Indiana
DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

August 25, 2020

Steve Thalheimer
Elkhart Community Schools: #2305
2720 California Rd
Elkhart, IN 46514

Dear Steve Thalheimer,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Pierre Moran Middle School's** renewal application was accepted and SIG funds will continue for SY 2020-2021.

In accordance with your application and available funding, you are being awarded **$130,201.00** for the 2020-2021 school year. Funds for this grant period are available from July 1, 2020 and must be expended by September 30, 2021.

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

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

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

Sincerely,

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

cc: Title I Program Administrator
SIG Coordinator
Principal

Title I -1003(g) School Improvement Grant Renewal Application SY 2020-2021
Cohorts 7 - 8- *Transformation Model*

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Elkhart Community Schools	**Corp #**	2305
School	Pierre Moran Middle School	**School #**	1763
Superintendent Name	Dr. Steve Thalheimer	**Email**	sthalheimer@elkhart.k12.in.us
Title I Administrator Name	Beth Williams	**Email**	bwilliams@elkhart.k12.in.us
Principal	Cynthia Lopez-Bonner	**Email**	cbonner@elkhart.k12.in.us
Telephone	574-295-4805		
SY 2020 2021 Allocation	$130,201.00		

Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	**May 22, 2020**
Application Due	Renewal application must be submitted to IDOE	**July 1, 2020**
Application Review	Renewal applications reviewed by IDOE	**July 1, 2020 – August 30, 2020**
Notification and Funds Available	Renewal awards will be finalized and funds will be available **any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given*	**August 30, 2020**
SY 19-20 Artifact Due	Outcome Artifact from SY 19-20 will not be required due to complications related to COVID-19	**N/A**

Grant Award Resources:

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

Federal Program Title:	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
Grant Award Number:	S377A00200015A

Staff Members Consulted and Part of the Renewal Application Process	
Name	**Title**
Example: Mrs. Joan Smith	*Example: Title I Resource Teacher*
Cindy Bonner	Principal
Viressa Davis	Assistant Principal
Beth Williams	Director of Federal Programs
Izamar garcia	Data Coordinator/EL Teacher/Guiding Coalition Team Member
Itanya Kauffman	Science Dept. Chair/Guiding Coalition Team Member
Stephanie Newton	Spec Ed Dept. Chair/Guiding Coalition Team Member
Kyle Miller	Orchestra Director/Guiding Coalition Team Member
Teresa Thompson	Media Specialist/Guiding Coalition Team Member
Tim Adams	School Counselor/Guiding Coalition Team Member

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

Part 3: LEA and School Assurances

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

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

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.

- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The 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:	6/19/2020
Title I Administrator Signature:		Date:	6/19/2020
Principal Signature		Date:	6/19/2020

Part 4: Achievement and Leading Indicators

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20 20 *	SY 2016 2017		SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	24.3	25	21	28	25	30		35	NA	40	-
Percent of students proficient on ISTEP (ELA) (3-8)	38.4	40	34	43	36	45	38	48	NA	50	-
Percent of students proficient on ISTEP (Math) (3-8)	30.2	35	24	38	33	40	34	43	NA	50	-
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Leading Indicators	Baseline SY 20 20 *	SY 2016 2017		SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	78,300	78,300	78,300	78,300	78,300	78,300	78,300	78,300	78,300 COVID?	78,300	-
2. Number of daily minutes of math instruction	49	49	49	49	47	49	48	49	47	49	-
3. Number of daily minutes of ELA instruction	49	49	49	49	47	49	48	49	47	49	-
4. Student attendance rate (must be % between 0 and 100)	94.3	94.5	94	94.7	93.5	95	94	96	95.6	98	-

Leading Indicators	Baseline SY 20 20 *	SY 2016 2017		SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	32	30		25		20		15		10	-
6. Expanded Learning Time (total number of hours offered)	NONE	NA	NA	NA	98	120	100	150	NA	150	-
7. Number of discipline referrals	2094	1800	1824	1700	2705	1600	732	1500	659	500	-
8. Discipline incidents – number of suspensions and/or expulsion	SUS--212 EXP--	SUS--210 EXP--0	SUS--275 EXP--1	SUS--205 EXP--0	SUS--204 EXP--0	SUS--200 EXP--0	SUS--208 EXP--0	SUS--195 EXP--0	SUS--289 EXP--0	SUS--199 EXP--0	-
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--0 EFF--43 HEFF--5	IN--0 IMP--0 EFF--38 HEFF--6	IN--0 IMP--2 EFF--19 HEFF--13	IN--0 IMP--0 EFF--33 HEFF--6	IN--0 IMP--14 EFF--24 HEFF--0	IN--0 IMP--0 EFF--28 HEFF--7	IN--0 IMP--3 EFF--28 HEFF--8	IN--0 IMP--0 EFF--23 HEFF--7	IN--0 IMP--2 EFF--27 HEFF--5	IN--0 IMP--0 EFF--25 HEFF--10	-
10. Teacher attendance rate (must be a % between 0 and 100)	93.5	95	95	96	95	97	95	98	92	99	-
11. Teacher retention rate (must be a % between 0 and 100)	84.5	90.5	99	91	99	92	100	93	99	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 19-20—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 19-20—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 20-21 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: • Academic Behavior Support Team (ABS Team)- Small team of aspiring leaders dedicated to building shared leadership and trust. Collaborating on building decisions, sharing responsibilities, and utilizing their individual strengths and knowledge to provide academic and behavior support to staff and teachers. • Master Schedule-common prep period by department, Tier II instructional time built in (tutorial time) • Guiding Coalition-Comprised of key staff members who have the energy, expertise, and influence to lead complex change process; works through issues, builds consensus, and champion the school's mission • Professional Learning Communities (PLC)-Teams continue to create a collaborative culture with collective responsibilities • Mark Smith- mentor providing support in improvement efforts	Areas of Improvement: • Guaranteed and viable curriculum (GVC) • Professional Development opportunities-need for more focused professional development that extends over a period of time with the opportunity to develop, implement, and improve learned skills Smekens PD- in person and online literacy focused PD • Tier I & II Instruction -Effective use of tutorial time • Setting classroom and learning expectations • Dean of Behavior Support position that provides support to students to help manage difficult behaviors, provide support to staff who have difficult student behavior in the classroom, assist students in regulating emotions during stressful situations, provide mediation for students who have been in conflict with peer or classroom teacher
Opportunities: • Technology-1:1 setting; all students have an iPad that they are able to take home. Teachers have access to an iPad and Chromebook. • Recruiting POC staff • Reaching Higher- a partnership with Horizon Education Alliance; a program designed to give first generation college students the opportunity to explore post-secondary opportunities	Threats: • Technological impact -lack of internet access hinders the e-learning and remote learning participation • Political climate-social and economic impact of the COVID-19 pandemic, movement against systemic racism and police brutality affecting community • Demographic Trends-High percentage of students are from low-socioeconomic status, 50% of student population are Latinos versus 5% of the teaching staff, only 10% of staff are POC (person of color). • Extended Learning: After-school clubs-Competition with sports, no bus drivers for transportation, lack of teacher availability • Lack of parent involvement

Projected Outcomes for SY 20 21
• Improved behavior support for staff and students would impact the loss of instructional time due to better managed behaviors • Common prep time allows for time for content area PLC teams to develop a Guaranteed and Viable Curriculum and effective instruction through the PLC process • Shared leadership and collaboration in the decision making process within the Guiding Coalition and ABS Team • Added instructional time for reading and writing through the independent study period/tutorial time and use of effective instruction • Improved content delivery and instructional components for PRIDE, SMART Goal setting, tutorials, and anti-bullying lessons • Content-specific PD offered throughout the school year in the areas of literacy, instruction, and guaranteed and viable curriculum through PLCs. • Work session days for departments embedded into the school calendar. • Continued opportunities for technology PD. • Extended learning time during the 2021 summer. • Fully trained teachers in trauma informed care. • Tier 1 Instruction: All teachers fully understand, routinely practice, and consistently implement the major components of effective instruction. • Established list of common department readings into respective course curriculum texts to be used for instruction.

Part 6: SIG Implementation SY 2020-2021

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 SY20-21 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
SAMPLE: Increase learning time	*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*	*SAMPLE: Multiple Phases (Multiple Quarters)*	*SAMPLE: $5,000 - Stipends*	*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.*
Develop School Leadership Effectiveness	• Principal will be supported by a STEM expert • Building level administrative consultation for strategies that support effective implementation and growth models (whole school interdisciplinary learning culture) Person Responsible: Principal • Attend Culture Keepers: Principal Leadership in a PLC at Work Conference Person Responsible: Principal & Director of Federal Programs • Teacher leadership teams (task forces) will be established around the school improvement priorities Person Responsible: Admin Team & Teachers	Multiple Phases (Multiple Quarters)	$15,000 Other funding	• Develop a calendar of scheduled professional development opportunities for admin and staff implementation of STEAM concept • Biweekly Phone Conferences, 4-6 Building Visits/year • Connections with a professional community of leaders committed to best practices and continuous improvement. • A toolkit of strategies and ideas for creating a positive culture and learning environment at Pierre Moran.

Develop Teacher Effectiveness	• Professional development for integrated learning across the curriculum
	  • Teacher PD-PLC, GVC, Literacy
	  • Subs for teacher PD days
	Persons responsible: Principal, Mentor, Instructional Coach, and Director of Federal Programs
		Multiple Phases (Multiple Quarters)	No cost for PD Other funds for stipends	• Academic Calendar with embedded teacher PD
				• Academic Benchmarks tab under Data dashboard

	• Instructional Coach to provide support for teachers; Establish a supportive learning and working environment
	Persons Responsible: Principal, HR, and Director of Federal Programs
			$52,960 (Salary and benefits for Instructional Coach)	• PLC Forms (collaboration notes and data)
				• Pacing guide with links to:
				  • unwrapped essential standards
				  • common formative assessments,
				  • lesson plans,
				• PLC's data disaggregation-academic benchmarks tab on data dashboard
				• Achievement data will be tracked using the data dashboard academic benchmarks tab to document student results by calendar windows. This data will be compared to NWEA data.
				• Effective Lesson Planning- intentional instructional planning, career growth support provided for staff
				• Provide and document feedback across curriculum areas to maximize student learning.
				• Support student learning throughout the day (blended learning opportunities) and improve instructional impact in an integrated whole school approach to teaching, as well as peer collaboration with a focus on STEAM curriculum.
				• Assist in the resource adoption process.
				• PD Calendar-Coordinate educational technology professional development for administrators, teachers, and students for classroom technology integration as demonstrated in lesson plans and student data

	• Dean of Behavior Support to provide support for students, teachers, and community Persons Responsible: Principal, Assistant Principal, HR, and Director of Federal Programs			• Behavior data will be tracked using the data dashboard to document the number of referrals submitted monthly by teachers. This data will be compared to student achievement data. • Provide engagement and learning opportunities that serve to maximize student achievement and learning that includes strategies for supporting students and teachers in the following areas: trauma informed learning, Social and Emotional Learning (SEL), MTSS, wrap around support, and student management • Serve as building leader in behavioral strategies that reduce negative impact on student learning • Provide strategies for integrating community resources • Be lead point of contact in providing community enrichment opportunities such as: parent meetings, workshops, or other connections to student learning
Implement Comprehensive Instructional Reform Strategies	• Curriculum Support Job- Embedded Coach who will work with staff to provide academic support. They would focus on content development and teacher training/professional development in delivering modules and would be on site as much as possible. Pierre Moran staff members would be assigned to teach the modules. Person Responsible: Principal & Instructional Coach	Multiple Phases (Multiple Quarters)	$49,925 for Professional Services **(*When funds roll over)**	• Modules for the embedded STEAM projects. • Teacher training/professional development will take place prior to delivering the modules. • Each module will consist of STEAM project-based lessons, and the modules will be focused on content development offered to students • A partnership with IUSB and/or Notre Dame students will be formed to help with the teaching.

Increase Learning Time	• After School & Summer Learning-Intentional growth of student cohorts in STEAM based pathways specifically focusing on developing in the following areas: computer science, STEAM, robotics, informational technology, digital citizenship, and literacy Person responsible: Instructional Coach and Teachers • Student Learning Time Intervention Program - students will be identified at the end of SY 2019-20 based on the entire year's worth of data; 8th grade students needing extra support will start SY 2020-21 by participating in daily ramp-up classes for one full semester in reading and math problem solving. 7th grade students will receive ramp-up sessions for one full semester in reading. Intervention classes will be taught by licensed teachers and will focus on differentiating based on individual student learning needs. Person responsible: Principal and Interventionists **PLC Collaboration Time** – Common Planning Time – Continue school schedule to allow daily common planning time by content area. Person Responsible: Principal and School Counselors **Staff Professional Development**– Administration along with a group of teachers will continue to attend PLC workshops throughout 2020-21. This will continue to build capacity in the building in the PLC process. Outcomes from the PLC workshop will determine the redesign of the staff PD schedule for the established committees. Each committee/community will have a focus related to school goals and needs. Staff will work on improvement plans with the admin to determine the appropriate group in which to participate. Group focus will be determined by coaches and admin. Person Responsible: Principal and staff	Multiple Phases (Multiple Quarters)	$9,281 for Salary & Benefits	• Interventions will be tracked using a Google spreadsheet to document student attendance. This data will be compared to student achievement data in ELA and Math Window Assessments. • Opportunities for weekly collaboration within content areas • PLC leaders will be identified. Strong teacher leaders will gain specific, practical, and inspiring strategies for transforming the school into a place where all students learn at high levels

Create Community-Oriented Schools	Dean of Behavior Support- Monitor and enhance the quality of student life Person Responsible: Principal, Assistant Principal, Dean of Behavior Support The Family and Community Committee that includes administrators, teachers, and parents, will continue their work and students and community representatives will be added to the committee. The committee will routinely meet at least every other month to review school data, processes, and school improvement. Based upon the reviews, the team will make recommendations regarding school needs. Parent workshops will be designed to provide a platform for the families, community, and school to engage in conversations that promote a deeper understanding of how these three roles can collaborate to meet students' needs. Relevant topics will be selected and community resources will be secured. In addition, a parent workshop calendar will be developed and distributed to Pierre Moran families and our feeder school families. In this way, we will establish a base of learning that will be relevant to our school, families, and community. The programs will be reviewed for effectiveness by conducting further research. This will be done by collecting data from attendance, mini-surveys of participants and providers, and observation. Reviews will be conducted periodically, and we will work with facilitators of each program to make adjustments as needed. Person Responsible: Principal, Assistant Principal, Leadership Team, Family and Community Committee, and the Dean of Behavior Support	Multiple Phases (Multiple Quarters)	See Above	• Behavior data will be tracked using the data dashboard to document attendance and the number of referrals submitted monthly by teachers. This data will be compared to student achievement data. • Equity and inclusion workshops and PD • Coordinate community partnerships (Horizon Education Alliance); bridge manufacturing and career day • A parent workshop calendar will be developed, parent workshops will be offered, attendance data will be collected, and surveys will be conducted to evaluate how well the school is meeting the needs of the students and families. • Student activities calendar with on-going student programing/events • Family calendar with on-going parent workshops

Provide Operational Flexibility	District leaders will check in with building leaders and university personnel to monitor and offer support Person Responsible: Principal, Assistant principal, Guiding Coalition, Director of Federal Programs, Director of Professional Growth, Director of Secondary Instruction, Director of Special Education, Coordinator of Technology Integration, Coordinator of Digital Resources	Multiple Phases (Multiple Quarters)	No Cost	Monitoring report-Evaluations
Sustain Support	District leaders will review leading indicators and data dashboards and check in with building leaders and university personnel to monitor and offer support Person Responsible: Director of Federal Programs, Director of Professional Growth, Director of Secondary Instruction, Director of Special Education, Coordinator of Technology Integration, Coordinator of Digital Resources	Multiple Phases (Multiple Quarters)	No Cost	Campus Monitoring Visits and Data Dashboard Monitoring

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 2020 2021 and how this will be aligned to your grant and the key area.

Pierre Moran will submit a video highlighting the work in the various focus areas of the grant including data, the measurable outcomes, and the promising practices made possible through the School Improvement Grant.

Part 8: Budget SY 2020-2021

Instructions: The budget will be completed in a separate Excel workbook for SY 2020-2021, 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.

- 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:	6/19/2020
Title I Administrator Signature:		Date:	6/19/2020
Principal Signature		Date:	6/19/2020

Focus Area	Activity Description	Budget Category	Activity Total $
Develop School Leadership Effectiveness	Principal Mentor	Improvement of Instruction: Professional Services	$ 15,000.00
Develop Teacher Effectivness	Dean of Student Supports	Support Services (Student): Salary (Cert.)	$ 45,760.00
Develop Teacher Effectivness	Dean of Student Supports	Support Services (Student): Benefits (Cert.)	$ 7,200.00
Develop Teacher Effectivness	Instructional Coach	Improvement of Instruction: Salary (Cert.)	$ 45,760.00
Develop Teacher Effectivness	Instructional Coach	Improvement of Instruction: Benefits (Cert.)	$ 7,200.00
Increase Learning Time	After school/summer learning	Instruction: Salary (Cert.)	$ 8,000.00
Increase Learning Time	After school/summer learning	Instruction: Benefits (Cert.)	$ 1,281.00
INSERT NEW ROWS ABOVE THIS LINE	***INSERT NEW ROWS ABOVE THIS LINE***		

Budget Category	Total
Instruction: Salary (Cert.)	$ 8,000.00
Instruction: Benefits (Cert.)	$ 1,281.00
Instruction: Salary (NonCert.)	$ -
Instruction: Benefits (NonCert.)	$ -
Instruction: Professional Services	$ -
Instruction: Rentals	$ -

Instruction: Other Purchased Services	$	-
Instruction: General Supplies	$	-
Instruction: Property	$	-
Instruction: Transfer	$	-
Support Services (Student): Salary (Cert.)	$	45,760.00
Support Services (Student): Benefits (Cert.)	$	7,200.00
Support Services (Student): Salary (NonCert.)	$	-
Support Services (Student): Benefits (NonCert.)	$	-
Support Services (Student): Professional Services	$	-
Support Services (Student): Rentals	$	-
Support Services (Student): Other Purchased Services	$	-
Support Services (Student): General Supplies	$	-
Support Services (Student): Property	$	-
Support Services (Student): Transfer	$	-
Improvement of Instruction: Salary (Cert.)	$	45,760.00
Improvement of Instruction: Benefits (Cert.)	$	7,200.00
Improvement of Instruction: Salary (NonCert.)	$	-
Improvement of Instruction: Benefits (NonCert.)	$	-
Improvement of Instruction: Professional Services	$	15,000.00
Improvement of Instruction: Rentals	$	-
Improvement of Instruction: Other Purchased Services	$	-
Improvement of Instruction: General Supplies	$	-
Improvement of Instruction: Property	$	-
Improvement of Instruction: Transfer	$	-
Other Support Services: Salary (Cert.)	$	-
Other Support Services: Benefits (Cert.)	$	-
Other Support Services: Salary (NonCert.)	$	-
Other Support Services: Benefits (NonCert.)	$	-
Other Support Services: Professional Services	$	-
Other Support Services: Rentals	$	-
Other Support Services: Other Purchased Services	$	-
Other Support Services: General Supplies	$	-
Other Support Services: Property	$	-
Other Support Services: Transfer	$	-
Operations and Maintenance: Salary (Cert.)	$	-
Operations and Maintenance: Benefits (Cert.)	$	-
Operations and Maintenance: Salary (NonCert.)	$	-
Operations and Maintenance: Benefits (NonCert.)	$	-
Operations and Maintenance: Professional Services	$	-
Operations and Maintenance: Rentals	$	-
Operations and Maintenance: Other Purchased Services	$	-
Operations and Maintenance: General Supplies	$	-
Operations and Maintenance: Property	$	-

Operations and Maintenance: Transfer	$	-
Transportation: Salary (Cert.)	$	-
Transportation: Benefits (Cert.)	$	-
Transportation: Salary (NonCert.)	$	-
Transportation: Benefits (NonCert.)	$	-
Transportation: Professional Services	$	-
Transportation: Rentals	$	-
Transportation: Other Purchased Services	$	-
Transportation: General Supplies	$	-
Transportation: Property	$	-
Transportation: Transfer	$	-
Community Services Operations: Salary (Cert.)	$	-
Community Services Operations: Benefits (Cert.)	$	-
Community Services Operations: Salary (NonCert.)	$	-
Community Services Operations: Benefits (NonCert.)	$	-
Community Services Operations: Professional Services	$	-
Community Services Operations: Rentals	$	-
Community Services Operations: Other Purchased Services	$	-
Community Services Operations: General Supplies	$	-
Community Services Operations: Property	$	-
Community Services Operations: Transfer	$	-
Indirect Cost Used	$	-
Grand Total	**$**	**130,201.00**

SIG 1003g Budget SY 2020-2021

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	$ 8,000.00	$ -	1,281.00	-	-	-	-	-	-	-	**$ 9,281.00**
21000	Support Services - Student	$ 45,760.00	$ -	$ 7,200.00	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ 52,960.00**
22100	Improvement of Instruction (Professional Development)	$ 45,760.00	$ -	$ 7,200.00	$ -	$15,000.00	$ -	$ -	$ -	$ -	$ -	**$ 67,960.00**
22900	Other Support Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
25191	Refund of Revenue											**$ -**
26000	Operation & Maintenance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
27000	Transportation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
33000	Community Service Operations	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	**$ -**
60100	Transfers (interfund)											**$ -**
	Column Totals	**$ 99,520.00**	**$ -**	**$15,681.00**	**$ -**	**$15,000.00**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 130,201.00**
	Indirect Cost Rate %:	*0.00*		**Subtract the amount above $25,000 (per individual contracted service) from your total budget:**								
											Total after deducting Property:	**$ 130,201.00**
											Total Available for Indirect Costs:	**$ -**
											Amount of Indirect Cost to be used:	**$ -**
											Grand Total After Indirect Cost:	**$130,201.00**

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**
Professional Services	**Other Purchase Services (travel, communication)**
Principal Mentor, M. Smith - 15,000	

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	Dean of Behavior Supports	Cert.	1	N	N		Assist building administraton to provide leadership and coordination for the Positive Behavior Support
TBD	Instructional Coach	Cert.	1	N	N		Job embedded PD for teachers to
TBD	Teachers for extended	Cert.		Y	N		Teachers for extended learning