



# Indiana Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

Title I – I003(g) School Improvement Grant  
2015-2016 School Year

## Renewal Application - Transformation Model

### Part I: Grantee Information

#### Information

<b>School Corporation/ Eligible Entity</b>	Monroe County Community School Corporation	<b>Corp #</b>	5740		
<b>School</b>	Fairview Elementary School	<b>School #</b>	6197		
<b>Superintendent Name</b>	Dr. Judith DeMuth	<b>Email</b>	jdemuth@mccsc.edu		
<b>Title I Administrator Name</b>	Dr. Carol Gardiner	<b>Email</b>	cgardine@gmail.com		
<b>Principal</b>	Dr. Justin Hunter	<b>Email</b>	jhunter@gmail.com		
<b>Mailing Address</b>	500 W. 7th Street	<b>City</b>	Bloomington	<b>Zip Code</b>	47401
<b>Telephone</b>	(812) 330-7732	<b>Fax</b>	(812) 330-7818		
<b>SY 2015-16 Funding</b>	\$292,000.00				

#### Important Dates

<b>Renewal Application Release</b>	Release application and guidance to LEAs	June 5, 2015
<b>Technical Assistance Training</b>	SIG Leadership PD Day Technical Assistance and Planning	June 5, 2015
<b>Application Due</b>	Renewal application must be submitted to IDOE	June 19, 2015
<b>Application Review</b>	Renewal applications reviewed by IDOE	June 22 – July 10, 2015
<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>	July 13, 2015

## Part 2: LEA and School Assurances and Waivers

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

### School Improvement Grant (SIG) 1003(g)

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

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

(<http://www2.ed.gov/programs/sif/2010-27313.pdf>).

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

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

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

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

- *Leading Indicators*— Elementary and middle schools must meet 6 of 9 applicable leading indicator goals; schools containing a high school must meet 9 of 13 leading indicator goals.
- *Achievement Indicators*— Schools in year one of the grant must also meet 50% of the achievement indicators, including yearly achievement goals in the 1003g SIG application. Schools in year two of the grant must also meet 65% of the achievement indicators including yearly achievement goals in the 1003g SIG application. Schools which administer both the ISTEP+ and ECA assessments will be measured by student performance on all applicable achievement indicators combined.

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

#### State Assurances

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

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

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

#### Changes

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

#### Independent Grantee

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

#### Termination

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

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

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

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

#### Access to Records

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

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

#### Legal Authority

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

#### Equal Opportunity Employer

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

#### Copyrights

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

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

#### Personnel

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

#### Assignment

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

Availability of Funds

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

Suspension and Debarment

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

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Title I Administrator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Martha Chamberlain	Title I Teacher
Whitney Thomas	Community and Family Liaison
Mary Wicker	Special Education Teacher
Julie Bryant	6 <sup>th</sup> Grade Teacher
Kelly Ales	Literacy Coach

## Part 3: Leading and Achievement Indicators

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

Leading Indicators	SY 2013-2014 BASELINE	SY 2014-2015 Goal	SY 2014-2015 DATA	SY 2015-2016 Goal	SY 2016-2017 Goal
1. Number of minutes within the school year that students are required to attend school	78,300	78,300	78,300	78,300	78,300
2. Number of daily minutes of math instruction	60	90	90	120	120
3. Number of daily minutes of EL/A instruction	90	120	120	120	120
4. Dropout rate – <b>HS only</b>	n/a	n/a	n/a	n/a	n/a
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	96%	97%	96%	98%	98%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b>	n/a	n/a	n/a	n/a	n/a
7. Number of students completing dual enrollment classes – <b>HS only</b>	n/a	n/a	n/a	n/a	n/a
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b>	n/a	n/a	n/a	n/a	n/a
9. Types of increased learning time offered <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul>	LSY BAS SS	LSY BAS SS OTH	LSY BAS SS OTH	LSY BAS SS OTH	LSY BAS SS OTH
10. Discipline incidents – number of suspensions and/or expulsions	98.38 days	40 days		40 days	40 days
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number	0	0	0	0	0
12. Distribution of teachers by performance level on LEA's teacher evaluation system. ( <b>Please indicate individual number</b> of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	N/A	MCCSC will begin evaluation system using Marzano Effectiveness Rubric in SY 15-16	100%	HEF – 2 EF – 21 IMP – 10 IN – 2	HEF – 2 EF – 29 IMP – 4 IN – 0
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	95%	98%	98%	98%	98%



<b>Multiracial</b>	58.4%		High – need for differentiation/tiered instruction support	58.4%	70%	58.4%	75%	80%
White								
Students with Disabilities	31.4%		High – need for differentiation/tiered instruction support	31.4%	60%	31.4%	70%	75%
LEP								
Free/Reduced Lunch	54.5%		High – need for tiered instruction support	54.5%	70%	54.5%	75%	80%
General Ed	65.1%		High – need for differentiation/tiered instruction support	65.1%	70%	65.1%	75%	80%

<b>Overall Achievement</b>	<b>SY 2013-2014 BASELINE</b>	<b>SY 2014-2015 Goal</b>	<b>SY 2014- 2015 DATA</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	44.5	55	44.5	70	75
Percent of students proficient on ISTEP (ELA) (3-8)	55.4	65	55.4	75	80
Percent of students proficient on ISTEP (Math) (3-8)	57.2	67	57.2	75	80
Percent of students proficient on IREAD (Spring Test Only) (3)	84.6	85.5	84.6	90	95
10 <sup>th</sup> grade ECA pass rate (English 10)					
10 <sup>th</sup> grade ECA pass rate (Algebra I)					
Non-Waiver Graduation Rate – HS only					
College enrollment rates – HS only					

## Part 4: Implementation

IDOE has aligned the renewal application with Transformation principles and required/recommended interventions. For any areas which IDOE has requested updates or

Transformation Principles	SY 2014-2015	Requirements, Recommendations and Options	SY 2015-2016 Action Steps and Person(s) Responsible	Budgeted Items
<p><i>Developing and increasing teacher and school leader effectiveness</i>                      - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort</li> </ul> <p><b>IN Conditions</b></p> <ul style="list-style-type: none"> <li>Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school <b>OR</b> Hire a new principal based on specific indicators of a transformative leader or has a past track record of improving student</li> </ul>	<p>Dr. Hunter hired summer 2014 to start 2014-2015 school year. Dr. Hunter hired based on needs of Fairview.</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Fairview principal being formally evaluated via MCCSC evaluation system</li> </ul> <p><b>IN Conditions:</b></p> <ul style="list-style-type: none"> <li>Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on:                             <ul style="list-style-type: none"> <li>building leadership capacity</li> <li>developing teacher leadership across the building</li> <li>school improvement planning</li> <li>roles, responsibilities, and goals of all leadership members</li> </ul> </li> </ul> <p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>Establish meeting schedule for Core Leadership Team and Teacher Leadership Team – establish expectations and roles for</li> </ul>	<p>Include primary teachers in the building wide team.</p> <p>Assign roles and responsibilities for each team member with accountability to provide ownership of goals.</p> <p>Roles and responsibility includes written notes and accomplishments</p>	

<p>achievement and has demonstrated the ability to lead the turnaround effort</p>		<p>leaders in building</p> <ul style="list-style-type: none"> <li>• Provide principal with clear guidance and expectations on protocols and roles for support from central office</li> </ul>		
<p><i>Developing and increasing teacher and school leader effectiveness</i>  <i>- Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies</i></p>	<p>Fairview Elementary School will pilot the Marzano Effectiveness Rubric for the 2014-2015 school year. Additional coaching days by Marzano Research has been added to Year 1 &amp; 2 to ensure understanding of the expectation set forth on the rubric.</p> <p><b><i>Pilot did not occur with all staff. Some staff remained on current MCCSC evaluation system with no implementation of Marzano.</i></b></p> <p>Marrzano pilot strategically presented to Gen. ed. Title I, and Special education (5) teachers during collaboration meeting.</p> <p>All teachers provided Marzano training, updates, and outlines during staff meetings.</p> <p>Five teacher names ( Julie Bryant, Jessica Monroe, Sarah Gardner, Courtney Brucker, Paula Bell) submitted to Title I on Jan. 21,2015 to receive</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• ALL teachers will be evaluated using a teacher evaluation system which takes student growth into account as a significant factor</li> <li>• Clarity on transfer policy and expectations from union and central office for Fairview staff</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Establish clear mentor program for new staff in building – use outside resources if necessary; include instructional rounds in this process.</li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>• Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers</li> <li>• Provide staff with</li> </ul>	<p>All teachers will be evaluated using the Marzano Evaluation Rubric.</p> <p>The transfer policy is aligned with MCCSC transfer policy.</p> <p>MCEA will work with central office administration to assist with transfers.</p> <p>Teacher grants will continue to reward teachers for student growth.</p> <p>PLC process to allow teacher leadership opportunities to discuss data and best instructional practice strategies.</p> <p>I.U. School Education and Fairview is in collaboration on the structure and format of teacher professional development and mentoring from professors at Indiana university.</p>	<p>Stipends/Subs</p> <p>Supplies</p>

<p><i>needs and guides professional development; and (6) will be used to inform personnel decisions.</i></p> <p><i>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</i></p> <p><i>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model</i> <i>(IN Turnaround Principles 5)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Use a teacher evaluation system which takes student growth into account as a significant factor</li> <li>• Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers</li> </ul>	<p>\$500 financial stipend for student academic growth goal.</p>	<p>opportunities for leadership growth in the building</p> <ul style="list-style-type: none"> <li>• Implement staff recommitment process to substantially different working conditions, including: definition of school hours, job assignment, and job duties</li> <li>• Establish a comprehensive system to support struggling and first year teachers with content and pedagogy, especially teachers of students from special populations</li> </ul>	<p>Mentoring will include modeling effective instructional strategies, providing classroom walkthroughs, rounds, as well as in classroom observations of staff.</p> <p>Provide staff with opportunities for leadership growth in the building</p> <p>Provide first year and struggling teachers support with PD and one on one coaching from school administration, building Data and Literacy Coach, and IU Education partnership.</p>	<p>Contracted Services</p> <p>Subs/stipends</p>
---	--	--	---	---

<ul style="list-style-type: none"> <li>• Provide staff with opportunities for leadership growth in the building</li> </ul>				
<p><i>Comprehensive instructional reform strategies</i>  <i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p>	<p>Funds for stipends and additional training was added to ensure professional development for all parties in the implementation of Fountas &amp; Pinnell LLI Kits, Pearson Math Navigator, and the new evaluation system.</p> <p>VMath by Voyager Sopris Learning purchased to address 2013-14 low ISTEP scores in Number Sense, Computation, Algebraic Function</p> <p>Math intervention training provided by Voyager trainers to all teachers using SIG stipend on Sept. 18 from 1:00 – 4:00 and Sept. 25, 2015 from 2:00 – 5:00.</p> <p>Shurley English purchased with SIG as intervention tool to address weak 2013-14 ISTEP scores in Language Conventions.</p> <p>Professional Development opportunities provided by FV staff.</p> <p>Fountas and Pinnell Literacy</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Participate in <b><i>District</i></b> Formative Assessment Development and Training</li> <li>• Implement the District CORE curriculum programs at all grade levels with fidelity – when available.</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Continue 8-Step Process implementation – update schedule to better include specials teachers and collaboration time across entire grade levels</li> <li>• Continue use of data coach and/or ADD in math coach. Formalize job description of coaching positions to needs of building – <b><i>with assistance from staff</i></b></li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>• Conduct a curriculum audit</li> <li>• Conduct periodic reviews to ensure that the instruction is implemented with fidelity to the selected</li> </ul>	<p>Coaches and teachers will participate in all required district meetings.</p> <p>Instructional staff will participate in district curriculum activities.</p> <p>All staff will use core curriculum with fidelity at all grade levels.</p> <p>8 Step Process implementation will occur with general education and special area teachers included in collaborative/PLC times.</p>	<p>Subs/Stipends</p>

	<p>Intervention Kits provide careful text selection with intentional and intensive teaching of strategic differentiated activities for proficient reading. (Fountas &amp; Pinnell, 1996).</p> <p>Pearson Math Navigator is for students who struggle with math and have difficulty with closing the achievement gap. Intervention modules get at the root causes or misconceptions that so often prevent student progress. These modules will align with classroom and tiered instruction</p> <p><b>Data Coach Hired 8-Step Process Implemented</b></p>	<p>curriculum, is having the intended impact on student achievement, and is modified if ineffective</p>		
<p><i>Comprehensive instructional reform strategies</i> -Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p>	<p>Adding a <b>data specialist</b> position at Fairview Elementary will ensure that data is monitored effectively so that alignment to the instructional programming can occur. The addition of this position for a three year period will allow all staff to receive the training to analyze data to inform their instruction. Upon the completion of this grant all staff will have received the training and support on the initiatives of the school.</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Participate in <b>District</b> Formative Assessment Development and Training</li> </ul> <p><b>IN Conditions:</b></p> <ul style="list-style-type: none"> <li>Report card accountability disaggregation presented and provided to IDOE at first monitoring visit</li> <li>Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local</li> </ul>	<p>Teachers and Coaches will participate in District wide formation and training of CFAs.</p> <p>The MCCSC elementary report card will be aligned to the Essential Learning Standards, the CFAs, and the scales.</p> <p>Data dashboard analysis will be conducted regularly to determine areas of need.</p>	<p>Subs/Stipends</p>

	<p>Fountas and Pinnell Literacy Intervention Kits provide careful text selection with intentional and intensive teaching of strategic differentiated activities for proficient reading. (Fountas &amp; Pinnell, 1996).</p> <p>Pearson Math Navigator is for students who struggle with math and have difficulty with closing the achievement gap. Intervention modules get at the root causes or misconceptions that so often prevent student progress. These modules will align with classroom and tiered instruction</p> <p><b><i>Data Coach Hired 8-Step Process Implemented</i></b></p>	<p>level for continuous improvement</p> <ul style="list-style-type: none"> <li>• Locally developed or IDOE provided</li> <li>• Academic and Behavior Data</li> <li>• Subgroups and subpopulations</li> <li>• Parental Involvement Focus</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Continue 8-Step Process implementation</li> <li>• Continue use of data coach and formalize job description to needs of building – <b><i>with assistance from staff</i></b></li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>• Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (e.g., Professional Learning Communities)</li> <li>• Create a system-wide approach to tracking school data and individual student data – teacher driven</li> </ul>	<p>Leadership Team members will be responsible for monitoring each element of the dashboard.</p> <p>Will continue 8 step process</p> <p>Will continue use of data coach with formalized job description to the needs of the building.</p> <p>Use PLCs for discussion of data and best practice strategies.</p> <p>Implementation of student “data talks” with students, parents and teachers</p> <p>Implementation of grade level “data walls” per grade level to be used during PLC and staff meetings.</p> <p>Continue the implementation of data binders/folders for student data.</p>	<p>Personnel</p>
--	---	--	---	------------------

<p><i>Comprehensive instructional reform strategies</i>  - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p>	<p>Funds for stipends and additional training was added to ensure professional development for all parties in the implementation of Fountas &amp; Pinnell LLI Kits, Pearson Math Navigator, and the new evaluation system.</p> <ul style="list-style-type: none"> <li>• Literacy Coach</li> <li>• 11/4/2014 Art and Science of Teaching Rigor for all instructional staff workshop at CoLab with Highland Park teachers.</li> <li>• Dr. Tammy Heflebower specifically from Marzano on April 23,2014.</li> <li>• Well Managed Classroom PD 8/28 for new staff, 9/19 and 9/24 for administrators, 11/4/14</li> <li>• Math Computation with IDOE Jan 2015</li> <li>• Literacy with IDOE Jan 2015</li> <li>• Benchmark Literacy Training – Train the Trainer with Jan 2015</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Incoming staff is provided PD before end of Sept 2015 on any PD current staff has had in SY 2014-15 or summer 2015</li> <li>• Appropriate staff regularly participate in <b>District</b> PD opportunities</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Work with IDOE Curriculum Staff to identify best ways in which to implement chosen options</li> <li>• Restructure school leadership team to dramatically increase time available for instructional leadership</li> <li>• Establish a PD calendar with action plan to be implemented in PLC time throughout school year which is grade level specific</li> <li>• Observe High Quality Instruction in other MCCSC schools</li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>• Teachers intentionally communicate learning objectives to students which are aligned to IAS</li> </ul>	<p>Professional Development will be provided for new staff as offered by the district.</p> <p>All appropriate staff will participate in district wide PD opportunities</p> <p>Time will be allotted for collaborative time for staff with IDOE core instruction experts.</p> <p>PD calendar will be constructed to chart progress in quality instructional learning.</p> <p>Teachers will communicate and post learning objectives written in age appropriate language for the students which are aligned to IAS. Students in upper grades may assist in writing the learning objectives.</p> <p>Leadership will be provided with weekly preparation time for analysis of goals and objectives.</p> <p>Will implement PD with an emphasis on instructional strategies to support special and diverse populations.</p> <p>Continue professional learning communities with an emphasis on student data analysis that</p>	<p>Subs/Stipends</p>
---	---	---	--	----------------------

		<ul style="list-style-type: none"> <li>• Implement PD with an emphasis on instructional strategies to support special populations</li> <li>• Revise the school schedule for professional learning communities</li> <li>• Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting</li> </ul>	<p>occurs weekly during PLC delayed start times and at each grade level as needed.</p> <p>Provide staff with appropriate professional development to enable them to reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a collaborative and individual setting</p> <p>Two building subs will be hired to provide teachers with provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional.</p>	Professional Services
<p><i>Increasing learning time and creating community-oriented schools</i></p> <p><i>-Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p><i>(a) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics</i></p>	<p>Funds for stipends in Year 1, 2, 3 were added to provide support for creation of eLearning bundles. These bundles will be available to all students and will allow them continued learning during the breaks throughout the school year. Students will have access to iPads to check out over vacation breaks.</p> <p>Behaviors have caused many students to be out of the classrooms for essential learning.</p> <p>Adding a behavior specialist</p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Provide increased learning time for students {as defined in (a) and (b)}</li> <li>• Ensure the schedule is designed to meet the professional development needs of staff [as defined in (c)]</li> </ul> <p><b>IN Conditions:</b></p> <ul style="list-style-type: none"> <li>• Utilization and analysis of extended learning data</li> <li>• Formalized plan must be submitted for SY 2015-</li> </ul>	<p>Research best strategies for extended learning during after school hours and during break times.</p> <p>PD calendar will be constructed to chart progress in quality instructional learning</p> <p>PLC time will be utilized within and across grade levels</p> <p>Will continue to increase common planning time for peer collaboration horizontally and vertically</p>	<p>Equipment</p> <p>Stipends/Subs</p> <p>Professional Services</p>

<p><i>and government, economics, arts, history, and geography;</i></p> <p><i>(b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></p> <p><i>(c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p><i>(IN Turnaround Principle 7)</i></p> <p><b>Required</b></p> <ul style="list-style-type: none"> <li>• Provide increased learning time for students {as defined above in (a) and (b)}</li> <li>• Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)]</li> </ul>	<p>will give support to teachers for managing behaviors along with minimizing the time out of the classroom. Data will be used to show the increased learning time for all students.</p> <p><b><i>Behavior Specialist Hired</i></b></p> <p><b><i>Packets sent home for intersession breaks with incentives for students.</i></b></p>	<p>2016:</p> <ul style="list-style-type: none"> <li>• Activities</li> <li>• Staffing</li> <li>• Transportation</li> <li>• Academic subjects covered</li> <li>• Details of any partnerships, vendors, or external partners</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Follow original Extended Learning Plan, or create new plan that involves additional days of instruction or technology – discontinue packets. OR review extended learning plan – what is best for students, sustainability, etc.</li> <li>• Implement true PLC time for within and across grade levels – beyond data meeting and faculty meetings</li> <li>• Dramatically increase common planning time and implement a system for its effective utilization, both horizontally and vertically</li> <li>• Continue use of Behavior Specialist and increase building-wide implementation of Boys Town Initiative</li> </ul>	<p>Will continue use of Behavior Specialist and increase building-wide implementation of Boys Town Initiative</p>	
--	--	--	---	--

<p><i>Increasing learning time and creating community-oriented schools</i>  <i>-Providing ongoing mechanisms for family and community engagement</i>  <i>(IN Turnaround Principle 8)</i></p>	<p>Funds have been added to purchase quality reading materials for families. These materials will be provided each time a family attends a tutoring session.</p> <p>Families have been and will continue to be trained on the use of Study Island for use at home.</p> <p>Fairview will continue to partnership with Indiana University’s Union Board to provide an understanding and appreciation for graduation and career readiness through the established Indiana Pathways Program.</p> <p>The schedule for Family Events with a focused link to learning,, besides regularly schedule Family Literacy Nights, will be created in partnership with the PTO. An updated scheduled will be provided during monitoring visits.</p> <p>A Family/Parent Coordinator provides Fairview families support and resources with the following areas: Family Literacy Nights, Preschool Liaison, Newsletters, communications regarding</p>	<p><b>Recommendation:</b></p> <ul style="list-style-type: none"> <li>Continue to utilize Family Engagement Staff currently in place</li> </ul> <p><b>Options:</b></p> <ul style="list-style-type: none"> <li>Utilize a method of gathering stake-holder feedback that informs goals and on-going progress monitoring</li> <li>Create a process to involve family members in school decision –making</li> <li>Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support</li> </ul>	<p>Will continue to use surveys and inform stake-holders of goals and on-going progress monitoring</p> <p>Will continue to include family and community members in school decision –making.</p> <p>Will continue to communicate intentionally with families on a regular basis to share data, student progress, and areas needing support using newsletters, hallway TV reporting and neighborhood events.</p>	<p>Subs/Stipends</p>
--	---	---	--	----------------------

	special events for families			
<p><i>Providing operational flexibility and sustained support</i></p> <p><i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</i></p> <p><i>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p>	<p>Title I Director will monitor and support the implementation of the Transformation Model at Fairview Elementary.</p>	<p><b>IN Conditions:</b></p> <ul style="list-style-type: none"> <li>• LEA must provide the principal: <ul style="list-style-type: none"> <li>• control over people, time, program, and dollars</li> <li>• an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner</li> </ul> </li> <li>• LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ul style="list-style-type: none"> <li>• Defined district role in the school SIG planning process</li> <li>• Designated Central Office staff member to be part of the SIG process</li> <li>• Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation</li> <li>• Monthly Monitoring of</li> </ul> </li> </ul>	<p>Will conduct monthly district and/or school collaborative meetings to reflect on practices put in place. The meeting will include but not be limited to school administration, central office representative, grade level representative, special area representative, family representative and community representative.</p> <p>Collaborate with PTO Presidents to create community partnerships with BHA and Crestmount.</p> <p>Title I Specialist will be the designate district staff member to plan and support the SIG process.</p> <p>Local Teacher’s Association President pledged support for flexibility in supporting teacher commitment to Fairview students.</p> <p>Use parent “Parent Survey” to gather stake-holder feedback.</p>	<p>Subs/Stipends</p>

		<p>SIG Programming and Implementation</p> <ul style="list-style-type: none"> <li>• Evaluation System for Programming and Implementation of SIG</li> <li>• Data Review Plan</li> <li>• Special Populations Review Plan</li> <li>• Fiscal Monitoring Plan</li> <li>• Timeline and Responsible Parties for all above plans</li> </ul> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• Monthly district and school collaborative meetings to reflect on practices put in place</li> </ul>		
--	--	---	--	--

### Part 5: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. *\*schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins.*  
[Hyperlink to examples on website](#)

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

Fairview will provide the IDOE with mini lesson videos, recording of students working on activities, and student work samples. The aforesaid “outcome artifacts” will be linked to our academic goals aforesaid mentioned.

## Part 6: Budget

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

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

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

		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	100,000.00		22,000.00					\$30,000.00	\$15,000.00		167,000.00
21000	Support Services - Student											
22100	Improvement of Instruction (Professional Development)	50,000.00				\$75,000.00						125,000
22900	Other Support Services											
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation											
33000	Community Service Operations											
60100	Transfers (interfund)											
	<b>Column Totals</b>	150,000.00		22,000.00		75,000.00			30,000.00	15,000.00		292,000.00
<b>Total Cost</b>												

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

<b><u>Supplies</u></b>	<b><u>Property: Technology</u></b>
<b><u>Property: Equipment</u></b>	<b><u>Other Purchase Services (Travel, Communications)</u></b>
<b><u>Professional Services</u></b>	<b><u>Staffing</u></b>
<b>Professional Learning Communities (PLC) PD for teachers</b>  <b>Indiana University teacher "LIFE" coaching and mentorship \$5000.00</b>	<b>Data Coach-1 FTE</b>  <b>Behavior Coach- 1 FTE</b>  <b>Two full time substitutes</b>