



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

September 3, 2019

Joe Brown  
Elwood Community School Corp: #5280  
1306 N Anderson St  
Elwood, IN 46036

Dear Joe Brown,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Elwood Intermediate 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 **\$177,550.00** 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.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	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](mailto: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.

<b>School Corporation/ Eligible Entity</b>	Elwood Comm. Shcls	<b>Corp #</b>	5280
<b>School</b>	Elwood Intermediate School	<b>School #</b>	5151
<b>Superintendent Name</b>	Dr. Joe Brown	<b>Email</b>	<a href="mailto:jobrown@elwood.k12.in.us">jobrown@elwood.k12.in.us</a>
<b>Title I Administrator Name</b>	Sherri Cripe	<b>Email</b>	<a href="mailto:scripe@elwood.k12.in.us">scripe@elwood.k12.in.us</a>
<b>Principal</b>	Abbey Grondin	<b>Email</b>	<a href="mailto:agrondin@elwood.k12.in.us">agrondin@elwood.k12.in.us</a>
<b>Telephone</b>	765-552-7378 ext. 1350		
<b>SY 2019-2020 Allocation</b>	<b>\$177,550.00</b>		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 6, 2019</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 8, 2019</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 8, 2019 – August 30, 2019</b>
<b>Notification and Funds Available</b>	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>	<b>August 30, 2019</b>
<b>SY 18-19 Artifact Due</b>	Outcome Artifact from SY 18-19 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2019</b>

**Grant Award Resources:**

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

<b>Federal Program Title:</b>	School Improvement Grant
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<b>CFDA Number:</b>	84.377A
<b>Award Name:</b>	School Improvement Grants
<b>Grant Award Number:</b>	S377A00190015A



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

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>
Abbey Grondin	Principal
Sherri Cripe	Director of Learning
Sarah Dunham	Teacher
Amanda Brophy	Instructional Coach
Amanda Brown	Teacher
Faith Monteith	Teacher
Debbie Barker	Teacher
Lacey Petry	Teacher
Jim Savage	Teacher
Heidi Elsbury	Teacher

**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.



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- 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:	<a href="#">Click here to enter a date.</a>
Title I Administrator Signature:		Date:	<a href="#">Click here to enter a date.</a>
Principal Signature		Date:	<a href="#">Click here to enter a date.</a>



**Part 4: Achievement and Leading Indicators SY 18-19**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	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
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	33.5%	37%	40.9%	42%	33%	48%	36.4%	55%	TBD	61%	
Percent of students proficient on ISTEP (ELA) (3-8)	50.4%	52%	53.3%	57%	48%	63%	47.8%	68%	TBD	73%	
Percent of students proficient on ISTEP (Math) (3-8)	43%	45%	50.3%	52%	43%	58%	47.6%	64%	TBD	68%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	91.8%	84%	97.2%	86%	76.2%	88%	93.9%	90%		91%	
Leading Indicators	Baseline SY 20-- - 20--*	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
1. Number of minutes in the School Yr. students are required to attend school	70200	70200	70200	70200	70200	70200	70200	70200	70200	70200	
2. Number of daily minutes of math instruction	60	60	60	60	60	75	75	75	75	75	
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90	90	90	
4. Student attendance rate (must be % between 0 and 100)	95.5%	95%	96.2%	95.3%	96.09%	95.6%	96.32%	95.8%	95.19%	96.1%	

Leading Indicators	Baseline SY 20-- - 20--*	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	5	3	0	2	0	1	TBD	0		0	
6. Expanded Learning Time (total number of hours offered)						400	495.00	500	75	500	
7. Number of discipline referrals	400	391	342	350	211	300	221	250	218	200	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--3 EXP--	SUS--1 EXP--0	SUS--67 EXP--0	SUS--1 EXP--0	SUS--74 EXP--0	SUS-1- EXP--0	SUS--96 EXP--7	SUS--0 EXP--0	SUS--96 EXP--0	SUS--0 EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP--12% EFF--52% HEFF36%	IN--7% IMP--11% EFF--48% HEFF33%	IN-- IMP--4% EFF-56% HEFF40%	IN--0 IMP--0 EFF--27% HEFF-73%	IN-- IMP-- EFF--56% HEFF44%	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF--52% HEFF48%
10. Teacher attendance rate (must be a % between 0 and 100)	80%	80%	82%	85%	96%	87%	92.15%	90%	99.2%	93%	
11. Teacher retention rate (must be a % between 0 and 100)	80%	85%	88%	88%	89%	90%	97.2%	92%	96.05%	94%	

**\*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**

**Strengths:**

- EIS was the only school not identified for CSI or TSI this year
- EIS teachers demonstrated stronger grasp of need and process for school improvement based on the CNA data collection (May 6)
- Instructional investigations showed that classes were well-managed, students were collaborating, and opportunities for critical thinking and problem-solving were presented at least 50%
- Teachers reported stronger team connections and collaborations
- Priority standards were revised to align with new math series (Everyday Math) and ILEARN
- There was little fluctuation in spring 2018 ISTEP+ scores from the previous year
- Piloted morning meetings in some classrooms to build relationships with students
- Piloted new SEL curriculum at (Second Steps) elementary this school year

**Areas of Improvement:**

- Teachers report more hands on, collaborative, group work
- More scaffolding for students provided within the general ed classroom
- Everyday Math has presented a learning curve; additional/continuing support needed to improve understanding and implementation
- PLCs have strengthened teacher teams, but additional refinement and inclusion of data to have truly student-centered talks
- Review use of staff and clarify roles/responsibilities
- Special education is the lowest performing student group for both ELA and Math for the last two years
- Out of school suspensions are up in SY 2018-2019 from last year, but in school suspensions are down
- Develop data systems for academics and behavior

**Opportunities:**

- Review use and implementation of lab groups - purpose and alignment with general classroom activities; focus on needs of students
- Continued training for Everyday Math series
- Alignment of priority standards for new ELA series

**Threats:**

- Based on teacher focus groups, uncertainty of future and vision for school/district, perceived lack of autonomy and trust (based on CNA-SIP focus groups in May 2019)
- Teacher retention

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Provide professional development for teachers, in areas such as social-emotional learning, to develop stronger relationships with students, understand the effects of poverty, and strengthen the behavior system within the school</li><li>• Implement an SEL curriculum (Second Steps) in SY 2019-2020</li><li>• New principal for SY 2019-2020 (former EIS coach) and new central office administration with a commitment to improve educational services for all students</li></ul> | <ul style="list-style-type: none"><li>• New ELA series – providing professional development, generating buy-in, and fidelity of use in all classrooms</li></ul> |
|---|---|

**Projected Outcomes for SY 19-20**

- Continue to refine and implement Every Day Math
- Develop stronger instruction in ELA through new Fountas and Pinnell series
- Increase students' math and ELA scores on formative assessments throughout the school year
- Increase students' math and ELA scores on spring 2020 ILEARN assessment

**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><b>SAMPLE:</b> Increase learning time</i>	<i><b>SAMPLE:</b> 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><b>SAMPLE:</b> Multiple Phases (Multiple Quarters)</i>	<i><b>SAMPLE:</b> \$5,000 - Stipends</i>	<i><b>SAMPLE:</b> 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>Action: A principal mentor will support the new principal, Mrs. Abbey Grondin, throughout the school year regarding programs, staff, budgets, etc. The mentor will check in regularly with the principal and as needed to ensure a strong, positive, relationship. (Principal)</p> <p>Action B: An external evaluator will monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will conduct onsite reviews at the beginning and end of each school year. (Principal)</p> <p>Action C: Equitable Education Solutions (EES) will provide 15 days of onsite support on SIG implementation including and not limited to: progress monitoring, amendment and fiscal check-ins. (Superintendent, Director of Learning, Principal)</p>	Multiple Phases (Multiple Quarters)	<p>Action A: Principal mentor: \$6,000</p> <p>Action B: External Evaluator: \$6,000</p> <p>Action C: EES: \$26,250</p>	<p>Action A: The principal will keep a reflection journal. The principal will utilize a leadership inventory survey to compare beginning of year to end of year progress.</p> <p>Action B: External evaluator will create an overall implementation report that will include student achievement data (achievement and growth), survey results and various other data streams collected throughout the year.</p> <p>Action C: Administrators and staff will be surveyed at the end of the year using a Likert scale to determine effectiveness and overall satisfaction with services provided.</p>
Develop Teacher Effectiveness	Action D: Continuation of an instructional coaching position to support classroom teachers in implementing best practices for both math and ELA. The coach helps	Multiple Phases	Action D: \$24,000/	Actions D-I: Benchmark assessment data will be reviewed regularly to measure student progress in both ELA and Math. Non-evaluative

	<p>to articulate vertical alignment within the curriculum and coordinate how and where instructional assistants can best meet student needs. The coach implements a coaching cycle that provide immediate and effective feedback to teachers to review data, tweak instruction, and differentiate learning tasks for all students. The coach provides support for teachers in implementation of a new ELA series for SY 2019-2020. (Principal, Director of Learning)</p> <p>Action E: A Data Facilitator assists with collecting, disaggregating, and synthesizing data to develop staff expertise in using data to inform instructional decisions. The Data Facilitator is building a system that will be in place beyond the grant funding for SIG. (Principal, Director of Learning)</p> <p>Action F: An MTSS Facilitator supports teachers in differentiating learning and behavioral experiences, re-teaching, remediation, and enrichment as needed. (Principal, Director of Learning)</p> <p>Action G: Teachers will receive a stipend to stay after school for professional development. Focuses will include maintaining math strategies per new implementation of a series last year and developing strong ELA strategies for implementation of a new ELA series in fall 2019. (Principal, Director of Learning)</p> <p>Action H: Books will be purchased for staff to conduct book studies that relate to issues around instruction of ELA or math, classroom management, social-emotional learning, or other relevant topic.</p>	(Multiple Quarters)	<p>\$6,000 (split between intermediate and elementary)</p> <p>Action E: \$0 Data Facilitator</p> <p>Action F: \$4,000/ \$1,000 MTSS Facilitator stipend/benefits</p> <p>Action G: \$15,800/ \$4,200 stipends/benefits for professional development outside of contracted time</p> <p>Action H: \$1,500 for book studies</p>	<p>walkthroughs collect data to provide feedback to teachers on instructional strengths and student engagement. Student achievement is the focus of professional collaboration and student data will inform whole class and small group instruction.</p> <p>Student achievement in ELA and Math will increase both on benchmark assessments throughout the school year and on the spring ILEARN assessment.</p>
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	<b>Action I: Elwood Community Schools will continue the position of Instructional Coordinator who will ensure that each student's needs are met and instructional staff have resources for all students.</b>		<b>Action I: \$8,000/\$2,000 for Coordinator</b>	
Implement Comprehensive Instructional Reform Strategies	<p>Action J: Elwood Intermediate School (EIS) will implement a new Fountas and Pinnell ELA series in fall 2019. Supplemental materials will ensure that each classroom teacher has tools to provide differentiated lessons and extra tools for meeting students' needs.</p> <p>Action K: A STEM rotation will be added to the specials' rotation. Consumable STEM supplies will be replenished to ensure students have access to quality materials for projects.</p>	Multiple Phases (Multiple Quarters)	<p>Action I: \$0</p> <p>Action J: \$0</p>	Actions J-K: Student achievement in ELA and Math will increase both on benchmark assessments throughout the school year and on the spring ILEARN assessment.
Increase Learning Time	<p>Action L: EIS will increase learning time through after school tutoring. All students will be able to participate and will have individualized learning plans.</p> <p>Action M: EIS provides transportation for students who participate in extended learning, either after school or during the summer.</p>	Multiple Phases (Multiple Quarters)	<p>Action K: \$18,662/\$4138 stipends and benefits for extended instructional time</p> <p>Action L: \$2,500 transportation for extended instructional time</p>	<p>Actions KL-M: Regular assessments in classes and benchmark assessments will track student progress towards meeting math and ELA learning goals.</p> <p>Student achievement in ELA and Math will increase both on benchmark assessments throughout the school year and on the spring ILEARN assessment.</p>
Create Community-Oriented Schools	Action N: A counselor will work supplemental hours at EIS to support the various needs of students on-to-one, work with families, as needed, and support teachers in meeting the social-emotional needs of students.	Multiple Phases (Multiple Quarters)	Action M: \$42,500/\$5,000 (split between schools)	Action N: Patterns and trends will be identified in discipline/behavior issues to determine where needs exist and how to address them. Students and families may be surveyed at the end of the

	Action O: The school will host parent involvement activities and outreach throughout the school year, including and not limited to: parent-teacher conferences, volunteer opportunities, student performances, and community events		Action N: \$0	school year to assess overall satisfaction with services available.  Action O: Parent attendance will be tracked throughout the year and parents will be surveyed to elicit responses and perceptions of being engaged in their child's education.
Provide Operational Flexibility	Action P: The Principal and Director of Learning will meet regularly to review financial records and monitor the expenditures as outlined in the grant. (Principal)	Multiple Phases (Multiple Quarters)	Action O: \$0	Action P: Financials will be available electronically to demonstrate all expenditures as they relate to this grant.
Sustain Support	Action Q: EIS will continue the ECSC Teacher Evaluation System that uses student growth as a point of measurement.	Multiple Phases (Multiple Quarters)	Action P: \$0	Action Q: Completed evaluation documents and professional growth plans for each teacher. We will also compare the observation scores for each competency to see whether they have demonstrated growth between last year and this year, as well as first semester to second semester. This will help us gauge the extent to which feedback is improving the instructional practices in our classrooms.

**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.*





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EIS will create a document, video, or other presentation that highlights the year's activities related to SIG and student growth achieved through such activities.

**Our school improvement goals for SY 2019-2020 address math, ELA, and our special education subgroup of students. Our artifact will show how we improved proficiency for students in those areas through strong leadership (school and district), providing focused professional development to teachers that increases their effectiveness in the classroom (for all students), and implementation of evidence-based practices in math, ELA, science, technology, and social studies that engage our students.**

#### 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.



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- 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: 7/8/2019
Title I Administrator Signature:		Date: 7/8/2019
Principal Signature		Date: 7/8/2019

# SIG 1003g Budget SY 2019-2020

## Complete the budget below:

Object Code		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	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 18,662.00	\$ -	\$ 4,138.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,800.00
21000	Support Services - Student	\$ -	\$ 42,500.00	\$ -	\$5,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 47,500.00
22100	Improvement of Instruction (Professional Development)	\$ 51,800.00	\$ -	\$ 13,200.00	\$ -	\$ 38,250.00	\$ -	\$ -	\$ 1,500.00	\$ -	\$ -	\$ 104,750.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$2,500.00	\$ -	\$ -	\$ -	\$ 2,500.00
33000	Community Service Operations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 70,462.00	\$ 42,500.00	\$ 17,338.00	\$5,000.00	\$ 38,250.00	\$ -	\$2,500.00	\$ 1,500.00	\$ -	\$ -	\$ 177,550.00
Indirect Cost Rate %:		0.00	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:									
Total after deducting Property:												\$ 177,550.00
Total Available for Indirect Costs:												\$ -
Amount of Indirect Cost to be used:												\$ -
Grand Total After Indirect Cost:												\$177,550.00

## 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
Books for book studies with staff (\$1,500)	
Professional Services	Other Purchase Services (travel, communication)
Equitable Education Solutions (\$26,250); Principal Mentor (\$6,000); External Evaluator (\$6,000)	Extended time transportation (\$2,500)

## 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
Amanda Brophy	Instructional Coach	Cert.	0.5	N	Y	Title I Part A	Support for teachers in implementing best practices for math and ELA. (Amanda's actual FTE is 40% SIG; 60% Title IA)

Heather Anderson	Instructional Coordinator	Cert.	0.33	Y	N	Title IVA, NESP, High Ability	The coordinator serves all schools to oversee high ability, EL, and professional development. At EIS, she will provide additional support to the principal and staff in disaggregating data and overseeing the MTSS process to ensure students are receiving services in a coordinated and
TBD	MTSS Facilitator	Cert.		Y	N	NA	Support teachers in differentiating learning and behavioral experiences.
TBD	Extended Learning Teachers	Cert.		Y	N	NA	Stipends for extended learning
29	Professional development	Cert.		Y	N	NA	Stipends for teachers to participate in after school PD
Counselor	Wendy Rice	Non Cert.	0.75			518	Provide SEL support for students