



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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

LEAs must submit an application for EACH school applying for 1003(g)

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Warsaw Community Schools	Corp #	4415
School	Lakeview Middle School	School #	3607
Superintendent Name	Dr. David Hoffert	Email	dhoffert@warsaw.k12.in.us
Title I Administrator Name	Wendy Wildman Long	Email	wlong@warsaw.k12.in.us
Principal	Amy K. Sivley	Email	asivley@warsaw.k12.in.us
Mailing Address	848 E. Smith Street	City	Warsaw
		Zip Code	46580
Telephone	574-269-7211	Fax	574-371-5013
Total Funding Request	\$723,100		

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

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

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.

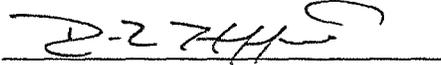
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

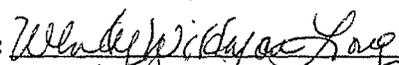
The LEA must check each waiver that the LEA will implement

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

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

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:  Date: 7-7-15

Title I Administrator Signature:  Date: 6-30-15

Principal Signature:  Date: 7-7-15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
David Hoffert	Superintendent
Heather Reichenbach	Board Member
David Robertson	Chief Academic Officer
Dani Barkey	Chief Accountability Officer
Brad Hagg	Chief Technology Officer
Kevin Scott	Chief Financial Officer
Amy Hobbs	Director of Special Services
Amy Sivley	Lakeview Middle School Principal
Matt Deeds	Lakeview Middle School Assistant Principal
April Boggs	LMS Language Arts Teacher
Alyssa Hart	LMS Special Education Teacher

Dayna Kolanowksi	LMS Math Teacher
Angela Kleopfer	LMS Math Teacher
Grace McDillion	LMS Language Arts Teacher
Shannon Gause	Current and Future Parent
Lisa Perry	Current Parent
Kellee Skaggs	Current Parent
Laurie Owen	Past Parent/Grace College, Dean—School of Education

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

Meeting Topic	Date and Time	Parents/ Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Presentation of Grant to Superintendents Cabinet	6/4/2015	0	0	1	0	7	0	Presented grant requirements and asked for district level approval to proceed
Technical Assistance Meeting	6/10/2015	0	0	2	0	0	0	Meet with Title I staff to ask questions regarding requirements of grant and the application process

Virtual Grant Presentation	6/29/2015	17	79	2	7	7	0	Information about the SIG was shared including why we are eligible to apply, program objectives, and information about the Transformation Model. Participants were then able to provide feedback around recommended changes.
Partnership Development	7/1/2015	1	0	1	0	0	0	Reviewed grant opportunity with Huntington University and discussed possibility to partner together to provide TESOL Certification to staff members

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	6/29/2015: Information about why we are eligible (school data) was shared. Explained the grant and what it would mean to our school including increased learning opportunities for students and leadership and skill development of staff. A survey of recommended changes was provided. Input from this was considered when determining our vision for what we want our school to be in 5 years. We also used this input to determine how to provide extended learning opportunities to our students.
Community	6/29/2015: Information about why we are eligible (school data) was shared. Explained the grant and what it would mean to our school including increased learning opportunities for students and leadership and skill development of staff. A survey of recommended changes was provided. Input from this was considered when determining our vision for what we want our school to be in 5 years. We also used this input to determine how to provide extended learning opportunities to our students.

Part 3: Schools to be Served by LEA

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

Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Lakeview Middle School	7-8	F	Transformation	

Part 4: Needs Assessment and Goals

Subgroup Achievement Indicators

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

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	76.9%	419	-	77%	78%	80%	82%	85%
African American	72.7%	8	Low	73%	76%	79%	82%	85%
Asian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	60.9%	84	High—many of these students are our LEP students; see unique needs below	61%	63%	66%	70%	75%
White	82.6%	314	Low	83%	84%	85%	87%	89%
Students with Disabilities	38.3%	23	High—students come to us with gaps in learning; gaps need to be identified	39%	41%	43%	46%	50%
LEP	32.4%	23	High—these students come from families where English is not spoken at home therefore, very little assistance with schoolwork is available at home	33%	35%	38%	42%	45%
Free/Reduced Lunch	67.7%	201	Medium—this group encompasses many of the students from other categories including Students with Disabilities, LEP, and Hispanic subgroups	70%	72%	74%	77%	80%
HS required - % of non-passers of ECA who pass by 12 th grade	-	-	-	-	-	-	-	-
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	75.5%	414	-	76%	78%	80%	82%	85%
African American	45.5%	5	High—this subgroup has shown adequate attainment of ELA standards, however, they are lacking math skills 8	46%	48%	50%	52%	55%
Asian/Pacific Islander	-	-	-	-	-	-	-	-
Hispanic	60.1%	83	High—many of these students are our LEP students; see unique needs below	61%	63%	66%	70%	75%

White	82.0%	314	Low	83%	84%	85%	87%	89%
Students with Disabilities	41.3%	26	High—students come to us with gaps in learning; gaps need to be identified	42%	44%	46%	48%	50%
LEP	30.0%	21	High—these students come from families where English is not spoken at home therefore, very little assistance with schoolwork is available at home	31%	33%	35%	37%	40%
Free/Reduced Lunch	66.0%	196	Medium—this group encompasses many of the students from other categories including Students with Disabilities, LEP, and Hispanic subgroups	67%	69%	71%	73%	75%
HS required - % of non-passers of ECA who pass by 12 th grade	-	-	-	-	-	-	-	-

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. (2013-14 Data)

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)	68.3%/371	69%	71%	74%	77%	80%
Percent of students proficient on ISTEP (ELA) (3-8)	76.9%/419	77%	79%	82%	85%	88%
Percent of students proficient on ISTEP (Math) (3-8)	75.5%/414	76%	78%	80%	82%	84%
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	-	-	-	-	-	-

***2013-2014 Data**

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	76,500	76,500	77,400	77,400	77,400	77,400
2. Number of daily minutes of math instruction	48	48	48	48	48	48
3. Number of daily minutes of EL/A instruction	48	72	72	72	72	72
4. Dropout rate – HS only	-	-	-	-	-	-
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	90.6%	91%	92%	93%	94%	95%
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 	SS	SS	LSD SS BAS	LSD SS BAS	LSD SS BAS	LSD SS BAS
10. Discipline incidents – number of suspensions and/or expulsions	Sus—76 Exp--10	Sus—74 Exp--8	Sus—70 Exp--7	Sus—67 Exp--6	Sus—64 Exp--5	Sus—60 Exp--4
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	47	45	40	35	30	25
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—3 EF—24 HEF—6	In—0 IMP—2 EF—25 HEF—6	In—0 IMP—1 EF—26 HEF—6	In—0 IMP—0 EF—25 HEF—8	In—0 IMP—0 EF—24 HEF—9	In—0 IMP—0 EF—23 HEF—10
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	95.5%	96%	96%	97%	97%	98%

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	<ul style="list-style-type: none"> • Lakeview’s overall data is behind the state average in both math and language arts. The most significant piece of data is that the Percent of Students Showing Low Growth has continually climbed over the past three years. The most recent data shows 52.1% in math and 46.2% in English/ language arts showing low growth. This leads us to believe that we have an instructional issue that is school wide that needs to be addressed. Between math and ELA, our mathematics data shows to be of bigger concern. Instruction in all subjects, not just math and ELA, needs to increase in rigor. • Our two critical subgroups are our special education students and our LEP students. Both of these categories have performed significantly lower than other subgroups and our school as a whole. Teachers are in need of training on how to meet the needs of these two groups of students. • Over the past few years, the concept of “sacred” instructional time has been lost. LMS needs a set schedule that includes “Success Time” for students and collaboration time for teachers. • Data shows that Lakeview has struggled moving the “high” students. We have advanced opportunities for our students that include earning high school credit in the middle school. The classes that students can currently earn HS credit in includes: algebra, geometry, biology, agriculture, and foreign languages (Spanish, French, and Chinese). Students in these classes need to be able to demonstrate mastery of the high school standards but also their grade-level standards of which they will be tested on during ISTEP. • Lakeview offers several advanced course offerings to students. In the past, enrollment into these courses was not clearly defined resulting in students in courses that were above their ability level and vice versa—students in courses that were too easy for them.
Justification for Selected Interventions (include alignment to model chosen)	<ul style="list-style-type: none"> • Lakeview Middle School is a Professional Learning Community. We need to go back and ensure that all steps within the PLC process are being implemented with fidelity. Each department also needs to ensure that power standards have been designated as well as how we will assess mastery of these standards. The district PLC Coach will be called upon to help redevelop our PLC’s. Continual coaching will be the key to ensure that our PLC’s are working as intended. • Three of our math teachers and the principal are participating in the Math Science Partnership Grant (MSP Grant) within Warsaw Community Schools entitled the “Language of Math”. This participation will strengthen instruction in the math classrooms. These teachers will also have the opportunity to transfer their learning during the grant to the staff at Lakeview through PLC’s and staff meetings.

- Teachers will be trained in a co-teaching model in which special education and general education teachers work together in one classroom. This training will ensure that special education students are having their needs met in a general educational classroom by a teacher trained in the content area along with support needed provided by a special education teacher.
- Teachers will have the opportunity to obtain one or both of the following certifications: TESOL (Teaching English to Speakers of Other Languages) through a partnership with Huntington University or Gifted and Talented/High Ability through an all-online program at Ball State. The skills learned through acquiring these certifications will allow our teachers to meet the needs of ALL students.
- Teachers that obtain one (or both) of the above certifications will have the opportunity to develop their instructional and leadership abilities by pursuing their administrative license available all-online through Ball State University.
- A set schedule will be created that includes a daily 30-minute “Success Time” for students. This will allow teachers to provide remediation on grade-level standards to students who are struggling. This will also allow for weekly departmental collaboration for teachers. At these weekly meetings, student data will be reviewed to ensure that students are demonstrating mastery of standards.
- After-school enrichment opportunities will be developed. These opportunities will allow all students to participate in activities that move them into higher levels on the Depth of Knowledge chart. These will be monthly opportunities with transportation provided. 7th grade will run on one night and 8th grade will run on another night.
- The district created a system for enrollment in advanced courses. The 2015-2016 school year will be the first year that this system was used for course enrollment. Review of students in the courses as well as their performance will be reviewed and recommendations may be made for the 2016-2017 school year.
- Warsaw Community Schools uses a modified RISE Evaluation System which requires multiple student data points. This system will continue to be used and will provide monetary rewards to Effective and Highly Effective Teachers.

School Leadership

<p>LEA analysis</p>	<ul style="list-style-type: none"> • Lakeview has had the same leader over the past seven years. During these years, student achievement has been up and down. Many of the teachers have been at Lakeview for 10+ years. Over the past 7 years, the teachers have been very instrumental in increases in student achievement. However, these increases have been a result of quick fixes and not systemic change. Lakeview is in need of an instructional leader who will help teachers increase rigor in their classrooms and help students become more accountable for their success.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<ul style="list-style-type: none"> • The past Lakeview principal has been replaced. The new principal, Amy K. Sivley, has 21 years of education experience (see attached resume). Eight of those years have been as a building level administrator—4 years as an assistant principal and 4 years as a principal. She also has three years of experience as a district office administrator. Mrs. Sivley was selected by a committee representing central office administrators, teachers and staff at Lakeview, as well as parents of Lakeview. Mrs. Sivley has the abilities to make the necessary changes at Lakeview.

School Infrastructure

<p>LEA analysis</p>	<ul style="list-style-type: none"> • As mentioned above, instructional time has not been deemed “sacred.” This has rubbed off on students. The number of students tardy to school has continuously risen over the past few years. • Over the past few years, teachers have become more accountable for student learning. However, this one-side approach to accountability has not shown the improvement in student achievement we would have hoped for at Lakeview. To increase student achievement, STUDENTS as well as teachers need to be accountable for success. Students need to understand and own their data. • Lakeview’s data show that over half of our students demonstrated low growth in both math and English language arts. This data reveals an overall instructional issue. All subject areas need to increase rigor in the classroom. Remediation and enrichment activities need to be provided to sure that all students are mastering standards as well as being challenged.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<ul style="list-style-type: none"> • As mentioned earlier, a set schedule will be created that includes a daily 30-minute “Success Time” for students. This will allow teachers to provide remediation on grade-level standards to students who are struggling. This will also allow for weekly departmental collaboration for teachers. Our PBIS team will examine student tardiness and develop a plan to recognize those that are demonstrating responsibility by being on time. The school counselor will also be utilized to address student tardiness. School administration will involve parents as well to help ensure on-time arrivals of all students. • Success Time will also be a time for teachers to review Student Data with the students in their homeroom. Quarterly, teachers and students will fill in Student Data Sheets (possibly electronically). Students will then examine their data and use that to set a goal for the upcoming quarter.

- Lakeview students will leave with a foundation to be College and Career Ready upon graduating high school. This will mean that students will not only be academically ready based on grade-level standards and performance but they will also be prepared to be successful at the high school by understanding the high school system—credits, diplomas, career paths, opportunities for dual credit and AP, career certifications, etc. This foundation will be taught through a series of lessons by the guidance counselor. These lessons will revolve around the Guidance Standards.
- Increasing instructional rigor will be crucial over the next few years at Lakeview. This will be accomplished as mentioned by increasing teacher’s skills in the classroom through TESOL and GT/High Ability Certifications. A Leadership Team will also develop PD to help increase rigor, relevance, and relationships.
- Lakeview will move to a 1:1 school starting the 2015-2016 school year. Continued coaching from the district Technology Coach will be implemented as well as short Tech Trainings offered by staff that are highly tech savvy. Teachers will need to be trained on how to use technology as an accelerator for learning. This is another way to increase rigor within our classrooms.
- Lakeview Middle School is a Professional Learning Community. We need to go back and ensure that all steps within the PLC process are being implemented with fidelity. Each department also needs to ensure that power standards have been designated as well as how we will assess mastery of these standards. The district PLC Coach will be called upon to help redevelop our PLC’s. Weekly PLC meetings will be utilized to discuss instructional practices and the results we are seeing from those practices.

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.

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

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
The Transformation Model is most appropriate for Lakeview Middle School. The school has a solid set of teachers. This model will allow us to create instructional reform as well as develop and increase teacher and administrator effectiveness.	Our two biggest areas of concern are special education and LEP students. This model will allow us to provide teachers with professional development opportunities on how to meet the needs of these students.	In digging into the data, we have learned that students' showing low growth has continuously increased over the last few years. This model will allow us to provide PD opportunities to teachers on how to increase rigor in the classroom. We will also focus on helping students become more accountable for their achievement.	This model will give us the opportunity to provide increased learning for students. This will be done through an increase in time as well as imbedded remediation and after-school enrichment opportunities for all.

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

This model will allow for major change throughout the entire school. The Transformation Model also allows for increased administrative effectiveness. In collaboration with the district administrative team as well as the DOE Title I team, the LMS administration will monitor the improvement process.

Teachers will be given multiple PD opportunities that will provide them with necessary skills to meet some of our most critical need areas. These opportunities will also give teachers the opportunity to enhance their leadership skills by giving them the chance to "teach" other staff members. Skills that the teachers gain over the course of the grant period are skills they will keep even after the dollars go away. The leadership skills to teach and train other staff members will be a benefit to our school from here on out.

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

Warsaw Community Schools has a unique Mission Statement as well as Core Values.

Our mission is to inspire and equip all students to continuously acquire and apply knowledge and skills while pursuing their dreams and enriching the lives of others.

We Believe That:

- Everyone has value.
- Every individual has something to contribute.
- Learning enriches life.
- Honesty, integrity, and trust are fundamental to thriving relationships.
- Embracing diversity strengthens community.
- People have life-changing power.
- Giving of time, talent, and resources is vital to the well-being of the community.

In Warsaw, we live our mission!

By the 2019-2020 school year, 100% of students will participate in at least one activity that will enrich the lives of others as demonstrated in their e-portfolio.

SMART Academic Goal

<p>ELA Academic Goal By the 2019-2020 school year, 85% of all students will pass the English Language Arts portion of ISTEP+.</p>	<p>Math Academic Goal By the 2019-2020 school year, 85% of all students will pass the math portion of ISTEP+.</p>	<p>Other Academic Goal (optional) By the 2019-2020 school year, 90% of all students will leave Lakeview Middle School with a basic foundation to be College and Career Ready as measured by the LMS CCR Assessment (tests understanding of various topics including but not limited to types of diplomas offered at WCHS, opportunities for dual and AP credit, career pathways, opportunities for career certifications, and opportunities for remediation/classroom help) as well as a student's Dream Statement.</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 and Flexibility	Appoint a new principal—Superintendent and Board of School Trustees	Phase one (1 st quarter)	New principal appointed in June 2015	n/a
Building Culture	Increase communication with staff—principal		Weekly e-mail updates beginning summer 2015 and continuing through school year	n/a
	Treat instructional time as sacred—principal		Create a schedule that is consistent and allows for embedded remediation	n/a
Professional Development	Begin building a school culture with students that 1) has clear expectations for all and 2) begins to increase student accountability and is consistent with current PBIS practices— principal, assistant principal, guidance counselor, and Staff		Beginning summer 2015, communicate student behavior expectations to all families; create a data sheet for students to begin using to track and analyze their own data	n/a
	Begin steps to strengthen PLC teams at LMS— principal, assistant principal, and district PLC coach	Teachers are trained in the PLC process but the process and workings of each team needs to be examined with changes implemented	n/a	

Effectiveness of staff and recruitment/ retainment of staff	Evaluation of staff using WCS RISE Evaluation System—principal and assistant principal	Phase two (2 nd quarter)	Teachers will be observed/evaluated by both administrators who will collaboratively create the end-of-year summative report	n/a
Professional Development	Continue building PLC teams— principal, assistant principal, and district PLC coach		Provide each team a ½ day to organize and analyze student data	Subs for 3 days--\$1,800
Principal Changes and Flexibility	PowerSchool scheduling training for principal, assistant principal, and guidance counselor	Phase three (3 rd quarter)	Scheduling at LMS has been mainly handled by an administrative assistant; this training will allow administration and guidance to take over the process	Paid for by Technology Funds
Instructional Programs	Begin the process of developing Power Standards for all departments—principal, assistant principal, and district instructional coaches		Provide each team with up to three ½ days to begin the process of analyzing their standards and creating Power Standards and their Curriculum Map	Subs for 8 days--\$5,400
Professional Development	Book study on <i>Teaching with Poverty in Mind</i> — principal, assistant principal, and staff		Groups will meet after school to discuss book and how it will change their teaching practices	Books for staff--\$900
Building Culture	Conduct staff survey—principal and David Robertson, Chief Academic Officer (district mentor)	Phase four (4 th quarter)	Provide teachers a way to provide feedback on changes implemented this year and recommendations for direction next year	n/a
Family and Community Engagement	Develop an awards night for 7 th and 8 th grade to celebrate success and growth in students—principal, assistant principal, and guidance counselor		Revamp current awards program to include not only recognition for success but also for growth	n/a
Professional Development	Book study on <i>Mindset</i> — principal, assistant principal, and staff		Groups will meet after school to discuss book and how it will change their teaching practices	Books for staff--\$450

Effectiveness of staff and recruitment/ retainment of staff	Determine teachers, if any, that are in need of improvement— principal, assistant principal, and CAO/mentor	Phase five (summer 2016)	Review preliminary WCS RISE scores to determine if a teacher needs to be placed on an improvement plan to start the school year or if a contract should not be renewed	n/a
Instructional Programs	Finalize Power Standards and create LMS Curriculum Guide— principal, assistant principal, staff, and district instructional coaches		Compile Power Standards to create a Curriculum Guide that includes a pacing guide	n/a
Professional Development	Continued PD for those preliminarily rated Highly Effective or Effective AND participated in both book studies— principal, assistant principal, and staff		Team will attend the National Model Schools Conference; team will create PD opportunities for staff for the 2016-2017 school year from what they learn (up to 8 teachers, preference given to those who facilitate the book studies)	Conference Fees including registration, travel, lodging, and meals--\$14,000

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

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

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Developing and increasing teacher and school leader effectiveness.					
Replace Principal with one who has a past track record of student success and the ability to lead the transformation effort	Interviewed 8 candidates from a pool of 19; committee of 14 selected 2 candidates to move forward; Superintendent, Cabinet, and two Board representatives selected candidate to recommend to Board— Superintendent and Board of School Trustees	Provide evidence of Principal Effectiveness David Robertson, Chief Academic Officer, assigned as principal mentor	Provide evidence of Principal Effectiveness ; provide evidence of data to prove ability to lead the transformation effort submitted to IDOE; continue mentorship with David Robertson	Provide evidence of Principal Effectiveness ; provide evidence of data to prove ability to lead the transformation effort submitted to IDOE; continue mentorship with David Robertson	n/a
Use a teacher evaluation system which takes student growth into account as a significant factor	Utilize current evaluation system that includes multiple student data points as significant factors — principal and assistant principal	Implement the WCS RISE Evaluation System with fidelity; ensure inter-rater reliability between building observers; remove staff that who, after Improvement Plans, are not Highly Effective	Implement the WCS RISE Evaluation System with fidelity; ensure inter-rater reliability between building observers; remove staff that who, after Improvement Plans, are not Highly Effective	Implement the WCS RISE Evaluation System with fidelity; ensure inter-rater reliability between building observers; remove staff that who, after Improvement Plans, are	n/a

		or Effective	or Effective	not Highly Effective or Effective	
Provide financial incentive or additional resources in classroom via teacher grants or rewards for high-performing teachers	Reward staff who are Effective or Highly Effective— principal and assistant principal	Staff who are rated Effective may apply for a \$250 mini-grant to be used for classroom resources; Highly Effective teachers may apply for a \$500 mini-grant to be used for classroom resources	Staff who are rated Effective may apply for a \$250 mini-grant to be used for classroom resources; Highly Effective teachers may apply for a \$500 mini-grant to be used for classroom resources	Staff who are rated Effective may apply for a \$250 mini-grant to be used for classroom resources; Highly Effective teachers may apply for a \$500 mini-grant to be used for classroom resources	SY16-17--\$9,500 SY17-18--\$10,250 SY18-19--\$10,500
Provide staff with opportunities for leadership growth in the building	Develop a Leadership Team that includes at least one representative from each core content area and four at-large members; this team will be develop and provide PD sessions— principal, assistant principal, and staff	Team will develop and present a minimum of two PD opportunities to staff	Team will develop and present a minimum of three PD opportunities to staff	Team will develop and present a minimum of four PD opportunities to staff	Yearly stipend to each member of \$250 SY16-17--\$2,000 SY17-18--\$2000 SY18-19--\$2,000
Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students	Reward staff who are Effective or Highly Effective— principal and assistant principal	Staff members that are rated Effective or Highly Effective may participate in TESOL certification courses through a partnership with Huntington University (see attached documents) or GT/High Ability certification though Ball States online program	Staff members that are rated Effective or Highly Effective may participate in TESOL certification courses through a partnership with Huntington University (see attached documents) or GT/High Ability certification though Ball State’s online program; staff members who have completed one certification may elect to participate in	Staff members that are rated Effective or Highly Effective may participate in TESOL certification courses through a partnership with Huntington University (see attached documents) or GT/High Ability certification though Ball State’s online program; staff members who have completed one certification may elect	Certification courses-- \$5,000 per staff member per year SY16-17--\$150,000 SY17-18--\$140,000 SY18-19--\$120,000

			Administrative Certification through Ball State's online program	to participate in Administrative Certification through Ball State's online program	
Implement a system of peer support and assistance to foster the needs of educators	Staff will be trained in the Peer-to-Peer Learning Process and will have in-house coaches to sharpen their skills and provide support—principal, instructional coaches and staff	Staff that wishes to be trained will be provided training by district instructional coaches (maximum of 10 trained); each trained member will be allowed one day (or two ½-days) to provide Peer-to-Peer Learning opportunities to staff members	Staff that wishes to be trained will be provided training by district instructional coaches (maximum of 5 trained); each trained member will be allowed one day (or two ½-days) to provide Peer-to-Peer Learning opportunities to staff members	Staff that wishes to be trained will be provided training by district instructional coaches (maximum of 5 trained); each trained member will be allowed one day (or two ½-days) to provide Peer-to-Peer Learning opportunities to staff members	Sub costs--\$90 per day SY16-17--\$1,800 SY17-18--\$2,700 SY18-19--\$3,600
Comprehensive instructional reform strategies.					
Create an intervention plan for students who are behind academically	Develop a Student Intervention Team; team will analyze student data to determine gaps in learning; a Learning Plan will be developed that will include using the Apex program to provide remediation to students and close the gaps—principal, guidance counselor, and staff (up to six members)	Prior to the school year, team will meet to gather, organize, and analyze student data including ISTEP+ scores, Acuity scores, Lexile, school grades, attendance, and discipline; Learning Plan and intended outcomes will be created with students and parents when possible	Prior to the school year, team will meet to gather, organize, and analyze student data including ISTEP+ scores, Acuity scores, Lexile, school grades, attendance, and discipline; Learning Plan and intended outcomes will be created with students and parents when possible	Prior to the school year, team will meet to gather, organize, and analyze student data including ISTEP+ scores, Acuity scores, Lexile, school grades, attendance, and discipline; Learning Plan and intended outcomes will be created with students and parents when possible	Yearly stipend to each member of \$250 SY16-17--\$2,000 SY17-18--\$2,000 SY18-19--\$2,000
Instructional coach lesson modeling	Develop a system with district math and literacy coaches to provide in-class	Provide in-class modeling to all math and ELA teachers a minimum of quarterly; increased	Provide in-class modeling to all math and ELA teachers a minimum of quarterly; increased	Provide in-class modeling to all math and ELA teachers a minimum of quarterly;	n/a

	modeling for all math and ELA teachers— principal, CAO, and district instructional coaches	sessions with 1 st – 3 rd year teachers	sessions with 1 st – 3 rd year teachers	increased sessions with 1 st – 3 rd year teachers	
Report card accountability disaggregation presented and provided to IDEO at first monitoring visit	Required data presented to IDOE— principal	Required data presented and provided to IDOE	Required data presented and provided to IDOE	Required data presented and provided to IDOE	n/a
Regular utilization and analysis by all staff of data dashboard	Analysis of academic and behavioral data provided by IDOE to promote continuous improvement— principal, assistant principal, and staff	Staff will analyze academic and behavioral data (provided through data dashboard) quarterly to assess areas of celebration and areas of concern; midflight corrections will be made based on analysis	Staff will analyze academic and behavioral data (provided through data dashboard) quarterly to assess areas of celebration and areas of concern; midflight corrections will be made based on analysis	Staff will analyze academic and behavioral data (provided through data dashboard) quarterly to assess areas of celebration and areas of concern; midflight corrections will be made based on analysis	n/a
Implement PD with an emphasis on instructional strategies to support special populations	Professional development will be offered to help meet the needs of SPED students and ELL's— principal, staff, and outside consultants	PD on the co-teaching model for SPED students will be provided for special education and general education teachers	PD on the co-teaching model for SPED students will be provided for NEW special education and general education teachers; provided by in-house team	PD on the co-teaching model for SPED students will be provided for NEW special education and general education teachers; provided by in-house team	First year fee for trainer and subs; provided by in-house team thereafter: SY16-17--\$5,000 SY17-18--\$1,000 SY18-19--\$1,000
Increasing learning time and creating community-oriented schools.					
Provide increased learning time for students.	Additional time on the school day; Enrichment Activities provided to all students 15 times per year— principal, assistant principal, and staff	Continue extended school day; begin After-School Enrichment opportunities; offer 15 2-hour opportunities throughout the year with transportation provided	Continue extended school day; begin After-School Enrichment opportunities; offer 15 2-hour opportunities throughout the year with transportation provided	Continue extended school day; begin After-School Enrichment opportunities; offer 15 2-hour opportunities throughout the year with transportation	Stipends After-School Enrichment--\$45,000 Transportation--\$6,000 Attendance Incentives--\$3,000 SY16-17--\$54,000

		to ensure all students are able to participate	to ensure all students are able to participate	provided to ensure all students are able to participate	SY17-18--\$54,000 SY18-19--\$54,000
Formalized plan for after-school enrichment activities	Create a yearly plan to be submitted to the IDOE that includes staff, academic subject covered, activities, and transportation— principal, Director of Transportation, and staff	Yearly plan submitted that includes staff, academic subject covered, activities, and transportation	Yearly plan submitted that includes staff, academic subject covered, activities, and transportation	Yearly plan submitted that includes staff, academic subject covered, activities, and transportation	n/a
Ensure the schedule is designed to meet the professional development needs of staff.	Create a schedule that will allow for weekly PLC time for all departments; begin to evaluate a modified schedule-- principal, assistant principal, and staff	Weekly PLC and common plan time was implemented during the 2015-2016 school year; continue with this schedule; research of modified block schedule may allow for this to be implemented this year	Continue with common plan time and weekly PCL time; modified schedule, if implemented previously, will also continue	Continue with common plan time and weekly PCL time; modified schedule, if implemented previously, will also continue; begin planning to embed enrichment activities within school day during block days	n/a
Utilization and analysis of extended learning data	Analyze student data to show effect of embedded remediation efforts and after-school enrichment opportunities— principal, assistant principal, and Leadership Team	Track the number of remediation sessions and enrichment opportunities that students have participated in, analyze the effects of these opportunities on individual, subgroup, and whole school student achievement	Track the number of remediation sessions and enrichment opportunities that students have participated in, analyze the effects of these opportunities on individual, subgroup, and whole school student achievement	Track the number of remediation sessions and enrichment opportunities that students have participated in, analyze the effects of these opportunities on individual, subgroup, and whole school student achievement	n/a
Family and community	Develop a Family Outreach Team (up to 8	Create two Family Nights (one around language	Create two Family Nights (one around language	Create two Family Nights (one around	Yearly stipend to each member of \$250 and

engagement programs focused on instruction and academic performance	teachers) to create opportunities for parents to learn how to help their students— principal, guidance counselor, and staff	arts and one around math) to help parents learn how to strengthen ELA and math skills at home	arts and one around math) to help parents learn how to strengthen ELA and math skills at home; offer these at the out-of-town elementary (Leesburg) to increase attendance	language arts and one around math) to help parents learn how to strengthen ELA and math skills at home; offer these at the out-of-town elementary (Leesburg) to increase attendance	\$5,000 for supplies and attendance incentives SY16-17--\$7,000 SY17-18--\$7000 SY18-19--\$7,000
LEA provides principal: control over people, time, program and dollars and opportunity to present updates and progress to school board at least twice per year in a pre- and post-manner	Superintendent, Board of School Trustees and WCEA provide yearly assurances to support principal in implementation of SIG—Superintendent, Board of School Trustees, and WCEA	Each group will provide a letter of continued support of the implementation of the SIG; principal will be provide two yearly updates (beginning of school year and end of school year)	Each group will provide a letter of continued support of the implementation of the SIG; principal will be provide two yearly updates (beginning of school year and end of school year)	Each group will provide a letter of continued support of the implementation of the SIG; principal will be provide two yearly updates (beginning of school year and end of school year)	n/a

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	Continue Leadership Team to guide school—principal, assistant principal, and Leadership Team	Phase one (1 st quarter)	Team will continue to provide PD opportunities to staff	Yearly stipend to each member of \$250 SY19-20--\$2,000
Maintaining Culture	Set interdependent, collaborative goal for the school; celebrate successes; share success via social media and press releases—principal, assistant principal, and staff		This is a continual step that LMS will do throughout the grant cycle	n/a
Instructional Programs	Continue after-school enrichment activities that have proven to have the largest impact on student achievement—principal, assistant principal, and staff		After-school enrichment activities that have proven to be the most impactful on student achievement will continue	Stipends After-School Enrichment--\$6,000 Transportation--\$900 Attendance Incentives--\$200 SY19-20--\$7,100
Effectiveness of staff and retainment of staff	Evaluation of staff using WCS RISE Evaluation System—principal and assistant principal	Phase two (2 nd quarter)	Teachers will be observed/evaluated by both administrators who will collaboratively create the end-of-year summative report	n/a
Professional Development	Extended PLC Time—principal, and staff		Provide each team a ½ day to organize and analyze student data	Subs for 3 days--\$1,800

Leadership	Continued support for those who have started Administrative Licensing—principal and assistant principal	Phase three (3 rd quarter)	Teachers who began the Administrative Licensing program will receive continued support to complete the program	Certification courses SY19-20--\$30,000
Instructional Programs	Annual review of Curriculum Guide and vertical alignment—Staff		Provide each team with up to three ½ days to review guide, make updates, and ensure vertical alignment	Subs for 8 days--\$5,400
Professional Development	Continued PD offered via Leadership Team—principal, assistant principal, and Leadership Team		Areas of PD include co-teaching model, teaching ELL's, meeting the needs of students in poverty, and increasing rigor in the classroom	n/a
Maintaining Culture	Evaluate progress on school goals; celebrate successes; begin planning for next year	Phase four (4 th quarter)	This is a continual step that LMS will do throughout the grant cycle	n/a
Family and Community Engagement	Awards Night for 7 th and 8 th Grade students focusing on success and improvement—principal, guidance counselor, and staff		This will have been a yearly activity throughout the entire grant with yearly reviews to increase parent attendance	n/a
Effectiveness of staff and retention of staff	Determine teachers, if any, that are in need of improvement—principal, assistant principal, and CAO/mentor	Phase five (summer 2016)	Preliminary WCS RISE scores will be reviewed to determine if a teacher needs to be placed on an improvement plan to start the school year or if a contract should not be renewed	n/a
Instructional Programs	Analyze effects of embedded remediation and after-school enrichment activities—principal, assistant principal, and Leadership Team		Determine if changes need to be made to increase achievement; yearly occurrence through grant cycle	n/a
Professional Development	Continued PD for those that are preliminarily rated Highly Effective or Effective AND have completed the Administrative Licensing program—principal and staff		Team will attend the ASCD Conference on Teaching Excellence; team will create PD opportunities for staff for the 2020-2021 school	Conference Fees including registration, travel, lodging, and meals--\$12,000

				year from what they learn (up to 5 teachers)	
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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	Continue Leadership Team to guide school—principal, assistant principal, and Leadership Team	Phase one (1 st quarter)	Team will continue to provide PD opportunities to staff	Yearly stipend to each member of \$250 provided possibly through Bargaining Agreement
Maintaining Culture	Set interdependent, collaborative goal for the school; celebrate successes; share success via social media and press releases—principal, assistant principal, and staff		This is a continual step that LMS will do throughout the grant cycle	SY20-21--\$2,000 n/a
Effectiveness of staff and retainment of staff	Evaluation of staff using WCS RISE Evaluation System—principal and assistant principal	Phase two (2 nd quarter)	Teachers will be observed/evaluated by both administrators who will collaboratively create the end-of-year summative report	n/a
Professional Development	Continued PD offered via Leadership Team—principal, assistant principal, and Leadership Team		Areas of PD include co-teaching model, teaching ELL’s, meeting the needs of students in poverty, and increasing rigor in the classroom	n/a
	Extended PLC Time—principal and staff		Provide each team a ½ day to organize and analyze student data	Subs for 3 days--\$1,800 provided through General Fund

Leadership	Continued PD offered via Leadership Team— principal, assistant principal, and Leadership Team	Phase three (3 rd quarter)	Areas of PD include co-teaching model, teaching ELL's, meeting the needs of students in poverty, and increasing rigor in the classroom	n/a
Instructional Programs	Annual review of Curriculum Guide and vertical alignment—Staff		Provide each team with up to three ½ days to review guide, make updates, and ensure vertical alignment	Subs for 8 days--\$5,400 provided through Title II Funds
Professional Development	Continued PD offered via Leadership Team— principal, assistant principal, and Leadership Team		Areas of PD include co-teaching model, teaching ELL's, meeting the needs of students in poverty, and increasing rigor in the classroom	n/a
Maintaining Culture	Evaluate progress on school goals; celebrate successes; begin planning for next year— principal, assistant principal, and staff	Phase four (4 th quarter)	This is a continual step that LMS will do throughout the grant cycle	n/a
Family and Community Engagement	Awards Night for 7 th and 8 th Grade students focusing on success and improvement— principal, guidance counselor, and staff		This will have been a yearly activity throughout the entire grant with yearly reviews to increase parent attendance	n/a
Effectiveness of staff and retainment of staff	Determine teachers, if any, that are in need of improvement— principal, assistant principal, and CAO/mentor	Phase five (summer 2016)	Preliminary WCS RISE scores will be reviewed to determine if a teacher needs to be placed on an improvement plan to start the school year or if a contract should not be renewed	n/a
Instructional Programs	Analyze effects of embedded remediation and after-school enrichment activities— principal, assistant principal, and Leadership Team		Determine if changes need to be made to increase student achievement; yearly occurrence through grant cycle	n/a
Professional Development	Summer book student—TBD—principal, assistant principal, and staff		Staff will participate in a summer book study with online meetings via Twitter	Books--\$1,000 provided through Title II funds

Part 6: Outcome Artifact

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

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

Being a 1:1 building, Lakeview will submit a video artifact highlight the after-school enrichment activities including testimony from students and staff on how these opportunities have effected student achievement.

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

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

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>Budget Narrative Attached Grant Budget</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Posting on IDOE Job Bank attached Resume of new principal attached</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>Board Assurance/Letter of Support</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> 	<p>Superintendents Assurance/Letter of Support</p>
<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> 	<p>Warsaw Community Education Association letter of support attached</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>Warsaw Community Education Association letter of support attached</p>
<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> 	<p>District Monitoring Tool attached</p>

<ul style="list-style-type: none"> • <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> 	
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X		District staff will receive updates on planning and implementation through monthly meetings between David Robertson, Chief Academic Officer, and building principal, Amy K. Sivley. Information will also be presented to Cabinet as necessary as well as twice a year to the Board of Trustee. District Monitoring Tool will be used to ensure success of school improvement efforts.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		David Robertson, Chief Academic Officer, and Wendy Wildman Long, Title I Coordinator, will provide support to principal and staff through grant period and beyond
3. School's SIG plan addresses needs of all students and subgroup populations.	X		Plan provides teachers with opportunities to increase instructional skills for all students by increasing rigor and providing enrichment opportunities as well as specific opportunities to increase skills working with SPED students, ELL/LEP students, and F & R lunch population. Teachers also will have the opportunity to learn how to work with the higher end students.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		School will develop a Parent Advisory Group during the 2015-2016 school year to give parents opportunities to participate in planning and participation. Social media will also be utilized to inform parents about happenings around the SIG.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.	X		WCS and Lakeview Middle School has NOT applied nor been awarded a School Improvement Grant.
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	SBOA is currently conducting the 2012-2014 audit for WCS. The completed audit was for 2010-2012.
7. District has not had a SBOA or Onsite		X	The last completed audit was for 2010-2012. SBOA is currently conducting the 2012-2014

Consolidated Federal Monitoring visit in the last three years.			audit.
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	WCS has not been in excess carry-over anytime in the last three fiscal year cycles.

Part 8: Selection of External Providers

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

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

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Huntington University has an outstanding TESOL certification program. We have hired many of their graduates throughout Warsaw Community Schools. This program will provide teachers with the skills to work with our ELL/LEP/Hispanic population.
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	Huntington University has committed to partnering with Lakeview Middle School to provide TESOL training to our teachers. This certification will be offered in Warsaw.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	The TESOL certification courses will be offered once a week for 28 weeks (4 7-week courses) along with a practicum that can be completed in their classroom.
(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	As we have hired graduates from HU’s TESOL program, we have already evaluated that the program provides teachers with the skills to successfully work with ELL’s. For this grant, we will create a tool that will 1) allow teachers to provide feedback on what they are learning and how it is impact icing their instruction, and 2)allow us to track student achievement data for teachers that have completed the program.

adjusted according to the school's identified needs.	
(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>	Huntington University has committed to starting our first cohort in the Fall of 2016. A new cohort will begin each consecutive fall during the grant period, if teachers are still in need of the training.

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.