



Dr. Jennifer McCormick  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

September 7, 2017

Dr. Kenneth Spells  
South Bend Community School Corporation: #7205  
215 S. Saint Joseph Street  
South Bend, IN 46601

Dear Dr. Kenneth Spells,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Madison S.T.E.A.M. Academy's** renewal application was accepted and SIG funds will continue for SY 2017-2018.

In accordance with your available funding, you are being awarded **\$829,420.00** 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.

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

Final 17-18  
approval decreased vs funds: strike through shows original application vs. what was approved

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](mailto: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

115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

317.232.6610 ■ [www.doe.in.gov](http://www.doe.in.gov)



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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.

<b>School Corporation/ Eligible Entity</b>	South Bend Community School Corporation	<b>Corp #</b>	7205
<b>School</b>	Madison Primary Center	<b>School #</b>	7573
<b>Superintendent Name</b>	Dr. Kenneth Spells	<b>Email</b>	kspells@sbcsc.k12.in.us
<b>Title I Administrator Name</b>	Darice Austin-Phillips	<b>Email</b>	daustin@sbcsc.k12.in.us
<b>Principal</b>	Deb Martin	<b>Email</b>	dmartin@sbcsc.k12.in.us
<b>Telephone</b>	574-393-3200	<b>Fax</b>	574-283-8328
<b>SY 2017-2018 Allocation</b>	\$829,420.00		

**Part 2: Grant Award Information**

Grant Award Timeline:

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



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Grant Award Resources:

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

School Improvement Grant
U.S. Department of Education
Indiana Department of Education
84.377A
School Improvement Grants
S377A00120015A

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

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title / Resource Teacher</i>
Deb Martin	Principal
Cynthia Werntz	STEAM Coach
Amanda Choinacky	Dean of Students
Lara Ungethum	1 <sup>st</sup> Grade Teacher



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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.



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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 subgrant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:	<i>Dr. Jennifer McCormick</i>	Date:	08/28/2017
Title I Administrator Signature:	<i>Margie Aust-Phillips</i>	Date:	08/28/2017
Principal Signature	<i>Debb Martin</i>	Date:	08/28/2017



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**Part 4: Achievement and Leading Indicators SY 16-17**

**SIG Achievement and Leading Indicators**

Achievement Indicators	SY 2015-2016 Baseline	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020 Goal		SY 2020-2021		SY 2021-2022	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	14	19	17	27	37	48	59	70	80	70	70	80	80
Percent of students proficient on ISTEP (ELA) (3-8)	24	24	25	30	50	60	70	70	70	70	70	70	80
Percent of students proficient on ISTEP (Math) (3-8)	23	23	17	30	50	60	70	70	70	70	70	70	80
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only	50	50	46	50	55	65	75	75	75	75	75	75	85
10th grade ECA pass rate (English 10)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10th grade ECA pass rate (Algebra I)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Non-Waiver Graduation Rate – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College enrollment rates – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Leading Indicators	SY 2015-2016 Baseline	SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020 Goal		SY 2020-2021		SY 2021-2022	
		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	65,700	65,700	65,700	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500	76,500
2. Number of daily minutes of math instruction	60	60	60	90	90	90	90	90	90	90	90	90	90
3. Number of daily minutes of ELA instruction	90	90	90	120	120	120	120	120	120	120	120	120	120



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	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	n/a
4. Dropout rate – HS only	425	425	511	515	n/a	515	n/a	515	n/a	515	n/a	515	n/a	n/a
5. Student enrollment number	91.8	918	91.5	93.7	n/a	94	n/a	95	n/a	95	n/a	95	n/a	95
6. Student attendance rate (must be % between 0 and 100)	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	n/a
7. Number of students completing advanced coursework (e.g., AP/IB) – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8. Number of students completing dual enrollment classes – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
9. Number of students who completed BOTH an advanced coursework & a dual enrollment class – HS only	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
10. Types of increased learning time offered:	PK BAS	PK BAS	PK BAS	LSD PK BAS	LSD PK BAS	LAD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS	LSD PK BAS
11. Number of discipline referrals	991	991	387	900	900	700	500	400	400	400	400	400	400	250
12. Discipline incidents – number of suspensions and/or expulsion	SUS--85 EXP--0	SUS--85 EXP--0	SUS--50 EXP--0	SUS--75 EXP--0	SUS--50 EXP--0	SUS--60 EXP--0	SUS--50 EXP--0	SUS--40 EXP--0	SUS--40 EXP--0	SUS--40 EXP--0	SUS--40 EXP--0	SUS--15 EXP--0	SUS--15 EXP--0	SUS--15 EXP--0
13. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	44	40	5	35	35	30	20	15	15	15	15	10	10	10
14. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--0-18 HEFF--18	IN--0 IMP--0-15 HEFF--21	IN--0 IMP--0-13 HEFF--23	IN--0 IMP--0-10 HEFF--26	IN--0 IMP--0-8 HEFF--28	IN--0 IMP--0-8 HEFF--28	IN--0 IMP--0-6 HEFF--30	IN--0 IMP--0-3 HEFF--33	IN--0 IMP--0-3 HEFF--33	IN--0 IMP--0-3 HEFF--33	IN--0 IMP--0-3 HEFF--33	IN--0 IMP--0-3 HEFF--33	IN--0 IMP--0-3 HEFF--33	IN--0 IMP--0-3 HEFF--33
15. Teacher attendance rate (must be a % between 0 and 100)	93.6%	94%	94.5%	95%	95%	96%	96%	96%	96%	96%	96%	96%	96%	96%
16. Teacher retention rate (must be a % between 0 and 100)	77%	90%	78%	90%	90%	965%	95%	95%	95%	95%	95%	95%	95%	95%





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between 0 and 100)

**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 strength? Are there any threats compounded by a weakness?

<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>STEAM Curriculum</li> <li>Community Partnerships</li> <li>Teacher commitment/enthusiasm</li> <li>Increased student engagement</li> </ul>	<p><b>Areas of Improvement:</b></p> <ul style="list-style-type: none"> <li>Increase mentors for students</li> <li>Improve parent communication</li> <li>Increase 1<sup>st</sup>-3<sup>rd</sup> year teacher training</li> <li>Implementation of cross grade-level meetings</li> <li>Increase teacher effectiveness via teacher-teacher collaboration &amp; observation</li> <li>Increase Data Analysis</li> <li>Implement PBIS with fidelity</li> <li>Increase instructional leadership time for principal</li> <li>Decrease student suspensions and discipline referrals</li> </ul>
<p><b>Opportunities:</b></p> <ul style="list-style-type: none"> <li>1:1 technology</li> <li>Community partnerships</li> <li>STEAM units of study</li> <li>School-based after school program</li> <li>Expeditions within the community to support STEAM units of study</li> </ul>	<p><b>Threats:</b></p> <ul style="list-style-type: none"> <li>School District boundaries</li> <li>Parent belief that education is not a top priority</li> <li>Lack of opportunities for early education &amp; social skills development</li> <li>Transient population</li> <li>Lack of access to technology at home</li> <li>Parents unable to help children with school work</li> </ul>



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- All teachers will revisit PBIS & implement with fidelity
- All teachers will implement a classroom management plan
- District-wide Data Wise training
- Increased teacher effectiveness via teacher-teacher collaboration & observation
- Teaching & modeling social skills thru various mediums...literacy (school-wide book), experiences in community, PBIS, school-wide movie-expeditions, etc....
- Developing opportunities for parent communication & involvement
- Implementation of PLCs and teacher leadership capacity

**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: 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	Dr. Barbara Eason-Watkins, Michigan City Schools' Superintendent, will provide ongoing support & communication based on her proven turnaround leadership. Person Responsible: Deb Martin, Principal	Ongoing beginning March 3, 2017	\$1000 – Stipend	Increased leadership capacity by understanding & using data (1.1 Plans data driven decision making), ability to perform daily walk-throughs (2.1 Creating a culture of ethical & professional behavior; 2.3 Impacts of ethical & professional behavior), & becoming instructional leader of the school (4.1 Develop systems of support for curriculum, instruction, & assessment). This will lead to increased teacher



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	<p>Employ Amanda Choinacky as the Dean of Students and provide payment for her to complete her administrative degree through Indiana Wesleyan University. <b>Person Responsible: Deb Martin, Principal</b></p> <p>Classes: EDL-616 Organizational, Operational, &amp; Resource Management EDL-618 Professional, Ethical, &amp; Legal Leadership EDL-610 Community, Cultural, Relational Leadership EDL-612 Principal Internship I EDL-625 Principal Internship II</p>	<p>August 2017</p>		<p>effectiveness - as measured on their evaluation rubric (2.0 Planning instruction &amp; designing learning experiences; 4.0 Engaging &amp; supporting all students in learning) - as well as increased student growth &amp; proficiency as measured by ISTEP.</p> <p>Increase instructional leadership time for principal (2.1 Creating a culture of ethical &amp; professional behavior; 2.3 Impacts of ethical &amp; professional behavior; 4.2 Implement coherent systems of curriculum, instruction, &amp; assessment; 4.3 Impacts coherent systems of curriculum, instruction, &amp; assessment), which would lead to increased teacher effectiveness - as measured on their evaluation rubric (2.0 Planning instruction &amp; designing learning experiences; 4.0 Engaging &amp; supporting all students in learning) - and culminating in increased student growth &amp; proficiency as measured by ISTEP</p>
<p>Develop Teacher Effectiveness</p>	<p>STEAM Units of Study refinement &amp; continued study of differentiated instruction. Persons Responsible: <b>Deb Martin, Principal; Title I Grade-Level Coaches; ASCD Consultant</b></p> <p>Dr. Marcia Imbeau will work with all grade-levels from Aug 7 - 11 to analyze STEAM Units of study to ensure they align to the STEAM curriculum &amp; include effective teaching strategies - especially differentiated instruction. Teachers will reflect on the lessons taught last year for their effectiveness &amp; make any needed changes</p> <p>Provide teacher leadership opportunities. <b>Person Responsible: Deb Martin, Principal; Coaches</b></p>	<p>Aug 2017</p> <p>Oct 2017- May 2018</p>	<p>\$79,531.00 Salary: 54,849.00 Benefits: 24,682.00</p> <p>Total: <b>\$8,780.01</b> 1,634.38 1,745.67 1,795.96 1,827.00 1,727.00</p> <p><b>\$40,000</b></p> <p><b>\$0</b></p>	<p>A scope &amp; sequence of STEAM Units completed &amp; integrated in all grades will lead to increased student growth &amp; proficiency as measured by ISTEP due to increase teacher proficiency &amp; use of DI, as noted on teacher evaluations (2.0 Planning instruction &amp; designing learning experiences for all students; 4.0 Engaging &amp; supporting all students in learning)</p> <p>Improve teacher effectiveness as noted on teacher evaluations (6.0 Developing as a Professional Educator), which will lead to increased student growth &amp; proficiency as measured by ISTEP</p>



	<p>Hire 8 instructional assistants 1 for each 1<sup>st</sup> &amp; 2<sup>nd</sup> grade classroom &amp; provide 5 days of training. Person Responsible: <b>Deb Martin, Principal; Teacher Leaders; Coaches</b></p>	<p>Aug 2017</p>	<p><b>\$160,000.00</b> Salary: \$20,000 each +Benefits: \$10,000 each</p>	<p>Improve instruction due to increased teacher/IA effectiveness – measured by evaluation rubric (2.1 Draws on &amp; values students’ backgrounds, interests, prior knowledge, &amp; developmental learning needs; 4.0 Engaging &amp; supporting all students in learning). Student growth in critical and creative thinking accompanied by growth in aesthetic thought will lead to increased growth &amp; proficiency as measured by ISTEP.</p>
<p><b>FOCUS 5/Act Right</b></p> <p>Kassie Misiewicz will be on site 5 dates for 3 days each working with staff to development the following classroom management:</p> <ol style="list-style-type: none"> <li>1. Classroom Management through Drama</li> <li>2. One Minute Challenge</li> <li>3. Tableau in Curriculum</li> <li>4. Tableau in Curriculum</li> <li>5. Laying a Foundation: Defining Arts Integration</li> </ol>		<p>Oct 2017- July 2018</p>	<p><b>\$21,000.00</b></p>	<p>Improve teacher effectiveness as noted on teacher evaluations (6.0 Developing as a Professional Educator), which will lead to increased student growth &amp; proficiency as measured by ISTEP</p>
<p>Visual Thinking Strategies Training: 13 hours of training plus books. <b>Person Responsible: Deb Martin, Principle; Cy Wernitz, Trainer</b></p> <p>Training: VTS Theory: 2 hours VTS museum tour: 3 hours VTS Comprehension Connection: 8 hours</p> <p>Books: <i>Visual Thinking Strategies</i> \$30 each X 30 books <i>Comprehension Connections</i> \$50 each X 30 books</p>		<p>Aug 2017 – May 2018</p>	<p><b>\$12,852</b> Stipends: 22 Teachers @ \$25/hr + \$5/hr benefits for 13 hrs 8 IAS @ \$15/hr + \$3/hr for 13 hours Books: \$2400</p>	<p>Improve teacher effectiveness as noted on teacher evaluations (6.0 Developing as a Professional Educator), which will lead to increased student growth &amp; proficiency as measured by ISTEP</p>



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	<p>Provide opportunities for teachers to attend STEAM related conferences</p> <p>Floating building sub</p>	<p>Sept 2017 – June 2018</p> <p>Sept 2017 – June 2018</p>	<p>\$25,000 Registration plus travel/lodging</p> <p>\$20,600.00 Salary: \$17,000 each +Benefits: \$3,600 each</p>	<p>Improve teacher effectiveness as noted on teacher evaluations (6.0 Developing as a Professional Educator), which will lead to increased student growth &amp; proficiency as measured by ISTEP</p> <p>Improve teacher effectiveness as noted on teacher evaluations (6.0 Developing as a Professional Educator), which will lead to increased student growth &amp; proficiency as measured by ISTEP and other student data. Allow teachers to observe other teachers to improve Tier 1 instruction. This will afford teachers the time to reflective on their student data, along side Data Coach and/or Principal. As modeled by the Harvard Graduate School of Education</p>
<p>Implement Comprehensive Instructional Reform Strategies</p>	<p>Implement STEAM units of study &amp; integrated arts instruction, purchase instructional supplies &amp; equipment to support the curriculum. <b>Persons Responsible: Deb Martin, Principal; Title I Grade Level Coaches; Teachers</b></p> <p>Employ a full-time Theater Instructor. <b>Person Responsible: Deb Martin, Principal</b></p> <p>Provide community expeditions that support STEAM Units of Study. <b>Person Responsible: Deb Martin, Principal; Cy Werntz, STEAM Coordinator</b></p>	<p>Aug 2017- June 2018</p> <p>Aug 2017</p> <p>Aug 2017- June 2018</p>	<p>\$97,500 for 22 STEAM Maker Spaces (4 for each classroom) \$5,000 for Maker Spaces</p> <p>\$51,113 Salary: \$35,250 Benefits: \$15,863</p> <p>\$6,000 – Transportation</p>	<p>Increased student growth &amp; proficiency as measured by ISTEP.</p> <p>Increase student creativity &amp; problem solving ability as demonstrated by increased growth &amp; proficiency measured on ISTEP</p> <p>Increase student creativity &amp; problem solving ability as demonstrated by increased growth &amp; proficiency measured on ISTEP</p>



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	<p>Purchase &amp; Implement SKIES Learn Program. <i>Person Responsible: Deb Martin, Principal; Lara Ungethurn, Teacher</i></p> <p>*SKIES is an easy-to-browse "class tree" which everyone can add to together. Teachers can create lessons with embedded multimedia and assessments, and students can post and answer each other's questions; attach web resources, drawings, pictures, video, and data; and add concept maps and mini-lessons in groups. SKIES helps the classroom become a more supportive and engaging environment, with full participation from all learners.</p> <p>The cost includes:</p> <ul style="list-style-type: none"> <li>• the product.</li> <li>• initial 90-minute training meeting for a group of teachers, covering how best to use the software;</li> <li>• two follow up 90-minute meetings with a group of teachers during the school year;</li> <li>• email and Skype technical support as needed.</li> </ul>	<p>Aug 2017- May 2018</p>	<p>\$2760 \$5/student per year</p>	<p>Increase student creativity &amp; problem solving ability as demonstrated by increased growth &amp; proficiency measured on ISTEP</p>
<p>Increase Learning Time</p>	<p>Purchase-Aquaponics-Bundles and Tower-Garden-Bundles</p> <p>Aquaponics-Garden-is-a-living-model-ecosystem-that-students-can-interact-with-as-they-watch-the-transformation-of-the-energy-in-fish-food-into-waste,plants,and-ultimately-herbs,greens,and-fruits.-Tower-Garden-System-uses-aeraponics-to-grow-plants-with-only-water-and-nutrients-rather-than-dirt-students-will-use-the-vegetables-grown-to-create-healthy-snacks;-starter-garden-plants-for-home-or-school-garden</p>	<p>Aug-2017- May-2018</p>	<p>\$7,200 13-Bundles 12-Tower gardens</p>	<p>Will-be-used-with-plant-Units-of-Study-(IAS-K.LS.1.2, &amp; 3; IAS-1.LS.1 &amp; 3; IAS-2.LS.1 &amp; 2; IAS-3.LS.2; IAS-4.LS.2)</p> <p>Increase-student-creativity-&amp;-problem-solving-ability-as-demonstrated-by-increased-growth-&amp;-proficiency-measured-on-ISTEP</p>
	<p>Addition of 1-hour to teaching time for teaching staff. <i>Persons Responsible: Deb Martin, Principal; Dr. Ken Spells, Superintendent; SBCSC Board</i></p>	<p>Aug 2017</p>	<p>\$24,887.00 Addition of 1-hour pay for each teacher @ \$25/hr/teacher for 3 days/week</p>	<p>Increase student growth &amp; proficiency as measured by ISTEP</p>



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

***Working Together for Student Success***

<p>Create Community-Oriented Schools</p>	<p>Partner with outside agencies to support students' social/emotional needs &amp; family engagement. <b>Persons Responsible: Deb Martin, Principal; Director of Government Funds</b></p> <p>Employ Beth Ploetz as a full-time Social Worker. <b>Person Responsible: Deb Martin, Principal</b></p> <p>Employ a FACSS. <b>Person Responsible: Deb Martin, Principal</b></p> <p>A study of the book <i>Wonder</i> (grades 2-4) and <i>We're All Wonders</i> (K-1).</p> <p>Synopsis: In <i>Wonder</i>, R.J. Palacio's debut middle-grade novel featuring Auggie, a fifth-grade boy born with a facial deformity, the author delivered a powerful message about the importance of kindness, tolerance, and acceptance. This is vital to turning around the climate and culture at Madison</p> <p>The Pigeon and the Hen-Petter partnership. This collaborative partnership will afford our first-grade students the chance to increase reading comprehension, make writing come alive, understand setting, and making</p>	<p>Aug 2017 – June 2018</p> <p>Aug 2017</p> <p>Aug 2017</p> <p>Aug 2017</p> <p>Aug 2017- June 2018</p> <p>Aug 2017- June 2018</p>	<p>for 36 weeks and IAs @ \$15/hr/IA for 3 days/week for 36 weeks</p> <p>\$0</p> <p><b>\$80,964.30</b> Salary: 55,837.45 Benefits: 25,126.85</p> <p><b>\$48,363</b> Salary: 32,500 Benefits: 15,863</p> <p><del>\$240.00</del> <del>Books: \$240</del></p> <p>\$1,680.00 for Book Studies with Students</p> <p><del>\$3,500</del> Student Kits</p>	<p>Increased family participation. Decrease in student behavior issues, as measured by number of referrals. Will lead to increased student growth and proficiency as measured by ISTEP</p> <p>Increased family participation. Decrease in student behavior issues, as measured by number of referral. Will lead to increased student growth and proficiency as measured by ISTEP</p> <p>Increased family participation. Decrease in student behavior issues, as measured by number of referrals. Will lead to increased student growth and proficiency as measured by ISTEP</p> <p>Increase understanding of differences, which will lead to a decrease in bullying behaviors, as measured by number of referrals</p> <p>Increase student creativity &amp; problem-solving ability as demonstrated by increased growth &amp; proficiency measured on ISTEP</p>
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	<p>predictions. Our first and second grade students will use this pottery shop all year long to create clay animals and their habitats, scenes from text, characters, dioramas from their reading, next scenes or predictions of the next scene, and so on. <b>Person Responsible: Deb Martin, Principal</b></p> <p><b>Make + Music</b></p> <p><b>Make + Music</b> is an education endeavor by Third Coast Percussions for third and fourth graders. The students create musical instruments from a kit after reading and researching various musical instruments. The third-grade students will construct a percussion drum, and the fourth-grade students will create a slide whistle. This activity will integrate fine art, language arts, writing and math standards at both grade levels.</p>	<p>Jan 2018- June 2018</p>	<p>\$7,680—Student Kits</p>	<p><i>Increased student growth &amp; proficiency as measured by ISTEP (covers Indiana standards in music, math, and science).</i></p> <p><i>Includes community-wide social-economics, social and education systems.</i></p>
<p>Provide Operational Flexibility</p>	<p>Addition of 1-hour to teaching time for teaching staff. Persons Responsible: <b>Deb Martin, Principal; Dr. Ken Spells, Superintendent; SBCSC Board</b></p>	<p>Aug 2017</p>	<p>Addition of 1-hour pay for each teacher @ \$25/hr/teacher for **This is accounted for in 'Increase Instructional Time'</p>	<p>Increased student growth &amp; proficiency as measured by ISTEP</p>
<p>Sustain Support</p>	<p>Maintain Community partnerships. <b>Person Responsible: Deb Martin, Principal</b></p> <p>Utilize a system of quarterly progress monitoring by District Team. <b>Persons Responsible: Deb Martin, Principal; Darice Austin-Phillips, Director of Government Funds; Dr. Kay Antonelli – Asst. Superintendent</b></p>	<p>Ongoing</p> <p>Ongoing</p>	<p>\$0</p> <p>\$0</p>	<p>Roster of community partners showing active collaboration</p> <p>Monitoring documents; Improve teacher effectiveness as noted by teacher evaluation rubric (1.0 Understanding &amp; Organizing subject matter for student learning; 2.0 Planning instruction &amp; designing &amp; learning experiences for all students; 3.0 Creating &amp;</p>





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				<p><i>maintaining an effective environment for student learning; 4.0 Engaging &amp; supporting all students in learning; 5.0 Assessing students learning). Increased student growth &amp; proficiency as measured by ISTEP.</i></p>
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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.

We will produce a slideshow to music recapping the progress our students have made. We will include a snapshot of principal walk-throughs, as well as statements from teachers regarding coaching they have received and leadership opportunities.

**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.

**1003g Original SIG Budget SY 17-18**

Complete the budget below:

Account Number	Expenditure Account	110		120		211-290		311-319		440	510-593	611-689	710-748	910	Line Totals
		Cert	Noncert	Cert	Non Cert	Professional Services	Rentals	Other Purchase	General Supplies						
11000	Instruction	\$ 58,500.00	\$ 183,000.00	\$ 24,000.00	\$ 85,500.00						\$ 4,315.00	\$ 11,637.00		\$ 366,952.00	
21000	Support Services - Student	\$110,687.00		\$ 49,809.00										\$ 160,496.00	
22100	Improvement of Instruction (Professional Development)	\$ 33,000.00	\$ 7,900.00	\$ 7,000.00	\$ 1,580.00	\$ 61,000.00					\$ 31,000.00	\$ 4,400.00		\$ 147,880.00	
22900	Other Support Services		\$ 13,000.00		\$ 6,400.00	\$ 9,780.01								\$ 29,180.01	
25191	Refund of Revenue													\$ -	
26000	Operation & Maintenance													\$ -	
27000	Transportation										\$ 54,000.00			\$ 54,000.00	
33000	Community Service Operations		\$ 32,500.00		\$ 16,575.00									\$ 49,075.00	
60100	Transfers (interfund)													\$ -	
	Column Totals	\$ 204,187.00	\$ 236,400.00	\$ 80,809.00	\$ 110,055.00	\$ 70,780.01	\$ -	\$ 85,000.00	\$ 8,715.00	\$ 11,637.00	\$ -	\$ -	\$ -	\$ 807,583.01	

Indirect Cost: Subtract the amount above \$25,000 (per individual contracted service) from your total budget: \$ 15,000.00

Total after deducting Property: \$ 795,946.01

Total Available for Indirect Costs (3.52%): \$ 27,489.30

Amount of Indirect Cost to be used: \$ 21,836.99

Grand Total After Indirect Cost: \$ 829,420.00

**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**

\$900 for Visual Thinking Strategies books for staff; \$1500 for Comprehension Connections books for staff; \$2,000 for Focus 5 PD materials; \$1,575 MClass subscription for 2nd grade students; \$5,000 for literacy & math supplies; \$5,600 for Asset & Performing Arts; \$20,000 for science supplies; \$1,000 for replacement 3D filaments; \$1,500 for printer ink replacement; \$1,680.00 for books; \$6,800 for the book Wonder (10 books @ \$10.00 each) by R.J. Palacio (Grades 2-4) and the book Wreath for the Ancestors (10 books @ \$14.00 each) by R.J. Palacio (K-1). This book has a powerful message about the importance of kindness, tolerance, and acceptance, which our students need -- as evidenced by high number of referrals for bullying and fighting; \$2,000 for Microsoft Office 365 building wide (INCLUDES Microsoft Office 365 FOR 50 STAFF MEMBERS to support teachers, activities, and documents for student learning in a format only compatible with MO). Note: All instructional supplies will be reasonable, allowable and detailed based on student data needs.

**Professional Services**

Other Purchase Services (travel, communication)

\$21,000 Focus 5 PD training, \$40,000 for ASCD Differentiated Instruction PD training, \$1,000 Stipend to Dr. Barbara Eason-Watkins for principal mentorship, \$8,780.01 to Indiana Wesleyan for Amanda Choinacky's administration classes; \$2,500 The Pigeon & The Hen-Petterry for instructional professional service for 1st graders; \$7,680 The Music-Village-for-instructional-professional-service-for-2nd- & 4th graders.

\$1,000 for buses to take 6 grade levels on expeditions supporting STEAM Units of Study (total: \$6,000); \$48,000 for buses for after school program; \$25,000 for STEAM related conferences (NSTA, Magnet Schools of America); \$6,000 Reimbursement of travel expenses for Focus 5 presenter to be onsite 5 times through out the school year.

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
Amanda Choinacky	Dean of Students	Certified	1	N	N	NONE
Beth Plotz	Social Worker	Certified	1	N	N	NONE
Charell Luckey	Theater Teacher	Certified	1	N	N	NONE
TBD	Floating building sub	Non-Certified	1	N	N	NONE
TBD	Instructional Assistants	Non-Certified	8	N	N	NONE
TBD	Family Intervention Specialists/FACss	Non-Certified	1	N	N	NONE
Heather Carmichael	SIG Coordinator/Manager	Non-Certified	0.5	N	N	NONE
All K-4 Teachers	K-4	Certified	0	Y	N	NONE
All K-4 Support Staff	K-4	Non-Certified	0	Y	N	NONE

Support students, staff, & families Salary: \$54,849 + Benefits: \$24,682

Support students, staff, & families Salary: \$55,838 + Benefits: \$25,127

Integrate theater into STEAM curriculum. Salary: \$35,250 + Benefits \$15,863

Substitute classrooms while teachers observe the teachers to improve Tier 1 instruction. Salary \$17,000 + employer obligations \$3,600

Support most at-risk students Salary: \$20,000 + Benefits: \$10,000 each

Support students, staff, & families Salary: \$32,500 + Benefits: \$16,575

Building level coordinator, assist in managing the operations of the grant funding application to the proposed program Salary: \$13,000 + Benefits: \$6,400

Stipends for PD & extended day Salary: \$25/hr/teacher + Benefits \$5/hr/teacher

Stipends for PD & extended day Salary: \$15/hr/staff member + Benefits \$3/hr/staff member

