



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

October 28, 2019

Tim Hanson
M S D Warren Township: #5360
975 N Post Rd
Indianapolis, IN 46219

Dear Tim Hanson,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Sunny Heights Elementary 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 **\$245,150.00** 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	M S D Warren Township	Corp #	5360
School	Sunny Heights Elementary School	School #	5389
Superintendent Name	Dr. Tim Hanson	Email	thanson@warren.k12.in.us
Title I Administrator Name	Ryan Russell	Email	rrussell@warren.k12.in.us
Principal	Bart Lewis	Email	blewis@warren.k12.in.us
Telephone	317-869-4356		
SY 2019-2020 Allocation	\$245,150.00		



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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

Award Resources:

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

	School Improvement Grant
	U.S. Department of Education
	Indiana Department of Education
	84.377A
	School Improvement Grants
	S377A00190015A



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

Name	Title
Barton Lewis	Principal
Monteka Pegues	Dean
Elizabeth Isler	Instructional Specialist
Jenna Blaising	4th Grade Teacher/ WEA Representative
Julie Mitchell	EL Teacher
Ryan Russell	Assistant Superintendent of Teaching and Learning for Elementary (K-4)

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.

- 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.

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 sub grant 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



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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.

		Click <u>2/18/19</u> enter a date.
		Click <u>2/18/19</u> enter a date.
		Click <u>2/18/19</u> enter a date.

Part 4: Achievement and Leading Indicators SY 18-19

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015 - 2016*	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
		GOAL	ACTUAL								
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	28.3	36	25	30	19	33		36		40	
Percent of students proficient on ISTEP (ELA) (3-8)	41.8	55	42	47	34	50		53		58	
Percent of students proficient on ISTEP (Math) (3-8)	38	48	33	38	26	41		45		50	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	88.8	90	91	92	92.5	94	92	95		96	
Leading Indicators	Baseline SY 2015 - 2016*	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
		GOAL	ACTUAL								
1. Number of minutes in the School Yr. students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600	75,600	75,600		75,600	
2. Number of daily minutes of math instruction	90	100	100	100	100	100	100	100		100	
3. Number of daily minutes of ELA instruction	90	100	100	100	100	100	100	100		100	

4. Student attendance rate (must be % between 0 and 100)	95.6	96	94.8	96	94.2	96.2	94.6	96.4		96.6	
Leading Indicators	Baseline SY 2015 - 2016*	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020		SY 2020-2021	
		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	9	15	25	20	30	15	25	12		10	
6. Expanded Learning Time (total number of hours offered)	BAS	BAS	BAS	BAS	BAS	BAS	BAS	BAS			
7. Number of discipline referrals	850	500	565	450	1,197	400	693	350		300	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--130 EXP--0	SUS--80 EXP--0	SUS--86 EXP--0	SUS--70 EXP--0	SUS--94 EXP--0	SUS--65 EXP--0	SUS--93 EXP--0	SUS--60 EXP--0	SUS-- EXP--	SUS--50 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--0 EFF--14 HEFF--9	IN--0 IMP--0 EFF--21 HEFF--11	IN--0 IMP--1 EFF--14 HEFF--13	IN--0 IMP--1 EFF--13 HEFF--15	IN--0 IMP--0 EFF--12 HEFF--18	IN-- IMP-- EFF--15 HEFF--15	IN-- IMP-- EFF--15 HEFF--15	IN--0 IMP--0 EFF--15 HEFF--15	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	96%	96.4%	94%	96%	94.8%	96.2%	94%	96.4%		96.7%	
11. Teacher retention rate (must be a % between 0 and 100)	71%	82%	92%	92%	80%	96%	91%	96%		96%	



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***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?

- Strengths:**
- Designated Family Friendly School by the Indiana Department of Education
 - Growing PTA membership and participation in school
 - Student attendance rate increased by .4% from 94.2% to 94.6%
 - Discipline referrals decreased from 1,197 to 693

- Areas of Improvement:**
- Renewed focus on decreasing student discipline and suspensions by an increased focus on PBIS initiatives and supports (i.e. building wide expectations and reinforcements, social skills instruction, CICO, etc.) and an increased focus on the social-emotional well being of students
 - Focus on improving student attendance
 - Continued focus in supporting growth in reading in all areas
 - Continued focus on student achievement in Math and ELA standardized assessment scores

- Opportunities:**
- Personalized staff professional development
 - Addition of Playworks program to teach social skills and provide structure to recess
 - Addition of Student Support Specialist and Counselor to work with students on social-emotional learning and to decrease time out of class
 - Addition of Second Step social-emotional curriculum for all students

- Threats:**
- Suspensions only decreased by 1 from 94 to 93
 - Teacher attendance remains 2% below target
 - Loss of key staff (Dean, Instructional Specialist, Teacher Leader)

- Decrease in discipline referrals, out of school suspensions and time spent outside of class for discipline
- Increase in Math scores (as measured by ILEARN) due to focused and personalized staff professional development, the focus on PLCs and the fourth year of the new math curriculum implementation (Eureka)
- Increase in ELA scores (as measured by ILEARN) due to focused and personalized staff professional development, the focus on PLCs and the second year of a new foundational curriculum (Wonders)
- Improved social skill acquisition as an impact of the School Counselor, Student Support Specialist and new school wide Second Step social-emotional curriculum



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Part 6: SIG Implementation SY 2019-2020

Directions: 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:</i> Increase learning time	<i>SAMPLE:</i> 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>SAMPLE:</i> Multiple Phases (Multiple Quarters)	<i>SAMPLE:</i> \$5,000 - Stipends	<i>SAMPLE:</i> 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.
Develop School Leadership Effectiveness	PLC Conference	Multiple Phases (Multiple Quarters)	PLC Registration - \$7250.00 PLC Travel - \$5600.00	PLCs will be used to solve problems and collaborate to increase achievement. Dates for meetings, agendas and notes from meetings will be collected. Student data will be analyzed. See description on budget page.
Develop School Leadership Effectiveness	Principal Mentor	Multiple Phases (Multiple Quarters)	\$1,000	Spreadsheet will be used to document dates, times, and outcomes of mentoring opportunities. The focus of the mentorship will be on leadership development and the improvement of instruction.
Develop Teacher Effectiveness	PD Collaboration	Multiple Phases (Multiple Quarters)	PD Collaboration Stipends - \$1,000 PD Collaboration Benefits - \$200.00	Teacher collaboration will be done to increase achievement, share ideas and test results. Data will be used to inform instruction. Dates for meetings, agendas and notes from meetings will be collected. Student data will be analyzed.
Implement Comprehensive Instructional Reform Strategies	Structured Play Recess Stem Program Student Support Specialist	Multiple Phases (Multiple Quarters)	Structured Play Recess Facilitator	Student discipline data will be compared to the data from Student Support Specialist. Student achievement data will be compared from before the STEM class was established.

			Supplies- \$ 1000 Structured Play Recess Professional Services - \$26,000 STEM Program Supplies - \$500.00 STEM Program Salary - \$70,000 STEM Program Benefits - \$27,000 STEM Program PLTW Training - \$750 Student Support Specialist Salary - \$54,000 Student Support Specialist Benefits - \$23,000	Teacher observation data will be used to evaluate the increase in student engagement and higher order thinking skills that students in the STEM class are experiencing. Discipline data can also be used to compare recess behavior before the implementation of Structured Play Recess.
Increase Learning Time	Tutoring Transportation for Extended Learning Opportunities	Multiple Phases (Multiple Quarters)	Tutoring Stipends - \$15,000 Tutoring Benefits - \$5,550 Tutoring Supplies - \$500 Tutoring Transportation - \$6,000	Documentation will be used to track the before/after school tutoring. This data will be compared to student achievement and growth results. Attendance data will be compared to measure the increase in students involvement with provided transportation.

create Community-Oriented schools	Extended Learning Time for Families	Multiple Phases (Multiple Quarters)	Extended Learning for Families Stipend - \$500 Extended Learning for Families Benefits - \$100 Extended Learning for Families Supplies - \$ 200	Parent sign in sheets and attendance data will be collected in a spreadsheet. Surveys will be shared to collect data from attendees and others on the effectiveness of specific events.
provide Operational flexibility	Leader has the flexibility to make necessary changes to positively impact student growth and achievement.	Multiple Phases (Multiple Quarters)	N/A	N/A
Sustain Support	Grant Team Meetings	Multiple Phases (Multiple Quarters)	N/A	Grant team will complete all required SIG documentation including plans, descriptions, and budgets.

Part 7: Outcome Artifact

Conditions: 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.

A one-pager document highlighting how Extended Day Learning opportunities, Master Schedule restructuring, and Professional Development have impacted student growth will be submitted as an artifact of increased student learning.

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.

Focus Area	Activity Description	Budget Category	Activity Total \$
<i>Implement Comprehensive Instructional Reform Strategies</i>	STEM Program Salary	Instruction: Salary (Cert.)	\$ 70,000.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	STEM Program benefits	Instruction: Benefits (Cert.)	\$ 27,000.00
<i>Increase Learning Time</i>	Tutoring Stipends	Instruction: Salary (Cert.)	\$ 15,000.00
<i>Increase Learning Time</i>	Tutoring Benefits	Instruction: Benefits (Cert.)	\$ 5,550.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	STEM Program Supplies	Instruction: General Supplies	\$ 500.00
<i>Increase Learning Time</i>	Tutoring Supplies	Instruction: General Supplies	\$ 500.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	Student Support Specialist Salary	Support Services (Student): Salary (Cert.)	\$ 54,000.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	Student Support Specialist Benefits	Support Services (Student): Benefits (Cert.)	\$ 23,000.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	Structured Play Recess Facilitator Prof Serv	Support Services (Student): Professional Services	\$ 26,000.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	Structured Play Recess Facilitator Supplies	Support Services (Student): General Supplies	\$ 1,000.00
<i>Develop Teacher Effectiveness</i>	PD Colloboration Stipends	Improvement of Instruction: Salary (Cert.)	\$ 1,000.00
<i>Develop Teacher Effectiveness</i>	PD Colloboration Benefits	Improvement of Instruction: Benefits (Cert.)	\$ 200.00
<i>Develop School Leadership Effectiveness</i>	PLC Conference Registration	Improvement of Instruction: Professional Services	\$ 7,250.00
<i>Develop School Leadership Effectiveness</i>	PLC Conference Travel	Improvement of Instruction: Other Purchased Services	\$ 5,600.00
<i>Increase Learning Time</i>	Tutoring Transportatoin	Transportation: Other Purchased Services	\$ 6,000.00
<i>Create Community Oriented Schools</i>	Extended Learning for Families Stipends	Community Services Operations: Salary (Cert.)	\$ 500.00
<i>Create Community Oriented Schools</i>	Extended Learning for Families Benefits	Community Services Operations: Benefits (Cert.)	\$ 100.00
<i>Create Community Oriented Schools</i>	Extended Learning for Families Supplies	Community Services Operations: General Supplies	\$ 200.00
<i>Implement Comprehensive Instructional Reform Strategies</i>	Stem Program PLTW Training	Improvement of Instruction: Professional Services	\$ 750.00
<i>Develop School Leadership Effectiveness</i>	Principal Mentor	Improvement of Instruction: Professional Services	\$ 1,000.00

