



INDIANA STATE BOARD OF EDUCATION

May 7, 2015

Indiana State Board of Education Resolution Regarding Funds for Turnaround Zone Schools

Whereas, Under Indiana Code Section 20-31-9.5-3(c), the State Board of Education (“Board”), based upon recommendations received from the Department of Education (“Department”), “shall determine the amounts of state tuition support and federal funds that are necessary to fund options for improvement implemented by the [Board] under this chapter with respect to each turnaround academy.”;

Whereas, The following public schools are not Turnaround Academies but are focus or priority schools in the Indianapolis Public Schools’ Turnaround Zone: William Penn Elementary, Wendell Phillips Elementary, Northwest High School, Louis Russell Elementary, and Eliza Baker Elementary (“Transformation Zone Schools”); and

Whereas, Department leadership, in consultation with the Board’s Executive Director, has recommended that the Board revert to the Department \$650,000 of the amount of federal funds determined by the Board under Indiana Code Section 20-31-9.5-3(c), to be used to fund the Transformation Zone Schools.

Resolved, That the Board approves the reversion to the Department of \$650,000 of the amount of federal funds determined by the Board under Indiana Code Section 20-31-9.5-3(c), to be used to fund the Transformation Zone Schools.

ADOPTED May 7, 2015



INDIANA STATE BOARD OF EDUCATION

TO: Members of the State Board of Education

FROM: R. G. Guffin, Executive Director, State Board of Education

DATE: May 4, 2015

RE: TSO and Lead Partner Funding 2015-16

Staff Recommendations for Intervention Support

Included with this memo is a spreadsheet that contains recommendations for **SBOE Intervention School Support** for 2015-2016.

Please note: *Grant Planning Request Forms* were sent by SBOE Staff to all partners with a submission deadline of May 1, 2015. After reviewing these forms from the Educational Institutions under SBOE intervention, we recommend the funding distribution noted below.

In addition to the below, SBOE staff recommendations include support funding for the IPS Transformation Zone Schools who are not under SBOE intervention by returning \$650,000 for this purpose to IDOE. IDOE has indicated they will allocate this \$650,000 to the focus and priority IPS Transformation Schools not under SBOE intervention. Those schools are listed on the chart below. By allocating these funds in this manner the IPS Transformation Zone Plan can be fully funded.

School Corp.	Partner	2014-15	2015-16	
Evansville Vanderburgh Community Schools (EVCS)				
Lincoln	Mass Insight	150,000	300,000	Continuation
Glenwood	Mass Insight	300,000	300,000	Continuation
Indianapolis Public Schools (IPS)				
John Marshall HS/MS	Marzano	300,000	300,000	Continuation
Broad Ripple MS	Marzano	150,000	150,000	Continuation
Transformation Zone Arlington HS/MS Phase	Mass Insight	NA	500,000	Change
Transformation Zone Washington HS/MS Phase	Mass Insight	300,000	400,000	Change

Return to IDOE for use in IPS Transformation Zone					
	William Penn Elem	Mass Insight		125,000	Focus/Priority
	Wendell Phillips Elem	Mass Insight		125,000	Focus/Priority
	Northwest HS	Mass Insight	650,000	150,000	Focus/Priority
	Louis Russell Elem	Mass Insight		125,000	Focus/Priority
	Lew Wallace Elem	Mass Insight		125,000	Focus/Priority
Edison Learning					
	Roosevelt		1,251,511	900,000	Continuation
Charter Schools USA (CSUSA)					
	Donnan		1,128,630	1,191,115	Continuation
	Howe		1,128,630	900,000	Continuation
	Manual		1,128,630	900,000	Continuation
Tindley		Arlington	1,190,000		
Reserve for Potential 2015-16 Interventions (3)				450,000	
	Caze Elementary Evansville				
	West Side Academy Gary				
	Washington Middle Evansville				
Total SBOE Intervention				6,841,115	
Return to DOE for use in Focus and Priority Schools				250,000	
Total				7,191,115	

1003(a) Planning Application

Please submit via email to: Charlie Geier (cgeier@doe.in.gov) at DOE. Please copy Rguffin@sboe.in.gov.

- A planning application must be completed and submitted to IDOE for review by **May 1, 2015**.
 - The purpose of the planning application is to identify school-level funding for each school implementing a state board intervention and expedite final approval
 - The application will allow IDOE/SBOE to review and DOE to provide technical assistance on how funding can be spent
 - IDOE will provide guidance on the intent and purpose of Title I and fiscal guidelines including supplement, not supplant
- A final application will be submitted and signed in **June 2015**
 - Final applications will be included in the Title I Application center, online, to facilitate the reimbursement of funds
- Funding for SY 2015-2016 will become available for schools to use on **July 1, 2015** (this is a federal mandate)

Indiana Department of Education

- The **IDOE will provide technical assistance** to the LEAs in submitting applications for 1003a grant funds.
- After applications and amendments are reviewed and approved for allowable activities and expenditures, the IDOE will release the funds on July 1, 2015, to the LEA for interventions.
- As the SEA responsible for oversight of federal funds, the IDOE will monitor the implementation of grant programs and expenditures.
- The IDOE will continue to support school improvement initiatives of schools under SBOE intervention by conducting on-site visits of intervention schools and providing feedback to the LEAs and SBOE.
- The IDOE will collect monthly reports from each intervention school and share with SBOE staff.
- The IDOE will provide guidance on the Title 1 guidelines including supplement, not supplant.
- The intervention schools will have access to the professional development and technical assistance provided to our Focus and Priority Schools.

Timeline

DATE	ACTIVITY
April 1, 2015	Begin planning for 2015
May 1, 2015	Planning applications submitted to IDOE for review
June 30, 2015	Final application submitted and approved
July 1, 2015	Funds become available for the 2015-2016 school year
November 2015 – May 2016	Amendment period
September 30, 2016	All funds must be expended

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Emma Donnan Middle School	Corp: 8825	Funding Request Amount: \$1,327,800
Principal: Michael Dunagan	Contact email: mdunagan@emmadonnanms.org	Contact phone: 317.217.1979
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • Improve academic achievement for the students at Emma Donna Middle School (EDMS) by increasing knowledge, skills and abilities in English Language Arts utilizing intensive academic intervention and supplementary instructional support services as demonstrated by a minimum of 10% increase in ISTEP ELA pass rates school wide reached by the end of the 2015/16 school year. • Improve academic achievement for the students at Emma Donna Middle School (EDMS) by increasing knowledge, skills and abilities in Mathematics utilizing intensive academic intervention and supplementary instructional support services as demonstrated by a minimum of 10% increase in ISTEP Math and Algebra ECA pass rates school wide reached by the end of the 2015/16 school year. • Improve student behavior, school culture and provide a safe learning environment through behavior and positive discipline systems that decrease the number of referrals, suspensions and expulsions by a minimum of 20% as evidenced by referral reports, expulsion figures and suspension data. • Increase student attendance at EDMS by systematically identifying absences and providing supportive interventions in which a 5% gain in student attendance by the end of school year 2015/15 is reached. • Improve academic achievement with high quality teachers through professional developments programs, on-going training/coaching, and retention systems that ensure the best teachers are available to serve the students at EDMS as measured by a minimum of 85% of teachers meeting or exceeding annual performance objectives. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Grant funding will pay for additional instructional staff—both teachers and Assistants—who will work with students struggling in all CORE subject areas. This intensive instruction and support will help students exceed NWEA growth goals, and pass rates in ISTEP. After school tutoring, extended day, and summer school learning opportunities will maximize the opportunity to achievement improve toward grade level. PD will provide teachers with effective, research-based strategies for improving instruction. Incentives for individual and school-wide performance will reward teacher excellence and effort toward common goals.

Additional security and administrative staff (Campus monitors, Hall Monitors, Behavior Specialist and Intervention Coordinator) will help to create and ensure a safe and secure environment, where students who are behaviorally challenged will find support in shaping new behavior, and teachers will be supported in establishing safe and

orderly classrooms where learning is the focus. Focused professional development in Restorative Justice will shape discipline that is focused on positive learning and responsible choices. Out of school suspensions will be reduced as a cohesive program of discipline and focused consequences will replace punitive responses to misbehavior.

Funding will also provide strong support services for students through a social worker, counselor and student services coordinator who will work together to build programs that support attendance, school involvement and academic achievement. These are supplemental positions that would not normally be included in the staffing matrix of a school with less than 450 student enrollment.

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
N/A	1,327,800.00	1,329,000	1,128,630	1,327,800

2015-2016 Proposed Budget

School Emma Donnan Middle School Corp. 8825

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												
Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	245,800	115,680	32,456	18,564				25,000	95,000		532,500
21000	Support Services - Student	105,000	350,700	17,850	58,650							532,200
22100	Improvement of Instruction (Professional Development)	170,000						38,000				208,000
22900	Other Support Services		30,000		5,100							35,100
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation							20,000				20,000
33000	Community Service Operations											
60100	Transfers (interfund)											
	Column Totals											
Total Cost <u>1,328,834</u>												
Principal Signature:												
Department of Education/SBOE Signatures												

Additional Comments (if required):

1003(a) Planning Application

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Indiana Department of Education

- The IDOE will provide technical assistance to the LEAs in submitting applications for 1003a grant funds.
- After applications and amendments are reviewed and approved for allowable activities and expenditures, the IDOE will release the funds on July 1, 2015, to the LEA for interventions.
- As the SEA responsible for oversight of federal funds, the IDOE will monitor the implementation of grant programs and expenditures.
- The IDOE will continue to support school improvement initiatives of schools under SBOE intervention by conducting on-site visits of intervention schools and providing feedback to the LEAs and SBOE.
- The IDOE will collect monthly reports from each intervention school and share with SBOE staff.
- The IDOE will provide guidance on the Title 1 guidelines including supplement, not supplant.
- The intervention schools will have access to the professional development and technical assistance provided to our Focus and Priority Schools.

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Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: TC Howe High School	Corp: 8810	Funding Request Amount:
Principal: Cassandra Shipp	Contact email: cshipp@tchowehighschool.org	Contact phone: (317)217-1980
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • Improve academic achievement with high quality teachers through professional development programs and retention systems that ensure the best teachers are available to serve the students at TC Howe High School in which a minimum of 85% of teachers will reach annual performance objectives. • Increase academic achievement for the students at TC Howe High School by raising proficiency in Algebra and Mathematics with intensive intervention and supplementary instructional support in which a minimum increase schoolwide of 10% in 2016 ISTEP+ Math and Algebra ECA will be reached. • Increase academic achievement for the students at TC Howe High School by raising proficiency in English Language Arts through intensive intervention and supplementary instructional support in which a minimum increase schoolwide of 10% in 2016 ISTEP+ ELA and English ECA will be reached. • Improve student behavior, school culture and provide a safe learning environment through behavior and positive discipline systems that decrease the number of referrals, suspensions and expulsion by a minimum of 20% as evidenced by referral reports, expulsion figures and suspension data. • Improve parental involvement and knowledge of their child's academic needs by increasing attendance at school meetings, workshops and events in which attendance figures will show an increase of a 10% by the end of school year 2016. • Increase student attendance at TC Howe High School by systemically identifying absences and supportive interventions in which a 5% gain in student attendance will be reached by the end of school year 2015-2016. • Decrease the number of students that drop out of TC Howe High School with academic programs and services for struggling students with drop out risk factors in which a 3% decrease from previous year figures will be reached by the end of school year 2015-2016. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Grant funding will pay for additional instructional staff—both Teachers and Assistants—who will work with students struggling in all CORE subject areas. This intensive instruction and support will help students exceed NWEA growth goals, and pass rates in ISTEP and ECA. After school tutoring, extended day, and summer school learning opportunities will maximize the opportunity to achievement improve toward grade level. PD will provide teachers with effective, research-based strategies for improving instruction. Incentives for individual and school-wide performance will reward teacher excellence and effort toward

common goals. Our Curriculum Resource Teachers (CRT) will assist the Teachers in the implementation of effective instructional and academic strategies, interpret current trends, research related curriculum, instruction, technology, and related areas to our teachers so that they can have the information and support needed to be successful. With a young staff this will be particularly important. The CRTs will demonstrate effective teaching strategies and procedures so teachers can get a clearer understanding of effective learning processes. Our Credit Recovery Teacher will oversee the credit virtual recovery courses and provide instructional support in addition to online Teacher, to provide maximum assistance in passing classes necessary for graduation. Substitute Teachers will be needed during Professional Development days (out of the building). Stipends will be needed to pay for the cost of replacing a Teacher while away for attending Professional Development sessions during the school year.

Additional security and administrative staff (Assistant Principal, Dean, Campus monitors and Behavior Specialist) will help create and ensure a safe and secure environment, where students who are behaviorally challenged will find support in shaping new behavior, and teachers will be supported in establishing safe and orderly classrooms where learning is the focus. Focused professional development in Restorative Justice will shape discipline that is focused on positive learning and responsible choices. Out of school suspensions will be reduced as a cohesive program of discipline and focused consequences will replace punitive responses to misbehavior.

Funding will also provide strong support services for students through a Student Services Coordinator and the Attendance Administrative Assistant. They will work together with the Social Worker, Parent Liaison and Counselors to build programs that support attendance, school involvement and academic achievement. These are supplemental positions that would not normally be included in the staffing matrix of a school with less than 650 student enrollment.

Grants Coordinator will oversee grant at the school level.

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
N/A	\$ 1,327,800.00	\$ 1,329,000.00	\$ 1,128,630.00	\$1,327,800.00

2015-2016 Proposed Budget

School TC Howe High School Corp. 8810

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget																
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Cert.	Noncert.	Cert.	Noncert.	Cert.	Noncert.	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer			
11000	Instruction	\$256,800.00	\$61,320.00	\$26,100.00	\$10,260.00	\$-	\$-	\$-	\$-	\$-	\$22,618.16	\$63,000.00	\$-	\$-	\$440,098.16	
21000	Support Services - Student	\$-	\$421,600.00	\$-	\$86,151.84	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$507,751.84	
22100	Improvement of Instruction (Professional Development)	\$220,000.00	\$-	\$-	\$-	\$15,000.00	\$-	\$-	\$-	\$85,750.00	\$-	\$-	\$-	\$-	\$320,750.00	
22900	Other Support	\$-	\$30,600.00	\$-	\$4,600.00	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$35,200.00	
25191	Refund of Revenue	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
26000	Operation and Maintenance	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
27000	Transportation	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$24,000.00	\$-	\$-	\$-	\$-	\$24,000.00	
33000	Community Service	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
60100	Transfers (interfund)	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
	Column Totals	\$476,800.00	\$513,520.00	\$26,100.00	\$101,011.84	\$15,000.00	\$-	\$109,750.00	\$63,000.00	\$-	\$22,618.16	\$-	\$-	\$-	\$1,327,800.00	
Total Cost \$1,327,800.00																

Cassandra Dupes

Principal Signature:
Department of Education/SBOE Signatures

Additional Comments (if required):

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Indiana Department of Education

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September 30, 2016	All funds must be expended

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Emmerich Manual High School	Corp: #8815	Funding Request Amount: \$1,327,800
Principal: Mr. Hanno Becker	Contact email: hbecker@emmerichmanualhs.org	Contact phone: 317-217-1983

Please define the expected SMART goals directly associated with the funding request.

- Increase academic achievement for the students at Emmerich Manual High School (EMHS) by raising proficiency in Algebra through intensive intervention and supplementary instructional support in which a minimum of 10% increase in the pass rate will be reached schoolwide in 2016 Algebra ECA assessment testing from the previous year.
- Increase academic achievement for the students at EMHS by raising proficiency in English Language Arts through intensive intervention and supplementary instructional support in which a minimum of 10% increase in the pass rate will be reached schoolwide in 2016 English ECA assessment testing from the previous year.
- Improve student behavior, school culture and provide a safe learning environment at EMHS through behavior and positive discipline systems that decrease the number of referrals, suspensions and expulsion by a minimum of 20% as evidenced by referral reports, expulsion figures and suspension data.
- Increase student attendance at EMHS by systemically identifying absences and providing supportive interventions in which a 5% gain in student attendance by the end of the 2015/16 will be reached.
- Decrease the number of students that drop out of EMHS by 3% from previous year figures by the end of the 2015/16 school year by implementing academic programs and services for struggling students with drop out risk factors.
- Improve academic achievement with high quality teachers at EMHS through professional development programs and retention systems that ensure the best teachers are available to serve the students at EMHS as measured by a minimum of 85% of teachers meeting or exceeding annual performance objectives.

Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.

Grant funding will pay for additional instructional staff—teachers and assistants—who will work with students struggling in all CORE subject areas. Curriculum Resource Teacher will provide teaching staff the support needed to implement effective instructional strategies and academic goals. This intensive instruction and support will build instructional coaching teams and a tiered reading and math program that helps students exceed NWEA growth goals, and improve pass rates in ECA exams. Extended school day, tutoring and summer school opportunities will maximize the opportunity to improve achievement toward grade level. Teachers focusing on Credit Recovery, Hype Alternative Ed and Night School will provide non-traditional opportunities for students at risk of dropping out of school. Incentives for individual and school-wide performance will reward teacher excellence and effort toward common goals.

Additional security and administrative staff (Campus Monitors, Dean, Asst. Dean) will help to create and ensure a safe and secure environment, where students who are behaviorally challenged will find support in shaping new behavior, and teachers will be supported in establishing safe and orderly classrooms where learning is the focus. Focused professional development in Restorative Justice will shape discipline that is focused on positive learning and responsible choices. Out of school suspensions will be reduced as a cohesive program of discipline and consistent consequences will replace punitive responses to misbehavior.

Funding will also provide strong support services for students through a counselor, Student services coordinator, and administrative assistants who will work together to build programs that support attendance, school involvement and academic achievement.

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
N/A	\$1,327,800	\$1,329,000	\$1,128,630	1,327,800

2015-2016 Proposed Budget

School Emmerich Manual High School Corp. #8815

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												
Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	262,600	120,820	44,359.00	20,241				25,000	87,000		560,035
21000	Support Services - Student	125,000	21,250	290,500	49,385							486,135
22100	Improvement of Instruction (Professional Development)	216,000	10,030									226,030
22900	Other Support Services		30,000		5100							35,100
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation							20,500				20,500
33000	Community Service Operations											
60100	Transfers (interfund)											
	Column Totals											1,327,800
Total Cost <u>1,327,800</u>												
Principal Signature:												
Department of Education/SBOE Signatures												

Additional Comments (if required):

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Grant Planning Application Form

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Grant Request Information		
School: Glenwood Leadership Academy	Corp: Evansville Vanderburgh School Corporation	Funding Request Amount: \$399,973.54
Principal: Tamara Skinner Carrie Hillyard (Dir: Internal Lead Partner)	Contact email: Tamara.Skinner@evsc.k12.in.us Carrie.Hillyard@evsc.k12.in.us	Contact phone: (812) 435-8242 (812) 435-8459
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • Increase academic growth/achievement on ISTEP+ ELA (#/% pending 2015 ISTEP+ baseline data). • Increase academic growth/achievement on ISTEP+ mathematics (#/% pending 2015 ISTEP+ baseline data). • Reduce average daily office referrals (ODR's) to less than 4 per day during the 2015-16 school year. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

As an internal leader partner (ILP) with EVSC, the Office of Transformational Support (OTS) anticipates that it will support the needs of Glenwood Leadership Academy (GLA) in three major areas: (1) school leadership development and support; (2) school leadership accountability/oversight and district advocacy; and (3) district scalability and sustainability of a differentiated support model. There is a shared belief among all stakeholders that the identified priorities are important for the following reasons:

- GLA has its own unique history, conditions, capacity, and support gaps that require strategically-aligned support.
- Turnaround Academies like GLA require transformational school leaders. This skillset must be nurtured, developed, and supported to ensure the school owns, drives, and sustains its drastic improvement efforts.
- GLA must strategically develop a pipeline of talent, including teacher leadership, for its sustained improvement.
- Reciprocal accountability must be balanced with timely and deeply-embedded support.
- The district must simultaneously transform its own infrastructure and alignment of support to ensure the theory and strategies of the Transformation Zone (TZ) model are scalable, malleable, and sustainable.

OTS Strategic Support Matrix - Glenwood Leadership Academy (GLA)

Key Support Need	Outcomes - Defined as major objectives	* Measurable Results - Defined as major deliverables and/or results of objectives
<p>School Leadership Development & Support</p>	<p>OTS anticipates providing support and guidance to GLA’s leadership team to:</p> <ul style="list-style-type: none"> • Build resource authority. Support the turnaround academy’s proactive planning and forecasting of priorities and needs aligned to people, time, money, and programming. • Align community partners with school needs. Support the establishment of community partnership alignment, driven by the needs of the turnaround academy’s students and staff (aligned to SIP/school goals). • Continuously build and/or refine systems of support GLA. Ensure the turnaround academy’s school leadership is effectively implementing continuous systems for planning, monitoring, and managing all aspects of school improvement, including personnel and fiscal alignment. • Targeted coaching for building leadership. Secure time with the principal and/or members of the GLA leadership team to focus on classroom management plans, expectations/communication plan, and support systems. • Build instructional leadership. Provide targeted coaching for principal and other members of GLA’s instructional leadership team to increase their instructional leadership capacity (i.e. targeted PD on backwards design, designing an instructional vision, etc.) • Effective intervention. Develop the capacity of GLA’s leadership team to ensure the efficacy and efficiency of its targeted interventions. • Data-analysis. Ensure the turnaround academy has effective support in analyzing results from the state assessment system and other relevant examples of student work. <p>OTS will engage and partner with MIE (the national leader on school turnaround) to provide support and development in these areas as needed.</p>	<p>Potential deliverables:</p> <ul style="list-style-type: none"> • Aligned staffing roster to school needs • Aligned school schedule to school needs • Targeted coaching modules (as needed) • PD calendar for GLA • Principal and leadership team coaching cycle

Key Support Need	Outcomes - Defined as major objectives	* Measurable Results - Defined as major deliverables and/or results of objectives
<p>Accountability & Oversight of School Leadership</p>	<p>OTS anticipates providing accountability and oversight to GLA's leadership team by:</p> <ul style="list-style-type: none"> • Direct management of GLA's building administration. Directly manage the turnaround academy leader of the turnaround academy, which is part of EVSC's Transformation Zone (TZ). This includes, but is not exclusive to: <ul style="list-style-type: none"> ○ Embedded guidance and support ○ Formal evaluation responsibility ○ Continuous feedback • Manage regular performance checkpoints on school improvement plan progress based upon concrete and measurable goals. Facilitate regular OTS checkpoints to monitor progress, assess need to guide school leadership team, and inform mid-course adjustments to supporting strategies. • Ensure effective implementation of targeted interventions. • Advocate for unique needs of GLA. OTS will advocate for the unique needs of GLA by: <ul style="list-style-type: none"> ○ Leverage the turnaround academy's leadership team to continue with increased discretion balanced with increased internal accountability (by liaising with all functional areas of central office, as required). ○ Review and advise any changes necessary to student enrollment and placement processes to increase family engagement and improve student outcomes ○ Continued discretion of key resources: people, time, money, and program balancing the needs of GLA with larger district initiatives and/or requirements ○ Ensure turnaround academy staff receives high quality professional development relevant to the implementation of instructional strategies by EVSC staff. • Serve as a point of contact to work collaboratively with the Indiana Department of Education's accountability and support and in order to guide next steps of the school's plan and support alignment, as needed. <p>OTS will engage and partner with MIE (the national leader on school turnaround) to provide support and development in these areas as needed.</p>	<p>Potential Deliverables:</p> <ul style="list-style-type: none"> • Principal observations and coaching feedback • Principal evaluation • SIP continuous improvement process • SIP performance monitoring (Implementation and Progress Metrics) • Advocacy • Superintendent discretion • IDOE monitoring reports and next steps • Differentiated Staffing • SBOE reports

Key Support Need	Outcomes - Defined as major objectives	* Measurable Results - Defined as major deliverables and/or results of objectives
<p>Scalability & Sustainability</p>	<p><i>EVSC believes in the scalability and sustainability of these efforts to ensure that the impact realized through this intervention is maintained in subsequent years. To that end, the EVSC is proactively developing a school support structure that models that best practices and learnings from its OTS internal lead partner model. In subsequent years following this intervention, this school support structure will be led by a Director of School Support (DSS) and will comprehensively address all schools within the EVSC including GLA. It is important for GLA's intervention, the OTS, to work closely with EVSC's DSS to ensure continued alignment of all efforts and supports needed to sustain GLA's progress this year. Therefore, OTS anticipates partnering with the identified DSS person to:</i></p> <ul style="list-style-type: none"> • Increase knowledge and build his or her context of GLA's unique needs and environment. <i>OTS will work actively with the identified DSS to build his or her understanding of the needs of GLA, the history of school improvement and intervention, and the major priorities that have impacted GLA's progress in past years and current year.</i> • Build relationships with key GLA leadership team members. <i>OTS will work closely with the DSS to introduce, build, and expand upon relationships needed for the school's success.</i> • Share systems, structures, and process related to people, time, money, and programs unique to GLA. <i>OTS has built and will refine this upcoming year systems related to instruction, leadership, and climate/culture that are unique to GLA and not guided by the efforts of the district as a whole. Therefore, OTS will ensure that these practices and systems are shared with the DSS, their impact realized, and the most sustaining and impactful practices from GLA can be scaled across the district.</i> <p><i>OTS will engage and partner with MIE (the national leader on school turnaround) to provide support and development in these areas as needed.</i></p>	<p><i>Potential Deliverables:</i></p> <ul style="list-style-type: none"> • <i>DSS job description</i> • <i>DSS coaching cycle</i> • <i>EVSC Organizational Chart</i>

**These are tentatively outlined deliverables/objectives based on anticipated needs for 2015-16.*

Budget History

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	<i>\$300,000.00</i>	<i>\$400,000.00</i>

** Note: Amounts in italics represent funding history for the SBOE-determined intervention.*

2015-2016 Proposed Budget

School Glenwood Leadership Academy Corp. Evansville Vanderburgh School Corp

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												
Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction											\$0.00
21000	Support Services - Student											\$0.00
22100	Improvement of Instruction (Professional Development)											
		\$69,333.00	\$22,463.89									\$91,796.89
22900	Other Support	\$58,500.00	\$18,954.00			\$220,000.00						\$297,454.00
25191	Refund of Revenue											\$0.00
26000	Operation and Maintenance											\$0.00
27000	Transportation											\$0.00
33000	Community Service											\$0.00
60100	Transfers (interfund)											\$0.00
	Column Totals	\$127,833.00	\$41,417.89	\$0.00	\$0.00	\$220,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$389,250.89
											Subtract the amount above 25,000 (per individual contracted service) from your total budget:	\$195,000.00
											Total after deducting Property (710-748)	\$194,250.89
											Total Available for Indirect Costs (Rate: 5.52%)	\$10,722.65
											Amount of Indirect Cost to be used	\$10,722.65
											Grand Total After Indirect Cost	\$399,973.54

Principal Signature:

Department of Education/SBOE Signatures

A handwritten signature in black ink, appearing to read "Samuel M. ...", is written across the top portion of a rectangular box. The signature is cursive and elegant.

Additional Comments (if required):

1003(a) Planning Application

Please submit via email to: Charlie Geier (cgeier@doe.in.gov) at DOE. Please copy Rguffin@sboe.in.gov.

- A planning application must be completed and submitted to IDOE for review by **May 1, 2015**.
 - The purpose of the planning application is to identify school-level funding for each school implementing a state board intervention and expedite final approval
 - The application will allow IDOE/SBOE to review and DOE to provide technical assistance on how funding can be spent
 - IDOE will provide guidance on the intent and purpose of Title I and fiscal guidelines including supplement, not supplant
- A final application will be submitted and signed in **June 2015**
 - Final applications will be included in the Title I Application center, online, to facilitate the reimbursement of funds
- Funding for SY 2015-2016 will become available for schools to use on **July 1, 2015** (this is a federal mandate)

Indiana Department of Education

- The **IDOE will provide technical assistance** to the LEAs in submitting applications for 1003a grant funds.
- After applications and amendments are reviewed and approved for allowable activities and expenditures, the IDOE will release the funds on July 1, 2015, to the LEA for interventions.
- As the SEA responsible for oversight of federal funds, the IDOE will monitor the implementation of grant programs and expenditures.
- The IDOE will continue to support school improvement initiatives of schools under SBOE intervention by conducting on-site visits of intervention schools and providing feedback to the LEAs and SBOE.
- The IDOE will collect monthly reports from each intervention school and share with SBOE staff.
- The IDOE will provide guidance on the Title 1 guidelines including supplement, not supplant.
- The intervention schools will have access to the professional development and technical assistance provided to our Focus and Priority Schools.

Timeline

DATE	ACTIVITY
April 1, 2015	Begin planning for 2015
May 1, 2015	Planning applications submitted to IDOE for review
June 30, 2015	Final application submitted and approved
July 1, 2015	Funds become available for the 2015-2016 school year
November 2015 – May 2016	Amendment period
September 30, 2016	All funds must be expended

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Lincoln School	Corp: Evansville Vanderburgh School Corporation	Funding Request Amount: \$389,031.11
Principal: Ronnetha Darrett Carrie Hillyard (Dir: Internal Lead Partner)	Contact email: Ronnetha.Darrett@evsc.k12.in.us Carrie.Hillyard@evsc.k12.in.us	Contact phone: (812) 435-8235 (812) 435-8459
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • Increase academic growth/achievement on ISTEP+ ELA (#/% pending 2015 ISTEP+ baseline data). • Increase academic growth/achievement on ISTEP+ mathematics (#/% pending 2015 ISTEP+ baseline data). • Reduce average daily office referrals (ODR's) to less than 6 per day during the 2015-16 school year.. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

As an internal leader partner (ILP) with EVSC, the Office of Transformational Support (OTS) anticipates that it will support the needs of Lincoln in three major areas: (1) school leadership development and support; (2) school leadership accountability/oversight and district advocacy; and (3) district scalability and sustainability of a differentiated support model. There is a shared belief among all stakeholders that the identified priorities are important for the following reasons:

- Lincoln has its own unique history, conditions, capacity, and support gaps that require strategically-aligned support.
- Turnaround Academies like Lincoln require transformational school leaders. This skillset must be nurtured, developed, and supported to ensure the school owns, drives, and sustains its drastic improvement efforts.
- Lincoln must strategically develop a pipeline of talent, including teacher leadership, for its sustained improvement.
- Reciprocal accountability must be balanced with timely and deeply-embedded support.
- The district must simultaneously transform its own infrastructure and alignment of support to ensure the theory and strategies of the Transformation Zone (TZ) model are scalable, malleable, and sustainable.

OTS Strategic Support Matrix - Lincoln School

Key Support Need	Outcomes - Defined as major objectives	* Measurable Results - Defined as major deliverables and/or results of objectives
<p>School Leadership Development & Support</p>	<p>OTS anticipates providing support and guidance to Lincoln’s leadership team to:</p> <ul style="list-style-type: none"> • Build resource authority. Support the turnaround academy’s proactive planning and forecasting of priorities and needs aligned to people, time, money, and programming. • Align community partners with school needs. Support the establishment of community partnership alignment, driven by the needs of the turnaround academy’s students and staff (aligned to SIP/school goals). • Continuously build and/or refine systems of support Lincoln. Ensure the turnaround academy’s school leadership is effectively implementing continuous systems for planning, monitoring, and managing all aspects of school improvement, including personnel and fiscal alignment. • Targeted coaching for building leadership Secure time with the principal and/or members of the Lincoln leadership team to focus on classroom management plans, expectations/communication plan, and support systems. • Build instructional leadership. Provide targeted coaching for principal and other members of Lincoln’s instructional leadership team to increase their instructional leadership capacity (i.e. targeted PD on backwards design, designing an instructional vision, etc.) • Effective intervention. Develop the capacity of Lincoln’s leadership team to ensure the efficacy and efficiency of its targeted interventions. • Data-analysis. Ensure the turnaround academy has effective support in analyzing results from the state assessment system and other relevant examples of student work. <p>OTS will engage and partner with MIE (the national leader on school turnaround) to provide support and development in these areas as needed.</p>	<p>Potential deliverables:</p> <ul style="list-style-type: none"> • Staffing aligned to school needs • Time/schedule aligned to school needs • Targeted coaching modules/embedded support • Lincoln PD Calendar • Principal/leadership team coaching cycle • University of Southern Indiana: <ul style="list-style-type: none"> ○ <i>Teach Now, Transform Tomorrow- An Innovative, Year-Long Student Teaching Fellowship at Lincoln</i> • Lincoln School History Project in partnership with NAACP and Lincoln Alumni

Key Support Need	Outcomes - Defined as major objectives	* Measurable Results - Defined as major deliverables and/or results of objectives
<p>Accountability & Oversight of School Leadership</p>	<p>OTS anticipates providing accountability and oversight to Lincoln’s leadership team by:</p> <ul style="list-style-type: none"> • Direct management of Lincoln’s building administration. Directly manage the turnaround academy leader of the turnaround academy, which is part of EVSC’s Transformation Zone (TZ). This includes, but is not exclusive to: <ul style="list-style-type: none"> ○ Embedded guidance and support ○ Formal evaluation responsibility ○ Continuous feedback • Manage regular performance checkpoints on school improvement plan progress based upon concrete and measurable goals. Facilitate regular OTS checkpoints to monitor progress, assess need to guide school leadership team, and inform mid-course adjustments to supporting strategies. • Ensure effective implementation of targeted interventions. • Advocate for unique needs of Lincoln. OTS will advocate for the unique needs of Lincoln by: <ul style="list-style-type: none"> ○ Leverage the turnaround academy’s leadership team to continue with increased discretion balanced with increased internal accountability (by liaising with all functional areas of central office, as required). ○ Review and advise any changes necessary to student enrollment and placement processes to increase family engagement and improve student outcomes ○ Continued discretion of key resources: people, time, money, and program balancing the needs of Lincoln with larger district initiatives and/or requirements ○ Ensure turnaround academy staff receives high quality professional development relevant to the implementation of instructional strategies by EVSC staff. • Serve as a point of contact to work collaboratively with the Indiana Department of Education’s accountability and support and in order to guide next steps of the school’s plan and support alignment, as needed. <p>OTS will engage and partner with MIE (the national leader on school turnaround) to provide support and development in these areas as needed.</p>	<p>Potential Deliverables:</p> <ul style="list-style-type: none"> • Principal observations and coaching feedback • Principal evaluation • SIP continuous improvement process • SIP performance monitoring (Implementation and Progress Metrics) • Advocacy • Superintendent discretion • IDOE monitoring reports and next steps • Differentiated Staffing • SBOE reports

Key Support Need	Outcomes - Defined as major objectives	* Measurable Results - Defined as major deliverables and/or results of objectives
<p>Scalability & Sustainability</p>	<p>EVSC believes in the sustainability of these efforts to ensure that the impact realized through this intervention is maintained in subsequent years. To that end, the EVSC is proactively developing a school support structure that models that best practices and learnings from its OTS internal lead partner model. In subsequent years following this intervention, this school support structure will be led by a Director of School Support (DSS) and will comprehensively address all schools within the EVSC including Lincoln. It is important for Lincoln's intervention, the OTS, to work closely with EVSC's DSS to ensure continued alignment of all efforts and supports needed to sustain Lincoln's progress this year. Therefore, OTS anticipates partnering with the identified DSS person to:</p> <ul style="list-style-type: none"> • Increase knowledge and build his or her context of Lincoln's unique needs and environment. OTS will work actively with the identified DSS to build his or her understanding of the needs of Lincoln, the history of school improvement and intervention, and the major priorities that have impacted Lincoln's progress in past years and current year. • Build relationships with key Lincoln leadership team members. OTS will work closely with the DSS to introduce, build, and expand upon relationships needed for the school's success. • Share systems, structures, and process related to people, time, money, and programs unique to Lincoln. OTS has built and will refine this upcoming year systems related to instruction, leadership, and climate/culture that are unique to Lincoln and not guided by the efforts of the district as a whole. Therefore, OTS will ensure that these practices and systems are shared with the DSS, their impact realized, and the most sustaining and impactful practices from Lincoln can be scaled across the district. <p><i>OTS will engage and partner with MIE (the national leader on school turnaround) to provide support and development in these areas as needed.</i></p>	<p><i>Potential Deliverables:</i></p> <ul style="list-style-type: none"> • <i>DSS job description</i> • <i>DSS coaching cycle</i> • <i>EVSC Organizational Chart</i>

**These are tentatively outlined deliverables/objectives based on anticipated needs for 2015-16.*

Budget History

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	<i>\$225,000.00</i>	<i>\$400,000.00</i>

** Note: Amounts in italics represent funding history for the SBOE-determined intervention.*

2015-2016 Proposed Budget

School Lincoln School Corp. Evansville Vanderburgh School Corp

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget													
		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals	
Account Number	Expenditure Account	Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer		
		Cert.	Noncert	Cert.	Noncert.								
11000	Instruction											\$0.00	
21000	Support Services - Student											\$0.00	
22100	Improvement of Instruction (Professional Development)	\$66,667.00	\$21,600.11									\$88,267.11	
22900	Other Support	\$61,000.00	\$19,764.00			\$220,000.00						\$300,764.00	
25191	Refund of Revenue											\$0.00	
26000	Operation and Maintenance											\$0.00	
27000	Transportation											\$0.00	
33000	Community Service											\$0.00	
60100	Transfers (interfund)											\$0.00	
	Column Totals	\$127,667.00	\$41,364.11	\$0.00	\$0.00	\$220,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$389,031.11	
												Subtract the amount above 25,000 (per individual contracted service) from your total budget:	\$195,000.00
												Total after deducting Property (710-748)	\$194,031.11
												Total Available for Indirect Costs (Rate: 5.52%)	\$10,710.52
												Amount of Indirect Cost to be used	\$10,710.52
												Grand Total After Indirect Cost	\$399,741.63

Principal Signature:
Department of Education/SBOE Signatures

Rometho A. Davett

Additional Comments (if required):

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: George Washington High School	Corp: 5643	Funding Request Amount: \$200,000
Principal: Emily Butler	Contact email: bulterea@myips.org	Contact phone: 693-5520
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> By June 2015, George Washington Community High School will raise the 4-year graduation rate—reflected in the Fall 2016 Report Card—to 70% as measured by the number of 4 year graduates in Cohort 2015. By June 2015, George Washington community High School will reduce incidents of suspension in middle by 20% as measured by the number of incidents of suspension. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$156,000	\$200,000

2015-2016 Proposed Budget

School George Washington High School Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget																
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Cert.	Noncert	Salary	Cert.	Noncert.	Cert.	Noncert.	Prof. Service							
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	53,914.14			25,371.36											79,285.50
22900	Other Support Services	14,085.86			6,628.64				100,000							120,714.50
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	68,000			32,000				100,000							200,000
Total Cost \$200,000																

Jessie Stasi

Principal Signature:
Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: George Washington Middle School	Corp: 5513	Funding Request Amount: \$200,000
Principal: Emily Butler	Contact email: bulterea@myips.org	Contact phone: 693-5520
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> By June 2015, George Washington Community High School will raise the 4-year graduation rate—reflected in the Fall 2016 Report Card—to 70% as measured by the number of 4 year graduates in Cohort 2015. By June 2015, George Washington community High School will reduce incidents of suspension in middle by 20% as measured by the number of incidents of suspension. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$156,000	\$200,000

2015-2016 Proposed Budget

School George Washington Middle School Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget													Line Totals			
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	
		Cert.	Noncert	Cert.	Noncert	Cert.	Noncert.	Prof. Service	Rentals	Other Purchase	General Supplies	Property	Transfer			
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	53,914.14	25,371.36	36,623												79,285.50
22900	Other Support Services	14,085.86		6,628.64		100,000										120,714.50
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	68,000		32,000		100,000										200,000
Total Cost \$200,000																

Jessie Hart

Principal/AIO Signature:
Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones in the will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Broad Ripple Magnet Middle School	Corp: 5509	Funding Request Amount: \$150,000
Principal: Michael Akers	Contact email: akersmt@myips.org	Contact phone: 693-5708
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none">Broad Ripple Magnet Jr. HS will decrease Bottom 25% ELA low growth by 9% (48.8% to 39.7%) as measured by the 2015 ISTEP+ assessment.Broad Ripple Magnet Jr. HS will decrease Bottom 25% Math low growth by 15% (57.5% to 42.3%) as measured by the 2015 ISTEP+ assessment.Broad Ripple Magnet Jr. HS will increase all students with high growth 10% (17.2% to 27.2%) as measured by the 2015 ISTEP+ assessment.		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activity: Math coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Expected Outcomes:

- Increase in student achievement in MS math and Alg 1.
- Increased capacity among teachers to develop and implement quality lessons to address the diverse needs of MS students.
- Increased capacity among teachers to conduct minute by minute and common assessments
- Increased capacity among teachers to utilize assessment data to provide corrective instruction based upon individual student needs
- Better implementation of the Gradual Release Model

Measurable Results:

- Student achievement data
- Student discipline and attendance data
- Teacher turnover data
- PLC data

Activity: Edison Learning

Expected Outcomes:

- A more cohesive and focused middle school model
- Increased student outcomes
- Strengthened teaming among middle school teachers
- Consistent Rituals and routines in the middle school
- Common focus of literacy, PLCs and gradual release among middle school teams
- Increased capacity among teachers in using data to drive instruction

Measurable Results:

- Student achievement data
- Student discipline and attendance data
- Teacher turnover data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$156,000	\$150,000

2015-2016 Proposed Budget

School Broad Ripple Magnet Middle School Corp.

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												Line Totals					
Account Number	Expenditure Account	110		120		211-290		211-290		311-319 Prof. Service	440 Rentals	510-593 Other Purchase	611-689 General Supplies	710-748 Property	910 Transfer		
		Cert.	Noncert	Cert.	Noncert	Cert.	Noncert.										
11000	Instruction																
21000	Support Services - Student																
22100	Improvement of Instruction (Professional Development)	27,500		8,800				113,700									150,000
22900	Other Support Services																
25191	Refund of Revenue																
26000	Operation and Maintenance																
27000	Transportation																
33000	Community Service Operations																
60100	Transfers (interfund)																
	Column Totals	27,500		8,800				113,700									150,000
Total Cost \$150,000																	

Principal/AIO Signature: *Ajay A. Newl.*
 Department of Education/SBOE Signatures

Additional Comments (if required):

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: William Penn	Corp: 5549	Funding Request Amount: \$125,000
Principal: Corey Franklin	Contact email: franklco@myips.org	Contact phone: 226-4249
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • By May of 2015, 75% of 3rd grade students at WPE will pass IREAD-3 and ISTEP+ ELA assessment • By May of 2015, 65% of students in 4th and 5th grade at WPE will pass the ISTEP+ ELA assessment • By May of 2015, 60% of students in our bottom subgroup (grades 4-6) will make typical or high growth on the ELA ISTEP+ assessment 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$6,000	\$125,000

2015-2016 Proposed Budget

School William Penn Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget																
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits		Rentals		Other Purchase	General Supplies							
		Cert.	Noncert	Cert.	Noncert.	Cert.	Noncert.			Cert.	Noncert.					
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	43,288.28		20,342.72												63,631
22900	Other Support Services	28,171.72		13,197.28				20,000								63,369
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	71,460		33,600				20,000								125,000
													Total Cost \$125,000			

Principal / AIO Signature: _____
 Department of Education/SBOE Signatures

Jessie P. ...

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer - (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Wendell Phillips	Corp: 5563	Funding Request Amount: \$125,000
Principal: Paul Wirth	Contact email: wirthpm@myips.org	Contact phone: 226-4263
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • By June 2018, students at Wendell Phillips will increase their overall proficiency in ELA 28.3 points from 41.7% to 70% • 2. By June 2018, students at Wendell Phillips will increase their overall proficiency in Math 19 points from 42.4% to 70% • 3. By June 2018, second grade students at Wendell Phillips increase overall proficiency on EOY DIBELS assessment from 46.0% to 70% 		
<ul style="list-style-type: none"> • Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request. 		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data


Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
	\$5,000	\$75,000	\$6,000	\$125,000

2015-2016 Proposed Budget

School Wendell Phillips Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												Line Totals				
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	
		Salary		Benefits		Rentals	Other Purchase	General Supplies	Property							Transfer
		Cert.	Noncert	Cert.	Noncert.					Cert.	Noncert.	Prof. Service				
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	43,288.28		20,342.72												63,631
22900	Other Support Services	28,171.72		13,197.28				20,000								61,369
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals															125,000
															Total Cost \$125,000	

Principal / AIO Signature: 

Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: John Marshall High School	Corp: 5494	Funding Request Amount: \$150,000
Principal: Ashauna Short	Contact email: shorta@myips.org	Contact phone: 693-5471
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none">• By May 2015, John Marshall Community High School will increase English passing rate from 30.4% to 55.4% as measured by the English 10 ECA• By May 2015, John Marshall Community High School will increase the percent of students passing the Algebra I ECA by 25%, from 37.2% to 62.2%.• By May 2015, John Marshall Community High School will reduce increase the graduation rate by 15%, from 60% to 75%.		
<ul style="list-style-type: none">• Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activity: Math coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Expected Outcomes:

- Increase in student achievement in HS math.
- Increased capacity among teachers to develop and implement quality lessons to address the diverse needs of HS students.
- Increased capacity among teachers to conduct minute by minute and common assessments
- Increased capacity among teachers to utilize assessment data to provide corrective instruction based upon individual student needs
- Better implementation of the Gradual Release Model

Measurable Results:

- Student achievement data
- Student discipline and attendance data
- Teacher turnover data
- PLC data

Activity: Edison Learning

Expected Outcomes:

- A more cohesive and focused high school model
- Increased student outcomes

- Strengthened teaming among high school teachers
- Consistent Rituals and routines in the high school
- Common focus of literacy, PLCs and gradual release among middle school teams
- Increased capacity among teachers in using data to drive instruction

Measurable Results:

- Student achievement data
- Student discipline and attendance data
- Teacher turnover data
- PLC data

Activity: Capturing Kid’s Hearts is the core of a powerful process that transforms schools by building trusting relationships among teachers, staff and students. Because CKH training presents so many transformational ideas and techniques, we often find that schools need additional assistance with implementation. This vital reinforcement is provided through Process Champions. Source: <http://flippengroup.com/education/edupc.html>

Expected Outcomes:

- Mentor colleagues in implementing Capturing Kids’ Hearts concepts and skills
- Respond to peers’ questions about how to handle specific student situations
- Model key skills and behaviors
- Support peers in developing self-managing groups

Source: <http://flippengroup.com/education/edupc.html>

Measurable Results

- Positive improvement in school climate
- Student discipline and attendance data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$156,000	\$150,000

2015-2016 Proposed Budget

School John Marshall High School Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget																
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Cert.	Noncert	Salary	Cert.	Noncert	Benefits	Prof. Service	Rentals							
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)			27,500				8,800		113,700						150,000
22900	Other Support Services															
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals			27,500				8,800		113,700						150,000
Total Cost \$150,000																

[Handwritten Signature]

Principal / AIO Signature:
Department of Education/SBOE Signatures

Additional Comments (if required):

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: John Marshall Middle School	Corp: 5517	Funding Request Amount: \$150,000
Principal: Ashauna Short	Contact email: shorta@myips.org	Contact phone: 693-5471
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none">• By May 2015, John Marshall Junior High School will increase students passing from 20.6% to 45.6% as measured by ISTEP.• By May 2015, John Marshall Junior High School will increase the number of students passing Math ISTEP from 25.1% to 50.1%.		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activity: Math coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Expected Outcomes:

- Increase in student achievement in MS math.
- Increased capacity among teachers to develop and implement quality lessons to address the diverse needs of MS students.
- Increased capacity among teachers to conduct minute by minute and common assessments
- Increased capacity among teachers to utilize assessment data to provide corrective instruction based upon individual student needs
- Better implementation of the Gradual Release Model

Measurable Results:

- Student achievement data
- Student discipline and attendance data
- Teacher turnover data
- PLC data

Activity: Edison Learning

Expected Outcomes:

- A more cohesive and focused middle school model
- Increased student outcomes
- Strengthened teaming among middle school teachers
- Consistent Rituals and routines in the middle school

- Common focus of literacy, PLCs and gradual release among middle school teams
- Increased capacity among teachers in using data to drive instruction

Measurable Results:

- Student achievement data
- Student discipline and attendance data
- Teacher turnover data
- PLC data

Activity: Capturing Kid’s Hearts is the core of a powerful process that transforms schools by building trusting relationships among teachers, staff and students. Because CKH training presents so many transformational ideas and techniques, we often find that schools need additional assistance with implementation. This vital reinforcement is provided through Process Champions. Source: <http://flippengroup.com/education/edupc.html>

Expected Outcomes:

- Mentor colleagues in implementing Capturing Kids’ Hearts concepts and skills
- Respond to peers’ questions about how to handle specific student situations
- Model key skills and behaviors
- Support peers in developing self-managing groups

Source: <http://flippengroup.com/education/edupc.html>

Measurable Results

- Positive improvement in school climate
- Student discipline and attendance data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$505,000	\$150,000

2015-2016 Proposed Budget

School John Marshall Middle School Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												Line Totals				
Account Number	Expenditure Account	110		120		211-290	211-290		311-319	440	510-593	611-689	710-748	910		
		Cert.	Noncert.	Salary	Noncert.		Cert.	Noncert.								Prof. Service
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	27,500				8,800			113,700							150,000
22900	Other Support Services															
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	27,500				8,800			113,700							150,000
Total Cost \$150,000																

Nez C. AIO

Principal / AIO Signature:

Department of Education/SBOE Signatures

Additional Comments (if required):

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Lew Wallace	Corp: 5607	Funding Request Amount: \$125,000
Principal: Sheldon Floyd	Contact email: floydse@myips.org	Contact phone: 226-4107
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> By May 2015, Lew Wallace Elementary School will raise 3rd-6th grade ISTEP proficiency scores to a minimum of 60% passing of Math portion of the ISTEP exam. By May 2015, Lew Wallace Elementary School will raise 3rd-6th grade ISTEP growth to a minimum of 42.4% in Math and 39.8% in ELA portion among 39.2% of top 75 % previous years students participating in Math ISTEP and 36.2% of previous years students participating in ELA ISTEP. By May 2015, Lew Wallace Elementary School will raise 3rd-6th grade ISTEP growth to a minimum of 67% in Math and 45% in ELA portion among 45% of bottom 25% previous years students participating in Math ISTEP and 43% of previous years students participating in ELA ISTEP. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$0.00	\$125,000

2015-2016 Proposed Budget

School Lew Wallace Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget															
Account Number	Expenditure Account	110		120		211-290	211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Cert.	Noncert	Salary	Noncert		Cert.	Noncert.							
11000	Instruction														
21000	Support Services - Student														
22100	Improvement of Instruction (Professional Development)	43,288.28				20,342.72									63,631
22900	Other Support Services	28,171.72				13,197.28		20,000							61,369
25191	Refund of Revenue														
26000	Operation and Maintenance														
27000	Transportation														
33000	Community Service Operations														
60100	Transfers (interfund)														
	Column Totals	71,460				33,600		20,000							125,000
Total Cost \$125,000															



Principal / AIO Signature:
 Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – West, the Learning Community Director (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Louis B. Russell	Corp: 5548	Funding Request Amount: \$125,000
Principal: Crishell Sam	Contact email: samcd@myips.org	Contact phone: 226-4248
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> • ELA scores will improve by 10% overall for the school year 2014-2015 (55% to 65%) • Math scores will improve by 10% overall for the school year 2014-2015 (60% to 70%) • Louis B. Russell Elementary will develop a culturally competent environment building-wide by holding high expectation for all students and using relevant practices. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
0.00	\$5,000	\$75,000	\$6,000	\$125,000

2015-2016 Proposed Budget

School Louis B. Russell Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget													
Account Number	Expenditure Account	110		120		211-290		211-290		311-319		Line Totals	
		Salary	Noncert.	Salary	Noncert.	Cert.	Noncert.	Prof. Service	Rentals	510-593	611-689		710-748
		Cert.	Noncert.	Cert.	Noncert.	Cert.	Noncert.	Prof. Service	Rentals	Other Purchase	General Supplies	Property	Transfer
11000	Instruction												
21000	Support Services - Student												
22100	Improvement of Instruction (Professional Development)	43,288.28		20,342.72									63,631
22900	Other Support Services	28,171.72		13,197.28				20,000					61,369
25191	Refund of Revenue												
26000	Operation and Maintenance												
27000	Transportation												
33000	Community Service Operations												
60100	Transfers (interfund)												
	Column Totals	71,460		33,600				20,000					125,000
												Total Cost	\$125,000

Jessie Pratt

Principal / AIO Signature:
 Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs) . The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Northwest High School	Corp: 5483	Funding Request Amount: \$75,000
Principal: Michelle Brittain-Watts	Contact email: brittawm@myips.org	Contact phone: 693-5601
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> By May 2015, Northwest Community Jr and Sr High School will reduce the percent of students failing ELA by 25%, increasing the percent passing from 43.6% to 69.0% as measured by ECA. By May 2015, Northwest Community Jr and Sr High School will reduce the percent of students failing Math by 25%, increasing the percent passing from 50.9% to 76% as measured by ECA. By May 2015, Northwest Community Jr and Sr High School will reduce the percent of students failing E/LA ISTEP+ by 25%, increasing the percent passing from 30.5% to 56% as measured by ISTEP+. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$6,000	\$75,000

2015-2016 Proposed Budget

School Northwest High School Corp.

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												Line Totals				
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	
		Cert.	Nonc	Cert.	Nonc	Cert.	Noncert.	Prof. Service	Rentals	Other Purchase	General Supplies	Property	Transfer			
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	33,399.64		10,971.36												44,371
22900	Other Support Services	14,027.72		6,601.28				10,000								30,629
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	47,427.36		17,572.64				10,000								75,000
Total Cost \$75,000																



Principal / AIO Signature:

Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Northwest Middle School	Corp: 5516	Funding Request Amount: \$75,000
Principal: Michelle Brittain-Watts	Contact email: brittawm@myips.org	Contact phone: 639-5601
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> By May 2015, Northwest Community Jr and Sr High School will reduce the percent of students failing ELA by 25%, increasing the percent passing from 43.6% to 69.0% as measured by ECA. By May 2015, Northwest Community Jr and Sr High School will reduce the percent of students failing Math by 25%, increasing the percent passing from 50.9% to 76% as measured by ECA. By May 2015, Northwest Community Jr and Sr High School will reduce the percent of students failing E/LA ISTEP+ by 25%, increasing the percent passing from 30.5% to 56% as measured by ISTEP+. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

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- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data


Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$6,000	\$75,000

2015-2016 Proposed Budget

School Northwest Middle School Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												Line				
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Cert.	Nonc	Cert.	Nonc	Cert.	Noncert.	Prof. Service	Property							
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	33,399.64		10,971.36												44,371
22900	Other Support Services	14,027.72		6,601.28				10,000								30,629
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	47,427.36		17,572.64				10,000								75,000
Total Cost \$75,000																

Principal / AIO Signature: 

Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Instructional Coach will provide strategic instructional support to building level coaches and teachers within a specific content area via professional development, walkthroughs, model lessons, and lesson development training. Instructional Coaches will support and train building level coaches/teachers in the district instructional focus of Mastery Learning. Instructional Coaches will also provide additional curriculum resources to ensure schools gain success on all formative and summative assessments in efforts to impact overall student achievement.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Arlington Community High School	Corp:	Funding Request Amount: \$250,000
Principal: Stanley Law	Contact email: laws@myips.org	Contact phone:
Please define the expected SMART goals directly associated with the funding request.		
<ul style="list-style-type: none"> Arlington HS will decrease Bottom 25% ELA low growth by 10% as measured by the 2015 ISTEP+ assessment. *Arlington HS will decrease Bottom 25% Math low growth by 10% as measured by the 2015 ISTEP+ assessment. *Arlington HS will increase all students with high growth 10% as measured by the 2015 ISTEP+ assessment. 		
Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.		

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Activity: AVID will provide a focus on the following 4 key areas of school success:

- Instruction: Entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Systems: Systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.

Leadership: School leadership sets the vision and tone to promote college readiness and high expectations for all students in the school.

Culture: School's beliefs and behaviors which reflect and demonstrate an increase in the number of students meeting college readiness requirements." Resourced from <http://www.avid.org/avid-schoolwide.ashx>

Expected Outcomes:

- Teach skills and behaviors for academic success
- Provide intensive support with tutorials and strong student/teacher relationships
- Create a positive peer group for students
- Develop a sense of hope for personal achievement gained through hard work and determination"
- Resourced from <http://www.avid.org/avid-schoolwide.ashx>

Measurable Results:

- Student achievement data
- Teacher turnover data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$0.00	\$250,000

2015-2016 Proposed Budget

School Arlington Community High School Corp.

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget																
Account Number	Expenditure Account	110		120		211-290		211-290		311-319	440	510-593	611-689	710-748	910	Line Totals
		Cert.	Noncert	Salary	Cert.	Noncert	Benefits	Prof. Service	Rentals							
11000	Instruction															
21000	Support Services - Student															
22100	Improvement of Instruction (Professional Development)	26,714.14			12,571.36			40,000								59,285.50
22900	Other Support Services	14,085.86			6,628.64			150,000								170,714.50
25191	Refund of Revenue															
26000	Operation and Maintenance															
27000	Transportation															
33000	Community Service Operations															
60100	Transfers (interfund)															
	Column Totals	40,800			19,200			190,000								250,000
													Total Cost \$250,000			

Veronica P, AIO

Principal/AIO's Signature:
 Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information		
School: Arlington Community Middle School	Corp:	Funding Request Amount: \$250,000
Principal: Stanley Law	Contact email: laws@myips.org	Contact phone:

Please define the expected SMART goals directly associated with the funding request.

- Arlington HS will decrease Bottom 25% ELA low growth by 10% as measured by the 2015 ISTEP+ assessment.
- *Arlington HS will decrease Bottom 25% Math low growth by 10% as measured by the 2015 ISTEP+ assessment.
- *Arlington HS will increase all students with high growth 10% as measured by the 2015 ISTEP+ assessment.

Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.

Activities: The Transformation Zone will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. The TZ will work towards rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

Expected Outcomes:

- Develop principals as instructional leaders with keen ability to manage and distribute instructional resources
- Focus on student learning and teacher development
- Implement an effective professional development model that involves a complete cycle of facilitative and direct coaching
- Create a culture of reflective practitioners for increased effective instructional leadership and the improvement of daily instructional practice
- Cultivate positive school morale and build staff capacity for impactful student teacher relationships

Measurable Results:

- Student achievement data
- Classroom observation data
- Teacher turnover data
- School-Culture data
- PLC data

Activity: AVID will provide a focus on the following 4 key areas of school success:

- **Instruction:** Entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.
Systems: Systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improved academic performance for all students.

Leadership: School leadership sets the vision and tone to promote college readiness and high expectations for all students in the school.

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Expected Outcomes:

- Teach skills and behaviors for academic success
- Provide intensive support with tutorials and strong student/teacher relationships
- Create a positive peer group for students
- Develop a sense of hope for personal achievement gained through hard work and determination"
- Resourced from <http://www.avid.org/avid-schoolwide.ashx>

Measurable Results:

- Student achievement data
- Teacher turnover data
- PLC data

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
\$0.00	\$0.00	\$0.00	\$0.00	\$250,000

2015-2016 Proposed Budget

School Arlington Community Middle School Corp. _____

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												Line Totals		
Account Number	Expenditure Account	110		120		211-290	211-290		311-319	440	510-593	611-689	710-748	910
		Cert.	Noncert.	Salary	Noncert.		Cert.	Noncert.						
11000	Instruction													
21000	Support Services - Student													
22100	Improvement of Instruction (Professional Development)	26,714.14				12,571.36		40,000						
22900	Other Support Services	14,058.86				6,628.64		150,000						
25191	Refund of Revenue													
26000	Operation and Maintenance													
27000	Transportation													
33000	Community Service Operations													
60100	Transfers (interfund)													
	Column Totals	40,800				19,200		190,000						
													Total Cost	\$250,000

Rebecca S. Conway AIO

Principal/AIO Signature:

Department of Education/SBOE Signatures

Additional Comments (if required):

TZ Director - IPS's Learning Community Director – Transformation Zone will oversee one of the district's new Transformation Zones (TZs). The Transformation Zones Community will design and deliver innovative, flexible structures and services that are responsive to school-site needs in order to drive dramatic, transformational improvement in student achievement. Reporting to Academic Improvement Officer – (LCD) will be tasked with leveraging the capacity of assigned TZ to change outcomes within assigned TZ schools: rapid increases in student achievement, positive climates for student success, effective engagement of parents and community, and the development of high performing faculty and leadership teams.

The Learning Community Director (LCD) is responsible for supporting the successful implementation of his/her assigned TZ in accordance with IPS's strategic and transformational vision and priorities.

Math Coach performs a variety of instructional support tasks in coordinating the effective implementation of mathematical programs. Math coach will primarily assist teachers with developing strategies and methods for assessing and addressing the math instructional needs of their students.

Grant Planning Application Form

In order to expedite the 1003a grant review and approval process, ensure effective technical assistance and monitoring, and planning please complete the following information regarding the grant funding request.

Grant Request Information

School: <i>Theodore Roosevelt CCA</i>	Corp: <i>8820</i>	Funding Request Amount: <i>1,251,511.95</i>
Principal: <i>Dr. Sabrina Davis, syst.</i>	Contact email: <i>sabrina.davis@trccca.org</i>	Contact phone: <i>312-554-9340</i>

Please define the expected SMART goals directly associated with the funding request.

- SMART GOAL 1: By the end of SY2015-16, TRCCA will increase student achievement in all ECA tested subject areas with a pass rate of 10% over the previous year as measured by the IDOE ECAs.
- SMART GOAL 2: By the end of SY2015-16, TRCCA will increase student achievement in all ISTEP tested subject areas with a pass rate of 10% over the previous year as measure by the IDOE ISTEP+.
- SMART GOAL 3: By the end of SY2015-16, TRCCA will increase overall student graduation rate by 10% over the previous year as measured by the Core 40 requirements.
- SMART GOAL 4: By the end of SY2015-16, TRCCA will reduce the number of truancy reports by a rate of 10% from the previous year as measured by attendance records.
- SMART GOAL 5: By the end of SY2015-16, TRCCA will increase the attendance rate by 10% over the previous year as measured by the attendance date compiled from the student information system.
- SMART GOAL 6: By the end of SY2015-16, TRCCA will ensure that teachers receive 50 hours of professional development training for pedagogical practices as measured by the yearly professional development plan.
- SMART GOAL 7: By the end of SY2015-16, TRACCA will increase students' participation in college and career development activities by a rate by 10% from the previous year as measured by enrollment in the school's College and Career preparedness program, including college visits.

Please clearly describe the expected activities, expected outcomes, and measurable results associated with the funding request.

- **SMART GOAL 1:** By the end of SY2015-16, TRCCA will increase student achievement in all ECA tested subject areas with a pass rate of 10% over the previous year as measured by the IDOE ECAs.

Expected Activities:

- Additional 150 minutes in mathematics instruction daily
- Additional 150 minutes in reading instruction daily
- Online Social Studies, Math and Science teachers will receive coaching from the Blended Learning Coordinator for all eCourses
- Monthly curriculum meetings will led by curriculum coordinators to assess students' progress and teacher efficacy
- All other teachers will also receive coaching from the Blended Learning Coordinator for all online courses
- Provide after school tutoring to students

Expected Outcomes:

- Build students' foundational skills in mathematics, reading and science
- Students practice mathematics, reading and science concepts through individual and small group instruction
- Students will demonstrate proficiency in Indiana DOE Algebra I standards
- Students will demonstrate proficiency in Indiana DOE English 10 standards
- Students will demonstrate proficiency in Indiana DOE Biology I standards
- Online teachers will differentiate instruction based on the implementation of eCourse program

Measurable Results:

- Students will demonstrate at least 3-5% increase in proficiency on eValue quarterly benchmark testing in all ECA tested subjects
 - Student-developed showcase portfolios documenting academic growth and ownership of the learning process
- **SMART GOAL 2:** By the end of SY2015-16, TRCCA will increase student achievement in all ISTEP tested subject areas with a pass rate of 10% over the previous year as measure by the IDOE ISTEP+.

Expected Activities:

- Additional 150 minutes in mathematics instruction daily
- Additional 150 minutes in reading instruction daily
- Online Social Studies and Science teachers will receive coaching from the Blended Coordinator for all blended learning courses
- Provide after school tutoring to students

Expected Outcomes:

- Build students' foundational skills in mathematics, reading and science
- Students practice mathematics, reading and science concepts through individual and small group instruction
- Students will demonstrate mastery of Indiana 7th and 8th grade Math standards
- Students will demonstrate mastery of Indiana 7th and 8th grade English Language Arts standards
- Students will demonstrate mastery of Indiana 7th and 8th grade Science standards
- Students will demonstrate mastery of Indiana 7th and 8th grade Social Studies standards
- Online teachers will differentiate instruction based on the implementation of blended learning program

Measurable Results:

- Students will demonstrate at least 3-5% increase in proficiency on eValue quarterly benchmark testing in all ISTEP tested subjects
 - Student-developed showcase portfolios documenting academic growth and ownership of the learning process
- **SMART GOAL 3:** By the end of SY2015-16, TRCCA will increase overall student graduation rate by 10% over the previous year as measured by the Core 40 requirements.

Expected Activities:

- Weekly team meetings led by the Student Support Manager to review and assess students' progress
- Quarterly guidance lessons monitored by the Student Support Manager
- Credit Recovery Aide will monitor student eCourse progress for all courses completing for credit recovery
- Technology Manager will conduct professional development for all staff on technology and education
- User Support Technician will ensure all software, hardware and programs are running at full capacity and troubleshoot for blended learning courses

Expected Outcomes:

- Increase the number of credits recovered in academic year
- Increase number of students utilizing blended learning courses for acceleration
- Provide students with tools for additional practice in all content areas outside of classroom time
- Provide students with Counselor to assist with developing credit recovery plan
- Provide students with Aide to assist with completing online credit recovery classes
- Tech Manager ensures that all software and hardware are working with minimal downtime
- Train students on how to use technology including keyboarding and navigating specific software

Measurable Results:

- The number of students and their families meeting with counselors
- The number of students and their families meeting with social worker
- The number of students with a credit recovery plan within the first 30 days of school
- Students will meet with counselors weekly to ensure they are on track with their credit recovery plan

- **SMART GOAL 4:** By the end of SY2015-16, TRCCA will reduce the number of truancy reports by a rate of 10 % from the previous year as measured by attendance records.

Expected Activities:

- Dean of Students will meet with teachers, students and parents around the culture and climate in the school
- Dean of Students will create, implement and monitor behavior contracts for students who demonstrate a need for behavioral support
- Dean of Students will meet with teachers monthly to identify trends in student behavior and maintain documentation of disciplinary incidents
- Truancy Officer will meet weekly with instructional teams to determine students who will be referred for truancy
- Truancy Officer will monitor attendance of all referred students and maintain records of communications to parents
- Truancy Officer will work with the local truancy court system to enforce truancy laws as defined by the state of Indiana

Expected Outcomes:

- Reduction in number of truant students
- Decrease in the number of out of school suspensions
- Decrease in the number of daily truancy referrals submitted

Measurable Results:

- Reduction in the number of truant students is reduced by 3-5% as evidenced from quarterly reviews
- Reduction in the number of out of school suspensions by 3-5% as evidenced from quarterly reviews
- Reduction in the number of daily referrals by 3-5% as evidenced from quarterly reviews
- The number of students and their families meeting with counselors
- The number of students and their families meeting with social worker

- **SMART GOAL 5:** By the end of SY2015-16, TRCCA will increase the attendance rate by 10% over the previous year as measured by the attendance date compiled from the student information system.

Expected Activities:

- Learning Coaches will conduct weekly attendance meetings with students
- Learning Coaches will review the attendance policy on a quarterly basis
- Teachers will be trained on how to use the student information system
- Automated system will notify parents when students have missed three or more class periods in a day

Expected Outcomes:

- Increase communications to parents about student attendance
- Students will understand all attendance categories
- Increase in student attend by 3-5% as evidenced from quarterly reviews

Measurable Results:

- Reduction in the number of absentee students is reduced by 3-5% as evidenced from quarterly reviews
- The number of students and their families meeting with counselors
- The number of students and their families meeting with social worker

- **SMART GOAL 6:** By the end of SY2015-16, TRCCA will ensure that teachers receive 50 hours of professional development training for educational practices as measured by the yearly professional development plan.

Expected Activities:

- Allocate resources for professional development in annual budgeting process
- Identify professional development opportunities and develop annual professional development plan based on teachers' and students' needs
- Allocated resources to hire substitute teachers in annual budgeting process
- Attendees conduct debriefing and/or training sessions with appropriate teams
- Maintain yearly professional development calendar

Expected Outcomes:

- Implement Quality Framework for Teaching and Learning for developing best practices with self-review and coaching
- Implement programmatic changes based on professional development around curriculum organization and planning around scope and sequences to deliver student learning outcomes
- Maintain records of professional development
- Increase the number of CEUs received by teachers in a school year
- Ensure coherent learning experience that is differentiated and personalized

Measurable Results:

- Mentor and teacher pairs are provided with coaching an support through the year
- The structure of the school day allows for ongoing professional development between and among teachers
- All teachers conduct self-assessments of their teaching against clearly defined teaching techniques
- Communications plan that include targeted activities related to key events and documents how the data is collected from various sources, are used or calculating incentives, and that it is accurate, reliable and valid

- **SMART GOAL 7:** By the end of SY2015-16, TRACCA will increase students' participation in college and career development activities by a rate by 10% from the previous year as measured by enrollment in the school's College and Career preparedness program, including college visits.

Expected Activities:

- Coordinate college visits
- Identify college and university representatives to present at TRCCA
- Create and implement a plan for College Go! Week
- Attend at least two college fairs
- Implement 9th Grade Summer Transition

Expected Outcomes:

- Students will demonstrate knowledge of post-secondary education options
- Students will gain an understanding of financial aid application process, including FAFSA
- Students will understand admission requirements for various colleges and universities
- Students will complete career exploration survey
- Rising 9th grade students will complete the 9th Grade Summer Transition

Measurable Results:

- The number of students and their families meeting with counselors
- The number of students with a College and Career Ready plan within the first 30 days of school
- Students will meet with counselors weekly to ensure they are on track with their College and Career Ready plan
- Multiple means for distributing information to students and staff and an established formal process for students and staff to ask questions and raise concerns

Budget History				
2011-2012	2012-2013	2013-2014	2014-2015	2015-2016 Request
NA	\$1,472,367.00	\$1,474,000.00	\$1,251,511.95	\$1,251,511.95

2015-2016 Proposed Budget School: Theodore Roosevelt College and Career Academy Corp. EdisonLearning Roosevelt

Complete the following budget worksheet for SY 2015-2016. Budgets will be evaluated based on (a) allowable expenses and (b) alignment and use of other funding streams.

School Year 2015-2016 Budget												
Account Number	Expenditure Account	110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	Line Totals
		Salary		Benefits		Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
		Cert.	Noncert	Cert.	Noncert.							
11000	Instruction	566,954.00	33,000.00	191,322.38	11,880.00							803,156.38
21000	Support Services - Student	127,400.00	204,018.00	26,784.00	62,589.00			3,500.00				424,291.00
22100	Improvement of Instruction (Professional Development)	16,800		1,899.00				5,365.57				24,064.57
22900	Other Support Services											
25191	Refund of Revenue											
26000	Operation and Maintenance											
27000	Transportation											
33000	Community Service Operations											
60100	Transfers (interfund)											
	Column Totals	711,154.00	237,018.00	220,005.38	74,469.00			11,499.57				1,251,511.95
Total Cost								\$1,251,511.95				

Principal Signature:	<i>Dr. Salrena L. Davis, Superintendent</i>
Department of Education/SBOE Signatures	

Additional Comments (if required):