



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

August 2, 2017

Dr. Christopher Daughtry
Elwood Community School Corporation: #5280
1306 N Anderson Street
Elwood, IN 46036

Dear Dr. Christopher Daughtry,

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 2017-2018.

In accordance with your application and available funding, you are being awarded **\$228,950.00** 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	Elwood Community School Corporation		Corp #	5280
School	Elwood Intermediate School		School #	5151
Superintendent Name	Dr. Chris Daughtry		Email	cdaughtry@elwood.k12.in.us
Title I Administrator Name	Mr. Joe Kwisz		Email	jkwisz@elwood.k12.in.us
Principal	Mrs. Teresa Boucher		Email	tboucher@elwood.k12.in.us
Telephone	1207 North 19 th Street	Fax	765-552-2017	
SY 2017-2018 Allocation	\$228,950.00			



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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

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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	
Example: Mrs. Joan Smith	Example: Title I Resource Teacher	
Abbey Grondin	3 rd Grade Teacher	
John Savage	3 rd Grade Teacher	
Amanda Brown	4 th Grade Teacher	
Heidi Elsbury	5 th Grade Teacher	
Deborah Barker	Special Education Teacher	
Deborah Alexander	6 th Grade Teacher	
Mary Ellen Whitson	Reading Interventionist	
Kristen Gaines	School Counselor	
Susie Jones	Parent	



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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.



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- 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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DEPARTMENT OF EDUCATION

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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:	June 29, 2017
Title / Administrator Signature:		Date:	June 29, 2017
Principal Signature		Date:	June 29, 2017



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Part 4: Achievement and Leading Indicators SY 16-17

SIG Achievement and Leading Indicators															
Achievement Indicators		SY 2014-2015		SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019 Goal		SY 2019-2020		SY 2020-2021	
		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)		33.5%		37%	40.9%	42%	33%	48%		55%		61%		65%	
Percent of students proficient on ISTEP (ELA) (3-8)		50.4%		52%	53.3%	57%	48%	63%		68%		73%		78%	
Percent of students proficient on ISTEP (Math) (3-8)		43%		45%	50.3%	52%	43%	58%		64%		68%		74%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only		91.8%		84%	97.2%	86%	76.2%	88%		90%		91%		92	
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
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
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
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
Leading Indicators		SY 2014-2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019 Goal		SY 2019-2020		SY 2020-2021		
		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		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		
3. Number of daily minutes of ELA instruction		90	90	90	90	90	90		90		90		90		
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	
5. Student enrollment number		431	459	451	465	462	470		470		480		485		



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

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6. Student attendance rate (must be % between 0 and 100)	95.5%	95%	96%	95.3%	95.6%	95.8%	96.1%	96.5%	
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
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
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
10. Types of increased learning time offered:	BAS, SS	BAS, SS	BAS, SS	BAS, SS	BAS, SS	BAS, SS	BAS, SS	BAS, SS	
11. Number of discipline referrals	400	391		350	300	250	200	150	
12. Discipline incidents – number of suspensions and/or expulsion	SUS--3 EXP--	SUS--1 EXP--0	SUS--67 EXP--0	SUS--1 EXP--0	SUS--39 EXP--0	SUS-- EXP--0	SUS-- EXP--0	SUS-- EXP--0	SUS-- EXP--
13. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	5	3	0	2	1	0	0	0	
14. Distribution of teacher performance level on LEA's teacher evaluation system	IN--3 IMP--6 EFF--13 HEFF--8	IN--2 IMP-- 5 EFF-- 11 HEFF-- 7	IN--1 IMP--3 EFF--10 HEFF-- 11	IN--0 IMP-- 3 EFF-- 13 HEFF-- 9	IN--0 IMP--1 EFF-- 14 HEFF-- 10	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF-- 13 HEFF-- 12	IN--0 IMP--0 EFF-- 11 HEFF-- 14	IN-- IMP-- EFF-- 11 HEFF--
15. Teacher attendance rate (must be a % between 0 and 100)	80%	80%	82%	85%	87%	90%	93%	96%	
16. Teacher retention rate (must be a % between 0 and 100)	80%	85%	88%	88%	90%	92%	94%	96%	



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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?

SIOT Analysis	
Strengths: • Identification of priority standards, development of curriculum • Implementation of STEM and Makerspace room • Leadership Team training/implementation on character, competency, and relational chemistry necessary for school improvement.	Areas of Improvement: • Increase positive communication with parents and community • Continue to extend student learning opportunities with strong intervention process • Improve student behavior and engagement
Opportunities: • Hiring Academic and Behavior Facilitator • Continue Teacher Leadership with PPST and Equitable Education Solutions • Develop Strong PLCs both within our school and corporation	Threats: • Losing funding and support for programs and training that have started • Low/no implementation of behavior intervention position to support both students and teachers in developing a well-rounded educational environment • Lack of urgency with respect to critical interventions required to increase academic success

Projected Outcomes for SY 17-18

- Increased Student Academic Success from use of strong and viable curriculum, formative assessments and intervention process
- Increase in the teacher effectiveness through professional development and increase in teacher professionalism will increase student academic/social performance.
- Building Principal will have opportunity to continue to focus on instructional leadership with the addition of an Academic and Behavior Facilitator



DEPARTMENT OF EDUCATION

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Superintendent of Public Instruction

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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>
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.</i>
Develop School Leadership Effectiveness	▪ Action A: Teachers will create Action Research Projects focused on best instructional practices and student achievement results. Each teacher who successfully completes a project and makes a presentation to the rest of the staff on results will receive a stipend. (Principal, Leadership Team) ▪ Action B: The Leadership Team will receive training in designing systems for the school and then begin to implement after receiving input and reaching consensus with the staff at large. Strengthen PLCs/teacher collaboration to develop with fidelity and utilizing a data analysis approach of continuous improvement. (Principal, Leadership Team) ▪ Action C: The Leadership Team will devise a system for disaggregating assessment data to look at the achievement and growth of the free and reduced, special education, Hispanic, and multi-racial. Teachers will be made aware of each student within these subgroups and will report their progress monitoring at monthly data meetings. (Principal) ▪ Action D: A principal mentor, Dr. Terry McDaniel (Indiana State University) will be employed to support Mrs. Boucher. (Principal)	Multiple Phases (Multiple Quarters)	Action A: Stipends for Action Research Projects - Each teacher completing all requirements including a presentation to the staff will receive a stipend in 2017-2018. (Estimated 10 teachers x 20 hours x \$30 = \$6,000). Action D: Principal Mentor (\$6,000) Action E: Teacher Leaders (\$300 x 5	▪ Action A: A video anthology of project results will be created as an archive for future work and reference. Each project will have data associated with it and we will be able to determine whether the action research plans are making a noticeable difference (by calculating the effect sizes of intervention). ▪ Action B: Artifacts from PLCs will include norms, minutes, agenda, and SMART goals. Staff perception surveys will help us measure whether collaborative processes are being implemented with fidelity (a staple of PLCs). ▪ Action C: Electronic Data Base and documented data notes will be taken of staff reflection from the progress monitoring from monthly data meetings. ▪ Action D: The principal will keep a reflection journal of all sessions with Dr. McDaniel to include problems and solutions discussed. Dr. McDaniel will utilize a leadership skill inventory to



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Dr. Jennifer McCormick
Superintendent of Public Instruction

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	Action E: Identify one teacher per grade level and Special Education to support other teachers, especially new teachers, in learning the school culture and norms, such as learning STI system, and the implementation and support of improvement initiatives (Principal, Teacher Leaders)		Teachers - \$15,000)	- determine beginning skill sets as compared to the end of the year. - Action E: Teacher leaders will meet with principal regularly, track meeting notes and questions for review by team.
Develop Teacher Effectiveness	- Action A: Continuation of ECSC Teacher Evaluation System which uses student growth as a point of measurement. During this third year of implementation, there will be an opportunity to directly tie the evaluation to professional growth utilizing the funding from this grant for instructional professional development and coaching (Principal) - Action B: Equitable Education Solutions (EES) will provide a subscription to online professional development modules focused on high leverage instructional strategies and leadership development (Principal) - Action C: Continuation of instructional coach to: Support Classroom teachers in the vertical alignment within the curriculum, creating formative assessments, reviewing data and tweaking instruction, providing resources and working with small groups. (Principal) - Action D: Teachers will create videos of model lessons in English/Language Arts and Math (volunteers) on specific skills to support students at home. (Principal, Teachers) - Action E: Teachers will receive a stipend to stay after school for professional development for a total of 20 hours, in two-hour increments. (Principal, Teachers) - Action F: Training will be provided for instructional assistant/paraeducator on best practices of working	Multiple Phases (Multiple Quarters)	Action B: EES Subscription (\$5,000) Action C: Instructional Coach \$25,000 salary and benefits) Action E: Stipends for teachers for PD (35 teachers X 20 Hours x \$30 per hour = \$21,000) Action F: Stipends for para training (\$3,000 stipends and benefits)	- Action A: 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 whether the feedback is being utilized to improve the instructional practices in our classrooms. - Action B: Documentation will be logged from the professional development modules that are available on k12boost.com website. Each staff member will select an area for professional development and principal will track competency scores that have been linked to that professional development module (to see if gains are being made after teacher enhances knowledge in that area). - Action C: Agendas, Instructional Coach documentation of meeting with teachers, resources provided, and reflections recorded.



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Dr. Jennifer McCormick
Superintendent of Public Instruction

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Implement Comprehensive Instructional Reform Strategies	with students in particular sub-groups. Two teachers will be hired to provide training (4 days after school and 3 summer days). (Principal, Teachers, Paraprofessionals) Action G: Professional Learning Community (PLC) training and coaching will take place in the implementation year, but will be furthered refined this year. (Principal)		- Action D: The videos will be uploaded to the website where students and parents can watch them as needed from home when they need additional assistance. After the videos are uploaded to the website and data shows they are being used, a survey will be given to determine if students and families are recognizing that the videos offer support. - Action E: Walkthroughs by principal and instructional coach will demonstrate lessons with a focus on priority standards. - Action F: Instructional Coach will monitor taught strategies being utilized. Subgroup data will be monitored and reviewed monthly.
	- Action A: Continuation of full-time STEM Facilitator (certified). This person will have the responsibility of working with students on project-based learning activities that generate creativity, increase problem-solving skills, and engage students in learning. The STEM Facilitator will also model, co-teach and team teach with classroom teachers to help to integrate the STEM and project-based learning ideals into all aspects of teaching and learning. (Principal, STEM Facilitator) - Action B: A Behavior Interventionist will be added to support students with behavior intervention needs and to help teachers develop and implement consistent expectations and practices.	Multiple Phases (Multiple Quarters) Action A: STEM Facilitator (\$50,000 salary and benefits) Action B: Behavior Interventionist (\$10,000 salary and benefits)	- Action A: This person will have the responsibility of working with students on project-based learning activities that generate creativity, increase problem-solving skills and engage students in their learning. The STEM Facilitator will also model, co-teach and team-teach with classroom teachers to help to integrate the STEM and project-based learning ideals into all aspects of teaching and learning. - Action B: The behavior interventionist will keep a record of student incidents and share regularly with staff. The interventionist will track training or in-class support for teachers. This information will be shared and used to refine the schoolwide behavior expectations.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Increase Learning Time	- Action A: EIS will increase learning time through after school tutoring. All students will be eligible to participate and bussing will be provided. Students will have individualized learning plans detailing the support they need. (Principal, After School Teachers) - Action B: EIS will increase learning time through offering summer school. Bussing will be provided. Students will be engaged in problem-based learning that target priority standards. Students will have scheduled opportunities to utilize the Makerspace. (Principal, Summer School Teachers)	Multiple Phases (Multiple Quarters)	Action A: Stipends for after school tutoring (25 weeks x 4 hours per week x \$30 per hour = \$3000 x 4 teachers = \$12,000) Transportation (\$6,000) Action B: Stipends for summer school (3 weeks x 4 days per week x 5 hours per day x \$30 per hour = \$1,800 x 6 teachers = \$10,800) Transportation (\$6,500)	- Action A: Teachers will track attendance and student activity during the tutoring time using a Google document that can be accessed by administration and staff for reference. We will also track how participant in the program are making gains in student learning measures, such as grades, ACUITY scores, etc. - Action B: Students will receive a pre-test and post-test in assigned courses to determine progress.
Create Community-Oriented Schools	- Action A: A committee of teachers, 1 from each grade level, will be formed to develop parent workshops that will help inform parents of new curriculum and standards-based reporting. (Principal, Teacher Committee) - Action B: Parent workshops will be scheduled at least three times throughout the school year (Principal, Teacher Committee)	Multiple Phases (Multiple Quarters)	Action B: Supplies for parent programs (\$2,900)	Action B: Participation, attendance, and survey data will be collected to identify successes and challenges of programs.



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Provide Operational Flexibility	Action A: The clarification and refinement of Guaranteed and Viable Curriculum will be accomplished by the teachers with the guidance of the EES Consultant. This will take place during the planning year and will be specific for ELA and Math. The curriculum will include a n agreed upon definition of proficient for each learning target. Common academic vocabulary will also be agreed upon. Additionally, staff will work to design Common Formative Assessments based on 2016-2017 work and work to integrate technology. (Principal, EES Consultant)	Multiple Phases (Multiple Quarters)	Action A: EES Consult Services (\$43,750)	Action A: A guaranteed and viable curriculum that is aligned vertically and horizontally will be clarified, refined and available both in writing and electronically to all staff. This document will define “proficient” learning targets, and sample tasks demonstrating depth of knowledge/rigor. Teachers will track student progress and examine whether students are demonstrating growth. Through the evaluation process, staff will conference will primary evaluator to share student progress data and discuss instructional strategies linked to data. This reflective process should increase student mastery of priority standards ad increase overall student outcomes on ISTEP+.
Sustain Support	- Action A: Mrs. Boucher (principal), the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant. (Principal) - Action B: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines. (Principal) - Action C: An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will conduct an onsite review at the beginning and end of each school year. (Principal, External Evaluator)	Multiple Phases (Multiple Quarters)	Action C: External Evaluator (\$6,000)	- Action A: Financials will be available electronically to demonstrate all expenditures as they relate to this grant. - Action B: An action item template will be created to guide monthly meetings with assigned tasks, person responsible and timelines. This is a tool for all to know the current work and to ensure that the grant is being implemented with fidelity. These action item templates will serve as an archive of the progress and monitoring of the entire grant. Any other required tools from IDOE will be integrated into this review process. - Action C: External evaluator will create an overall implementation report which



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				will include student achievement data (achievement and growth), survey results and various other data streams collected throughout the year.
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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 2017-2018 and how this will be aligned to your grant and the key area.

Our school will develop a one-page overview of successes for school year 2017-2018. This will be shared with staff, families, and community members to highlight work with data-driven instructional practices, developing school-parent partnerships, and STEM.

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

See attached budget workbook.

1003g Original SIG Budget SY 17-18

Elwood Intermediate School

SY 2017-2018													
Account Number	Expenditure Account	Salary			Benefits		311-319 Professional Services	440 Rentals	510-593 Other Purchase Services	611-689 General Supplies	710-748 Property	910 Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	\$ 18,661.80		\$ 4,138.20									\$ 22,800.00
21000	Support Services - Student	\$ 8,000.00		\$ 2,000.00									\$ 10,000.00
22100	Improvement of Instruction (Professional Development)	\$ 95,921.40	\$ 2,025.75	\$ 21,078.60	\$ 974.25	\$ 60,750.00							\$ 180,750.00
22900	Other Support Services												\$ -
25191	Refund of Revenue												\$ -
26000	Operation & Maintenance												\$ -
27000	Transportation							\$ 12,500.00					\$ 12,500.00
33000	Community Service Operations								\$ 2,900.00				\$ 2,900.00
60100	Transfers (interfund)												\$ -
	Line Total	\$ 122,583.20	\$ 2,025.75	\$ 27,216.80	\$ 974.25	60,750.00			\$ 2,900.00				\$ 228,950.00
	Column Totals	\$ 122,583.20	\$ 2,025.75	\$ 27,216.80	\$ 974.25	60,750.00		\$ 12,500.00	\$ 2,900.00				\$ 228,950.00
Indirect Cost:						Subtract the amount above \$25,000 (per individual contracted service) from your total budget:							
						Total after deducting Property:							
						Total Available for Indirect Costs:							
						Amount of Indirect Cost to be used:							
						Grand Total After Indirect Cost:							
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							
Supplies for parent meetings \$2,900, SUCH AS COMMUNICATION NOTICES, HANDOUTS, TAKE-HOME ACTIVITIES RELATED TO MATH OR ENGLISH, INCLUDING BOOKS FOR STUDENTS													
Professional Services						Other Purchase Services (travel, communication)							
EES Consultant Services \$43,750, K12boost resources \$5,000; Principal Mentor \$6,000; External Evaluator \$6,000						After school transportation \$6,000; summer school transportation \$6,500							
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						

TBD	Instructional Coach	Certified	0.5	N	N	NA	A PART-TIME Instructional Coach to provide support to teachers in implementing best
Sarah Dunham	STEM Facilitator	Certified	1	N	N	NA	Provide STEM instruction to students; co-teach or team teach with classroom teachers
TBD	Teachers	Certified	NA	Y	N	NA	Teachers to provide instruction to students in after school and summer school programs
TBD	Teachers	Certified	NA	Y	N	NA	Teachers to provide training to paraprofessionals outside of work hours
TBD	Paraprofessionals	Non-Certified	NA	Y	N	NA	Paras that will participate in training activities outside of normal work hours
TBD	Teachers	Certified	NA	Y	N	NA	Teachers to plan and participate in family nights throughout the school year
TBD	Behavior Interventionist	Certified	1	N	N	NA	Support students and teachers with positive behavior practices
TBD	Teacher Leaders	Certified	NA	Y	N	NA	One teacher from each gradel level and Special Education to be teacher leaders and provide support to teams in implementation of improvement strategies.