



Dr. Jennifer McCormick  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

August 17, 2020

Joe Brown  
Elwood Community School Corp: #5280  
1306 N Anderson St  
Elwood, IN 46036

Dear Joe Brown,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Elwood Intermediate School**'s renewal application was accepted and SIG funds will continue for SY 2020-2021.

In accordance with your application and available funding, you are being awarded **\$89,500.00** for the 2020-2021 school year. Funds for this grant period are available from July 1, 2020 and must be expended by September 30, 2021.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov) if you have any questions.

Sincerely,

Nathan Williamson  
Director of Title Grants and Support  
Indiana Department of Education

cc: Title I Program Administrator  
SIG Coordinator  
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020  
Cohorts 6 - 8- *Transformation Model*

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Elwood Comm. Shcls	Corp #	5280
School	Elwood Intermediate School	School #	5151
Superintendent Name	Dr. Joe Brown	Email	<a href="mailto:jobrown@elwood.k12.in.us">jobrown@elwood.k12.in.us</a>
Title I Administrator Name	Sherri Cripe	Email	<a href="mailto:scripe@elwood.k12.in.us">scripe@elwood.k12.in.us</a>
Principal	Abbey Grondin	Email	<a href="mailto:agrondin@elwood.k12.in.us">agrondin@elwood.k12.in.us</a>
Telephone	765-552-7378 ext. 1350		
SY 2019 2020 Allocation	<b>\$89.500</b>		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>May 22, 2020</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 1, 2020</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 1, 2020 – August 30, 2020</b>
<b>Notification and Funds Available</b>	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>	<b>August 30, 2020</b>
<b>SY 19-20 Artifact Due</b>	Outcome Artifact from SY 19-20 will not be required due to complications related to COVID-19	<b>N/A</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
<b>Federal Agency:</b>	U.S. Department of Education
<b>Pass Through Agency:</b>	Indiana Department of Education
<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
<b>Grant Award Number:</b>	S377A00200015A



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**Instructions:** Please complete the table below regarding who was involved with the grant process.

**Staff Members Consulted and Part of the Renewal Application Process**

<b>Name</b>	<b>Title</b>
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Abbey Grondin	Principal
Sherri Cripe	Director of Learning
Sarah Dunham	Teacher
Amanda Brophy	Instructional Coach
Amanda Brown	Teacher
Faith Monteith	Teacher
Debbie Barker	Teacher
Lacey Petry	Teacher
Jim Savage	Teacher
Heidi Elsbury	Teacher

**Part 3: LEA and School Assurances**

**Instructions:** 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.

**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.

**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 sub grant 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.



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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:	<a href="#">Click here to enter a date.</a>
Title I Administrator Signature:		Date:	<a href="#">Click here to enter a date.</a>
Principal Signature		Date:	<a href="#">Click here to enter a date.</a>

**Part 4: Achievement and Leading Indicators**

SIG Achievement and Leading Indicators											
Leading Indicators	SY 2017 2018	SY 2016 2017		SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	33.5%	42%	33%	48%	36.4%	55%	<b>21%</b>	61%	<b>NA</b>	61%	
Percent of students proficient on ISTEP (ELA) (3-8)	50.4%	57%	48%	63%	47.8%	68%	<b>26%</b>	73%	<b>NA</b>	73%	
Percent of students proficient on ISTEP (Math) (3-8)	43%	52%	43%	58%	47.6%	64%	<b>35%</b>	68%	<b>NA</b>	68%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	91.8%	86%	76.2%	88%	93.9%	90%	70%	91%	<b>NA</b>	91%	
Leading Indicators	SY 2017 2018	SY 2016 2017		SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	70200	70200	70200	70200	70200	70200	<b>70200</b>	70200	<b>70200</b>	70200	
2. Number of daily minutes of math instruction	60	60	60	75	75	75	<b>75</b>	75	<b>75</b>	75	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	<b>90</b>	90	<b>90</b>	90	
4. Student attendance rate (must be % between 0 and 100)	95.5%	95.3%	96.09%	95.6%	96.32%	95.8%	<b>95.19%</b>	96.1%	<b>95.19%</b>	96.1%	

SY 2016 2017	SY 2017 2018	SY 2016 2017		SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	5	2	0	1	0	0	0	0	0	0	0
6. Expanded Learning Time (total number of hours offered)				400	495.00	500	75	500	30	500	
7. Number of discipline referrals	400	350	211	300	221	250	218	200	218	150	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--3 EXP--	SUS--1 EXP--0	SUS--74 EXP--0	SUS-1- EXP--0	SUS--96 EXP--7	SUS--0 EXP--0	SUS--96 EXP--0	SUS--0 EXP--0	SUS--0 EXP--0	SUS--0 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN-- IMP--12% EFF--52% HEFF36%	IN--7% IMP--11% EFF--48% HEFF33%	IN-- IMP--4% EFF-56% HEFF40%	IN--0 IMP--0 EFF--27% HEFF-73%	IN-- IMP-- EFF--56% HEFF44%	IN--0 IMP--10% EFF--50% HEFF-- 40%	IN--0 IMP--0 EFF--52% HEFF-- 48%	IN--NA IMP-- EFF-- HEFF	IN-- IMP-- EFF--48% HEFF-- 52%	IN-- IMP-- EFF-- HEFF -
10. Teacher attendance rate (must be a % between 0 and 100)	80%	85%	96%	87%	92.15%	90%	99.2%	93%	96%	96%	
11. Teacher retention rate (must be a % between 0 and 100)	80%	88%	89%	90%	97.2%	92%	96.05%	94%	98.86%	96%	

**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *i.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school’s primary strengths and weaknesses from SY 19-20—forces or barriers working for and against SIG implementation or school’s mission
- List school’s key opportunities and threats from SY 19-20—political, economic, social, technological, demographic, or legal trends that are or may impact school’s ability to achieve SIG implementation or school’s mission.
- What are the projected outcomes for SY 20-21 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

**SIOT Analysis  
ELWOOD INTERMEDIATE SCHOOL**

**Strengths:**

- Teachers have been placed outside their comfort zones with online instruction this spring semester and rose to the challenge
- Teachers reported new opportunities to build better and more positive relationships with students during pandemic
- Teachers rose to the challenges of online learning and pandemic limitations quickly
- Both administrators and teachers noted equity issues of students and families in response to pandemic situation
- Implementation of a coaching cycle, led by an instructional coach, to bring focus, instructional support, and data to conversations around student learning
- Have added new positions; added Second Step curriculum; have an SEL committee; more support and clarity around consequences for behavior (behavior is the communication of a need) and developing alternative strategies/behaviors for mis-behaving
- New dean conducted a book study for staff (book: Help for Billy)

**Areas of Improvement:**

- Continue refinement and inclusion of data to have truly student-centered data talks
- Review use of staff and clarify roles/responsibilities
- Engage parents meaningfully and consistently in their child’s education, especially parents of students with disabilities
- Rethink schools’ expectations for parent involvement (e.g., getting your student online, completing and submitting take-home work
- Address needs of students with disabilities and their parents, especially in a virtual situation
- Address technology needs and issues for future (e.g. sending home devices with students, ensuring connectivity, communication with students and families, clear expectations of use for teachers)
- Rethink assignments and assessments for next school year

• **Opportunities:**

- Provide professional development for teachers, in areas such as social-emotional learning, to develop stronger relationships with students, understand the effects of poverty, and strengthen the behavior system within the school
- Implement an SEL curriculum (Second Steps) in SY 2019-2020
- Teachers participated in Google training in early summer, as a way to address some concerns and needs regarding use of technology and online learning
- Continuing Second Step implementation, fully leveraging Dean position, restorative justice training for teachers in the upcoming year
- Build on student-teacher relationships that resulted from the pandemic
- New evaluation system this year – ensuring that teachers are invested in the new system and that it fairly provides feedback on practice
- Utilize common, formative assessments and monitor student progress more consistently and regularly
- Utilize counselor for more SEL and support of students with significant needs (versus discipline issues)
- Embedding the data responsibilities into sustainable, school-based positions has created a different, more integrated presentation of data and how to utilize instructionally

• **Threats:**

- Learning losses due to pandemic and/or changes for the 2020-2021 school year
- Worried about cuts to **funding** resulting from ADM or pandemic and ability to sustain current positions
- Teachers reported anxiety about next year and possible contingency plans; dealing with loss of control and inability to understand what COULD or WILL happen next year
- Next year – worried about burnout from leadership who has worked non-stop since March without breaks
- Worry about what the start of next school year will look like, when decisions will be made, how staff will be equipped (feel equipped) in August

**Projected Outcomes for SY 20 21**

- Refine and implement math instruction with *Every Day Math* series
- Develop stronger instruction in ELA through new *Fountas and Pinnell* series
- Increase students’ math and ELA scores on formative assessments throughout the school year
- Increase students’ math and ELA scores on spring 2021 ILEARN assessment

**Part 6: SIG Implementation SY 2020-2021**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Action: A principal mentor will support the new principal, Mrs. Abbey Grondin, throughout the school year regarding programs, staff, budgets, etc. The mentor will check in regularly with the principal and as needed to ensure a strong, positive, relationship. (Principal)</p> <p>Action B: An external evaluator will monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will conduct onsite reviews at the beginning and end of each school year. (Principal)</p> <p>Actions C/D: Equitable Education Solutions (EES) will provide support on SIG implementation including and not limited to: progress monitoring, amendment and fiscal check-ins. (Superintendent, Director of Learning, Principal)</p> <p>EES will conduct an end-of-grant period Building Practices Report</p> <p>Action E: Registration for EIS principal to participate in the Indiana Association of School Principals (IASP)</p>	Multiple Phases (Multiple Quarters)	<p>Action A: Principal mentor: \$3,000</p> <p>Action B: External Evaluator: \$5,500</p> <p>Actions C/D: EES: \$17,500</p> <p>Building Practices Report (EES) \$5,000</p> <p>Action E: \$249</p>	<p>Action A: The principal will keep a reflection journal. The principal will utilize a leadership inventory survey to compare beginning of year to end of year progress.</p> <p>Action B: External evaluator will create an overall implementation report that will include student achievement data (achievement and growth), survey results and various other data streams collected throughout the year.</p> <p>Actions C/D: Administrators and staff will be surveyed at the end of the year using a Likert scale to determine effectiveness and overall satisfaction with services provided.</p> <p>Action E: Principal will actively participate in IASP activities and bring key points back to building leadership team.</p>

<p>Develop Teacher Effectiveness</p>	<p>Action F: Continuation of an instructional coaching position to support classroom teachers in implementing best practices for both math and ELA. The coach helps to articulate vertical alignment within the curriculum and coordinate how and where instructional assistants can best meet student needs. The coach implements a coaching cycle that provide immediate and effective feedback to teachers to review data, tweak instruction, and differentiate learning tasks for all students. The coach provides support for teachers in implementation of a new ELA series for SY 2019-2020. (Principal, Director of Learning)</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>Action F: \$20,000/ \$5,800 (split between SIG and Title I)</p>	<p>Action F: Benchmark assessment data will be reviewed regularly to measure student progress in both ELA and Math. Non-evaluative walkthroughs collect data to provide feedback to teachers on instructional strengths and student engagement. Student achievement is the focus of professional collaboration and student data will inform whole class and small group instruction.</p> <p>Student achievement in ELA and Math will increase both on benchmark assessments throughout the school year and on the spring ILEARN assessment.</p>
<p>Implement Comprehensive Instructional Reform Strategies</p>	<p>Action G: Elwood Intermediate School (EIS) will continue implementation of the Fountas and Pinnell ELA series and Every Day Math. Supplemental materials will ensure that each classroom teacher has tools to provide differentiated lessons and extra tools for meeting students' needs.</p> <p>STEM/PBL will be embedded into classroom instruction regularly. Tasks will align with priority standards.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>Action G: \$0</p>	<p>Actions G: Student achievement in ELA and Math will increase both on benchmark assessments throughout the school year and on the spring ILEARN assessment.</p>
<p>Increase Learning Time</p>	<p>Action H: EIS will increase learning time through extended learning opportunities (e.g., summer or after school). All students will be able to participate and will have individualized learning plans.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>Action H: \$0</p>	<p>Action H: Regular assessments in classes and benchmark assessments will track student progress towards meeting math and ELA learning goals.</p> <p>Student achievement in ELA and Math will increase both on benchmark assessments throughout the school year and on the spring ILEARN assessment.</p>

<p>Create Community-Oriented Schools</p>	<p>Action I: A counselor will work supplemental hours at EIS to support the various needs of students on-to-one, work with families, as needed, and support teachers in meeting the social-emotional needs of students.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>Action I: \$25,800/ \$6,651 salary and benefits (split-funded)</p>	<p>Action I: Patterns and trends will be identified in discipline/behavior issues to determine where needs exist and how to address them. Students and families may be surveyed at the end of the school year to assess overall satisfaction with services available.</p>
<p>Provide Operational Flexibility</p>	<p>Action J: The Principal, Director of Learning, and Treasurer will meet regularly to review financial records and monitor the expenditures as outlined in the grant. (Principal)</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>Action J: \$0</p>	<p>Action J: Financials will be available electronically to demonstrate all expenditures as they relate to this grant.</p>
<p>Sustain Support</p>	<p>Action K: EIS will utilize a teacher evaluation system that provides specific, meaningful feedback regarding instructional practice.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>Action K: \$0</p>	<p>Action K: Completed evaluation documents and professional growth plans for each teacher. We will also compare the observation scores for each competency to see whether they have demonstrated growth between last year and this year, as well as first semester to second semester. This will help us gauge the extent to which feedback is improving the instructional practices in our classrooms.</p>

**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. 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.

**Briefly describe what the school will plan to submit as an Outcome Artifact for SY 2019 2020 and how this will be aligned to your grant and the key area.**

EIS will create a document, video, or other presentation that highlights the year’s activities related to SIG and student growth achieved through such activities. Our school improvement goals for SY 2020-2021 address math, ELA, and our special education subgroup of students. Our artifact will show how we improved proficiency for students in those areas through strong leadership (school and district), providing focused professional development to teachers that increases their effectiveness in the classroom (for all students), and implementation of evidence-based practices in math, ELA, science, technology, and social studies that engage our students.

**Part 8: Budget SY 2020-2021**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

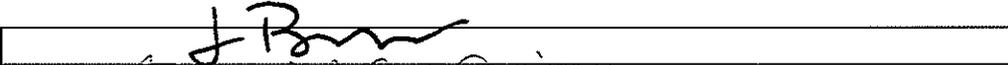
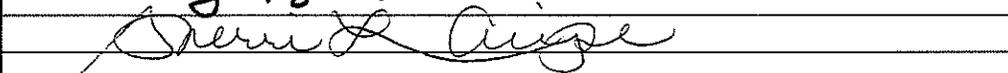


**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

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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:	6/25/2020
Title I Administrator Signature:		Date:	6/25/2020
Principal Signature		Date:	6/25/2020



Instruction: Professional Services	\$ -
Instruction: Rentals	\$ -
Instruction: Other Purchased Services	\$ -
Instruction: General Supplies	\$ -
Instruction: Property	\$ -
Instruction: Transfer	\$ -
Support Services (Student): Salary (Cert.)	\$ -
Support Services (Student): Benefits (Cert.)	\$ -
Support Services (Student): Salary (NonCert.)	\$ 25,800.00
Support Services (Student): Benefits (NonCert.)	\$ 6,651.00
Support Services (Student): Professional Services	\$ -
Support Services (Student): Rentals	\$ -
Support Services (Student): Other Purchased Services	\$ -
Support Services (Student): General Supplies	\$ -
Support Services (Student): Property	\$ -
Support Services (Student): Transfer	\$ -
Improvement of Instruction: Salary (Cert.)	\$ 20,000.00
Improvement of Instruction: Benefits (Cert.)	\$ 5,800.00
Improvement of Instruction: Salary (NonCert.)	\$ -
Improvement of Instruction: Benefits (NonCert.)	\$ -
Improvement of Instruction: Professional Services	\$ 31,249.00
Improvement of Instruction: Rentals	\$ -
Improvement of Instruction: Other Purchased Services	\$ -
Improvement of Instruction: General Supplies	\$ -
Improvement of Instruction: Property	\$ -
Improvement of Instruction: Transfer	\$ -
Other Support Services: Salary (Cert.)	\$ -
Other Support Services: Benefits (Cert.)	\$ -
Other Support Services: Salary (NonCert.)	\$ -
Other Support Services: Benefits (NonCert.)	\$ -
Other Support Services: Professional Services	\$ -
Other Support Services: Rentals	\$ -
Other Support Services: Other Purchased Services	\$ -
Other Support Services: General Supplies	\$ -
Other Support Services: Property	\$ -
Other Support Services: Transfer	\$ -
Operations and Maintenance: Salary (Cert.)	\$ -
Operations and Maintenance: Benefits (Cert.)	\$ -
Operations and Maintenance: Salary (NonCert.)	\$ -
Operations and Maintenance: Benefits (NonCert.)	\$ -
Operations and Maintenance: Professional Services	\$ -
Operations and Maintenance: Rentals	\$ -
Operations and Maintenance: Other Purchased Services	\$ -

Operations and Maintenance: General Supplies	\$ -
Operations and Maintenance: Property	\$ -
Operations and Maintenance: Transfer	\$ -
Transportation: Salary (Cert.)	\$ -
Transportation: Benefits (Cert.)	\$ -
Transportation: Salary (NonCert.)	\$ -
Transportation: Benefits (NonCert.)	\$ -
Transportation: Professional Services	\$ -
Transportation: Rentals	\$ -
Transportation: Other Purchased Services	\$ -
Transportation: General Supplies	\$ -
Transportation: Property	\$ -
Transportation: Transfer	\$ -
Community Services Operations: Salary (Cert.)	\$ -
Community Services Operations: Benefits (Cert.)	\$ -
Community Services Operations: Salary (NonCert.)	\$ -
Community Services Operations: Benefits (NonCert.)	\$ -
Community Services Operations: Professional Services	\$ -
Community Services Operations: Rentals	\$ -
Community Services Operations: Other Purchased Services	\$ -
Community Services Operations: General Supplies	\$ -
Community Services Operations: Property	\$ -
Community Services Operations: Transfer	\$ -
Indirect Cost Used	\$ -
<b>Grand Total</b>	<b>\$ 89,500.00</b>

