



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

Renewal Application - Transformation Model

Part I: Grantee Information

Information

School Corporation/ Eligible Entity	Lake Ridge Schools	Corp #	4650
School	Lake Ridge Middle School	School #	3893
Superintendent Name	Dr. Sharon Johnson-Shirley	Email	sshirley@lakeridgeschools.net
Title I Administrator Name	Kathy Martin	Email	kmartin@lakeridgeschools.net
Principal	Torry Ivey	Email	tivey@lakeridgeschools.net
Mailing Address	3601 W. 41 st Ave	City	Gary
		Zip Code	46408
Telephone	219-980-0730	Fax	219-980-0730
SY 2015 16 Funding	\$275,786.07		

Important Dates

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

Part 2: LEA and School Assurances and Waivers

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

School Improvement Grant (SIG) 1003(g)

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

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

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

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

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

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

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

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

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

State Assurances

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

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

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

Changes

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

Independent Grantee

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

Termination

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

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

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

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

Access to Records

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

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

Legal Authority

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

Equal Opportunity Employer

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

Copyrights

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

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

Personnel

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

Assignment

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

Availability of Funds

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

Suspension and Debarment

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

Superintendent Signature: Shawn Johnson-Shiley Ed.D. Date: 6-19-15
by Janet Flores, Assistant Superintendent

Title I Administrator Signature: Kathleen Martin Date: 6-19-15

Principal Signature: Jay Ins Date: 6-19-15

Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Scott Miller	Dean of Students
Kerchel Hobson	Instructional Coach
Jenae McKnight	Instructional Coach
Danelle Bulatovich	Union Rep & ELA Teacher
Deb Carver	SS Teacher & Teacher Leader

Part 3: Leading and Achievement Indicators

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

Leading Indicators	SY 2013 2014 BASELINE	SY 2014 2015 Goal	SY 2014-2015 DATA	SY 2015 2016 Goal	SY 2016 2017 Goal
1. Number of minutes within the school year that students are required to attend school	76,500 (425/day)	76,500	76,500	76,500	76,500
2. Number of daily minutes of math instruction	117	117	117	117	117
3. Number of daily minutes of EL/A instruction	117	117	117	117	117
4. Dropout rate – HS only					
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	94	96	95	96	97
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only					
7. Number of students completing dual enrollment classes – HS only					
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					
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 	LSD	BAS	BAS	BAS	BAS
10. Discipline incidents – number of suspensions and/or expulsions					
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	5	2	2	2	2
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].)	EF=24 IMP=2	HE=2 EF=24	Do not have IGM or school grades to complete for 14-15 yet	HE=4 EF=22	HE=6 EF=20
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	91	95	93	95	95

Subgroup Achievement Indicators

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

Student Groups ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2013 2014 BASELINE	SY 2014 2015 Goal	SY 2014-2015 DATA	SY 2015 2016 Goal	SY 2016 2017 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	64.05	237	Base group	64.05	50		53	58
African American	63.01		Low; higher percentage passed than Overall	63.01	50		53	58
Asian/Pacific Islander	n/a							
Hispanic	63.11		Low; higher percentage passed than Overall	63.11	50		53	58
White	64.57		Low; only 2% higher DNP rate than overall; this equates to about 3 students	64.57	50		53	58
Students with Disabilities	54.10		Low; only 2 additional students needed to pass to have a comparable percentage passing to the Overall group	54.10	30		33	58
LEP	Suppressed (<30)		N/A	Suppressed (<30)	n/a		n/a	n/a
Free/Reduced Lunch	63.17		Low; only 1% higher DNP rate than overall; this equates to about 3 students	63.17	50		53	58
HS required - of non-passers of ECA who pass by 12 th grade	n/a							
Student Groups Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2013 2014 BASELINE	SY 2014 2015 Goal	SY 2014-2015 DATA	SY 2015 2016 Goal	SY 2016 2017 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	76.76	284	Baseline	76.76	55		53	58
African American	67.12		Low; only 4% higher DNP rate than overall; this equates to about 3 students	67.12	50		53	58
Asian/Pacific Islander								
Hispanic	76.70		Low; higher percentage passed than	76.70	50		53	58

			Overall					
White	81.71		Low; only 2% higher DNP rate than overall; this equates to about 3 students	81.71	50		53	58
Students with Disabilities	59.02		Medium; only 3 additional students needed to pass to have a comparable percentage passing to the Overall group	59.02	30		33	58
LEP	Suppressed (<30)			Suppressed (<30)	n/a		n/a	n/a
Free/Reduced Lunch	76.83		Low; Same percentage DNP as Overall	76.83	50		53	58
HS required - of non-passers of ECA who pass by 12 th grade								

*****When we reviewed Compass for the data needed above, there seemed to be some discrepancies in the numbers. We put numbers in the chart that seemed accurate in comparison to what we already had and knew from the state originally.**

*****SY2014-15 Updated Goals that were submitted in March indicated that we wanted to use the new scores this year as a new baseline, increasing year to year by 3-5%. We anticipate a lower score because of new standards and test but will use 50% as the general baseline until we have clearer data to work with.**

Overall Achievement	SY 2013 2014 BASELINE	SY 2014 2015 Goal	SY 2014- 2015 DATA	SY 2015 2016 Goal	SY 2016 2017 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	59.7	40		43	48
Percent of students proficient on ISTEP (ELA) (3-8)	65.4	50		53	58
Percent of students proficient on ISTEP (Math) (3-8)	77.8	55		58	63
Percent of students proficient on IREAD (Spring Test Only) (3)					
10 th grade ECA pass rate (English 10)					
10 th grade ECA pass rate (Algebra I)					
Non-Waiver Graduation Rate – HS only					
College enrollment rates – HS only					

Part 4: Implementation

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

Transformation Principles	SY 2014 2015	Requirements, Recommendations and Options	SY 2015 2016 Action Steps and Person(s) Responsible	Budgeted Items
<p><i>Developing and increasing teacher and school leader effectiveness</i> - Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort (IN Turnaround Principle 1)</p> <p>Required</p> <ul style="list-style-type: none"> Replace Principal with one who has a past track record of student success and the ability to lead the turnaround effort <p>IN Conditions</p> <ul style="list-style-type: none"> Use the current principal selection (per IN's ESEA flexibility waiver Focus and Priority requirements) to determine if the current principal has the ability to lead the transformation effort in the school OR Hire a new principal based on specific indicators of a 		<p>IN Conditions</p> <ul style="list-style-type: none"> Redesign the current leadership structure to create a building-wide team (including: administrative staff and teacher leaders) to focus on: <ul style="list-style-type: none"> building leadership capacity developing teacher leadership across the building school improvement planning roles, responsibilities, and goals of all leadership members 	<p>The district will continue to employ the current principal who, during her time for the duration of the grant, has shown via an increased school grade, IDOE and Praxis visits, that she is implementing the submitted plan with fidelity. The Principal will continue to seek out professional development to enhance her abilities to be a better instructional leader. Central Office will continue to monitor her effectiveness through semester visits using the pre-established reflective tool.</p>	<p>Professional Development \$5,000</p>

<p>transformative leader or has a past track record of improving student achievement and has demonstrated the ability to lead the turnaround effort</p>				
<p><i>Developing and increasing teacher and school leader effectiveness</i> - Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement that (1) will be used for continual improvement of instruction; (2) meaningfully differentiate performance using at least three performance levels; (3) use multiple valid measures in determining performance levels, including a significant factor on student growth data for all students, and other measures of professional practice, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; (4) evaluate teachers and principals on a regular basis; (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and (6) will be used to inform personnel decisions.</p> <p>- Identify and reward school leaders, teachers, and other staff who, in implementing this model, have</p>			<ul style="list-style-type: none"> • Continue to use the RISE rubric to evaluate teachers. This evaluation model has been consistently used for the past 4 years and has provided teachers with pinpointed areas of improvement as well as effective areas. Because of its consistency, teachers know what to strive for and how to become better practitioners. RISE utilizes all of the systems that the transformation model looks for in terms of performance standards, growth data, feedback to inform future decision making and continual improvement of instruction. • Classroom grants continue to be the incentives that teachers can receive 	<p>Professional Development \$2500.00</p>

<p><i>increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</i></p> <p><i>-Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model (IN Turnaround Principles 5)</i></p> <p>Required</p> <ul style="list-style-type: none"> • Use a teacher evaluation system which takes student growth into account as a significant factor • Provide financial incentives or additional resources in classrooms via teacher grants or rewards for high-performing teachers • Provide staff with opportunities for leadership growth in the building 			<p>as a result of showing how changes made as a result of the grant have raised student achievement or in order to increase student achievement via an academic unit that would benefit from financial assistance. Interim data is used while we wait on ISTEP – Acuity, NWEA, Tri-Weekly Formative Assessments.</p> <ul style="list-style-type: none"> • Staff conducts PD opportunities as well as provide job embedded PD that includes co-teaching and modeling lessons. 	
<p><i>Comprehensive instructional reform strategies</i></p> <p><i>-Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards (IN Turnaround Principle 3)</i></p>		<ul style="list-style-type: none"> • 	<p>Based on ISTEP and formative data, instructional resources and strategies are aligned to the areas of need. We currently use CRISS strategies as our foundation while utilizing other research based strategies that we find based on our need. Curriculum maps ensure there is 6-8 alignment.</p>	<p>Professional Development \$5,000</p>

			Professional Development will be attended on a needs basis for areas of improvement.	
<p><i>Comprehensive instructional reform strategies</i> - Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students (IN Turnaround Principle 2 and 6)</p>		<p>IN Conditions</p> <ul style="list-style-type: none"> • Report card accountability disaggregation presented and provided to IDOE at first monitoring visit • Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement <ul style="list-style-type: none"> • Locally developed or IDOE provided • Academic and Behavior Data • Subgroups and subpopulations • Parental Involvement Focus 	Same as the above indicator – In order to continual use, we will hold Learning Log Meetings ever 3 weeks to review formative data. We will incorporate other data (NWEA, Acuity, ISTEP) review and disaggregation in those meetings.	Professional Development \$5,000
<p><i>Comprehensive instructional reform strategies</i> - Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies (IN Turnaround Principle 5)</p>		<ul style="list-style-type: none"> • 	Our hiring of instructional coaches has ensured that we provide ongoing job-embedded professional development to all teachers. We are able to diagnose problems immediately and provide strategies, modeling, and co-teaching to address issues.	Personnel \$100,000

<p><i>Increasing learning time and creating community-oriented schools</i> <i>-Establish schedules and strategies that provide increased learning time meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for</i></p> <p><i>(a) Instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography;</i></p> <p><i>(b) Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate</i></p> <p><i>(c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects</i></p> <p><i>(IN Turnaround Principle 7)</i></p> <p>Required</p> <ul style="list-style-type: none"> • Provide increased learning time for students {as defined above in (a) and (b)} • Ensure the schedule is designed to meet the professional development needs of staff [as defined above in (c)] 		<p>IN Conditions</p> <ul style="list-style-type: none"> • Utilization and analysis of extended learning data • Formalized plan must be submitted for SY 2015-2016: <ul style="list-style-type: none"> • Activities • Staffing • Transportation • Academic subjects covered • Details of any partnerships, vendors, or external partners 	<p>Since lengthening our school day 3 years ago, we have not reverted backwards. We have continued with the longer school day. We will continue to offer the extended opportunities to students to enrich academic performance with afterschool homework help, ELA and Math tutoring.</p>	<p>Personnel \$15,300</p>
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<p><i>Increasing learning time and creating community-oriented schools</i> <i>-Providing ongoing mechanisms for family and community engagement</i> <i>(IN Turnaround Principle 8)</i></p>			<p>We will continue to offer our extended day program that is supplemented with SIG and our 21st CCLC grant. There is a parent component piece built in for both where we would like to set up more collaborative parental events. We have resurrected our PTO and sponsored more parent events to promote parent involvement. We look forward to doubling numbers and participation in 15-16.</p>	<p>Supplies – Parent Resources \$5,000</p>
<p><i>Providing operational flexibility and sustained support</i> <i>a. Give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high graduation rates; and</i> <i>b. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)</i></p>		<p>IN Conditions</p> <ul style="list-style-type: none"> • LEA must provide the principal: <ul style="list-style-type: none"> • control over people, time, program, and dollars • an opportunity to present updates and progress to the local school board at least twice a year in a pre and post manner • LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): 	<p>Central Office has supported the implementation of the SIG grant throughout the year. Decisions have been made strategically and supported with data so that central office can feel secure in the decisions needed to be made by the building Principal. Updates are made to the school board several times a year (BOY Board meeting, Board retreat, EOY board meeting)</p>	<p>None</p>

		<ul style="list-style-type: none"> • Defined district role in the school SIG planning process • Designated Central Office staff member to be part of the SIG process • Written support and commitment from Local Teacher’s Association regarding flexibility for SIG implementation • Monthly Monitoring of SIG Programming and Implementation • Evaluation System for Programming and Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline and Responsible Parties for all above plans 		
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Part 5: Outcome Artifact

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

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

For each of the Outcome Areas, we will create an electronic portfolio (e.g., Google Sites, Livebinder, etc.) that is sectioned with links to each artifact. The Portfolio will consist of videos, photos, articles, etc. that show how we effectively accomplished all that we aspired to complete in our goals.

Part 6: Budget

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

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

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

Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert.	Cert.	Noncert.							
11000	Instruction	\$155,000.00	\$20,000.00	\$57,150.00	\$1,200.00							\$233,350.00
21000	Support Services - Student											\$0.00
22100	Improvement of Instruction (Professional Development)					\$22,180.00		\$4,920.00	\$2,500.00	\$5,100.00		\$34,700.00
22900	Admin											\$0.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service Operations								\$2,500.00			\$2,500.00
60100	Transfers (interfund)										\$5,236.07	\$5,236.07

	Column Totals	\$155,000.00	\$20,000.00	\$57,150.00	\$1,200.00	\$22,180.00	\$0.00	\$4,920.00	\$5,000.00	\$5,100.00	\$5,236.07	\$275,786.07	
													TOTAL COST
													\$275,786.07

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

Supplies	Property: Technology
General office supplies and resources for parent involvement, instructional coaches, and instructional resources for afterschool program.	Fast Forward Software
Property: Equipment	Other Purchase Services (Travel, Communications)
Not Applicable	Travel, Mileage, and Hotel to/from Professional Development Travel Costs for Consultants
Professional Services	Staffing
ELA Consultants Math Consultants	Instructional Coaches After School Tutors Substitutes for teachers to attend Professional Development