



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

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

July 17, 2020

Bradley Snyder  
New Albany-Floyd Co Con Sch: #2400  
2813 Grantline Rd  
New Albany, IN 47150

Dear Bradley Snyder,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **S. Ellen Jones Elementary'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 **\$434,168.00** 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.

<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>	S377A140016

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



DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

**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.

<b>School Corporation/ Eligible Entity</b>	New Albany-Floyd Co Con Sch	<b>Corp #</b>	2400
<b>School</b>	S. Ellen Jones Elementary	<b>School #</b>	1981
<b>Superintendent Name</b>	Dr. Bradley Snyder	<b>Email</b>	<a href="mailto:bsnyder@nafcs.k12.in.us">bsnyder@nafcs.k12.in.us</a>
<b>Title I Administrator Name</b>	Tony Duffy	<b>Email</b>	<a href="mailto:tduffy@nafcs.k12.in.us">tduffy@nafcs.k12.in.us</a>
<b>Principal</b>	Brian Kehrer	<b>Email</b>	<a href="mailto:bkehrer@nafcs.k12.in.us">bkehrer@nafcs.k12.in.us</a>
<b>Telephone</b>	812-949-4306		
<b>SY 2020 2021 Allocation</b>	\$434,168.00		



DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>May 22, 2020</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 1, 2020</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 1, 2020 – August 30, 2020</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, 2020</b>
<b>SY 19-20 Artifact Due</b>	Outcome Artifact from SY 19-20 will not be required due to complications related to COVID-19	<b>N/A</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
<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>Grant Award Number:</b>	S377A00200015A



DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

**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>
Mr. Tony Duffy	Director of Title I and Elementary Education
Dr. Brian Kehrer	Principal
Mrs. Stacey Meadors	Title I Administrator
Mr. Chris Street	Chief Financial Officer
Mrs. Julie Connor	Literacy Coach

**Part 3: LEA and School Assurances**

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- 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.



DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

- 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



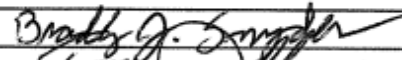


DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

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:	6/24/2020
Title I Administrator Signature:		Date:	6/24/2020
Principal Signature		Date:	6/24/2020



**Part 4: Achievement and Leading Indicators**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2016 2017*	SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021		SY 2021 2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	29.2%	46%	40.2%	51%	42%	57%	n/a	62%		67%	-
Percent of students proficient on ISTEP (ELA) (3-8)	55.2%	65%	49.4%	70%	34%	75%	n/a	80%		85%	-
Percent of students proficient on ISTEP (Math) (3-8)	37.5%	60%	44.3%	65%	51%	70%	n/a	75%		80%	-
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	80%	90%	79%	85%	68%	90%	n/a	95%		98%	-
Leading Indicators	Baseline SY 2016 2017*	SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021		SY 2021 2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	68,400	68,400	68,400	68,400	68,400	68,400	61,560	68,400		68,400	-
2. Number of daily minutes of math instruction	60	60	60	60	60	60	60	60		60	-
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90	90	90		90	-



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

**DEPARTMENT OF EDUCATION**

*Working Together for Student Success*

4. Student attendance rate (must be % between 0 and 100)	94.2%	96%	95.06%	95.1%	93.85%	95.2%	94.05%	95.3%		95.4%	-
Leading Indicators	Baseline SY 2016 2017*	SY 2017 2018		SY 2018 2019		SY 2019 2020		SY 2020 2021		SY 2021 2022	
		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	18	15	10	10	10	9	10	8		7	-
6. Expanded Learning Time (total number of hours offered)	129	255	271.5	60	123	129	72	129		129	-
7. Number of discipline referrals	1,000	731	726	681	555	525	559	500		475	-
8. Discipline incidents – number of suspensions and/or expulsion	SUS--134 EXP--0	SUS--60 EXP--0	SUS--114 EXP--0	SUS--60 EXP--0	SUS--92 EXP--0	SUS--60 EXP--0	SUS--42 EXP--0	SUS--50 EXP--0	SUS-- EXP--	SUS--45 EXP--0	-
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--1 EFF--8 HEFF--10	IN--0 IMP--0 EFF--6 HEFF--12	IN--0 IMP--0 EFF--1 HEFF--18	IN--0 IMP--0 EFF--0 HEFF--19	IN--0 IMP--0 EFF--3 HEFF--17	IN--0 IMP--0 EFF--0 HEFF--19	IN--0 IMP--0 EFF--1 HEFF--19	IN--0 IMP--0 EFF--0 HEFF--20	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--0 HEFF--20	-
10. Teacher attendance rate (must be a % between 0 and 100)	95.2%	95.5%	96.15%	96.2%	96.22%	96.3%	96.9%	96.4%		96.5%	-
11. Teacher retention rate (must be a % between 0 and 100)	88.2%	100%	94.1%	95%	100%	98%	100%	100%		100%	-



DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

**\*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:

- S. Ellen Jones continued to extend the learning opportunities twice per week to our students through tutoring. This was performed by building level teachers with the support of our non-certified staff. In much the same way as last year, this extended learning opportunity was given as a true extension of the classroom. Weekly plans were developed based on individual child's needs. While COVID-19 caused a disruption to this in Quarter 4, SEJ was still able to provide this service to 82 students in quarter 1 and 81 in quarter 2.
- A full time school outreach coordinator in conjunction with a new building level leader also brought about change in our parent and community connections. Both the school based outreach coordinator and the school principal worked to strengthen community connections that brought about new and exciting opportunities for SEJ. One example was our partnership with a local church that provided student activities during our PTO meetings which increased our PTO meeting from one or two attendees, to more than 40 the first meeting. The School Outreach Coordinator has also developed numerous school based student clubs that occurred outside the school day on days opposite of after school tutoring. These opportunities helped to build positive connections to school that encouraged many students to attend school daily and also helped build connections with classroom learning.
- The full time math coach worked this year alongside the school literacy coach to build continuity between our staff needs for

Areas of Improvement:

- The school outreach coordinator created and implemented several strategies to continue to increase attendance at school, however, attendance continues to be lower this year. Our student support committee did look to outside agencies and resources to help build systems of support, however, some of this effort was disrupted by COVID-19.
- As with the past year, professional development attendance remains lower than leadership would like. On average, each month 10-12 certified staff members attended training.
- The school during the past year struggled at times to form a direction with RTI and professional development. In the remaining months prior to spring break and COVID-19, the leadership team established what will prove to be a good direction for both supporting students and staff professional development needs. However, the school was unable to put this in place fully due to the pandemic. It will be the job of the new principal and school leadership to establish these systems of support.

<p>professional development and our schoolwide response to intervention. The building found a great deal of support among both coaches as they have a good deal of experience and appear to work very well together.</p> <ul style="list-style-type: none"> <li>• Our building again relied on the support of a behaviorist this past year. This individual worked very closely with our student support team to provide support to individual students in a strong effort to give continuity to the student learning environment.</li> </ul>	
<p>Opportunities:</p> <ul style="list-style-type: none"> <li>• This year building leadership will again change. The new principal should bring fresh ideas and a new set of strengths.</li> <li>• Preschool staff and administration have continued the process of obtaining facility certification for On My Way PK funds and site approval. To date this process is moving forward nicely and expect to have the certification during the 2020-2021 school year.</li> <li>• Both our Math and Literacy Coach worked directly with school leadership to provide professional development and school wide intervention. In the coming year the goal will be to be very intentional in the planning of professional development based on intentional conversation and the student needs both at the individual student and classroom level.</li> <li>• Parent involvement and community support has increased in a measurable way this year. This has created an opportunity to further build parent and community connections subsequently strengthening other areas of concern such as student attendance. School leadership will continue to use new student based initiatives to bridge parent involvement school wide.</li> </ul>	<p>Threats:</p> <ul style="list-style-type: none"> <li>• This year will mark the second year in a row that the building principal will change. While both principals have come to the school with experience and change can be good, the transition of leadership over the past two years will present challenges as the building adapts to yet another leader.</li> <li>• In addition to gaining a new building principal this year, the school will also gain two new teachers in both 3rd grade and in our emotional disabilities classroom. These new staff members will bring fresh ideas, but also start behind the rest of the school in terms of training and district expectations. Leadership will need to provide a good deal of professional development at the start of the year to support each of these teachers' needs.</li> <li>• COVID-19 appears to continue to present challenges for any extended summer learning opportunities as well as the potential for causing problems for the start of next year. The school and school district are monitoring the situation closely.</li> </ul>

**Projected Outcomes for SY 20 21**

- S. Ellen Jones will continue to increase student participation through a variety of intentional methods and initiatives.
- The school will work to increase staff attendance in professional development by finding a way to offer unique or virtual distance learning opportunities outside the school day and will still offer more traditional professional development as well.
- The school will work to continue and even deepen community partnerships. This will continue to offer a rich variety of resources to our students.
- The school will in the coming months finish the requirements for On-My Way Pre-K opening ensuring that we will have a On My Way Pre-K at S. Ellen Jones the following school year when the SIG grant expires and funding goes away for our pre-school.
- The school continues to work into their practices that increase and maintain parent involvement through our school's Parent Teacher Organization.
- The school will work to continue to strengthen their practice of developing professional development that is meaningful and will subsequently identify struggling learning and put into place tools through an RTI process that supports learning.

**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
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Mentorship will be provided by a highly qualified educational consultant (Dr. Rhonda Roos) to work with the new building principal and current assistant principal on areas of leadership including:</p> <ul style="list-style-type: none"> <li>Focus on academic performance (critical need basis)</li> <li>Focus on leading indicators (critical need basis)</li> <li>Deeper understanding of additional leadership practices</li> </ul> <p>Person Responsible: Building Administrators &amp; Educational Consultant</p>	Multiple Phases (Multiple Quarters)	64 days of contracted service \$750 per day, 6 days total, \$4,500	<p>Increased leadership needs assessment scores (given at beginning of the year, after semester 1, and at the end of the year).</p> <p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased student attendance.</p> <p>Decreased behavior referrals and suspensions.</p>
Develop Teacher Effectiveness	<p>Math coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction, intervention, and acceleration.</p> <p>Person Responsible: Math Coach</p>	Multiple Phases (Multiple Quarters)	Salary \$72,529.45 & Benefits \$28,820.59	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>

	<p>Professional development opportunities will be provided to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program.</p> <p>Person Responsible: Math Coach &amp; Literacy Coach</p>	Multiple Phases (Multiple Quarters)	<p>Monthly PD Cost per year (10 sessions for 1.5 hour per session), staff paid curriculum rate</p> <p>Certified: Salary \$5999.95 &amp; Benefits \$1088.94</p> <p>Non-Certified: Salary \$1237.50, FICA \$94.67</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>
Implement Comprehensive Instructional Reform Strategies	<p>An interventionist was hired to provide additional small group instruction for students performing below grade level. Students will be provided personalized and differentiated instruction using the RISE intervention (Jan Richardson Guided Reading intervention which provides targeted instruction in reading, word study, and writing). An interventionist will assist the Literacy Coach in providing professional development to teachers during and after the school day. The interventionist will assist in demonstrating lessons and providing feedback on the implementation of the balanced literacy framework. The interventionist will assist teachers in analyzing ELA CFA data to plan for core instruction, intervention, and acceleration.</p>	Multiple Phases (Multiple Quarters)	Salary \$51,724.09 & Benefits \$24,533.91.	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessments scores (given at beginning of the year, after semester 1, and at the end of the year).</p>



	Purchase IXL to provide students technological resources to increase math and reading knowledge. Purchase Waterford to provide PreK students technological resources to develop early learning reading skills.		\$3,300 IXL & \$1,100 Waterford	
Increase Learning Time	<p>Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Non-certified staff will work in close frequent proximity and under the supervision of a certified teacher. A non-certified staff member will work in the office to respond to parent questions and telephone calls for the last hour of tutoring. Transportation will be provided home to remove any barriers for participation.</p> <p>Person Responsible: Extended day learning teacher and assistant, transportation</p> <p>Provide summer school “jump start” opportunities for incoming gr. 3 &amp; 4 students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation.</p> <p>Person Responsible: Teacher, assistant, transportation</p>	Multiple Phases (Multiple Quarters)	<p>52 sessions/ 1.5 hours per session Per year cost: Certified Staff: Salary \$33,000 &amp; Benefits \$5,989.50</p> <p>Non-Certified Staff: Salary \$9,476.10 &amp; Benefits \$1,246.82</p> <p>Transportation \$6,000 (Bus Driver Salary \$3,960, Benefits \$840, Bus Rental/gas \$1,200)</p> <p>Instruction: Certified: \$7,700 salary &amp; \$1397.55 benefits</p>	<p>Increased proficiency for subgroups as measured on state assessments and district based formative assessments.</p> <p>Decreased behavior referrals and suspensions.</p> <p>Increased attendance rates and decreased tardiness.</p> <p>Attendance of students will be collected by teachers. This data will be compared to student achievement data.</p> <p>Increased proficiency for subgroups as measured on state assessments and district based formative assessments.</p>

	<p>Provide a full-day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program.</p> <p>Person Responsible: Preschool teacher, teaching assistant, transportation</p> <p>The district has requested that the funds be placed in transportation other purchased services to support district method for payment.</p>		<p>Non-certified: \$1,800 salary &amp; \$137.70 benefits</p> <p>Transportation \$4,000 (Bus Driver Salary \$2,640, Benefits \$560, Bus rental/gas \$800)</p> <p>Certified: \$40,860.18 salary &amp; \$22,198.54 benefits</p> <p>Non-certified: Salary \$12,960 &amp; Benefits \$991.00</p> <p>Transportation \$16,000 (Bus Driver Salary \$11,040.00 Benefits \$1,920, Bus rental/gas \$3040.)</p>	<p>Increased district based formative assessments for summer school participants in comparison to peers.</p> <p>Attendance of students will be collected by teachers. This data will be compared to student achievement data.</p> <p>Increased reading and math proficiency as measured on district based formative assessments for kindergarten.</p> <p>Increased proficiency of concepts of print, numeracy, and number sense of students to inform kindergarten readiness.</p> <p>Attendance of students will be collected by teachers. This data will be compared to student achievement data.</p>
--	---	--	--	--

	<p>Due to multiple staffing changes with this position, the school would like to continue to provide a behaviorist to support students identified by the staff as highly at-risk and “in crisis”. She will work with parents, advocate for the child, and connect with the school-based therapist (HOTI) to help coordinate services. These additional tiers of support will help decrease behaviors while increasing learning time. (*Funds to continue this support will be taken from the transportation line due to over-budgeting. 19-20 Carryover funds will also be used next year to sustain this position as long as possible during the 2020-21 school year.)</p> <p>Person Responsible: Building Administrators &amp; Behaviorist</p>		<p>Non-certified \$15,000 salary &amp; \$5,000 benefits</p>	<p>Reduction in discipline referrals and suspensions for students identified to work with the behaviorist.</p> <p>Increase in attendance rate and reduction in tardiness for students identified to work with the behaviorist.</p> <p>Increase in climate/culture parent needs assessment (given at beginning of the year, after semester 1, and at the end of the year).</p>
Create Community-Oriented Schools	<p>School home outreach coordinator hired to assist with the planning and promoting of the school-based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building based mental health therapist to best support families in need.</p> <p>Resources will be provided to parents in conjunction with the schools’ parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators.</p>	Multiple Phases (Multiple Quarters)	<p>Non-certified \$35,000 salary &amp; \$16,677.50 benefits</p> <p>\$200 to reimburse for travel of home visits</p> <p>4 Kindergarten, 1 (gr. 1, 2, 3, 4) and 2 whole school parent events</p>	<p>Reduction in discipline referrals and suspensions.</p> <p>Increase in attendance rate and reduction in tardiness.</p> <p>Increase in climate/culture parent needs assessment (given at beginning of the year, after semester 1, and at the end of the year).</p> <p>Increase in parent attendance at parent events and workshops.</p>

			10 events for a total cost of not more than \$3604.00	
Provide Operational Flexibility	Principal & BLT continue Yr. 3 implementation. Principal given operational flexibility (control over staff, time, program, & budget). Leadership will meet monthly to review goals and action plan.	Multiple Phases (Multiple Quarters)	No SIG Funds	SEJ leadership team will review data monthly to determine the effectiveness of SIG initiatives and to make changes based on the results of the data.
Sustain Support	Several action steps will help increase expertise of staff members leading to sustainability through team meetings and collaboration. These include; leadership mentorship, math coach support, professional development, interventionist support, and school home outreach coordinator support. The high interest literacy purchase will be made, as needed, in the future using donation funds. Gaps in student curricular understanding will be filled through extended learning opportunities, jump start, and full day PK. An increase in staff expertise and the increase in student curricular understanding will allow for stronger alignment moving forward. On Our Way PK funds will be sought to continue the full day PK program while also adding an additional classroom. The IXL & Waterford programs will continue to be purchased using donation or other grant funds after the grant ends.	Multiple Phases (Multiple Quarters)	No SIG Funds	All of the measurable outcomes listed above will be used to determine the ongoing sustainability from the grant.

**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.**

Low performance on ISTEP+ and district CFAs demonstrate the need for additional student interventions, especially in the area of writing and vocabulary. All staff members will be invited to professional development training throughout the year. Extended day learning opportunities are offered to all grade K-4 students for two weeks of half days during the summer and for 1.5 hours twice per week after school. Teachers will continue to implement new learning during core instruction and extended day learning opportunities. Each grade level team will utilize writing rubrics to evaluate and monitor student writing. Outcome artifacts will include writing samples from the beginning to end of the school year. Each grade level team will select 6 students to monitor over the course of the year to determine the effectiveness of the writing program. Student selections will include 2 lower performing, 2 mid scoring, and 2 higher scoring writings.



DEPARTMENT OF EDUCATION

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

*Working Together for Student Success*

**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.

Focus Area	Activity Description	Budget Category	Activity Total \$
<i>Develop School Leadership Effectiveness</i>	Mentorship provided to building	Improvement of Instruction: Professional Services	\$ 4,500.00
<i>Develop Teacher Effectivness</i>	Math coach to provide professional	Improvement of Instruction: Salary (Cert.)	\$ 72,529.45
<i>Develop Teacher Effectivness</i>	Math coach to provide professional	Improvement of Instruction: Benefits (Cert.)	\$ 28,820.59
<i>Develop Teacher Effectivness</i>	Monthly professional development	Improvement of Instruction: Salary (Cert.)	\$ 5,999.95
<i>Develop Teacher Effectivness</i>	Monthly professional development	Improvement of Instruction: Benefits (Cert.)	\$ 1,088.94
<i>Develop Teacher Effectivness</i>	Monthly professional development	Improvement of Instruction: Salary (NonCert.)	\$ 1,237.50
<i>Develop Teacher Effectivness</i>	Monthly professional development	Improvement of Instruction: Benefits (NonCert.)	\$ 94.67
<i>Implement Comprehensive Instructional Reform Strategies</i>	Interventionist to provide additional small	Instruction: Salary (Cert.)	\$ 51,724.09
<i>Implement Comprehensive Instructional Reform Strategies</i>	Interventionist to provide additional small	Instruction: Benefits (Cert.)	\$ 24,533.91
<i>Implement Comprehensive Instructional Reform Strategies</i>	Purchase IXL math/reading and Waterford	Instruction: General Supplies	\$ 4,400.00
<i>Increase Learning Time</i>	Extended day learning opportunities for	Instruction: Salary (Cert.)	\$ 33,000.00
<i>Increase Learning Time</i>	Extended day learning opportunities for	Instruction: Benefits (Cert.)	\$ 5,989.50
<i>Increase Learning Time</i>	Extended day learning opportunities for	Instruction: Salary (NonCert.)	\$ 9,476.10
<i>Increase Learning Time</i>	Extended day learning opportunities for	Instruction: Benefits (NonCert.)	\$ 1,246.82
<i>Increase Learning Time</i>	Transportation for extended learning	Transportation: Other Purchased Services	\$ 17,640.00
<i>Increase Learning Time</i>	Transportation for extended learning	Transportation: Other Purchased Services	\$ 3,320.00
<i>Increase Learning Time</i>	Transportation for extended learning	Transportation: Other Purchased Services	\$ 5,040.00
<i>Increase Learning Time</i>	Jump start summer school program for	Instruction: Salary (Cert.)	\$ 7,700.00
<i>Increase Learning Time</i>	Jump start summer school program for	Instruction: Benefits (Cert.)	\$ 1,397.55
<i>Increase Learning Time</i>	Jump start summer school program for	Instruction: Salary (NonCert.)	\$ 1,800.00
<i>Increase Learning Time</i>	Jump start summer school program for	Instruction: Benefits (NonCert.)	\$ 137.70
<i>Increase Learning Time</i>	Full day PreK program	Instruction: Salary (Cert.)	\$ 40,860.18
<i>Increase Learning Time</i>	Full day PreK program	Instruction: Benefits (Cert.)	\$ 22,198.54
<i>Increase Learning Time</i>	Full day PreK program	Instruction: Salary (NonCert.)	\$ 12,960.00
<i>Increase Learning Time</i>	Full day PreK program	Instruction: Benefits (NonCert.)	\$ 991.00
<i>Increase Learning Time</i>	Full time behaviorist to support at-risk	Support Services (Student): Salary (NonCert.)	\$ 15,000.00
<i>Increase Learning Time</i>	Full time behaviorist to support at-risk	Support Services (Student): Benefits (NonCert.)	\$ 5,000.00
<i>Create Community Oriented Schools</i>	School home outreach coordinator to	Support Services (Student): Salary (NonCert.)	\$ 35,000.00
<i>Create Community Oriented Schools</i>	School home outreach coordinator to	Support Services (Student): Benefits (NonCert.)	\$ 16,677.50
<i>Create Community Oriented Schools</i>	Travel reimbursement for school home	Support Services (Student): Other Purchased Services	\$ 200.00
<i>Create Community Oriented Schools</i>	Purchase resources and snacks for parent	Community Services Operations: General Supplies	\$ 3,604.00
<b>INSERT NEW ROWS ABOVE THIS LINE</b>	<b>INSERT NEW ROWS ABOVE THIS LINE</b>		

Budget Category	Total
Instruction: Salary (Cert.)	\$ 133,284.27
Instruction: Benefits (Cert.)	\$ 54,119.50
Instruction: Salary (NonCert.)	\$ 24,236.10
Instruction: Benefits (NonCert.)	\$ 2,375.52

Instruction: Professional Services	\$ -
Instruction: Rentals	\$ -
Instruction: Other Purchased Services	\$ -
Instruction: General Supplies	\$ 4,400.00
Instruction: Property	\$ -
Instruction: Transfer	\$ -
Support Services (Student): Salary (Cert.)	\$ -
Support Services (Student): Benefits (Cert.)	\$ -
Support Services (Student): Salary (NonCert.)	\$ 50,000.00
Support Services (Student): Benefits (NonCert.)	\$ 21,677.50
Support Services (Student): Professional Services	\$ -
Support Services (Student): Rentals	\$ -
Support Services (Student): Other Purchased Services	\$ 200.00
Support Services (Student): General Supplies	\$ -
Support Services (Student): Property	\$ -
Support Services (Student): Transfer	\$ -
Improvement of Instruction: Salary (Cert.)	\$ 78,529.40
Improvement of Instruction: Benefits (Cert.)	\$ 29,909.53
Improvement of Instruction: Salary (NonCert.)	\$ 1,237.50
Improvement of Instruction: Benefits (NonCert.)	\$ 94.67
Improvement of Instruction: Professional Services	\$ 4,500.00
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	\$ 26,000.00
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	\$ 3,604.00
Community Services Operations: Property	\$ -
Community Services Operations: Transfer	\$ -
Indirect Cost Used	\$ -
<b>Grand Total</b>	<b>\$ 434,167.99</b>

## SIG 1003g Budget SY 2020-2021

[illegible]