



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 1: Grantee Information

Applicant Information

School Corporation/Eligible Entity	South Bend Community School Corporation		Corp #	7205
School	Harrison Primary Center		School #	7545
Superintendent Name	Dr. Carole Schmidt		Email	cschmidt@sbcsc.k12.in.us
Title I Administrator Name	Deb Herring		Email	dherring@sbcsc.k12.in.us
Principal	Patricia Karban		Email	pkarban@sbcsc.k12.in.us
Mailing Address	3302 W Western Ave.	City	South Bend	Zip Code 46615
Telephone	(574)-283-7300	Fax	(574)-283-7303	
Total Funding Request				
<input type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input checked="" type="checkbox"/> Early Learning <input type="checkbox"/> Whole School Reform <input type="checkbox"/> Restart <input type="checkbox"/> Closure				

Application Type

Important Dates

Application Release	Release application and guidance to LEAs	May 1, 2015
Technical Assistance Training	Offer technical assistance training to eligible schools	May 13, 2015 AND May 27, 2015
Application Due	LEA application must be submitted to IDOE	June 30, 2015
Application Review	Applications reviewed by IDOE; Interviews conducted with chosen LEAs	Month of July 2015
Notification	SEA awards will be published and LEAs notified of Awards	July 31, 2015
Funds Available	Funds will be available to grantees	August 12, 2015
Required PD	Required PD for awardees	August 12, 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: *Carole Schmitz* Date: 7-6-15

Title I Administrator Signature: *Deborah Herring* Date: 7/2/15

Principal Signature: *Patricia Karban* Date: 7/1/15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Dr. Carole Schmidt	Superintendent of South Bend Community School Corporation
Deborah J. Herring	Title I Director of South Bend Community School Corporation
Christine Pochert	Director of Grants and Social Work Services , South Bend Community School Corporation
Patricia Karban	Principal of Harrison Primary Center, South Bend Community School Corporation
Dr. John David Van Dyke	Assistant Principal of Harrison Primary Center, South Bend Community School Corporation
Sally Egelston	4th Grade Teacher , Harrison Primary Center, South Bend Community School Corporation
Sally Babcock	Speech Pathologist , Harrison Primary Center, South Bend Community School Corporation
Jay Caponigro	President of the Board of School Trustees , South Bend Community School Corporation
Terry Grembowicz	President of National Education Association South Bend

Viriana Aguayo	President of Home School Organization for Harrison Primary Center, South Bend Community School Corporation
Maria Lerena Razzo	Treasurer of Home School Organization for Harrison Primary Center, South Bend Community School Corporation
Taniesha McAfee	Parent at Harrison Primary Center, South Bend Community School Corporation
Maureen Hosinski	Director of Instructional Technology and Library Services , South Bend Community School Corporation
John Ritzler	LEA Executive Director, Research and Evaluation , South Bend Community School Corporation
Barb Buckman	Family and Community School Specialist , Harrison Primary Center, South Bend Community School Corporation
Andrew Wiand	Director of Operations, enFocus Inc. , South Bend, Indiana
Ann Rosen	Co-Director, The Family Connection of Saint Joseph County , South Bend, Indiana
Sue Christiansen	Co-Director, The Family Connection of Saint Joseph County , South Bend, Indiana
Terri Sibaja	Project Chair and Volunteer, The Junior League of South Bend Inc. , South Bend, Indiana
Sally Carlin	Curriculum Facilitator for Reading, Language Arts, World Language and High Ability Programs , South Bend Community School Corporation
Sybil Synder	District Professional Development Coach, Title 1 , South Bend Community School Corporation

Marcia LaBelle	ELA Coach/ Intervention Specialist, Harrison Primary Center, South Bend Community School Corporation
Amy Szkaley	ELA Coach/ Intervention Specialist, Harrison Primary Center, South Bend Community School Corporation

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.

0	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Community School Project	10/9/14 3:00pm Harrison	5	1	2	0	3	0	Tour Harrison Primary Center. Discuss the 2 nd draft for the community school.
Visit Toledo Community School	10/20/14 7:00am-6:00pm	5	1	1	0	0	0	Pickett Academy Community Hub tour and meeting with their community director. United Way headquarters in Toledo tour and meeting with Pickett Academy Community HUB stakeholders. <ul style="list-style-type: none"> • Organizational structure of your Community Schools. • United Way's involvement and investment? • How did you assess the need? • How did you decide which schools? • Funding Sources • Ongoing Sustainability

								<ul style="list-style-type: none"> • Community Outcomes - How do you know the project is successful? • What mistakes did you make?
Community School Needs Assessment	10/30/14 3:00pm Superintendents Conference Room	5	1	2	0	3	0	<ul style="list-style-type: none"> • Results of needs assessment • Memorandum of Understanding • Full Service Community School Application • Timeline • Core Committee Members
Needs Assessment Collection of Data	11/17/14 1:30pm Harrison	3	0	1	0	0	0	<p>Community Schools project requires the community (neighborhood folks in the area) to participate in a needs assessment. Radio Communication:</p> <ul style="list-style-type: none"> • Sabor Latino • Gospel Station
Parent Information Night	11/18/14 5:30pm- 7:00pm Harrison	62	32	2	0	0	31	<ul style="list-style-type: none"> • Present school improvement goals • Needs Assessment
SB Police Department Involvement at Harrison	12/16/14 9:30am- 11:00am Harrison	7	2	2	0	0	4	<p>Brainstormed ways our SB Police Department can partner with Harrison to become more involved in the school goals.</p> <ul style="list-style-type: none"> • Chief Teachman and other officers read to the students in the classrooms after our meeting.
Harrison School Improvement Plan Update	12/1/14 5:30pm Administratio n Building	6	1	2	6	8	2	<p>Patricia Karban, principal, presented Harrison's School Improvement Plan to the School Board. The board members were impressed with the google file shared prior</p>

								to the meeting with Harrison student data and analysis over the past five years that was used to create SMART goals.
Harrison Primary Center Community Communication	12/8/14 10:00am Harrison	0 at the station, many listening	1	1	0	0	4	Sabor Latino Radio Station <ul style="list-style-type: none"> Principal Saturday Show Bi-weekly Student Show
Community School Improvement Grant Application, Needs Assessment Results, Wrap-around Services Medical Provider Update, Pre-school	1/21/15 1:30pm Administration Building	0	0	1	0	3	0	<ul style="list-style-type: none"> Principal presented results from needs assessment survey. Indiana Health Center presented ideas of how to put a clinic in the school. Oaklawn discussed how they could provide behavioral health services through the clinic.
Wrap-around Services	2/27/15 2:45pm Harrison	2	3	1	0	1	1	<ul style="list-style-type: none"> Met with Notre Dame pre-med students who shared their research on wraparound services for students in a primary center. Indiana Health Center and other community members toured Harrison to see if it has the physical space of a potential health clinic.
Parent Teacher Conferences Lobby Communication Tables	3/26/15 2:30pm-7:00pm Harrison	105	40	4	0	3	52	<ul style="list-style-type: none"> Community and South Bend City organizations met with families in the lobby to discuss the city's plans and asked the parents what they

								<p>need from the community.</p> <ul style="list-style-type: none"> ● Title I and Title III staff conducted AdvancED parent surveys to 74 parents. ● Navarre Intermediate principal and assistant principal talked with parents about their impressions of the next school.
<p>Compiling a list of Harrison community partners</p>	<p>3/27/15 2:30pm Harrison</p>	8	1	1	0	0	1	<ul style="list-style-type: none"> ● High-quality early learning programs or services ● Remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program ● Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs ● Mentoring and other youth development programs ● Community service and service learning opportunities ● Programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled

								<ul style="list-style-type: none"> • Job training and career counseling services • Nutrition services and physical activities • Primary health and dental care • Activities that improve access to and use of social service programs and programs that promotes family financial stability • Mental health services • Adult education and literacy services including instruction of adults in English as a second language
Junior League Volunteer Commitment to the Harrison Pre-school	5/12/15 5:30pm Riverside Terrace	60	1	1	0	1	0	Principal accepted the Junior League pre-school grant and spoke to the organization about the importance of early education at Harrison.
Pre-School at Harrison	5/27/15 3:30pm Administration Building	4	0	2	0	4	0	<ul style="list-style-type: none"> • Contracted services to Head Start to establish a preschool (of 68 students) at Harrison. • Budget • Contract • Staff at preschool
SIG Webinar	5/28/15 2:00pm Administration Building	0	0	2	2	6	0	<ul style="list-style-type: none"> • SIG 1003g overview of models • Discussion of which model fits the needs at Harrison • External partners

								<ul style="list-style-type: none"> ● Plan to write the grant ● Recommendations to the superintendent
Pre-school Volunteer Committee Schedule	5/29/15 5:20pm Harrison	1	1	1	0	0	0	<ul style="list-style-type: none"> ● Developed a schedule for summer "Done in a Day" volunteer jobs. ● Planned community committees to support the preschool students and families throughout the school year ● Budget for the preschool ● Furniture and materials ● Curriculum ● Responsive Classroom
SIG Early Learning Model Staff Meeting	6/4/15 2:30pm Harrison Primary Center	2	29	2	0	0	0	<ul style="list-style-type: none"> ● Principal presented the SIG Early Learning Model Grant Application ● Asked for staff to join the leadership team ● Discussed the focus of the model and how staff believed that would look like and any concerns they may have regarding the grant
SIG AdvancED ASSIST Program	6/5/15 12:00pm- 4:00pm Harrison	0	4	1	0	0	0	<p>Internal review process through AdvancED ASSIST Program.</p> <ul style="list-style-type: none"> ● Compiling staff, student, parent survey data
SIG AdvancED ASSIST Program	6/9/15 10:00am- 1:15pm	0	4	2	0	0	0	<p>Internal review process through AdvancED ASSIST Program.</p> <ul style="list-style-type: none"> ● Discussing strengths and areas of

	Harrison							<p>improvement evident in the survey data</p> <ul style="list-style-type: none"> Brainstorming ways to improve areas addressed as a need for change
SIG LEA Analysis	6/10/15 8:30am-10:00am	0	4	1	0	0	0	Review AdvancED ASSIST program data and create narratives on instructional programming.
SIG LEA Analysis	6/11/15 Harrison 8am-12:00pm	0	4	1	0	0	0	Review AdvancED ASSIST program data and create narratives on school leadership.
External Provider	6/11/15 12:30pm Purple Porch Co-op	1	0	1	0	1	0	Interview Kate, from enFocus, about their experience with grant writing and implementation
SIG Leadership Team Grant planning	6/15/15	3	2	2	0	0	0	<ul style="list-style-type: none"> Discuss Comparison Model Interventions for Harrison Primary Center Review the Responsive Classroom Professional Development plan
SIG Leadership Team/AdvancED Internal Review Assistance	6/16/15	1	2	2	0	0	0	<ul style="list-style-type: none"> ASSIST Internal Review: Self Assessment, Stakeholder Feedback, Performance Data Document SIG SMART goal External Provider Interview with Lynn Simmers from AdvancED
External Provider	6/16/15 4:15pm-	1	0	1	0	0	0	Met with Andrew Wiand from EnFocus to interview him for an external provider

	5:15pm							
SIG Technical Assistance	6/17/15 12:00pm-1:30pm Indianapolis	0	1	1	0	0	0	Principal and SBCSC Director of Grants met with Audrey Carnahan and Nate to discuss a list of questions regarding the SIG Application Directions and Guidance
SIG Wraparound Services	6/18/15 8:30am-9:30am Admin Building	3	0	1	0	3	0	Review draft for a memorandum of understanding with Indiana Health Care
SIG Leadership Team Writing	6/23/15 Remotely	0	5	2	2	6	0	SIG google folder documentation review/editing with the SIG
SIG Leadership Team Writing	6/24/15 8:00am-6:00pm Harrison	5	2	1	2	2	0	<ul style="list-style-type: none"> ● Instructional Program Analysis ● Interventions to support data analysis ● Professional development Schedule ● Compile letters of support ● EnFocus External Provider proposal ● Phone conference with AdvancED
SIG Leadership Team Writing	6/25/18 8:00am-2:00pm Harrison	2	6	1	1	3	0	<ul style="list-style-type: none"> ● Coaches PD schedule ● Analysis edited ● Family Connection update ● Budgeted items
SIG Leadership Team Writing	6/26/18 8:00am- Harrison	0	4	1	0	2	0	<ul style="list-style-type: none"> ● Review rational and interventions ● Budget updates ● Review analysis and interventions ● After school programing schedule

Editing	6/29/15 3:00pm Harrison	2	6	1	0	2	0	<ul style="list-style-type: none"> Edit SIG application and budget
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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	2014-2015 School Improvement Plans were shared with the Harrison Primary Center learning community in August, 2014 at the back-to-school family event. Throughout the year Harrison Primary Center communicated data concerning intervention implementation pertaining to satisfying school improvement goals through newsletters, family involvement events, and parent teacher conferences. Utilizing the AdvancED parent survey system, the Harrison Primary Center Title I and Title III staff received feedback from 28% of families during parent-teacher conferences on March 25, 2015. Additionally, the Harrison Primary Center Parent Involvement Policy for the 2015-2016 school year was reviewed and revised in coordination with, and utilizing, parent participation and input. The Parent Involvement Policy is a functional portion of the grant as it pertains to the overall social and academic commitment of parents as vital participants in the Harrison Primary Center learning community. Parent input supports the grant interventions for after school programing, wrap around services, and parental instructional programming.
Community	In October of 2014 the administration met with community members from various organizations to discuss potential implementation of a preschool at Harrison Primary Center. Throughout the year Harrison Primary Center was focused on strengthening and developing relationships with community partners. On June 3, 2015, Harrison hosted a parent and community involvement meeting with 52 community members in attendance. Community partners provided feedback through AdvancED agency surveys. Although the surveys were not specifically intended for community members, valuable data was collected through open-ended survey questions. Based on parent input it was determined that implementing a full-day preschool would increase student academic success. The current community partners have all renewed their commitment and some have expanded their commitment to supporting the Harrison Primary Center for the 2015-2016 school year.

Part 3: Schools to be Served by LEA

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
Hay Primary Center	K-4	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Washington High School	9-12	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Brown Intermediate Center	5-8	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Coquillard Primary Center	K-4	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Edison Intermediate Center	5-8	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Greene Intermediate Center	5-8	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Harrison Primary Center	K-4	P	Early Learning Model	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school

Madison Primary Center	K-4	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Marquette Montessori Academy	K-4	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Marshall Intermediate Center	5-8	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
McKinley Primary Center	K-4	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Monroe Primary Center	K-4	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Wilson Primary Center	K-4	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Muessel Primary Center	K-4	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Navarre Intermediate Center	5-8	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
Nuner Primary Center	K-4	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
South Bend New Tech High School	9-12	F	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.

Perley Fine Arts Academy	K-4	P	NA	Corporation lacks capacity to fully implement plan with fidelity in more than one school.
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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	63.08%	135	HIGH- Large percentage of students reading comprehension skills are below grade level	66%	70%	73%	77%	80%
African American	58.93%	40	HIGH- Large percentage of students reading comprehension skills are below grade level	61%	64%	67%	70%	73%
Asian/Pacific Islander	-----	-----		-----	-----	-----	-----	-----
Hispanic	66.94%	82	HIGH-Large percentage of students are not proficient in English and have below grade level reading comprehension skills	69%	72%	75%	78%	80%
White	-----	-----		-----	-----	-----	-----	-----
Students with Disabilities	25.64%	6	HIGH- Large percentage of students reading comprehension skills are below grade level	27%	30%	35%	40%	45%
LEP	63.64%	46	HIGH- Large percentage of students reading comprehension skills are below grade level	66%	70%	73%	77%	80%
Free/Reduced Lunch	63.19%	128	HIGH- Large percentage of students reading comprehension skills are below grade level	66%	70%	73%	77%	80%
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA
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>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	59.69%	123	HIGH-Large percentage of students reading comprehension and math skills are below	63%	66%	70%	73%	77%

			grade level					
African American	48.21%	31	HIGH-Large percentage of students reading comprehension and math skills are below grade level	54%	57%	60%	65%	70%
Asian/Pacific Islander	-----	-----		-----	-----	-----	-----	-----
Hispanic	62.81%	77	HIGH-Large percentage of students reading comprehension and math skills are below grade level	66%	70%	73%	77%	80%
White	-----	-----		-----	-----	-----	-----	-----
Students with Disabilities	40%	12	HIGH-Large percentage of students reading comprehension and math skills are below grade level	42%	47%	52%	57%	60%
LEP	62.73%	48	HIGH-Large percentage of students reading comprehension and math skills are below grade level	66%	70%	73%	77%	80%
Free/Reduced Lunch	61.73%	119	HIGH-Large percentage of students reading comprehension and math skills are below grade level	64%	67%	70%	74%	78%
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA

- # of students in the subgroup data is from ISTEP Disaggregation Summary

Part 4: Needs Assessment and Goals

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 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	61.4%	63%	68%	72%	76%	80%
Percent of students proficient on ISTEP (ELA) (3-8)	63.08%	66%	70%	73%	77%	80%
Percent of students proficient on ISTEP (Math) (3-8)	59.7%	63%	66%	70%	73%	77%
Percent of students proficient on IREAD (Spring Test Only) (3)	52%	57%	60%	65%	70%	75%
10 th grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA
10 th grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA
Non-Waiver Graduation Rate – HS only	NA	NA	NA	NA	NA	NA
College enrollment rates – HS only	NA	NA	NA	NA	NA	NA

Leading Indicators	BASELINE	SY 2015-2016	SY 2016-2017	SY 2017-2018	SY 2018-2019	SY 2019-2020
	SY 2014-2015	Goal	Goal	Goal	Goal	Goal
1. Number of minutes within the school year that students are required to attend school	64,800	64,800	65,010	65,070	65,086	65,086
2. Number of daily minutes of math instruction	60	60	60	60	60	60
3. Number of daily minutes of EL/A instruction	90	90	90	90	90	90
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	93%	94%	95%	96%	97%	97%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	NA	NA	NA	NA	NA	NA
7. Number of students completing dual enrollment classes – HS only	NA	NA	NA	NA	NA	NA
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	NA	NA	NA	NA	NA	NA
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	BAS- Before/ After School - only 16% of the student body	BAS-Before/ After School- increased % of the student body	BAS-Before/ After School increased % of the student body Other: eLearning	BAS-Before/ After School increased % of the student body Other: eLearning	BAS-Before/ After School increased % of the student body Other: eLearning	BAS-Before/ After School increased % of the student body Other: eLearning
10. Discipline incidents – number of suspensions and/or expulsions	943 total incidents-155 suspensions	802 total incidents-132 suspensions	682 total incidents-112 suspensions	580 total incidents- 96 suspensions	493 total incidents- 82 suspensions	419 total incidents-70 suspensions

11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	50	42	36	31	26	21
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].)	IN- 0 IMP-2 EF-0 HEF-29					
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	81%	86%	89%	91%	93%	95%

- **12. The principal will work with certified staff using the Framework for Effective Teaching Rubric to ensure growth among staff to be HE in Domain 2: Planning and Designing Learning Experiences for All Students**

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	An analysis of Harrison Primary Center's key learning indicators, 2014 ISTEP+ assessment results, benchmark data, and curriculum audits (staff survey, interviews, and walkthroughs) paints a picture of a student body and staff that face major daily challenges. In the area of English Language Arts achievement, 41.07% of African American students, 33.06% of Hispanic students, 74.36% of Disabled students, 36.36% of Limited English Proficient students, and 36.81% of Free/Reduced Lunch students did not pass the ISTEP+. Overall, over one third (36.92%) of Harrison Primary Center students did not pass the English Language Arts portion of ISTEP+. In addition, 46% of Harrison Primary Center's third grade students did not pass the IREAD-3 test in the spring of 2015. As one might predict, an analysis of kindergarten English language arts benchmark data reveals that these 3rd grade deficits have deep roots. End-of-year 2015 mClass text reading measures indicate that 65% of kindergarten students were performing below benchmark in text reading. Over 1/3 (39%) of kindergarten students were performing significantly below level in measures of foundational reading skills (Dibels: phoneme segmentation fluency and nonsense word fluency).

In the area of Mathematics, 51.79% of African American students, 37.19% of Hispanic students, 60% of Disabled students, 37.27% of Limited English Proficient students, and 38.27% of Free/Reduced Lunch students did not pass the ISTEP+. Overall, 40.31% of Harrison Primary Center students did not pass the Mathematics portion of ISTEP+. As with English language arts, these math deficits have roots in the earliest of elementary years. End-of-year mathematics mClass benchmark testing reveal significant kindergarten deficits: 62% below level overall, 87% below level in number identification, 51 % below level in counting.

These students experience academic struggle and attendant emotional trials on a daily basis. They grapple with significant gaps in their learning along with areas of shallow understanding. Not surprisingly, these academically challenged students often act out. During the 2014-15 academic year, Harrison experienced 943 discipline incidents, which resulted in 155 suspensions from school. Truancy was an issue as well during the 2014-15 academic year, with fifty truancy letters written or actions taken. On a daily average Harrison's school nurse treats 23 students above the number of scheduled students who visit the nurse for medications and/or feedings.

As the student data implies, Harrison staff has struggled alongside these students. Behind every discipline referral is a Harrison staff member who experiences on a daily basis the frustration and challenge to motivation that come with the difficult task of meeting the needs of these at-risk students. Predictably, the 2014-15 attendance rate of Harrison's staff has been poor, 81%. The LEA has analyzed the situation, looking at these data points, and has identified the following instructional program strengths and deficits.

INSTRUCTIONAL PROGRAM STRENGTHS (on which to build)

- **Instructional Coaches:** Harrison Primary Center currently has two instructional coaches in place.
- **Research-based Core Reading Program:** Teachers are in the second year of implementing a new core reading program, which addresses Indiana's rigorous college and career ready standards and is built around engaging inquiry-based explorations of engaging science and social studies themes.
- **Responsive Classroom Training:** K-1 teachers have been trained in both the Responsive Classroom Course and the Advanced Course. Teachers in grades 2-4 will attend the Responsive Classroom Course in summer of the 2015-16 school year.
- **Early Childhood Learning:** In 2015-16 a Head Start preschool program will be in place at Harrison for 68 students (with ½ day funded through Title I).
- **Book Room:** Harrison houses a book room stocked with read aloud, big book, and leveled texts that provide valuable resources for enriching the content themes from our core program and allow for purposeful differentiation.
- **Some Technology:** Harrison has a computer lab and white boards in most classrooms.
- **Weekly Grade level Meeting & Collaboration Time:** Harrison Primary Center's new principal reworked the master schedule this

year to allow for weekly grade level planning meetings. At these meetings, coaches meet with grade level teachers to discuss student data and plan for differentiated powerful instruction.

- **Parent/Community Instructional Program - Family and Community School Specialist:** Harrison Primary Center currently has one Family and Community School Specialist for grades K-4.
- **Monthly STARS Instructional Workshops:** Intensive instructional workshops (focused on reading and math) are held monthly. Workshops are designed to reinforce deficit skills in the lowest 25% of our students and their families. All workshop materials are hands-on and given to parents or students to take home as additional academic resources.

INSTRUCTIONAL PROGRAM DEFICITS (to be addressed)

- **Ineffective Job-Embedded Professional Learning**

- **Ineffective Grade Level Meetings:** Although the principal reworked the master schedule so that grade level teachers and coaches could meet on a weekly basis to discuss formative student learning outcomes and plan responsive teaching, results from these collaborative opportunities have been disappointing. In general, these discussions have lacked a predictable structure and obvious tangible outcomes. Curriculum audits suggest that instruction has not been significantly impacted and that student learning outcomes have not benefitted.
- **Ineffective Instructional Coaching:** Although, Harrison has two instructional coaches, in practice, little by-the-side coaching in classrooms takes place. In general, Harrison's coaches have worked mainly with groups of students, serving as interventionists. They have little time to plan alongside teachers, to model instructional practices, co-teach, and discuss student learning outcomes.

- **Deficiencies in Tier 1 Instruction**

- **Lack of Fidelity to the Core Reading Program:** Although in the second year of implementing the *Reading Wonders* program, teachers still report feeling some unease about their ability to implement it. Although the content themes lend themselves to increased student engagement around meaty essential questions, curriculum audits reveal that classrooms and hallways do not reflect this rich student engagement. While one would expect to see anchor charts, some ongoing synthesis of students' growing content knowledge, and evidence of increasing student enthusiasm and expertise, these rich fruits are not evident in all hallways and classrooms. While *Reading Wonders* is geared toward vibrant project-based inquiry, in general, it is not being utilized in this manner to the fullest.
- **Little Technology Use in the Classroom** - It has been thirteen years since small pods of computers were placed in Harrison classrooms. Day-to-day student interface with technology requires, in general, the use of outdated computers. In addition

to this building-wide need, there are several classrooms with no whiteboards and approximately eight building areas with no wifi capability. Teachers, in general, report feeling the need for professional development and coaching in the integration of technology in the classroom - both for their own and for student use. In general, Harrison teachers report that they do not feel equipped to teach media-saturated 21st century skills.

- **Low CLASS Scores in Instructional Support** - Kindergarten and 1st grade teachers scored an average of 2.6 (on a 7-point scale with 7 the highest possible score) on the dimension of Concept Development. This is a measure of the teacher's use of instructional discussions and activities to promote students' higher-order thinking skills and cognition. The average score was 3.1 on Quality of Feedback, which assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation. In Language Modeling, which captures the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques, the teachers' average score was 2.8.

- **Lack of Students' Life Experiences**

- Grade levels were able to take only a limited number of experiential field trips during the 2014-2015 school year. Harrison Primary Center students lack life experiences that would enable them to better connect with the academic content being presented in all content areas.

- **Lack of Acceptable Student Academic Growth**

- We acknowledge the growth students are making at Harrison Primary Center. The academic growth is not schoolwide, and measures are needed to arrive at academic growth at all grade levels and among all students.

- **Deficiencies in Classroom & School Climate:** Harrison boasts a lovely physical environment with a relatively new and airy building. Yet, the day-to-day climate presents significant issues and challenges. Truancy and disruptive behavior is a significant threat to the maintenance of a safe and joyful building. Although kindergarten and first grade teachers were trained in the Responsive Classroom approach to education prior to the 2014-15 academic year, most teachers have not been trained. In addition, Responsive Classroom is not being implemented with fidelity. This is reflected in the scores of the CLASS assessment (Classroom Assessment Scoring System) conducted in the fall of 2014 in kindergarten and first grades. The average scores for Positive Climate and Teacher Sensitivity were both in the mid-range of 5 on a 7-point scale and the Regard for Student Perspective were even lower, averaging 3.6. Negative Climate, which should score a 1, averaged 1.25, indicating the presence of negativity among some teachers in their classrooms. The days at Harrison are not structured around the child-centered engagements of morning and other strategies for building a foundation for a caring classroom community. Behavior management strategies such as proactive discipline, logical

consequences, and positive teacher language are often not effectively utilized. While the language of the building is shifting toward a common and positive framing of student expectations, much work in this area can be done. Too often learning is interrupted and negatively impacted.

- **Deficiencies in Parental/ Community Instructional Programs**

- **Parent Participation:** Parent participation in the monthly STARS workshops is lower than anticipated. The parents and students who do attend the events state that the programs and activities are effective and enjoyable. However, parents are not interested in attending events that are educational. Parents express concern about educational events and their own abilities to perform the required activities.
- **Parent Opinion Leader Participation:** We are identifying and gathering the support of parents as opinion leaders and school advocates to assist with driving parent participation in educational events and workshops. This is in the beginning stages.
- **Lack of High-Quality Pre-K Opportunities:** While the value is well established, the reality is that too few children coming to Harrison are able to access a high-quality preschool experience. Head Start serves 342 children annually in South Bend and has a waitlist of more than 200 children. Child Care Development Fund vouchers, which can be used at qualifying area child care programs, currently has more than 300 children on this waitlist. With Title I funds, Harrison will be able to offer preschool for 68 students for ½ day only. We hope to offer full-day preschool.
- **Weak Transition Protocol:** Throughout the South Bend School Corporation, little is done in the area of transition for incoming kindergarteners and their families. This has been documented as a need through the Agency Program Quality Assessment conducted by The Family Connection yearly among early childhood providers. "Transition to kindergarten" received a collective score of 3.30 out of 5, among the lowest items on this assessment.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>In terms of instructional programming, the Early Learning Model requires of schools a commitment to developing and increasing teacher and school leader effectiveness, a resolve to implement a research-based instructional program along with instructional supports provided by increased technology use, the provision of quality job-embedded professional development including an emphasis on early learning, and a commitment to increasing family and community involvement. These are the very areas our analysis has identified as in need of reform. The interventions below work together to address these needs and deficits and to revitalize and reform our instructional program.</p> <p>Commitment to Increasing Teacher Effectiveness & Instructional Reform - Effective Job-Embedded Professional Learning: With SIG monies, Harrison Primary Center will be equipped with resources to completely revamp its job-embedded professional learning with the goal of increasing teacher and school leader effectiveness.</p> <ul style="list-style-type: none"> ● Additional Coaches & Grade Level Specialization for Coaches: First of all, the SIG grant will allow for the hiring of an additional early childhood instructional coach who will be trained and mentored by The Family Connection. With an additional coach, coaches will be assigned to grade levels and will be able to specialize in the instructional demands and developmental challenges and opportunities of their assigned grade level. With specialized pre-k-Kindergarten, 1st-2nd, and 3rd-4th grade level coaches, instructional leaders will be able to reach more classrooms. They will more easily come to know the core program resources at their level and the challenges of the IN College and Career Ready Standards at their levels. Fewer teachers per coach will allow for deeper professional learning, as coaches will be able to devote more time to the teachers with whom they do work. Coaching effectiveness will increase. ● Professional Development for Coaches: Along with hiring additional coaches, we will plan for professional development for the coaches, utilizing a coach-the-coach model with extra support offered by district coaches and by sending coaches to one national conferences (IRA, Reading Recovery, NCTM, etc.) per year. ● New Coach Job Description: In addition to adding an extra coach and to designating grade level specializations, there will be opportunity created by the grant to rework the coach job description. The expectation will be set that instructional coaches work in ongoing collaborative planning and teaching with teachers. This will significantly decrease time working as interventionists in an effort to really build tier 1 capacity in our teachers. In essence, coaches will be asked to make a significant re-commitment to the task of growing teacher expertise in teaching the IN CCR standards and in teaching the core program. ● Revitalized Structure for Grade Level Collaboration: We will use the opportunity created by the grant to revitalize our current way of running weekly grade level meetings. We will structure grade level meetings by purpose to ensure that formative data is meaningfully considered in a timely manner, early literacy learning is encouraged, and collaborative planning occurs in an ongoing and productive way. <ul style="list-style-type: none"> ○ Data meetings will occur 1x/month (driven by a simple protocol that involves timed rotations that generate first
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impressions and bare bones descriptions of the data followed by brainstorming of inferences as to why the data is as it is, followed by troubleshooting and brief written action planning for all)

- **Early literacy professional development** will occur 1x/month (driven by the discussion of short video segments of guided reading, phonemic awareness and phonics instruction and other literacy learning techniques that will move from professionally produced video to Harrison teacher generated video and will culminate in short written reflections)
- **Collaborative planning meetings** will occur 2x/month (around the core program and upcoming units of instruction and yielding lesson plans and rubrics)
- **New Accountability for Grade Level Meeting Productivity, for Data Analysis, Literacy Learning, and Collaboration & Core Program Use - eBinder**
 - **Grade level meeting eBinders** will be formed to electronically house the cumulative artifacts from grade level meetings, including data analysis write-ups and action plans from data meetings, reflections from literacy meetings, and lesson plans from planning meetings. Shout outs and public sharing (via staff bulletin) of excellence in teacher collaboration will occur regularly. eBinders will be shared (in GoogleDrive) so that grade levels can share rubrics and instructional tools generated.

Commitment to Increasing Teacher Effectiveness & Instructional Reform - Revitalized Fidelity to the Core Program: With SIG monies, Harrison Primary Center will revamp its job-embedded professional learning which, in turn, will impact the fidelity with which our teachers teach the core reading program.

- **New Accountability for Core Program Use - Calendared End-of-Unit Celebrations of Learning:** For the first year of the grant, 2 community-wide celebrations of *Reading Wonders* unit learning will be scheduled. At the end of the first and second semesters, parents and community members will be invited to come to grade level celebrations of the fruits of student content exploration in the core program. Students will serve as docents, presenting their research and final products to an authentic visiting audience. It is expected that much of the planning work for these celebrations will take place during the planning-focused grade level meetings facilitated by our instructional coaches. It is also expected that before and after these celebrations, Harrison hallways will house the fruits of on-going student exploration and will vibrantly reflect the themes under study. We will use some grant monies to purchase additional cork strips and display areas for student work-in-progress and completed projects on display. The school webpage will showcase all core program celebrations.

Commitment to Increasing Teacher Effectiveness & Instructional Reform - Increased Use of Technology in the Classroom: With SIG monies, Harrison Primary Center will completely reform our instruction, moving squarely into the 21st century. We will purchase additional

hardware and software and will (via regular after-school professional development sessions) commit to increasing the capacity of our teachers and instructional leaders to engage students with these new media resources.

- **Hardware and Software Purchases:** With SIG grant monies, Harrison will purchase the following instructional technology resources along with educational applications.
 - **Whiteboards** - enough whiteboards to equip each classroom.
 - **Mini-ipads** - mini-ipads for our pre-K and kindergarten classrooms.
 - **iPads** - iPads for our 1st and 2nd grade classrooms.
 - **Laptops** - laptops (computers on wheels) for our 3rd and 4th grade classrooms.
 - **Wifi** - an assurance that wifi is accessible throughout our building (including in the ~8 areas in our building currently without wifi connectivity)

- **After-School Technology & 21st Century Skill-Focused Professional Development:** With SIG funds, we will purchase professional development resources (video and print) that focus on technology use in the 21st century classroom. We will offer stipends to teachers to attend monthly after-school professional development sessions on technology use & 21st century skills.
 - **Monthly Book Study** - 2:30-5 PM (teachers paid stipend)
 - **Year 1, Semester 1: Teacher Learning & Practice** - Teachers read the text, attend monthly discussions, and practice the use of the technology under study. Teachers begin using presentation technologies in their classrooms (whiteboards, document cameras).
 - **Year 1, Semester 2: Student Exploration** - Teachers begin to engage students in 21st century skills of accessing, analyzing, synthesizing, and communicating information through media (imovie, ppt, blogs, voicethread, etc.)

- **Technology Coach:** With SIG monies, we will hire an additional instructional and professional development coach who will interface with our grade level coaches in supporting the use of new media in our classrooms. This coach will facilitate the monthly after-school PD. The coach will also interface with our Family & Community Specialist to train our parents and families in the use of new technologies.

- **Experiential Field Trips:** With SIG monies, grade levels will attend experiential field trips to reinforce understanding in the content areas and geared toward Indiana's Academic Standards.

Commitment to Increasing Teacher Effectiveness & Instructional Reform - Safe and Joyful Classroom & School Climate - Social & Emotional Learning: Under the SIG grant, Harrison Primary Center will recommit to the training of its teachers and school leaders in

Responsive Classroom strategies. 2nd, 3rd, and 4th grade teachers will be trained prior to the beginning of the 2015-16 academic year. The principal will use the planning year of the grant to develop a mentor relationship with Ann Rosen and Sue Christensen consultants from Family Connection. With this mentoring, the principal and teachers will model and reinforce positive social and emotional skills in the students and staff. We will structure days at all levels to include morning meeting, academic choice, guided discovery, and proactive and positive discipline. We will model use of language that allows students to envision an identity for themselves as positive, contributing members of the community.

- **Community Service Action Research** - In line with the push toward full implementation of Responsive Classroom techniques and continuing a process begun during academic year 2014-15, Harrison will utilize SIG funds to expand our Community Service Action Research program. During the first semester of the planning year of the grant, teachers from each grade level will work with instructional coaches to identify areas of intersection between community action and the core program content themes. Each grade level will join in a developmentally-appropriate and challenging review of the issues that confront the school and local community. Student teams will propose solutions to the problems and will utilize the new technologies (especially 2nd semester) to increase community awareness. As students come to discern problems and develop plans for addressing them, they will gain in agency and a sense of positive identity. Community Service Action Research will flesh out the academic program and allow Harrison teachers and staff to offer students an instructional program that addresses the whole child.
- **Student Incentive Program:** Harrison Primary Center will implement a monthly student academic incentive program to reward growth and effort.

Before and After-School Instructional Programming - Although students will conduct much of the research on issues related to their core program themes during the school day, some of the refinement of the final projects in Community Service Action Research (described above) will need to be completed in after school enrichment groups. With SIG funds, Harrison will expand upon current offerings both before and after school. Staff members will be paid stipends, and materials (media, technology, print, and other) will be ordered to fully develop after-school enrichment offerings. These programs will reach into and beyond the academic to develop interests and capacities in students that will help them thrive. We will use the planning year of the grant, to survey students, families, and teachers to identify areas of interest and talent. Harrison staff will look for intersections that will allow our staff, students, and families to grow and learn together. Involving students, families, and staff in rich learning together will invigorate and energize Harrison's environment. Enriched programming will allow even reluctant & acting out students to come to see themselves as interested, involved, capable, and valuable community members.

School Leadership

LEA analysis

An analysis of Harrison Primary Center's school leadership reveals definite positives on which to build along with some areas for improvement. During the spring of 2015, three stakeholder groups (teachers/support staff, students, and families) were asked to assess the school community according to the survey items under AdvancED Standards and Indicators, one of which deals explicitly with school leadership & governance. The survey results reveal positively that the "leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose." In addition, the survey points to the opportunities for shared leadership that exist at Harrison: "School leaders support innovation, collaboration, shared leadership and professional growth." Survey results, also, indicate that this collaboration and drive to improve can be enhanced. Specifically, stakeholders welcome the opportunity for increased communication and to be brought more fully into the decision-making process at Harrison.

In general, Harrison's new principal, the teachers & staff, and students and parents are proud of their school and are willing to participate in leadership initiatives at the school and district level. In addition, Harrison is implementing a continuous improvement process and has participated in an internal and external diagnostic review from AdvancED that will positively impact teacher effectiveness and student success and that is results-driven.

In summary, Harrison's leadership structure has strengths on which to build and areas in need of improvement.

- **Principal Leadership - Strengths:** There is a new principal at Harrison who has already begun the process of reaching out to stakeholders in order to develop increased and shared leadership at Harrison. Through these efforts, the principal has begun to develop and refine her leadership in the area of early learning and community schooling. Visits to schools engaged in similar efforts began as early as last fall (visit by principal to Toledo Community Hub School, 10/20/14). Community school needs assessments were begun also in the fall of 2014 (10/30/14). Meetings with community stakeholders and partners were conducted throughout the year (South Bend Police, 12/16/14; Indiana Health Center, Oaklawn Psychiatric Center, and Notre Dame, 1/21/15; Sabor Latino Radio Show involvement, 12/8/14). Partnerships in early childhood have been explored (Junior League pre-school volunteer partnership, 5/12/15 and contracting with Head Start for a ½ day pre-school to serve 68 students, 5/27/15). The principal has created a master schedule that allows for grade level teams to meet to increase their communication and collaboration and to develop the potential for leadership and initiative at each grade. She has chosen grade-level teacher leaders who have participated in trainings and in the dissemination of information to their peers. Patricia Karban was evaluated and deemed highly effective with a final score of 3.28.
 - **Principal Leadership - Areas for Improvement:** Despite these energetic efforts to reach out and grow her expertise, the principal still requires additional mentoring in early learning and community schooling as she takes on this expanded

leadership role.

- **Teachers & Support Staff Leadership - Strengths:** Grade-level and issue-specific leaders already exist among Harrison's teachers and staff. Teachers head up and work in collaborative leadership initiatives including: the PBIS Committee, GEIT team, social committee, and the charity/fund raising committee. Grade level leaders have been chosen to spear-head initiatives such as Differentiated Instruction training. Instructional coaches work to provide professional development and act as thinking partners with grade levels and staff, and, finally, a structure of meeting in grade-level teams has been created this year to allow for collaboration among Harrison teachers and coaches. This structure offers great promise as an area for building leadership capacity among the teachers.
 - **Teacher & Support Staff Leadership - Areas for Improvement:** At present, Harrison does not benefit from the full participation of its teaching and support staff in school leadership initiatives. Not every teacher and staff member serves on a committee. Also, at present, there is no committee dedicated to addressing the school's climate needs. In addition, the power of the grade level collaborative time has not been realized since teachers and coaches have largely worked without accountability and protocols for guiding their work. Finally, at present, Harrison does not have leadership capacity among its teachers and staff in the early childhood and community learning model. To date, the bulk of the preliminary work has been completed by the principal.

- **Family & Community Leadership - Strengths:** Leadership opportunities for Harrison's families, students, and community members do exist. In general, while these leadership areas are present, they are in need of significant development. In terms of parent outreach, Harrison currently has a functional Home and School Organization which meets monthly. Through participation in this organization, parent leaders work with school staff in planning bimonthly Family Fun Night activities. Student leadership at Harrison has historically been developed through involvement in the Student Council. Currently, this body meets bimonthly and plans predominantly fund-raising activities. During the 2014-15 academic year, however, under new principal leadership, Harrison began a new student leadership initiative. A community service learning action research project (entirely run through teacher and student leadership) was piloted. Student leaders researched issues that impact their neighborhood community directly. Student leader representatives spoke to the mayor of the city and other community leaders about the issue and offered their proposed solution. As a result, additional sidewalks are being built around the neighboring area. It is the intent of Harrison staff to expand this piloted program. As this initiative suggests, community leaders have begun to partner with Harrison school leaders to form a network of allied stakeholders. From Mayor Pete Buttigieg, to the Police Chief Teachman, to leaders at the University of Notre Dame and St. Mary's College, community members have begun to be seen in the hallways and classrooms interfacing with staff and students, modeling concerned involvement and active leadership.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>In terms of school leadership, the Early Learning Model requires a commitment to the development of teacher and principal effectiveness. It asks of schools a dedication to ensuring that the principal has embraced the Pre-K-3 learning continuum. It asks that the principal provide personalized learning environments that work to build professional capacity and leadership across the learning community, that the principal identify and reward school leaders from among its teacher and staff ranks, and that the school work to bring on board teachers and staff licensed in early childhood. With the new teacher growth and proficiency program begun this year, Harrison has begun the identification of teacher next steps for growth and has moved toward a model of collaboration in reaching toward increasing professional and leadership capacity. The interventions listed below will build upon the growth and proficiency model begun this year and will work together to address the Early Learning Model requirements. They indicate a school poised to become a hub of Pre-k- 3rd grade learning for all stakeholders.</p> <p>Principal - Commitment of Principal to Leadership in the Pre-K-Primary Early Learning & Community Learning Model: With SIG funds and related new partnerships, Harrison’s principal will be mentored and supported as she grows personal leadership capacity and develops her staff in the area of early childhood and community-focused learning.</p> <ul style="list-style-type: none"> ● Weekly Mentoring - Study Group Meetings: With SIG funds, the principal will partner fully with the Family Connection, a non-profit organization dedicated to fostering excellence in community systems that serve area children and families. She will attend weekly mentoring study group meetings to develop her leadership capacity in the Family Connection pre-k-3 early learning model. ● Early Childhood Conference Attendance: The principal will also attend a minimum of two early childhood learning conferences (a High Scope conference and a local training). She will meet with stakeholders after all conferences to develop a plan for disseminating information. <p>Teachers & Staff - Development of Leadership Capacity - Personalized Learning Environments: Mentioned in the Instructional Programs section, is the use of SIG funds to hire a pre-K-kindergarten coach and to designate personal areas of coaching expertise among coach leaders. In addition, plans to revamp the structure of weekly grade level meetings and after school meetings to increase teacher capacity in data analysis, early literacy instruction, instructional planning, and use of technology are described. In addition, leadership capacity will be built through the following interventions:</p> <ul style="list-style-type: none"> ● Teacher Evaluation & Continued Teacher Growth: The Framework for Effective Teaching Rubric will be used on the Standards for Success (SFS) tool to evaluate and implement professional development plans for teachers. 33% of the teacher evaluation uses student growth data. The Family Connection, principal, assistant principal, and coaches will mentor teachers and staff and partner with them to develop and increase leadership effectiveness and to guide the growth of their instructional practice (especially in the area of developmentally appropriate instruction). ● Training of Harrison Support Staff (kindergarten aides and bilingual program aides) to Build Leadership Capacity - Teacher Trainer
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Stipends: Stipends for after-school training for our instructional support staff will be provided. This training will be planned during semester one of the planning year of the SIG grant and will begin semester two. We will develop teacher leadership in areas of interest by paying stipends to teacher leaders interested in planning for and delivering this support staff training.

- **Training of Instructional Coaches:** Leadership capacity of coaching staff will be increased through on-going district-level professional development. In addition, High Scope training will be provided to our to-be-hired Pre-K-kindergarten coach. All coaches will receive training (provided by the Family Connection) in developmentally-appropriate practice and will attend one national conference per year (IRA, NCTM, Reading Recovery, etc.).
- **The Identification and Reward of Teacher and Staff Leaders - Extended Day Leadership Opportunities:** The planning year of the grant will be used to develop and begin before and after-school programming that will include multiple opportunities for increasing staff capacity and rewarding building leaders. Teachers and staff will be surveyed to identify areas of interest and talent. A before and after-school program coordinator position and teacher positions will be available. These leaders will be paid a stipend for planning and teaching efforts and will enjoy additional leadership opportunities.

Community Hub - Leadership Provided by Licensed Early Childhood Personnel, Community Partnerships, Families, and Students: With SIG funds, leadership capacity will be developed in areas that extend well beyond the principal, teachers, and support staff. Leadership involvement of community members, parents, and students will be developed, as - over time - Harrison Primary Center is transformed into a hub of true community learning. On-going interaction between and growing leadership of all stakeholders (staff, family, and community) will create a new collective identity. Stakeholders will come to see themselves as integral links in a chain of support for Harrison students and families. Specifically, community leadership will develop in the following ways:

- **Growth of Community Stakeholder & Family Leadership**
 - **Preschool Partnering:** Beginning academic year 2015-16, Harrison Primary Center will contract services with Head Start to implement a high-quality preschool using the HighScope curriculum. SIG funds will allow for implementation of a FULL day of programming.
 - **After-school programming:** Harrison will partner with the Boys and Girls Club to include after-school programming and develop current staff expertise in this area.
 - **Community-oriented partnering:** On-going partnerships with community organizations (United Way, South Bend Community Foundation, Family Connection, Notre Dame, Junior League, La Casa de Amistad) will enrich school daily life as volunteers, mentors, and cadet teachers offer their leadership expertise and energy. Harrison Primary Center Family and Community Specialists will work to coordinate these involvements and create a community-oriented school in order to sustain academic, behavioral, and emotional support.

	<ul style="list-style-type: none"> ● Transition Protocol and Family Engagement Plan: SIG funds will support a facilitator from Family Connection to head a Harrison team which will explore in-depth the areas of: transitions; family, school, and community partnerships; respecting diversity through the Ready School Assessment; the development of a transition protocol, and specific family engagement strategies and activities.
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School Infrastructure

<p>LEA analysis</p>	<p>Staff Infrastructure Currently Harrison Primary Center has 24 general education teachers K-4, 6 Special Education teachers, 3 Specials teachers, 1 Speech Pathologist and 1 Speech Language Assistant. There are 8 Title III aides, 2 Kindergarten aides, and 13 Special Education paraprofessionals. Title I staff includes 2 Language Arts Instructional Coaches/Intervention Specialists, 1 Math Coach/Intervention Specialist, 2 Family and Community School Specialists, and 2 Title I Instructional Assistants.</p> <p>Physical Infrastructure We define physical infrastructure as the facilities, technologies and systems that allow us to render services to our constituency.</p> <ul style="list-style-type: none"> ● Technology <ul style="list-style-type: none"> ○ There are currently 8 areas in the building that do not have access to wireless internet. The school also has a lack of bandwidth to support the acquisition of new technology and sustain current technology needs. Further, Harrison Primary has only one computer lab housing 32 computers, and one “computer on wheels” holding 30 laptops. Currently, we have one computer per 10.97 students. ○ Due to the digital divide within the Harrison Primary constituency, students lack digital literacy skills that are increasingly important for testing and proficiency assessments (this includes standardized tests like ISTEP+ and IREAD3). Additionally, parents and guardians of Harrison Primary Students often have demonstrated a lack of digital literacy and access to technology that hampers the students’ ability to learn. ● Structure and Security <ul style="list-style-type: none"> ○ Currently Harrison has one school sign at the main entrance to the school as well as parking signs in the parking lot.
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	<ul style="list-style-type: none"> ○ We currently do not have a door entry system that will support the clinic within the Community Hub model
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Staff Infrastructure</p> <ul style="list-style-type: none"> ● Class sizes of no more than 20 students would require 8 addition HQ teachers to the staff. ● To achieve a ratio of 10 to 1 Harrison would need to hire 16 additional aides <p>Physical Infrastructure</p> <p>Our vision is to convert Harrison Primary Center to a central hub of learning, social interaction, technology and healthcare for the entire community. In order to do so, we must augment our current infrastructure to meet the needs of the community. We plan to partner with key service providers like the MetroNet, Indiana Health Centers and Oaklawn Behavioral and Mental Health Center. This combination of providers will give us the technological foundation to deliver top-quality healthcare services to the community, while also lowering barriers to access to technology for our generally low socioeconomic demographic. By bridging digital, medical and cultural divides, the “Community Hub” model will provide a central location for access to technology, continued learning and healthcare that is heretofore unprecedented in North Central Indiana.</p> <ul style="list-style-type: none"> ● Technology <ul style="list-style-type: none"> ○ Metronet to provide e-learning and parental programming to families of Harrison. ● Structure <ul style="list-style-type: none"> ○ Increase signage and accessibility to the building to allow for the flow of increased traffic that will result from establishing a preschool and opening a clinic to provide wrap around services to our families. ○ We will restructure hallway and door systems in order to protect school assets and direct foot traffic toward community resources.

Part 5: Selection of Improvement Model

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

- 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.

<i>Describe how the model corresponds to the data, findings, analysis and self-assessment.</i>			
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
We have chosen the Early Learning Model as the vehicle for change at Harrison. Harrison Primary Center is committed to ensuring that care and education is comprehensive for all students and that programs and services work in unison to support development throughout the early years and grades. Improving the parenting and experiences that the students have will improve the progress of the school and the community overall. By coordinating the services that families receive, families will be able to experience seamless transitions from preschool to elementary school, and address the developmental needs of the child and family.	All subgroup trend data will increase from the additional educational resources and support for families through the implementation of a preschool, after school activities, family training, and wrap around services provided. All subgroups of students will benefit from a comprehensive and coordinated approach to supporting students and families. Data collection, and evaluation will be shared between the parents, early childhood educators, elementary educators, health providers, and school system to address the specific needs of the diverse population in the school community.	Overall achievement will increase when students begin their educational career at a younger age. When student to teacher ratios are decreased, teachers have the ability to focus on addressing the specific needs of students. By providing additional access to experiential learning students will have experiences to draw from in all academic areas. The overall achievement data will increase when students' developmental needs are being met from the comprehensive and coordinated approach.	Incentives offered to students and teachers will work to increase the student and teacher attendance rates. Learning time will be increased through the use of before and after school programming. The number of discipline incidents will be addressed through the school wide implementation of Responsive Classroom and PBIS and with the clinic providing wrap around services for our students.

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

The Early Learning Model will focus on positively transforming the professional practice of teachers and administrators and the academic and social achievement of students, at Harrison Primary Center. By establishing a preschool program, Harrison Primary Center will improve the academic skills of incoming kindergarten students

- Teachers' benefits from the Early Learning Model:
 - Smaller class sizes will enable teachers to closely monitor the academic and emotional needs of the students
 - Professional learning communities will enable teachers to share information and plan schoolwide reform for student achievement
 - Digital sharing of lessons and data will give all teachers access to current information as guided by Indiana Academic Standards
 - Teacher morale will be boosted due to incentives that will be awarded on a regular basis
 - Teachers will be empowered by taking on leadership roles that will positively impact the overall success of Harrison Primary Center.
- Administrators' benefits from the Early Learning Model:
 - Shared responsibility of the academic progress of all students at Harrison Primary Center.
 - Professional growth opportunities for the administrator will include mentoring by Family Connection to become more informed about procedures in Responsive Classroom.
 - The administrator will be able to electronically communicate and collaborate with staff
 - The administrator will be able to digitally monitor teachers' lesson plans and student data
 - All information about Harrison Primary Center will be made transparent by posting in Google Docs and shared with the staff.
- Students' benefits from the Early Learning Model:
 - With the purchase of an extensive amount of new and updated technology, students will become digital citizens who will be better prepared for 21st Century careers
 - Students at Harrison Primary Center will benefit both physically and emotionally from the Health Center and behavioral services provided by the SIG grant funding.
 - The SIG grant will help provide Harrison students with regular incentives to increase and achieve academic and social goals
 - The SIG grant will help fund experiential field trips for all students to enable them to build on background knowledge and better understanding of core content
 - SIG grant funds will be used to provide students with materials and experiences to solve real-world problems in their community.

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

Classroom Assessment Scoring System-CLASS is used to measure cultural goals

- CLASS Instructional Support scores for Math and ELA will increase from 2.62% to 3.2% by the end of the 2015-2016 school year.
- CLASS Emotional Support scores will increase from 4.89% to 5.6% by the end of the 2015-2016 school year.
- CLASS Organization scores will increase from 5.48% to 6.1% by the end of the 2015-2016 school year.

**Office Referrals for 2014-2015 totaled 943 total incidents.
Office Referrals for 2015-2016 will decrease by 15%.**

SMART Academic Goal

ELA Academic Goals

Short-Term Goals

mClass Assessment

In order to increase overall reading proficiency, by the end of year 2015-2016 Harrison Primary Center will increase the percent of students reading on grade level as measured by the TRC assessment by at least 10% at each grade level .

- Kindergarten 50% on level (currently 34%)
- Incoming 1st grade 46% on level (currently 36%)
- Incoming 2nd grade 57% on level

Math Academic Goal

Short-Term Goals

ISTEP scores at the end of the 2015-2016 school year will increase from 59.69% to 66%.

Long-Term Goals

By the end of the 2019-2020 Academic year, Harrison Primary Center will no longer be considered a Priority school by State of Indiana Accountability Standards. We hope to see consistent increase in abovementioned testing scores.

Other Academic Goal

World Class Instructional Design and Assessment-WIDA

By the end of the 2015-2016 school year at Harrison Primary Center 60% of students will achieve the required minimum scale score growth on the WIDA assessment as determined by the Indiana Department of Education to meet AMAO.

Long-Term Goals

By the end of the 2019-2020 Academic Year, we will have sustainable minimum scale score growth on WIDA assessment during the granting period

<p>(currently 47%)</p> <ul style="list-style-type: none"> ● Incoming 3rd grade students to 57% on level (currently 47%) ● Incoming 4th grade students to 72% on level (currently 38%) <p><u>IREAD 3</u> Harrison Primary Center will increase the percent of 3rd grade students passing IREAD 3 from 52% to 57% in the Spring of 2016.</p> <p><u>ISTEP+</u> Harrison Primary Center will increase the overall pass rate of students from 63% to 66% passing on the ELA section of the ISTEP+ test in the Spring of 2016.</p> <p>Long-Term Goals By the end of 2019-2020 Academic year, Harrison Primary Center will no longer be considered a Priority school by State of Indiana Accountability Standards. We hope to see consistent increase in abovementioned testing scores.</p>		<p>and beyond.</p>
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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.**

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, School Leadership and Flexibility (1, 8, 9, 10, 11,16,17) Building Culture (6,18) Professional Development (1,2,5, 7, 13,14) Instructional Programs (12,15)	<ol style="list-style-type: none"> SBCSC administration will decide to use current principal (ESEA flexibility waiver Focus and Priority requirements). Family Connection will provide principal mentor throughout the 2015-2016 school year. Family Connection will plan developmentally appropriate workshops for each grade level Family Connection will provide training to 2nd -4th grade teachers. Head Start will establish a preschool at Harrison serving 68 students. Family Connection will implement responsive classroom measure pre-K to 4th grade Administration, teachers and support staff will implement lessons and procedures for school-wide school 	Phase one (1 st quarter)	<ol style="list-style-type: none"> Committee to hire current principal took place in spring of 2014 Develop timeline for principal mentoring, develop reading list of key articles for principal individual pre-K model study including High Scope curriculum Developmentally appropriate after-school workshop for each grade level. August 3rd-6th 2nd-4th grade teachers will be trained in Responsive Classroom. Enrollment application process began in spring of 2015 Observations and debriefing in the pre-K classroom at Harrison, set up observation schedule for October, inform teachers of target observation items, scoring, reports Professional development and delivery of action steps on August 	<ol style="list-style-type: none"> Salary not included in SIG Title I funds will cover this cost. No funds needed for SIG. Family Connection costs Community Foundation will cover costs Title I SBCSC funds Family Connection costs Professional development funds from SIG 1000 (a) Family Connection costs No cost Technology coach salary SIG Early Learning instructional coach

	<p>expectations</p> <ol style="list-style-type: none"> 8. Family Connection will Conduct Ready Schools Assessment 9. Principal and district professional development coach will change the job description of instructional coaches 10. The Human Resource department will post a technology position through Applitracks for Harrison. 11. The Human Resource department will post an instructional coach position through Applitracks for Harrison 12. Principal will ensure the instructional programs are being taught with fidelity 13. Principal and district professional development coach will provide structure for weekly grade-level planning meetings. 14. Technology coach will set up eBinders for grade level teams. 15. Teachers and coaches plan and budget field trip and core learning experiences to enhance Reading Wonders Units. 	<ol style="list-style-type: none"> 13th (PBIS) about the Five Star School-wide Expectations and the 3-Tier acknowledgement system. Finalize the professional development calendar 8. Form Ready School Team, begin assessments 9. Meet with the Title I director to edit the job description of the instructional coach to set the expectation that collaborative planning with teachers is the expected norm. 10. Principal will hire a technology coach who will work with instructional coaches and teachers in teaching with technology and 21st century skills. 11. Principal will hire an early learning endorsed instructional coach. This coach will be assigned to work with preschool and kindergarten teachers. 12. Principal walkthroughs will reference responsive classroom techniques and expectations. Plan end of unit celebrations to occur at semester's end (MOY and EOY). Invite the community stakeholders to the celebrations. 13. Grade level meetings will 	<p>salary SIG</p> <ol style="list-style-type: none"> 12. No cost 13. No cost 14. No cost 15. Transportation and experiential student field trip t-shirt to use for the year costs. 16. enFocus cost 17. enFocus cost 18. Stipends for staff incentives and materials for student incentives
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	<ul style="list-style-type: none"> 16. enFocus will coordinate and monitor outcomes, budget, service delivery and evaluation process of working with local partners and agencies. 17. enFocus will perform best practice and benchmarking research on innovation improvement programs, specially focused on technology-based mechanisms for enhanced student and parent learning. 18. Principal will develop a climate and culture committee of certified staff, non-certified staff, parents, and community stakeholders. 		<ul style="list-style-type: none"> consist of 1x/month analysis of data, 1x/month reading instruction focused professional development, 2x/month core program joint planning. 14. Grade level teams will upload unit lesson plans to an eBinder. 15. Grade level teams plan and submit field trip request approval forms. 16. Requirements definition and inventory of data assets and collection strategies for planning and reporting. 17. Presentation of research findings. 18. 	
<p>Effectiveness of staff and recruitment/ retainment of staff (1,7,8)</p> <p>Professional Development (2, 3, 4,5)</p> <p>Instructional Programs (6)</p>	<ul style="list-style-type: none"> 1. Head Start and principal will recruit two early childhood HQ teacher/licensed with a BA in early childhood for 2016-2017 school year. 2. Family Connection will provide principal and assistant principal weekly professional development to ensure leadership effectiveness and comprehensive instructional reform strategies to build teacher capacity. 3. Principal and assistant principal will 	<p>Phase two (2nd quarter)</p>	<ul style="list-style-type: none"> 1. Post two preschool teacher/licensed with BA in early childhood, meet with St. Mary's, IUSB, Holy Cross College to discuss recruitment 2. Weekly meetings with the administration 3. Framework for Effective Teaching Rubric will be used on the Standards for Success (SFS) tool to evaluate and implement professional development plans for teachers. 33% of the teacher 	<ul style="list-style-type: none"> 1. No cost 2. Family Connection cost 3. No cost 4. No cost 5. Technology coach salary 6. Title I funds contracted services 7. enFocus cost 8. enFocus cost 9. Technology for Harrison (1 to 1)

	<p>schedule evaluations of teachers.</p> <ol style="list-style-type: none"> 4. Principal will increase job embedded professional development learning time for staff. 5. Technology coach will plan and schedule after-school learning sessions and job embedded professional development. 6. Head Start pre-school will use age and developmentally appropriate curriculum and assessment system to guide practice, programs and inform kindergarten readiness. 7. enFocus will coordinate and monitor outcomes, budget, service delivery and evaluation process of working with local partners and agencies. 8. enFocus will perform best practice and benchmarking research on innovation improvement programs, specially focused on technology-based mechanisms for enhanced student and parent learning. 	<p>evaluation uses student growth data.</p> <ol style="list-style-type: none"> 4. Develop planning/collaboration time within the school day and a professional development yearly plan calendar. 5. Technology professional development will focus on technology use in service of the core program. Meetings will be from 2:30pm-5pm and staff will receive stipends for their time and implementation of PD. Meetings will be based off of a book study about the use of technology in the classroom. Semester 1 the teachers will become proficient themselves with technology and use it to show their level of understanding through use of various presentation technologies. 6. Pre-school will implement high scope curriculum and CLASS assessment system to guide practice, programs and inform kindergarten readiness. 7. Program data management framework for collection and reporting. 8. Presentation of technology models for increasing digital 	
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			learning for both parents and students.	
Principal Changes and Flexibility (2) Instructional Programs (Professional Development (1, 4	<ol style="list-style-type: none"> 1. Family Connection will mentor principal to develop and increase school leadership effectiveness. 2. SBCSC administration will provide operational flexibility and sustained support for the principal to work with enFocus to coordinate and monitor outcomes, budget, service delivery and evaluation process of working with local partners and agencies. 3. Instructional coaches will continue to work with district professional development coach to build teacher capacity 4. Technology coach will plan and schedule after-school professional learning sessions. 5. Family and School Specialist will survey the staff for areas of interest in teaching an after-school program. 6. Family and Community School 	Phase three (3 rd quarter)	<ol style="list-style-type: none"> 1. Weekly meeting with administration 2. Recommendations for information systems design and data warehouse strategy 3. Weekly grade level meetings and job embedded professional development schedule and plans will be upload to eBinder 4. Technology professional development will focus on technology use in service of the core program. Meetings will be from 2:30pm-5pm and staff will receive stipends for their time and implementation of PD. Meetings will be based off of a book study about the use of technology in the classroom. Semester 2 the teachers will begin to pilot use of student use of technologies: iMovie, ppt, blogs, voice thread, etc. 5. Create a list of after-school programs that will be offered for extended day learning. 	<ol style="list-style-type: none"> 1. Family Connection cost 2. enFocus cost 3. Stipends for district professional development coaches 4. Technology salary coach 5. No cost 6. No cost 7. No cost 8. No cost

	<p>Specialists and teachers will survey students for areas of interest in after-school programing.</p> <ol style="list-style-type: none"> 7. Family and Community School Specialist will develop community organization support for extended day learning. 8. enFocus will perform best practice and benchmarking research on innovation improvement programs, specially focused on technology-based mechanisms for enhanced student and parent learning. 9. District technology director will order new technology for Harrison based off of the technology plan. The technology coach will create a school-wide expectations of the technology. 		<ol style="list-style-type: none"> 6. Create a list of after-school activities the students would like to participate in for extended day learning. 7. Create a list of community organizations that will provide extended day learning. 8. Implementation strategy, final budget and technology infrastructure agreements with service providers. 9. District technology director will order new technology for Harrison and the technology coach will develop school-wide expectations for technology 	
<p>Building Culture</p> <p>Family and Community Engagement (1,3,5)</p> <p>Professional Development (2)</p> <p>Effectiveness of staff and recruitment/ retainment of</p>	<ol style="list-style-type: none"> 1. Family Connection and the Ready Schools Team will develop a kindergarten transition protocol and regularly share with parents and families. 2. Technology Coordinator will create grade level newsletters to communicate learning objectives to 	Phase four (4 th quarter)	<ol style="list-style-type: none"> 1. Develop kindergarten transition protocol and regularly share with parents and families. 2. Professional development of how to edit a template newsletter weekly and upload it to eBinder 3. Teachers will distribute weekly newsletters to their students in take home folders. Newsletters will 	<ol style="list-style-type: none"> 1.No cost 2.Technology coach salary 3. No cost to the SIG 4. No cost 5.No cost 6. Salaries of two preschool teachers SIG 7.No cost

<p>staff(4)</p>	<p>families which are aligned to IN early learning.</p> <ol style="list-style-type: none"> 3. Teachers intentionally and regularly communicate learning objectives to families which are aligned to IN early learning. 4. SBCSC Human Resource Department will insure Harrison Primary Center will staff with an instructional staff ratio of no more than 10 to 1 with class sizes no more than 20. 5. United Way, South Bend Community Foundation, Family Connection, Notre Dame, Junior League, La Casa de Amistad, Indiana Health Center, Oaklawn, Harrison Primary Center Family and Community Specialists will create a community oriented school in order to sustain academic, behavioral and emotional support. 6. Human Resource Department will post two preschool teacher positions for 2016-2017. 7. Family and School Specialist will inform feeder early childhood programs about preschool and kindergarten registration and 		<p>be uploaded to the Harrison Primary Center Website.</p> <ol style="list-style-type: none"> 4. Post 8 teaching positions and 16 aide positions for the 2016-2015 school year. 5. Evening programs / activities and student (STARS) workshops. 6. Hire two preschool teachers. 7. Contact LaCasa and elCampito preschools to schedule a visit and present kindergarten transition protocol. 8. Reporting and data-driven strategy for scheduled collection reporting to local stakeholders and lead agencies. 9. Training materials for technology (hardware and software) and data management system deployment 	<ol style="list-style-type: none"> 8.enFocus cost 9.enFocus cost
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	<p>transition protocol.</p> <p>8. enFocus will coordinate and monitor outcomes, budget, service delivery and evaluation process of working with local partners and agencies.</p> <p>9. enFocus will train Harrison technology coach and district director of instructional technology and library services on technology systems, e.g. website, instructional monitoring system and data management.</p>			
<p>Effectiveness of staff and recruitment/ retainment of staff (2)</p> <p>Instructional Programs</p> <p>Professional Development (1)</p>	<p>1. Family Connection will provide Responsive Classroom training for new staff and those who have not been training. Also provide advanced training for 2nd-4th grade teachers.</p> <p>2. Principal and a selected team will interview and hire new staff.</p> <p>3. Family Connection will plan for initiation of HighScope for preschool teachers.</p> <p>4. Head Start will begin enrollment for full day preschool.</p>	<p>Phase five (summer 2016)</p>	<p>1. Responsive Classroom training will take place in August 2016.</p> <p>2. Hire new staff for 2016-2017 school year at Harrison.</p> <p>3. New staff High Scope curriculum training in August</p> <p>4. Head Start will accept applications for preschool at Harrison.</p>	<p>1. Teacher stipends for training.</p> <p>2. Salaries of new staff.</p> <p>3. Materials for High Scope training.</p> <p>4. No cost</p>

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
Increase learning time by establishing positive behavior support schedules, procedures, lessons, acknowledgement system and strategies to reinforce good behaviors	Positive Behavior Intervention Support (PBIS) Committee, Family Connection, coaches and Principal will lead professional development on school-wide expectations and acknowledgement system for all staff	1. Coaching in Responsive Classroom approach to teaching 2. Responsive Classroom assessments and feedback to staff to improve instruction 3. Job embedded coaching 4. Implement school-wide expectations and acknowledgement system implemented through PBIS committee leadership and professional development to enhance classroom	1. Coaching in Responsive Classroom approach to teaching 2. Responsive Classroom assessments and feedback to staff to improve instruction 3. Job embedded coaching 4. School-wide expectations and acknowledgement system implemented through PBIS committee leadership and professional development to continue to enhance	1. Coaching in Responsive Classroom approach to teaching 2. Responsive Classroom assessments and feedback to staff to improve instruction 3. Job embedded coaching 4. School-wide expectations and acknowledgement system implemented through PBIS committee leadership and professional	1.& 3. Early learning coach salary 2. Family Connection costs 4. No cost to SIG

		systems	classroom systems	development to address on-going problem solving	
Creating community-oriented schools	School board, principal and Indiana Health Center will establish a health clinic at Harrison Primary Center. Family and School Specialist will work with community partners to establish parental and community programming	1. Open Clinic to provide wrap around services for Harrison students and family members 2. Programing at Harrison during the day and evening for community members and parents (see list of community partners and programing in part E.)	1. Clinic to provide wrap around services for Harrison students and family members 2. Programing at Harrison during the day and evening for community members and parents	1. Clinic to provide wrap around services for Harrison students and family members 2. Programing at Harrison during the day and evening for community members and parents	1. No cost 2. Stipends to teachers, materials and supply costs.
Implement after-school programing for student	Family and Community specialist will organize the after-school programing. Staff and community organizations will lead after-school sessions.	1. Implement 7 six week after-school programing sessions for students 2. Continue to reach out to community partners for programing opportunities	1. Continue 7 six week after-school programing sessions for students 2. Continue to reach out to community partners for programing opportunities	1. Continue 7 six week after-school programing sessions for students 2. Continue to reach out to community partners for programing opportunities	1. Stipends for staff who lead after-school sessions.
Developing and increasing teacher and school leader effectiveness	Family Connection, coaches, staff and principal will participate in professional development, create a reward incentive system by implementing new instructional strategies, leading professional development and	1.Coaches will meet with staff during grade level planning time during the day and teachers will upload plans to eBinder 2. Teachers will lead professional development for aids on Tuesday's after-school. 3. General education	1.Coaches will meet with staff during grade level planning time during the day and teachers will upload plans to eBinder 2. Teachers will lead professional development for aids on Tuesday's after-school. 3. General education	1.Coaches will meet with staff during grade level planning time during the and teachers will upload plans to eBinder 2. Teachers will lead professional development for aids on Tuesday's after-school. 3. General education	2. Stipends for staff who lead professional development for aids.

	increasing student growth	intervention team will meet on Mondays after school to discuss individual student academic and behavioral plans 4. Every staff member will be an active member of a committee	intervention team will meet on Mondays after school to discuss individual student academic and behavioral plans 4. Every staff member will be an active member of a committee	intervention team will meet on Mondays after school to discuss individual student academic and behavioral plans 4. Every staff member will be an active member of a committee	
School leaders will verify the curriculum being delivered is aligned to the IN early Learning Foundations by frequent classroom walk-thrus, lesson plan reviews, and reflective feedback	Principal will conduct regular walk-thrus and give feedback using the Standards for Success tool. Principal will review eBinders created in google documents and comment on the plans.	1. Principal will conduct 15 walk-thrus per teacher will written feedback in Standards for Success 2. Principal will comment on grade level unit planning weekly through eBinder.	1. Principal will conduct 20 walk-thrus per teacher will written feedback in Standards for Success 2. Principal will comment on grade level unit planning weekly through eBinder.	1. Principal will conduct 25 walk-thrus per teacher will written feedback in Standards for Success 2. Principal will comment on grade level unit planning weekly through eBinder.	1. No cost 2. No cost
Providing operational flexibility and sustained support	School board, human resources and principal will post and hire staff to implement class sizes of no more than 20, child to instructional staff rational of no more than 10 to 1, and implement a full day preschool	1. Hire 8 teachers and 16 aids 2. Retain, train and evaluate staff	1. Retain, train and evaluate staff	1. Retain, train and evaluate staff	1. Salaries for 8 teachers and 16 aids.

<p>Develop a transition protocol and regularly share with parents and families</p>	<p>Family Connection will meet with a committee to develop a transition protocol. Family and School Specialist and the principal will schedule families meetings and events to share information with families. Teachers will communicate learning objectives aligned to IN Early Learning Foundations through classroom newsletters.</p>	<ol style="list-style-type: none"> 1. Schedule family events to share with parents the transition protocol. 2. Teacher newsletters will share information as well. 3. Continue to meet with committee to address any new concerns. 	<ol style="list-style-type: none"> 1. Schedule family events to share with parents the transition protocol. 2. Teacher newsletters will share information as well. 3. Continue to meet with committee to address any new concerns. 	<ol style="list-style-type: none"> 1. Schedule family events to share with parents the transition protocol. 2. Teacher newsletters will share information as well. 3. Continue to meet with committee to address any new concerns. 	<p>1. Family Connection costs</p>
<p>Replace principal. Implement rigorous, transparent, equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that....</p>	<p>Family Connection will mentor the principal. Principal will attend a minimum of two early learning specific professional development activities per year. Teacher evaluation system which takes student growth into account Provide financial incentives for staff Provide staff with opportunities for</p>	<ol style="list-style-type: none"> 1. Mentor will work with principal 1 hour every other week, using individual and group study methods, observations of classrooms and more. 2. Principal will attend two EC learning pd activities including the High Scope Conference and a local training provided by The Family Connection. 	<ol style="list-style-type: none"> 1. Mentor will work with principal 1 hour monthly using individual and group study methods, observations of classrooms and more. 2. Principal will attend two EC learning pd activities including the High Scope Conference and a local training provided by The Family Connection. 	<ol style="list-style-type: none"> 1. Mentor will work with principal 1 hour quarterly using individual and group study methods, observations of classrooms and more. 2. Principal will attend two EC learning pd activities including the High Scope Conference and a local training provided by The Family Connection. 	

	leadership growth Provide collaboration time for staff built into the master schedule. Implement staff recommitment process Implement comprehensive induction program for new teachers				
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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 Maintaining Culture	Principal will conduct summer professional development before school with coaches. Principal will lead a pre-k - 4 primary center with a focus on early learning best practices and high expectations for students and staff.	Phase one (1 st quarter)	In August the staff will attend a one day training to begin the school year to discuss school-wide data and professional development needed	PL221 funds for school improvement
Effectiveness of staff and retainment of staff Professional Development	Principal will evaluate staff and develop individual plans using Standards for Success with teachers input. Professional development will be planned by analyzing student data and teacher evaluations.	Phase two (2 nd quarter)	Staff will create objectives and develop a plan to meet goals for principal evaluations.	No Cost
Leadership Instructional Programs Professional Development	Staff, students, parents and administration will all have roles in leading Harrison to be a community oriented, academically successful school. Teachers will plan unity lessons and implement core reading program with fidelity. Coaches will continue to lead staff in planning and job embedded professional development	Phase three (3 rd quarter)	Staff will continue to be involved in committees. Students will continue to implement the Community Action Research Model to be agents of change within their community. Teachers will continue to collaborate and create unit plans. Teachers will continue to follow the core reading program.	Fundraising efforts No cost

			Parents will lead family fun night planning and be active members in the HSO.	Title I funds for coaches
Maintaining Culture Family and Community Engagement	Family and School Specialist will meet with staff and parents to update parental involvement policy.	Phase four (4 th quarter)	Meet to discuss and update parental involvement policy	No cost
Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Responsive classroom training for new staff and professional development for all staff	Phase five (summer 2016)	August train new staff in Responsive classroom	South Bend Community Foundation will cover costs for Family Connection

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	Principal will conduct summer professional development before school with coaches. Principal will lead a pre-k - 4 primary center with a focus on early learning best practices and high expectations for students and staff.	Phase one (1 st quarter)	In August the staff will attend a one day training to begin the school year to discuss school-wide data and professional development needed	PL221 funds for school improvement
Effectiveness of staff and retainment of staff Professional Development	Principal will evaluate staff and develop individual plans using Standards for Success with teachers input. Professional development will be planned by analyzing student data and teacher evaluations.	Phase two (2 nd quarter)	Staff will create objectives and develop a plan to meet goals for principal evaluations.	No Cost
Leadership Instructional Programs Professional Development	Staff, students, parents and administration will all have roles in leading Harrison to be a community oriented, academically successful school. Teachers will plan unity lessons and implement core reading program with fidelity. Coaches will continue to lead staff in planning and job embedded professional development	Phase three (3 rd quarter)	Staff will continue to be involved in committees. Students will continue to implement the Community Action Research Model to be agents of change within their community. Teachers will continue to collaborate and create unit plans. Teachers will continue to follow the core reading program.	Fundraising efforts No cost

			Parents will lead family fun night planning and be active members in the HSO.	Title I funds for coaches
Maintaining Culture Family and Community Engagement	Family and School Specialist will meet with staff and parents to update parental involvement policy.	Phase four (4 th quarter)	Meet to discuss and update parental involvement policy	No cost
Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Responsive classroom training for new staff and professional development for all staff	Phase five (summer 2016)	August train new staff in Responsive classroom	South Bend Community Foundation will cover costs for Family Connection

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/title1/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.

The administration, staff, students, parents and the community partners in the Harrison Primary Center learning community will work together to create an engaging promotional video summarizing interventions with implemented to meet SMART goals. This will include a walkthrough of current and future facilities, parent-teacher instructional improvements and community engagement.

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>	<ul style="list-style-type: none"> ● Assurances ● District budget ● Grant budget
<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> 	<ul style="list-style-type: none"> ● Principal resume and application on Applitrack ● Principal final evaluation worksheet from Standards for Success ● Principal's professional educator's licensure ● Human resource hiring process and procedures ● Principal was hired in July of 2014 with successful turnaround history ● Resume of Chief Officer of Education and Innovation ● Principal and SBCSC administration is committed to working with Harrison Primary Center for the duration of the grant
<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> ● <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</i> 	<ul style="list-style-type: none"> ● School board assurance letter ● Public access to board documents ● School improvement google folder ● enFocus Partnership ● Early Learning Model SIG application ● Principal and superintendent will present to the school board in August

<p><i>district) with an appointed turnaround leader having significant and successful experience in changing schools</i></p>	
<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> 	<ul style="list-style-type: none"> ● Superintendent assurance letter ● Public access to board documents ● enFocus Partnership ● Superintendent SIG presentation ● Early Learning Model SIG application ● Principal and superintendent will present to the school board in August
<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> 	<ul style="list-style-type: none"> ● Teacher union assurance letter ● Viewing access to the SIG google folder ● Discussion of negotiated and mandatory discussion items in the teachers' contract
<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> 	<ul style="list-style-type: none"> ● Teacher union assurance letter ● Discussion of negotiated items and mandatory discussion items in the teachers' contract ● Human resources hiring policy and procedures

o <i>Staff recruitment, placement, and retention procedures</i>	
<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> 	<ul style="list-style-type: none"> ● Data review plan: enFocus Partnership, district professional development coach and powerschool ● PD calendar ● Monitoring and evaluation system: Standards for Success ● Harrison Parent Involvement Policy ● Fiscal monitoring plan Executive Director of Operations ● enFocus will oversee special populations review plan

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		<ul style="list-style-type: none"> ● Executive Director of Education and Innovation will oversee all professional development and training ● Director of Title I will oversee and monitor the requirements of the grant with the IDOE
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		<ul style="list-style-type: none"> ● Director of Title I has overseen SBCSC Title I, magnet grant and previous SIG's ● Director of Operations has overseen many federal, state and local grants ● SBCSC SBOA Audit Report
3. School's SIG plan addresses needs of all students and subgroup populations.	X		<ul style="list-style-type: none"> ● SIG Application analysis of instructional programming
4. School has a system in place for parent	X		<ul style="list-style-type: none"> ● Public board documents

notification and involvement of SIG planning and implementation.			<ul style="list-style-type: none"> ● School Messenger ● Website ● Harrison Primary Center Newsletter
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		X	<ul style="list-style-type: none"> ● SBCSC has not applied for an Early Learning Model SIG ● SBCSC has received for the SIG's for Dickinson Intermediate Center and Rise Up Academy
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.	X		<ul style="list-style-type: none"> ● State Board of Accounts Audit Report 6/30/2013 is posted on the SBCSC website ● Corrective action plan within the SBOA Report
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		X	<ul style="list-style-type: none"> ● SBCSC SBOA Report 6/30/2013
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	<ul style="list-style-type: none"> ● SBCSC SBOA Report 6/30/2013

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
<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	<ul style="list-style-type: none"> ● Family Connection / Community Education Foundation ● Indiana Health Center ● EnFocus ● AdvancED ● Head Start ● ASCD
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	<ul style="list-style-type: none"> ● EnFocus ● Family Connection/ Community Education Foundation ●
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<ul style="list-style-type: none"> ● EnFocus ● Family Connection
<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.</p>	<ul style="list-style-type: none"> ● EnFocus ● Technology Coordinator
<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>	<ul style="list-style-type: none"> ● Application of SIG ● Letters of Support ● Letters of Assurance

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 2015-2016		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	\$120,000.00		\$54,000.00					\$10,000.00	\$1,611,686.00		\$1,795,686.00
21000	Support Services - Student											\$0.00
22100	Improvement of Instruction (Professional Development)					\$66,860.00		\$250.00	\$1,100.00			\$68,210.00
22900	Other Support Services					\$84,000.00			\$3,600.00			\$87,600.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation							\$15,000.00				\$15,000.00
33000	Community Service Operations											\$0.00
60100	Transfers (interfund)											\$0.00
	Column Totals	\$120,000.00	\$0.00	\$54,000.00	\$0.00	\$150,860.00	\$0.00	\$15,250.00	\$14,700.00	\$1,611,686.00	\$0.00	
											Total Budget	\$1,966,496.0
Supplies						Property: Technology						\$0.00
Technology education materials, building tack strips to display student work, preschool manipulatives						See attached document labeled: Instructional Property in Part F						
Property: Equipment						Other Purchase Services (travel, communication)						
Preschool furniture for 2 classroom sets						Experiential learning field trips, NAEYC yearly memberships for kindergarten teachers						
Professional Services						Staffing						
External providers: Family Connection and EnFocus						Technology coach, early learning literacy coach, 2 permanent substitutes						

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	\$520,000.00	\$320,000.00	\$234,000.00	\$144,000.00							\$1,218,000.00
21000	Support Services - Student								\$11,100.00			\$11,100.00
22100	Improvement of Instruction (Professional Development)					\$64,105.00						\$64,105.00
22900	Other Support Services					\$62,000.00						\$62,000.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation							\$15,000.00				\$15,000.00
33000	Community Service Operations									\$3,000.00		\$3,000.00
60100	Transfers (interfund)											\$0.00
	Column Totals	\$520,000.00	\$320,000.00	\$234,000.00	\$144,000.00	\$126,105.00	\$0.00	\$15,000.00	\$11,100.00	\$3,000.00	\$0.00	
												Total Budget \$1,373,205.0
Supplies						Property: Technology						\$0.00
Student incentives, student clothing for experiential field trips, after school programming materials												
Property: Equipment						Other Purchase Services (travel, communication)						
Directional exterior signs for front of school and wrap around services						Experiential learning field trips						
Professional Services						Staffing						
External providers: Family Connection and EnFocus						1 technology coach, 1 early learning coach, 8 HQ teachers, 2 early learning endorsed teachers, 16 instructional assistants						

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	\$520,000.00	\$320,000.00	\$234,000.00	\$144,000.00							\$1,218,000.00	
21000	Support Services - Student								\$11,100.00			\$11,100.00	
22100	Improvement of Instruction (Professional Development)					\$35,255.00						\$35,255.00	
22900	Other Support Services					\$46,000.00						\$46,000.00	
25191	Refund of Revenue											\$0.00	
26000	Operation and Maintenance											\$0.00	
27000	Transportation							\$15,000.00				\$15,000.00	
33000	Community Service Operations											\$0.00	
60100	Transfers (interfund)											\$0.00	
	Column Totals	\$520,000.00	\$320,000.00	\$234,000.00	\$144,000.00	\$81,255.00	\$0.00	\$15,000.00	\$11,100.00	\$0.00	\$0.00		
												Total Budget \$1,325,355.0	
Supplies				Property: Technology									\$0.00
Student incentives, student clothing for experiential field trips, after school programming materials													
Property: Equipment				Other Purchase Services (travel, communication)									
				Experiential learning field trips									
Professional Services				Staffing									
External providers: Family Connection and EnFocus				1 technology coach, 1 early learning coach, 8 HQ teachers, 2 early learning endorsed teachers, 16 instructional assistants									

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	\$520,000.00	\$320,000.00	\$234,000.00	\$144,000.00							\$1,218,000.00	
21000	Support Services - Student								\$11,100.00			\$11,100.00	
22100	Improvement of Instruction (Professional Development)					\$18,905.00						\$18,905.00	
22900	Other Support Services					\$46,000.00						\$46,000.00	
25191	Refund of Revenue											\$0.00	
26000	Operation and Maintenance											\$0.00	
27000	Transportation							\$15,000.00				\$15,000.00	
33000	Community Service Operations											\$0.00	
60100	Transfers (interfund)											\$0.00	
	Column Totals	\$520,000.00	\$320,000.00		\$144,000.00	\$64,905.00	\$0.00	\$15,000.00	\$11,100.00	\$0.00	\$0.00		
												Total Budget \$1,309,005.0	
Supplies				Property: Technology								\$234,000.00	
Student incentives, student clothing for experiential field trips, after school programming materials													
Property: Equipment				Other Purchase Services (travel, communication)									
				Experiential learning field trips									
Professional Services				Staffing									
External providers: Family Connection and EnFocus				1 technology coach, 1 early learning coach, 8 HQ teachers, 2 early learning endorsed teachers, 16 instructional assistants									

SY 2019-20		\$110.00	\$120.00	211-290	211-290	311-319	\$440.00	510-593	611-689	710-748	\$910.00			
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals		
		Cert	Noncert	Cert	Non Cert									
\$11,000.00	Instruction	\$260,000.00	\$160,000.00	\$117,000.00	\$72,000.00							\$609,000.00		
\$21,000.00	Support Services - Student											\$0.00		
\$22,100.00	Improvement of Instruction (Professional Development)											\$0.00		
\$22,900.00	Other Support Services											\$0.00		
\$25,191.00	Refund of Revenue											\$0.00		
\$26,000.00	Operation and Maintenance											\$0.00		
\$27,000.00	Transportation											\$0.00		
\$33,000.00	Community Service Operations											\$0.00		
\$60,100.00	Transfers (interfund)											\$0.00		
	Column Totals	\$260,000.00	\$160,000.00	\$117,000.00	\$72,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00			
												Total Budget	\$609,000.00	
Supplies				Property: Technology									\$0.00	
Property: Equipment				Other Purchase Services (travel, communication)										
Professional Services				Staffing										

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	\$320,000.00		\$96,000.00								\$416,000.00		
21000	Support Services - Student											\$0.00		
22100	Improvement of Instruction (Professional Development)											\$0.00		
22900	Other Support Services											\$0.00		
25191	Refund of Revenue											\$0.00		
26000	Operation and Maintenance											\$0.00		
27000	Transportation											\$0.00		
33000	Community Service Operations											\$0.00		
60100	Transfers (interfund)											\$0.00		
	Column Totals	\$320,000.00	\$0.00	\$96,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00			
												Total Budget	\$416,000.00	
Supplies				Property: Technology									\$0.00	
Property: Equipment				Other Purchase Services (travel, communication)										
Professional Services				Staffing										
				20 students to 1 teacher										