APPLICATION ASSURANCES
(CFDA No. 84.416)

Legal Name of Applicant: **Metropolitan School District of Warren Township**	Applicant's NCES District ID: **1812360**
Applicant's Mailing Address: **975 North Post Road, Indianapolis, Indiana 46219**	
Employer Identification Number: **35-6006000**	Organizational DUNS Number: **050100395**
Race to the Top – District Contact Name: (Single point of contact for communication) **Lee Ann Kwiatkowski**	Contact Position and Office: **Assistant to the Superintendent for School Improvement**
Contact Telephone: **317-869-4356**	Contact E-mail Address: **lkwiatko@warren.k12.in.us**

Required applicant Signatures:

- To the best of my knowledge and belief, all of the information and data in this application are true and correct.
- I further certify that I have read the application, am fully committed to it, and will support its implementation.
- I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U.S. Code, Title 218, Section 1001)

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Dena Cushenberry**	Telephone: **317.869.4347**
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Dena Cushenberry	Date:
Local School Board President (Printed Name): **Jay Wise**	Telephone: **317.869.4300**
Signature of Local School Board President: Jay C	Date: 10/24/2012
President of Local Teacher's Union or Association, if applicable (Printed Name): **Daniel Henn**	Telephone: 317.254.9047
Signature of President of Local Teacher's Union or Association	Date: 10/25/2012

PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

ABSOLUTE PRIORITIES – INDIVIDUAL LEA APPLICANT

Absolute Priority 1

An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.

Absolute Priorities 2 through 5

Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below.

_____**Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____**Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

__X__**Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

_____**Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

By completing this part, the applicant assures that its Race to the Top – District budget request conforms to the established budget ranges for the competition.

The number of participating students is **11,611** K-12 as reflected in **(A)(2) Demographics**. Please note, as reported in Warren Township's *Average Daily Membership* (ADM) official student count submitted to the Indiana Department of Education on September 14, 2012, enrollment for 2012-2013 is **11,742** K-12. The total Race to the Top – District grant funds requested is $**28,570,886**, which is within the following range:

_____ $5-10 million – 2,000-5,000 participating students
_____ $10-20 million – 5,001-10,000 participating students
__X__ $20-30 million – 10,001-25,000 participating students
_____ $30-40 million – 25,001+ participating students

ELIGIBILITY REQUIREMENTS – INDIVIDUAL LEA APPLICANT

By checking the applicable statement(s) below, the applicant assures that:

X The applicant meets the definition of local educational agency (as defined in this notice).
X The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.
X This application is the only Race to the Top – District application to which the applicant has signed on.
X This application serves a minimum of 2,000 participating students (as defined in this notice).
X At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA ***OR*** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that

within 100 days of the grant award it will meet this standard.

X The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that -

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

__X__ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the superintendent, local school board president, and local teacher union or association president.

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments *OR* evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part XV (Appendix) on page 212 of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments *OR*, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part XV (Appendix) on page 213 of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): **Dena Cushenberry**	
Signature of Superintendent or CEO of the LEA: Dena Cushenberry	Date: **10.26.12**

OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, *assures that:*

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Government-wide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Government-wide Debarment and Suspension (Non-procurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Dena Cushenberry**	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity Dena Cushenberry	Date: **10.26.12**

Race to the Top
Application for Funding

Metropolitan School District of Warren Township

Indianapolis, Indiana

METROPOLITAN SCHOOL DISTRICT OF WARREN TOWNSHIP

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Applicant's Mailing Address: **975 North Post Road, Indianapolis, Indiana 46219**	
Employer Identification Number: **35-6006000**	Organizational DUNS Number: **050100395**
Race to the Top – District Contact Name: (Single point of contact for communication) **Lee Ann Kwiatkowski**	Contact Position and Office: **Assistant to the Superintendent for School Improvement**
Contact Telephone: **317-869-4356**	Contact E-mail Address: **lkwiatko@warren.k12.in.us**
Required applicant Signatures: • To the best of my knowledge and belief, all of the information and data in this application are true and correct. • I further certify that I have read the application, am fully committed to it, and will support its implementation. • I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties (U.S. Code, Title 218, Section 1001)	
Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Dena Cushenberry**	Telephone: **317.869.4347**
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity: Signed document in separate file	Date: **10.26.12**
Local School Board President (Printed Name): **Jay Wise**	Telephone: **317.869.4300**
Signature of Local School Board President: Signed document in separate file	Date: **10.24.12**
President of Local Teacher's Union or Association, if applicable (Printed Name): **Daniel Henn**	Telephone: **317.254.9067**
Signature of President of Local Teacher's Union or Association Signed document in separate file	Date: **10.25.12**

PROGRAM-SPECIFIC ASSURANCES FOR INDIVIDUAL LEA APPLICANTS

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Absolute Priority 1 An applicant must address Absolute Priority 1 in its response to the selection criteria. Applicants do not write to Absolute Priority 1 separately.
Absolute Priorities 2 through 5 Applicants do not write to Absolute Priorities 2 through 5 separately. Instead, they complete this part by identifying the one (and only one) of Absolute Priorities 2 through 5 that applies. Please check one of the priorities below. _____**Absolute Priority 2: Non-Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition. _____**Absolute Priority 3: Rural LEAs in Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition. __X__**Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition. _____**Absolute Priority 5: Rural LEAs in non-Race to the Top States.** To meet this priority, an applicant must be an LEA in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

BUDGET REQUIREMENT – INDIVIDUAL LEA APPLICANT

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__X__ $20-30 million – 10,001-25,000 participating students
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By checking the applicable statement(s) below, the applicant assures that:

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X The applicant is from one of the 50 States, the District of Columbia, or the Commonwealth of Puerto Rico.
X This application is the only Race to the Top – District application to which the applicant has signed on.
X This application serves a minimum of 2,000 participating students (as defined in this notice).
X At least 40 percent of participating students (as defined in this notice) across all participating schools (as defined in this notice) are students from low-income families, based on eligibility for free or reduced-price lunch subsidies under the Richard B. Russell National School Lunch Act, or other poverty measures that LEAs use to make awards under section 1113(a) of the ESEA **OR** if the applicant has not identified all participating schools (as defined in this notice) at the time of application, the applicant assures that

within 100 days of the grant award it will meet this standard.

X The applicant has demonstrated its commitment to the core educational assurance areas (as defined in this notice) and assures that -

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year—

(A) A teacher evaluation system (as defined in this notice);

(B) A principal evaluation system (as defined in this notice); and

(C) A superintendent evaluation (as defined in this notice);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by—(check one that applies)

__X__ (A) Being located in a State that has adopted college- and career-ready standards (as defined in this notice); or

_____ (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined in this notice);

(iii) The LEA has a robust data system that has, at a minimum—

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined in this notice);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with FERPA.

X The application is signed by the superintendent, local school board president, and local teacher union or association president.

APPLICATION REQUIREMENTS – INDIVIDUAL LEA APPLICANTS

By checking the applicable statement(s) below, the applicant assures that the:

X State comment period was met. The LEA provided its State at least 10 business days to comment on the LEA's application and has submitted as part of its application package--

- The State's comments OR evidence that the State declined to comment
- The LEA's response (optional) to the State's comments

(The submitted comments, evidence, and responses are located in Part XV (Appendix) on page 212 of the proposal.)

X Mayor (or city or town administrator) comment period was met. The LEA provided its mayor or other comparable official at least 10 business days to comment on the LEA's application and has submitted as part of its application package—

- The mayor or city or town administrator's comments OR, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment
- The LEA's response (optional) to the mayor or city or town administrator comments

(The submitted comments, evidence, and responses are located in Part XV (Appendix) on page 213 of the proposal.)

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL RESPONSES TO SECTION V

Superintendent or CEO of the LEA (Printed Name): **Dena Cushenberry**	
Signature of Superintendent or CEO of the LEA: Signed document in separate file	Date: **10.26.12**

OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures that:

- The LEA or consortium will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top – District program, including:
    - For each year of the program, the LEA or consortium will submit a report to the Secretary, at such time and in such manner and containing such information as the Secretary may require.

Other Assurances and Certifications

The Superintendent or CEO of the individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity, assures or certifies the following:

- The LEA or consortium will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the applicant, and for consortia each LEA, will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and the applicant will require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- All entities receiving funds under this grant will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74–Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75–Direct Grant Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Government-wide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Government-wide Debarment and Suspension (Non-procurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL FOR ALL ASSURANCES AND CERTIFICATIONS IN SECTION VII

Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity (Printed Name): **Dena Cushenberry**	
Signature of Superintendent or CEO of individual LEA or Lead LEA, or Legal Representative of Eligible Legal Entity Signed document in separate file	Date: **10.26.12**

ABSOLUTE PRIORITIES

Absolute Priority 1

Absolute Priority 1: Personalized Learning Environments. To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined in this notice) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined in this notice) or college- and career-ready graduation requirements (as defined in this notice); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

MSD of Warren Township will address Absolute Priority 1 in its responses to the selection criteria.

Absolute Priorities 2 – 5

Absolute Priority 2: Non-Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 3: Rural LEAs in Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that received awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 4: Non-Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in non-rural LEAs in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 5: Rural LEAs in non-Race to the Top States. To meet this priority, an applicant must be an LEA or a consortium of LEAs in which more than 50 percent of participating students (as defined in this notice) are in rural LEAs (as defined in this notice) in States that did not receive awards under the Race to the Top Phase 1, Phase 2, or Phase 3 competition.

Absolute Priority 4

SELECTION CRITERIA

A. VISION

Educating nearly 12,000 students, the minority is the majority within our diverse, high-poverty student body. We struggle with the same issues as other urban districts with students entering our educational program with extremely diverse—and all too often—non-existent readiness level skills, limited experiences that help teachers build background knowledge and foster learning connections, and single-parent families who struggle economically and socially. And yet, in significant ways, we are not at all similar to other high-poverty districts. The promising practices, and more notably, the promising academic results, taking place in Warren Township are no accident.

Eleven years ago, the No Child Left Behind Act served as the game-changer in defining how states and school districts would be held accountable for meeting the needs of all student learners. Despite perceived and real flaws, its focus around four core educational reform areas led to practices that subsequently influenced both state and district processes and policies. Throughout this application, evidence is provided to demonstrate a district reform vision that builds upon the important foundational work of these reform areas.

Throughout the design of this application, our intent was to think beyond the challenges we face today and consider the options we foresee for our students over the next decade. This proposal envisions a college and career readiness initiative, beginning with district-wide supports for all schools in Grades PreK-12 and expanding to initiatives that will transform our secondary educational delivery system and students' pathways for learning at the high school level. Proposed grant-funded initiatives lay the foundation to build on prior achievements and to enable our success in preparing all Warren Township students for graduation, college and careers.

We believe that our most important asset is our people. Providing the **best teachers** and school **leaders** has the most profound impact on our students' success. Highly-effective teachers are shown to be effective with all groups of students—regardless of initial achievement levels, so we recruit the best and support their effectiveness through a two-year series of trainings provided by exemplary leaders and through weekly content-area, grade-level team collaborative meetings, embedded into every school schedule.

As one of only six districts selected, statewide, to serve as a pilot site for using Indiana's new **performance evaluation system** (meeting all defined elements, as detailed in Selection Criteria C2), this year Warren Township is investing 17 hours per teacher (minimally) to observe performance, identify areas of concern and provide teachers with opportunities for further development. Annual performance evaluations help school principals make key staffing decisions and enable our district leaders to ensure that under-performing or struggling schools have effective teachers. Like teachers, district school leaders (including the superintendent) are annually evaluated within four-performance-level ratings, based on valid performance measures—including achievement and growth of all students—and other measures of professional practices. Evaluations are used to identify areas for continual improvement in instructional leadership, to guide professional development needs within collaborative professional cultures, and to inform personnel decisions.

We do not believe in a one-size-fits-all approach to education and will **significantly enhance** the education **choices** offered to district students. To fully implement our vision will require a system of education that recognizes and honors students' differentiated learning interests and needs and provides multiple, engaging and meaningful paths for demonstrating mastery of high learning expectations—aligned to the rigorous academic expectations of the new Common Core State Standards adopted by Indiana.

This system embraces **student-tailored options** to **accelerate** demonstrated learning and required graduation coursework credit accumulation, while simultaneously supporting students who struggle, through avenues selected by students and their parents and authorized by both local and state governing entities.

After a decade devoted to the development of an 8-Step Process of Continuous School Improvement model, we have made tremendous differences in student advancement and graduation rates in our high-poverty, high-need district. Through 2011, under the **Title I AYP accountability system**, none of our Title I schools were identified as low-performing or in school improvement status. The pillars that guided this successful district-wide 8-Step Process improvement model include: (a) Curriculum and instruction, aligned to State Academic Standards; (b) District-developed formative assessments aligned to those standards; (c) Routine and methodical monitoring of our progress to inform instructional adjustments; (d) Timely interventions, aligned to student needs as identified by disaggregated formative assessment results; and (e) Accountability on the part of central office leaders, school building administrators, teachers and students for reaching higher levels of achievement. The procedures and practices that evolved through this improvement process have proven effective and will continue to influence and support our work. But to adequately meet the needs of 21st Century learners, we must now make fundamental changes in our educational delivery systems.

When current practices appear to be effectively meeting needs, transformational leaders recognize that continuous change is inescapable. Who among us would have thought that the mighty Eastman Kodak Company would be bankrupt today? Kodak leaders believed that digital photography would never replace film. They wouldn't change their existing, successful practices. They weren't flexible and forward-thinking in their business decision-making. Today, this former industry giant is no longer relevant. Because **technology** has become—and will remain—an essential tool of 21st Century learning, the most effective and flexible use of this invaluable resource will be a **cornerstone piece** of Warren's reform effort in providing every student with equal access and experiences for learning, graduating, and readiness for post-secondary opportunities in high-demand job areas with high-paying salaries.

Our vision embraces student **learning choices** and **supports** that will help students realize their full potential. The needs of students, and not the structure of the traditional school day and school year model, will drive those choices. Students entering college will be ready for post-secondary learning—not facing remedial courses for freshmen. In fact, our students will enter higher education with

multiple college-level credits attained through dual-credit coursework and pass rates on College Board Advanced Placement Exams. Such opportunities will reduce the costs (and more realistically, the debt) of our high-need students pursuing a college degree. Students entering the work force will be appropriately prepared and credentialed through state-of-the art and rigorous career and technical education-training coursework and State and national certification programs. Students' meaningful business and community partnerships and extended-learning opportunities will immediately add value to the prospective employer, allowing our students to quickly demonstrate workplace competencies and advance in their chosen career.

With nearly **12,000 students** and a district-wide **poverty rate** of **71 percent** (September 2012), our schools collectively (and individually) meet and **exceed** the RttT's competition **eligibility requirements**. All students and educators will benefit from PreK-12 proposed initiatives within this application. We will transform learning expectations and achievement, measured by online State and district formative assessments, aligned to Indiana Common Core Standards. Data results will be methodically-used to adjust instruction, support struggling students and enrich learning for those demonstrating mastery. All students will have opportunities for extended-day, -week or -year learning, within technology-rich environs. Exciting strategies will feature high-interest, student-directed alternative pathways that release secondary students from traditional seat-time requirements, permitting them to accelerate learning—or to take more time.

Detailed extensively in Selection Criteria C (Learning) and the Competitive Preference Priority section of this application, MSD of Warren Township's **three proposed grant-funded projects** are introduced below.

Project 1: Personalized Learning Opportunities (PreK-Grade 12)

If we expect more, we can achieve more. This initiative transforms our successful, district-wide 8-Step Process for Continuous Improvement through higher expectations for teaching and for personalized student learning.

- **Curriculum, Instruction** & **Formative Assessments** (performance tasks) will be aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, each year 80 K-12 district teacher representatives develop curriculum maps, new online formative assessments (performance tasks); & sample exemplar lessons. District-wide professional development is provided to support all classroom teachers' effective use of newly-developed curriculum maps, instructional exemplar lessons, and online formative assessment tools.

- **Environments to Support Engaged Learning** will be enhanced through a district-wide infusion of instructional technologies (e.g., iPads, laptops) and high-tech learning environs (e.g., Mediaplex, renovated high-tech science labs; dry-erase classrooms). Systemic and ongoing professional development series provide annual cohorts teams (250 K-12 teacher representatives each year) support for the effective use of technologies. Cohort-trained teachers support school-based embedded PD trainings for colleagues.

- **Personalized Student Support** will be enriched through extended-day (until 7 p.m.), extended-week (Super Saturdays) and extended-year (intersessions & summer break) access to technology-rich environs and academic supports. Students will be provided check-out laptops and 4-G cards to ensure equitable technology and Internet access for all learners. Individualized goal setting and continuous monitoring of student progress will be enabled through a computer-supported system for historically-tracking individual students' strengths and needs for reaching academic and career goals from PreK through Grade 12 (promoting student ownership & responsibility for learning).

- **Highly-Effective Teachers to Support Personalized Learning** will be reinforced through discretionary school-based budgets with professional development aligned to (a) Common Core Literacy Standards integrated into every discipline; (b) Differentiated instruction; (c) Students' soft skills development; and (d) Engaged learners, rele

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- vant and rigorous project-based and blended-learning approaches. More district teachers will be certified as dual-enrollment instructors to support increased demand for college-level coursework for high school students.

<u>Project 2</u>: **Alternative Pathways to Graduation** (Grades 7-12)

Alternative pathways for in- and out-of-classroom credit-bearing experiences closely connected to college & career readiness and tailored to students' interests and capabilities.

- **Virtual Learning Opportunities**—where students in Grades 7-12 will have opportunities to work online, at their own pace, on their own time to receive competency-based coursework, demonstrate mastery, and obtain course credit for high school graduation. External partners will support the evaluation of existing online courses and influence district decisions to re-develop or purchase online courses meeting expectations defined in this proposal. Online content teachers will be identified and teacher schedules adjusted to support needs of virtual learners. Professional development will be provided for content teachers and students (& families) of virtual learners.

- **Extended-Learning Opportunities**—where high school students learn in-part, or in-whole, outside of the classroom in rigorous, relevant and personalized learning business partner experiences, earning credit based on demonstrated course competencies. ELO Coordinator will work collaboratively with highly-effective teachers, community partners/business entities, and students (and parents) to: (a) Develop ELO Plans, aligned to Common Core competencies; (b) Provide the ELO business partner experience for students; (c) Student will make presentations of Final Exhibitions of Learning (assessments); and (d) Course credit will be awarded to students who demonstrate mastered competencies, as evidenced during Final Exhibitions of Learning.

- **Sports & Media Production Opportunities**—where students train for successful television & broadcasting careers; manage a student-led profitable business, providing viable services to actual clients (& sustaining operational costs after the grant funding period). A bold concept in student training will offer an ESPN-like concept for the striving Indianapolis amateur sports market, and media and video productions. Radio & Television Broadcasting is an exciting career choice which has been categorized as high-wage, high-demand under the 2012-13 Indiana Department of Education funding formula (i.e., IDOE and the Indiana Department of Workforce Development identify high-wage, high-demand jobs and target more money per student to those Career & Tech Education career areas).

Project 3: Behavior Interventions through RtI Model K-12 **(Competitive Preference Priority)**

- In **partnership** with the Indiana University Equity Project and Gallahue Mental Health behavioral therapists, we will create a Positive Behavioral Interventions and Supports system (PBIS) for each school, for all students using tiered behavioral interventions that are systematically-applied to students based on their demonstrated levels of behavioral need.

- In collaboration with partners (Equity Project), professional development will be provided in every school to: (a) Support principals' and teachers' understanding and effective implementation of PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices.

- Pilot and scale district-wide, for Grades K-6, a collaborative school-parent initiative (Parent University) through annual, year-long, evening workshop series to unite as a school community to promote the positive social, academic and emotional growth of each of our students.

Logic Model

<table>
<tr><th colspan="3">Logic Model Delineating Short-Term, Intermediate and Long-Term Outcomes</th></tr>
<tr><th rowspan="2">Key Initiatives</th><th colspan="2">Project 1: Personalized Learning Opportunities (PreK-12)</th></tr>
<tr><th>Short-Term & Intermediate Outcomes</th><th>Long-Term Outcomes</th></tr>
<tr><td>Curriculum, Instruction & Formative Assessments—aligned to Indiana Common Core Standards</td><td><u>Short-Term</u>
• PreK-12 E/LA & Mathematics curriculum maps developed
• At least 10 E/LA and 10 Mathematics formative performance tasks (per grade level) aligned to Common Core
• Meet or exceed performance measures to (a) increase percentage of students who pass IREAD-3; (b) increase Grades 3-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (c) reduce achievement gaps among student groups; (d) increase percentage of students taking & passing dual enrollment coursework and (e) obtaining industry certification; and (f) increase graduation rate
<u>Intermediate</u>
• PreK-12 Social Studies & Science curriculum maps developed
• At least 10 Social Studies & Science formative performance tasks (per grade level) aligned to Common Core</td><td>Increase student achievement

Provide Greater Opportunities for Personalized Learning

Increase Post-</td></tr>
</table>

	• At least 20 E/LA and 20 Math performance tasks (per grade level) • Robust bank of formative assessment performance tasks aligned to Common Core • Online formative assessments & disaggregated results used to inform instruction, target interventions, adjust instruction • Rigorous levels of instruction; higher levels of depth of knowledge; critical thinking; authentic, problem-based experiences • Meet or exceed performance measures defined above	**Secondary Readiness for College & Careers** **Increase student achievement** **Provide Greater Opportunities for Personalized Learning** **Increase Post-Secondary Readiness for College & Careers**
Environments to Support Engaged Learning—district-wide infusion of instructional technologies and high-tech learning environs	**Short-Term** • All classroom instructional technologies in place PreK-12 • Meet or exceed performance measures to (a) increase percentage of students who pass IREAD-3; (b) increase Grades 3-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (c) reduce achievement gaps among student groups; (d) increase percentage of students taking & passing dual enrollment coursework and (e) obtaining industry certification; and (f) increase graduation rate **Intermediate** • Renovated environs operational (e.g., Mediaplexes, labs) • Evidence of engaged learners, relevant & rigorous blended- and project-based instruction; differentiated instruction; soft skills development • Learning technologies seamlessly integrated into instruction & learning • Meet or exceed performance measures defined above	
Personalized Student Supports—individual personalized goal setting; extended-day, -week & -year access to technology and supports	**Short-Term** • Individual personalized goal setting initiated • Extended-day (until 7 p.m.), -week (Saturdays) and -year (Summer) access to technology & supports operational • Meet or exceed performance measures to (a) increase percentage of students who pass IREAD-3; (b) increase Grades 3-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (c) reduce achievement gaps among student groups; (d) increase percentage of students taking & passing dual enrollment coursework and (e) obtaining industry certification; and (f) increase graduation rate **Intermediate** • Personalized goal setting & monitoring progress an embedded process • Increased student use of Extended-Time technology-rich environs & supports	

	• Meet or exceed performance measures defined above	
Highly-Effective Teachers to Support Personalized Learning— discretionary school-based PD budgets; dual enrollment teacher training	**Short-Term** • Literacy standards integrated into every discipline • Highly-effective teachers identified for dual enrollment training • Meet or exceed performance measures to (a) increase percentage of students who pass IREAD-3; (b) increase Grades 3-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (c) reduce achievement gaps among student groups; (d) increase percentage of students taking & passing dual enrollment coursework and (e) obtaining industry certification; and (f) increase graduation rate **Intermediate** • Instructional distribution of literacy & informational passages shifts: Grade 4: Literacy 50%, Informational 50%; Grade 8: Literacy 45%; Informational 55%; Grade 12: Literacy 30%; Informational 70% • Students adept at research, analysis & argumentation • Increased project-based & blended learning approaches used by teachers • Increased #s of high school dual enrollment teachers • Meet or exceed performance measures defined above	**Increase student achievement** **Provide Greater Opportunities for Personalized Learning** **Increase Post-Secondary Readiness for College & Careers**
Intensive & Sustained Professional Development— effective implementation of all Project 1 initiatives	**Short-Term** • 80 K-12 teacher reps work with external expert to develop E/LA & Mathematics curriculum maps & formative assessment performance tasks • All E/LA & Math teachers trained to use maps & formatives • 250 teachers receive ongoing (10 hours) PD for effective use of learning technologies • Meet or exceed performance measures to (a) increase percentage of students who pass IREAD-3; (b) increase Grades 3-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (c) reduce achievement gaps among student groups; (d) increase percentage of students taking & passing dual enrollment coursework and (e) obtaining industry certification; and (f) increase graduation rate **Intermediate** • 80 K-12 teacher reps work with external expert to develop Science & Social Studies curriculum maps & formative assessment performance tasks • All Science & Social Studies teachers trained to use maps & formatives • 250 teachers receive ongoing (10 hours) PD for effective use of learning technologies	

	• Meet or exceed performance measures defined above	
Key Initiatives	**Project 2: Alternative Pathways to Graduation (Grades 7-12)**	
	Short-Term & Intermediate Outcomes	**Long-Term Outcomes**
Virtual Learning Opportunities—students work online, at own pace, on own time to receive competency-based coursework, demonstrate master, and obtain course credit for graduation	**Short-Term** • Quality Matters evaluation of existing traditional & credit recovery courses drives decision to re-develop or purchase coursework aligned to expectations of grant proposal • Partnership with iLearn: Integrated Learning Institute at Ball State University established for staff review & input relevant to course rigor • Re-develop/purchase 32 Online Courses that meet expectations • Online content teachers identified & trained to support Virtual Learners • Increase #/percentage of students taking and passing Online coursework • Meet or exceed performance measures aligned to (a) increase Grades 7-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (b) reduce achievement gaps among student groups; (c) increase numbers/percentages of Grades 7-12 students taking and passing online coursework; (d) increase graduation rate **Intermediate** • Re-develop/purchase at least 50 Online Courses that meet expectations • Increase #/percentage of students taking and passing Online coursework • Meet or exceed performance measures aligned to Long-Term Outcomes	**Increase student achievement** **Provide Greater Opportunities for Personalized Learning**
Extended-Learning Opportunities—high school students learn in-part, or in-whole, outside of the classroom in rigorous, relevant & personalized learning experiences, earning credit based on demonstrated course competencies	**Short-Term** • ELO Coordinator, core group of highly-effective content teachers, business partners and students (& their parents) pilot initiative: Develop ELO plans; business partners provide ELO experiences; students present Final Exhibition of Learning; and course credit awarded based on mastered competencies • Meet or exceed performance measures to (a) increase high school End of Course pass rates for English10 and Algebra I; (b) reduce achievement gaps among student groups; (c) increase the number of high school students participating in and awarded course credit through Extended-Learning Opportunities; (d) increase graduation rate **Intermediate** • Annually increase the number of content teachers participating • Annually increase the number of students participating & awarded credit	**Increase Post-Secondary Readiness for College & Careers**

	• Meet or exceed performance measures defined above	
Sports & Media Production Opportunities— students train for successful television & broadcasting careers; manage a student-led profitable business, providing viable services to actual clients	**Short-Term** • Facility renovation complete & equipment installed • Course curriculum aligned to Indiana Common Core Standards **Intermediate** • Annually increase the number of actual clients • Annually increase number of students serving as project interns to business partners • Annually increase the number of student-produced commercials/income generated • Meet or exceed performance measures to (a) increase high school End of Course pass rates for English10 and Algebra I; (b) reduce achievement gaps among student groups; (c) increase the number of high school students participating in and awarded course credit through Extended-Learning Opportunities; (d) increase graduation rate	
Key Initiatives	**Project 3: Behavior Interventions thru RtI Model (Competitive Preference Priority)**	
	Short-Term & Intermediate Outcomes	**Long-Term Outcomes**
In **partnership** with the **Equity Project** (Indiana University) and **Gallahue** behavioral therapists, create a **Positive Behavioral Interventions & Supports system** (PBIS) for each school, for all students, with tiered behavior interventions	**Short-Term** • PBIS developed for all schools with range of tiered behavior interventions • PBIS trainings in 17 schools (PreK-12) • Parent University workshop series (pilot in one elementary & one intermediate academy) to unite as a school community to promote positive social, academic and emotional growth of our students • Decrease behavior referrals to principal's office • Decrease K-12 student suspension and expulsion rates • Meet or exceed performance measures to (a) increase percentage of students who pass IREAD-3; (b) increase Grades 3-8 ISTEP+ pass rates and high school End of Course pass rates for English10 and Algebra I; (c) reduce achievement gaps among student groups; (d) increase percentage of students taking & passing dual enrollment coursework and (e) obtaining industry certification; and (f) increase graduation rate **Intermediate** • Parent University in 12 schools • Training for culturally-responsive instructional practices in 17 schools • Decrease K-12 student suspension and expulsion rates	**Increase student achievement** **Provide Greater Opportunities for Personalized Learning** **Increase Post-Secondary Readiness for College & Careers**

	• Meet or exceed performance measures defined above	
Continuous District Monitoring & External Evaluation of Implementation and Impact Implementation of Initiatives • Tracking Effectiveness • Adjustments for Improvement • Fiscal Integrity		

Theory of Change

By increasing our (a) Expectations for learning (to align with those of the Indiana Common Core Standards); (b) Instructional practices, student delivery options, resources and student supports (through Rtt-funded initiatives); and through (c) Continuous monitoring of our progress (via performance measures), MSD of Warren Township will attain its three Overall Goals to: **Increase student achievement**; Provide **greater opportunities for personalized learning**; and Ensure **student readiness** for **post-secondary college** and **career** opportunities.

Expectations for Learning		**Instructional Practices, Resources & Student Supports**		**Continuous Monitoring of Progress**		**Overall Goals**
IN Common Core Standards **English/Language Arts & Literacy** • Balance of literature & informational text • Focus on text complexity • Emphasis on argument, informative/explanatory writing & research • Literacy standards for history, science and technical subjects **Mathematics** • Focus, coherence & clarity; emphasis on key topics at each grade level & coherent progression across grades • Procedural fluency & understanding of concepts &	⇨	Project 1: **Personalized Learning Opportunities (Prek-12)** • Curriculum, instruction & formative assessment performance tasks aligned to Common Core; collaborative teacher team planning embedded in schedules • District-wide infusion of instructional technologies & high-tech environs • Personalized student support through continuous monitoring of personalized goal & provision of interventions; and	⇨	**Performance Measures Tracked** • Increase percentage of students who pass the state's IREAD-3 assessment • Increase Grades 3-8 pass rates on state's ISTEP+ assessments • Increase high school students' pass rates on state's End of Course Assessments for English 10 and Algebra I • Reduce achievement gaps among student groups • Increase percentage of	⇨	Increase Student Achievement Provide Greater Opportunities for Personalized Learning Ensure Student Readiness for Post-Secondary College and

skills • Rigor through mathematical proficiencies that foster reasoning and understanding		by extended-day, -week and – year access to technology & academic support • Highly-effective teachers to		students taking & passing dual enrollment coursework • Increase percentage of students obtaining industry		Career Opportunities
Expectations for Learning		**Instructional Practices, Resources & Student Supports**		**Continuous Monitoring of Progress**		**Overall Goals**
across discipline • High school standards organized by conceptual categories **PARCC Assessments** • Determine whether students are college/career ready or on track • Assess the full range of Common Core standards, including those difficult to measure • Measure full range of student performance (high & low performing students) • Provide data for accountability, including measures of growth • Performance-based assessments (essays, high-quality, complex items; and solving multi-step problems requiring abstract reasoning, precision, perseverance & strategic use of tools)	⇨	support personalized learning through intensive and sustained culturally-responsive professional development initiatives; more trained dual enrollment teachers Project 2: **Alternative Pathways to Graduation (Grades 7-12)** • Grades 7-12 students work online, at own pace, own time to receive competency-based coursework, demonstrate mastery & obtain credit • Students learn in-part or in-whole outside classrooms in rigorous, relevant & personalized learning experiences, earning credit based on demonstrated competencies • Students train for successful careers, mange a student-led profitable business, provide services to actual clients, and earn additional credit Project 3: **Behavior Interventions thru RtI**	⇨	certification • Increase graduation rates • Increase numbers and percentages of Grades 7-12 students taking and passing online coursework • Increase the number of high school students participating in and awarded course credit through Extended-Learning Opportunities • Increase number of clients acquired by Sports & Media Productions • Increase numbers of students serving as project interns to business partner producers • Increase the number of student-produced products completed •Decrease K-12 behavior referrals to principal's office	⇨	Increase Student Achievement Provide Greater Opportunities for Personalized Learning Ensure Student Readiness for Post-Secondary College and Career Opportunities

		• Tiered behavioral interventions reduce learning disruptions, office referrals and suspensions & expulsions		•Decrease K-12 student		
Continuous **implementation** and **impact monitoring** to inform changes needed to ensure attainment of initiative goals.						

2025—That is the year our current kindergarten students are projected to graduate from Warren Central High School. By the time they enter our secondary programs, they will be better prepared than any cohort group before them, with unlimited options to select instructional pathways that best meet their learning preference, pace and interests. They will leave our district fully-prepared for tomorrow, because for us, 2025 begins today.

(A)(2) Applicant's Approach to Implementation (School Demographics)

Data from 2011-2012			**School Demographics for K-12** (excludes 288 Early Childhood Center students)								
			Raw Data						**Percentages**		
			A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
LEA	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
MSD of Warren Township Elementary Schools (K-4)	Brookview	K-4	36	564	124	361	7914	564	100%	64%	5%
	Eastridge	K-4	31	454	200	340	7914	454	100%	75%	4%
	Grassy Creek	K-4	30	405	150	265	7914	405	100%	65%	3%
	Hawthorne	K-4	27	399	65	300	7914	399	100%	75%	4%

Data from 2011-2012			School Demographics for K-12 (excludes 288 Early Childhood Center students)								
			Raw Data						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	**Participating School**	**Grades/Subjects included in Race to the Top - District Plan**	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
	Lakeside	K-4	33	522	144	405	7914	522	100%	76%	5%
	Liberty Park	K-4	31	460	99	314	7914	460	100%	68%	4%
	Lowell	K-4	34	552	129	336	7914	552	100%	61%	4%
	Pleasant Run	K-4	34	505	204	399	7914	505	100%	79%	5%
	Sunny Heights	K-4	29	436	140	346	7914	436	100%	79%	4%
Intermediate Academy (Grades 5-6)	Creston IA	5-6	39	603	176	415	7914	603	100%	69%	5%
	Raymond Park IA	5-6	37	592	140	409	7914	592	100%	69%	5%
	Stonybrook IA	5-6	41	642	266	477	7914	642	100%	74%	6%
Middle Schools (Grades 7-8)	Creston MS	7-8	43	604	233	395	7914	604	100%	65%	5%
	Raymond Park MS	7-8	42	526	190	361	7914	526	100%	69%	5%
	Stonybrook MS	7-8	42	628	280	446	7914	628	100%	71%	6%
High School (Grades 9-12)	Warren Central High School	9-12	242	3719	2279	2279	7914	3719	100%	61%	29%
TOTAL			**781**	**11,611**	**4,819**	**7,914**	**7,914**	**11,611**	100%	67%	100%

(A)(4)(a) Performance on summative assessments								
Summative assessments being used: **End-of-Course Assessment English 10; End-of Course Assessment Algebra I Grade 9; and ISTEP+ English/Language Arts and Mathematics Grades 3-8** Methodology for determining status: **Percent Proficient** Methodology for determining growth: **Indiana's Growth Model—Median Growth Percentage**								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
End-of-Course Assessments English 10	**OVERALL**		**73%**	**76%**	**80%**	**84%**	**88%**	**92%**
	Black		67%	71%	75%	80%	85%	90%
	Hispanic		66%	70%	74%	79%	84%	89%
	Multiracial		80%	83%	86%	89%	92%	95%
	White		83%	85%	88%	91%	94%	96%
End-of-Course Assessments Algebra I	**OVERALL**		**48%**	**52%**	**57%**	**63%**	**71%**	**74%**
	Black		47%	51%	55%	61%	68%	73%
	Hispanic		51%	54%	58%	64%	70%	75%
	Multiracial		47%	51%	55%	61%	68%	73%
	White		51%	54%	58%	64%	70%	75%
ISTEP + E/LA Grades 3-8	**OVERALL**		**72.1%**	**75%**	**79%**	**83%**	**87%**	**92%**
	Asian		80.9%	83%	86%	89%	92%	95%
	Black		64.0%	69%	74%	79%	84%	89%
	Hispanic		70.4%	74%	78%	82%	87%	92%
	Multiracial		77.5%	81%	85%	88%	92%	95%
	White		82.4%	85%	87%	90%	93%	96%

ISTEP + Math Grades 3-8	**OVERALL**		**77.7%**	**81%**	**84%**	**88%**	**92%**	**95%**
	Asian		87.5%	88%	90%	92%	94%	96%
	Black		69.4%	73%	77%	82%	87%	92%
	Hispanic		81.0%	83%	86%	89%	92%	94%
	Multiracial		79.4%	82%	85%	88%	91%	93%
	White		87.6%	88%	90%	92%	94%	96%
ISTEP+ E/LA Grades 3-8 Median Growth Percentage	**Overall**		44.0	48.0	52.0	57.0	62.0	67.0
ISTEP+ Math Grades 3-8 Median Growth Percentage	**Overall**		48.0	52.0	56.0	61.0	66.0	71.0

(A)(4)(b) Decreasing achievement gaps								
Specific methodology for determining achievement gap: Based on 2011-12 state summative assessment results, White students are outperforming other subgroups, with the most significant achievement gaps occurring among Black and Hispanic groups. The goals established below strive to significantly close the gap between Black & Hispanic students and their White student counterparts across a five year period.								
Goal area	**Identify subgroup and comparison group**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
ISTEP+ Passing both E/LA and Math Percent proficient Grade 3-8	**White**		**78.7**	**81.0**	**83.0**	**86.0**	**89.0**	**92.0**
	Black		55.1	58.0	63.0	69.0	74.0	80.0
	Hispanic		63.9	67.0	70.0	75.0	80.0	85.0
ISTEP+ E/LA Percent proficient Grades 3-8	**White**		**82.4**	**84**	**87**	**90**	**92**	**94**
	Black		64.0	67	71	76	81	86
	Hispanic		70.4	72	75	79	84	89
ISTEP+ Math Percent proficient Grades 3-8	**White**		**87.6**	**89**	**91**	**93**	**94**	**95**
	Black		69.4	72	76	81	86	91
End-of Course Assessment (ECA) English 10- 1st time test takers Percent Proficient	White		**83**	**85**	**87**	**89**	**91**	**93**
	Black		67	69	72	76	81	86
	Hispanic		66	68	71	75	80	85
IREAD-3 Gr 3 reading test Percent proficient	**White**		**91.5%**	**93.0%**	**95.0%**	**97.0%**	**99.0%**	**99.0%**
	Black		72.5%	77.5%	82.0%	87.0%	92.0%	93.0%

(A)(4)(c) Graduation rates								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
High School Graduation Rate	**OVERALL**	**90.10%**	State has not released 2011-12 grad rates	**92%**	**93%**	**94%**	**95%**	**96%**
	Black	88.70		90%	92%	93%	94%	95%
	Hispanic	88.50		90%	92%	93%	94%	95%
	Multiracial	91.20		92%	93%	94%	95%	96%
	White	92.40		93%	94%	95%	96%	97%
	Paid Meals	92.30		93%	94%q	95%	96%	97%
	Reduced	90.10		92%	93%	94%	95%	96%
	Free Meals	89.60		90.5%	91.5%	93%	94%	95%
	ELL	95.80		96.5%	97%	97.5%	98%	98.5%
	SpED	75.90		77%	79%	81%	83%	85%

(A)(4)(d) College enrollment rates								
Goal area	**Subgroup**	**Baseline(s)**		**Goals**				
		SY 2010-11 (optional)	**SY 2011-12**	**SY 2012-13**	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
College enrollment rate	**OVERALL**		**46%**	**48%**	**51%**	**56%**	**61%**	**67%**
	Black		41%	44%	48%	53%	59%	64%
	Hispanic		5%	7%	10%	15%	20%	25%
	Multiracial		5%	7%	10%	15%	20%	25%
	White		49%	50%	52%	57%	62%	67%

B. Prior Record of Success and Conditions for Reform

(B)(1) Demonstrating a clear track record of success

Warren Township is ready and fully-capable of leading our grant-proposed initiatives to enhance personalized learning opportunities available to our students—supported through intensive, sustained and district-wide professional development trainings. Our record of success demonstrates that we understand what is needed to implement comprehensive, district-wide initiatives that improve achievement, reduce gaps, increase graduation rates, and prepare our students for college and careers.

Blended-Calendar Year: A district-wide **Blended-Calendar** year (effective 2010-11) limits the district's summer break to less than two months, thereby reducing research-based **summer regression** effects, particularly for our students of poverty and English-language learners. The blended-calendar also embraces the benefits of two-week fall and two-week spring **Intersession** breaks—offering the district options for providing **extended-learning opportunities** during portions of those breaks.

Advances in Student Learning and Achievement: Beginning with the 2008-09 school year, Indiana's state assessment system (ISTEP+ for Grades 3-8) shifted from a fall test cycle to a spring cycle--with new test items and new cut scores. Therefore, data prior to 2008-09 are not shown in the charts below.

Spring 2009 data are compared to spring 2010 results, demonstrating **increased proficiency** rates in both English/Language Arts and Mathematics for the district. The **district's rate of growth**, as measured by the percentage point gains, is **greater than** the **State's** average growth in both English/Language Arts and Mathematics.

State ISTEP+ Assessment: Performance Data for Grades 3-8						
	English/Language Arts (3,715 students tested in 2012)					
	2009 Spring	**2010 Spring**	**Percentage Point Increase**	**2011 Spring**	**2012 Spring**	**Percentage Point Increase**
	Percent Pass	**Percent Pass**		**Percent Pass**	**Percent Pass**	
Warren Twp.	63.4%	71.4%	8.0%	69.8%	72.1%	2.3%
State Average	72.6%	76.8%	4.2%	78.7%	79.4%	0.70%

	Mathematics (3,992 students tested in 2012)					
	2009 Spring	**2010 Spring**	**Percentage Point Increase**	**2011 Spring**	**2012 Spring**	**Percentage Point Increase**
	Percent Pass	**Percent Pass**		**Percent Pass**	**Percent Pass**	
Warren Twp.	66.8%	74.6%	7.8%	75.7%	77.7%	2.0%
State Average	73.3%	78.3%	5.0%	80.1%	81.3%	1.2%

Substantial, unanticipated education funding cuts led to cost-saving measures (statewide), including the **closing** of **two** of Warren's **elementary schools**, and district-wide **reconfiguration** of all K-8 buildings, **grade levels served**, and **leadership** and **staffing** changes. Options were publicly and widely discussed, with our focus centered on decisions that were in the best interests of our students. Adjusted teacher grade level assignments and new grade-level assessment groupings were reflected in our 2011 spring test results.

Comparisons between spring 2011 and spring 2012 testing points for newly-configured schools and grade levels demonstrate **increased performance** in both English/Language Arts and Mathematics--with **district growth rates** (percentage point increases) **exceeding** the **State average rate** of improvement.

Indiana's accountability system for **high school** students first used **End of Course Assessments** (ECA) beginning with school year 2009-10. Pass rates for the past three years are shown below.

State End of Course Assessments (ECA)									
	English 10				Algebra I				
	2009-10	2010-11	2011-12			2009-10	2010-11	2011-12	
	% Pass	% Pass	% Pass			% Pass	% Pass	% Pass	
Overall	**59%**	**65%**	**73%**	increase 8	**Overall**	**46%**	**51%**	**48%**	-3
IDOE School Disaggregation Summary Report									

While ECA English 10 pass rates have increased by 8 percentage points, pass rates for Algebra I have decreased by 3 percentage points over the past year. Statewide 2011-12 average pass rates are not yet available, but 2010-11 statewide averages for English 10 were 74.2 percent, with 73.6 percent for Algebra I.

Graduation Rates

Four Year Cohort Graduation Rate Trend			
	#	Warren	State Avg
2010-11	749	**90.10%**	86.00%
2009-10	677	84.20%	84.50%
2008-09	701	76.70%	81.60%
2007-08	671	71.50%	77.80%

Over the past four years, Warren Township has **increased** its **graduation rate** by **18.6 percentage points**.

As shown in our most recent 2011 data, we have **exceeded** the **State average** graduation rate -- Overall, and for our student ethnicity subgroups, and within our comparisons of students of poverty.

Disaggregated 2010-11 Grad Rate Data			
	#	Warren	State Avg
Overall	749	**90.10%**	86.00%
Black	385	**88.70%**	75.10%
Hispanic	46	**88.50%**	80.90%
Multiracial	31	**91.20%**	80.50%
White	279	**92.40%**	88.10%
Paid Meals	312	**92.30%**	91.50%
Reduced	82	**90.10%**	88.20%
Free Meals	346	**89.60%**	76.30%
ELL	23	95.80%	Did not report
SpEd	101	75.90%	Did not report

Personalized Learning for High School Students Warren Central High School and the Walker Career Center cover almost one million square feet "under one roof" and educate more than 3,600 students. As home to one of Indiana's largest high schools, a wing was added to Warren Central to accommodate a **Freshman Academy**—enabling students' smoother transition into the high school experience. Within the Academy, freshmen administrators and counselors are housed, along with four separate wings accommodating 40 classrooms for over 900 students. Uniquely connected to the main high school, freshmen benefit from their own "campus," but enjoy easy access to the main high school for chemistry, Walker Career Center coursework, performing arts electives, foreign language courses, and required technology course work. All freshmen participate in a semester class called **College & Careers Exploration**. The diverse curriculum focuses on school rules, academic expectations, study skills, finance, test-taking skills, career options, and life (soft) skills to support students' successful learning experience.

Walker Career Center

The district's highly-regarded Career and Technical Education (CTE) program is located in the Walker Career Center and housed within Warren Central High School's 3,600-student complex.

Here, students fully-explore **20 career and educational options** (**Appendix Item 1, Page 202**) that lead to meaningful and lasting employment. Students gain a realistic, day-to-day understanding of almost any career in which they may be interested.

From medical to machines, cosmetology to computers, engineering to early childhood, and finance to fabrications--you'll find these courses, and much more.

The Center's comprehensive, engaging and state-of-the-art curriculum attracts a diverse clientele. Within a 7-period day, roughly **one-third** of all high school students are able to daily attend academic classes in Warren Central HS, with portions of their day devoted to CTE course work--where they obtain course and college credit, and earn State or national career certifications.

Today, with a district average of nearly 71 percent poverty, more than **96 percent** of CTE

students **graduate** from high school, with **roughly half** of all CTE students **entering post-secondary programs**.

This possibility of higher education is a testament to the quality of the instructional staff, the **motivational** and **realistic, hands-on** experiences of CTE classes, the alignment of CTE coursework to rigorous academic standards, and the district's innovative practices for dual-enrollment course work--earning individual students up to **30 free** (or reduced-cost) **college credits**, transcripted to any Indiana state college.

Authentic learning helps students becomes responsible, effective collaborators, contributors, and leaders as they work to advance their skills and understanding to achieve a common and significant goal. While students are actively engaged in subject matter learning, they are simultaneously developing and exercising a set of skills that are in high-demand in the real and competitive job market they will soon face.

To succeed in tomorrow's workforce, students must be able to work in **teams that are cross-functional** and be able to **solve complex** and **important problems.** Here, we are ensuring that students acquire these 21st Century skills.

Highlights of Walker Career Center Program Accomplishments

In addition to earning course credits in CTE classes, the following numbers of students passed **State** or **national certification tests**.

Walker Career Center: CTE Students				
State & National Certifications Earned	**Number of Students Earning Certification**			
	2008-09	**2009-10**	**2010-11**	**2011-12**
Total # Earned:	**28**	**35**	**40**	**65**

Students paid $20-$200 for testing, obtaining certification equivalent to postsecondary training, e.g., computer networking, culinary arts, and health careers).

This enables them to be hired upon graduation, or to continue postsecondary training within their field of expertise. (Disaggregated documentation may be found in **Appendix Item 2, Page 206)**

- Selected as one of 41 sites in the nation to pilot Project Lead the Way **Biomedical Sciences** (2007-08)
- Selected as one of 6 **top pre-engineering programs** (PLTW-Project Lead the Way) in the **nation** by the Society of Manufacturing and Engineers (SME) to be a PRIME-Partners Response in Manufacturing Education Site (2011 and 2012)
- Indiana Career and Technical Education Awards for Excellence: **Video Production Program** (2009), **Building Trades Program** (2008), Ethan McAllister-Student Ed Professions (2009), **Cosmetology Program** (2010), **Electronics Technology Program** (2011)
- Indiana State Champions: **Culinary Arts-Pro Start** (2008), **Introduction to Engineering Design** (2008), **SkillsUSA** six students (2009) who qualified for **nationals**, SkillsUSA three students (2010) who qualified for **nationals**, IASB **Broadcasting Live Broadcast Team** (2010), **Live Anchor**-Evann Smith (2012)
- Qualified for **World Champions-Vex Robotics** (2008, 2009) and Qualified for the **Americas-Vex Robotics** (2009)

Dual Enrollment Credits Earned by Warren Township High School Students

Warren Central High School: Academic Dual Credits						
	2009-10		**2010-11**		**2011-12**	
	Credit Hours	# of Students	Credit Hours	# of Students	Credit Hours	# of Students
Gr 11	0	0	200	40	80	16
Gr 12	232	71	242	75	420	125
Totals	**232**	**71**	**442**	**115**	**500**	**141**
Student counts duplicated if student received credit for more than one class						
Walker Career Center CTE Students: Dual Credits Earned						
	2009-10		**2010-11**		**2011-12**	
	Credit Hours	# of Students	Credit Hours	# of Students	Credit Hours	# of Students
Gr 9	222	74	138	46	207	69
Gr 10	153	51	225	75	354	118
Gr 11	789	310	723	229	907	269
Gr 12	766	277	815	273	730	220
Totals	**1930**	**712**	**1901**	**623**	**2198**	**676**
Student counts duplicated if student received credit for more than one class						

Students simultaneously attain high school and college-level instructional course credits through established relationships with post-secondary institutions.

Warren Central High School students have steadily increased the numbers of students earning **academic** dual credits (Calculus, Chemistry and English).

Significant numbers of dual credits are also earned by Career & Technical Education students allowing them to simultaneously attain high school and college-level instruction and course credit. (Itemized list provided in **Appendix Item 3**, **Page 207**)

Project Lead the Way Biomed (STEM program) has dual credit agreements with each of their programs. After students complete classes at the Walker Career Center, they may enroll at Indiana-Purdue University Indianapolis, paying a reduced rate of $50 per college credit.

Walker's PLTW Biomed Programs	Credits	IUPUI College Class	# Eligible Students in 2011
Principles of Biomedical Science	3	Biology 10011	82
Human Body Systems	3	Biology 10012	7
Medical Interventions	3	Biology 10013	14
Biomedical Innovations	3	Biology 10014	7
Total # of Students Eligible in 2011			**110**

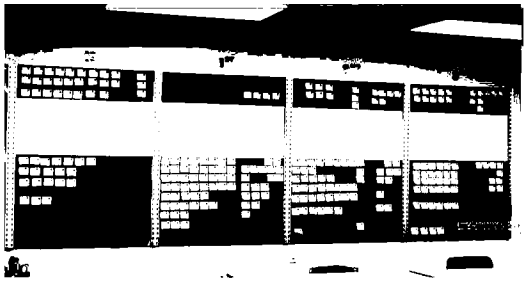
College Enrollment: As published in the Indiana College Readiness Report (compiled by the Indiana Commission for Higher Education), of 680 Warren Central High School 2010 graduates, 312 (**46 percent**) are **attending Indiana Public Colleges**—as compared to 47 percent of Indiana graduates as a whole. This is particularly noteworthy, given that Warren has a district-wide rate of poverty at nearly 71 percent (September 2012), while the statewide average poverty rate is less than 50 percent.

8-Step Process for Continuous School Improvement: With no excuses for race and poverty, K-8 schools that once had 40 percent student passing rates on State assessments, now have more than double that percentage of students passing ESEA assessments (with spring 2012 school pass rates ranging from 58 to 90 percent).

A proven (state and nationally-recognized) 8-Step Process for Continuous School Improvement dramatically increased achievement, deepened students learning, and personalized student supports in Warren Township's diverse, high-poverty, high-minority PreK-12 schools. These eight steps, employed district-wide, are summarized below.

Step 1—Data Disaggregation: Principals and teachers were taught how to **disaggregate** and **analyze** state ISTEP+ testing results to determine whether state standards were being equitably learned by all students. Every building principal ensured that the school

schedule provided **weekly quality team planning periods** for grade-level/subject area teachers to meet and discuss data, collaboratively plan and share best practices.



Posted **Data Walls** in all schools keep the focus on students' learning, with walls updated following each formative and summative assessment to track progress and identify continuing needs. (GREEN/Bottom Row=students on track; YELLOW/Middle Row=just below; RED/Top Row=students that have not mastered assessed standards)

Step 2—Instructional Calendar: Provided a curriculum mapping of **concepts** to be **taught aligned** to **State Academic Standards**. Calendars divided each 9-week grading period into 3-week blocks for instructing content evaluated on 3-week district-wide formative assessments.

Step 3—Instructional Focus: Teachers and students alike were **expected to understand** the instructional focus for each day's lesson (driven by the Instructional Calendar). Continuous principal **classroom walkthroughs**, **professional development** trainings, teachers' **collaborative planning** & sharing of best practices, and **teacher mentoring** (through literacy and mathematics coaches/highly-effective classroom teachers) supported quality instruction, aligned to State Academic Standards.

Step 4—Assessment: While the State's assessments annually measured the impact of instruction, we could not wait for those results to ascertain the impact of our efforts. **District-wide, 3-week formative assessments**, aligned to State Academic Standards, informed our progress across the school year. Immediately after those assessments, **principals convened Data Meetings**, where each grade-level/content-area teacher team analyzed (individual teacher and group) data results; looked for patterns to determine curricular adjustments needed; **tracked individual student progress** (& posted individual student results on Data Walls); and **regrouped all students** (based on data results) for "Success Periods," where individualized student needs are supported in daily, 30-minute sessions.

Steps 5 & 6—Tutorials and Enrichment: Warren Township has a **longer school day** than most Indiana schools, enabling us to accommodate personalized supports outside students' literacy and mathematics blocks of instruction. Unique, **daily 30-minute Success Periods**—operating school-wide—place students who need **tutoring** into **small groups** with a **content teacher**. Students

mastering standards on formative assessments are assigned to larger groups, taught by a variety of staff—including non-content teachers (e.g., music, art, PE, counselors). Student groupings/teacher assignments are **fluid**, changing after each formative assessment.

Step 7—Maintenance: Just because something has been taught and initially mastered doesn't mean that students retain that learning. Most students need repetition for mastery to set in. Students maintain learned skills through **periodic** and **cyclical reviews** of **standards taught** (e.g., during "Bell-work," through Daily Oral Language/Math activities; through formative assessments that periodically include test items covering previously taught materials/standards).

Step 8—Monitoring: Principals who monitor the fidelity of the 8-Step Process are effectively managing curriculum and instruction. Their role is to conduct daily classroom **walkthroughs**, hold student **Test Talks** (to meet individually with students to discuss their scores on State assessments and set achievement goals); convene **formal, monthly Data Meetings** with grade-level/department-level team meetings; provide oversight of daily Success Periods; and **celebrate success** with teachers, students and parents. The **superintendent** monitors the principal's implementation of the 8-Step Process, as do **assistant superintendents**. Structured, half-day semi-annual **Process Checks** are conducted by the superintendent, central office leadership and a national 8-Step Process external expert in every school. Each principal and grade-level/department-level leadership team presents (with evidence) their **progress**, identifies **challenges**, and discusses strategies for the **resolution of issues** requiring central office support.

Ambitious & Significant Reforms in Persistently-Low/Low-Performing Schools: Over the past four years, **none** of Warren Township's schools have been identified among Indiana's **persistently lowest-achieving schools**, and thereby eligible for the SIG program, authorized under ESEA, Section 1003(g).

In fact, as the Indiana Department of Education sought solutions for **turning around persistently low-performing schools in Indiana**, they turned to Warren Township's 8-Step Process of Continuous School Improvement model. Collaborative partnerships, funded by the Indiana Department of Education, assisted 26 state-identified, highest-priority-need schools (several on the verge of state takeover) in their implementation of our 8-Step strategies for dramatically improving student achievement in K-8 schools.

Each of the **26 school teams** spent an entire day in Warren Township, during their week-long Orientation Training with the national 8-Step Process expert. During Warren Township **site visits**, they **observed** principal-led, grade-level content-area teacher-team **Data Meetings** (to review the most recent formative test results, identify instructional adjustments needed, and regroup students (school-wide) for scheduled, daily intervention and enrichment sessions). Visitors learned strategies for posting, updating and effectively using **Data Walls**. Principals and teachers addressed numerous **implementation issues** raised by visiting teams (e.g., decision-making for re-grouping students; strategies for teacher assignments & intervention group sizes). Warren Township school leaders also served as facilitators throughout the week-long training sessions, leading to extended collaborative partnerships with other school district staff.

After a full-year of implementing Warren Township's 8-Step Process for Continuous School Improvement, the responses to our contributions were overwhelmingly positive—by the 26 targeted districts, their school leadership teams, and by the Indiana Department of Education—as nearly every assisted school increased achievement over a two-year period. (See **Appendix Item 4, Page 209**)

Under Indiana's newly-approve A-F accountability system (approved through a waiver from the U.S. Department of Education), one elementary and one intermediate academy were identified by the Indiana Department of Education as low-performing in September 2012. A high-quality plan to strengthen leadership and teacher performance, augmented by routine central office support and progress monitoring, has been approved by the State. Both schools were awarded highly-competitive school improvement monies to support their efforts. The Indiana Department of Education anticipates publicly releasing district and school letter grades at the end of October.

Making Student Performance Data Available to Students, Educators & Parents: Data is available, shared and used to inform practices and services at multiple levels—

Tyler SIS (the district's **Student Information System**): Provides data that is accessible by administrators, teachers and parents (through the Parent Portal). Here class grades, report cards, student transcripts, attendance, discipline, and immunization records are housed.

Data Warehouse: Through a **partnership** with the Indianapolis-based, **non-profit M.A. Rooney Foundation** we've established our Data Warehouse – at no cost to the district. It provides a platform for collecting, warehousing and reporting on current and historical student demographic and achievement data. Highly-qualified, the Foundation has successfully worked with other, comparable Indiana districts and agencies. Warren's **Memorandum of Understanding** with the Rooney Foundation includes a Confidentiality Agreement to safeguard **compliance** with privacy requirements of **FERPA**.

> Examples of warehouse data elements include: All **district/school testing results** (e.g., Acuity, mClass for K-2, IREAD-3, ISTEP+, ECA and district formative assessments); AP and dual credit data; as well as routinely-updated attendance records; discipline; and classroom grades.

Teachers **teach students to use their own data** and to **set learning goals** (explain expectations and assessment criteria; provide feedback and tools to students; use students' analyses to guide instructional changes); and **student-led data meetings** are held with parents (K-12).

8-Step Process for Continuous Improvement: As referenced, above, continuous **use of data informs** instructional **practices** and necessary adjustments to support individual student learning needs. Every month, **parents receive** Progress Reports about their child's classroom performance and achievement on formative assessments, aligned to the standards.

Learning Connection (the Indiana Department of Education's **statewide data system):** This comprehensive web site offers district leaders and classroom teachers access to longitudinal student-level data for **all State-administered accountability assessments**, including the results from K-8 **ISTEP+** proficiency and growth (at the school, classroom and student levels); **LAS Links** proficiency data for English language learner students; **IREAD-3** data to measure students' readiness for advancing from Grade 3 into Grade 4 reading levels; and **End-of-Course** assessments for high school students. In addition, the state's electronic IEP system for **students with disabilities** is housed in the Learning Connection.

All Warren **administrators** and **teachers** have login identification numbers to enable their access to school, classroom and student results. The Indiana Department of Education sends letters to every Indiana parent to notify them of this data source. Warren Township then provides **access to our parents**.

Because Indiana ties Individual Student Identification Numbers to every student, as families move across the state, the **data automatically transfers** to the receiving district as students register in their new schools.

In Indiana, all districts must now provide weekly (real-time) attendance data to the Indiana Department of Education. As we submit school attendance counts, we also continuously update class lists, ensuring that Classroom Reports posted on the IDOE's Learning Connection data system site reflect current students.

(B)(2) Increasing transparency in LEA processes, practices, and investments

While more common today, seven years ago MSD of Warren Township became the first Indiana district to invest in a software program called BoardDocs—a paperless governance solution that dramatically increases transparency by making public everything the district does through its school board. The district uses the Internet to enhance governance and provide a basis for better communication with the public. By making board meeting agendas and all supporting documents available on the Internet (not a common practice), the district distributes documents associated with school board meetings quickly and efficiently.

Electronic distribution not only saves time and resources, it also provides unprecedented public access to information that board members use to make decisions. Through the MSD of Warren Township's web site, the public can view the agenda and supporting documents associated with every meeting (e.g., expenditure claims reports; fiscal year-to-date reports). This allows interested teachers, administrators, parents and stakeholders to review and print the information prior to attending the meeting. It also means that community members do not have to "attend" to know what's happening in the district. Everything board members see on their

screens, the public also sees. Board members vote online—projected onscreen, so the public can see how individual members voted. Following these meetings, the public can access the BoardDocs site (on Warren Township's home web page) to review agenda items, examine meeting minutes and see what action was taken by the Board of Education. Every board policy, by-law, and guideline the district has is available and searchable on the BoardDocs site.

MSD of Warren Township demonstrates a high level of transparency by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.

MSD of Warren Township Financial Reporting: Financial Reporting in the MSD of Warren Township follows the prescribed guidelines as set forth by the Indiana Department of Education and the Indiana State Board of Accounts. On a monthly basis all claims and payrolls are approved by the Board of Education at the regularly scheduled School Board Meeting. Also each board meeting, a monthly Fund Summary Report (similar to the evidence provided below) is distributed, approved in the Consent Agenda and posted on BoardDocs.

On a bi-annual basis, the MSD of Warren Township sends its Form-9 Expenditure and Revenue data to the Indiana Department of Education to be displayed on the State of Indiana School Data Website. A link on Warren's district website leads readers to the Indiana Department of Education's website. On an annual basis, Warren Township's Board of Education convenes its Financial Committee to review the prior year investments, investment policy, and cash balances in each fund. The Financial Committee makes recommendations to the Superintendent and Board of Education for any changes in policy or structure to its investment portfolio. Again, these documents are published on Warren's BoardDocs website.

The following chart displays, by school, actual school expenditures for regular K-12 instruction, instructional support, pupil support, and school administration.

MSD WARREN TOWNSHIP
FY12 GENERAL FUND
EXPENDITURES BY LOCATION

Location Name	Certified Salaries	Classified Salaries	Substitute Salaries	Benefits	Supplies/ Misc	Prof. Dev/ Cont. Serv	Utilities	Total
Security	$ -	$ 260,587	$ -	$ 98,213	$ 12,260	$ -	$ -	$ 371,061
Porter Service/Facilities	$ -	$ 1,633,894	$ -	$ 615,799	$ 877,845	$ 1,354	$ 116,479	$ 3,245,371
Adm. Building	$ 1,028,754	$ 1,192,301	$ -	$ 837,095	$ 60,391	$ 254,771	$ 94,683	$ 3,467,995
Warren Central HS	$ 8,555,557	$ 3,071,619	$ 87,198	$ 4,415,039	$ 132,576	$ 23,637	$ 185,817	$ 16,471,443
Warren Perf. Arts Cente	$ 8,296	$ 7,802	$ 465	$ 6,242	$ -	$ -	$ 1,097	$ 23,903
Walker Career Center	$ 3,236,005	$ 418,264	$ 38,260	$ 1,391,680	$ 307,668	$ 71,542	$ 8,402	$ 5,471,822
Creston MS	$ 2,526,736	$ 526,419	$ 27,880	$ 1,161,213	$ 17,211	$ 2,210	$ 158,268	$ 4,419,937
Stonybrook MS	$ 2,364,935	$ 546,897	$ 37,856	$ 1,111,710	$ 23,028	$ 2,564	$ 85,942	$ 4,172,932
Raymond Park MS	$ 2,304,336	$ 552,203	$ 15,325	$ 1,082,379	$ 18,298	$ 1,204	$ 149,988	$ 4,123,732
Eastridge Elem	$ 1,581,001	$ 333,652	$ 21,751	$ 729,813	$ 14,139	$ 1,944	$ 109,602	$ 2,791,902
Hawthorne Elem	$ 1,362,119	$ 279,999	$ 26,517	$ 628,893	$ 14,019	$ 384	$ 89,987	$ 2,401,918
Highlander Park	$ -	$ -	$ -	$ -	$ -	$ -	$ 41,808	$ 41,808
Grassy Creek Elem	$ 1,645,079	$ 285,469	$ 31,216	$ 739,371	$ 11,190	$ 3,328	$ 122,206	$ 2,837,859
Lakeside Elem	$ 1,866,745	$ 371,475	$ 55,772	$ 864,584	$ 13,045	$ 2,218	$ 38,548	$ 3,212,387
Lowell Elem	$ 1,878,107	$ 290,295	$ 64,940	$ 841,726	$ 18,915	$ 1,002	$ 100,870	$ 3,195,855
Moorhead/Connections	$ 76,882	$ 52,277	$ -	$ 48,679	$ 14,386	$ 124,282	$ 78,578	$ 395,084
Special Education	$ 903,282	$ 164,964	$ 59	$ 402,634	$ -	$ -	$ -	$ 1,470,939
Pleasant Run Elem	$ 1,711,125	$ 323,419	$ 32,112	$ 778,903	$ 14,212	$ 2,571	$ 100,358	$ 2,962,700
Renaissance Alt. School	$ 911,043	$ 178,328	$ 180	$ 410,642	$ 22,266	$ 1,463	$ 77,584	$ 1,601,505
Sunny Heights Elem	$ 1,546,944	$ 305,187	$ 25,224	$ 707,558	$ 15,017	$ 1,000	$ 110,270	$ 2,711,201
Brookview Elem	$ 1,914,312	$ 468,430	$ 32,996	$ 910,469	$ 18,271	$ 2,638	$ 112,339	$ 3,459,456
Warren Early Childhood	$ 271,473	$ 182,541	$ 12,060	$ 175,659	$ -	$ -	$ 92,695	$ 734,427
Liberty Park Elem	$ 1,502,484	$ 309,886	$ 15,412	$ 688,874	$ 11,624	$ 5,145	$ 114,956	$ 2,648,381
District	$ 46,096	$ 28,171	$ 432,982	$ 191,177	$ 84,619	$ 372,429	$ -	$ 1,155,474
Creston IA	$ 1,706,402	$ 289,367	$ 62,085	$ 775,586	$ 18,923	$ 2,501	$ -	$ 2,854,862
Stonybroom IA	$ 1,864,540	$ 186,758	$ 38,592	$ 787,661	$ 18,142	$ 2,581	$ -	$ 2,898,274
Raymond Park IA	$ 2,046,858	$ 183,751	$ 25,231	$ 850,205	$ 16,135	$ 2,891	$ -	$ 3,125,070
Porter Service/Trans.	$ -	$ 49,571	$ 1,972	$ 19,426	$ -	$ -	$ -	$ 70,969
Totals	***$ 42,859,112***	***$ 12,493,525***	***$ 1,086,084***	***$ 21,271,230***	***$ 1,754,180***	***$ 883,660***	***$ 1,990,477***	***$ 82,338,267***

(B)(3) State context for implementation

State legal, statutory and regulatory requirements **provide successful conditions** and **sufficient district autonomy to enable full implementation** of the personalized learning environments described in Warren Township's RttT Application proposal.

Rigorous Academic Standards: On August 3, 2010, the **Indiana State Board of Education unanimously** voted to **adopt** the **Common Core State Standards** (CCSS) for Mathematics and English/Language Arts. Following adoption, the CCSS became known as Indiana's Common Core Standards (**INCC**).

Indiana's Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for **success in college and careers**. Warren Township's RttT application aligns all curriculum, instruction and assessment elements of our proposal to the rigorous expectations of the newly-adopted Common Core State Standards.

Schools across Indiana began implementing INCC during the 2011-12 school year. Gradual implementation of the new standards will continue until they are fully implemented, state-wide during the 2014-15 school year.

The Indiana Department of Education's **timeline** for fully implementing Indiana Common Core Standards, by grade span, follows:

- 2011-12: INCC should be fully implemented in kindergarten
- 2012-13: INCC should be fully implemented in K-1
- 2013-14: INCC should be fully implemented in K-2
- **2013:15: INCC should be fully implemented in K-12**

Warren Township will implement Indiana Common Core Standards for K-6 in 2013-14.

State Assessments, Aligned to Rigorous Academic Standards: The Partnership for Assessment of Readiness for College and Careers (**PARCC**) is a 24-state consortium working together to create **next generation state assessments** in English language arts

and mathematics. Indiana State Superintendent Tony Bennett serves on PARCC's Governing Board; Wes Bruce, the Department's chief assessment officer is a K-12 Lead for PARCC in Indiana; and Trish Wlodarczyk, with the Indiana Commission of Higher Education, coordinates PARCC-related postsecondary engagement activities in the state.

All of Indiana's public two- and four-year colleges and universities have committed to participate in PARCC, help develop the college-ready assessments, and, ultimately, **use** those **assessments as one indicator of students' readiness for entry-level, credit-bearing college courses**. Together, these institutions educate 100 percent of the freshman entering public colleges and universities in Indiana.

Measuring the full breadth of the Common Core State Standards will require **new** kinds of **state assessments** that measure what matters for students' futures. The Indiana Department of Education's PARCC (Indiana's new assessment system) **timeline** is:

2010-11: Launch and design phase
2011-12: Development begins
2012-13: First year pilot/field testing and related research and data collection
2013-14: Second year pilot/field testing and related research and data collection
2014-15: Full operational administration of PARCC assessments
Summer 2015: Set achievement levels, including college-ready performance levels

PARCC assessments (short answer, longer open response and performance-based, plus richer multiple choice items) will be **computer-based** in order to maximize technology and deliver faster turnaround of student results. PARCC's **high school assessments** will be developed in **collaboration with higher education** and will tell students whether or not they are ready for entry-level college courses. PARCC states will adopt **common performance standards** that will allow policymakers to compare results within and across states to identify pockets of innovation and achievement.

Warren Township's RttT proposal seeks to realign our **district's formative assessments** to the expectations of Indiana's Common Core Standards (and anticipated PARCC assessments) to ensure that teachers have **timely information** about students' progress and can **adjust instruction** and **student supports** as appropriate throughout the school year.

Professional development, including educator–led training, for interpreting and using PARCC assessments will be developed by the Indiana Department of Education and made available **online**. Recognizing that teachers' practices are unlikely to change without widespread understanding of the standards' new academic demands (and how they will be measured), PARCC is establishing **Educator Leader Cadres** to support districts' efforts. The level of that support remains unknown, and therefore our RttT proposal includes **external support** to work directly with Warren Township principals and teachers as we transition into the State's new standards and assessments systems.

Virtual Learning (Online) and Extended-Learning Opportunities: Warren Township's RttT proposal anticipates greatly-enhanced personalized student learning options for secondary students through the use of:

- **Virtual Learning Opportunities** where students in Grades 7-12 work online, at their own pace, on their own time, on competency-based, credit-bearing coursework; and
- **Extended-Learning Opportunities** where high school students participate in personalized learning experiences with business/community partners, in-part or in-whole outside of the classroom, earning credit based on demonstrated mastery of Indiana's Common Core Standards course competencies.

In May 2009, the Indiana State Board of Education issued an immediate **waiver** of the **"seat time"** requirement for **awarding high school credit**. Indiana schools may choose to award high school credits by "**demonstration of proficiency**" (usually an assessment or other collection of experiences that demonstrate mastery of the content standards of the course).

Instructional decisions related to curriculum selection and development, implementation, and assessment are **left to local school districts**. In fact, Indiana schools may explore, develop, and implement activities and programs that go beyond State Board of

Education-approved course descriptions, as they strive to prepare their students for life in an ever-changing society. (511 Indiana Administrative Code)

To **advance** and **expand** Indiana's efforts to take advantage of technology to improve student outcomes, the Indiana Department of Education appointed a Director of eLearning in November 2011. The work of this Division focuses on boosting the state's efforts to connect Indiana to great ideas in educational technology, **virtual** and **online learning**, and **new learning models** and **instructional practices**.

The Indiana State Board of Education does **not restrict high school credit** to course work completed in Grades 9 through 12. Schools may elect to award high school credit to students who complete courses before entering Grade 9, if the course is equivalent to its high school counterpart.

Dual Credit Teacher Certification Scholarships: In Indiana, dual credit courses are **taught by high school faculty** or by **adjunct college faculty** or **college faculty** either at the high school, the college or university, or sometimes through online courses for distance education. The Indiana Commission for Higher Education's Policy on Dual Credit Courses Taught in High Schools by High School Faculty, requires that approved instructors of dual credit courses have credentials consistent with the credential required for on-campus faculty, or a development plan approved by the postsecondary institution to satisfy this requirement. Increased demand for dual credit coursework prompts Warren Township's RttT proposal to increase the number of Warren Central high school teachers certified and approved by the postsecondary institution to instruct college-level dual-credit coursework within the high school.

Indiana law currently **requires** each Indiana **high school** to **offer** a **minimum** of **two dual credit courses** and two advanced placement courses (Indiana Code 20-30-10-4). The intent is to expand opportunities for more students to take college-level coursework while in high school. It also provides an avenue to fulfill Indiana's Core 40 with Academic Honors and Core 40 with Technical Honors diploma requirements using the dual credit option, helping more students prepare for college. As demonstrated earlier in this section, Warren Township far-exceeds the state's minimum requirements by offering more than 40 dual credit courses and advanced placement coursework.

Legislation passed in 2011 **eliminates** the **grade level requirement** for dual credit. Indiana Code 21-43-4-3 requires districts to notify 8th graders and beyond about the dual credit program options. Further, there is **no** longer **a state-imposed limit on dual credits**. Previously, Indiana's policy limited dual credits from one institution to 15 credits. That policy was changed in February 2010.

Public college dual credit **tuition** is **waived** by the college for **students** who **qualify** for the **Free and/or Reduced Lunch program**. For tuition to be waived, courses must be part of the college Core Transfer library (Indiana Code 21-14-8).

Dual Credit is one of four **Indiana Department of Education** (IDOE) "**College and Career Readiness**" metrics tracked in the state's system of accountability. College and Career Readiness is calculated by the Department as an unduplicated number (percentage) of all high school graduates in a given year earning either: (1) IDOE-approved dual credits verifiable by a transcript; (2) Advanced Placement exam scores of 3 or higher; (3) International Baccalaureate scores of 4 or higher; and (4) IDOE-approved Industry Certifications.

Teacher and Principal Annual Performance Evaluations: Teacher evaluation requirements were legislated under Public Law 90 of the Indiana General Assembly (2011) and became effective, statewide, this year. **Warren Township** served as a **pilot site** for implementing this new evaluation system and is now **fully-implementing** its provisions—for all principals, teachers, the superintendent and central office staff.

Bellwether Education Partners recently analyzed new teacher evaluation laws around the country. Bellwether considered factors such as whether (a) states' teachers are **evaluated annually**; (b) **principals** as well as teachers are evaluated; (c) good teachers are given opportunities for **increased compensation**; (d) evidence of **student learning** is a factor; (e) evaluations differentiate between **multiple levels** of educator performance; (f) parents and public are provided **clear information** about teacher effectiveness; (g) **principals have** the **authority** to decide who teaches in their schools; and (h) the law **protects students** from being consecutively

assigned to ineffective teachers. The quality of **Indiana's evaluation law** surpassed all other states and was **rated** the **best in** the **nation.**

Opportunity for Review & Comment: As required, both the Indiana Superintendent of Education and the Mayor of Indianapolis were given at least 10 business days to review and comment on Warren Township's proposed RttT application. Evidence of this opportunity is provided in the **Appendix, Item 5, page 212** (State Superintendent), **page 213** (Mayor of Indianapolis) **Letters of Support**.

(B)(4) Stakeholder engagement and support

Students, **families**, **teachers**, **principals** and **central office staff** were engaged and contributed to the development of this proposal in the following ways—

- After preliminary data analyses and initial discussions among central office leadership, our first RttT brainstorming meeting was held on **August 24, 2012**, and attended by central office staff (assistant superintendent, chief technology officer), high school and middle school principals, leadership from the Walker Career Center, teacher representatives, and the Early Childhood Center director. The Warren Education Association (union) president was invited, but unable to attend our 1st meeting.

- Following our initial brainstorming, representatives returned to their schools and began the process of talking with building teachers and staff to solicit input and gather data.

- **Weekly** (at a minimum) **group meetings** were convened throughout the grant writing process. **One-on-one** meetings **continuously** occurred (e.g., the superintendent and the Warren Education Association president, with follow-up by the assistant superintendent; district leadership conversations with **collaborative partners**; chief technology officer's site visits to Ball State University to observe practices, gather facts for decision-making, and collaborate with potential partners).

- **Continuing conversations** were held with **established community partners (e.g., Community Health Network** and **Gallahue Mental Health Services,** the Indiana University **Equity Project)** to discuss collaborative roles, aligned to needs identified in our RttT grant application, most notably for our Competitive Preference proposal.

- Multiple discussions were held with **all district principals**—and during bi-weekly discussions with **secondary department chairs**—to solicit input, bounce ideas and prioritize RttT proposed initiatives.

- The superintendent's office organized multi-day **Quality Review Visits,** led by central office administrators and the district's director of special education, to conduct building and classroom walkthroughs, **observe** instructional practices and uses of technology, to **meet** with **parent** representatives**,** and to **talk with students** about their perceptions and needs.

  To ensure **diverse student input**, we met with a variety of student groups, including: national honor society representatives; members of the student council; athletes and performing arts students; special needs students; and students who had been suspended.

  Surveys were sent to **all high school teachers**, with response findings informing grant-proposed initiatives.

- In **October**, two important stakeholder groups were convened: (a) all **district teachers** and **school leaders** were invited to attend an after-school meeting to solicit their feedback and input; and (b) a Community Dialogue Meeting was held for **parents** and **members** of the **community** to learn about preliminary plans and to seek input.

Based on stakeholder involvement, the proposal was continuously revised. Some examples of those revisions included:

- **Eliminated nearly all initiatives** that were **reliant upon hiring personnel** (e.g., adding more graduation coaches, instructional coaches, project coordinators, etc.). Focused on high-need, high-cost initiatives that we would not otherwise be able to readily-afford and that would be self-sustaining (e.g., district-wide professional development initiatives; substantial infusion of technology; providing Virtual Learning online coursework aligned to the expectations of Common Core; developing a premiere Sports & Media Production training and entrepreneurial experience for high school students that would be self-sustaining)

- Worked to **front-load our efforts**, that is, to the extent possible, we tried to concentrate costs/benefits in the earlier years of the grant period

- Revised our initial plan of providing after-school tutoring in secondary schools for 2-hours, four-days per week. Instead, opted to significantly increase extended-day opportunities by keeping schools in four central sites open **daily until 7 p.m**. and **Saturdays** from **10 a.m. until 2 p.m**.

- **Sustainability** issues led us to back away from pursuing tuition-free attendance in our **Early Childhood Center** for all district pre-school-aged students

- Because of staffing, liability and student safety concerns, decided against using **portable classrooms**, strategically-placed across the district to provide **24/7 Internet access** to all students, all the time

- Seriously considered installing **WiMAX towers** in strategic locations across the district, to enable universal **24/7 internet access for all**. Met with Ball State University's Unified Communications management to discuss their recent installation of towers, in partnership with the University of Wisconsin. At the end of the day, continuous **maintenance costs** beyond the grant period, along with manufacturers' discontinuing development of WiMAX networking gear to focus on 4G, among other concerns, made this an **unrealistic** option. Focused, instead, on alternative options to ensure equitable access to technology and Internet for all students.

Stakeholders' support is evidenced by **Letters of Support** provided in the **Appendix**, **Item 5**, **Pages 211 through 223**.
These include letters from:

- Indiana Department of Education
- Mayor of Indianapolis
- Indiana State Senator
- Community Health Network, Community Hospital East
- Jane Pauley Community Health Center
- Ivy Tech Community College
- Indiana University Equity Project
- The Derwin Smiley Show
- Indiana University School of Dentistry
- CEDIA: Custom Electronic Design & Installation Association

- Patricia Davenport, National 8-Step Process Expert
- OASIS Volunteer Program

(B)(5) Analysis of needs and gaps

The chart and supportive data below summarize Warren Township's analyses of our **current status** for implementing personalized learning opportunities for students, identifies **priority needs** and **gaps**, and **highlights RttT-funded deliverables** envisioned to support those needs.

Current Status in Implementing Personalized Learning Environments		
Key Goals: To strengthen and enhance district strategies to personalize learning and to create rigorous, engaging instructional delivery options that support students' college and career readiness **Rationale:** While existing practices have dramatically-increased graduation rates and improved student achievement, gaps remain, expectations are increasing and more must be done to leverage technological advances available for supporting and accelerating student learning.		
Needs Assessment Area for Analysis	**Person Responsible & Sources of Information**	**Primary Findings**
Analyses of the district's **8-Step Process for Continuous Improvement** to determine revisions needed to improve instructional practices, more effectively use data for student-centered decision-making, and to provide support to struggling students	Tim Hanson, Assistant Superintendent Input from district and building leadership & teachers	• Indiana Academic Standards drive instruction & assessment • Instructional Calendars pace curriculum • Formative assessments, aligned to Indiana Academic Standards are skill-based, low-level questioning; paper-pencil format; hand-scored; delayed results; updated annually • Need to strengthen student ownership & awareness (PreK-12) of learning strengths and progress needed to reach individual academic and career goals • Daily, 30-minute remediation & enrichment sessions are ineffectively used at high school level

Deliverables Through RttT: External experts to facilitate K-12 teachers' development of **competency-based instruction**, aligned to Indiana's Common Core Standards and **student-tailored instructional delivery options** (both inside and **outside of school**) aligned to those standards. Development of **formative assessments (performance tasks), aligned to Common Core** (more rigor; higher levels of depth of knowledge; critical thinking; authentic, problem-based experiences) that are **electronically-scored**, providing **immediate results** & **data analyses** for instructional decision-making. Development of **computer-supported system** for employing **dashboard approach** to **track individual students'** (PreK-12) strengths & needs for reaching **academic & career goals**. 30-minute Success periods embedded into K-12 schedules will enable designated times for **individual personalized goal setting**, monitoring of progress & supports. **PD** to support teachers & leaders.		
Analysis of **student achievement** across all schools and grade levels to ascertain **highest levels** of **academic need** within the district	Lee Ann Kwiatkowski, Assistant Superintendent Indiana Department of Education ISTEP+ and ECA assessments (Compass & Data Center) IDOE Learning Connections Reports	• **Highest** levels of **achievement** occur across our nine (9) **elementary schools** (E/LA proficiency rates ranging from 69.8% to 89.7%) • Three (3) **Intermediate Academies** (Gr 5-6) E/LA scores ranging from 62.9 to 79.5% • **Lowest** levels of achievement occur at **secondary levels:** 3 Middle Schools (Gr 7-8) E/LA scores range: 57.7 to 68.3% • High School English 10 ECA at 73%; Algebra I at 48%
Deliverables through RttT: Learning expectations aligned to Common Core and revised formative assessments needed **district-wide** (K-12). **Expanded technology/environ supports** required at **all levels**. **Extended-day** (until 7 pm), **extended week** (Super Saturdays) and **extended-year** (summer & Intersessions) technology-rich environs and supports for students including **take-home devices** and Internet access (**4-G cards**).		
Analyses of achievement gaps	Lee Ann Kwiatkowski ISTEP+ data, ECA data, College & Career Readiness (AP & dual	• ISTEP+ (Gr 3-8) disaggregated data results show **increased gains** for **every ethnicity subgroup**, as well as for poverty students. **Tremendous growth** shown for **EL** students. **Lowest performing** groups are students with **disabilities**, **Black** and **poverty** groups.

Disaggregated data analyses complete findings & graphs may be found in **Appendix Items 6-7, Pages 224-225**	enrollment) District special education services leadership data analyses Input from district and building leadership & teachers	• ECA (Gr 9-12) disaggregated **ethnicity** subgroup results show the **largest** achievement **gap** between White students (highest performance) and **Black** & **Hispanic** groups. The **widest gap** occurs between **students with disabilities** and general education students. • **Decreased #s** of grads **taking** and **passing AP exams** (opting for dual-enrollment). **Black** students **keeping pace** with State average pass rates; **White** students **exceeding** State averages. • **Disproportionate #s** of students identified as **Emotionally Disturbed**; systemic classroom **behavioral supports lacking**; misidentification of students & **unmet needs**
Deliverables through RttT: Strategies for **increasing** the numbers/percentages of **students obtaining college credit** while in high school (dual credit & AP) occur through appropriately **certified personnel** and greatly-expanded **Virtual Learning** (online coursework) opportunities. **School-based discretionary professional development** budgets enable school leadership teams to identify trainings most needed by their staff to strengthen instructional practices, aligned to the expectations of Common Core. Leadership changes were made in the district's Special Education Department, followed by an analyses of how specialists are currently used across the district. Our proposal includes a **collaborative partnership** with the Indiana University Equity Project and Gallahue Mental Health behavioral therapists to develop plan for classroom teachers **to personalize tiered behavior interventions** for students. **Parent University** piloted in Year 1, and scaled district-wide in Years 2-4, for working collaboratively with parents on consistent **school** and **home behavioral practices**.		
Analyses of instructional technology resources available to schools, teachers, students and their families	James Aldridge, Chief Technology Officer Warren Central HS, Walker Career Center, Middle School leadership and teacher reps	• SmartBoards in every **elementary** classroom; iPad technologies for every K-2 teacher; **insufficient**, **outdated** computer stations • Instructional technologies **sorely deficient** across **middle schools** & **high school** • While all schools & classrooms have **Internet access**, too many students do not—outside of school hours. This also hampers **equal access** to **Virtual Learning** opportunities.

	High school teacher surveys, discussions with students & parent representatives (during the superintendent's Quality Review school visits)	• Technology is inadequate to accommodate **school-wide State assessments** & electronic district **formative** assessments, particularly at **secondary levels** • Lack of technology at all grade levels **limits access to informational text** & students' online use of research, analyses and argumentation skills • Technologically-rich **collaborative learning environments lacking in secondary programs**
Deliverables through RttT: Infusion of instructional **technologies across the district; enhanced technology-rich, collaborative learning environs**. Access to technology **within classrooms** PreK-12; **Internet access for all** through expanded school hours (until 7 pm) in four centrally-located sites across the district; **Take-home laptops for students, with Internet access 4-G cards**; **Online coursework**, aligned to Common Core standards & **continuously evaluated** & revised, as needed; with **technology, Internet access** and **content teacher supports**. Extensive and sustained **professional development** for the effective and fully-integrated use of technologies to engage, accelerate & support all students' learning, their achievement, and readiness for college and careers.		

C. Preparing Students for College and Careers

(C)(1) Learning

Project 1 – Personalized Learning Opportunities (Grades PreK-12)

If we expect more, we can achieve more. This initiative transforms our successful, district-wide, *8-Step Process for Continuous Improvement* through higher expectations for teaching and for personalized student learning.

A proven 8-Step Process for Continuous School Improvement dramatically increased achievement, deepened students learning, and personalized student supports in Warren Township's diverse, high-poverty, high-minority PreK-12 schools. While this process has

been effective, we must now transform the successful elements of the 8-Step Process to continue meeting teaching and learning needs. The chart below illustrates how, with the support of RttT funding, this transition will occur.

Personalized Student Learning Opportunities for PreK-12 Students	
Current strategies aligned to the district's **8-Step Process for Continuous School Improvement**	Proposed strategies ratchet up successful elements of the **8-Step Process** through higher expectations for teaching & learning, supported by technology, professional development and collaborative teacher & student work efforts
• Indiana Academic Standards drive curriculum & instructional practices	• **Indiana Common Core Standards** drive curriculum & instructional practices
• Intensive & sustained, district-wide PD--facilitated by external expert--to develop (a) Teachers' & leaders' understanding and expectations of standards & (b) Classroom instruction aligned to those standards	• Intensive & sustained, **district-wide PD**--facilitated by **external expert** and **highly-effective teachers** to develop (a) Teachers' & leaders' **understanding** and **increased expectations** of Common Core Standards; (b) Classroom instructional practices and **student-tailored instructional delivery options** aligned to those Standards; and (c) Best practices for effectively **integrating instructional technologies** to support **Blended-Learning** strategies & the use of **collaborative learning environments**
• Instructional Calendars pace curriculum, aligned to Indiana Academic Standards	• **Competency-based instruction**, aligned to Common Core State Standards
• Instructional technologies available at Walker Career Center and across the district, most especially at the elementary levels (SmartBoard technologies in every classroom; iPads for all K-2 teachers; classroom computer stations	An **infusion** of **instructional technologies** will be provided **across the district** **Collaborative, technology-rich learning environments** will be located in each middle school, Warren Central High School and the Walker Career Center
• District-developed formative assessments, aligned to Indiana Academic Standards Skill-based; low-level questioning Paper-pencil format	• District-developed **formative assessments**, aligned to Common Core State Standards--facilitated by an **external expert**--and **PD** for teachers' and leaders' understanding and effective use of assessments & resulting data More **rigorous**; higher levels of **depth of knowledge**; **critical thinking**; **authentic, problem-based/real-world experiences** **Computer based**

Hand scored; delayed results Annually updated	**Electronically-scored**; **immediate results** for students & **data analyses** for teachers & instructional **decision-making** Ability to **immediately adjust** assessments "on the fly"
• Daily, 30-minute Success Periods for re-grouped students' remediation or enrichment, aligned to formative assessment results	• Daily, 30-minute Success Periods will be embedded in K-12 school schedules. **Electronic data analyses** information will **identify learning gaps** and **provide tools & supports** for intervention work, **directly-aligned** to **individual** student **needs** • Scheduled Success Periods will enable designated times for **individual personalized goal setting**, **monitoring** progress & providing **support**
Intermittent opportunities for instructional support through 2-hr after-school tutoring or during Intersessions (fall & spring 2-week calendar breaks)	**Extended Hours** (until 7 pm), **Extended Week** (Saturdays 10-2); **Extended Year** (summer school & Intersessions) at four central sites to enable **Internet access** for all and to provide **academic support,** aligned to students' needs
Annual teacher & leader evaluations, linked to school and student performance, to inform professional development and personnel decisions Year-long Orientation Series to support and enhance the effectiveness of first year teachers	**Annual teacher** and **leader** differentiated **performance evaluations** to improve instruction; based on multiple valid measures, including student growth for all learners. Used to inform professional development and personnel decisions. Strategies to **provide time & resources** that support professional development, **directly-aligned** to school and teacher needs; & Opportunities to obtain **licensing required** for the delivery of **dual-credit** coursework
• Process **implementation routinely monitored** by district leadership through **monthly data meetings**, principal **walkthroughs**, posted **Data Walls**, reports to **School Board**, & formal **onsite Process Check** by the superintendent, cabinet members and external experts.	

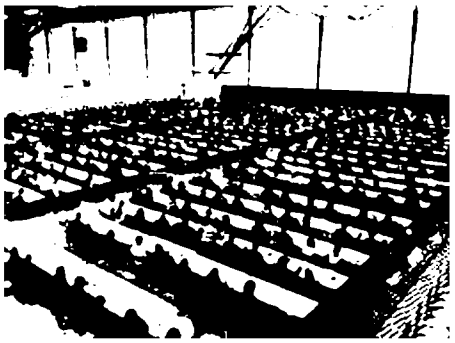
Curriculum, Instruction and Formative Assessments—At present, an Instructional Calendar aligned to Indiana Academic Standards paces teachers' instruction, drives the focus of lessons, and determines which standards are measured on district-developed formative assessments. While this has served us well, in order to achieve at higher levels, curriculum and instructional practices must

now be aligned to the more rigorous Common Core Standards. Through grant funding, an **external curriculum & assessment expert** will support our work to –

- **Map curriculum** to align with the expectations of the Common Core Standards. We will begin, first, with the core content areas of **English/language arts** and **mathematics** (Year 1). Eighty (**80**) teacher representatives (K-12), EL and special education specialists will be selected to work collaboratively with an external expert to map curriculum;
- In addition, **sample lessons** will be developed to serve as instructional guides for helping teachers develop students' **critical thinking skills** and learn in the context of **complex**, **multifaceted** and **real-world problems** (aligned to students' interests).
- To continuously measure students' learning and to inform instructional practices, district **formative assessment items**, aligned to the **authentic learning expectations** of Common Core, will be developed. For the first time, we also will design our formative assessment **performance tasks** for **online testing**. This **electronic format** will enable scoring and the quick return of disaggregated results to teachers. They will be able to immediately hold their principal-led Data Meetings to inform necessary instructional adjustments and to determine the re-grouping of students for Success Period interventions and enrichments. **Performance task development** (test items) will continue until we cover all E/LA and Mathematics standards and have a sizable "bank" of items for **re-testing** to measure students' mastery.
- Across the grant period, core content curriculum mapping will be continuously refined (English/language arts and mathematics). Each year, **new coursework** will be added (i.e., Year 2: **social studies** and **science** mapping & aligned **formative assessments**, K-12; Year 3: **Career Center** programs; Year 4 – K-12 **health**, **music**, **physical education** and others);
- **Professional development** for **all teachers'** use of the mapped Common Core curriculum and the use of new, online formative assessment performance tasks will occur at multiple levels: (a) All district teachers will receive training on the curriculum maps and online formative assessments, aligned to Common Core expectations, each summer during the district's **Organizational Meetings**; (b) **Building leaders** will receive ongoing training during **bi-monthly** principals' meetings with Assistant

Superintendents; and (c) Principals and academic coaches, with support from the 80 **teachers who worked with** the **external expert,** will support all teachers' use of these tools during collaborative team meeting times, **embedded** into school schedules.

Environments to Support Engaged Learning—In its recent analyses of school reform and student engagement, the Phi Delta Kappan noted that, "Perhaps more than any other subject, the issue of student engagement was explicitly and implicitly raised by students and teachers. They spoke of it as an intrinsic component of any discussion on school reform." Warren Township's proposal seeks to **infuse technology supports** into our **instructional environments** and to ensure that **teachers** are **well-prepared** to effectively and meaningfully use these tools for engaging and educating students.



While the Walker Career Center and elementary schools have reaped the largest benefits from previous grants, technology supports that were great for their time, no longer meet future needs. Sufficient technologies for engaging and supporting individual learners, promoting team work, or enabling school-wide online assessments (for district formative assessments, and for the new State PARCC assessments) are not available--with the most serious deficits occurring at the secondary levels.

This picture was taken during an End-of-Course high school assessment, with students using a paper-pencil format. Online testing is required when PARCC assessments begin in 2014-15.

Over the past three years, operational efficiencies led to re-appropriating district dollars for innovative digital environments. Most relevant to this Application are the more than $1.5 million dollars used to establish a new state-of-the-art **Warrior Mediaplex**, located within Warren Central High School. Since our proposal expands on the Mediaplex concept, background information is provided.

As students enter the new Mediaplex, they pass through a **Digital Newsroom**. Six televisions with directional sound (so that once you leave this area, you don't hear the broadcasts) continuously provide local, national and international news. Bench seating in the center of the television screens offers an area for extended listening.

The center of the expansive Mediaplex provides a **Wireless Lounge** with 72 laptops available for check-out by students (or students may bring in their own technology devices). Student capacity in this central area of the Mediaplex is equivalent to two traditional computer labs.

Surrounding the centrally-located Wireless Lounge is the heart of the Warrior Mediaplex, where **four Innovative Spaces** are featured.

1. Two **Si-Com Labs** (Simultaneous Instruction Computer Labs). Each Si-Com Lab houses 34 student work stations (total of 68 stations). Each student station supports two monitors: One monitor shows what the teacher is presenting; the second monitor allows the student to immediately/simultaneously replicate the process being taught by the instructor. Innovative room configurations and tiered student seating place the teacher behind the students on a raised lecture podium. The students' backs are to the instructor, providing the teacher with visual access to every student's monitors. Recessed lighting above the lecture podium offers a document camera to enable this to also serve as a demonstration lab (e.g., dissecting frogs).

2. Two **Collaborative Learning Studios**. Each studio accommodates six tables (with up to six students at each table), thereby supporting a class of 36 in each of the two studios (for a total of 72 students in both studios). The studio is designed to facilitate collaboration among team members (students, teachers, administrators, etc.). The table is a dry erase board, with the computer located inside the table (no table-top clutter) where students use wireless keyboards and mice to run the computers. A 40" screen and video camera in each studio enables distance collaborative learning and skyping.

3. **Digital Viewing Room**. This area is set up like a theater, with tiered seating. The teacher podium in the front of the room hosts a document camera to display videos, computer applications, and demonstration projects. Two ultra -short-throw projectors hang on the wall, extending 14 inches and project straight down, thereby eliminating shadowing issues. The image is always there. It can create an 8-foot wide image on the wall. (The walls in this room are painted to turn them into one huge dry-erase board—with the white wall becoming the screen.) Students interact directly with the wall (e.g., the entire front row can do a "board race" at the same time. A huge image of a specific cell can be placed on the wall and students can then label parts, draw illustrations, make notations, etc. In this room, students will do more than simply viewing: they will be out of their seats, engaged and interactive.

4. **Creative Thought Gallery**: This idea was borrowed from high-tech corporations (e.g., Cha Cha, Google, MiscroSoft, FaceBook). The entire room is one big dry erase board (students/teachers write on the walls. The outside walls of this room are scalloped (forming semi-circle work areas for small groups). An entire classroom (30 students) can go to the Gallery and each scalloped section of the room (outer perimeter) is about 7 ½ feet wide – accommodating groups of three students in each of the 10 scalloped spaces. Form and function were considered in the design of this room to enable all 10 of each 3-member student group to write in a unique space and not bump into other student work groups. In the center of the Creative Thought Gallery is a huge table with 10 computers on it, providing immediate internet access to each of the 10 work teams.

The Warrior Mediaplex lends itself to **blended-learning** opportunities, supported by **differentiated instruction**, and provides routine opportunities for students to develop and demonstrate important **soft skills** and **traits** that impact success, including: goal-setting, teamwork, perseverance, critical thinking, communication, creativity and problem-solving.

This proposal seeks **funding to support** the full and effective use of technologies to meaningfully engage and motivate district students, advance digital literacy, and facilitate students' collaborative work through the following strategies—

- Expand this highly-engaging and technology-rich learning environment into the libraries of our **three (3) middle schools** (**Mediaplex-like environs via Si-Com Labs & Collaborative Learning Studios**) to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School; Sci-Com labs will require **CS6 Adobe Master Collection** software and maintenance costs across grant period.
- **Renovate five (5)** existing **high school computer labs** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior **Mediaplex** (Si-Com Labs and Collaborative Learning Studios)
- Provide **laptops** in **30 high school English** wireless **classrooms** to support students' research, as well as oral and communication skills;
- Increase **technology integration** into **seven (7) high school science labs**, resembling scaled-down versions of the high-tech labs in the pharmaceutical and biomedical engineering industries;
- **Renovate seven (7)** existing **computer labs** in the **Walker Career Center** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior Mediaplex;
- **Renovate 25 high school mathematics classrooms** to provide integrated, interactive displays and dry erase paint on the walls for engaged student work; as well as for **17 high school social studies classrooms**; and
- Provide **81 iPad carts** (2,430 iPads) for nine K-4 **elementary** schools; **67 iPad carts** (2,100 iPads) for three Grades 5-6 **intermediate** academy; **67 iPad carts** (2,100 iPads) for three Grades 7-8 **middle** schools; one cart (30 iPads) for the **Early Childhood** Center; and two 2 carts (60 iPads) for the Renaissance **Alternative Education** program;

- Provide $25 in **apps** for each iPad per year;
- Provide 110 **fortified iPads**, special apps & **Boardmaker software** for **Special Education** Life Program & Functional Classrooms (highest-need students)
- To ensure that (a) newly-acquired technologies are immediately inventoried, labeled & distributed to schools; and that (b) set-up, troubleshooting & maintenance support is provided to building staff enabling students' and teachers' timely use of technologies, **contracted technician services** (for additional expert assistance) will be needed.
- Warren Township schools are currently built for wireless coverage, but not density within the buildings (except the high school). Adding this level of technology hardware will require coverage for density, i.e., **500 additional wireless access points**—with contracted services for the wiring & installation work. Without this wireless upgrade, student access to the Internet at the middle, intermediate and elementary school levels will be painfully slow, at best.

Professional Development to Support Technology-Rich Learning—The true measure of the value of this infusion of technology and renovation of collaborative learning spaces will be demonstrated through the continuous and effective use of these tools and environments to support learning. The linchpin to its success is ensuring that staff and students are appropriately trained and supported in effectively using the innovative spaces and technologies available through these high-tech learning environments.

Exceptional **teacher training** for using technologies featured in the Mediaplex, as well as using the new resources in individual schools and classrooms is a prerequisite. Professional development and the ongoing training support that will be required over the next four years will be provided at multiple levels and cover multiple topics, such as:

- Strategies for making effective instructional and learning use of **Mediaplex technologies**;
- Using **iPads** to inspire creativity and hands-on learning, making effective use of the powerful built-in apps that let students engage with content in interactive ways; find information in an instant; and access an entire library wherever they go.

Teachers will learn how the **iPad helps personalize learning** because the device itself is a personal learning studio. It can be a science lab, literacy tool, research station, history archive, language lab, art canvas, music studio, video editing suite, games console or a library. With its VoiceOver screen reader (in 36 languages), support for playback of closed-captioned content, and other innovative universal access features, **students with** vision, hearing, physical or learning **disabilities** will have equal access to new learning technologies.

- The effective integration of technology to support **blended-learning, project-based learning** and/or the creation of **online classroom supports** through the district's Blackboard Learn system (e.g. assignments, quizzes, learning resources, videos, PowerPoint, discussion boards; blogs; etc.);
- Learning how to use various **software**, e.g., Microsoft Office, Skype, PDF conversion, movie/video making, webcam); and
- Strategies for integrating technology to support students' development and demonstration of **soft skills** and **traits**.

Approximately **250 district teachers** (cohort groups) will annually participate in ongoing professional development (averaging **10 hours per teacher**, per year) to support their effective use of new technologies. After-school training for cohort groups will be provided by three **district-funded Instructional Technology Trainers**, offering stipends for teacher participation.

Trained cohort teachers (and other building teachers with expertise) will build school colleagues' capacity for their effective use of new technologies during routine, **embedded opportunities** (e.g., during content-teacher-team meetings; after school meetings; etc.). Each year of the grant period, another cohort of teachers will be trained (10-hour series) and serve as leads in building colleagues' capacities for effectively using learning technologies.

Professional development to support teachers' effective instructional practices is detailed later within the Project 1 narrative.

Personalized Student Supports—Mainstay of the district' 8-Step Process for Continuous Improvement)

- All district teachers ensure that **students understand the purpose of their learning** by posting and beginning each period with the day's objective, aligned to the standard being taught. Frequent, formative assessments continuously measure instructional impact, informing students of their level of master of taught concepts. All students, parents and educators know

that our formative assessments track students' readiness to pass State gateway assessments for advancing from 3rd into 4th grade (based on IREAD-3 results) or students' eligibility to graduate (based on End-of-Course Assessments).

- Efforts already have begun, and next year our **Campaign to Educate Parents and the Public** about Common Core Standards and new opportunities for learning will become very visible in our conversations and our actions. From the moment parents register students for school, attend Open Houses, participate in Parent-Teacher-Association meetings, meet with classroom teachers, or access school and district web-sites, they will understand that **expectations** for teaching and learning are **more rigorous than ever before** to ensure that students are college and career ready. Parents will recognize that their students' **pathways for learning** will be broader and **more flexible than** for any students who have graduated **before** them. Our goal will be to help parents and community partners understand what this means for teaching—and for learning—in Warren Township schools, and most importantly, for their students.
- Within every district school, daily 30-minutes Success Periods are embedded into PreK-12 instructional schedules. Students (school-wide) are re-grouped, based on formative results, for targeted intervention or enrichments, aligned to their need and supported by staff best able to meet needs. Student groupings and teacher assignments are fluid, changing after each formative assessment to align support to individual needs (determined during principal-led Data Meetings held immediately after each formative assessment).
- Using formative results, students receive ongoing and regular feedback to help them set their learning goals for the State assessments. Results are posted on Data Walls. Individual student Test Talks are held by the principal (or a highly-respected teacher who can motivate the student) to discuss students' scores on State assessments and to set achievement goals. This practice has been successful, but it's an "event" that will be greatly strengthened through two initiatives:

(1) Our Data Warehouse partnership with the Indianapolis-based Rooney Foundation is built upon commitments to support the continuous use of data. The Warehouse provides our platform for collecting, warehousing and reporting on current and historical student demographic and achievement data—including all district formative assessments, State assessments, AP and

dual credit data, as well as class grades, attendance and discipline records. **Professional development** provided by the Foundation will explicitly help teachers **teach students to use their own data** and to **set learning goals**. The district's embedded Success Period provides a natural vehicle to enable routine, designed times for **individual personalized goal setting**, tracking performance and **monitoring** progress, and for providing student-specific **supports**; and

(2) To further **strengthen student ownership** and **awareness** of their learning strengths and progress needed to reach individual academic and career goals, a **computer-supported system** for employing a **dashboard approach** will be developed to historically-track individual students' strengths, progress and needs for reaching their goals. This system will capture and allow stakeholders to track, from PreK through Grade 12, formative and summative assessment results, classroom performance, special projects and students' career interest surveys. Used regularly by students, parents, teachers and counselors, it will facilitate reflection in helping students think about who they are, what they want to become, and what's needed to reach short- and long-term goals (taking increasing responsibility for their learning). Across students' entire educational experience in Warren Township, the continuous use of this historical tool will help students (and parents) understand that **what students are learning is key to their success** in accomplishing their goals.

- As students advance, and as the stakes increase, college and career readiness become increasingly important, and targeted approaches support students' personalized learning recommendations based on their knowledge, skills and interests. Students and families transitioning into high school have multiple opportunities to understand what it takes to be "college and career ready." Parent Preview Night—The Warren Way, Student and Family Orientations, CareerFest, Graduation Coaches who keep struggling students on-track, and required College & Careers Exploration Classes help prepare students in selecting their learning pathways.

Across students' high school experience, College & Career Advisors, opportunities for college dual credit, AP coursework, industry certifications, JROTC, financial literacy, internships and job placement services—and over 600 courses, including 21st Century,

relevant educational experiences through the Walker Career Center, provide Warren Township students with a myriad of academic programs and opportunities. As will be evidenced in Project 2, alternatives to "seat time" will become a reality.

Extended-Day, Extended-Week and Extended-Year Personalized Learning

- Supported by RttT funding, internet access and instructional support for all students (K-12) will be offered through extended-hours in four centrally-located school sites. Our three **middle schools** and **Warren Central High School Mediaplexes** will remain open **until 7 p.m**. on Monday through Thursday across the school year, ensuring that all students have extended opportunities to access the Internet and learning technologies to support individual and collaborative group-project work. Recognizing that students may not have someone outside of school to assist them, **Instructional Assistants** will be available to support students' use new technologies; navigate the Internet to research and gather information sources; and to determine the credibility of those sources. This opportunity will be extended into the 7-week **summer** and **intersession breaks**, offering extended **year-long** support through the Warren Central High School Mediaplex site.
- **Super Saturdays** from **10 a.m. until 2 p.m**.

  Across each school year, we will offer a series of **Super Saturdays** (e.g., every Saturday in two designated months) to provide students with extended-access to learning technologies, as well as additional **academic support**, aligned to student needs. All students will be welcome, but families of **struggling students** (e.g., based on most recent formative assessments, classroom grades, etc.) will be **contacted** by the Site Coordinator to solicit participation in highly-engaging, focused academic support provided by content teachers, EL and special education specialists.
- To further ensure **equitable access to Internet** and online resources, students will be able to **check-out laptops** for use outside of school. We will provide access to **Verizon 4-G cards** for those students who need them. And students opting to enroll in **online coursework** will be provided the **technology** and **access** required to enable their work outside of school. District **safeguards** to prevent damage or loss will be shared with students (and their parents).

Highly-Effective Teachers to Support Personalized Learning

The Common Core Standards are designed to be robust and relevant to "what takes place after high school," reflecting the knowledge and skills that students need to succeed in college and career. The expectations of the new Standards will require teachers to change their mindsets from simply teaching a lesson to ensuring that their students are engaged in the learning. The challenge our educators will face is how to turn these Standards into compelling instruction. Earlier, we describe how the district will support teachers' effective use of new technologies to engage and enhance learning. But, the bottom line is, that it won't matter what technology we have, or don't have, if we don't dramatically change how classroom instruction is delivered.

Changing instruction to meet rigorous Common Core learning expectations will be underpinned through the following district-level understandings and Guiding Principles—

- Literacy standards require that students become critical readers, not only of fiction, but also of informational texts. Students must be adept at research, analysis and argumentation. Literacy standards must therefore be integrated into every discipline—all subjects, all teachers;
- "Deeper Learning" components—critical thinking, collaboration, creativity and communication—serve as a framework for implementing Standards across disciplines; and
- Students are most successful when their learning is relevant and their engagement level is high. Project-based and blended-learning approaches require students to work in teams, enhancing their listening, speaking and collaboration skills.

Knowing that the needs among teachers and within schools will vary considerably, the district-level challenge is how to support training needs, while **giving school leadership teams** the **flexibility** to design professional development strategies aligned to individual school and teacher needs, and build a sense of ownership among staff.

Using RttT grant funds, **school-based discretionary professional development budgets** will annually support teacher training aligned to the—

(a) District guiding principles for of embedding Literacy standards across disciplines; focusing learning on deeper-learning components; and providing relevant and student-engaged learning approaches; and
(b) Training strategies that meet individual building-level needs—including such things as collaborative team time and work efforts; external consultant support; relevant conference trainings; and teacher participation incentives, as determined by school teams.

Adjunct Professor Licensing: To accommodate increased numbers of students desiring dual-enrollment opportunities, principals and department chairs will select six **(6) highly-talented teachers** to pursue required **adjunct professor licensing**. This coursework will enable teachers' effective instruction; provide more students access to onsite dual credit classes; and increase the likelihood of students' matriculation into post-secondary coursework.

Teachers selected to pursue adjunct licensing during Project Years 1 and 2 will attend college classes for 36 hours at $300 per credit hour. Those **successfully completing** coursework and **committed to remaining** at Warren Central High School for four years, will be **reimbursed** tuition costs during Project Years 3 and 4.

Project 1 -- Implementation Plan							
Project Title: Personalized Learning Opportunities (Grades PreK - 12)							
Key Goals: (1) Increase **student achievement** for all subgroups and to close achievement gaps; (2) Provide **greater opportunities** for **personalized learning** for all students; and (3) Increase students' **readiness to succeed** in **college** and **careers**							
Year 1 = Jan 1, 2013-June 30, 2013; **Yr 2** = July 1, 2013-June 30, 2014; **Yr 3** = July 1, 2014-June 30, 2015; **Yr 4** = July 1-2015 -Dec 31, 2016							
Project Activities	**Timeline**	**Deliverables**	**Person Responsible**	**Project Year**			
				1	**2**	**3**	**4**
Contract with an **external curriculum & assessment expert** to work collaboratively with district teachers to map curriculum and develop formative assessments aligned to Common Core; plus sample exemplar lessons	Jan 2013 through Dec 2016	Mapped curriculum for core content areas & others; exemplar lessons; & formative assessments	Assistant Superintendent for School Improvement	x	x	x	x
RttT FUNDING for EXTERNAL CURRICULUM & ASSESSMENT EXPERT & STIPENDS for TEACHER DEVELOPMENT (ACROSS FOUR YEARS)							

Contract with **external provider** to enable (a) the **online** administration of f**ormative assessments**; and (b) develop **computer-support system** to track individual students' strengths & needs for reaching academic & career goals (PreK through 12).	January 2013	Electronic score, classroom & grade level disaggregated data	Asst. Supt and Chief Technology Officer	x	x	x	x
	Spring 2013	Dashboard to historically-track individual student progress toward academic & career goals	CTO, Assistant Superintendent for School Improvement				
RttT FUNDING for CONTRACT with EXTERNAL PROVIDER ACROSS FOUR YEARS							
Create **environments** that support engaged learning through the effective use of **technologies & settings** to enhanced teaching and meaningfully engage and motivate learners	Jan 2013-Dec 2013	Mediaplex-type environments and classroom technologies effectively used by trained teachers and engaged learners	Chief Technology Officer	x	x		
RttT FUNDING for INSTRUCTIONAL TECHNOLOGY and TECHNOLOGY-RICH ENVIRONS (YEARS 1 & 2)							
Prepare for and seek bids for technology and contracted installation work	Jan-13	Selection of providers	Chief Technology Officer	x			
Order technology & related materials & furniture for technology-rich environs	Winter - Spring 2013	iPads & laptops available immediately for labeling, inventory & distribution	Chief Technology Officer	x	x		
Extremely heavy inventory will require additional support/over-time to ensure equipment is quickly inventoried, labeled & installed in classrooms	Feb 2013-Dec 2013	iPads & laptops quickly delivered to district classrooms	Chief Technology Officer	x	x		
RttT FUNDING for EXTRA WORK NEEDED for INITIAL INVENTORY, LABELING, DISTRIBUTION & SET UP (YEAR 1 & 2)							
Installation, by vendor of technology-rich environs	Year 1 & 2	All tech/environs in use	CTO	x	x		
District Instructional Technology Trainers provide **ongoing professional development** to 250 teachers annually (averaging 10 hours per teacher, each year)	Jan 2013-Dec 2016	Teachers' effective use of technologies to support engaged, differentiated, blended learning	Instructional Technology Trainers	x	x	x	x
RttT FUNDING for TRAINERS and TEACHER STIPENDS for AFTER-SCHOOL TRAININGS ACROSS FOUR YEARS							
Offer Mediaplex **Internet access** & instructional support at 4 central sites until 7 pm, Monday - Thurs.	January 2013	Support access to technology-rich environs & internet navigation for research support	Principals & Site Coordinators	x	x	x	x
RttT FUNDING for INSTRUCTIONAL ASSISTANT STIPENDS for EXTENDED HOURS ACROSS FOUR YEARS							

Super Saturday site coordinator contacts families of struggling students to solicit attendance for academic tutoring, aligned to student needs	Across 4 years	Struggling students receive extended academic support to meet needs	Super Saturday Site Coordinators	x	x	x	x
Offer **academic support** and **Internet access** at 4 central sites on **Super Saturdays** 10 a.m.-2 pm	March 2013	Support for struggling students; access to technology-rich environs	Principals & Site Coordinators	x	x	x	x
RttT FUNDING for TEACHERS, EL and SPECIAL EDUCATION SPECIALISTS at EIGHT SUPER SATURDAYS ACROSS FOUR YEARS							
Provide **check-out laptops** & Verizon **4-G cards** for students' use outside of school	Across 4 years	Equitable access to technology 24/7	School Media Centers	x	x	x	x
RttT FUNDED for LAPTOPS and 4-G CARDS ACROSS ALL FOUR YEARS							
Provide **school-based discretionary professional development budgets** aligned to district Guiding Principles and individual school needs	Across 4 years	Literacy standards & focus on deeper-learning across all disciplines; relevant & student-engaged instruction	HS Principals & leadership teams	x	x	x	x
RttT FUNDED SCHOOL-BASED PD BUDGETS ACROSS ALL FOUR YEARS							
Provide **adjunct professor licensing** to **6 HS teachers** for teaching dual enrollment	Jan 2013-Dec 2016	Trained teachers; 4-yr commitment; increased # of students in dual credit classes	HS Principals & Department Chairs	x	x	x	x
RttT FUNDED TEACHER TRAINING (COLLEGE COURSEWORK) for 6 TEACHERS ACROSS FOUR YEARS							
Contract with individual to serve as **Project Manager** (All initiatives: **Projects 1, 2 and 3**)	Jan-13	Project Manager in place	Superintendent	x	x	x	x
RttT FUNDED PROJECT MANAGER ACROSS FOUR YEARS							
Prepare and submit to the US Department of Education a **Scope of Work** consistent with the grant application	Jan-Mar 2013	Specific goals, activities, deliverables, timelines, budgets, key personnel & annual targets for key performance measures	Project Manager, with support from district leadership	x			
Work with external evaluator to establish **evaluation plan** to measure program impact and outcomes	March-June 2013	Strategies to (1) Assess measurable participation and student outcomes; (2) To assess the quality & delivery	Project Manager & Assistant Superintended for School	x			

		of project activities; and (3) Provide ongoing feedback for program improvement	Improvement				
Monthly work with **external evaluator**	Ongoing	Site visits, conference calls	Project Manager	x	x	x	x
Weekly site visitations & **meetings** with project leaders to monitor & support implementation	Ongoing	Site visit observation records	Project Manager	x	x	x	x
Use site observations, interim data, external evaluator monthly Project Updates, semi-annual and Annual Reports to provide feedback to district leaders to **continuously monitor progress**	Ongoing	Formative and summative evaluation data; record from site observations; and adjustments to improve	Project Manager & Assistant Superintendent for School Improvement	x	x	x	x
Attend U.S. Department of Education grantee trainings and technical assistance meetings	Ongoing	Conference calls, Webinars, meetings in DC	Project Manager & district leadership	x	x	x	x
Monthly (minimal) reports/updates tracking implementation progress provided to leadership	Ongoing	Written reports; Meeting notes	Assist. Supt. for School Improvement	x	x	x	x
Conduct proposal review process, following standard EDGAR procedures & district policies to contract with an **external evaluator/s**.	Jan-Mar 2013	RFP; Review & selection of experienced evaluator with the capacity for delivering envisioned comprehensive evaluation system	Assistant Superintendent, with support & approval of Superintendent, Chief Financial Officer & Warren Board of Education	x			
RttT FUNDED EXTERNAL EVALUATOR ACROSS FOUR YEARS							
Site meetings with Project manager and district leaders to **formalize evaluation plan**	March-June 2013	Strategies to (1) Assess measurable participant and students outcomes; (2) Assess the quality & delivery of project activities; and (3) Provide ongoing feedback for	Project Manager & Assistant Superintendent for School Improvement	x			

		program improvement					
Monthly work with Project manager to develop timelines, tools, and protocols for evaluations of **Projects 1, 2 and 3**	Ongoing	Site visits, conference calls	Project Manager	x	x	x	x
Work with **national RttT evaluator**	Ongoing	Common & meaningful data is effectively & efficiently collected across the various projects	Project Manager & Assistant Superintendent for School Improvement	x	x	x	x
Provide monthly **Project Updates**, **semi-annual** and **Annual Report** to district	Ongoing	Ongoing feedback for program improvement, as well as summative data related to program impact & outcomes	Project Manager & Assistant Superintendent for School Improvement	x	x	x	x
Semi-annual presentations to the Warren Township **Board of Education**	Ongoing	Board agenda item; Reports	Project Manager & Assist. Supt. For School Improvement	x	x	x	x
Annual Reports **publicized**	Ongoing	District's web site; Newspaper & newsletter articles	Superintendent's office	x	x	x	x

Project 2 – Alternative Pathways for Graduation (Grades 7-12)

Alternative pathways for in- and out-of-classroom credit-bearing experiences, closely connected to college & career readiness, tailored to students' interests and capabilities

Virtual Learning Opportunities—where students in **Grades 7-12** have opportunities to work **online**, at their **own pace**, on their **own time** to receive competency-based coursework, demonstrate mastery, and **obtain course credit** for graduation.

Funding through RttT will provide the resources we require to quickly implement strategies that support personalized learning, allowing students to earn credit based on **demonstrated mastery** and not the amount of time spent within a traditional classroom setting. Strategies include:

- Re-develop and/or purchase Online Courses that will permit **Virtual Learning Opportunity** students to work online at their **own pace,** on their **own time** to earn credit based on demonstrated mastery;
- Re-develop and/or purchase online Credit Recovery courses that will offer students who have failed required coursework **another chance** to **demonstrate mastery** on standards and **move forward**;
- **Evaluate** these online **courses** through the Quality Matters Program in the first and fourth years of the grant;
- Create a new and **continuous improvement process** for online course offerings, in partnership with the iLearn: Integrated Learning Institute at Ball State University; and
- Support **content teachers'** participation in the **development** of online coursework and in their **effective delivery** of online coursework **support** to Virtual Learning students.

Online Courses: All students will have equitable access to personalized learning opportunities through online learning. Our objective is to provide coursework in a comprehensive online learning environment that uses state-of-the-art technologies that engage and support student learning. Expectations for virtual coursework includes—

- Courses will align with the expectations of Indiana **Common Core** Standards;
- Features that anticipate **interaction** between teacher and student and student work groups will be standard;
- Instruction provided in **multiple engaging modalities** including video clips, audio, text, activities, and written work—will offer students with a range of styles to be successful;
- **Self-paced instruction** will enable students to pause instruction and rewind, to work at their own pace. Conversely, virtual students may opt to "test out" of coursework, thereby accelerating their learning;
- **Real-time progress monitoring** will allow students to see their daily assignments and whether they are on track to complete their work by their target date;
- Supports for **English language learners** will include captioned videos and complete video transcripts, accessible at any time for review; and
- **Electronically-scored assessments** (as appropriate) will provide immediate student feedback and inform teachers of instructional adjustments needed. Students will be offered **multiple opportunities** to demonstrate mastery and earn course credit.

Credit Recovery Courses: Existing courses are not currently available for students outside the school environment (credit recovery courses are currently provided in classroom labs). Further, our delivery system does not take into account any prior learning (even though the student initially failed the course, some learning occurred). By demonstrating competency on pre-assessments for units of study, students should be excused from the corresponding part of that credit recovery learning activity and advance to the next unit (to personalize their learning). Our current credit recovery practices defeat the primary goals of: (a) Accelerating learning; and (b) Demonstrating learning based on mastery of competencies, not seat time. With support from RttT funding--

- Credit Recovery courses will immediately be re-developed and/or purchased offering students who have failed required coursework another, **personalized chance** to **demonstrate mastery** on standards and **move forward;**

- Like other Virtual Learning Opportunities, students will work **online**, at their **own pace**, on their **own time** to receive competency-based coursework, demonstrate mastery, and **obtain course credit** for graduation.

District Support and Administration for Virtual Learners

- District Instructional Technology Trainers will provide **professional development** for content teachers' use of the district-chosen **Learning Management System** (LMS), i.e., Blackboard Learn and/or purchased course content;
- Virtual Learning **students** and their **parents** will attend **orientation sessions** with content teachers and district Instructional Technology Trainers to understand how to use the online systems; coursework expectations; receive Pacing Guides; learn the "how to's" for posting discussion topic/thread, uploading assignments, and Skyping; the avenues for receiving support—including the resolution of technology issues. (This will be a pre-requisite for first-time online learners, and optional for experienced virtual learners);
- **Skype sessions** will be scheduled by the content teacher, across the instructional period, for community of learners discussions and to support individual needs;
- The **content teacher** (teacher of record) will establish "**office hours**" to support virtual learners for call-in discussions or onsite conferences, as deemed necessary;
- **Mid-term** and **final exams** will be take **onsite** by virtual learners. Students will be offered **multiple opportunities** to demonstrate mastery to earn course credits. Students will be permitted to **"test out"** of coursework, thus dramatically accelerating their learning; and
- Through recent legislation, Indiana **students who graduate early** (in three years or less) may apply their "senior year" ADM funding (valued at approximately $6,000) to the Mitch Daniels Early College Scholarship, to defray college tuition costs.

Student & Family Supports

- A video will be prepared and sent to all students & parents detailing instructor expectations for online coursework and communicate the equipment requirements before the course begins;
- To ensure equitable access to online learning, technology needed to participate will be provided, as required;
- Virtual learners will receive FAQ's that address technological and instructional issues that might compromise student success;
- Notification program for text and email, i.e., Remind 101 will be provided;
- Student/Parent portal access; and
- Parents will be provided with documents/video for "How to support your student in their online learning course."

Partnerships

Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions.

In partnership with iLearn: Integrated Learning Institute at Ball State University, Warren Township content teachers and district instructional technology specialists, we will create a new continuous improvement process based on 3rd party formative assessments for aligning Warren online courses to Common Core competencies. We will create a consortium with Ball State University in our Quality Matters partnership, adding no additional costs to the district but gaining the benefit of university staff review and input relevant to coursework rigor and its alignment to the expectations of Common Core.

Project 2 -- Implementation Plan
Project Title: Alternative Pathways for Graduation (Grades 7-12)
Key Goals: (1) Increase **student achievement** for all subgroups and to close achievement gaps; (2) Provide **greater opportunities** for **personalized learning** for all students; and (3) Increase students' **readiness to succeed** in **college** and **careers**

Virtual Learning Opportunities -- Implementation Plan							
Year 1 = Jan 1, 2013-June 30, 2013; **Yr 2** = July 1, 2013-June 30, 2014; **Yr 3** = July 1, 2014-June 30, 2015; **Yr 4** = July 1-2015 -Dec 31, 2016							
Project Activities	**Timeline**	**Deliverables**	**Person Responsible**	**Project Year**			
				1	**2**	**3**	**4**
Formalize partnership with Quality Matters	Jan-13	Process to evaluate online coursework offered in Warren	James Aldridge				
Evaluate online courses through the Quality Matters Program to inform decisions to re-develop or purchase coursework that meets defined expectations	Year 1 and Year 4	Peer Review findings to inform decision-making; & continuous improvement of online offerings	James Aldridge & Lee Ann Kwiatkowski	x	x	x	x
RttT FUNDED SUBSCRIPTION TO QUALITY MATTERS for FOUR YEARS, QUALITY MATTERS EVALUATION of ONLINE COURSES & STAFF TRAININGS in YEARS 1 & 4							
Formalize **partnership** with iLearn: Integrated learning Institute at Ball State University	Jan-13	University staff review & input relevant to course rigor	James Aldridge	x	x	x	x
Re-develop and/or **purchase** 74 online courses (including credit recovery) permitting students to work on their own time, at their own pace, for earning graduation credits	January 2013 - December 2016	74 online courses that align to expectations detailed in grant application	James Aldridge, HS leadership, online content teachers	x	x	x	x
RttT FUNDED REDEVELOPMENT/PURCHASE of ONLINE COURSES, SOFTWARE & CONTENT TO PROVIDE STUDENT SUPPORTS							
Training for online content teachers' use of district-chosen Learning Management System (Blackboard Learn or purchased course content)	Summer--across 4 years	Content teachers' effective use of LMS	Instructional Technology Trainers	x	x	x	x
Offer courses & invite students & parents to Orientation Sessions	July 2013 & ongoing	Equipment requirements; how to use systems; course expectations; resolution of technology issues	Instructional Technology Trainers		x	x	x
Stipends for **online content teachers** to establish extended-time "office hours" to support virtual learners in traditional & credit recovery online coursework	Summer 2013- Dec 2016	Student orientation trainings, mid-term/final exam administration; skyping, tracking student progress, extended-time "office hour" supports for students	HS Principal & leadership team, in collaboration with Instructional Technology Staff		x	x	x

RttT FUNDED STIPENDS for EXTENDED-TIME WORK of ONLINE CONTENT TEACHERS' SUPPORT OF VIRTUAL LEARNERS							
Monitor effectiveness of plan implementation & **make adjustments**, as needed	Across 4 years	Evidence of effectiveness & revised plans	Manager, leadership team & RttT Project Manager	x	x	x	x
Evaluation of **implementation** & **impact**	Ongoing	Evaluation Reports	External evaluator	x	x	x	x

Extended Learning Opportunities--where high school students learn **in-part**, or **in-whole**, **outside** of the **classroom** in rigorous, relevant and **personalized learning experiences**, earning **credit** based on demonstrated course competencies.

Using RttT-grant funds, the district will hire an **Extended Learning Opportunity (ELO) Coordinator** to develop and lead this initiative in collaboration with highly-effective teachers, community & business partners, and students and their parents to create rigorous, relevant and personalized learning experiences for students. The ELO Coordinator will assemble a **Community Advisory Group**, comprised of principals, teachers, students, parents, business and community partners, to establish the fundamental principles for creating learning experiences outside of the classroom for students.

Examples of fundamental principles might include: (a) ELOs will be grounded in students' demonstrated mastery of rigorous competencies, aligned to Indiana Common Core Standards; (b) All highly-effective teachers may employ this alternative learning opportunity for students, i.e., we will not limit this initiative to core content teachers, or only permit teachers of elective courses to pilot this initiative; (c) Student participation will be diverse, not limited to "high-ability" students; and (d) Protocols for partnering with collaborative business entities will be established; and so on.

Community assets for **potential partnerships** will be identified and conversations held with representatives to ascertain their interest and willingness to partner in extended-learning opportunities for students. This, of course, will include our long-standing partners at Community Hospital. Moreover, our high school's **Partners in Education** program is generally regarded as having no equal in the

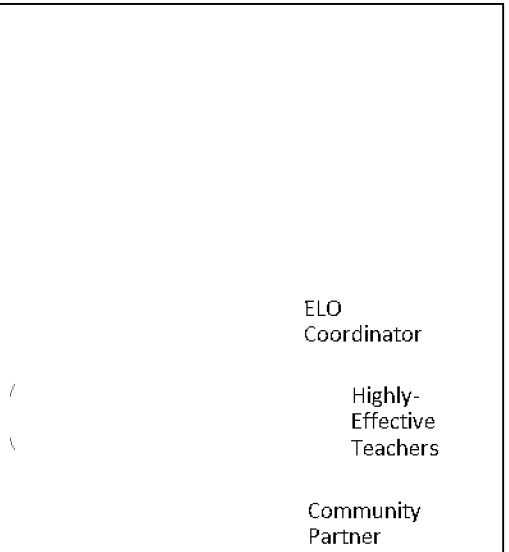
Midwest. This program was established to formalize relationships between business and the school community. It is now an integral part of the school and community, with roughly 290 businesses supporting Warren Central High School and the Walker Career Center. We will seek partners that provide high-demand, lucrative career opportunities, aligned to students' interests for our ELO collaborative partnerships.

The ELO coordinator also will solicit support from a core team of highly-effective classroom teachers to immediately pilot this model. Participating teachers will require time and support to collaboratively develop prototype ELO plans for aspiring students that align with course competencies, students' interests and community partnership learning opportunities. The ELO plans will enable students to be involved in **deep learning experiences** in areas of individual academic interest.

The following broadly summarizes how the model works:

- An **ELO Plan** (Extended-Learning Opportunity Plan) is developed collaboratively between the: **ELO coordinator**; the highly-effective classroom **teacher**; the **community partner**; and the **student** and **parent** or **guardian**. Since learning will occur outside of school, parental involvement is a must;
- The **plan defines** the learning **setting**; the **hours & experiences** and length of time; the **competencies** to be learned; and the **assessments** (formative & summative) to be used to demonstrate mastery of identified course competencies (during Final Exhibitions of Learning);
- The highly-effective teacher determines the appropriate competency **assessment method/s** and identifies necessary and sufficient **evidence** required for students to demonstrate mastery;
- **ELOs** that result in the highest levels of academic and personal learning generally will include these **four components**: Research, Reflection, Product and Presentation;
- An ELO may provide credit for all or some of a core content course; and
- The process of an Extended-Learning Opportunity is—

ELO **plan** is collaboratively developed ➔ the ELO **experience** is provided to the student via a community business partnership ➔ the student presents a **Final Exhibition of Learning** (assessment) ➔ and **credit** is **awarded** when the student is determined to have **mastered competencies** (based upon evidence in a Final Exhibition of Learning)

Example: **Cardiac Surgery ELO Plan** (for a high school sophomore)	
ELO Focus: Causes and treatment of congestive heart failure (Biology core competencies measured: #4 Human Body--knowledge skills/Biotechnology; medical technology; career technical education; personal, social and technological perspectives) **Highly-effective Teacher:** Biology teacher **Community Partner**: Community East Hospital	
Goals: (1) Cite implications of biotechnology in the medical fields; (2) Connect basic anatomy of related physical systems for cardiac surgery; (3) Explore career path, including financial needs, aptitudes and education requirements	
Experiences: Witnessed a surgery; and the student's community partner provided access to hospital areas rarely seen by anyone but medical staff. The student's Final Exhibition of Learning was an oral report with a PowerPoint presentation and visuals, glossary and annotated bibliography, and a two-page brief about her experience.	
Assessment: Panel comprised of the ELO coordinator, the student's biology teacher, the community partner representative, and HS principal (the student's mother and sister also attended). **Result**: ½ biology credit and deepened passion to pursue medical career in cardiac surgery	

Project Scaling

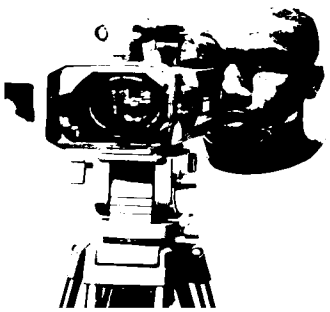
- The ELO Coordinator will work with building leadership teams to create **Extended-Learning Opportunities** at the **middle school level**—most likely through extended-day club and community volunteer opportunities. High-interest, engaging activities, aligned to Common Core competencies, focusing on hard to measure **soft-skills expectations** for goal setting, teamwork, perseverance, critical thinking, communication, personal habits/dependability, creativity and problem-solving. (Years 3 & 4)

Extended-Learning Opportunities -- Implementation Plan							
Year 1 = Jan 1, 2013-June 30, 2013; **Yr 2** = July 1, 2013-June 30, 2014; **Yr 3** = July 1, 2014-June 30, 2015; **Yr 4** = July 1-2015 -Dec 31, 2016							
Project Activities	**Timeline**	**Deliverables**	**Person Responsible**	**Project Year**			
				1	**2**	**3**	**4**
Hire/contract an **ELO Coordinator** to develop this initiative, collaborate with teachers, partners, students & parents to create rigorous, relevant & personalized learning experiences	January 2013	ELO Coordinator committed to four years (minimum) in Warren Township	High school administrative team	x	x	x	x
RttT FUNDED ELO COORDINATOR ACROSS FOUR YEARS; PLUS MILEAGE for MEETINGS WITH BUSINESS PARTNERS							
Site visit to New Hampshire DOE & school sites to discuss lessons learned & observe best practices of ELO models; relevant **PD conferences** Yrs 2-4	Feb/Mar 2013-2016	Best practices to inform our effective implementation of Extended-Learning model	ELO Coordinator, HS leadership representatives	x	x	x	x
RttT FUNDEED TRAVEL FOR ELO TEAM to NEW HAMSPIRE (Year 1) & PD CONFERENCES (Years 2-4)							
Convene **Community Steering Council** to establish fundamental principles for creating ELOs	Spring 2013	Guiding Principles, e.g., who participates, protocols for partnering with businesses	ELO Coordinator, HS leadership team	x			
Identify community assets (business partners) and establish relationships for partnering ELO model	Across 4 years	Representatives of high-demand, lucrative careers aligned to students' interests	ELO Coordinator	x	x	x	x
Solicit support of **highly-effective** classroom **teachers**	Across 4 years	Variety of content area teachers; identified students & partnership opportunities	ELO Coordinator	x	x	x	x
Collaboratively-develop **prototype plans** & **protocols** for ELO models	Spr & Summer 2013	Yr 1 development of pilot initiatives	ELO Coordinator	x	x	x	x
RttT FUNDED TEACHER STIPENDS for EXTENDED-DAY COLLABORATIVE DEVELOPMENT WORK							
Implement ELO Process: ELO Plan, ELO Experience, ELO Exhibition of Learning	Years 2-4	Final Exhibitions of Learning; credits awarded	ELO Coordinator		x	x	x
Continuously **monitor** implementation effectiveness,	Ongoing	Evidence of effectiveness &	ELO Coordinator, HS	x	x	x	x

making necessary adjustments to ensure success		revised plans	leadership team; & RttT Project Manager				
Evaluation of **implementation** & **impact**	Ongoing	Evaluation Reports	External Evaluator	x	x	x	x
Create ELOs at **middle school level** through extended-day club & community volunteer opportunities	Years 3-4	High-interest, engaging activities; demonstration of soft-skills development	ELO Coordinator & MS principal/designee			x	x
Determine whether the ELO Coordinator position should be sustained through district funding or if experienced teachers can coordinate efforts	Spring 2016	Data will inform decision: level of student/partner participation; time & capacity for teachers to assume Coordinator role	HS Principal and Leadership Team				x

Sports & Media Production Opportunities—where **students train** for successful television & broadcasting careers; manage a **student-led profitable business**, providing viable services to **actual clients**; & earn credit via Extended-Learning Opportunities.

Capacity: Within the Walker Career Center (WCC), broadcast technology instructors offer students two years of initial training to ascertain their interests and aptitude for work in this field. During Year 1, one semester is devoted to Radio; the other semester to Video production coursework. In Year 2, students specialize in either Radio or Video, with some selecting both. With an option for students to take a 3rd year to enhance their skills, many students audition for "on-air" personality positions, producer, feature reports, mass media and behind the screens opportunities.



Following these prerequisite courses, juniors and seniors audition for the **Video Production and Television Broadcasting Program** where students produce a daily "live" newscast (the first and one of only a handful of Indiana schools to do so), cover community events, and produce video content for district football games, played on the big screen scoreboard—following the model of college and professional sports game-day presentations. Program **accomplishments** include: State of Indiana Award of Excellence; IASB School Newscast of the Year (3 times); IASB News Anchor of the Year (2 times); first Indiana school to use a fully-equipped mobile production truck.

To further help our students achieve career-readiness status, we propose using RttT funding to develop the **premier experience** for **students** to **train** for successful television & broadcasting careers and **manage** a **student-led profitable business**, providing **viable services** to **actual clients** (and sustaining operational costs after grant funding).

A bold concept in student training, to be known as **The Center of Sports & Media Production**, will offer an ESPN-like concept for the amateur sports market and media and video productions. We have purposefully-chosen the amateur sports market to concentrate our services (although not exclusively) for these reasons:

- Since 1979, Indianapolis has hosted over 400 national and international amateur sports events (Indianapolis is known as the Amateur Sports Capital of the World)—providing both **depth and breadth of opportunities** for our Center to provide production and broadcasting services.
- We would be well-positioned to **meet** the **underserved need** for exposure and coverage desired by amateur sports teams and organizations visiting and performing in Indianapolis.
- We have the ability to **develop new partnerships** with key amateur sports organizations such as Indiana Sports Corporation, the NCAA (headquartered here) and others through our network of existing partners who serve as our Advisory Board members. (**Appendix Item 8, Page 226**)

The Sports & Media Production leadership team members will visit the **G-Star School of the Arts for Motion Pictures and Broadcasting**, the largest film, digital media production and acting high school in the nation. Located in West Palm Beach, Florida, it is the only high school in the world on the back lot of a commercial motion picture studio. The school trains students in writing, directing, producing, editing and all aspects of film and digital production—both in front of the camera and behind it. Over 50 feature films have been produced at the G-Star studios, as well as commercials and music videos. Students assist on these productions,

affording them the opportunity to work beside producers and directors as project interns. At G-Star School we will gather best practices to inform our curriculum planning and development within our new Center of Sports & Media Production and develop a partnership for continuing program design consultation.

Center of Sports & Media Production

Program **curriculum**, aligned to Common Core Standards, will be developed by WCC broadcast technology instructors in collaboration with the program's Advisory Board—12 individuals who represent several media-related disciplines including, local news broadcasting, freelance video production, corporate media communications, and public relations.

Through a year-long program, 70+ students will be annually trained to work directly with industry professionals on actual productions. They will take part in and observe the professional production progress, giving students the very best opportunities to develop **hard skills** through real experiences of production design, while demonstrating the **soft skills** of interpersonal communication, work ethic, cognitive thinking and creativity.

Key service and training partnerships with industry professionals will develop students' skills in the **career areas** of production; management; operations management; editing; writing; communications, production services; distribution; marketing and promotion. As an **outcome**, these real-world experiences will enable students to be highly-competitive in post-secondary opportunities as sports journalists, producers, directors, audio producers, writers, camera persons, and production personnel.

Using an RttT-funded state-of-the-art production studio facility—

- Income for the Center for Sports & Media Production will be generated from industry professional seeking to use our facility. The capacities of the facility, its equipment and a rate that will be less than comparable facilities charge will appeal to these professionals;
- In exchange for this nominal charge, these producers will allow our students to serve as **project interns**, working directly with their crews to receive real-world, hands-on experience in actual productions;
- We will be **marketing** to two primary groups.

(a) At the top of the list will be freelance and smaller production companies looking for quality facilities and additional personnel to complete their production projects. This represents a substantial percentage of the video professionals in the Indianapolis area. To this group we will market our facilities and equipment.

(b) The other group will be the amateur sports organizations. Known as the Amateur Sports Capital of the World, Indianapolis is headquarters for many of these groups. Historically, these groups are underserved when it comes to video production and media exposure, making us well-positioned for our Center to offer these types of services.

- Students will produce **in-house programming**—covering various aspects of amateur sports, high school athletics, and other community and educational projects;
- Students will engage in marketing **commercials** for our Center to produce, edit and use on public broadcasting channels; and
- While all Center students will earn course credit, many will have opportunities to earn additional credits, relevant to this initiative through **personalized Extended-Learning Opportunities**, aligned to their demonstrated mastery of Common Core standards.

Sustainability and Scaling

A **student-run entrepreneurial business** will enable monies earned through professional producer access fees and contract fees for student-produced commercials to eventually offset the salary paid to the RttT grant-funded production & operations **manager,** as well as ongoing costs for **maintenance** of the Center's equipment.

To stimulate interest in media and broadcasting careers, the Production & Operations Manager will expose **middle school students** to experiences for observing and shadowing Sports & Media Production students—and to participate (e.g., as actors and interns) in Center-produced commercials.

Sports & Media Production Opportunities -- Implementation Plan							
Year 1 = Jan 1, 2013-June 30, 2013; **Yr 2** = July 1, 2013-June 30, 2014; **Yr 3** = July 1, 2014-June 30, 2015; **Yr 4** = July 1-2015 -Dec 31, 2016							
Project Activities	**Timeline**	**Deliverables**	**Person Responsible**	**Project Year**			
				1	**2**	**3**	**4**
Hire **Production & Operations Manager** to support all elements of initiative	Jan-Feb 2013	Contract and manager hired	WCC director & leadership team	x			

RttT FUNDING for PRODUCTION & OPERATIONS MANAGER ACROSS FOUR YEARS							
Sports & Media Production leadership team members visit **G-Star Film School** in West Palm Beach, Florida; & attend relevant **PD** opportunities	Spring 2013	Best practices to inform curriculum planning & development	Leadership Team members	x	x	x	x
RttT FUNDED for SITE VISIT to G-STAR FILM SCHOOL (Year 1) and RELEVANT PD OPPORTUNITIES (Years 2-4)							
Develop curriculum, aligned to Common Core Standards, for Sports & Media Production initiative	Spring & Summer each year	Curriculum plan, aligned to standards	Leadership Team members	x	x	x	x
Plan renovations of existing high school site to facilitate Sports & Media Production studio	Spr/Summer 2013	Construction plans for design & installation of equip, etc.	Leadership Team members	x	x		
RttT FUNDING for STIPENDS for CURRICULUM DEVELOPMENT & RENOVATION PLANNING for STUDIO							
Complete **renovation of existing site** for Studio set construction and for Master Control Room renovation of space	Summer 2013	Studio backdrops (for news anchors), with multiple areas (for sports vs commercial shoots); and Master Control Room walls, bathrooms, actor dressing rooms; acoustics ceiling tiles	Production & Operations Manager and Contractors	x	x		
RttT FUNDING for MASTER CONTROL ROOM RENOVATIONS & STUDIO SET DEVELOPMENT							
Purchase Sports & Media Production **equipment** during Fall 2013	Fall 2013	Mobile production equipment; studio & master control room equipment; & editing room equipment	Leadership Team members		x		
Installation of Sports & Media Production **equipment** during Fall 2013			Video Team & Manager				
Equipment **maintenance** & **repair**	4 years	Continuous use of equipment	Manager/Video Team		x	x	x
RttT FUNDING for MOBILE PRODUCTION, STUDIO, MASTER CONTROL ROOM & EDITING EQUIPMENT; MAINTENANCE & REPAIRS ACROSS (Years 2-4)							
Continuous staff planning & **PD for** the **effective use** of **studio technologies**	Across 4 years	Instructional staff prepared to support students' use	Leadership Team members	x	x	x	x
RttT FUNDING for PD to SUPPORT TEACHERS' & STUDENTS' EFFECTIVE USE of STUDIO TECHNOLOGIES							

Develop key partnerships with amateur sporting entities to provide viable services with student support	Across 4 years	List of partners & defined roles	Manager	x	x	x	x
Establish student-led profitable business, providing viable services to actual clients to sustain operational costs beyond the grant-funding period	Across 4 years	Established business protocols & user fees; Center & business partnerships; student project interns; product evidence	Manager (working with leadership team, finance staff, students & business partners		x	x	x
Manager/leadership team identifies business partners & **Extended-Learning Opportunities** for identified students' personalized learning (for earning credit outside of class work)	Across 3 years	ELO plan; ELO experience; Final exhibition of learning to determine mastery of standards	ELO Coordinator & Business Partner, Center instructor; student & parent		x	x	x
Monitor effectiveness of plan implementation & **make adjustments**, as needed	Across 4 years	Evidence of effectiveness & revised plans	Manager, leadership team & RttT Project Manager	x	x	x	x
Evaluation of **implementation** & **impact**	Ongoing	Evaluation Reports	External evaluator	x	x	x	x

(C)(2) Teaching and Leading

(a) As evidenced in (C)(1), all district **educators engage in training** and in **professional teams** that support their individual and collective capacity to effectively implement personalized learning environments and strategies that meet each student's academic needs.

Superintendent's Leadership Institute Series: All PreK-12 principals and central office leaders participate in ongoing professional development. The series, led by the Superintendent, focuses on Indiana Common Core Standards. Preparing our leadership to have a deep and appropriate understanding of the learning expectations within these standards is critical for supporting required changes in the way teachers deliver instruction.

PreK-12 Principal Meetings: Collaborative **monthly team leadership meetings** for all district principals provide professional development to building leaders, engage them in collaborative discussions with peers, and help them problem-solve barriers faced by individual leaders or issues across schools. Led by the Superintendent and her Cabinet, last year's focus was on the **newly-implemented teacher evaluation tools**. In teams, principals viewed videos of teaching, practiced using the rubric and discussed ratings which led to inter-rater reliably across the district. Principals shared ways to conduct teacher feedback sessions, including best practices for incorporating data into teacher-principal evaluation meeting discussions. Strategies for celebrating teacher successes were shared. This year, conversations continue regarding teacher performance evaluations. Trainings also have been augmented through principals' participation in a Book Study, prompting collaborative discussions for continuously **personalizing student learning** and collectively strategizing to make that happen within classrooms.

PreK-6 Principals' Breakfast Club: Bi-monthly, the principals gather before school to discuss effective strategies being used to meet students' academic needs and share successful initiatives for working with families. Organized by a highly-effective district principal, the Breakfast Club has evolved into a fun chance to network, share best practices and support each other's efforts to increase learning.

K-8 school-based **Academic Coaches** receive monthly training by the district's Literacy Coordinator for assisting classroom teachers with their implementation of effective instructional practices (with strong focus on depth of knowledge expectations) and teachers' continuing use of data to inform decision-making.

Grade-level/content-area teachers participate in professional-learning-communities each week to share best practices; use data to inform instructional practices; discuss curriculum and consider necessary instructional adjustments; create common assessments; and discuss specific needs of children and determine appropriate interventions.

Grant-enabled school-based discretionary professional development budgets will annually and continuously support **teacher trainings aligned** to—(1) **Embedding Literacy standards across disciplines**; (2) Using informational text, helping students become adept at research, analysis and argumentation; (3) Focusing learning on the **deeper components** of critical thinking skills, higher levels of depth of knowledge, authentic problem-based experiences; and (4) Making learning **relevant** through project-based and blended-learning approaches that require students to work in teams to enhance their listening, speaking and collaboration skills.

A district-wide infusion of technology (e.g., laptops, i-Pads) and renovated collaborative learning spaces (e.g., Mediaplexes, high-tech science labs; dry-erase classroom walls) will provide opportunities for students to engage in common and individual tasks aligned to their interests and optimal learning approaches. Exceptional **teacher** and **leader training** for using technologies featured in the Mediaplexes, as well as new individual classroom technologies is a non-negotiable within our grant-funded initiatives, including—

- Year-long trainings for cohort groups of 250 teachers (1,000 teachers participate in cohort groups across the grant period) support **teachers' effective integration and use of technologies** to adapt content and instruction providing students with opportunities for blended-learning, project-based learning, using software (e.g., Skyping, movie/video making, webcam, effective use of iPads and apps), and creating online classroom supports to facilitate individual and collaborative work;
- Professional development supports teachers' effective delivery of (1) **Virtual Learning** (online coursework) allowing students to work on their own time, at their own pace to accelerate or slow down their learning; (2) **Extended-Learning Opportunities** (ELO) teachers collaboratively develop prototype ELO plans for aspiring students that align with course competencies, students' interests and community partnership learning opportunities; and (3) the **Sports & Media Production training initiative**, providing students with high-interest and relevant learning experiences, personalized Extended Learning Opportunities, and a student-led business with viable customers, earning payments to sustain the program beyond the grant funding period.
- Teachers will be trained how to support students' use of classroom **iPads** to read authentic literature and expository text; do research on the internet, take notes, and write papers; create projects and performance tasks designed to build high-level skills; and

shoot and edit videos. Specialized iPad applications will greatly enhance teachers' ability to differentiate learning—aligned to individual needs. Our special education teachers and speech pathologists, in particular, will benefit iPad applications for challenged learners. Professional development will support their work for students' interactive learning experiences, social skills instruction, and communication devices. Training to enable the effective use of Boardmaker software will help teachers easily prepare visuals for their students.

- Teachers' integrated use of new technologies will provide routine opportunities for students to develop and demonstrate important **soft skills** and **traits** that impact success (goal-setting, teamwork, perseverance, critical thinking, communication, creativity and problem-solving).
- Professional development for using Warren Township's **SIOP-based instructional approach** assists teachers' use of Common Core standards, in conjunction with Language Proficiency Standards, to support EL students' full participation in grade-level coursework. Individual Language Plans detail accommodations students may receive as well as provide instructional strategies for use in general education teachers' classrooms. Both pullout and inclusion instructional models are use, with highest-level need students receiving individualized instruction taught by certified/EL endorsement teachers; bilingual support staff; EL resource study hall; and after-school tutoring.
- Integrated tiered-level supports and interventions for both academic and **behavioral issues** that impact learning are detailed in the RttT **Competitive Preference Priority** section of this application. Plan elements include: (1) A **partnership** with the Indiana University Equity Project and Gallahue Mental Health behavioral therapists, creates school-based positive behavioral interventions and supports to prevent inappropriate behavior through a range of interventions, systematically-applied, based on demonstrated levels of student need; (2) District-wide professional development provides core classroom teachers with culturally-responsive teaching strategies (targeted particularly for Black and Hispanic students); and (3) An annual, year-long series of evening workshops helps parents and staff collaboratively learn consistent practices for behavioral interventions for both home and school.

School Improvement Teams comprised of the principal, teachers, parents and community members regularly meet to examine school data results, examine the effectiveness of instructional practices, and to make revisions for improved performance. In Warren Township, these are fluid plans that are continuously updated and used.

Monthly, principal-led Data Meetings convene grade-level and content-area teacher teams to analyze classroom, grade-level/content area-level, and school level performance on formative assessments. Disaggregated results are discussed with practices shared by those teachers whose students demonstrate exceptional performance or growth. Patterns of performance are reviewed to determine if low performance is attributable to a single/small number of teachers or whether the problem is systemic, requiring curricular adjustments or closer monitoring by school leadership. Individual teachers who struggle receive support from academic coaches and peer mentors (minimally).

Bellwether Education Partners recently analyzed new teacher evaluation laws across the United States. Bellwether considered factors such as whether states' teachers are evaluated annually, whether principals as well as teachers are evaluated and whether good teachers are given opportunities for increased compensation. The quality of **Indiana's evaluation law surpassed all other states** and was **rated** the **best in the nation**.

Indiana's Teacher Evaluation System Teacher evaluation requirements were legislated under Public Law 90 of the Indiana General Assembly (2011) and become effective, statewide, this year. **Warren Township** served as one of only six **pilot sites** for implementing the requirements of this new evaluation system and is now **fully-implementing** its provisions this school year (2012-13).	
Criteria Rated	**Indiana's Teacher Evaluation System**
Are **teachers evaluated** at least **annually**?	Yes.
Are **principals** also **evaluated**?	Yes. PL 90 requires annual evaluations for all certificated employees. **Warren Township's superintendent and central office staff is annually evaluated.**

Is evidence of **student learning a factor** in teacher evaluations?	Yes. Objective measures of student **achievement and growth** (including, where applicable, state test data) must significantly inform teacher evaluations. Teachers who negatively affect student achievement and growth may not receive a rating of "effective" or "highly-effective."
Do evaluations differentiate between **multiple levels** of educator **performance**?	Yes. There are **four levels** of teacher performance: highly-effective, effective, improvement necessary, and ineffective
Are **parents** and the **public provided clear information** about teacher effectiveness?	Yes. A district must **inform parents** if their child is assigned to an "ineffective" teacher for two consecutive years. The Indiana Department of Education annually reports to the public on aggregate teacher evaluation results for each school, district, and teacher preparation program.
Are **educator preparation programs accountable** for graduates' effectiveness?	Indiana law requires **annual public reporting** on the aggregated teacher evaluation results of each teacher preparation program's graduates, but does not require use of this data to evaluate programs or hold them accountable.
Is **tenure linked** to effectiveness?	Yes. To earn tenure, teachers must have at least three years of "effective" or "highly-effective" evaluations over any continuous five-year period.
Does state provide clear **authority** to **dismiss ineffective** teachers and a reasonable process for doing so?	The law defines "incompetence," as grounds for dismissal, as either (1) an "ineffective" rating on two consecutive performance evaluations; or (2) an "ineffective" or "needs improvement" rating in three out of five years. Once a teacher has been notified that the principal intends to dismiss the teacher, s/he may request a private conference with the superintendent and an additional private conference with the governing body, which makes the final decision. Collective bargaining agreements may not create additional hoops, such as arbitration, to the dismissal of ineffective teachers.
Is **effectiveness,** rather than seniority, the **primary consideration** in reductions in force?	Yes. Decreases in the number of teaching positions shall be based on teachers' performance. If there are multiple teachers in the same performance category, other factors may be taken into account.

Do **principals** have **authority** to decide who teaches in their schools?	Yes. The law gives superintendents responsibility for selecting and discharging principals and central office staff, and principals the responsibility for selecting and discharging teachers and school site staff. Decisions are still subject to school board approval. The law also limits the ability of districts and unions to collectively bargain on issues related to teacher hiring and placement.
Does the law **protect students** from being consecutively assigned to ineffective teachers?	Yes, although the law also acknowledges "circumstances in which it is not possible" for a school district to comply with this section."
Are **effective teachers rewarded** with increased compensation?	Yes. The law limits to 33 percent the percentage of a teacher's annual salary increase that may be based on experience or higher education credentials. The remainder of salary increments is based on teacher evaluations, leadership roles, and student academic needs. Teachers rated "ineffective" or "improvement necessary" may not receive a salary increase.

To ensure buy-in, Warren teachers and administrators **formed committees** to create our district's performance evaluation metrics, aligned to the expectations of Indiana Public Law 90 and the Indiana Department of Education's model for annual Teacher Performance Evaluations. Warren Township's teacher evaluation process encourages the improvement of instruction through collaboration between teachers and building administrators and ongoing professional development and support. The high quality of instruction that lies at the heart of our district's commitment to academic excellence depends upon consistent implementation of professional behaviors. Our process is intended to engage teachers and their evaluators in a professional dialogue that encourages growth and improvement.

Selected to **s**erve as one of only six **pilot sites** for implementing the requirements of the State's new evaluation system, we are now **fully-implementing** its provisions. Warren **annually evaluates teachers** and **leaders**, creates **intervention plans** for those who

struggle, and has the **option to dismiss** those who do not improve after a second level of intensive help. Principals and teachers, alike, receive a very clear, comprehensive outline of the expectations on which they will be measured.

Reviews begin with short 5 to10-minute visits, announced and unannounced, where at least once every three weeks, each teacher is observed by the principal (through classroom walkthroughs). Using a Classroom Walkthrough Observation Form loaded on their iPads, principals record the lesson standard/objective being taught; the depth of knowledge/cognitive demand of the lesson; the instructional strategy and level of learner engagement; the materials and technology employed; and relevant teacher/student "talk" to illustrate observation findings. Before principals leave the room, using their iPads, they send teachers immediate feedback.

Generally, feedback allows teachers to quickly take corrective action (if needed) to adjust instruction. When a pattern of ineffective practices or behaviors are observed, a "problem-solving" meeting occurs where the teacher and principal discuss the concerns and create a plan to solve them, within an established timeline. If the problem is resolved within the timelines, the process ends. If not, teachers face intensive intervention. This involves a team of roughly five fellow teachers and the principals. Over a new time frame, team members conduct observations and give feedback and advice. If the teacher improves, the process goes back to the less intense problem-solving level. If not, the team can recommend to the superintendent to cancel the teacher's contract. While teacher dismissal is never taken lightly, taking action in the best interest of students is the objective.

Summative scoring obtained through 10-20 classroom observations, semi-annual full observations (30-60 minutes), and overall effectiveness—as defined by the Teacher Effectiveness Rubric, Teacher/Student Data, School Accountability Data and Attendance Data collectively inform the end of year evaluation ratings. The four-level category performance ratings are: Highly-Effective; Effective; Improvement Necessary; and Ineffective. Defined domains evaluated include:

Effective Planning (objective-driven lesson plans and assessments; tracking and analyzing student data; using assessment data to plan)

Effective Instruction (developing student understanding and mastery; content knowledge; student engagement; checking for understanding; modifying instruction, as needed; developing higher-levels of understanding through rigorous instruction and work; maximizing instructional time)

Classroom Environment (culture of respect and collaboration; high expectation for academic success; physical environment)

Professional Commitment (contributions to school culture; collaboration with peers; professional development; advocacy for student success; family engagement in student learning; teacher attendance and absence preparation)

Teacher Growth Data (based on growth of students taught by teacher)

Teacher Achievement Data (class learning targets set by teachers and approved by principals)

School Accountability Score (Indiana Department of Education's A-F accountability rating)

Like teachers, **district school leaders** (including the superintendent) are **annually evaluated** within four-performance-level ratings, based on valid performance measures—including achievement and growth of all students—and other measures of professional practices. Through school observations, principal practices are observed by assistant superintendents at least every three weeks (minimally). Since new principals are assigned a highly-effective mentor-principal, first year leadership issues that normally challenge new administrators are rarely an issue in Warren Township.

After the site observations, principals receive either oral or written feedback, as deemed most appropriate. If a pattern of need is identified, written work improvement plans are jointly developed, with expectations and time frames defined. As with teachers, principals receive a mid-year and end-of-the-year formal evaluation and are placed into one of four performance level categories. Those evaluations are used for continual improvement in instructional leadership, to guide professional development needs, and to inform personnel decisions.

(b) All district **educators have access** to, and **know how to use**, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements.

Warren teachers have been **trained** and are continuously supported by **Academic Coaches** to use the mClass Reading, **formative assessments** to help them make informed instructional decisions for individual students, small groups, and the entire classes. Using **iPads**, all K-2 teachers regularly **assess students individually** on both basic foundational reading skills and text reading and comprehension. These assessments focus on grade-level appropriate skills in phonemic awareness, phonics, fluency, vocabulary and comprehension. The mClass Mathematics assessments provide teachers with opportunities to differentiate and inform their instruction using student data gathered from benchmark assessments.

All students are administered **Benchmark assessments** at the **beginning**, **middle**, and **end of the year**. The data gathered from these assessments help teachers **identify students** who may be **at-risk** for **reading** or **mathematics failure**, thereby allowing them to **intervene early** to ensure student success. The assessment system also enables teachers to **frequently check student performance** and **progress**. Through close analysis of this information, teachers are able to **enrich** and **accelerate** learning for all students by **tailoring instruction** to each child's current **needs** and **abilities**.

K-6 elementary school **coaches** and **principals** use the data to support regular **data-driven conversations** about student achievement and **realign resources** to meet student needs. Student learning and progress is made **visible to parents** through Home Connect assessment reports (parent-portal of the district's Tyler Student Information System) and **teacher-parent conversations**.

The district's **Data Warehouse** (developed in partnership with the Indianapolis-based Rooney Foundation) provides the platform for collecting, warehousing and reporting demographic and achievement data—including all district formative assessments, State assessments, AP and dual credit data, as well as class grades, attendance and discipline records. Our partnership is built upon commitments to support the continuous use of data. **Professional development** provided by the Foundation explicitly helps teachers

teach students to use their own data and to **set learning goals**. The district's embedded Success Period provides a natural vehicle to enable routine, designed times for **individual personalized goal setting**, tracking performance and **monitoring** progress, and for providing student-specific **supports**.

All district administrators, teachers and parents have access (via username & password) to the Indiana Department of Education's **Learning Connection** web site. This comprehensive tool offers district leaders and classroom teachers access to longitudinal student-level data for **all State-administered accountability assessments**, including the results from Grades 3-8 **ISTEP+** proficiency and growth (at the school, classroom and student levels); **LAS Links** proficiency data for English language learner students; **IRead-3** data to measure students' readiness for advancing from Grade 3 into Grade 4 reading levels; and **End-of-Course** assessments for high school students. In addition, the state's electronic IEP system for **students with disabilities** is housed in the Learning Connection.

All Warren **administrators** and **teachers** have login identification numbers to enable their access to school, classroom and student results. Users can access data, resources, and tools for classroom instruction—all aimed at improving student learning. For district leaders and school teachers, the Learning Connection serves as a data dashboard for showing achievement and growth on state assessments at every level (district, school, classroom and individual learner). We can see longitudinal data, growth trajectory and delve deeper to see which measured skills, specifically, show deficiencies to inform needed instructional adjustments. Within this site (used by every district leader and classroom teacher), educators start their own communities to share resources or join existing communities to learn from IDOE staff and educators around the state. Also, parents can view their child's growth data here as well as school-level growth by grade and subject.

Indiana's **Growth Model** uses a statistical model to calculate each student's progress, or growth, on state assessments. The Growth Model can be used to display student, school and district results. Based upon the Colorado Growth Model, the Student Growth Percentile method assesses the growth of every student by comparing individual students to students who begin at similar levels of

achievement to determine relative growth over time. The goal is to focus on the outputs of education and expect progress from all students, not just those close to passing.

Because Indiana ties Individual Student Identification Numbers to every student, as families move across the state, the **data automatically transfers** to the receiving district as students register in their new schools. As Warren submits weekly (real-time) school attendance counts to the Indiana Department of Education, we also continuously update class lists, ensuring that Classroom Reports posted on the IDOE's Learning Connection data system site reflect current students.

Grant-funded school-based discretionary professional development budgets will permit school leadership teams to annually support trainings specific to teacher needs for (1) Embedding literacy standards across disciplines; (2) Focusing learning on deeper-levels of learning; and (3) Providing relevant and engaged student learning through project-based, blended-learning approaches.

A **standards-based report card** for all elementary (Grades K-4) and intermediate academies (Grades 5-6) supports personalized learning because it allows students to demonstrate mastery of content at their own pace, not just when it is taught. Parents can readily see if students are on track for mastery of state academic standards.

Principals and teacher teams will be trained by a grant-funded External Curriculum & Assessment Consultant (with expertise in Common Core and new PARCC assessments) to **map** district **curriculum** and **instructional expectations** to the rigorous Common Core Standards. This extensive and ongoing training also includes the development of **district formative assessments** (performance tasks aligned to the authentic learning expectations of Common Core). Beginning in Year 1 with K-12 English/Language Arts and Mathematics standards, newly mapped content areas and formative assessments will be added each project year.

Well-articulated core curriculum expectations and aligned, rigorous formative assessment tasks will tell us how well we are preparing our students for post-secondary success and show us where we can do better.

Sample, exemplar lessons developed by collaborative teacher teams will serve as **instructional guides** for helping all district teachers develop students' **critical thinking skills** and learn in the context of **complex**, **multifaceted** and **real-world problems**—aligned to students' interests. Professional development for all teachers' use of the mapped Common Core curriculum and new online formative assessment performance tasks will occur at multiple levels: (a) district-wide staff development; (b) bi-monthly principal trainings; and (c) through embedded collaborative teacher grade-level/content-area team professional development sessions at individual school sites, led by principals, academic coaches and teachers trained by the external expert consultant.

Online resources relevant to the Indiana Common Core Standards are posted on the Indiana Department of Education's web site, with a link available on Warren's district web site. A number of resources are already available, including: summary information; an implementation timeline; transitional resources; overview of standards and new PARCC assessments; mathematical practices; and elements of text complexity, their implications in the classroom and available resources for implementation.

New **classroom technologies** (e.g., iPads and laptops), and renovated **technology-rich learning environs** (e.g., Mediaplexes; high-tech science labs, virtual environs, Sports & Media Production) all lend themselves to providing students with the tools needed to demonstrate competencies of Common Core Standards (e.g., research, analyses and argumentation; higher levels of depth of knowledge; critical thinking skills; authentic, problem-based experiences; & soft skills development).

Blackboard Learn is part of an integrated group of programs for online teaching, learning, community-building, and knowledge-sharing. It allows for classroom teachers' online delivery of materials such as homework assignments, class materials and activities aligned to Common Core Standards. District Instructional Technology Trainers provide staff development to support teachers' effective use of these blended-learning and project-based technologies.

(c) All district leaders and leadership teams have training, policies, tools, data and resource that enable them to structure an effective learning environment.

School leaders and school leadership teams use the aggregated analyses of Teacher Evaluation results to make decisions about—

- What competencies are most needed by incoming (newly-hired) teachers? Targeting these attributes in Position Postings and employing thoughtful, purposeful candidate selection helps leadership teams make decisions that are not only in the best interests of students—but also ensure that candidates bring specific attributes needed—or most valued in a collaborative, team environment.
- Which grade levels appear to have stronger teachers? Is there a concentration of weaker teachers? How must changes be made to strengthen teacher competencies? Are staff changes needed?
- Highly-effective and Effective teacher performance is examined to determine (a) who will serve as mentor teachers; and (b) where student teachers will be placed; and (c) who is best suited to lead professional development.
- Patterns of performance are analyzed to determine professional development needs—for teachers as a whole, for targeted groups, and for individual staff.
- Parents of teachers rated Ineffective must be notified.
- Students may not be instructed for two consecutive years by two consecutive teachers rated as Ineffective.

A proven 8-Step Process for Continuous School Improvement dramatically increased achievement, closed achievement gaps, deepened students learning, and personalized student supports in Warren Township's diverse, high-poverty, high-minority PreK-12 schools. It's systems for using data to drive decision-making; curriculum mapping of concepts to be taught aligned to standards; collaborative planning, sharing of best practices and teacher mentoring; formative assessments to track individual student progress, inform instructional practices, and target student interventions and enrichments; and expectations for continuous progress monitoring has become Warren Township's signature strategy to improve progress for increasing student performance and closing gaps.

The district's faith in these training, systems and practices are evidenced in this application's **Project 1**—for **Transforming the 8-Step Process** to: (1) Align curriculum, instruction and formative assessments to Indiana Common Core Standards; (2) Provide environments to support engaged learning through an infusion of technologies, environs and extensive professional development; (3) Offering personalized student supports through individualized goal setting, extended-day, week and year access to technology-rich environs and technical supports; and (4) Through highly-effective teachers to support personalized learning.

External experts will facilitate K-12 teachers' development of **competency-based instruction**, aligned to Indiana's Common Core Standards. S**tudent-tailored instructional delivery options** (both inside and **outside of school**) are all aligned to those standards. Development of **formative assessment** performance tasks, **aligned to Common Core** (more rigor; higher levels of depth of knowledge; critical thinking; authentic, problem-based experiences) that are **electronically-scored**, providing **immediate results** and **data analyses** for instructional decision-making. 30-minute Success periods embedded into K-12 schedules will enable designated times for **individual personalized goal setting**, monitoring of progress and student-specific supports. **Embedded** and **sustained professional development** will support all leaders' and teachers' understanding of and effective use of data results to improve instructional practice, increase student performance and close achievement gaps. Easy to read reports and dashboards will provide immediate feedback to student and teachers; inform discussions during monthly data meetings; and contribute to personalized goal setting.

The District Literacy Coordinator meets monthly with **Literacy/Academic Coaches** to provide consistent, intentional professional development. Topics are determined by considering school and student needs, current assessment data, and evidenced-based reading research. Coaches are able to take the knowledge gained through the professional development and turn-key this training at the building level. Through this model we are able to provide job-embedded professional development that is focused on lifting the level of student achievement. Teachers receive the information in a formal and interactive presentation and are then supported throughout implementation of these new methods and strategies in the classroom with modeling, co-teaching, and observational feedback that is

provided by the Coach. This model of coaching allows us to create a system of continuous improvement with teachers working towards clear and higher expectations.

Academic needs of all students are supported through data-driven instruction, balancing whole group, small group and individual instruction, intervention through Tier 2 and Tier 3, and enrichment opportunities. Teachers are trained to use formative assessment data to determine instructional needs for all students. As we support teachers in the transition to Indiana Common Core Standards, coaches are helping to shift the role of the teacher to facilitator, gradually releasing responsibility to students so that they can meet the Common Core goal of independence.

Students' academic interests are supported through book choice, interdisciplinary units, choice in writing, and a variety of learning opportunities in literacy work stations. Coaches are able to provide teachers with a variety of lesson ideas and approaches to support students' learning styles by incorporating technology, movement, music and discourse into the classroom.

In collaboration with partners (Indiana University Equity Project), we will provide ongoing professional development to (a) Support principals' and teachers' understanding and effective implementation of **Positive Behavioral Interventions & Supports** strategies; and (b) Provide principals, teachers, specialists and interventionists with **culturally-responsive instructional practices.**

An initiative to support **parents' and teachers' collaborative work** to address **behavioral issues** is provided through a series of evening workshops, called Parent University. Topics will include behavioral issues that cross over between home and school. We will focus on teaching students to deal with conflict peacefully; disciplining students consistently and effectively, while maintaining a healthy relationship and avoiding blow-ups; how to talk to our children, so they will listen; and how to strengthen communication between the home and school.

(d) To increase the number of students who receive instruction from effective and highly-effective teachers and principals, Warren Township relies on the following strategies and supports.

Recruiting: Located near Indianapolis and the numerous teaching colleges nearby our city, enables a generous pool of teacher applicants desiring to live in Indianapolis and work in Warren Township. Several university initiatives provide a variety of talented candidates and rich opportunities for recruiting the best and brightest candidates, including: Marian University's Transition to Teaching Program (for highly-qualified individuals choosing to switch careers for education) and its Teach for America candidates. Indiana University/Purdue University of Indianapolis offers Woodrow Wilson Scholars (a select cohort of STEM-teacher candidates who receive tuition-paid training in exchange for working in urban schools).

Warren's collaborative partnership with local universities and willingness to place student teachers in our district has been a win-win. Candidates are paired and supported by highly-effective district teachers, ensuring that they learn from the best. We have the opportunity to get a clear sense of candidate capabilities and the advantage of hiring those considered by leadership and colleagues to be among the best new teachers. Overwhelmingly, those we hire, stay in our district.

Recruitment efforts continuously aim to increase the diversity of our prospective teacher pool. While our district does not have "hard to staff schools," the minority is the majority within our district and students need role models who understand their culture and with whom they can identify. Teach for America has done a nice job of significantly increasing diversity among its teacher candidates, and may provide a strong resource for diverse talent. Likewise, we have not experienced "hard to staff subjects." Nevertheless, it is clear that Common Core math standards expect mathematics teachers in all grade levels to have much deeper content knowledge. Within our recruiting efforts, we will seek math and science teachers whose content preparation has been closely tied to pedagogical training. Moreover, technology has become the great equalizer in providing students with access to subjects and instructors beyond our scope or purview. Online and distance learning opportunities will continue to broaden students' choices and alternative pathways to learning, demonstrating mastery and earning graduation credit.

Supporting: Warren Township teachers receive exceptional support, both individually and collaboratively. A two-year Orientation Series is a prerequisite to a teaching contract within our district. This training supports teachers' understanding and awareness of district initiatives and resources available to support their work (e.g., the 8-Step Process for Continuous Improvement; Indiana's Learning Connection portal to access student level performance and growth scores of students under their supervision; Data Warehouse School & Classroom Reports, and our Tyler Student Information System).

Teacher grade-level and content-area collaborative working time is embedded into every district school schedule; every new teacher is assigned a mentor; the district's Superintendent visits every new teacher's classroom and meets with the principal to discuss the strengths and needs of our first year teachers. High-quality opportunities for professional development are provided; academic coaches support individual teacher and instructional goals; Teacher Appreciation Days and other celebrations of success honor our professionals; and monthly data meetings to work collaboratively with colleagues, to share best practices and meet student needs support district teachers—both new and experienced.

A teacher in his/her first and second year of teaching in our district are provided additional opportunities and support in becoming effective teachers—as defined by the district's Teacher Effectiveness Rubric used for performance evaluations. Within their first six weeks, the principal meets with and orients the teacher to the evaluation process and the evaluation rubric. No less than 16 observations are made by the principal so that teacher needs are identified and supported to ensure a successful instructional experience for the teacher and a meaningful learning experience for his/her students.

Teachers who are new to our district do not feel the same overwhelming sense of "aloneness" often experienced in urban districts. Our collaborative practices are long-embedded into the district's culture and continuous improvement systems. It's The Warren Way.

Retaining: The aforementioned conditions and the district's reputation as urban leader in its delivery of effective education, makes Warren Township a most desirable working environment. It's also worth mentioning that our district's health care plan and benefits (with Community Health facilities conveniently located on campus) are attractive and important to teachers and their families.

Our high-quality professional development opportunities, academic coaches that support teachers' individual instructional goals, data meetings with administrators to celebrate academic success, book study groups—are all reasons teachers tell us that they are committed to staying in Warren Township schools.

D. LEA Policy and Infrastructure

(D)(1) LEA practices, policies, rules

Once Indiana dropped transfer fee requirements for out-of-district students, **choices for students** (public, private, charter, online learning) rose to a higher level than ever before, freeing families from the expectation of enrolling their children in school attendance areas where they reside. Competition among education providers is Indiana's new reality. And as our state superintendent is fond of saying, "A school of choice should be a school worth choosing."

In Warren Township, we have long understood that our future depends on holding ourselves to higher levels of accountability and holding students to higher levels of achievement—regardless of race or poverty rates. Here, demography does not determine destiny; ours is a district where parents choose to stay.

Warren Township will support its RttT project implementation through the district's comprehensive policies and infrastructure to provide every student, educator, school and classroom with the support and resources they need—when and where they are needed.

(D)(1) Personalized learning is facilitated across Warren Township by—

(a) The district's central office. The **8-Step Process for Continuous School Improvement** is the district's linchpin strategy for ensuring that personalized learning and targeted supports are provided for all schools and to all students. Within the this model—Data continuously inform decision-making—at the classroom, school and district levels; Curriculum, instructional practices and district formative assessments are aligned to state standards; Results from monthly formative assessments are reviewed in principal-led Data Meetings where teacher-teams disaggregate and analyze test results in order to: (i) adjust instruction; (ii) collaboratively share effective practices; and (iii) regroup students for daily 30-minute, interventions targeted to students' needs.

Constant **progress monitoring** is the mainstay of the district's continuous school improvement model.

- The **assistant superintendents** (one for elementary schools; one for secondary schools) continuously monitor principals' implementation of all elements of the 8-Step Process. Each month, they receive and review each school's formative assessment results (disaggregated by each standard tested, the numbers and percentages of students that tested proficient—by class and by grade level). When the assistant superintendent sees schools that are struggling, that school receives additional central office support and services, aligned to the school's specific needs (e.g., more frequent onsite monitoring; realigning instructional staff to support student learning; ensuring that principals routinely observe instruction).
- Our assistant superintendents are in schools on a daily basis. It is a rare day to find Warren's central office filled with administrators. Our work is in the schools. It is also noteworthy that our central office administrative team is lean—always a surprise to visiting state officials and other urban district colleagues. Again, we want our resources in the schools.
- Collaborative **bi-weekly** (twice per month) **leadership meetings** are held for elementary & intermediate and for middle school & high school principals. These are not "sit and get" meetings. Within these working groups, principals receive professional development, collaboratively engage in peer discussions, and problem-solve barriers faced by individual leaders or across schools.

- Because change is constant, the superintendent and central office leaders strive to build relationships of trust and collaboration with school leaders and their staffs. This is evidenced through frequent and timely communications, honest exchanges of information, and the belief that while school leaders deserve autonomy—they can count on support from the central office.
- Structured, half-day **semi-annual Process Checks**, conducted at each school by the **superintendent** and central office leadership, review evidenced-based progress, identify challenges, discuss strategies, and resolve issues requiring central office support.
- The superintendent, central office leadership team and the **Warren Board of Education** all embrace the initiatives included in this proposal to (i) increase the rigor of instructional practices and formative assessment performance tasks, supported by ongoing professional development; (ii) expand the use of technology-rich blended learning strategies; (iii) offer internet access and student instructional supports through significantly-extended school building hours; (iv) dramatically-increase instructional technologies and learning environments in district programs; (v) redevelop/purchase all online coursework; (vi) provide students with credit-bearing personalized learning experiences, outside of the classroom; (vii) provide school-based discretionary professional development budgets that permit school leadership teams to design trainings directly-related to school needs; (viii) to develop the nation's premier Sports & Media Production training and entrepreneurial experience for high school students; and (ix) ensure that teachers and parents employ behavioral interventions that reduce learning disruptions and keep students in classrooms.
- A contracted **project manager** will work with central office administrators, building leadership teams, the grant-funded **external evaluator**, and the RttT-designated national evaluator to provide ongoing feedback for program improvement (implementation data) and summative data relevant to program impact and outcomes (performance data and feedback). These findings will inform adjustments needed across the entire project period to ensure that performance goals are achieved.

(b) School leadership teams. Every school is required to have a **School Improvement Team** comprised of the principal, teachers, parents and community members. These teams regularly meet to examine data and revise school improvement plans. In Warren Township, this is a fluid plan that is continuously updated—not an annual event with a document placed in a file. For example,

the relevant elements of RttT initiatives will be incorporated into each school's improvement plan. The school leadership (improvement) team will then collaboratively frame how the initiatives are implemented within each building.

School leadership teams have **flexibility** and **autonomy** over factors, including such things as:

- Principals (and leadership teams) interview and hire their own staff. They develop their own job descriptions for educators and non-educators—based on their school needs—for posting on the district's Human Resources web site and the Indiana Department of Education's web site
- Principals and their teams create the school schedule, building in collaborative team meeting time for data meetings, embedded professional development trainings, and opportunities to work with colleagues
- Leadership teams identify curriculum needs and course offerings
- Principals are responsible for their school budgets and decisions for using funds
- They determine when they will provide before/after school tutoring, and select the teachers who provide that tutoring
- With their leadership teams, they create their own Purchase Orders that are sent to central office (for processing and checks & balances required by the State Board of Accounts)
- The leadership team works closely with the Parent Teacher Association to determine activities, such as Literacy and Math Family Nights and workshops aligned to parents' interests and needs
- If awarded RttT funding, principals will have even greater flexibility with staffing schedules, as we increase extended-time and virtual learning instructional offerings, staffing realignment will enable flexible schedules (with varied start and end work times)

(c) Students have opportunities to progress and earn credit based on demonstrated mastery, not based on the amount of time spent within a classroom or on relevant coursework.

RttT funding will provide the resources required for our district to quickly implement strategies through instructional technologies that support personalized learning, allowing students to earn credit based on **demonstrated mastery** and not based on the amount of time spent within a classroom or on relevant coursework.

- The development and/or purchase of online courses will permit **Virtual Learning Opportunity** students to work online at their **own pace,** on their **own time** to earn credit based on demonstrated mastery.
- For students who have failed required coursework, purchased or re-developed **Credit Recovery** courses will enable students to **demonstrate mastery** on a standard and **move forward**, not take the same amount of instructional time required in traditional classroom coursework.
- Our **Extended-Learning Opportunity** provides students with rigorous, relevant and credit-bearing personalized learning experiences (based on demonstrated competencies) with business and community partners that occur in-part, or in-whole, **outside** of the **classroom.**
- Participants in the **Sports & Media Production** training initiative will earn credit for personalized extended learning opportunities and their work associated with running a student-led business with viable customers.

(d) Students are given multiple times (and in multiple comparable ways) to demonstrate mastery of standards.

- State assessments (Grades 3-8 ISTEP+ and End-of-Course English 10 and Algebra I), aligned to Indiana Academic Standards, provide students with **multiple opportunities** to test **each year** and to demonstrate mastery. As Indiana transitions into the new PARCC assessments, aligned to Indiana Common Core Standards, multiple opportunities will be given to students to test and demonstrate mastery of standards.
- Virtual Learning (online) coursework in Warren Township will offer students **multiple opportunities** to demonstrate mastery to earn course credits; and Extended-Learning Opportunities will enable students to demonstrate mastery of standards in **out-of-classroom personalized** learning experiences.
- Credit recovery courses are designed to give an **expanded opportunity** to students who did not succeed the first time they took a course—but did learn some of the standards and coursework benchmarks. Students will be given the opportunity, in each learning

unit, to demonstrate prior learning in that area of study. If they demonstrate competency on these pre-assessments, they will be excused from the corresponding part of the learning activities. Students are not excused from all activities and are required to take the summative assessments that measure their entire knowledge of the material. This ensures that essential course content is mastered—making this a highly-individualized experience, which is imperative to the credit recovery learner.

- Online courses are an effective use of technology allowing us to focus on **actual student learning** as a standard of student performance, rather than the amount of time a student sits in class.

(e) Learning resources and instructional practices are adaptable and fully-accessible to all students, including students with disabilities and English language learners.

The Common Core standards for English/Language Arts articulate rigorous grade-level expectations in the areas of speaking, listening, reading and writing to prepare all students to be college and career ready, including **English language learners**. Using those standards in conjunction with the Language Proficiency Standards, Warren Township's SIOP-based instruction develops foundational skills in English (and mathematic text/word problems) and enables ELs to participate fully in grade-level coursework.

The **English-Learner program** is provided in all district schools, with student placement based on LAS Links Placement or the LAS Links Annual test results—used to create Individual Language Plans. That plan details accommodations students may receive as well as instructional strategies for classroom teachers' use. Thirty different languages are represented in the district, with more than 900 EL students served.

Both **pullout** and **inclusion** instructional models are used, depending on individual students' needs. Highest-level need students receiving individualized instruction are taught by **certified/EL endorsement teachers**. High school students are further supported by an EL resource study hall. **Bilingual** support staff is available, as is **after-school tutoring**. Peer facilitation allows English and non-

English speaking students to learn from each other, and English language courses are offered to **parents** at the district's Walker Career Center.

Students who are identified as having a **disability** that impacts their education have an Individualized Education Plan (IEP). This plan contains goals, specific to the students' needs as well as accommodations and services to meet those needs. Warren Township strives to have all students participate in the general education curriculum and setting, to the greatest extent possible. To do this, some resources and instructional practices are modified to meet the needs of our exceptional learners.

We offer a continuum of services to nearly 2,000 **students with disabilities** to provide specifically-designed instruction to meet their unique needs and related services (e.g., occupational therapy, physical therapy and special transportation). Warren uses many of the traditional accommodations such as small group, one-on-one, modified work, shortened assignments, preferential seating, and testing accommodations. Accommodations such as these meet the needs of many of our students, but some needs are greater, requiring more specialized strategies. Examples of district supports include:

- Many of our Blind/Low-Vision and Deaf/Hard of Hearing students participate in general education with FM or Sound Field classroom support systems. Speakers surround the room and teachers wear microphones that amplify their voices. A separate handheld microphone is used for when other students are talking or participating in group discussion. As a district we have found this not only benefits the student with the need, but also the class as a whole. Depending on specific needs, students use magnifiers, laptops and large-print books, and document cameras and projectors are used by teachers.
- Finding ways for students with more significant disabilities to actively and independently participate calls for more intensive support. For some, using technology may include switches, alternate keyboards, word prediction programs, or voice to text. Others need support with their daily communication. This comes in many versions depending on the student's physical and cognitive ability. Some students use Picture Exchange Communication Systems (PECS), while others use different forms of

augmentative communication—ranging from a simple one- or two-push button device for single words or short phrases, to a more complex device that allows students to build phrases—used as a more dynamic and interactive conversation tool.

- Students with difficulty following a schedule or attending to task need additional supports. These may come in the form of a visual schedule and structured work system. Incorporating visuals into some student's day allows them to participate more fully in an environment with their non-disabled peers. Staff use the software program Boardmaker to develop visuals and pictures to support making some of these items. Teachers also use Flip Cameras to make videos to use in the evidenced-based practice of video modeling for students with Autism. This allows students to see the appropriate social response or task that the student needs to complete. This strategy is used with general education students, as well as those with more significant impairments.
- Students with limited physical movement or poor fine-motor skills use portable word processors or laptops to complete written assignments. Students with degenerative muscular functioning use an iPad for written work because a separate keyboard or heavier device is unmanageable.
- Adaptive technology supports classes for students with significant disabilities by using Tap-Its. This is similar to a Smart Board, but sturdier for this student group. Whole group, small group, and individual lessons can be adapted for these students who need more hands-on learning experiences.

Integrated tiered-level supports and interventions for both academic and behavioral issues will impact learning, as detailed in the RttT **Competitive Preference Priority** section of this application. That plan for Project 3 (Behavior Interventions through RtI Model K-12) does the following: (i) A **partnership** with the **Indiana University Equity Project** and **Gallahue Mental Health** behavioral therapists, creates school-based **positive behavioral interventions** and **supports** to prevent inappropriate behavior through a range of interventions, systematically-applied, based on demonstrated levels of student need; (ii) **District-wide professional development** gives core classroom teachers **culturally-responsive teaching strategies** (targeted particularly for Black and Hispanic students); and (iii) **Parents** and **staff collaboratively** learn consistent practices for **behavioral interventions** for both home and school through an annual, year-long-series of evening workshops.

(D)(2) LEA and school infrastructure

The district and school infrastructure supports personalized learning by—

(a) All participating students, parents, educators—regardless of income—have access to necessary content, tools and other learning resources both in- and-out of school to support Warren's implementation of its RttT proposal.

- All students will have access to the internet and virtual learning tools—as well as teacher support—through **significantly-extended building hours** in four centrally-located school technology-rich sites. Sites will be open **beyond** the **school day** (until 7 p.m. Monday-Thursday); the **school week** (Saturdays 10 a.m. – 2 p.m.); and during the 7-week **summer break** and Intersessions.
- **Technological learning supports** are provided district-wide in all **PreK-12 schools.**
- **Laptop** computers and Verizon **4G cards** will be available for student **check-out** and take-home use.
- District-funded Instructional Technology Trainers will **annually train cohort groups of 250 teachers** through a year-long series of intensive and sustained professional development workshops for teachers' effective use of new technologies and technology-rich learning environs to provide blended-learning, project-based, and online-supported methodologies to support students' individual and collaborative work with others.
- Tyler SIS (Student Information System) provides educators and **parents/guardians** of a student attending a Warren Township schools, **online access** to their children's courses, grades, attendance, discipline and academic history. This real-time information can be viewed from any location with access to a computer and Internet Explorer. Parents obtain a username and password through their child's school in order to access their student's information. School staff responds to individual questions about the Parent Portal.
- The district's **Data Warehouse** (developed in partnership with the Rooney Foundation) provides the platform for collecting, warehousing and reporting demographic and achievement data. As part of the Rooney partnership, teachers are trained to help **students** use their own data to **set learning goals**. **Student-led data meetings** are held with parents.

- **Destiny** is the district's library and media resource system. It offers staff and students a connection to many types of media and the district catalog of available instructional resources.
- Warren Township's **district web site** has menu options, appropriate to all constituents: students, parents, educators and stakeholders. Comprehensive levels of data ranging from individual school site web pages (staffing, programs, newsletters, awards, achievement, resources, school menus, upcoming events) to district and school board web sites, to links for all programs. Instructional resources are available, as are links to the district's Annual Performance Report and District & School Data Snapshots, hosted on the Indiana Department of Education's web site.
- All district administrators, teachers and parents have access (via username & password) to the Indiana Department of Education's **Learning Connection** web site. The Learning Connection is a system that provides access to student achievement data, digital teaching and learning content and curriculum design tools. Through this site, teachers may work in partnership with other teachers across the state. Teachers are also able to communicate with students, parents and educators, all via the Learning Connection portal.
- **Blackboard Learn** is part of an integrated group of programs for online teaching, learning, community-building, and knowledge-sharing. It allows for classroom teachers' online delivery of materials such as homework assignments, class materials and activities to support students' classroom learning.

(b) Students, parents, educators, and other stakeholders will have appropriate levels of technical support, provided through a range of strategies.

- The district's chief technology officer and his staff offer district-wide levels of **technical support** through a range of strategies. Educators and students are supported through hands-on technical troubleshooting and professional development, as well as remote connection support. The district also provides enough virtual private networks (VPN) access for all employees to gain access to the schools' network from outside the school. The technology department and building level administrative assistants support parents regarding information associated with Tyler SIS Parent Portal and Food Service applications.

- District-funded technology trainers provide district-wide and school-based support for the effective use of instructional and supportive technologies. Professional development is offered on a weekly basis including interactive white board instructional integration, 21st-Century skills training, virtual courses, blended learning, distance learning, Tyler SIS training, and Microsoft Office.
- A district **Technology Help Desk** is available to staff via email, or by telephone. In conjunction with the technology trainers, the helpdesk provides FAQ and online video tutorials for continuous professional development and support.
- Seventy-four (74) **online courses** will be **evaluated** at the beginning and at the end of the RttT project period, through the **Quality Matters Program**, a faculty-centered, peer review process that is designed to certify the quality of Virtual Learning coursework.

(c) The district uses information technology systems that allow parents and students to export their information in an **open data format** and to use the data in other electronic learning systems.

Warren Township's Student Information System allows parents and students to download and maintain their own student records in easy to use formats. Parents and students can transfer and save information in formats such as PDF, Microsoft Word and Excel. They are also able to copy and paste directly from the parent or student portals to put information in whatever format they wish. They also have permission to print directly to PDF format from the portals as well. This information includes academic history, class progress, assignments, K-6 standards, attendance, immunization records, class schedule, and so forth.

Through building our ongoing relationship with our data mining partner, the M.A. Rooney Foundation, we can also make available customized data reports to parents and students based on requested needs.

(d) Warren Township and its schools use **interoperable data systems.**

All Warren Township systems meet **interoperability standards** in regards to meaningful exchange of information among separate systems and their ability to understand the format and quality of the information exchanged. District systems routinely share information so that there is accuracy between system data as well as up-to-date information on every system.

Warren's **Human Resource Information System** (HRIS), as well as its **Management Information System** (MIS) share the same database and vendor, granting easy and prompt access to all business information through either system. These systems have also been migrated to a web-based format, which allows anywhere 24-hour access for those who have permission to this information. Information is also imported into this system on a daily basis from our food service provider.

Tyler **Student Information System** and the district's **transportation management system** (Versatrans) also share the same vendor and supports web-based functionalities. This provides the same benefits as the aforementioned systems. Daily update routines allow the transportation department the student location information they need to assure that students are picked up promptly by district buses.

The district's **learning management system** (Blackboard) also imports and exports information to our student information system.

All Warren enterprise servers integrate with its data mining and reporting systems, which allows for easy exporting and analysis of information. All systems have web portals for easy open access of information for parents, students, and employees alike. District servers are configured to work with its network Active Directory for secure authentication to all systems.

E. Continuous Improvement

(E)(1) Continuous Improvement Process; and (E)(2) Ongoing Communication and Engagement; and (E)(4) Evaluating Effectiveness of Investments

Our district's **8-Step Process for Continuous Improvement** provides the platform for eight foundational strategies that are continuously implemented and monitored in all schools to ensure continuous improvement—

(1) **Use data** to identify strong and weak curriculum areas/competencies, practices and instructional groups;
(2) Curriculum map Common Core Standards to **pace instruction** based on student needs;

(3) Determine the **focus** of **differentiated instructional practices**;

(4) Conduct **formative assessments**, aligned to Common Core Standards, to identify mastery and non-mastery students and routinely convene **principal-led data meetings** with teacher teams and specialists to collaboratively analyze results, adjust instruction and appropriately-group students for school-wide "Success" intervention periods;

(5) During daily 30-minute Success Periods, **re-teach non-mastered competencies** to students who do not pass formative assessments (Common Core-aligned performance tasks);

(6) During daily 30-minutes Success Periods, offer mastery students **enrichment** activities; Success Periods also will serve as the vehicle for teachers to help students use their own data to set **individual learning goals** (with teachers explaining expectations and assessment criteria; providing feedback and tools to students; using students' analyses to guide instructional changes);

(7) Through **maintenance strategies**, ensure that previously-taught standards are retained through periodic and cyclical review; and

(8) Continuously **monitor process implementation** through monthly data meetings, principal walkthroughs, posted Data Walls, and formal onsite Process Checks conducted by the superintendent and central office leadership.

External Evaluator

If awarded funding, Warren Township will conduct a proposal review process (following standard EDGAR procedures and district policies) to contract with an experienced **external evaluator** with the capacity for delivering the comprehensive evaluation system envisioned by our district. The evaluation will be implemented in a manner that provides **on-going feedback** for **program improvement** (i.e., implementation data), as well as **summative data** related to program **impact** and **outcomes** (i.e., performance data and feedback).

In addition to district leadership, our external evaluator will work with the **national evaluator** to ensure that common and meaningful data can be effectively and efficiently collected across the various RttT-funded projects. More specifically, the **evaluation plan** for Warren Township has **two main goals**:

- To assess measurable participant and student outcomes; and
- To assess the quality and delivery of project activities (as planned and as implemented) and provide ongoing feedback for program improvement.

Project **objectives (rationales)** and **performance measures** are closely **aligned** with both the **overall project goals** (increased student achievement, greater opportunities for personalized learning, and post-secondary readiness for college and careers) as well as the **short-term** and **intermediate goals** noted previously in the **Logic Model** (Criteria A, page 15).

Performance measures are also designed to include **interim data** for periodic assessment of progress toward achieving longer-term outcomes. Data collected related to performance measures will include quantitative data, as well as qualitative data collected to provide richer context for understanding outcomes and findings.

To minimize respondent burden, existing data and data collection mechanisms will be used whenever possible (e.g., number of credits earned per year; disaggregated high school graduation rates; number and percentages of students in dual enrollment; numbers and percentages of students pursuing postsecondary education; levels of participation in extended learning time opportunities; numbers and percentages of district teachers effectively integrating technological tools into instructional practices; credits earned through virtual learning (own time, own pace online coursework) and extended-learning opportunities (outside of the classroom, credit-bearing experiences with business/community partners); impact of Sports & Media Production initiatives; district, school and student disaggregated levels of achievement in English/Language Arts and Mathematics).

<u>On-going Communication and Engagement with Stakeholders</u>

In addition to collecting data related to the performance measures (summative evaluation), the external evaluator will also provide on-going **formative feedback** for **continued improvement**. For example, formative evaluations will help address the reasons an intended outcome was or was not achieved, and help identify program activities or components that may (or may not) have

contributed to success. The evaluation will examine each of the major activities funded through the RttT grant to identify barriers to implementation and to provide recommendations for improvement, enabling the district to make adjustments needed.

Both **quantitative** and **qualitative data collection methods** will be used, including: key stakeholder interviews (e.g., interviews with participating principals, school administrators, etc.); site visits and observations; focus groups with participating teachers; web-based surveys of principals, teachers, students and parents; and extant data collection.

Data analyses will be **on-going**, with **timely** and **frequent feedback** provided to key stakeholders. Feedback will be regularly provided through the following means:

- Regular monthly Project Updates;
- Regularly-scheduled conference calls and in-person meetings; and
- Unscheduled meetings and conversations, as needed.

District leadership will be continuously updated on formative and summative evaluation findings by the Project Manager and through external evaluator reports. School leaders will receive updates during monthly principals' meetings with the assistant superintendents. The superintendent will routinely keep the Warren Township Board of Education informed of our progress, augmented by semi-annual presentations by the external evaluator and project manager to the Board. Annual Reports will be publicized and shared at the Board of Education public meetings, with reports posted on the district's web site.

It should be noted that the reporting of **findings** and **conclusions of** the **external evaluator** are **not subject to approval** by Warren Township. We are committed to supporting a high-quality and independent assessment. Findings will influence important district funding decisions beyond the grant period, as well as inform our partnership work and efforts to sustain and scale up successful initiatives.

Project Manager

Upon receipt of an RttT grant award, a full-time **Project Manager** will be immediately selected to work closely with district leadership and project leaders to prepare and submit to the U.S. Department of Education a Scope of Work that is consistent with the grant application and includes: specific goals, activities, deliverables, timelines, budgets, key personnel, and annual targets for key performance measures, as well as other information requested.

The Project Manager will play a key and constant role in the **oversight** and **monitoring** the implementation of our three major projects across all district schools. The manager and district leaders will **attend grantee meetings** for trainings or technical assistance convened by the United States Department of Education. Working collaboratively with the assistant superintendent for school improvement, the project manager will support the work of the national evaluator to ensure that data collection and program design are consistent with our approved plan and can facilitate the reporting expectations of the national evaluation.

Implementation Plan							
Criteria E: Continuous Improvement -- External Evaluation and Project Management							
Project **Year 1** = Jan 1, 2013-June 30, 2013; **Yr 2** = July 1, 2013-June 30, 2014; **Yr 3** = July 1, 2014-June 30, 2015; **Yr 4** = July 1-2015 -Dec 31, 2016							
Project Activities	**Timeline**	**Deliverables**	**Person Responsible**	**Project Year**			
				1	**2**	**3**	**4**
Project Manager							
Contract with individual to serve as **Project Manager**	Jan 2013	Project Manager	Superintendent	x	x	x	x
Prepare and submit to the United States Department of Education a **Scope of Work** consistent with the grant application & expectations of the U.S. Department of Education	Jan - March 2013	Specific goals, activities, deliverables, timelines, budgets, key personnel & annual targets for key performance measures	Project Manager	x			

Work with external evaluator to establish **evaluation plan** to measure program impact and outcomes	March-June 2013	Strategies to (1) assess measurable participant and student outcomes; (2) to assess the quality & delivery of project activities: and (3) provide ongoing feedback for program improvement	Project Manager & Assistant Superintendent for School Improvement	x			
Monthly work with **external evaluator**	Ongoing	Site visits, conference calls	Project Manager	x	x	x	x
Weekly site visitations & **meetings** with project leaders to monitor & support implementation	Ongoing	Site visit observation records	Project Manager	x	x	x	x
Use site observations, interim data, external evaluator monthly Project Updates, semi-annual and Annual Reports to provide feedback to district leaders to **continuously monitor progress**	Ongoing	Formative and summative evaluation data; records from site observations; and adjustments to improve	Project Manager & Assistant Superintendent for School Improvement	x	x	x	x
Attend U.S. Department of Education **grantee trainings** and technical assistance meetings	Ongoing	Webinars, conference calls, meetings in DC	Project Manager & district leadership	x	x	x	x
Monthly (minimal) reports/updates provided to leadership tracking implementation progress	Ongoing	Written reports; Meeting notes	Assist. Supt. for School Improvement	x	x	x	x
External Evaluator							
Conduct **proposal review process**, following standard EDGAR procedures & district policies, to contract with an external evaluator	January - March 2013	RFP; and Review & selection of experienced evaluator with the capacity for delivering envisioned comprehensive evaluation system	Assistant Superintendent, with support & approval of Superintendent, Chief Financial Officer and Warren Board of Education	x			
Site meetings with Project Manager and district leaders to **formalize evaluation plan**	March-June 2013	Strategies to (1) assess measurable participant and	Project Manager & Assistant	x			

		student outcomes; (2) assess the quality & delivery of project activities: and (3) provide ongoing feedback for program improvement	Superintendent for School Improvement				
Monthly work with Project Manager to develop **timelines, tools**, and **protocols** for evaluations	Ongoing	Site visits, conference calls	Project Manager	x	x	x	x
Work with **national RttT evaluator**	Ongoing	Common & meaningful data is effectively & efficiently collected across the various projects	Project Manager & Assistant Superintendent for School Improvement	x	x	x	x
Provide monthly **Project Updates**, **semi-annual** and **Annual Reports** to district	Ongoing	Ongoing feedback for program improvement, as well as summative data related to program impact and outcomes	Project Manager & Assistant Superintendent for School Improvement	x	x	x	x
Semi-annual presentations to the Warren Township **Board of Education**	Ongoing	Board agenda item; Reports	Project Manager & Assist. Supt. for School Improvement	x	x	x	x
Annual Reports **publicized**	Ongoing	District's web site; Newspaper & Newsletter articles	Superintendent's office	x	x	x	x

(E)(3) Performance Measures

Warren Township has identified **14 Performance Measures** (including those prescribed for all applicants). District-proposed measures are identified below, with our **rationale for selecting each measure**. As detailed within our Logic Model presented in **Criteria A**, a number of additional performance measures will be annually tracked, tailored to Warren's proposed plan, to provide timely and formative leading indicators regarding our implementation success or areas of concern.

All Applicants—c

- **Graduation Rate:** The Indiana Department of Education's unwavering focus on the high school graduation rate is part of its goal to create and promote a statewide culture of academic excellence in which at least 90 percent of students graduate from high school in four years or less. While Warren Township hit this benchmark for school year 2010-11, this measure is a critical step toward ensuring that our students are on track for college and career. Other leading indicators will be tracked to ensure that we are on-track for meeting established annual graduation rate goals (e.g., tracking credit accumulation—students should acquire no less than 11 credits each year of high school-- and intervening early when students fall behind, e.g., academic support/credit recovery).

Grades PreK-3

- **IREAD-3** (Indiana Reading Evaluation And Determination) assessment is used, statewide, to measure foundational reading standards through Grade 3. Aligned to state academic standards, IREAD-3 is a summative assessment which requires the evaluation of reading skills for students who are in grade three (beginning in the spring of 2012) to ensure that all students can read proficiently before moving on to grade four. Following the first administration of this gateway IREAD-3 assessment last spring, 82 percent of district third grader students demonstrated proficiency. Over a four year period, our goal is for at least 98 percent of students to demonstrate proficiency, knowing that reading skills impact students' achievement in all disciplines. Again, formative assessments (e.g., mClass Reading) will help teachers make informed instructional decisions based on individual grade-appropriate assessments that are administered across the school year to identify students who may be at-risk for reading failure, thereby allowing teachers to intervene early.
- **Suspensions & Expulsions**: Project 3 (Behavior Interventions through RtI Model) has a district-wide focus for creating a Positive Behavioral Interventions & Supports system for each school, for all students using (a) multi-tiered behavioral interventions; (b) culturally-responsive instructional practices: and (c) partnerships with parents to reduce classroom disruptions that cause learning to stop for all students. While formative data (e.g., tracking & reducing the numbers of students referred to the principal's office) will help inform the success of this initiative, the ultimate annual measure will be evidenced in the reduction of out-of-school suspensions and expulsions. We cannot teach and support students who are not in our schools and classrooms.

Grades 4-8

- **ISTEP+** (Indiana Statewide Testing for Educational Progress Plus) is the state test that measures student achievement in the subject areas of English/language arts and mathematics). It reports student achievement levels (percentage passing) aligned to the state academic standards, adopted by the Indiana State Board of Education. Providing measures of student knowledge and understanding, scores are used to make informed decisions that help improve students' achievement. District-developed formative

assessments, aligned to ISTEP+ expectations are used in Warren Township to routinely monitor students' progress across the school year, gauge students' preparedness to pass ISTEP+ assessments, adjust instruction to meet identified needs, and to support students who struggle.

- **Grade 8 Students Taking & Passing Algebra I**: An important component of our plan is the acceleration of student learning to support college and career readiness. While our rate of Grade 8 students passing the high school Algebra I End of Course Assessment is already at 94 percent, our performance goal is two-fold: (a) Increase the numbers of students taking Algebra I while in Grade 8; and (b) continue to increase the pass rate percentages across the four-year grant period.
- **Suspensions & Expulsions**: Rationale provided above.

Grades 9-12

- **ECA English 10:** Indiana's ISTEP+ End-of-Course Assessments (ECAs) are criterion-referenced assessments developed specifically for students completing their instruction in English 10 (and Algebra I). Students must attain scores at or above the passing scale scores to demonstrate proficiency. English 10 ECA and Algebra I ECA serve as Graduation Examinations. Students are not eligible to receive a diploma without demonstrating mastery of the Indiana standards tested on the ECAs. Passing ECAs is an important gateway to graduation. District-developed formative assessments, aligned to ECA expectations are used in Warren Township to routinely monitor students' progress across the school year, gauge students' preparedness to pass ISTEP+ assessments, adjust instruction to meet identified needs, and to support students who struggle.
- **Dual Credit (unduplicated):** Students who earn college course credit while still in high school are on track for college and career readiness. In Warren Township, while the number of dual credits earned is steady increasing, the numbers of students earning those credits is misleading through unduplicated counts. Our performance measure has the express purpose of ensuring that more students are taking and passing dual credit coursework, increasing their chances of attending post-secondary institutions after high school graduation.
- **Students Taking Online Coursework:** By providing all students with equitable access to personalized opportunities through online learning, the numbers of students taking online coursework should dramatically increase over a four year period. Access to highly-effective online courses and student supports enables a variety of benefits, e.g., accelerating learning to permit students to graduate in less than four years; to support students who have previously failed coursework to recover credits; to allow greater flexibility within a student's schedule to take other highly-desired coursework with inflexible time slots; to continue learning when medical or other situations force students to miss school for extended periods.
- **Suspensions & Expulsions:** Rationale provided above.

(E)(3) Required and District-Selected Performance Measures

Note: For years 2012- 2013 and beyond, the numbers of students fluctuate and are beyond our control. Therefore, we have set performance measures based on percentage goal growth, reflecting our expectation of significantly increased performance across project years.

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a **highly effective teacher** and a **highly effective principal** (as defined in this notice).																				
Applicable Population: All students PreK-12 This includes 288 students at Warren's Early Childhood Center																				
		Baseline 2011-2012			**Target**															
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
District All students	Teacher	2,449	11,899	21%			38%			43%			47%			50%			50%
	Principal	3,860	11,899	32%			50%			100			100			100			100
District Black	Teacher	1,156	5,493	21%			38%			43%			47%			50%			50%
	Principal	1,445	5,493	26%			50%			100			100			100			100
District Multiracial	Teacher	225	836	27%			38%			43%			47%			50%			50%
	Principal	300	836	36%			50%			100			100			100			100

Performance Measure (All Applicants – a) a) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a **highly effective teacher** and a **highly effective principal** (as defined in this notice).	**Applicable Population**: All students PreK-12 This includes 288 students at Warren's Early Childhood Center

		Baseline 2011-2012			**Target**														
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup	**Highly Effective Teacher or Principal**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (A/B)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (D/E)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (G/H)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (J/K)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (M/N)*100**	**# Participating Students with Highly Effective Teacher/Principal**	**Total # of Participating Students**	**% with Highly Effective Teachers/Principal (P/Q)*100**
District American Indian	Teacher	13	23	57%			38%			43%			47%			50%			50%
	Principal	4	23	17%			50%			100			100			100			100
District Pacific Islander	Teacher	1	1	100			38%			43%			47%			50%			50%
	Principal	1	1	100			100			100			100			100			100

Performance Measure (All Applicants – b) b) The number and percentage of participating students, by subgroup, whose teacher of record and principal are an **effective teacher** and an **effective principal** (as defined in this notice).	**Applicable Population**: All students PreK-Grade 12 (Includes 288 students in our Early Childhood Center.) Teachers and principals rated as "highly-effective" are also counted as "effective" in this analysis.

		Baseline 2011-12			**Target**														
					SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	**Effective Teacher or Principal**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (A/B)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (D/E)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (G/H)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (J/K)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (M/N)*100**	**# of Participating Students with Effective Teacher/Principal**	**Total # of Participating Students**	**% with Effective Teachers/Principal (P/Q)*100**
District All students	Teacher	11,118	11,899	93%			97%			100			100			100			100
	Principal	11,899	11,899	100			100			100			100			100			100
District Black	Teacher	5,123	5,493	93%			97%			100			100			100			100
	Principal	5,493	5,493	100			100			100			100			100			100
District Multiracial	Teacher	718	836	86%			97%			100			100			100			100
	Principal	836	836	100			100			100			100			100			100
District American Indian	Teacher	21	23	91%			97%			100			100			100			100
	Principal	23	23	100			100			100			100			100			100
District Pacific Islander	Teacher	1	1	100			97%			100			100			100			100
	Principal	1	1	100			100			100			100			100			100

Performance Measure (All Applicants – c) **Graduation Rate**	Applicable Population	*Subgroup*	*Baseline 2010-11*	*Target*				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Graduation Rate Graduation Rate: Indiana Code 20-26-13-12 provides that the IDOE shall calculate for each public school and estimated graduation rate that is determined by the total number of graduates for a particular year divided by the total number of students enrolled by Grade 9 at the school three years before that year.	High School cohort groups	**All Students**	90.10%	92%	93%	94%	95%	96%
		Black	88.70%	90%	92%	93%	94%	95%
		Hispanic	88.50%	90%	92%	93%	94%	95%
		Multiracial	91.20%	92%	93%	94%	95%	96%
		White	92.40%	93%	94%	95%	96%	97%
		Paid Meals	92.30%	93%	94%q	95%	96%	97%
		Reduced	90.10%	92%	93%	94%	95%	96%
		Free	89.60%	90.5%	91.5%	93%	94%	95%
		EL	95.80%	96.5%	97%	97.5%	98%	98.5%
		SpEd	75.90%	77%	79%	81%	83%	85%

Performance Measure (Grades PreK-3 – a) IREAD-3 State Assessment	Applicable Population	Subgroup	Baseline 2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
IREAD 3- *Indiana Reading Evaluation And Determination (IREAD-3)* assessment is a state summative assessment to ensure that all students can read proficiently before grade 4.	**Grade 3**	**All Students**	**82.0%**	**86.0%**	**90.0%**	**94.0%**	**98.0%**	**98.0%**
IREAD-3	Grade 3	Black	72.5%	77.5%`	82.0%	87.0%	92.0%	93.0%
IREAD-3	Grade 3	Hispanic	88.9%	91.9%	94.9%	96.9%	98.9%	99.0%
IREAD-3	Grade 3	Multiracial	82.8%	86.8%	90.8%	94.8%	98.8%	99.0%
IREAD-3	Grade 3	White	91.5%	93.0%	95.0%	97.0%	99.0%	99.0%
IREAD-3	Grade 3	SPED	40.8%	45.8%	50.8%	55.8%	60.8%	62.0%
IREAD-3	Grade 3	F/R	79.3%	83.3%	88.3%	93.3%	98.3%	99.0%
IREAD-3	Grade 3	ELs	92.1%	94.1%	96.1%	98.1%	99.1%	99.3%
Performance Measure (Grades PreK-3 – b) Suspensions & Expulsions	**Applicable Population**	**Subgroup**	**Baseline *2011-12***	**Target**				
				12-13	**13-14**	**14-15**	**15-16**	**16-17**
Suspensions and Expulsions- Number of students receiving out-of-school suspension or expulsion	**Grade K-3**	**All Students**	**295**	**250**	**195**	**150**	**120**	**112**
	Grade K-3	Hispanic	3	2	2	1	1	1
	Grade K-3	Black	227	192	147	110	86	82
	Grade K-3	White	51	44	36	30	25	22
	Grade K-3	Multiracial	14	12	10	9	8	7

Note: For years 2012- 2013 and beyond, the numbers of students fluctuate and are beyond our control. Therefore, we have set performance measures based on percentage goal growth, reflecting our expectation of significantly increased performance across project years.

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **ISTEP+ E/LA and Math Proficiency Percentage (State Accountability Assessments)**	**Applicable Population**: All students in Grades 4-8

	Baseline 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
All students English/LA	3088	4262	72%	#	#	75%	#	#	79%	#	#	83%	#	#	87%	#	#	92%
Asian	38	42	90%			91%			93%			94%			95%			96%
Black	1391	2158	64%			69%			74%			79%			84%			89%
Hispanic	281	418	67%			71%			75%			80%			85%			90%

Performance Measure (Grades 4-8 – a) a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in this notice). **ISTEP+ E/LA and Math Proficiency Percentage (State Accountability Assessments)**	**Applicable Population**: All students in Grades 4-8

	Baseline 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
Multiracial	227	295	77%			79%			83%			86%			89%			92%
White	1180	1461	81%			84%			88%			92%			94%			95%
All students Math	3333	4264	78%			82%			86%			89%			92%			95%
Asian	38	43	88%			90%			92%			94%			95%			96%
Black	1645	2447	67%			71%			76%			81%			85%			90%
Hispanic	331	418	79%			82%			85%			88%			91%			94%
Multiracial	234	295	79%			82%			85%			88%			91%			94%
White	1279	1464	87%			89%			92%			94%			95%			96%

Performance Measure (Grades 4-8 –b) Grade 8 Students Taking/Passing Algebra I	Applicable Population	Subgroup	Baseline *2011-12*	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
End-of-Course Assessment (ECA) Increase the number of Grade 8 students that are taking and passing Algebra I high school End-of-Course Assessments	Grade 8	**All Students**	242 students 94% pass	250 students 94.5%	280 students 95%	310 students 95.5%	340 students 96%	370 students 96.5%
		Black	79 students 94% pass	85 94.5%	105 95%	125 95.5%	145 96%	165 965%
		White	128 students 93% pass	130 94.5%	140 95%	150 95.5%	160 96%	170 96.5%
		Other subgroups did not have a large enough N size to report						

Performance Measure (Grades 4-8 – c) Suspensions & Expulsions	Applicable Population	Subgroup	Baseline 2011-2012					
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Suspensions and Expulsions Decrease the number of students receiving out-of-school suspension or expulsion.	Grade 4-8	**All students**	**899**	**850**	**800**	**750**	**700**	**650**
		American Indian	2	1	1	1	0	0
		Asian	3	2	2	1	0	0
		Black	650	615	583	544	504	462
		Hispanic	33	30	26	24	22	20
		Multiracial	58	55	50	48	46	43
		White	152	147	138	132	128	125

Performance Measure (Grades 9-12 – a) a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid **(FAFSA)** form.				**Applicable Population**: All students Grade 12														
	Baseline ***2011-2012***			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup **Grade 12 FAFSA**	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (P/Q)*100
All students-Grade 12	298	902	33%			37%			42%			48%			52%			57%
Black	124	456	27%			32%			37%			42%			50%			55%
Hispanic	13	67	19%			24%			28%			33%			40%			45%
Multiracial	8	48	17%			22%			26%			32%			40%			48%
White	145	331	44%			49%			54%			59%			63%			66%

Performance Measure (Grades 9-12 – b) b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. **English 10 End of Course Assessment (Grade 10)**	**Applicable Population**: Grade 10: English 10 First Time Testers (State Assessment)

	Baseline 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup **End of Course Assessment English 10**	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
OVERALL	621	853	73%			76%		#	80%	#	#	84%	#	#	88%	#	#	92%
Black	282	422	67%			71%			75%			80%			85%			90%
Hispanic	55	83	66%			70%			74%			79%			84%			89%
Multiracial	43	54	80%			83%			86%			89%			92%			95%
White	231	278	83%			85%			88%			91%			94%			96%

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **Increase the number of students (unduplicated) obtaining dual enrollment credit in college-level coursework.**	**Applicable Population:** All students in Grades 9-12

	Baseline 2011-12			**Target**														
				SY 2012-13			**SY 2013-14**			**SY 2014-15**			**SY 2015-16**			**SY 2016-17 (Post-Grant)**		
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**	**J**	**K**	**L**	**M**	**N**	**O**	**P**	**Q**	**R**
Subgroup **Unduplicated Dual Enrollment**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (A/B)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (D/E)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (G/H)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (J/K)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (M/N)*100**	**# Participating Students on track**	**Total # of Participating Students**	**% on track (P/Q)*100**
All students	429	3719	12%	#	#	15%	#	#	20%	#	#	25%	#	#	30%	#	#	35%
Hispanic	30	326	9%			13%			18%			24%			30%			35%
Black	167	1839	9%			13%			20%			25%			30%			35%
White	202	1305	15%			18%			23%			28%			33%			38%
Multiracial	24	210	11%			14%			19%			25%			30%			35%

Performance Measure (Grades 9-12 – d) Number of students that participate in an **online course and received 3 credit hours**	**Applicable Population**	**Subgroup**	**Baseline *2011-2012***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
On-line courses: **Number of students** obtaining credits from on-line courses	Grades 9-12	All students	362	512	662	812	962	1112
		Asian	1	3	5	7	9	11
		Black	143	213	280	341	400	466
		Hispanic	16	36	50	61	78	85
		White	189	227	282	342	400	466
		Multiracial	13	33	45	61	75	84

Performance Measure (Grades 9-12 – e) **Suspensions & Expulsions**	**Applicable Population**	**Subgroup**	**Baseline *SY 2011-12***	**Target**				
				SY 2012-13	**SY 2013-14**	**SY 2014-15**	**SY 2015-16**	**SY 2016-17 (Post-Grant)**
Suspensions and Expulsions Number of students receiving out-of-school suspension or expulsion	All Students Grade 9-12	All students	656	590	513	455	409	352
		American Indian	1	1	1	0	0	0
		Asian	4	3	2	1	1	0
		Black	441	396	340	290	240	225
		Hispanic	46	40	36	32	29	25
		Multiracial	38	34	29	27	25	22
		White	126	116	105	95	84	80

F. Budget and Sustainability

Criteria (F)(1) Budgets

Required **budget** narratives and tables are provided beginning on **page 157** (immediately following the Competitive Preference Priority project). Budgets identify all reasonable and sufficient funds that will support the projects envisioned within our proposal.

Criteria (F)(2) Sustainability of Project Goals

Through our needs assessment, collaborative planning meetings to development the proposal and, ultimately, the decision-making process for determining initiatives to be funded, two guiding principles informed our final decisions:

1. We **eliminated nearly all** initiatives that were **reliant upon** RttT grant funding to **hire personnel** (e.g., did not consider fully-funding tuition-free early childhood; adding more academic coaches, graduation coaches, or individual project coordinators). Instead we **focused** on **high-need, high-cost initiatives** that we **could not otherwise readily-afford** that were **sustainable** (e.g., planned for capacity-building district-wide professional development initiatives; a substantial infusion of technology; the re-design or purchase of Virtual Learning online coursework, aligned to the expectations of Common Core; developed a premiere Sports & Media Production training and entrepreneurial experience for high school students that would be self-sustaining); and
2. To the extent possible, budgets were **front-loaded**—that is we concentrated costs/benefits in the earlier years of the grant period.

The following chart describes RttT proposed funded activities, by project—indicating whether costs are one-time investments or operational costs that will be incurred during and after the grant period. The **sustainability plan** for **operational costs** beyond the grant funding period is provided.

Project 1: Personalized Learning Opportunities (PreK-Grade 12) includes: Curriculum, instruction & formative assessment (performance tasks) development; Computer-supported system for employing dashboard approach to track individual students'

strengths & needs (PreK through Grade 12) for reaching academic & career goals; Instructional technologies and technology-rich environs; Professional development for the effective use of new technologies & environs; Extended-day, -week and-year supports; Discretionary school-based budgets for professional development; and Increased numbers of high school teachers licensed to provide dual-enrollment instruction.

Project 1 also includes administrative/contracted costs (for all project initiatives) through the provision of a **Project Manager** and **External Evaluation** (as detailed in **Criteria E** of the application).

Project 2: Alternative Pathways to Graduation (Grades 7-12) includes: Re-development or purchase of online courses for the Virtual Learning Opportunities learners; Professional development to support teachers' effective implementation of online teaching; Stipends for online content teachers; Extended-Learning Opportunities coordinator; and equipment, professional development and coordinator to support Sports & Media Production Opportunities.

Project 3 (Competitive Preference Priority) Behavior Interventions through RtI Model (K-12) includes: Partnerships to develop tiered behavior interventions; Professional development for implementation of Positive Behavioral Interventions and Supports system and educators' use of culturally-responsive instructional practices; and annual Evening workshop series for parents and teachers to support positive behaviors at school and at home.

Sustainability Plan for MSD of Warren Township			
Project	**Activity**	**Description**	**One-time Operational**
Project 1	**Contracted Services**	**External curriculum & assessment expert** to work collaboratively with district teachers to map curriculum, develop (a) formative assessment (performance tasks) aligned to Indiana Common Core Standards and exemplar sample lessons for E/LA, mathematics, SS, Science + (K-12)	**One-time**
Project 1		**External provider** to enable the district-wide **online administration** of **formative assessments** (performance tasks). Vendor will develop new program to allow district students to take performance tasks assessments online, score and disaggregate results by classroom, school & district levels.	**One-time**
Project 1		**External provider** to develop **computer-supported system** for employing **dashboard** approach to **historically-track individual students'** (PreK through Grade 12) strengths and needs for reaching academic and career goals.	**One-time**
All Projects		**Project Manager** to oversee all projects of the district's RttT initiative including: (a) Submit Scope of Work to USDE and prepare annual reports; (b) Provide continuous oversight & monitoring of full implementation of grant initiatives; (c) Work closely with external evaluator to monitor progress & make needed adjustments; and (d) Support the work of the national evaluation.	**One-time**
		External Evaluator to (a) Assess measurable participant & student outcomes; and (b) Assess quality & delivery of project activities (as planned & implemented); and (c) to provide ongoing feedback, reports and Board presentations for continuous program improvement.	**One-time**
Project 1		**Partnership** with Quality Matters to **evaluate online courses** & use peer review findings to inform decisions to re-develop or purchase coursework that meets defined expectations; and to provide **continuous improvement** of online course offerings.	**One-time**
Project 3 Competitive Preference		**Partnership** with Indiana University Equity Project to develop tiered interventions to (a) Support district's Positive Behavioral Interventions system; and (b) Provide professional development to district educators for the consistent use of **behavioral interventions** and **culturally-responsive practices**.	**One-time**

Sustainability Plan: Entities and individuals contracted to provide services through this proposal are considered one-time expenditures, with no intention of sustaining the contractors specific to the initiative beyond the grant funding period. However, internal staff capacity and products will be built to sustain initiatives enabled through contracted services.			
Project 1	**Professional Development**	**Stipends** for K-12 district **teacher representatives** to work collaboratively with external curriculum & assessment expert to **map** core content **curriculum** to Common Core Standards, **develop** aligned **formative** performance-task **assessments**; and **exemplar** sample **lessons**.	**One-time**
Project 1		**Stipends** for **250 K-12 teacher cohort groups** (annually) to receive ongoing training from district-funded Instructional Technology Trainers (& other highly-effective teachers) for the **effective use** of new **technologies** to support engaged, differentiated and blended learning.	**One-time**
Project 1		School-based discretionary **professional development budgets** aligned to specific school needs & the district Guiding Principles for using Literacy standards across disciplines; focusing on higher levels of depth of knowledge, critical thinking skills, and authentic problem-based experiences.	**One-time**
Project 1		**Adjunct professor licensing** for six high school teachers, who commit to stay in Warren Township for four years teaching dual enrollment coursework.	**One-time**
Project 2		**Stipends** for **teachers' re-development** of **online courses** permitting students to work on their own time, at their own pace, for earning graduation credits. (Realign to expectations of Common Core and expectations established within this proposal)	**One-time**
Project 2		**Stipends** for training **online content teachers** to use the district-chosen Learning Management System (i.e., Blackboard Learn and/or purchased course content) for the **delivery** of Virtual Learning Opportunities.	**One-time**
Project 2		**Stipends** for highly-effective **teachers**' collaborative work with Extended-Learning Opportunities (ELO) Coordinator to **develop prototype plans** & **protocols** for **ELO models**, enabling students to earn credit for out-of-school learning, aligned to Common Core course competencies.	**One-time**

Project 2		**Stipends** for **educators** to **develop curriculum**, aligned to Common Core Standards, for the Sports & Media Production initiative	**One-time**
Project 2		**Stipends** for **educators** (experts in TV & Broadcasting) to **plan renovations** to facilitate Sports & Media Production studio & set designs, master control room, editing room.	**One-time**
Project 2		Professional development through **site visits** to exemplary programs (e.g., G-Star Film School for Sports & Media educators; New Hampshire for ELO representatives to learn from experienced district)	**One-time**
Project 2		**Stipends** for professional development to ensure that instructional **staff** are prepared to **support students' effective use** of Sports & Media Production studios and technologies	**One-time**

Sustainability Plan: Curriculum maps, exemplar lesson strategies and formative performance tasks will be in place. Having built capacity of educators, leaders and teachers Warren Township will be able to sustain the important work of changing instructional practices to align with the expectations of the Indiana Common Core Standards and PARCC assessments.

Superintendent's Leadership Institute Series for PreK-12 principals & central office leaders will provide ongoing PD, as will monthly team leadership meetings for all district principals. The district-funded Literacy Coordinator will train Academic Coaches to ensure their readiness to meet building-level PD needs. District-funded Instructional Technology Trainers will provide weekly trainings for teachers' effective integration & use of instructional technologies and software to sustain support for differentiated instruction, blended-learning & project-based learning approaches. A required two-year Orientation Series will support new teachers' understanding and awareness of district initiatives and resources to assist their work.

Data Warehouse partnership with Rooney Foundation will provide PD for the district's and schools' effective use of data (including performance tasks) for continuous improvement, and students' use of their own data to set learning goals that are tracked & monitored.

Students, parents, teachers and counselors will regularly use the computer-supported dashboard system to track individual students' historical progress towards reaching academic and career goals, across students' entire educational experience in Warren Township.

Daily principal classroom walkthrough observations focus on instructional practices and student learning aligned to the expectations of Common Core; School leadership teams and district-funded Academic Coaches provide support for continuously revising new curriculum maps and formative performance task assessments, as adjustments are needed.

All grade-level/content-area teachers participate in weekly professional learning communities, and monthly data meetings (following

formative assessment performance tasks) to inform instructional adjustments and identify student intervention needs. Annual teacher & principal evaluation process promotes the improvement of instruction through ongoing PD & support provided by leadership, highly-effective teachers/mentors and central office experts.
Continued support through Gallahue behavioral therapists and educators' use of behavior interventions and culturally-responsive practices reduces disruptions that cause learning to stop, decreases student referrals to the principal's office, and suspension & expulsion rates decline. Federally-funded programs, most notably those that support Title I, special education and English-language learners will augment PD efforts and provide specialized staff to support students most in need.
The Indiana Department of Education will be an important resource through its delivery of technical assistant to support instruction aligned to Indiana Common Core Standards. IDOE's evolving Indiana Common Core Standards web site will provide content-area, grade-level standards and instructional support. Similarity, as new PARCC assessments are finalized (operational in 2014-15), critical instructional & support tools & leadership cadres of educators will provide ongoing technical assistance to Indiana districts.
Our district's reliance on the department's comprehensive Learning Connection web-site tool will continue. This invaluable resource historically and contemporaneously tracks state assessment achievement and growth data to enable monitoring our progress in meeting students' needs at the district, school, classroom and individual student levels. Likewise, Learning Connection provides a vehicle for collaborative partnerships among district schools, as well as statewide learning communities. The department's new Office of eLearning will become a significant resource for informing best practices for virtual and online learning, through its leadership cadres, regional conferences, spotlight videos and webinars.
More high school students will be taking and passing dual credit coursework provided by highly-effective instructors. Newly-developed online coursework will enable more students to work at their own pace, on their own time to accelerate learning and earn graduation credit.
Online content teachers, as well as classroom teachers, will be able to support online learning; high school teachers will be adept at developing ELO plans, enabling students to earn credit in-part or in-whole for competency-based, rigorous & relevant experiences outside of school.
Curriculum aligned to Common Core expectations will be in place for Sports & Media Production students, instructed by experienced and highly-trained educators.

Project 1	**Technology & Equipment**	Environments that support engaged learning through the effective use of technologies & settings to enhance teaching and meaningfully engage and motivate learners, including:	**One-time**
		Three middle school Mediaplex-like environs (Si-Com Labs—with CS6 Adobe Master Collection & Collaborative Learning Studios); 6,570 **iPads** & apps; renovation of 5 high school labs & 7 science labs; laptops for 30 wireless classrooms, dry erase walls, and equipment set up & installation, including 500 wireless access points. Laptops available for check-out/use at home.	**One-time** **Operational**
		4G cards available for check-out to enable Internet access.	**Operational**
Project 1		Additional software & content to provide resources & online supports for students	**Operational**
Project 2		Sports & Media renovations of existing school site for Master Control Room & sets; mobile production equipment; studio equipment; Master Control Room equipment; editing room, and equipment maintenance and repair	**One-time** **Operational**
Sustainability Plan: New classroom instructional technologies and technology-rich learning environ provide students and teachers with the tools needed to demonstrate competencies of Common Core Standards, e.g., higher levels of depth of knowledge; critical thinking skills; authentic, problem-based experiences; emphasis on argument, informative/exploratory writing & research.			
Educators and students supported through hand's-on technical troubleshooting and PD, as well as remote connection support and a Technology Help Desk (available via email or by telephone) through the district's Technology Department.			
District-funded technological learning supports provided in all PreK-12 schools. Instructional Technology Trainers continue to provide ongoing PD for teachers' effective use of new technologies and technology-rich learning environs that support differentiated, blended- and project-based learning, as well as provide trainings for online student learners and their parents.			
The district's Blackboard Learn, part of an integrated group of programs for online teaching, learning, community-building, and knowledge-sharing, supports classroom teachers' online delivery of materials such as homework assignments, class materials and activities aligned to Common Core Standards.			
While nearly all technology and equipment costs represent one-time expenditures, operational costs remain beyond the grant funding period for (a) 4G internet access cards; and (b) maintenance, repair & replacement costs for technology and equipment. At $480 per card, per year, the number of 4G cards purchased through the grant was purposefully limited to ensure the district's ability to sustain costs after the funding period through Technology Division budgets. Continual operational efficiencies enable the re-appropriation of district dollars to support ongoing maintenance costs relevant to			

technologies purchased through this grant. The rate cap tax-levy fund provides for technology and other capital projects. The chief technology officer will create a replacement schedule cycle for technology assets, supported through tax-levy funds. The district also has been successful in obtaining and will vigorously pursue State competitive grant opportunities (e.g., Innovation Grants, Title II(D) Technology Grants) offered through the Indiana Department of Education to expand those technologies deemed most effective, as determined through district progress monitoring and impact findings of the External Evaluation.

The Sports & Media Production initiative has the sustained support of its active and committed 12-member Advisory Board who represent media-related disciplines including, local news broadcasting, freelance video production, corporate media communications and public relations. Revenues from actual clients provide the resources needed for equipment maintenance and repairs.

Projects 1 and 2	**Personnel**	The following personnel supported through the RttT-funded grant involve operational costs to sustain: Eight (8) instructional assistants used to provide students technical support during extended-day access to technology-rich environs at the centrally-located middle schools and high school (until 7 p.m. Monday-Thursday) and 7-weeks of summer break (10 a.m.-2 p.m.); 60 teachers to provide academic support during eight Super Saturdays (four hours each Saturday); Stipends for high school content teachers providing extended-time (evenings, weekends) support to Virtual Learning (online) students; Extended-Learning Opportunities Coordinator; and the Production & Operations Manager to support the Sports & Media Production initiative.	**Operational**

Extended-day access to technology-rich environs will be supported (in-part, or in-whole) through enlisted Volunteers. Once our program is firmly established, we will work with student groups that have commitments to volunteer work (e.g., National Honor Society, Student Council) to transition (pilot) their involvement in supporting the technical needs at the after-school Mediaplexes. Based on positive outcomes with that strategy, student volunteers will be transitioned into the technical support role prior to the end of project funding.

By limiting participation in the Super Saturday academic support to our highest-risk students, re-purposed federal Title I funds would be a likely revenue source. In addition, monies through State-funded remediation dollars and the use of community and student high school volunteers would enable the continuation of this initiative.

Currently, the numbers of students working online, at their own pace on their own time to earn graduation credits is small and manageable. Through grant funding over a four-year period, these numbers should dramatically increase, requiring full-time online-content-teachers to support student learning and provide the oversight, monitoring & management needed for successful experiences.

By increasing the numbers of virtual learners, the numbers of classroom students will decrease, allowing us to re-adjust teacher assignments and offer designated online-content teachers flexed schedules to enable school office hours; availability for student/parent orientations; test-out, mid-term and final exams (administered onsite); course management; and student support availability beyond traditional school hours. The total number of high school content teacher staff required will not increase, thereby not result in additional costs through state and local funding revenues.

Program monitoring and external evaluation findings will inform the decision whether to sustain, through district funding, the ELO Coordinator role. The levels of student/business partner participation, learning outcomes, and time & capacity for individual teachers to sustain this project without a designated Coordinator will be considered. Options will include using district funds to sustain a full-time ELO Coordinator, or an individual who devotes half-time to Coordinator responsibilities and half-time to teaching responsibilities (e.g., also serve as a Virtual Learner online-content teacher).

Over the four-year grant period, a Sports & Media Production student-run entrepreneurial business will enable monies earned through professional producer access fees and contract fees for student-produced commercials to offset the salary paid to support the Production & Operations Manager, as well as ongoing costs for maintenance of the initiative's equipment.

Projects 1 and 3	**Supplies**	Supplies and materials purchased through grant funding across all four years are minimal and include: $8,000 to support supply needs of the Project Manager; and less than $150,000 to support the series of Parent University evening workshops where teachers and parents work collaboratively to reduce student behavioral issues at school and at home.	**Operational**

When grant funding ends, so too will the role of the contracted Project Manager and any related administrative costs. The impact of the Parent University parent/school trainings will determine continued support of this initiative. Since implementation costs are relatively small, the district will be able to use Title I monies to support the costs of workshop books and materials. Teachers and principals continue to volunteer their evenings to participate in and lead the parent trainings.

Competitive Preference Priority

Project 3 -- Behavior Interventions through RtI Model

Many districts across Indiana and throughout the nation frame their instructional delivery systems around the Response to Intervention model. Response to Intervention (RtI) is defined as "the practice of providing high-quality instruction and interventions matched to student need; monitoring progress frequently to make decisions about changes in instruction or goals; and applying child response data to important educational decisions" (Batsche et al., 2005).

RtI is a **multi-tiered approach** to ensure that **data** are used to **identify struggling learners** and **provide appropriate levels** of **intervention** and **support** to address students' academic needs. In Warren Township, our 8-Step Process for Continuous Improvement serves as the district's "RtI multi-tiered approach" plan to support academic achievement:

Tier 1: All students in Tier 1 receive **high-quality, differentiated instruction** to meet their needs (think Core Instruction for all district students, e.g., 90-minutes uninterrupted reading blocks; district-wide 3-week assessments).

Tier 2: Students not making adequate progress in the core curriculum (Tier 1-level of instruction) are provided with **increasingly intensive instruction,** matched to their needs on the basis of levels of performance and rates of progress (e.g., support through daily 30-minute Success Periods re-grouping students for interventions, aligned to academic needs; providing small-group Title I, Special Education and EL support services);

Tier 3: Students receive **individualized, intensive interventions** that target the students' skill deficits for the remediation of existing academic problems and the prevention of more severe learning problems (Tier 3 students have the highest levels of academic needs).

Ongoing student assessments are a key piece of the RtI/8-Step Process for Continuous Improvement instructional models. First, we identify those students at-risk for academic failure. Then, when we've identified a student's academic need we provide appropriate

interventions (via Tier 1, 2 & 3 delivery-level supports). Progress monitoring occurs as regularly and as frequently as required throughout the year to determine the effectiveness of those interventions. Ultimately, decisions about instruction and interventions are directed by student outcome data.

Needs Assessment Data Findings

While we have a viable Response to Instruction (RtI) strategy relative to students' academic needs, recent data findings have raised issues relevant to some of our most at-risk students' **social, emotional** and **behavioral needs** and local practices that are failing these students. Key need findings include:

- Our current focus is limited to students' academic support, but **behavior supports** are also **needed** for students to succeed in general education environments
- District students have been **identified** as **Emotionally Disturbed** at rates that are **three-times higher** than the State average because we are not addressing behavior in our general education classrooms
- Higher than average number of students in self-contained special education setting (LRE 52) because there are not enough supports in their home/classroom
- Increased numbers of students are **referred to the principal's** office due to behavior issues and, ultimately, too many students are identified for **suspension** or **expulsion**

2011-12 Out-of-School Suspensions													
Grade	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**
K	44	**1**	72	**2**	85	**3**	99	**4**	138	**5**	122	**6**	166
7	211	**8**	258	**9**	224	**10**	157	**11**	168	**12**	90	**Total**	**1,834**
2011-12 Expulsions													
Grade	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**	**Grade**	**#**
6	1	**7**	5	**8**	4	**9**	4	**10**	5	**11**	9	**12**	3

- Too many teachers do not have strong enough **classroom management strategies** for addressing **behavioral issues** that interfere with classroom learning
- We lack an **integrated system**, embedded into our RtI academic tier-level support model, to address behavioral issues

Partnerships to Support this Initiative

Community Health Network/Community Hospital: MSD of Warren Township and Community Hospital have had a long standing partnership dating back many years. For a decade, **Community Hospital** has provided a Wellness Clinic at Hawthorne Elementary to provide comprehensive medical services to students and families in the Hawthorne community of Warren Township. In 2008, an Employee Health Center was established for employees and their families. In 2009, Community Hospital established the Jane Pauley Health Center (a Federally Qualified Health Center) to provide community medical services and is located in one of the schools. In 2011, Community Hospital, Warren Township and the Indiana School of Dentistry created the Jane Pauley Dental Clinic at the Walker Career Center providing services to students and residents. With services to roughly 6,500 patients per year, the integration of medical and behavioral health care—as well as access to various social and dental services—makes the Jane Pauley Community Health Center a national model for innovative health care solutions.

Gallahue School-based Mental Health Counseling Service: An important piece of Warren's collaborative partnership with Community Hospital is the provision of cost-effective, convenient school-based mental health services. This program provides year-round services in the school, in the students' homes, or other mutually-agreed upon places to help provide effective mental health services for Warren Township students and their families.

- Today, services include assessment, therapy, case management, skills training and crisis intervention for clients and their families. Client participants have access to the full continuum of mental health care provided by the **Gallahue Mental Health Program** of Community Health Network of Indianapolis—including medication management and inpatient and day treatment.
- **School-based therapists** (one half-time therapist at each school site and additional therapists for Special Education Intensive Mental Health Program in self-contained, Tier 3 level classrooms) and **case managers** serve as invaluable resources. They provide consultation to administrators and teachers regarding work with students experiencing mental health and behavioral difficulties, thereby considerably improving the classroom learning experience for many of our students.
- When significant behavioral problems occur, the principal works with the family to complete referral forms for Gallahue services.

The Equity Project • Center for Evaluation & Education Policy • Indiana University: The Equity Project is a consortium of projects dedicated to providing high quality data to educational decision-makers in order to better understand and address issues regarding educational equity and bridge the gap between research and practices. The Indiana Department of Education has recommended Warren Township's collaborative partnership with the Equity Center as the district develops its Positive Behavioral Interventions and Supports system (PBIS). The Equity Center will provide evidence-based information specific to issues of school discipline, school violence, special education and equality of educational opportunity for all students. Additionally, using input from staff, families and stakeholders, the Equity Center will provide technical assistance and trainings to support our efforts to understand and address disproportionality in special education and in developing culturally-responsive practices.

OASIS Volunteers: Our volunteers are retired individuals who willingly share their time and talents in our schools to make a difference in the lives of students. Approximately **63 volunteers** provide one-to-one education assistance to elementary students in **Grades K-4**. The role of the OASIS volunteer is to: (a) Improve students' self-worth by increasing the opportunity for educational

achievement; (b) Assist and support teachers and staff with non-instructional tasks and duties; (c) Stimulate community interest, concern and support for education; and (d) Establish school-community partnerships for quality education.

Objectives of Collaborative Partner Plan

To address identified needs, we propose using Race to the Top grant funding to –

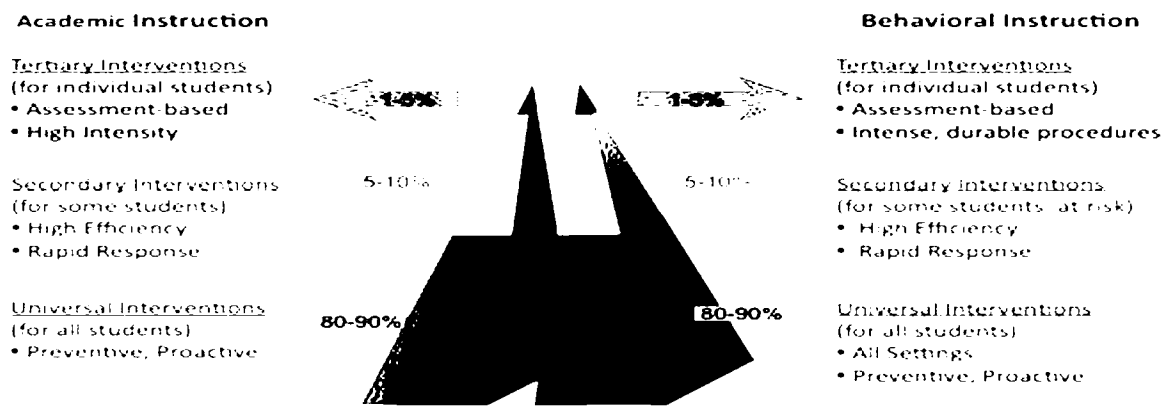
1. In **partnership** with the **Equity Center** (Indiana University) create a culturally-responsive **Positive Behavioral Interventions and Supports** system **(PBIS)** for each school, for all students—with a range of interventions (Tier 1, 2 and 3 levels) that are systematically-applied to students based on their demonstrated levels of behavioral need.

   The PBIS system is based on a **problem-solving model** that aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. Similar to the RtI academic model, PBIS offers a range of interventions that are systematically-applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems. When implemented school-wide, the PBIS system reduces discipline referrals and the use of suspension (Bradshaw, 2008) thereby reducing interruptions and distractions for all students' learning.

   Both RtI and PBIS are grounded in **differentiated** instruction and **intervention**. Each approach delimits critical factors and components to be in place at the universal, whole group level (Tier 1), targeted group (Tier 2), and individual (Tier 3, highest-need) levels. Our goal is to describe the shared characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school through an integrated approach.

   The graphic below shows that roughly 80-90 percent of all district students' needs should be met through "Universal Interventions," i.e., Tier 1-level core instruction and behavioral supports provided to all students. Approximately 5-15 percent of all students will need "Secondary Interventions," or some extra academic and behavioral intervention through Tier 2-level

supports. And about 1-5 percent of all students will require "Tertiary Interventions," meaning high-intensity, individualized academic and behavioral interventions and Tier 3-level support.



2. Collaborate with partners (Equity Center & Gallahue Mental Health Behavioral Therapists) to **identify** appropriate **behavioral interventions** and **alternatives** to student **suspensions** and **expulsions**.

   Poor academic skills early in school predict a wide range of behavior problems because the academic activity may be too difficult, too easy, or not relevant to student needs or interests. (McIntosh, Horner, Chard, Dickey, & Braun, 2008) Given the interactive relationships between behavior and academic success, an **integrated academic** and **behavioral** Response to Intervention model will reduce disruptions that cause all learning to stop and increase student outcomes. (McIntosh, Chard, Boland, & Horner, 2006; Stewart et al, 2007) Fewer students will be sent from class to the principal's office and chances of problems escalating and leading to suspension or expulsion will decrease.

The identification of tiered interventions will be based on the following:

- **Findings** from the district-wide **Action Plan Leadership Team** (comprised of representative for central office; principals; general education and special education teachers/specialists; EL teachers; and parents) to examine existing district and school policies & procedures related to behavior.
- Formalization of district-wide **culturally-responsive positive behavior interventions** and supports for Tier 1, 2 and 3 students.
  Tier I--Identifies **core behavioral expectations**, a process for behavior instruction (e.g., time for teaching behaviors, instruction within setting, & scheduling) and how the acknowledgement of behaviors will occur.
  Tier 2--Not all students will respond to universal (Tier 1) behavior strategies. Tier 2 interventions add **additional structure** to the school day or challenging routines, often through **increased adult** or **peer role model contact** and/or **set routines**, such as check-in/check-out feedback and mentoring intervention. (Crone, Horner, & Hawken, 2003).
  Tier 3--The development of the behavioral intervention plan involves a consideration of the reason (function) of the student's presenting issues. **Intervention strategies** are **personalized,** aligned to student's specific needs and addressed through specialized supports (e.g., Gallahue Mental Health Behavioral Therapists).

3. **Increase** or **re-direct partner resources** (Community Health Network & OASIS volunteers) available to support high-need students' behavioral barriers to academic success in school settings.
   The district will re-examine current practices to support students' behavioral needs, e.g., possibly re-direct the work of OASIS volunteers to support students in behavioral intervention levels Tier 2 and 3. Depending on deeper analyses findings, additional support through Gallahue behavioral therapists may be desirable.
4. In collaboration with partners (Equity Project), provide ongoing **professional development** to (a) Support principals' and teachers' understanding and effective implementation of PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with **culturally-responsive instructional practices.**

5. Pilot, with intent to scale, a **collaborative school-parent initiative** (Parent University) to unite as a school community to promote the positive social, academic and emotional growth of each of our students

   As an outreach to parents, two targeted highest-need schools (K-6 elementary and intermediate academy) will pilot an initiative called Parent University, offering collaborative workshops to better meet the needs of students' behavioral issues. Parents will be invited to attend evening workshops, facilitated by school staff and supported by b**ooks and materials** purchased through RttT funds. Workshops will be held in a variety of settings including the school and neighborhood apartment complex club houses.

   Our goal will be to reduce the number of referrals for behavioral issues by uniting as a school community (students, staff, and parents) to promote the positive social, academic, and emotional growth of each of our students. All parents will be invited through the school newsletter, flyers and the Connect-Ed phone call system. Targeted families (highest-need students) will be personally called by the principal and invited to attend the workshops.

   Topics will include issues that cross over between home and school. We will focus on teaching students to **deal with conflict peacefully**; **disciplining** students **consistently** and **effectively**, while maintaining a healthy relationship and avoiding blow-ups; how to **talk to** our **children**, so they will **listen**; and how to **strengthen communication** between the **home** and **school**.

   We will use materials from Love and Logic and Beyond the Bake Sale. Research findings supporting the effectiveness of the Love and Logic training curriculums cite that it: (a) Helped teachers and parents remain calmer and more positive; (b) Enabled them to avoid arguing with students; (c) Allowed teachers to spend more time teaching; (d) Helped them gain more cooperation from students; and (e) Improved their relationships with students.

Speakers on relevant behavior curriculum topics may be invited. The workshops will be collaborative and designed to engage parents and staff by talking through issues together using the reading materials, videos and CD's as spring boards for conversation. Minutes from each meeting will be sent to all attendees.

Ultimately, the **impact of this strategy** will be **measured** by **reducing** the **number** of behavioral referrals to the office, thereby decreasing student suspension and expulsion rates. Lessons-learned and best practices from pilot school sites will be used to **scale up** this initiative in all district K-6 schools across the four-year grant period.

6. **Monitor** school **practices** to ensure consistent implementation of intervention procedures and the teachers' use of culturally-responsive instructional practices.

7. Along with partners, **continuously use data** to track progress and target/re-align resources in support of students identified in need of supplemental behavior interventions.

Project 3: Implementation Plan for Competitive Preference Priority						
1. Create a Positive Behavioral Interventions and Supports system (PBIS) for each school, for all students—with a range of interventions (Tier 1, 2 and 3 levels) that are systematically-applied to students based on their demonstrated levels of behavioral need						
Activities & Deliverables	**Timeline**	**Person Responsible**	**Project Years**			
			Jan 2013-June 2013	July 2013-June 2014	July 2014-June 2015	July 2015-Dec 2016
Identify district-wide leadership team to create an action plan (central office, principals, GenEd, SpEd, EL teachers & parents)	Fall 2012	Asst. Supt. Kwiatkowski and Director of Special Education Allison Woods	x			
Examine existing district and school policies & procedures related to behavior	Winter 2012	Action Plan Leadership Team	x			

2. Collaborate with partners to identify appropriate behavioral interventions and alternatives to student suspensions and expulsions						
Key Goals & Rationale: By identifying classroom-based interventions, reduce interruptions that cause all learning to stop. Fewer students will be sent from class to the principal's office; decrease chances of problems escalating and leading to suspension or expulsion						
Identify tier-level behavioral supports and interventions to address those needs	Spring 2013	Leadership Team & Equity Project	x	x		
Create consistent district-wide procedures	Winter 2013	Action Plan Leadership Team & Equity Project	x			
3. Increase or re-direct partner resources available to support high-need students' behavioral barriers to academic success in school settings						
Review use of resources available to increase or re-direct partner supports of addressing behavioral issues	Spring-Fall 2013	Action Plan Leadership Team, Equity Project & Gallahue behavior therapists	x	x	x	x
Determine benefits of targeting OASIS volunteer efforts to Tier 2 and 3 behavior students	Spring-Fall 2013	Leadership Team, Principals (with teacher input)	x	x	x	x
4. In collaboration with partners, provide ongoing professional development to (a) Support teachers' understanding and effective implementation of PBIS strategies; and (b) Provide teachers, specialists and interventionists with culturally-responsive instructional practices						
Key Goals & Rationale: To ensure that teachers have the tools to implement these essential systemic changes and to provide teachers with opportunities to work with experts who can model effective practices						
In partnership with Equity Project, provide teacher trainings during PD training/collaborative learning periods embedded in the school schedules to: (a) Support teachers' understanding & effective implementation of PBIS strategies; and (b) Provide teachers, specialists and interventionists	January 2013-Year 2	Principals with Equity Project partner technical assistance & supports in Years 1 & 2	x	x		

with culturally-responsive instructional practices. **RttT FUNDING for TRAINERS**						
Demonstrate instructional practices that reflect key practices learned from trainings	Years 2-4	Principals' classroom walkthroughs		x	x	x
Pilot, with intent to scale, a collaborative school-parent initiative (Parent University) to unite as a school community to promote the positive social, academic and emotional growth of each of our students **RttT FUNDING for TRAINING MATERIALS**	January 2013 - June 30, 2013	Principals & School Leadership Teams	x			
Yr 1: Implement in one elementary (K-4) & one intermediate academy (Grades 5-6)						
Expand to all K-6 schools in Years 2-4 **RttT FUNDING for TRAINING MATERIALS**	Years 2-4	Principals & School Leadership Teams		x	x	x
5. Monitor school practices to ensure consistent implementation of intervention procedures and the teachers' use of culturally-responsive instructional practices						
Monitor progress of trainings, implementation & impact via input from all stakeholders and performance on annual indicators	Assistant Superintendent, Director of Special Education, RttT Project Manager, External Evaluator		x	x	x	x
6. Along with partners, continuously use data to track progress and target/re-align resources in support of students identified in need of supplemental behavior interventions						
Use monitoring findings, performance indicator outcomes, stakeholder input, and External Evaluator Reports	Assistant Superintendent & Director of Special Education		x	x	x	x
External Evaluation of program implementation and impact	External Evaluator		x	x	x	x

Population Group	Type of Result (e.g., educational or family and community)	Desired Results
Grades K-12	Behavioral	Decrease student suspension & expulsion rates
District-wide Grade 3	Educational	Increase percentage of students passing Indiana's IREAD-3 (Third grade reading test)
District-wide Grades 3-8	Educational	Increase district-wide ISTEP+ pass rates in ELA and mathematics
Grade 10 English	Educational	Increase Warren Central High School pass rates on End of Course Assessment for English 10

Performance Measure	Applicable Population	Baseline(s)		Target				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Reduce out-of-school **suspension** and **expulsion** rates Grades K-12	PreK-Grade 3		295	250	195	150	120	112
	Grades 4-8		899	850	800	750	700	650
	Grades 9-12		656	590	513	455	409	352
Increase percentage of students passing **IREAD-3** test	Grade 3 District-wide		82%	86%	90%	94%	98%	98%
Increase percentage passing **ISTEP+ E/LA**	Grades 4-8 District-wide		72%	75%	79%	83%	87%	92%
Increase percentage passing **ISTEP+ Mathematics**	Grades 4-8 District-wide		78%	82%	86%	89%	92%	95%
Increase percentage passing **End-of-Course Assess. English 10**	Grade 10		73%	76%	80%	84%	88%	92%
These performance measures align with those provided in **Criterion E** of the application. For each performance measure, goals also have been established for each student subgroup.								

PART XIV: BUDGET

BUDGET SUBPART 1: OVERALL BUDGET SUMMARY

Budget Table 1-1: Overall Budget Summary Table
Evidence for: (F)(1) Budget

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	499,280	596,784	534,134	719,524	2,349,722
2. Fringe Benefits	124,335	159,260	145,071	203,741	632,407
3. Travel	21,125	12,250	12,250	12,250	57,875
4. Equipment	1,784,750	788,179	18,750	18,750	2,610,429
5. Supplies	5,670,390	399,109	213,950	229,550	6,512,999
6. Contractual	8,970,000	1,680,000	1,222,000	1,205,500	13,077,500
7. Training Stipends	0	0	43,200	43,200	86,400
8. Other	163,100	331,000	331,000	497,100	1,322,200
9. Total Direct Costs (lines 1-8)	**17,232,980**	**3,966,582**	**2,520,355**	**2,929,615**	**26,649,532**
10. Indirect Costs*	1,098,672	279,987	237,115	305,580	1,921,354
11. Total Grant Funds Requested (lines 9-10)	**18,331,652**	**4,246,569**	**2,757,470**	**3,235,195**	**28,570,886**
12. Funds from other sources used to support the project	0	0	0	0	0
13. Total Budget (lines 11-12)	**18,331,652**	**4,246,569**	**2,757,470**	**3,235,195**	**28,570,886**

BUDGET SUBPART 2: OVERALL BUDGET SUMMARY NARRATIVE

NOTE: Budgets developed by Warren Township reflect adjustments to account for **Year 1** (**short year**, 6 months, Jan 1-June 30, 2013); Years 2 (full year July1, 2013-June 30, 2014); Year 3 (full year July 1, 2014-June 30, 2015) and **Year 4** (**long year**, 18 months July 1, 2015 through December 30, 2016).

PROJECT 1: Personalized Learning Opportunities for Grades PreK-12) – Criterion (C)(1)

If we expect more, we can achieve more. This initiative transforms our successful, district-wide 8-Step Process for Continuous Improvement through higher expectations for teaching and for personalized student learning.

- **Curriculum, Instruction** & **Formative Assessments** (performance tasks) will be aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, each year 80 K-12 district teacher representatives develop curriculum maps, new online formative assessments (performance tasks); & sample exemplar lessons. District-wide professional development is provided to support all classroom teachers' effective use of the newly-developed curriculum maps, instructional and online formative assessment tools (during embedded PD opportunities) and sample lessons.

	Contracted		Personnel	Fringe	Travel
	Curriculum & assessment expert to facilitate collaborative K-12 teacher rep development of maps, performance tasks & exemplar lessons	Expert to enable online administration of formative assessments, scoring & disaggregated results	Stipends for K-12 teacher reps to develop maps, assessments & exemplar lessons	For teacher reps' development of maps, assessments & exemplar lessons	Air, mileage, lodging & related costs for external curriculum & assessment expert
Year 1	$100,000	$200,000	$134,400	$30,912	$5,000
Year 2	$100,000	$225,000	$87,500	$20,125	$5,000
Year 3	$100,000	$200,000	$70,000	$16,100	$5,000
Year 4	$100,000	$225,000	$72,800	$16,744	$5,000
Total	**$400,000**	**$850,000**	**$364,700**	**$83.881**	**$20,000**
	ONE-TIME COSTS				

- **Environments to Support Engaged Learning** will be enhanced through a district-wide infusion of instructional technologies (e.g., iPads, laptops) and high-tech learning environs (e.g., Mediaplex, renovated high-tech science labs; dry-erase classrooms). Systemic and ongoing professional development series provide annual cohorts teams (250 K-12 teachers each year) support for the effective use of technologies. Cohort-trained teachers support school-based embedded PD trainings for colleagues.

	Personnel	**Fringe**	**Personnel**	**Fringe**
	Instructional Technology Trainers annually provide ongoing PD for 250 K-12 teacher cohorts for their effective use of tech-rich environs & new instructional technologies	Instructional Technology Trainers providing PD	250 teacher cohort groups (K-12 representatives) annually trained for their effective use of tech-rich environs & new instructional technologies	Cohort teachers participating in annual trainings
Year 1	$3,072	$707	$60,000	$13,800
Year 2	$6,400	$1,472	$62,500	$14,375
Year 3	$6,400	$1,472	$62,500	$14,375
Year 4	$9,984	$2,296	$65,000	$14,950
Total	**$25,856**	**$5,947**	**$250,000**	**$57,500**
	ONE-TIME COSTS			

	CONTRACTED SERVICES to Support Technology & Tech-Rich Environs						
	3 Middle School Mediaplexes: Build in countertops, wiring, electrical, HVAC, security, sound adsorption, lighting, paint, carpet	**5 HS Computer Labs**-Collaborative Learning Studios: Build in countertops, wiring, electrical, lighting, paint & carpet	**7 HS Science Labs** –Collaborative Learning Studios: Build in countertops, wiring, electrical, lighting, paint & carpet	**7 Walker Career Center Labs**— Collaborative Learning Studios: Build in countertops, wiring, electrical, lighting, paint & carpet	**42 Math & Social Studies Classrooms**— Integrated, interactive Mac minis, whiteboards, projectors	**Technical Support**— Deploy, set-up technology, maintain iPads, laptops, TVs	**Wireless Upgrade**— Wiring to add 500 access points in Elem, IA, & MSs
Year 1	$3,000,000	$1,000,000	$1,400,000	$1,400,000	$840,000	$400,000	$100,000
Year 2						$400,000	
Year 3						$200,000	
Year 4						$200,000	
Total	**$3,000,000**	**$1,000,000**	**$1,400,000**	**$1,400,000**	**$840,000**	**$1,200,000**	**$100,000**
	ONE-TIME COSTS						

	EQUIPMENT to Support Technology & Tech-Rich Environs						
	3 Middle School Mediaplexes: Media center furniture	**5 HS Computer Labs**-Collaborative Learning Studios: Dry erase tables, chairs, & cabinetry	**7 HS Science Labs** – Collaborative Learning Studios: Dry erase tables, chairs, & cabinetry	**7 Walker Career Center Labs**—Collaborative Learning Studios: Dry erase tables, chairs & cabinetry	**42 Math & Social Studies Classrooms**—Dry erase tables, dray erase paint	**CS6 Adobe Master Collection**—for Mediaplex-like environs	**Wireless Upgrade**—Network upgrade switches, fiber transceivers, cables, modules & Smart Net
Year 1	$450,000	$50,000	$70,000	$70,000	$336,000	$45,000	$763,750
Year 2							$18,750
Year 3							$18,750
Year 4							$18,750
Total	**$450,000**	**$50,000**	**$70,000**	**$70,000**	**$336,000**	**$45,000**	**$820,000**
	ONE-TIME COSTS … with MAINTENANCE & REPAIR						

	SUPPLIES to Support Sci-Com Labs & Collaborative Learning Studios					
	3 Middle School Mediaplexes		**5 HS Computer Labs**	**7 HS Science Labs**	**Walker Career Center Labs**	
	Sci-Com Labs—MAC minis; monitors; display port for dual monitors; teacher units; document camera; printer; lavaliere microphone/speaker system	Collaborative Learning Studios—TVs; MAC Minis; wireless keyboards/mice; webcam; HDMI cables	Sci-Com Labs—MAC minis; monitors; display port for dual monitors; teacher units; document camera; printer; lavaliere microphone/speaker system	Collaborative Learning Studios—TVs; MAC Minis; wireless keyboards/mice; webcam; HDMI cables	5 Sci-Com Labs—MAC minis; monitors; display port for dual monitors; teacher units; document camera; printer; lavaliere microphone/speaker system	2 Collaborative Learning Studios—TVs; MAC Minis; wireless keyboards/mice; webcam; HDMI cables
Year 1	$124,000	$28,080	$207,400	$65,520	$226,120	
Year 2						
Year 3						
Year 4						
Total	**$124,000**	**$28,080**	**$207,400**	**$65,520**	**$226,120**	
	ONE-TIME COSTS					

	SUPPLIES to Support Technology & Tech-Rich Environs			
	30 HS English Classrooms—Wireless laptops & carts	**42 Math & Social Studies Classrooms**—Integrated, interactive displays & dry erase walls; MAC minis; wireless keyboards; projectors; Whiteboards	**Set-up Technical Supplies for All**—Velcro, cables, label markers & labels, TV mounts, surge protectors, maintenance agreements	**6,570 iPads**—iPads, carts, apps, SpEd fortified iPads. Special apps & Boardmaker software
Year 1	$924,000	$410,760	$17,820	$3,652.450
Year 2			$10,500	$164,250
Year 3			$10,500	$165,250
Year 4			$10,500	$165,250
Total	**$924,000**	**$410,760**	**$49,320**	**$4,145, 2000**
	ONE-TIME COST … + MAINTENANCE & REPAIR		**ONE-TIME + MAINTENANCE**	**ONE-TIME … + MAINTENANCE & REPAIR**

- **Personalized Student Support** will be enriched through extended-day (until 7 p.m.), extended-week (Super Saturdays) and extended-year (intersessions & summer break) access to technology-rich environs and academic supports. Students will be provided check-out laptops and 4-G cards to ensure equitable technology and Internet access for all learners. Individualized goal setting and continuous monitoring of student progress will be enabled through a computer-supported system for historically-tracking individual students' strengths and needs for reaching academic and career goals from PreK through Grade 12 (promoting student ownership & responsibility for learning).

	Personnel	**Fringe**	**Personnel**	**Fringe**	**Personnel**	**Fringe**	**Contracted**	
	Stipends for extended-day staff for technical support at 4 central sites	Extended-day technical support staff	Stipends for extended-year (summer) technical support staff	Extended-year technical support staff	Stipends for Super Saturday teachers	Super Saturday teachers	4-G Cards for student check-out to access Internet	External expert to develop computer-supported system to track academic & career goals
Year 1	$62,208	$14,308	$5,600	$1,288	$23,040	$5,300	$48,000	
Year 2	$118,784	$27,320	$5,600	$1,288	$48,000	$11,040	$108,000	$250,000
Year 3	$118,784	$27,320	$5,600	$1,288	$48,000	$11,040	$120,000	$250,000
Year 4	$176,640	$40,627	$5,600	$1,288	$74,880	$11, 040	$198,000	
Total	**$476,416**	**$109,575**	**$22,400**	**$5,152**	**$193,920**	**$44,602**	**$474,000**	**$500,000**
	OPERATIONAL COSTS							**ONE-TIME**

- **Highly-Effective Teachers to Support Personalized Learning** will be reinforced through discretionary school-based budgets with professional development aligned to (a) Common Core Literacy Standards integrated into every discipline; (b) Differentiated instruction; (c) Students' soft skills development; and (d) Engaged learners, relevant and rigorous project-based and blended-learning approaches. More district teachers will be certified as dual-enrollment instructors to support increased demand for college-level coursework for high school students.

	OTHER	Training Stipend
	Provide **school-based discretionary professional development budgets** aligned to individual school/staff needs, aligned to district's Guiding Principles to: (a) Use Common Core Literacy Standards across disciplines; (b) Focus on deeper-learning; and (c) Provide relevant, student-engaged instruction	Six high school teachers reimbursed for **adjunct professor licensing** to teach dual enrollment classes (18 hours x $300 per credit hour)
Year 1	$162,500	
Year 2	$325,000	
Year 3	$325,000	$43,200
Year 4	$487,500	$43,200
Total	**$1,300,000**	**$86,400**
	ONE-TIME COSTS	

- **Grant-funded Project Manager and External Evaluator (E)(1)(2)(4)** are embedded in Project 1—but oversee and support all RttT project Initiatives

	Contracted Services		Supplies
	Project Manager (all initiatives) to (a) Submit Scope of Work to USDE; (b) Provide continuous oversight & monitoring of full implementation of grant initiatives; (c) Work closely with external evaluator to monitor progress & make needed adjustments; and (d) Support the work of the national evaluation	**External Evaluator** (all initiatives) to (a) Assess measurable participant & student outcomes; and (b) Assess quality & delivery of initiatives; and (c) provide on-going feedback to stakeholders for program improvement	Project manager **administrative supplies** to support meetings with project leaders & implementation of grant initiatives
Year 1	$72,000	$200,000 (short year, but intensive initial work)	$8,000
Year 2	$120,000	$200,000	$8,000
Year 3	$120,000	$200,000	$8,000
Year 4	$192,000	$200,000	$8,000
Total	**$504,000**	**$800,000**	**$32,000**
	ONE-TIME COSTS		

PROJECT 2: Alternative Pathways for Graduation for Grades 7-12 – Criterion (C)(1)

Alternative pathways for in- and out-of-classroom credit-bearing experiences closely connected to college & career readiness and tailored to students' interests and capabilities.

- **Virtual Learning Opportunities**—where students in Grades 7-12 will have opportunities to work online, at their own pace, on their own time to receive competency-based coursework, demonstrate mastery, and obtain course credit for high school graduation. External partners will support the evaluation of existing online courses and influence district decisions to re-develop or purchase online courses meeting expectations defined in this proposal. Online content teachers will be identified and teacher schedules adjusted to support needs of virtual learners. Professional development will be provided for content teachers and students (& families) of virtual learners.

	Contracted	Supplies	Personnel	Fringe	Contracted	Personnel	Fringe
	Quality Matters to evaluate 74 existing online courses & train staff	Subscription to Quality Matters	Re-develop or purchase 74 online courses (including credit recovery)	For teachers' re-development work on online courses	Additional software & online resources to support students	Stipends for extended-time work of content online teachers to support students	For extended-time work of content online teachers to support students
Year 1	$60,000	$1,200	$148,000	$34,040	$25,000		
Year 2		$1,200	$74,000	$17,020	$25,000	$75,000	$17,250
Year 3		$1,200	$37,000	$8,510	$25,000	$75,000	$17,250
Year 4	$55,000	$1,200	$37,000	$8,510	$25,000	$117,000	$26,910
Total	**$115,000**	**$4,800**	**$296,000**	**$60,080**	**$100,000**	**$267,000**	**$61,410**
	ONE-TIME		**ONE-TIME**		**OPERATIONAL COSTS**		

- **Extended-Learning Opportunities**—where high school students learn in-part, or in-whole, outside of the classroom in rigorous, relevant and personalized learning business partner experiences, earning credit based on demonstrated course competencies. ELO Coordinator will work collaboratively with highly-effective teachers, community partners/business entities, and students (and parents) to: (a) Develop ELO Plans, aligned to Common Core competencies; (b) Provide the ELO business partner experience for

students; (c) Student will make presentations of Final Exhibitions of Learning (assessments); and (d) Course credit will be awarded to students who demonstrate mastered competencies, as evidenced during Final Exhibitions of Learning.

	Personnel	**Fringe**	**Travel**	**Travel**	**Personnel**	**Fringe**
	Hire ELO Coordinator	ELO Coordinator	ELO mileage reimbursement/meetings with business partners	Year 1 site visit to New Hampshire districts/ Years 2-4 PD Conferences	Stipends for content teachers' development of prototype ELO plans	For content teachers' development of ELO plans
Year 1	$25,000	$10,500	$750	$5,500	$7,200	$1,656
Year 2	$50,000	$22,500	$750	$3,500	$10,000	$2,300
Year 3	$51,000	$22.950	$750	$3,500	$6,250	$1,438
Year 4	$78,000	$37,440	$750	$3,500	$3,900	$897
Total	**$204,000**	**$93,390**	**$3,000**	**$16,000**	**$27,350**	**$6,291**
	OPERATIONAL COSTS		**ONE-TIME**		**ONE-TIME**	

- **Sports & Media Production Opportunities**—where students train for successful television & broadcasting careers; manage a student-led profitable business, providing viable services to actual clients (& sustaining operational costs after the grant funding period). A bold concept in student training will offer an ESPN-like concept for the striving Indianapolis amateur sports market, and media and video productions.

	Personnel	**Fringe**	**Travel**	**Personnel**	**Fringe**	**Personnel**	**Fringe**	**Personnel**	**Fringe**
	Hire Production & Operations Manager	For Manager	Year 1: G-Star School; Years 2-4 for relevant PD conferences	Staff stipends to develop program curriculum, aligned to Common Core	For staff development of curriculum	Stipends for renovation planning	For staff renovation planning	Stipends for staff PD on effective use of technologies	For staff PD on effective use of technologies
Year 1	$25,000	$10,500	$9,875	$1,440	$331	$4,320	$994		
Year 2	$50,000	$22,500	$3,000	$750	$173	$2,250	$517	$6,000	$1,380
Year 3	$50,000	$22,500	$3,000	$600	$138			$3,000	$690
Year 4	$75,000	$36,000	$3,000	$600	$138			$3,120	$718
Total	**$200,000**	**$91.500**	**$18,875**	**$3,390**	**$780**	**$6,570**	**$1,511**	**$12,120**	**$2,788**
	OPERATIONAL COSTS		**ONE-TIME COSTS**						

	Contracted		Equipment	Supplies
	Renovation of site for Master Control Room, sets	Maintenance & Repair of Equipment/Supplies	Mobile Production equipment, Studio equipment, Master Control Room equipment, Editing Room equipment	Mobile Production, Studio, Master Control Room and Editing Room supplies
Year 1	$100,000			
Year 2	$75,000	$7,000	$769,429	$185,159
Year 3		$7,000		
Year 4		$10,500		
Total	**$175,000**	**$24,500**	**$769.429**	**$185,159**
	ONE-TIME	**OPERATIONAL COSTS**	**ONE-TIME**	

PROJECT 3: Behavior Interventions through RtI Model for K-12
Competitive Preference Priority, Section XIII

- In partnership with the Indiana University Equity Project and Gallahue Mental Health behavioral therapists, we will create a Positive Behavioral Interventions and Supports system (PBIS) for each school, for all students using tiered behavioral interventions that are systematically-applied to students based on their demonstrated levels of behavioral need.

(Year 1 Contractual cost for technical assistance to develop PBIS @ $25,000) ONE-TIME COST

- In collaboration with partners (Equity Project), professional development will be provided in every school to: (a) Support principals' and teachers' understanding and effective implementation of PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices.

(Year 2 Contractual cost to provide PD in 17 district schools @ $170,000) ONE-TIME COST

- Pilot and scale district-wide, for Grades K-6, a collaborative school-parent initiative (Parent University) through annual, year-long, evening workshop series to unite as a school community to promote the positive social, academic and emotional growth of each of our students. Provide workshop books, supplies & snacks.

(Year 1/short year: pilot in 2 schools $5,200; Year 2 for 12 schools $36,000; Year 3 for 12 schools $36,000; and Year 4/long year in 12 schools $55,200 for TOTAL cost @ $132,400) ONE-TIME COST

Budget Table 2-1: Overall Budget Summary Project List **Evidence for:** (F)(1) Budgets				
Project Name	**Primary Associated Criterion and location in application**	**Additional Associated Criteria and location in application**	**Total Grant Funds Requested**	**Total Budget**
Personalized Learning Opportunities (Grade Pre-K - 12)	(C)(1), Section IX, pages 53-71	(E)(1)(2)(4), Section XI, pages 115-136	$25,174,226	$ 25,174,226
Alternative Pathways for Graduation	(C)(1), Section IX, pages 53-71		$3,040,168	$ 3,040,168
Competitive Preference Priority - Behavior Interventions through RtI Model	Competitive Preference Priority, Section XIII, pages 145-157		$356,492	$356,492
			$28,570,886 Total for Grant Funds	**$28,570,886 Total Budget**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES – Project 1

Table 3-1: Project-Level Budget Summary Table: Evidence for (F)(1) Budget **Project Name:** Personalized Learning Opportunities (Grades Pre-K – 12) **Primary Associated Criterion and Location in Application:** (C)(1), Section IX, pages 53-71 **Additional Associated Criteria (if any) and Location in Application:** (E)(1)(2)(4), Section XI, pages 115-136					
Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	288,320	328,784	311,284	404,904	1,333,292
2. Fringe Benefits	66,314	75,620	71,595	93,128	306,657
3. Travel	5,000	5,000	5,000	5,000	20,000
4. Equipment	1,784,750	18,750	18,750	18,750	1,841,000
5. Supplies	5,664,590	182,750	182,750	182,750	6,212,840
6. Contractual	8,760,000	1,403,000	1,190,000	1,115,000	12,468,000
7. Training Stipends	0	0	43,200	43,200	86,400
8. Other	162,500	325,000	325,000	487,500	1,300,000
9. Total Direct Costs (lines 1-8)	**16,731,474**	**2,338,904**	**2,147,579**	**2,350,232**	**23,568,189**
10. Indirect Costs*	1,036,227	174,199	177,657	217,954	1,606,037
11. Total Grant Funds Requested (lines 9-10)	**17,767,701**	**2,513,103**	**2,325,236**	**2,568,186**	**25,174,226**
12. Funds from other sources used to support the project	0	0	0	0	0
13. Total Budget (lines 11-12)	**17,767,701**	**2,513,103**	**2,325,236**	**2,568,186**	**25,174,226**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

NOTE: Budgets developed by Warren Township reflect adjustments to account for **Year 1** (**short year**, 6 months, Jan 1-June 30, 2013); Years 2 (full year July1, 2013-June 30, 2014); Year 3 (full year July 1, 2014-June 30, 2015) and **Year 4** (**long year**, 18 months July 1, 2015 through December 30, 2016).

PROJECT 1: Personalized Learning Opportunities for Grades PreK-12) – Criterion (C)(1)

If we expect more, we can achieve more. This initiative transforms our successful, district-wide 8-Step Process for Continuous Improvement through higher expectations for teaching and for personalized student learning.

- **Curriculum, Instruction** & **Formative Assessments** (performance tasks) will be aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, each year 80 K-12 district teacher representatives develop curriculum maps, new online formative assessments (performance tasks); & sample exemplar lessons. District-wide professional development is provided to support all classroom teachers' effective use of the newly-developed curriculum maps, instructional and online formative assessment tools (during embedded PD opportunities) and sample lessons.

	Contracted		Personnel	Fringe	Travel
	Curriculum & assessment expert to facilitate collaborative K-12 teacher rep development of maps, performance tasks & exemplar lessons	Expert to enable online administration of formative assessments, scoring & disaggregated results	Stipends for K-12 teacher reps to develop maps, assessments & exemplar lessons	For teacher reps' development of maps, assessments & exemplar lessons	Air, mileage, lodging & related costs for external curriculum & assessment expert
Year 1	$100,000	$200,000	$134,400	$30,912	$5,000
Year 2	$100,000	$225,000	$87,500	$20,125	$5,000
Year 3	$100,000	$200,000	$70,000	$16,100	$5,000
Year 4	$100,000	$225,000	$72,800	$16,744	$5,000
Total	**$400,000**	**$850,000**	**$364,700**	**$83.881**	**$20,000**
	ONE-TIME COSTS				

- **Environments to Support Engaged Learning** will be enhanced through a district-wide infusion of instructional technologies (e.g., iPads, laptops) and high-tech learning environs (e.g., Mediaplex, renovated high-tech science labs; dry-erase classrooms). Systemic and ongoing professional development series provide annual cohorts teams (250 K-12 teachers each year) support for the effective use of technologies. Cohort-trained teachers support school-based embedded PD trainings for colleagues.

	Personnel	**Fringe**	**Personnel**	**Fringe**
	Instructional Technology Trainers annually provide ongoing PD for 250 K-12 teacher cohorts for their effective use of tech-rich environs & new instructional technologies	Instructional Technology Trainers providing PD	250 teacher cohort groups (K-12 representatives) annually trained for their effective use of tech-rich environs & new instructional technologies	Cohort teachers participating in annual trainings
Year 1	$3,072	$707	$60,000	$13,800
Year 2	$6,400	$1,472	$62,500	$14,375
Year 3	$6,400	$1,472	$62,500	$14,375
Year 4	$9,984	$2,296	$65,000	$14,950
Total	**$25,856**	**$5,947**	**$250,000**	**$57,500**
	ONE-TIME COSTS			

	CONTRACTED SERVICES to Support Technology & Tech-Rich Environs						
	3 Middle School Mediaplexes: Build in countertops, wiring, electrical, HVAC, security, sound adsorption, lighting, paint, carpet	**5 HS Computer Labs**-Collaborative Learning Studios: Build in countertops, wiring, electrical, lighting, paint & carpet	**7 HS Science Labs** –Collaborative Learning Studios: Build in countertops, wiring, electrical, lighting, paint & carpet	**7 Walker Career Center Labs**— Collaborative Learning Studios: Build in countertops, wiring, electrical, lighting, paint & carpet	**42 Math & Social Studies Classrooms**— Integrated, interactive Mac minis, whiteboards, projectors	**Technical Support**— Deploy, set-up technology, maintain iPads, laptops, TVs	**Wireless Upgrade**— Wiring to add 500 access points in Elem, IA, & MSs
Year 1	$3,000,000	$1,000,000	$1,400,000	$1,400,000	$840,000	$400,000	$100,000
Year 2						$400,000	
Year 3						$200,000	
Year 4						$200,000	
Total	**$3,000,000**	**$1,000,000**	**$1,400,000**	**$1,400,000**	**$840,000**	**$1,200,000**	**$100,000**
	ONE-TIME COSTS						

	EQUIPMENT to Support Technology & Tech-Rich Environs						
	3 Middle School Mediaplexes: Media center furniture	**5 HS Computer Labs**-Collaborative Learning Studios: Dry erase tables, chairs, & cabinetry	**7 HS Science Labs** – Collaborative Learning Studios: Dry erase tables, chairs, & cabinetry	**7 Walker Career Center Labs**—Collaborative Learning Studios: Dry erase tables, chairs & cabinetry	**42 Math & Social Studies Classrooms**—Dry erase tables, dray erase paint	**CS6 Adobe Master Collection**—for Mediaplex-like environs	**Wireless Upgrade**—Network upgrade switches, fiber transceivers, cables, modules & Smart Net
Year 1	$450,000	$50,000	$70,000	$70,000	$336,000	$45,000	$763,750
Year 2							$18,750
Year 3							$18,750
Year 4							$18,750
Total	**$450,000**	**$50,000**	**$70,000**	**$70,000**	**$336,000**	**$45,000**	**$820,000**
	ONE-TIME COSTS … with MAINTENANCE & REPAIR						

	SUPPLIES to Support Sci-Com Labs & Collaborative Learning Studios					
	3 Middle School Mediaplexes		**5 HS Computer Labs**	**7 HS Science Labs**	**Walker Career Center Labs**	
	Sci-Com Labs—MAC minis; monitors; display port for dual monitors; teacher units; document camera; printer; lavaliere microphone/speaker system	Collaborative Learning Studios—TVs; MAC Minis; wireless keyboards/mice; webcam; HDMI cables	Sci-Com Labs—MAC minis; monitors; display port for dual monitors; teacher units; document camera; printer; lavaliere microphone/speaker system	Collaborative Learning Studios—TVs; MAC Minis; wireless keyboards/mice; webcam; HDMI cables	5 Sci-Com Labs—MAC minis; monitors; display port for dual monitors; teacher units; document camera; printer; lavaliere microphone/speaker system	2 Collaborative Learning Studios—TVs; MAC Minis; wireless keyboards/mice; webcam; HDMI cables
Year 1	$124,000	$28,080	$207,400	$65,520	$226,120	
Year 2						
Year 3						
Year 4						
Total	**$124,000**	**$28,080**	**$207,400**	**$65,520**	**$226,120**	
	ONE-TIME COSTS					

	SUPPLIES to Support Technology & Tech-Rich Environs			
	30 HS English Classrooms—Wireless laptops & carts	**42 Math & Social Studies Classrooms**—Integrated, interactive displays & dry erase walls; MAC minis; wireless keyboards; projectors; Whiteboards	**Set-up Technical Supplies for All**—Velcro, cables, label markers & labels, TV mounts, surge protectors, maintenance agreements	**6,570 iPads**—iPads, carts, apps, SpEd fortified iPads. Special apps & Boardmaker software
Year 1	$924,000	$410,760	$17,820	$3,652.450
Year 2			$10,500	$164,250
Year 3			$10,500	$165,250
Year 4			$10,500	$165,250
Total	**$924,000**	**$410,760**	**$49,320**	**$4,145, 2000**
	ONE-TIME COST … + MAINTENANCE & REPAIR		**ONE-TIME + MAINTENANCE**	**ONE-TIME … + MAINTENANCE & REPAIR**

- **Personalized Student Support** will be enriched through extended-day (until 7 p.m.), extended-week (Super Saturdays) and extended-year (intersessions & summer break) access to technology-rich environs and academic supports. Students will be provided check-out laptops and 4-G cards to ensure equitable technology and Internet access for all learners. Individualized goal setting and continuous monitoring of student progress will be enabled through a computer-supported system for historically-tracking individual students' strengths and needs for reaching academic and career goals from PreK through Grade 12 (promoting student ownership & responsibility for learning).

	Personnel	**Fringe**	**Personnel**	**Fringe**	**Personnel**	**Fringe**	**Contracted**	
	Stipends for extended-day staff for technical support at 4 central sites	Extended-day technical support staff	Stipends for extended-year (summer) technical support staff	Extended-year technical support staff	Stipends for Super Saturday teachers	Super Saturday teachers	4-G Cards for student check-out to access Internet	External expert to develop computer-supported system to track academic & career goals
Year 1	$62,208	$14,308	$5,600	$1,288	$23,040	$5,300	$48,000	
Year 2	$118,784	$27,320	$5,600	$1,288	$48,000	$11,040	$108,000	$250,000
Year 3	$118,784	$27,320	$5,600	$1,288	$48,000	$11,040	$120,000	$250,000
Year 4	$176,640	$40,627	$5,600	$1,288	$74,880	$11, 040	$198,000	
Total	**$476,416**	**$109,575**	**$22,400**	**$5,152**	**$193,920**	**$44,602**	**$474,000**	**$500,000**
	OPERATIONAL COSTS							**ONE-TIME**

- **Highly-Effective Teachers to Support Personalized Learning** will be reinforced through discretionary school-based budgets with professional development aligned to (a) Common Core Literacy Standards integrated into every discipline; (b) Differentiated instruction; (c) Students' soft skills development; and (d) Engaged learners, relevant and rigorous project-based and blended-learning approaches. More district teachers will be certified as dual-enrollment instructors to support increased demand for college-level coursework for high school students.

	OTHER	Training Stipend
	Provide **school-based discretionary professional development budgets** aligned to individual school/staff needs, aligned to district's Guiding Principles to: (a) Use Common Core Literacy Standards across disciplines; (b) Focus on deeper-learning; and (c) Provide relevant, student-engaged instruction	Six high school teachers reimbursed for **adjunct professor licensing** to teach dual enrollment classes (18 hours x $300 per credit hour)
Year 1	$162,500	
Year 2	$325,000	
Year 3	$325,000	$43,200
Year 4	$487,500	$43,200
Total	**$1,300,000**	**$86,400**
	ONE-TIME COSTS	

- **Grant-funded Project Manager and External Evaluator (E)(1)(2)(4)** are embedded in Project 1—but oversee and support all RttT project Initiatives

	Contracted Services		Supplies
	Project Manager (all initiatives) to (a) Submit Scope of Work to USDE; (b) Provide continuous oversight & monitoring of full implementation of grant initiatives; (c) Work closely with external evaluator to monitor progress & make needed adjustments; and (d) Support the work of the national evaluation	**External Evaluator** (all initiatives) to (a) Assess measurable participant & student outcomes; and (b) Assess quality & delivery of initiatives; and (c) provide on-going feedback to stakeholders for program improvement	Project manager **administrative supplies** to support meetings with project leaders & implementation of grant initiatives
Year 1	$72,000	$200,000 (short year, but intensive initial work)	$8,000
Year 2	$120,000	$200,000	$8,000
Year 3	$120,000	$200,000	$8,000
Year 4	$192,000	$200,000	$8,000
Total	**$504,000**	**$800,000**	**$32,000**
	ONE-TIME COSTS		

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption**	**Total**
1. Personnel: Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.		
Stipends for certified staff to collaboratively work with external curriculum & assessment expert to map curriculum, develop formative assessments (performance tasks), & sample exemplar lessons, aligned to Common Core	Yr. 1 80 staff for 70 hours each @ $24 per hr. = $134,400 Yr. 2 50 staff for 70 hours each @ $25 per hr. = $87,500 Yr. 3 40 staff for 70 hours each @ $25 per hr. = $70,000 Yr. 4 40 staff for 70 hours each @ $26 per hr. = $72,800	134,400 + 87,500 + 70,000 + 72,800 = **364,700**
Stipends for district Instructional Technology Trainers to provide ongoing professional development to 250 teachers annually (averaging 10 hrs per teacher, each year) for teachers' effective use of technologies to support engaged, differentiated, and blended learning instruction	Technology Trainers Stipends Yr. 1 – 2.5 hr. trainings @ $24/ hr 16 classes x 2 sessions and 1.5 hr preparation time for each session – $3,072 Yrs. 2-3 2.5 hr. trainings @ $25/ hr. 16 classes x 2 sessions and 1.5 hr preparation time for each session – $6,400.00 Yr. 4 2.5 hr. trainings @ $26/ hr 16 classes x 6 sessions and 1.5 hr preparation time for each session – $9,984	3,072 + 6,400 + 6,400 + 9,984 = **25,856**
Stipends for 250 teachers to receive professional development annually (averaging 10 hrs per teacher, each year) to enable	Yr. 1 250 teachers x 10 hrs x $24/ hr = 60,000	60,000 + 62,500 +

teachers' effective use of technologies to support students' engaged, differentiated and blended learning	Yrs. 2-3 250 teachers x 10 hrs x $25/hr = 62,500 Yr. 4 250 teachers x 10 hours x $26/hr = 65,000	62,500 + 65,000 = **250,000**
Stipends for 2 Instructional Assistants at 4 sites 16 hrs per wk, 32 weeks per year to support students' effective use of technology in Mediaplex environs/with Internet access. Offer Mediaplex Internet access & instructional support at 4 central sites until 7 pm, Monday - Thursday	2 Part time classified staff – Staff will be working hours in addition to their full-time jobs and may result in overtime. Yr 1 $27/hr x 16 hrs/ wk x 18 weeks x 8 staff = 62,208 Yrs 2-3 $29/hr x 16 hrs wk x 32 weeks x 8 staff = 118,784 Yr. 4 $30/hr x 16 hrs/wk x 46 weeks x 8 staff = 176,640	62,208 + 118,784+ 118,784+ 176,640 = **476,416**
Stipends for 2 IAs at Warren Central HS Mediaplex for 20 hrs/wk for 7 weeks during the summer	2 part time classified staff Yrs 1-4 $20 / hr x 20 hrs/ x 7 wks. X 2 staff	5,600 x 4 = **$22,400**
Super Saturday site coordinator contacts families of struggling students to solicit attendance for academic tutoring, aligned to student needs. The coordinator works with 14 content teachers & specialists who offer academic support in technology-rich environs at 4 central sites on 8 Super Saturdays 10 a.m.-2 pm	15 certified staff x 4 hours per sessions x 4 sites Yr. 1 - $24 x 4 sessions x 4 hrs x 15 staff x 4 sites= 23,040 Yrs 2-3 $25 x 8 sessions x 4 hrs x 15 staff x 4 sites= 48,000 per year Yr. 4 $26 x 12 sessions x 4 hrs x 15 staff x 4 sites= 74,880	23,040 + 48,000 + 48,000 + 74,880 = **193,920**
2. Fringe Benefits: Explain the nature and extent of fringe benefits to be received and by whom.		
Certified Staff will map curriculum, develop formative assessments	23% fringe benefits (FICA, TRF)	30,912+

& sample exemplar lessons aligned to Common Core	Yr. 1 134,400 x 23% = 30,912 Yr. 2 87,500 x 23% = 20,125 Yr. 3 70,000 x 23% =16,100 Yr. 4 72,800 x 23% = 16744	20,125+ 16,100+ 16,744 = **83,881**
Technology Trainers provide ongoing training for 250 staff yearly for teachers' effective use of instructional technologies & tech-rich environs	23% fringe benefits (FICA, TRF) Yr. 1 3,072 x 23% = 707 Yrs. 2-3 6,400 x 23% = 1,472 Yr. 4 9,984 x 23% = 2,296	707 + 1,472 + 1,472 + 2,296 = **5,947**
250 Teachers attend 10 hours professional development annually	23% fringe benefits (FICA, TRF) Yr. 1 60,000x 23% = 13,800 Yrs. 2-3 62,500 x 23% = 14,375 Yr. 4 65,000 x 23% = 14,950	13,800 + 14,375 + 14,375 + 14,950 = **57,500**
2 Instructional Assistants at 4 sites 16 hrs per wk, 32 weeks per year. Offer Mediaplex Internet access & instructional support at 4 central sites until 7 pm, Monday - Thursday.	23% benefits (FICA, PERF) Yr. 1 62,208 x 23% = 14,308 Yrs. 2-3 118,784 x 23% = 27,320 Yr. 4 176,640 x 23% = 40,627	14,308 + 27,320+ 27,320+ 40,627 = **109,575**
2 IAs at Warren Central HS Mediaplex for 20 hrs/ wk for 7 weeks during the summer	23% benefits (FICA, PERF) Yrs 1-4 5,600 x 23% = 1,288	1,288 x 4 = **5,152**
Super Saturday site coordinator and 14 teachers offer academic support and Internet access at 4 central sites on 8 Super Saturdays 10 a.m.-2 pm	23% fringe benefits (FICA, TRF) Yr. 1 23,040 x 23% = 5,299 Yrs. 2-3 48,000 x 23% = 11,040 Yr. 4 74,880 x 23% = 17,223	5,299 + 11,040+ 11,040 + 17,223 = **44,602**

3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Contract with an external curriculum & assessment expert to work collaboratively with district teachers to map curriculum and develop formative assessments aligned to Common Core; plus sample lessons	Yrs 1-4 Travel & Lodging $5,000 per year	5,000 x 4 yrs= **20,000**
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
Expand this highly-engaging and technology-rich learning environment into the libraries of our **three (3) middle schools** (**Mediaplex-like environs/Si-Com Labs & Collaborative Learning Studios**) to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School	Yr. 1 Media center furniture $150,000 x 3 sites = $450,000	**450,000**
Renovate 5 existing **high school computer labs** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior **Mediaplex**	Yr. 1 Dry erase tables, chairs, cabinetry $10,000 x 5 rooms = $50,000	**50,000**
Renovate 7 existing **computer labs** in the **Walker Career Center** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior Mediaplex	Yr. 1 Dry erase tables, chairs, cabinetry $10,000 x 7 rooms = $70,000	**70,000**
Renovate 42 high school mathematics and Social Studies classrooms in to provide integrated, interactive displays and dry erase paint on the walls for engaged student work; as well as for 17 high school social studies classrooms	Yr. 1 chairs, dry erase tables, dry erase paint, etc $8,000 x 42 rooms = $336,000	**336,000**
Increase **technology integration** into **7 high school science**	Yr. 1 chairs, dry erase tables, dry erase paint, etc	**70,000**

labs, resembling scaled-down versions of the high-tech labs in the pharmaceutical and biomedical engineering industries	$10,000 x 7 rooms = $70,000	
For computers in Sci- Com Labs and Collaborative Learning Studios (Mediaplex-like environs)	Yr. 1 CS6 Adobe Master Collection licenses = $15,000 x 3 sites (hs & ms) = $45,000	**45,000**
Wireless Upgrade – elementary, intermediate & middle schools are currently built for coverage, not density. Increase in the number of devices requires an upgrade in wireless, i.e., adding 500 access points.	Yr. 1 Network upgrade, switches, fiber transceivers, cables, modules 135,000 500 Wireless Access Points x $1,000 = 500,000 Wireless controller – 30,000 Wireless Access Point Licenses 500 x $160 = 80,000 Yrs 1-4 Smart Net $1,250/yr x 15 schools = 18,750 (x four years = $75,000)	135,000 + 500,000+ 30,000 + 80,000 + 18,750 = **763,750 (Year 1) +** 18,750 + 18,750 + 18,750 (Years 2-4) = **Total 820,000**
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
Project Manager administrative supplies to support meetings with project leaders' implementation of grant across grant period.	Chart paper, markers, handouts, software management tools, flash drives, materials, office supplies, labels, envelopes, P.D. supplies Yrs. 1 -4 8,000	8,000 x 4 = **32,000**
Highly-engaging and technology-rich learning environment within the libraries of our **three (3) middle schools** (**Mediaplex-like environs/Si-Com Labs & Collaborative Learning Studios**) to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School	Yr. 1 **Sci-Com Lab** -- student 34 MAC Minis (incl. imaging & asset tagging) x $810/laptop x 3 sites= 82,620 2 19" monitors/station(68) x $100 each x 3 sites = $20,400 1 display port for dual monitors/station (34) @	82,620 + 20,400 + 3,060 + 3,060 + 4,800 + 5,400 + 2,100 + 3,000 =

Sci-Com Labs	$30 ea. X 3 sites = $3,060 1 set wired keyboard/mouse per computer (34) @ $30 x 3 sites = $3,060 Teacher unit 1 iMAC 27" per lab @ $1,600 x 3 sites = $4,800 1 document camera/ lab @ $1,800 x 3 sites = $5,400 1 printer/lab @ $700 x 3 sites =- $2,100 1 lavaliere microphone/speaker system @ $1,000 x 3 sites = $3,000	**$124,440**
Highly-engaging and technology-rich learning environment within the libraries of our **three (3) middle schools** (**Mediaplex-like environs/Si-Com Labs & Collaborative Learning Studios**) to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School Collaborative Learning Studios	Yr. 1 <u>Collaborative Learning Studios</u> (3 Middle Schools) 1- 37" TV @ $600 x 6/bldg. x 3 sites = $10,800 1 – MAC Mini @ $810 x 6/bldg. x 3 sites = 14,580 1-wireless keyboard/mouse set $25 x 6/bldg x 3 sites = $450 1-webcam @ $100 x 6/bldg x 3 sites = $1,800 1-HDMI cables @ $25 x 6/bldg x 3 sites = 450	10,800 + 14,580+ 450 + 1,800+ 450 = **28,080**

Renovate 5 existing **high school computer labs** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior **Mediaplex** **Sci-Com Labs**	Yr. 1 **Sci-Com Lab** student 34 MAC Minis (incl. imaging & asset tagging) per lab x 5 labs (170 computers) @ $810/computer = $137,700 2- 19" monitors/station(68) $100 each x 5 labs = $34,000 1 display port for dual monitors/station (34) @ $30 ea. X 5 labs = $5,100 1 set wired keyboard/mouse per computer (34) @ $30 x 5 labs = $5,100 Teacher unit 1 iMAC 27" per lab @ $1,600 x 5 labs = $8,000 1 document camera/ lab @ $1,800 x 5 labs = $9,000 1 printer/lab @ $700 x 5 labs = $3,500 1 lavaliere microphone/speaker system @ $1,000 x 5 labs = $5,000	137,700 + 34,000 + 5,100 + 5,100 + 8,000 + 9,000 + 3,500 + 5,000 = **207,400**
Provide **laptops** in **30 high school English** wireless **classrooms** to support students' research, instruction aligned to Common Core expectations, as well as oral and communication skills	Yr. 1 32 laptops x $900 x 30 rooms = 864,000 30 laptop carts x 2,000 ea = 60,000	864,000 + 60,000 = **924,000**
Increase **technology integration** into **7 high school science labs**, resembling scaled-down versions of the high-tech labs in the	Yr. 1 Collaborative Learning Studios 1-37" TV @ $600 x 6/lab x 7 labs = $25,200	25,200+ 34,020 +

pharmaceutical and biomedical engineering industries Collaborative Learning Studios	1 – MAC Mini @ $810 x 6/lab x 7 labs = $34,020 1-wireless keyboard/mouse set $25 x 6/lab x 7 labs = $1,050 1-webcam @ $100 x 6/lab x 7 labs= $4,200 1-HDMI cables @ $25 x 6/lab x 7 labs = $1,050	1,050+ 4,200 + 1,050 = **65,520**
Renovate 7 existing **computer labs** in the **Walker Career Center** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior Mediaplex 5 will be Sci-Com Labs; and 2 will be Collaborative Learning Studios	Yr. 1 **5 Sci-Com Labs** **2 Collaborative Learning Centers** **Sci-Com Lab** student 34 MAC Minis (incl. imaging & asset tagging) per lab x 5 labs (170 computers) @ $810/computer = $137,700 2- 19" monitors/station(68) $100 each x 5 labs = $34,000 1 display port for dual monitors/station (34) @ $30 ea. X 5 labs = $5,100 1 set wired keyboard/mouse per computer (34) @ $30 x 5 labs = $5,100 Teacher unit 1 iMAC 27" per lab @ $1,600 x 5 labs = $8,000 1 document camera/ lab @ $1,800 x 5 labs = $9,000	137,700 + 34,000 + 5,100 + 5,100 + 8,000 + 9,000 + 3,500 + 5,000 + 7,200+ 9,720+ 300+ 1,200+ 300 = **226,120**

	1 printer/lab @ $700 x 5 labs = $3,500 1 lavaliere microphone/speaker system @ $1,000 x 5 labs = $5,000 **2 Collaborative Learning Centers** 1-37" TV @ $600 x 6/lab x 2 labs = $7,200 1 – MAC Mini @ $810 x 6/lab x 2 labs = 9,720 1-wireless keyboard/mouse set $25 x 6/lab x 2 labs = $300 1-webcam @ $100 x 6/lab x 2 labs = $1,200 1-HDMI cables @ $25 x 6/lab x 2 labs = 300	
Renovate 42 **high school mathematics and Social Studies classrooms** in to provide integrated, interactive displays and dry erase paint on the walls for engaged student work Whiteboards & projectors…	Yr. 1 MAC Minis 3/room x $810 x 42 rooms = 102,060 1-wireless keyboard/mouse set $25 x 3/room x 42 rooms = 3,150 Projectors 3/room x $450 x 42 rooms = 56,700 Interactive Whiteboards setup 3/room x $1,975 x 42 rooms = 248,850	102,060 + 3,150+ 56,700 + 248,850 = **410,760**
Supplies to complete technology setup and installation of the activities listed above.	Yr. 1 Velcro 1" $40/roll x 8 rolls = 320 3' & 5' cables for wireless access points 3,000 USB cables $100/box x 4 = 400	320 + 3,000 +

	Labelmaker labels identification of computers, iPads, carts, etc 100 bx @28 = 2800 Labelmaker 2 x 80 = 160 TV mounts = 74 x $110 = 8,140 Surge protectors 100 x $30 = 3,000 Yrs. 2-4 CS6 Adobe Maintenance agreement 3,500/yr x 3 sites = 10,500	400 + 2,800 + 160+ 8,140+ 3,000 + 10,500 = **17,820 (Year 1)** + 10,500 + 10,500 + 10,500 (Years 2-4) = **Total 49,320**
Provide **6,570 iPads, carts** and **apps** for **elementary**, **intermediate** and **middle schools**; one cart for the **Early Childhood Center**; and two carts for the Renaissance **Alternative Education** program Provide fortified iPads, special apps & Boardmaker software for **Special Education** Life Program & Functional Classrooms (highest need students)	Yr. 1 6570 iPads @ 460= 3,022,200 218 iPad carts @2000 each = 436,000 Special apps and Boardmaker software for 100 iPads = 30,000 Yrs 1-4 $25 for iPad apps x 6570 x 4 years = 164,250	3,022,200+ 436,000 + 30,000 + 164,250 = **3,652,450** + 164,250 + 165,250 + 165,250 = **Total 4,145,200**
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.		
Contract with an **external curriculum & assessment expert** to	Yrs 1-4 Contracted Service	100,000 x 4 =

work collaboratively with K-12 district teacher representatives to map curriculum, develop formative assessments (performance tasks) & sample exemplar lessons aligned to Common Core	$100,000 per year	**400,000**
Contract with **external provider** to enable the **online administration of formative assessments (performance tasks**). Vendor will develop new program to allow district students to take performance tasks assessments online, score and disaggregate results by classroom, school & district levels.	Contracted Service Yr. 1 $200,000 Yr. 2 225,000 Yr. 3 200,000 Yr. 4 225,000	200,000+ 225,000+ 200,000+ 225,000 = **850,000**
External provider will develop **computer-supported system** to track individual students' strengths & needs for reaching academic & career goals (Dashboard – historical tracking)	Contracted Service Yrs. 2-3 $250,000	250,000 x 2 = **500,000**
Obtain **Verizon 4-G cards** for students' use outside of school to provide equitable access to technology 24/7 – Monthly Service fee	Yr. 1 $40 / mo. X 6 mos. X 200 cards = 48,000 Yr. 2 $45/ mo x 12 mos. X 200 cards = 108,000 Yr. 3 $50/ mo x 12 mos. X 200 cards = 120,000 Yr. 4 $55/mo x 18 mos x 200 cards = 198,000	48,000 + 108,000 + 120,000 + 198,000= **474,000**
Contract with individual to serve as **Project Manager** (All initiatives: Projects 1, 2 and 3). This position oversees all projects of the district's RttT initiative. Contract/no benefits for full-time Project manager to (a) Submit Scope of Work to USDE; (b) Provide continuous oversight & monitoring of full implementation of grant initiatives; (c) Work closely with external evaluator to monitor progress & make needed adjustments; and (d) Support the work of the national evaluation.	Contracted Position Yr. 1 72,000 Yrs 2-3 120,000 Yr 4 192,000	72,000 + 120,000 + 120,000 + 192,000 = **504,000**
Conduct proposal review process, following standard EDGAR procedures & district policies to contract with an **external**	Yrs. 1-4 $200,000/yr	200,000 + 200,000 +

evaluator/s to: (a) Assess measurable participant and student outcomes; (b) Assess quality & delivery of initiatives; and (c) Provide ongoing feedback for continuous program improvement.	While Year 1 is a short year, the initial work will be intense, meriting no adjustment in annual costs	200,000 + 200,000= **800,000**
Contracted work to develop highly-engaging and technology-rich learning environment into the libraries of our **three (3) middle schools** (**Mediaplex-like environs/Si-Com Labs & Collaborative Learning Studios**) to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School	Yr 1 built in countertops, wiring, electrcal, HVAC, security, sound absorption, increased/improved lighting, paint, carpet, 1,000,000 x 3 sites	**3,000,000**
Renovate 5 existing **high school computer labs** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior **Mediaplex**	Yr. 1 built in countertops, wiring, electrical, increased/improved lighting, paint, carpet $200,000 x 5 rooms = 1,000,000	**1,000,000**
Increase **technology integration** into **7 high school science labs**, resembling scaled-down versions of the high-tech labs in the pharmaceutical and biomedical engineering industries;	Yr. 1 built in countertops, wiring, electrical, increased/improved lighting, paint, carpet $200,000 x 7 rooms – 1,400,000	**1,400,000**
Renovate 7 existing **computer labs** in the **Walker Career Center** into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior Mediaplex;	Yr. 1 5 Sci-Com labs and 2 Collaborative Learning Studios built in countertops, wiring, electrical, increased/improved lighting, paint, carpet $200,000 x 7 rooms – 1,400,000	**1,400,000**
Renovate 42 high school mathematics and social studies rooms to provide integrated, interactive displays and dry erase paint on the walls for engaged student work	Yr. 1 wiring, electrical, increased/improved lighting, dry erase paint on walls, installation of projectors and interactive whiteboards $20,000 x 42 rooms = $840,000	**840,000**
Contracted technician services to set up, deploy, and maintain computers, iPads, TVs, etc	Yrs 1-2 10 technicians x $25/hr x 8 hrs/day x 200 days = $400,000 Yrs. 3-4 10 technicians x $25/hr x 8 hrs/day x	400,000 + 400,000 + 200,000 + 200,000 +

	100 days = $200,000	**1,200,000**
Wireless Upgrade – elementary, intermediate & middle schools are currently built for coverage, not density. Increase in the number of devices requires an upgrade in wireless, i.e., adding 500 access points	Yr. 1 Contracted service – 500 lines (wiring & cable) x $200 = 100,000	**100,000**
7. Training Stipends Explain what training is needed, and the purpose and relation to the project. **NOTE:** The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
Provide adjunct professor licensing to 6 HS teachers for teaching dual enrollment. Trained teachers; 4-yr commitment; increased numbers of students in dual credit classes Incentive reimbursement for expenses incurred	Yrs 3-4 6 teachers x 18 hrs @ $400 per hr = 43,200	43,200 x 2= **86,400**
8. Other Explain other expenditures that may exist and are not covered by other categories.		
Provide **school-based discretionary professional development budgets** aligned to individual school needs and district Guiding Principles to: embed Literacy Standards across all disciplines; focus on students' deeper-learning; provide rigorous, relevant & student-engaged instruction. Use of these discretionary funds will vary within, and among K-12 schools, based on specific needs (e.g., pay for PD provided onsite by external experts identified by school leadership team/teachers; work collaboratively during extended-day, week or year in PD meetings; attend trainings/conferences aligned to school/teacher priority needs; provide teacher incentives; etc.)	Yr. 1 650 certified staff x $250 / teacher = $162,500 Yrs. 2-3 650 certified staff x $500/ teacher = $325,000 Yr. 4 650 certified staff x 750 / teacher = $487,500	162,500 + 325,000 + 325,000 + 487,500 = **1,300,000**

9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	**23,568,189**
Add more rows as needed		
10. Total Indirect Costs **Identify and apply the indirect cost rate.**		
• Unrestricted indirect cost rate	• 15.95%	**1,606,037**
Add more rows as needed		
11. Total Grant Funds Requested **Sum lines 9-10.**		
• n/a	• n/a	**25,174,226**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
•	•	0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	**25,174,226**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES – Project 2

Table 3-1: Project-Level Budget Summary Table: **Evidence for (F)(1) Budget**
Project Name: **Alternative Pathways for Graduation**
Primary Associated Criterion and Location in Application: **Criterion (C)(1), Section IX, pages 72-104**
Additional Associated Criteria (if any) and Location in Application: None

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel	210,960	268,000	222,850	314,620	1,016,430
2. Fringe Benefits	58,021	83,640	73,476	110,613	325,750
3. Travel	16,125	7,250	7,250	7,250	37,875
4. Equipment		769,429			769,429
5. Supplies	1,200	186,359	1,200	1,200	189,959
6. Contractual	185,000	107,000	32,000	90,500	414,500
7. Training Stipends	0	0	0	0	0
8. Other					
9. Total Direct Costs (lines 1-8)	**471,306**	**1,421,678**	**336,776**	**524,183**	**2,753,943**
10. Indirect Costs*15.95	57,628	96,059	53,716	78,822	286,225
11. Total Grant Funds Requested (lines 9-10)	**528,934**	**1,517,737**	**390,492**	**603,005**	**3,040,168**
12. Funds from other sources used to support the project	0	0	0	0	0
13. Total Budget (lines 11-12)	**528,934**	**1,517,737**	**390,492**	**603,005**	**3,040,168**

BUDGET SUBPART 4: PROJECT-LEVEL BUDGET NARRATIVE

PROJECT 2: Alternative Pathways for Graduation for Grades 7-12 – Criterion (C)(1)

Alternative pathways for in- and out-of-classroom credit-bearing experiences closely connected to college & career readiness and tailored to students' interests and capabilities.

- **Virtual Learning Opportunities**—where students in Grades 7-12 will have opportunities to work online, at their own pace, on their own time to receive competency-based coursework, demonstrate mastery, and obtain course credit for high school graduation. External partners will support the evaluation of existing online courses and influence district decisions to re-develop or purchase online courses meeting expectations defined in this proposal. Online content teachers will be identified and teacher schedules adjusted to support needs of virtual learners. Professional development will be provided for content teachers and students (& families) of virtual learners.

	Contracted	Supplies	Personnel	Fringe	Contracted	Personnel	Fringe
	Quality Matters to evaluate 74 existing online courses & train staff	Subscription to Quality Matters	Re-develop or purchase 74 online courses (including credit recovery)	For teachers' re-development work on online courses	Additional software & online resources to support students	Stipends for extended-time work of content online teachers to support students	For extended-time work of content online teachers to support students
Year 1	$60,000	$1,200	$148,000	$34,040	$25,000		
Year 2		$1,200	$74,000	$17,020	$25,000	$75,000	$17,250
Year 3		$1,200	$37,000	$8,510	$25,000	$75,000	$17,250
Year 4	$55,000	$1,200	$37,000	$8,510	$25,000	$117,000	$26,910
Total	**$115,000**	**$4,800**	**$296,000**	**$60,080**	**$100,000**	**$267,000**	**$61,410**
	ONE-TIME		**ONE-TIME**		**OPERATIONAL COSTS**		

- **Extended-Learning Opportunities**—where high school students learn in-part, or in-whole, outside of the classroom in rigorous, relevant and personalized learning business partner experiences, earning credit based on demonstrated course competencies. ELO Coordinator will work collaboratively with highly-effective teachers, community partners/business entities, and students (and parents) to: (a) Develop ELO Plans, aligned to Common Core competencies; (b) Provide the ELO business partner experience for students; (c) Student will make presentations of

Final Exhibitions of Learning (assessments); and (d) Course credit will be awarded to students who demonstrate mastered competencies, as evidenced during Final Exhibitions of Learning.

	Personnel	Fringe	Travel	Travel	Personnel	Fringe
	Hire ELO Coordinator	ELO Coordinator	ELO mileage reimbursement/meetings with business partners	Year 1 site visit to New Hampshire districts/ Years 2-4 PD Conferences	Stipends for content teachers' development of prototype ELO plans	For content teachers' development of ELO plans
Year 1	$25,000	$10,500	$750	$5,500	$7,200	$1,656
Year 2	$50,000	$22,500	$750	$3,500	$10,000	$2,300
Year 3	$51,000	$22.950	$750	$3,500	$6,250	$1,438
Year 4	$78,000	$37,440	$750	$3,500	$3,900	$897
Total	**$204,000**	**$93,390**	**$3,000**	**$16,000**	**$27,350**	**$6,291**
	OPERATIONAL COSTS		**ONE-TIME**		**ONE-TIME**	

- **Sports & Media Production Opportunities**—where students train for successful television & broadcasting careers; manage a student-led profitable business, providing viable services to actual clients (& sustaining operational costs after the grant funding period). A bold concept in student training will offer an ESPN-like concept for the striving Indianapolis amateur sports market, and media and video productions.

	Personnel	Fringe	Travel	Personnel	Fringe	Personnel	Fringe	Personnel	Fringe
	Hire Production & Operations Manager	For Manager	Year 1: G-Star School; Years 2-4 for relevant PD conferences	Staff stipends to develop program curriculum, aligned to Common Core	For staff development of curriculum	Stipends for renovation planning	For staff renovation planning	Stipends for staff PD on effective use of technologies	For staff PD on effective use of technologies
Year 1	$25,000	$10,500	$9,875	$1,440	$331	$4,320	$994		
Year 2	$50,000	$22,500	$3,000	$750	$173	$2,250	$517	$6,000	$1,380
Year 3	$50,000	$22,500	$3,000	$600	$138			$3,000	$690
Year 4	$75,000	$36,000	$3,000	$600	$138			$3,120	$718
Total	**$200,000**	**$91.500**	**$18,875**	**$3,390**	**$780**	**$6,570**	**$1,511**	**$12,120**	**$2,788**
	OPERATIONAL COSTS		**ONE-TIME COSTS**						

	Contracted		Equipment	Supplies
	Renovation of site for Master Control Room, sets	Maintenance & Repair of Equipment/Supplies	Mobile Production equipment, Studio equipment, Master Control Room equipment, Editing Room equipment	Mobile Production, Studio, Master Control Room and Editing Room supplies
Year 1	$100,000			
Year 2	$75,000	$7,000	$769,429	$185,159
Year 3		$7,000	Note: Equipment & Supplies are itemized in **Appendix, Item 9, page 227**	
Year 4		$10,500		
Total	**$175,000**	**$24,500**	**$769.429**	**$185,159**
	ONE-TIME	**OPERATIONAL COSTS**	**ONE-TIME**	

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption**	**Total**
1. Personnel:		
Re-develop and/or purchase 74 online courses (including credit recovery) permitting students to work on their own time, at their own pace, for earning graduation credits. Stipends for certified staff.	Course development cost is $2000 per course, per teacher. No less than 2 teachers, per course & 74 courses. Yr 1 2 teachers x 37courses x $2,000 = $148,000 (short year, but intense work) Yr. 2 2 teachers x 18 courses x 2,000= 72,000 + 1 teacher x 1 course X 2,000 = 74,000 Yr, 3 2 teachers x 9 courses x $2000 = $36,000 + 1 teacher x 1 course X 2,000 = 37,000 Yr. 4 2 teachers x 9 courses x $2000 = $36,000 + 1 teacher x 1 course X 2,000 = 37,000	148,000 + 74,000 + 37,000 + 37,000 = **296,000**

Stipends for online content teachers to establish extended-time "office hours" to support virtual learners in online coursework. Extended-time student support Monday-Saturday	Stipends Certified Staff Yrs. 2-3 4 teachers x 15 hrs/wk x 50 wks x $25/hr = 75,000 Yr. 4 4 teachers x 15 hrs/wk x 75 wks x $26/hr = 117,000	75000 + 75000 + 117,000 = **267,000**
Hire/contract an ELO Coordinator to develop this initiative, collaborate with teachers, business partners, students & parents to create rigorous, relevant & personalized learning experiences, outside the classroom (earning course credits).	Full time Yr. 1 ½ year @ $50,000/ year = $25,000 Yrs. 2 $50,000 Yr. 3 $51,000 Yr. 4 1.5 yrs. @ $52,000/yr = $78,000	25,000 + 50,000 + 51,000 + 78,000,= **204,000**
Hire Production & Operations Manager to support all elements of Sports & Media Production initiatives	Full time Yr. 1 $25,000 Yr. 2-3 50,000 Yr. 4 75,000	25,000+ 50,000 + 50,000 + 75,000 = **200,000**
Stipends for staff to develop curriculum, aligned to Common Core Standards, for Sports & Media Production initiative	Stipends for 3 staff Yr. 1 3 staff x 20 hrs x $24 = 1,440 Yr. 2 3 staff x 10 hrs x $25 = 750 Yr 3 3 staff x 8 hours x $25 = 600 Yr. 4 3 staff x 8 hours x $25 = 600	1,440 + 750 + 600 + 600 = **3,390**
Stipends for staff to plan renovations of existing school site to facilitate Sports & Media Production studio	Yr. 1 60 hrs x $24 x 3 staff = 4,320 Yr. 2 30 hrs x $25 x 3 staff = 2,250	4,320 + 2,250 = **6,570**
Stipends for content teachers to collaboratively work with the Extended-Learning Coordinator to develop prototype plans & protocols for ELO models.	Stipends Certified staff ELO plan development Yr. 1 10 staff x 30 hrs x $24 = 7,200 Yr. 2 20 staff x 20 hrs x $25 = 10,000 Yr. 3 25 staff x 10 hrs x $25 = 6,250 Yr. 4 30 staff x 5 hrs x $26 = 3,900	7,200 + 10,000 + 6,250 + 3,900 = **27,350**
Continuous staff planning & PD for the effective use of studio	Yr. 2 80 hrs x $25 x 3 staff = 6000	6,000 +

technologies to support students' effective use	Yr. 3 40 hrs x $25 x 3 staff = 3000 Yr. 4 40 hrs x $26 x 3 staff = 3120	3,000 + 3,120 = **12,120**
2. Fringe Benefits:		
Re-develop and/or purchase 74 online courses (including credit recovery) permitting students to work on their own time, at their own pace, for earning graduation credits. Stipends for certified staff.	23% fringe benefits (FICA, TRF) • Yr. 1 148,000 x 23% = 34,040 • Yr. 2 74,000 x 23% = 17,020 • Yrs. 3- 4 37,000 x 23% = 8,510	34,040 + 17,020 + 8,510 + 8,510= **68,080**
Stipends for online content teachers to establish extended-time "office hours" to support virtual learners in traditional & credit recovery online coursework. Extended-time student support Monday-Saturday	23% fringe benefits (FICA, TRF) Yrs 2-3 = $75,000 x 23% =17,250 Yr. 4 = $117,000 x 23% = 26,910	17,250 + 17,250 + 26,910 = **61,410**
Hire/contract an Extended- Learning Coordinator to develop extended-learning initiative, collaborate with teachers, business partners, students & parents to create rigorous, relevant & personalized learning experiences outside of classroom (for course credit)	Benefits (FICA, TRF, Annuities, Insurance) Yr. 1 25,000 x 42% = 10,500 Yr. 2 50,000 x 45% =22,500 Yr. 3 51,000 x 45% = 22,950 Yr. 4 78,000 x 48% = 37,440	10,500 + 22,500 + 22,950+ 37,440 = **93,390**
Teachers collaboratively work with Extended-Learning Coordinator to develop prototype plans & protocols for ELO models.	23% fringe benefits (FICA, TRF) Yr. 1 7,200 x 23% =1,656 Yr. 2 10,000 s 23% = 2,300 Yr. 3 6,250 x 23% = 1,438 Yr. 4 3,900 x 23% = 897	1,656 + 2,300 + 1,438 + 897 = **6,291**
Hire Production & Operations Manager to support all elements of Sports & Media Production initiatives	Benefits (FICA, TRF, Annuities, Insurance) Yr. 1 $25,000 x 42% = 10,500 Yrs. 2-3 $50,000 x 45% = 22,500 Yr. 4 $75,000 x 48% = 36,000	10,500 + 22,500 + 22,500 + 36,000 = **91,500**
Stipends for staff to develop curriculum, aligned to Common Core Standards, for Sports & Media Production initiative	23% benefits (FICA, TRF) Yr. 1 1,440 x 23% = 331	331 + 173 +

	Yr. 2 750 x 23% = 173 Yrs 3-4 600 x 23% = 138	138 + 138 = **780**
Stipends for staff to plan renovations of existing (closed school) to facilitate Sports & Media Production studio	23% benefits (FICA, TRF) Yr. 1 4,320 x 23% = 994 Yr. 2 2,250 x 23% = 517	994 + 517 = **1,511**
Continuous staff planning & PD for the effective use of studio technologies	23% benefits (FICA, TRF) Yr. 2 6,000 x 23 % = 1,380 Yr. 3 3,000 x 23% = 690 Yr. 4 3,120 x 23% = 718	1,380 + 690 + 718 = **2,788**
3. Travel: Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Reimburse mileage (up to $750 per year) for Extended-Learning Coordinators' travel to meet with business partners to establish ELO experiences for students.	Travel to meet with business partners @ federal mileage rate • Yrs. 1-4 $750	750 x 4 = **3,000**
Year 1: Site visit to New Hampshire school sites to discuss lessons-learned & observe best practices of ELO models. Years 2-4 for relevant PD conferences to gather best practices to inform our effective implementation of Extended-Learning model. Costs for registration, travel, air, per diem.	Yr. 1 3 staff Lodging $200= /night x 3 nights x 3 staff = 1,800 Airfare roundtrip $900 x 3 = 2,700 Parking – airport $60 x 3 = 180 Car Rental - $400 Per diem $35/day x 4 days x 3 = 420 Yrs. 2-4 Conference registration, travel, air, per diem = 3,500	1,800 + 2,700 + 180 + 400 + 420 = **5,500** + 3500 x 3 = **10,500** **Total 16,000**
Year 1: Sports & Media Production leadership team members visit G-Star Film School in West Palm Beach, Florida. Years 2-4: Staff attend relevant PD opportunities to gather best	Yr. 1 Leadership team (5) Lodging, airfare, airport parking 1,800 x 5 staff = 9,000 Per diem 5 days x $35 x 5 staff = 875	9,000 + 875 = 9,875 + 9,000 =

practices to inform curriculum planning & program development for students	Yrs 2-4 Prof. development travel $3,000	**18,875**
4. Equipment Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.		
Sports & Media Production Studio equipment	Yr. 2 Mobile Production Equipment 368,929 Studio equipment 180,500 Master Control Room equipment 125,000 Editing room equipment 95,000	368,929 + 180,500 + 125,000 + 95,000 = **769,429**
5. Supplies Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.		
Virtual Learning Opportunities - Evaluate online courses through the Quality Matters Program to inform decisions to re-develop or purchase coursework that meets expectations defined in application. Subscription to Quality Matters	Years 1-4 Yearly subscription $1,200	1,200 x 4 = **4,800**
Sports & Media Production Studio supplies	Yr. 2 Mobile Production supplies 142,057 Studio supplies 6,500 Master Control Room 31,602 Editing Room 5,000	142,057 + 6,500 + 31,602 + 5,000 = **185,159**
6. Contractual		
Establish partnership with Quality Matters for process to evaluate existing online coursework offered in Warren to determine advisability of re-development (to meet newly-defined expectations) versus purchase of coursework	Contracted Services Yrs 1 & 4 $55,000 Yr. 1 Training & materials – 5,000	55,000 x 2 = 110,000 + 5,000 = **115,000**
Additional course content & software to provide resources & online supports to virtual learners	Course content & software Yrs. 1-4 $25,000 per year	25,000 x 4 = **100,000**
Renovation of Master Control room and adding sets for Sports &	Yr. 1 100,000	100,000 +

Media Production initiative	Yr. 2 75,000	75,000 = **175,000**
Equipment maintenance & repair for Sports & Media Production Studio	Yrs 2-3 $7,000 Yr. 4 10,500	7000 x 2 =14000 + 10500 = **$24,500**
7. Training Stipends Explain what training is needed, and the purpose and relation to the project.		
Add more rows as needed		No cost
8. Other Explain other expenditures that may exist and are not covered by other categories.		
Add more rows as needed		No cost
9. Total Direct Costs:		
• n/a	• n/a	**2,753,943**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
• Unrestricted indirect cost	• 15.95%	**286,225**
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	• **3,040,168**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	**3,040,168**

BUDGET SUBPART 3: PROJECT-LEVEL BUDGET SUMMARIES – Project 3

Table 3-1: Project-Level Budget Summary Table: **Evidence for (F)(1) Budget**
Project Name: **Competitive Preference Priority Behavior Intervention through RtI Model**
Primary Associated Criterion and Location in Application: Competitive Preference Priority, Section XIII, pages 145-157
Additional Associated Criteria (if any): **None**

Budget Categories	**Project Year 1 (a)**	**Project Year 2 (b)**	**Project Year 3 (c)**	**Project Year 4 (d)**	**Total (e)**
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies	4,600	30,000	30,000	45,600	110,200
6. Contractual	25,000	170,000			195,000
7. Training Stipends					
8. Other	600	6,000	6,000	9,600	22,200
9. Total Direct Costs (lines 1-8)	**30,200**	**206,000**	**36,000**	**55,200**	**327,400**
10. Indirect Costs*	4,817	9,729	5,742	8,804	29,092
11. Total Grant Funds Requested (lines 9-10)	**35,017**	**215,729**	**41,742**	**64,004**	**356,492**
12. Funds from other sources used to support the project	0	0	0	0	0
13. Total Budget (lines 11-12)	**35,017**	**215,729**	**41,742**	**64,004**	**356,492**

BUDGET SUBPART 4: **PROJECT-LEVEL BUDGET NARRATIVE – Project 3**

PROJECT 3: **Behavior Interventions through RtI Model for K-12**
Competitive Preference Priority, Section XIII

- In partnership with the Indiana University Equity Project and Gallahue Mental Health behavioral therapists, we will create a Positive Behavioral Interventions and Supports system (PBIS) for each school, for all students using tiered behavioral interventions that are systematically-applied to students based on their demonstrated levels of behavioral need.

(Year 1 Contractual cost for technical assistance to develop PBIS @ $25,000) ONE-TIME COST

- In collaboration with partners (Equity Project), professional development will be provided in every school to: (a) Support principals' and teachers' understanding and effective implementation of PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices.

(Year 2 Contractual cost to provide PD in 17 district schools @ $170,000) ONE-TIME COST

- Pilot and scale district-wide, for Grades K-6, a collaborative school-parent initiative (Parent University) through annual, year-long, evening workshop series to unite as a school community to promote the positive social, academic and emotional growth of each of our students. Provide workshop books, supplies & snacks.

(Year 1/short year: pilot in 2 schools $5,200; Year 2 for 12 schools $36,000; Year 3 for 12 schools $36,000; and Year 4/long year in 12 schools $55,200 for TOTAL cost @ $132,400) ONE-TIME COST

Table 4-1: Project-Level Itemized Costs		
Cost Description	**Cost Assumption**	**Total**
1. Personnel:		
•	•	• No cost
2. Fringe Benefits:		
•	•	• No cost
3. Travel:		
•	•	• No cost
4. Equipment		
•	•	• No cost

5. Supplies		
Reduce classroom behavior issues, and thereby student suspension & expulsion rates. Collaborative school-parent initiative (Parent University) to unite as a school community to promote the positive social, academic and emotional growth of each of our students. Pilot teacher/parent evening workshop series--focus on behavior issues—during Year 1, in two schools. Expand to 12 schools in Years 2-4.	Yr. 1 3 workshops @ 2 sites Books $2000 x 2 = 4,000 Chart paper, markers, etc. 300 x 2 = 600 Yr. 2-3 5 workshops @ 12 sites Books 2000 x 12 = 24,000 Chart paper, markers, etc 500 x 12 =6,000 Yr. 4 8 workshops @ 12 sites Books 3000 x 12 = 36,000 Chart Paper, Markers, etc 800 x 12 = 9,600	4,000 + 600 + 24,000 + 6,000 + 24,000 + 6,000 + 36,000 + 9,600 = **110,200**
6. Contractual Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.		
Collaborate with partners to identify appropriate behavioral interventions and alternatives to student suspensions and expulsions. Contract with Equity Center (IU Bloomington) to PBIS support work with district-wide Action Plan Leadership Group	Yr. 1 25,000	**25,000**
Contracted partner will provide school-based professional development to: (a) Support teachers' understanding & effective implementation of PBIS strategies; and (b) Provide teachers, specialists and interventionists with culturally-responsive instructional practices.	Yr. 2 10,000 x 17 schools	**170,000**
7. Training Stipends		
•	•	No cost
8. Other Explain other expenditures that may exist and are not covered by other categories.		
Collaborative school-parent initiative (Parent University) to unite	• Workshops @ 2 sites	600 +

as a school community to promote the positive social, academic and emotional growth of each of our students Snacks/drinks	Yr. 1 Snacks/drinks $300 x 2 sites = 600 Yr. 2 & 3 5 workshops @ 12 sites Snacks / drinks $500 x 12 sites = 6000 Yr. 4 8 workshops @ 12 sites Snacks/drinks $800 x 12 = 9600	6,000 + 6,000 + 9,600 = **22,200**
9. Total Direct Costs: Sum lines 1-8.		
• n/a	• n/a	**327,400**
10. Total Indirect Costs Identify and apply the indirect cost rate.		
Unrestricted indirect cost	15.95% x $182,400	**29,092**
11. Total Grant Funds Requested Sum lines 9-10.		
• n/a	• n/a	**356,492**
12. Funds from other sources used to support the project Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
• Project or activity to be funded or other description of use of funds	• Source of funds and amount of funding from each source	0
13. Total Budget Sum lines 11-12.		
• n/a	• n/a	**356,492**

BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

1. Does the applicant have an Indirect Cost Rate approved by its State Educational Agency?

YES ☒ NO ☐

If yes to question 1, please provide the following information:

Period Covered by the approved Indirect Cost Rate (mm/dd/yyyy):

From: 07/01/2010 To: 06/30/2011 *

Current approved Indirect Cost Rate: 15.95% unrestricted

Approving State agency: Indiana Dept of Education
(Please specify agency)

*We are waiting on IDOE to calculate our 2012 rates. The attached is the latest accurate rate we have.

Directions for this form:

1. Indicate whether or not the applicant has an Indirect Cost Rate that was approved by its State Educational Agency.
2. If "No" is checked, the applicant should contact the business office of its State Educational Agency.
3. If "Yes" is checked, indicate the beginning and ending dates covered by the approved Indirect Cost Rate. In addition, indicate the name of the State agency that approved the approved rate.
4. If "Yes" is checked, the applicant should include a copy of the Indirect Cost Rate agreement in the Appendix.

See Appendix Item 10, page 229.