



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

July 24, 2017

Dr. Dena Cushenberry
M S D Warren Township: #5360
975 N Post Road
Indianapolis, IN 46219

Dear Dr. Dena Cushenberry,

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 2017-2018.

In accordance with your application and available funding, you are being awarded **\$289,180.00** for the 2017-2018 school year. Funds for this grant period are available from July 1, 2017 and must be expended by September 30, 2018.

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 Erin Stalbaum at estalbaum@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 2017-2018
Cohorts 6 and 7- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	MSD of Warren Township	Corp #	5360
School	Sunny Heights Elementary	School #	5389
Superintendent Name	Dr. Dena Cushenberry	Email	dcushenb@warren.k12.in.us
Title I Administrator Name	Ryan Russell	Email	rrussell@warren.k12.in.us
Principal	Barton Lewis	Email	blewis@warren.k12.in.us
Telephone	(317)532-2900	Fax	(317)532-2938
SY 2017-2018 Allocation	\$289,180.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	May 15, 2017
Technical Assistance Training	SIG Virtual PD Technical Assistance	May 15, 2017
Application Due	Renewal application must be submitted to IDOE	June 30, 2017
Application Review	Renewal applications reviewed by IDOE	July 1 – July 31, 2017
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 1, 2017
SY 16-17 Artifact Due	Outcome Artifact from SY 16-17 will be emailed to 1003g@doe.in.gov	June 30, 2017

Grant 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
	S377A00120015A



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

Name	Title
Barton Lewis	Principal
Cassi Wykes	Dean
Shanna Roberts	4th Grade Teacher
Jennifer Rogers	2nd Grade Teacher
Mercedes Moore	Instructional Coach

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.



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- 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



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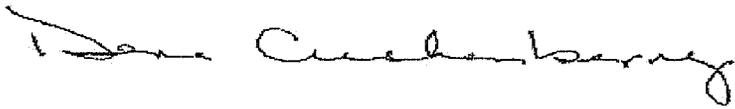
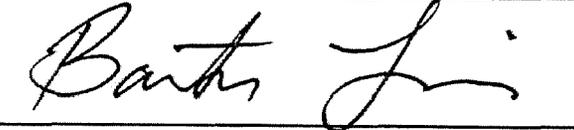
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state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds.

- 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: 6-30-17
Title I Administrator Signature:		Date: 6-30-17
Principal Signature		Date: 6-30-17



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Part 4: Achievement and Leading Indicators SY 16-17

SIG Achievement and Leading Indicators													
Achievement Indicators	SY 2015-2016	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020 Goal		SY 2020-2021		SY 2021-2022	
	Baseline	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	28.3	36	25	30		33		36		40		45	
Percent of students proficient on ISTEP (ELA) (3-8)	41.8	55	42	47		50		53		58		63	
Percent of students proficient on ISTEP (Math) (3-8)	38	48	33	38		41		45		50		55	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	88.8	90	91	92		94		95		96		97	
10th grade ECA pass rate (English 10)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10th grade ECA pass rate (Algebra I)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non-Waiver Graduation Rate – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College enrollment rates – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Leading Indicators	SY 2015-2016	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020 Goal		SY 2020-2021		SY 2021-2022	
	Baseline	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the school year students are required to attend school	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	
3. Number of daily minutes of ELA instruction	90	100	100	100		100		100		100		100	
4. Dropout rate – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



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5. Student enrollment number	485	500	514	500		505		510		515		520	
6. Student attendance rate (must be % between 0 and 100)	95.6	96	94.8	96		96.2		96.4		96.6		97	
7. Number of students completing advanced coursework (e.g., AP/IB)- HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8. Number of students completing dual enrollment classes –HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9. Number of students who completed BOTH an advanced coursework & a dual enrollment class–HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10. Types of increased learning time offered:	BAS	BAS	BAS	BAS									
11. Number of discipline referrals	850		565	450		400		350		300		250	
12. 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-- EXP--	SUS--65 EXP--0	SUS-- EXP--	SUS--6 EXP--0	SUS-- EXP--	SUS--5 EXP--0	SUS-- EXP--	SUS--40 EXP--0	SUS-- EXP--
13. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	9	15	25	20		15		12		10		10	
14. 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-- IMP-- EFF-- HEFF--	IN--0 IMP-- EFF--15 HEFF--15	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-- EFF--13 HEFF--17	IN--0 IMP-- EFF-- HEFF--	IN--0 IMP-- EFF--11 HEFF--9	IN-- IMP-- EFF-- HEFF--	IN--0 IMP-- EFF--10 HEFF--20	IN-- IMP-- EFF-- HEFF--
15. Teacher attendance rate (must be a % between 0 and 100)	96%	96.4%	94%	96%		96.2%		96.4%		96.7%		97%	
16. Teacher retention rate (must be a % between 0 and 100)	71%	82%	92%	92%		96%		96%		96%		96%	

Part 5: Analysis and Outcomes

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

- List school’s primary strengths and weaknesses from SY 16-17—forces or barriers working for and against SIG implementation or school’s mission
- List school’s key opportunities and threats from SY 16-17—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 17-18 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?

<p>Strengths:</p> <ul style="list-style-type: none"> ● 33% percent decrease in student suspensions; 33% decrease in overall discipline referrals ● Designated Family Friendly School by Indiana Department of Education ● Highest IREAD3 scores for second year in a row amongst district elementaries 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> ● Continued focus on implementation of new Math curriculum - Eureka ● Continued focus in supporting growth in reading in all grade levels ● Continued focus on decreasing student discipline and suspensions by supporting PBIS initiatives (i.e. building wide expectations and reinforcements, social skills instruction, CICO, etc.)
<p>Opportunities:</p> <ul style="list-style-type: none"> ● Implementation of new master schedule provided for additional instructional time in Math and ELA blocks ● Blending learning implementation in second year ● Personalized staff professional development ● New administration has built critical relationships with multiple stakeholders ● Addition of Life Skills Specialist and School Counselor to work with at-risk 	<p>Threats:</p> <ul style="list-style-type: none"> ● Seven new staff to the building for the 2017-2018 school year ● Student attendance rate decreased 0.8% to 94.8% ● 3rd Grade Math ISTEP data reflects 22.3% decrease in achievement ● 3rd Grade ELA ISTEP data reflects 12.8% decrease in achievement ● 4th Grade ELA ISTEP data reflects 2.3% decrease in achievement



students	
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- Continued decrease in discipline referrals and out of school suspensions
- Increase in Math scores (as measured by ISTEP+) due to focused and personalized staff professional development and the second year of new math curriculum implementation (Eureka)
- Improved social skills acquisition as an impact of the Life Skills Specialist and School Counselor

Part 6: SIG Implementation SY 2017-2018

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 SY17-18 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	Mentoring Harvard School Turnaround Leadership Institute Leadership Team	Multiple Phases (Multiple Quarters)	\$9000.00 Purchased Services Harvard Conference Travel and	Spreadsheet will be used to document dates, times, and outcomes of mentoring opportunities for both the principal and assistant principal. Mr. Foster (retired highly effective principal) will provide at minimum weekly mentoring sessions at Sunny Heights. He has served as a Distinguished Principal for the

			Registrations \$34,000.00	<p>IDOE, where he provided year-long coaching and on-site mentoring to support the state-identified highest need schools. The focus of the mentorship will focus on leadership development and the improvement of instruction.</p> <p>The Harvard STL <i>Think Tank</i> will meet bi-monthly to review progress of STL initiatives. Grade level leaders will meet monthly with administration to focus on school improvement. All meeting notes will be recorded.</p>
Develop Teacher Effectiveness	Personalized Professional Development Midwest PBIS training Sharp Interactive TV's	Multiple Phases (Multiple Quarters)	PD \$3500.00 Stipends and Benefits Midwest PBIS Training \$7000.00 Purchased Services. Sharp Interactive TV \$45,000.00 Equipment	Personalized professional development plans are documented by the instructional specialist. Staff reflections submitted to principal following Midwest PBIS training sessions. Interactive TV's will be in almost every regular classroom. The interactive televisions will be utilized to engage students in instruction at higher levels. Data from the teacher effectiveness rubric (specifically Domain 2, Proficiency 3) will be compared to previous years to monitor the impact of the increase in engagement.
Implement Comprehensive Instructional Reform Strategies	Gallahue Life Skills Specialist STEM Program	Multiple Phases (Multiple Quarters)	Gallahue \$40,000.00 Purchased Services, Stem Participation \$2000.00, Supplies	Student discipline data will be compared to the data from the Life Skills Specialist caseload and small group settings. Student achievement data will be compared from before STEM class established. 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.



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			\$2610.00, Travel \$1000.00, STEM Teacher \$97,800.00 Salary/Benefits	
Increase Learning Time	Tutoring Transportation for Extended Learning Opportunities	Multiple Phases (Multiple Quarters)	Tutoring \$16,750.00 Stipends/Benefits Student transportation \$17,000.00	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. Attendance data will be compared to measure increase in student involvement with provided transportation.
Create Community-Oriented Schools	Parent Information Meetings Parent Education Events Stipends for Teachers to Plan and Facilitate	Multiple Phases (Multiple Quarters)	Parent Supplies \$200.00 Stipends/benefits \$1,220.00	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 made 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)		Grant team will complete all required SIG documentation including plans, descriptions, and budgets.

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



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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.

A video of students engaged in instruction with the Sharp Interactive TVs and STEM PLTW class will be submitted as an artifact of increased student engagement.

Part 8: Budget SY 17-18

Instructions: The budget will be completed in a separate Excel workbook for SY 2017-2018, and must include any changes from the original budget submission.



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Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

1003g Original SIG Budget SY 17-18

Complete the budget below:

SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 82,000.00		\$ 32,550.00					\$ 10,710.00	\$ 45,000.00		\$ 170,260.00
21000	Support Services - Student					47,000.00			\$ 4,000.00			\$ 51,000.00
22100	Improvement of Instruction (Professional Development)	\$ 3,000.00		\$ 500.00		\$ 11,000.00		\$ 35,000.00				\$ 49,500.00
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation							\$ 17,000.00				\$ 17,000.00
33000	Community Service Operations	\$ 1,000.00		\$ 220.00					\$ 200.00			\$ 1,420.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 86,000.00	\$ -	\$ 33,270.00	\$ -	\$ 58,000.00	\$ -	\$ 52,000.00	\$ 14,910.00	\$ 45,000.00	\$ -	\$ 289,180.00

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property: **\$ 244,180.00**

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost: \$ 289,180.00

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

Supplies	Property: Equipment/ Technology
Teacher Incentives (e.g., easles, books, dry-erase markers, etc) PLTW supplies that correspond with the modules, tutoring supplies, PBIS supplies (book bags, encils, pens, earbuds, etc.)	10 Interactive Screens with with PC and accessories
Professional Services	Other Purchase Services (travel, communication)
PLTW training, Harvard Urban School Leaders Institute, Gallahue Life Skills Specialist, Mid West PBIS, Principal Mentor	Bus transportation for extended learning time, PLTW Training, Harvard Urban School Leaders Institute

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
Licensed Teachers	extended time learnig	Cert		Y	N		provide training to parents stipend
Teachers	Collaborative PD Time	Cert		Y	N		collaborative afterschool PD stipend
Shannon Dick	STEM Teacher	Cert	1		N		STEM teacher

