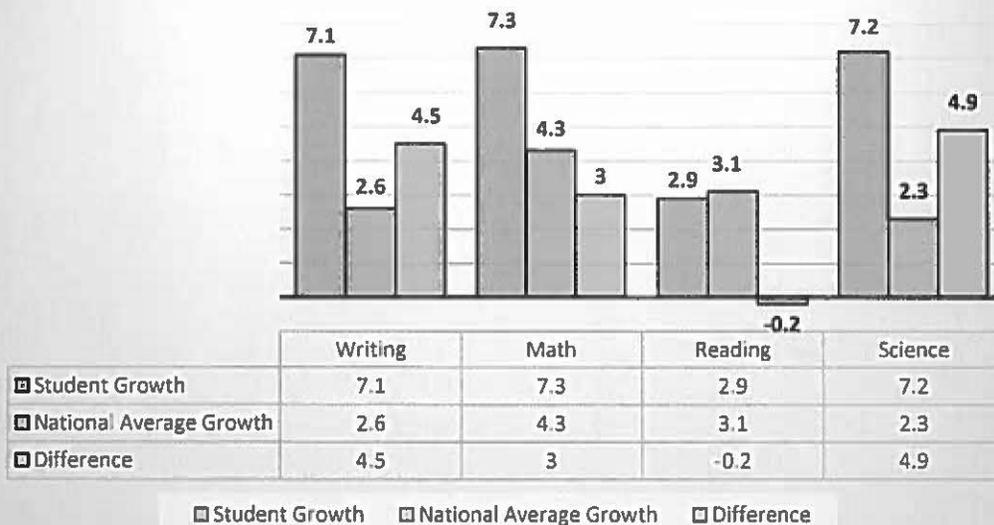
Grade 6 NWEA Growth 2014-15



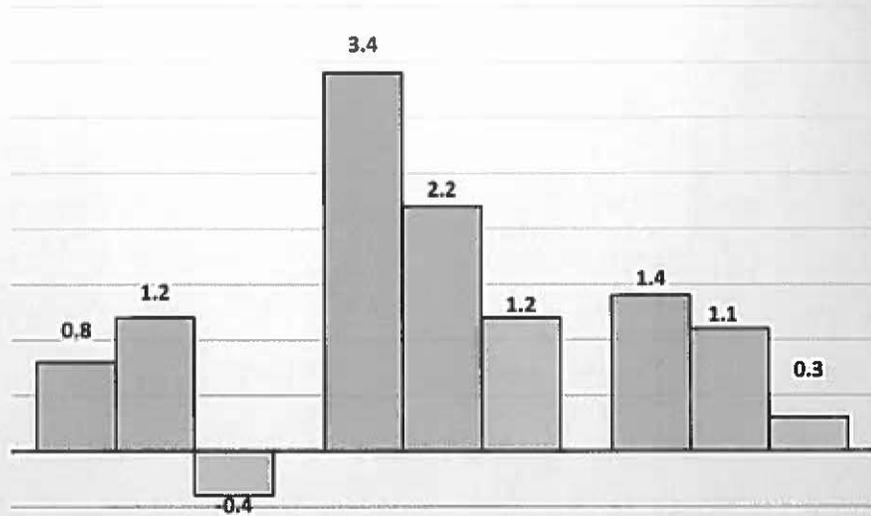
Grade 7 NWEA Growth 2014-15



Grade 8 NWEA Growth 2014-15



Grade 9 NWEA Growth 2014-15



	English	Algebra	Biology
Student Growth	0.8	3.4	1.4
National Average Growth	1.2	2.2	1.1
Difference	-0.4	1.2	0.3

Student Growth
 National Average Growth
 Difference



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New Personnel for 2015-16

Name	Title	Notes
Adamson, Felicia	1st grade	Success Academy
Bartlett, Emily	Sped. Admin. Asst./OT	Both Schools
Binder, Sarah	MT 5th	Success Academy
Bishop, Quentin	CA Asst Principal	Success Academy
Boehman, Mary Christina	Elementary Spanish I	Success Academy
Bowman, Lori	MT 3rd	Success Academy
Braun, Scott	SA Asst Principal	Success Academy
Brown, Alice	Band	Both Schools
Burnam, Kimberly	T-K II	Success Academy
Bush, Molly	T-Music	Success Academy
Campbell, Destiny	CA Health	Career Academy
Conrad, Loren	T-4 IV	Success Academy
Cowham, Terra	Elementary Spanish I	Success Academy
Favazza, Rick	CA PE/Health	Career Academy
Fecher, Dean	SA Principal	Success Academy
Finnamore, Maggie	T-5 III	Success Academy
Foster, Janelle	T-1 IV	Success Academy
Fumarolo, Danielle	T-2 III	Success Academy
Garibay, Kathy	Language Arts HS	Career Academy
Garrison, Paige	T-2 II	Success Academy
Garstka, Nick	CA HS Math	Career Academy
Gerk Hernandez, Julie	Reading Specialist	Success Academy & Career Academy
Gomolak, Emily	Spanish Teacher CASB	Career Academy
Hegedus, Erica	T-SA SpEd III	Success Academy
Kramer, Rachel	T-4 II	Success Academy
Lehman, Dustin	CA CTE Teacher	Career Academy
Lehman, Jill	SA Nurse	Success Academy
Lenher, June	CA MT Biology	Career Academy
Lichtenbarger, Kristy	T-6 IV	Success Academy
Mahon, Kate	CA Art Teacher	Career Academy
McCay, Cyndi	SA Social Worker	Success Academy
Menyard, Christie	Title 1 Teacher	Success Academy



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Nowak, Amie	CA Spec. Ed.	Career Academy
Nowak, Kate	T-4 III	Success Academy
Phillips, Phyllis	Admin. Asst. to SASB Principal	Success Academy
Ritchie, Marcie	T-1 II	Success Academy
Sarbacker, Andrew	CA MT Middle School Science	Career Academy
Schweitzer, Allyssa	T-2 III	Success Academy
Strychalski, Jessica	T-SA SpEd II	Success Academy
Szymkowiak, Melonie	Asst to CA Principal	Career Academy
Thompson, Elizabeth	T-Prim Art	Success Academy
Timm, Sara	T-SA SpEd IV	Success Academy
Toth, Julianne	TL-4/T-4 I	Success Academy
Wehr-Anderson, Mary	T-3 II	Success Academy
Weller, Debra	T-1 III	Success Academy
Williams, Emily	T-3 IV	Success Academy
Zmudzinski, Adam	MT 6/T-6 I	Success Academy
Zobrosky, Christy	Algebra 1	Career Academy

Name	Title	Exit Date	Severance Y/N	Reason
Bishop, Christopher	Spanish Teacher	6/30/2015	N	Moving out of State
Brown, Holly	Math Teacher	6/30/2015	N	Chose not to return/ Rated ineffective
Essenberg, Alvin	Math Teacher	6/12/2015	Y	Rated ineffective
Kokot, Dale	Band Teacher	6/12/2015	Y	Rated ineffective
Mersits, Katelyn	Clerk	6/30/2015	N	Moving to Indy
Shaffer, Robin	Special Ed. Teacher	6/12/2015	Y	Rated ineffective
Sunshine, Richard	Physics Teacher	6/30/2015	N	Retired
Van Dekeere, James	Special Ed. Teacher	TBD		Moving to aide position
Vasile, Allison	Middle School Teacher	6/30/2015	N	Moving to Indy
Wright, Esther	Special Ed. Teacher	6/30/2015	N	Chose a position in Indy. Closer to family



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Enrollment as of 6/19/2015

Definitions

Newly Accepted - Records requested, received, reviewed, enrolled and notified

Returning Students - Students who were enrolled at CASB last year

Applications in Progress - Completed applications awaiting records, review or approval

Prospective - Have toured the school, taken application and completed a contact card

Grade	Newly Accepted	Returning Students	Applications in Process	Prospective	Available Seats
K	8		12	6	92
1	7		8	12	93
2	7		13	17	93
3	11		15	11	89
4	15		16	13	85
5	19		18	29	81
6	8	68	13	18	24
7	4	44	10	11	48
8	3	60	9	11	37
9	4	58	9	22	38
10	2	73	4	17	25
11	2	61	4	4	37
12	1	59	2		40
	91	423	121	171	786

School	Newly Accepted	Returning Students	Applications in Process	Prospective
K-4th	48	0	57	66
5th-8th	34	172	45	74
9th-12th	10	251	19	43

School	Total Enrollment	Full Enrollment	How far we have to go
K-4th	48	500	452
5th-8th	206	400	194
9th-12th	260	400	140

Grand Total as of 6/19/15 514
 Full Enrollment 1300
 Gap 786

Fact: Rate of enrollment has doubled the last two weeks since advertising started



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CAREER ACADEMY
PROPOSED RESTRUCTURING OF BOARD
6/23/2015

A. Objectives of our Board

1. Have a strong and engaged Board.
2. Have meetings of substance – focus on achieving the Vision.
3. Plan for Board Member transitions.
4. Provide for future leadership.
5. Have a quorum for meetings.
6. Be accessible and open to staff, parents, and the community.

B. Resignation from the Board

We are sorry to announce that Suzanne has expressed a desire to resign from the Board. With her significant and increasing work as the Principal of St. Joseph Elementary school and the associated work for St. Joseph's Church, she has no extra time. We certainly appreciate her help and contribution over the years.

C. Proposed Changes to our Board structure and operation

1. Expand Board to 9 members
This will expand the scope of experience on the Board, provide for future leadership and make it slightly easier to have a quorum for the meetings.
2. Stagger the terms of the Board Members
We currently have the all the terms of the Board members expiring within a few months. It makes more sense to spread out the expiration dates. See the proposed attached schedule.
3. Set up standing committees for
 - a. Finance and Business management
 - b. Academics, student behavior and the student experience
 - c. HR and Administration
4. Formalize the Officer positions and terms of office

D. Proposed new Board Members

1. Dave Risner
Dave is a semi-retired professional educator with all his experience in the K-12 system. He has experience as a teacher, coach, principal and assistant superintendent. Dave is also a businessman. He will complete Suzanne's term.
2. Lori Smith
Lori has a BS and Masters in Audiology, had a very successful in stint in client support in a software company, served on the St. Joseph School Board and serves on the board of the Garatoni-Smith Family Foundation. Lori is also Larry Garatoni's daughter.
3. Mike Garatoni



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Mike has a BS in Economics and is the owner of Growing Kids Child Care Centers. Mike is President of the Stanley Clark Board and is on the Board of the Garatoni-Smith Family Foundation. He is also Larry's son.

E. Proposed Committee Members

With the expansion of our school to a full K-12 program, our expectations for higher academic performance and an overall more sophisticated school operation we will need more Board engagement and time. The most effective way to do this is with a committee structure.

1. Finance and Business Management

- Mike Garatoni - Chair
- Larry Garatoni
- Tracy Graham

2. Academics, Student Behavior and the Student Experience

- Dave Risner – Chair
- Tom Coley
- Lori Smith

3. HR and Administration

- Jinny Longbrake – Chair
- Vivian Sallie
- Larry Davis

F. Board Officers

The current Board officers are Larry Garatoni as President/Treasurer and Vivian Sallie as the President and Charles Loeser as Assistant Secretary. No specific terms were set. We are proposing the following Officers:

- Larry Garatoni – President
- Vivian Sallie – Vice President
- Mike Garatoni – Treasurer
- Larry Davis – Secretary
- Charles Loeser – Assistant Secretary

We are also proposing the Officers serve terms of two years and the Officers listed above serve to April 30, 2017.



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Proposed changes in Board Member terms

Board Member	Existing end of Term	Proposed end of Term
Lawrence Garatoni	January 31, 2017	April 30, 2016
Tracy Graham	February 28, 2017	April 30, 2016
Jinny Longbrake	March 31, 2017	October 31, 2016
Vivian Sallie	April 30, 2017	October 31, 2016
Thomas Coley	May 31, 2017	April 30, 2017
Larry Davis	June 30, 2017	April 30, 2017
Suzanne Wiwi	July 31, 2017	October 31, 2017
Mike Garatoni		October 31, 2017
Lori Smith		April 30, 2018