



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

August 19, 2019

Mark Laughner
Greater Clark County Schools: #1010
2112 Utica Sellersburg Rd
Jeffersonville, IN 47130

Dear Mark Laughner,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Parkview Middle School's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$261,000.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

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

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

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

Sincerely,

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

cc: Title I Program Administrator
SIG Coordinator
Principal



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

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Greater Clark County Schools	Corp #	1010
School	Parkview Middle School	School #	853
Superintendent Name	Mark Laughner	Email	m laughner@gccschools.com
Title I Administrator Name	Dr. Kimberly Hartlage Melissa Bower	Email	khartlage@gccschools.com mbower@gccschools.com
Principal	Jeremy Stewart	Email	jstewart@gccschools.com
Telephone	(812) 288-4844		
SY 2019-2020 Allocation	\$261,000.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 6, 2019
Application Due	Renewal application must be submitted to IDOE	July 8, 2019
Application Review	Renewal applications reviewed by IDOE	July 8, 2019 – August 30, 2019
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>	August 30, 2019
SY 18-19 Artifact Due	Outcome Artifact from SY 18-19 will be emailed to 1003g@doe.in.gov	June 30, 2019

Grant Award Resources:

1. USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
2. Indiana SIG Award Information: www.doe.in.gov/sig

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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>
Mr. Jeremy Stewart	Principal
Mrs. Amy Gilbert	Assistant Principal
Mrs. Barbara Tull	SIG Instructional Coach
Mrs. Carrie Howe	Title 1 Academic Improvement Coordinator
Mrs. Melissa Bower	Director of Secondary Education
Dr. Kimberly Hartlage	Assistant Superintendent for School Improvement

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

Part 3: LEA and School Assurances

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

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

1. 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
2. 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
3. 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)
4. 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
5. 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
6. 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
7. 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)
8. Report to the SEA the school-level data required under leading indicators for the final requirements
9. The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
10. 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.
11. 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.
12. 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.
13. 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.

14. 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.
15. 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.
16. 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.
17. Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
18. 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.
19. 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.
20. 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.
21. The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

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

1. 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.
2. I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
3. I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
4. By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.



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

Superintendent Signature:		Date:	7/1/2019
Title I Administrator Signature:		Date:	7/1/2019
Principal Signature		Date:	7/1/2019

Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015 – 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL								
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	40%	n/a	40%	50%	50%	55%	48.9%	60%			
Percent of students proficient on ISTEP (ELA) (3-8)	52.2%	n/a	52.2%	60%	62.5%	65%	64.4%	67%			
Percent of students proficient on ISTEP (Math) (3-8)	45.9%	n/a	45.9%	50%	51.5%	53%	55.5%	57%			
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Leading Indicators	Baseline SY 2015 – 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL								
1. Number of minutes in the School Yr. students are required to attend school		n/a	72,900	72,900	72,900	72,900	72,900	72,900	72,900	72,900	
2. Number of daily minutes of math instruction		n/a	50	50	50	50	50	60	60	60	
3. Number of daily minutes of ELA instruction		n/a	50	50	50	50	50	60	60	60	
4. Student attendance rate (must be % between 0 and 100)		n/a	96.1%	97%	95.5%	96%	95.08%	96%	94.6%	96%	

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Leading Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	25	n/a	25	20	19	18	12	11	10	10	
6. Expanded Learning Time (total number of hours offered)	n/a	n/a	n/a	100	50	170	60	64	52	75	
7. Number of discipline referrals	841	n/a	841	800	610	600	473	500	802	600	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--841 EXP--0	SUS-- EXP--	SUS--841 EXP--0	SUS--800 EXP--0	SUS--610 EXP--0	SUS--600 EXP--0	SUS--473 EXP--0	SUS--500 EXP--0	SUS--802 EXP--0	SUS--600 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--0 EFF--47 HEFF--5	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--47 HEFF--5	IN--0 IMP--0 EFF--34 HEFF--7	IN--0 IMP--0 EFF--38 HEFF--3	IN--0 IMP--0 EFF--38 HEFF--5	IN--0 IMP--0 EFF--39 HEFF--4	IN--0 IMP--0 EFF--33 HEFF--6	IN--0 IMP--0 EFF--30 HEFF--9	IN--0 IMP--0 EFF--30 HEFF--9	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	n/a	n/a	n/a	94%	94.68%	95%	94.72%	95%	93.1%	94%	
11. Teacher retention rate (must be a % between 0 and 100)	96%	n/a	96%	100%	99.4%	96%	97%	100%	99.8%	100%	

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

Part 5: Analysis and Outcomes

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

- List school’s primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school’s mission
- List school’s key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school’s ability to achieve SIG implementation or school’s mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
<p>Strengths:</p> <ul style="list-style-type: none"> ▪ Guided Reading groups and LLI consistently implemented ▪ Literacy coach support/resources ▪ Focus on content over skill based instruction ▪ Increased the number of reading groups ▪ Meeting in teams and some departments ▪ Writing in content areas ▪ Use of INB for math ▪ Increased time using state assessment like tools ▪ Offering core subject academies ▪ Focus on problem solving paired with online Problem Solving PD for teachers. 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> ▪ Literacy coach in classroom/modeling to provide additional guidance and insure consistency with instructional strategies and interventions ▪ Department collaboration time ▪ Student engagement; apathy (relationship building/community) ▪ Technology issues/paper activities ▪ Continued Data Wise training ▪ Large class sizes ▪ Effectiveness of current infraction system/redirecting behavior systems ▪ LLI in 6th grade block (more effective in small intervention setting vs. ELA class) ▪ Writing to explain in math ▪ Communication ▪ Need to create separate IMPACT in 6th grade schedule ▪ No support in some content areas for students with special needs
<p>Opportunities:</p> <ul style="list-style-type: none"> ▪ Develop work ethic, stamina and soft skills in students. ▪ More faculty socialization and PRIDE rewards for staff ▪ Continued development of PBL units moving towards cross-curricular thematic units ▪ Incorporate math skills across the curriculum ▪ Facilitate meetings between high school student mentors and 8th graders regarding transition to high school. ▪ Staff community Involvement based needs ▪ Club days and relationship building ▪ Promoting academics and citizenship 	<p>Threats:</p> <ul style="list-style-type: none"> ▪ Class size ▪ Loss of staff ▪ Less planning time and no built in department planning ▪ Student apathy ▪ Department integrity ▪ Loss of grant funds used for supplies and support

- Transition for 6th grade
- Supplying student agendas
- Teacher retention

Projected Outcomes for SY 19-20

- Continued improvement of teaming across grades 6-8, utilizing a master schedule that provides time for department and team collaboration.
- Strengthened implementation of the Data Wise process to analyze and make informed decisions based on our current data.
- Continued implementation of the Lucy Calkins Writing program as part of our literacy framework across all grade levels.
- Required summer professional development opportunities in the areas of Highly Effective Teaming and Project Based Learning
- Development of PBL units in all subject areas once per quarter moving towards team cross-curricular units
- Continued professional development academies focused on numeracy, literacy and PBL for all core subjects.
- Continued Small Group interventions by our Outreach Coordinator to meet student needs

Part 6: SIG Implementation SY 2019-2020

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

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>1) Leadership Implement process and guidelines for reviewing Transformation Principal effectiveness prior to full implementation</p> <ul style="list-style-type: none"> ▪ Analysis of Data: District, Principal, Assistant Principal and Technical Assistance Provider will use critical indicators from Principal Effectiveness and Implementation Data [implement gauge; walkthrough data; artifacts] to identify strengths and areas for additional support ▪ Feedback and Plan for Improvement based on Data Wise 8-Step Process: Establish tools and short, medium and long term milestones for accomplishing goals 	Q1 – 4	\$4000 - Dr. Roos (4 Days @ \$1000 per day = \$4000)	<p>1) Leadership</p> <p>Solidifying Systems of Highly Effective Leaders and embedding the “Next Steps of the Academic Core” with Dr. Rhonda Roos (4 Days @ \$1000 per day = \$4000)</p> <p>The Principal and Assistant Principal will finalize an action plan for each quarter outlining objectives for Curriculum, Instruction, Assessment, Professional Development, Project Based Learning and Operations Management</p>
	<p>2) Implement the leadership structure that focuses on: Building leadership Capacity</p> <ul style="list-style-type: none"> ▪ Implement BLT in a more focused effort to analyze data from multiple sources to discover struggling students and plausible causes for that struggle ▪ Implement Highly Effective Teaming structure facilitated by team leads and guided by a structured rolling agenda 	Q1-4	No SIG Funds	<p>2) Leadership Structure</p> <p>Meeting agendas/minutes</p>

	<p>aligned to achieve the objective</p> <ul style="list-style-type: none"> ○ Provide necessary manipulatives and supplies to effectively implement instructional strategies [Balanced Math: conceptual learning; Poster Method Problem Solving Chart Paper and Markers; Writing Strategies Mentor Texts and supplies; PBL Supplies] ○ Project Lead The Way manipulatives and materials to sustain the effective implementation of Project Lead The Way <ul style="list-style-type: none"> ▪ The Instructional Coach will: <ul style="list-style-type: none"> ○ Work one-on-one and in small groups with teachers, providing guidance, training and resources as needed. ○ Focus on proven, practical strategies for engaging students and improving learning. ○ Develop vertically and horizontally aligned curriculum ▪ Math Coach will: <ul style="list-style-type: none"> ○ Design/revise formative and summative assessments to adjust the rigor and relevance of questions to better align to the types of questions on the state standardized test. ○ Construct Professional Development Activities for Math Academies centered around 3 parts of the Balanced Math Program (Daily Math Review; Conceptual Units; Problem Solving) <p>2) Conduct weekly instructional observation walkthrough to:</p> <ul style="list-style-type: none"> ▪ Insure fidelity in the implementation of core instructional strategies and assess the impact those strategies are having on student learning 	<p>Q1-4</p> <p>Q 1-4</p>	<p>\$16,275 for supplies and manipulatives to support Project Based Learning, Instructional Strategies and Math and ELA frameworks</p> <p>Stipend for Math Coach (10 days before/after school) \$4000 stipend (hourly rate) \$990 Benefits</p> <p>No SIG Funds Local Funds</p>	<p>Conceptual Unit Plans will be housed on Google drive.</p> <p>Student work demonstrating instructional strategies will be displayed in classrooms. PLTW projects will be highlighted</p> <p>Common Pacing Guides</p> <p>2) Conduct Instructional Walkthroughs</p> <p>Feedback will be shared with observed staff weekly</p>
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	<p>3) Analysis of Data</p> <ul style="list-style-type: none"> ▪ Implement the Data Wise 8-Step Process <ul style="list-style-type: none"> ○ Discuss and analyze data ○ Use data to make informed decisions about instruction and assessment outcomes ○ Make data visible [knowing what to celebrate and what challenges we need to overcome] ▪ Analyze implementation of core strategies reviewed monthly by administration and teachers <p>4) Implement ongoing Professional Development that targets best practices determined by observation data and student achievement</p> <ul style="list-style-type: none"> ▪ Lesson plan design aligned to key elements ▪ Instructional framework ▪ Gradual Release of Responsibility <p>5) Implement Appropriate Professional Development to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes:</p> <ul style="list-style-type: none"> • Organize For collaborative work through Highly Effective Teaming 	<p>Q 1-4</p> <p>Q 1-4</p>	<p>Data Dinner \$3,600 stipends & benefits (30 staff x Hourly Rate (approx. \$50) x 2 hrs)</p> <p>(No grant funding will be used for food)</p>	<p>Walkthrough data will be shared with the staff quarterly</p> <p>3) Analysis of Data</p> <p>Analysis of formative assessment data and development of instructional strategies aligned to district initiatives.</p> <p>4) Implement ongoing PD</p> <p>SMART Goals/Action plans will be created and monitored during quarterly checkpoints</p> <p>5) Implement Appropriate PD</p> <p>Monthly PD Calendar revised based on student data review</p> <p>Strategies learning during conferences will be integrated into the school Professional Development plan</p>
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	<ul style="list-style-type: none"> Travel to National PBIS Leadership Forum – PBIS: Supporting Our Most Vulnerable Children and Youth to develop strategies for our Tier II & III behavior supports. Travel to Smekens Literacy Retreat to build capacity in relevant literacy strategies and approaches. <p>6) Analysis of Data -</p> <ul style="list-style-type: none"> Analysis of PD evaluations and Data Wise Process will be reviewed every month by Principal, Assistant Principal, Executive Director of Educational Services and BLT 	<p>October 2-4, 2019 Chicago</p> <p>June 2020, French Lick, IN</p> <p>Quarterly</p>	<p>4 Participants Registration = \$1180</p> <p>Travel Expenses = \$2,151</p> <p>4 Participants Registration = \$1920</p> <p>Travel Expenses = \$685</p> <p>No SIG Funds</p>	<p>4 Participants X \$295 registration = \$1180 Travel Expenses: Lodging 2 Rooms x \$270 per night x 2 nights = \$1,080; Mileage (294 miles x \$.58/mile) = \$171 (food per diem amount of \$75/day); 4 Participants x \$75 x 3 days = \$900</p> <p>4 Participants X \$480 registration = \$1920 Travel Expenses: Lodging 2 Rooms x \$170 per night x 1 night = \$340; Mileage (77 miles x \$.58/mile) = \$45 (food per diem amount of \$75/day); 4 Participants x \$75 x 1 day = \$300</p> <p>6) Analysis of Data</p> <p>Rolling Agenda from Building Leadership Team meetings</p>
<p>Increase Learning Time</p>	<p>1) Student Learning Time</p> <ul style="list-style-type: none"> Implement a comprehensive program for students at-risk of failure or subgroups w/ the largest achievement gaps in core subject areas Provide intersession intervention programs Analysis at the end of the year by Principal; Director of Secondary Education and BLT <p>2) Intervention Plan:</p> <ul style="list-style-type: none"> Academic subjects covered [lesson 	<p>Q 2-4</p> <p>Q 2-4</p>	<p>35 Days x 2 hours a day x \$50/hr x 6 Staff (salary and benefits) = \$25,200</p> <p>No SIG Funds</p>	<p>1) Student Learning Time</p> <p>Student performance data will be collected and monitored for students participating in extended day learning opportunities</p> <p>2) Intervention Plan</p>

	<p>components]</p> <ul style="list-style-type: none"> • Description of Core Strategies • Assessment/ Monitoring • Routines and Procedures [if applicable] • Staffing <p>3) Implement Collaboration/ Learning Time for Staff:</p> <ul style="list-style-type: none"> ▪ Implement team collaboration during planning period (Highly Effective Teaming) ▪ Implement Period 0 PD plan into the weekly schedule for department collaboration and planning ▪ Collaboration to focus on the 8-Step Process [use the system both horizontally and vertically] and PD related to Transformation goals and needs. Focus determined by administration, AIC, Literacy Coach and teacher leaders 	Q 1-4	No SIG Funds	<p>Benchmark data will be collected and monitored at the beginning, middle and end of the school year to analyze trend growth</p> <p>3) Implement Staff Collaboration/Learning Time</p> <p>Teacher Implementation of strategies will be monitored with weekly walkthrough data.</p>
Create Community-Oriented Schools	<p>1) Community Outreach Coordinator will implement culturally competent programs to increase family and community engagement:</p> <ul style="list-style-type: none"> • Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] • Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement • Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] <p>2) Behavior Intervention Coordinator will:</p>	Q 1-4	<p>Outreach Coordinator [Behavior Intervention Coordinator] \$38,000 salary & \$23,000 benefits</p> <p>Stipend for</p>	<p>1) Community Outreach Coordinator</p> <p>Point of Contact log will be kept by the Outreach Coordinator to determine the number of families reached.</p> <p>Impact on students will be monitored; including student performance and behavioral data.</p> <p>Point of Contact log will be kept by the Behavior</p>

	<ul style="list-style-type: none"> Implement Tier II and III Behavior Intervention Plans with identified student and provide support before/after school for parents to proactively engage students in successful school protocols 		<p>Behavior Intervention Coordinator (10 days before/after school) \$2,400 salary (hourly rate) \$479 Benefits</p>	<p>Intervention Coordinator to determine the number of families reached.</p> <p>Impact on students will be monitored; including student performance and behavioral data.</p>
Provide Operational Flexibility	<p>1) Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Parkview Middle School:</p> <ul style="list-style-type: none"> Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal Flexibility Plan will include: <ul style="list-style-type: none"> Hiring Staff Master Calendars Professional Development Increased Learning Time [teachers] Increased Learning Time [students] Ongoing, technical assistance [Mentor] Parkview will receive to support the implementation of the Transformation model Schedule of monthly District/ Principal/ Mentor meetings and focus Specific indicators and data for each meeting [milestones] 	Quarterly	No SIG Funds	<p>1) Implement “flexibility” plan</p> <p>Leading indicators and data dashboards will be monitored quarterly</p> <p>Responsible: Principal, Assistant Principal, Director of Secondary Education, Assistant Superintendent for School Improvement and BLT members</p>
Sustain Support	<p>1) Analysis of Flexibility and Sustainability Plan - Implementation Data –</p> <ul style="list-style-type: none"> Review of leading indicators and data dashboards to ensure adherence to grant protocols. 	Quarterly	No SIG Funds	<p>1) Analysis of Flexibility & Sustainability Plan</p> <p>Leading indicators and data dashboards will be analyzed quarterly</p> <p>Responsible: Principal, Assistant Principal,</p>

				Director of Secondary Education and BLT members
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Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

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

Parkview Middle School will submit a video that highlights the numerous activities, use of supplies and data outcomes that were made possible through SIG funding. Video segments will be created to define/share lessons learned through the implementation of instructional coaching in literacy and numeracy. Instructional coaches, Outreach coordinator, classroom teachers, students, and administrators will provide analysis of the full implementation of the coaching model and share recommendations for other schools seeking to implement a similar model.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Part 8: Budget SY 2019-2020

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

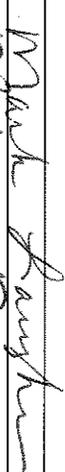


DEPARTMENT OF EDUCATION

Working Together for Student Success

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Superintendent of Public Instruction

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:	7/1/2019
Title Administrator Signature:		Date:	7/1/2019
Principal Signature		Date:	7/1/2019

SIG T003g Budget SY 2019-2020

Complete the budget below:

<u>Object Code</u>		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 21,000.00	\$ -	\$ 4,200.00	\$ -	\$ -	\$ -	\$ -	\$ 16,275.00	\$ -	\$ -	\$ 41,475.00
21000	Support Services - Student	\$ 2,400.00	\$ -	\$ 479.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,879.00
22100	Improvement of Instruction (Professional Development)	\$ 109,600.00	\$ -	\$36,110.00	\$ -	\$ 7,100.00	\$ -	\$2,836.00	\$ -	\$ -	\$ -	\$ 155,646.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ -	\$38,000.00	\$ -	\$ 23,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 61,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 133,000.00	\$38,000.00	\$40,789.00	\$ 23,000.00	\$ 7,100.00	\$ -	\$2,836.00	\$ 16,275.00	\$ -	\$ -	\$ 261,000.00
	Indirect Cost Rate %:	0.00										
		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
		Total after deducting Property:										\$ 261,000.00
		Total Available for Indirect Costs:										\$ -
		Amount of Indirect Cost to be used:										\$ -
		Grand Total After Indirect Cost:										\$261,000.00

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Manipulatives, PBL supplies, mentor text, PLTW supplies and support materials	N/A
Professional Services	Other Purchase Services (travel, communication)
Dr. Rhona Roos consulting - 4 days	Travel to National PBIS Leadership Forum, IPLI conference & Smekens Literacy Retreat

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Barbara Tull	Instructional Coach	Cert.	1	N	N		Provides instructional support to classroom teachers implementing literacy framework and strategies
Stacey Whitt	Outreach Coordinator (Behavior Intervention Coordinator)	Non Cert.	1	N	N		Provides community outreach support to students and their families
Various	Teachers	Cert.		Y	N		Stipends for teachers attending professional development

Various	Teachers	Cert.		Y	N		Stipends for teachers providing after school instruction
Adam Lord	Behavior Intervention Coordinator	Cert.		Y	N		Stipend to provide support to Tier II & Tier III behavior intervention
Carrie Howe	AIC/Math Coach	Cert.		Y	N		Stipend to provide instructional support to classroom math teachers implementing numeracy framework