

## Part 6: Transformation Model

### PRE-IMPLEMENTATION Strategies – Application Year

**Describe any pre-grant implementation steps which are being taken during the application year to prepare for Year I of SIG.**

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| <b>Principal changes and flexibility</b>                          | <ol style="list-style-type: none"> <li>1. Dr. Reckard will remain as the principal at Maple Crest Middle School. She is completing her fourth year in this position. Dr. Reckard's track record is strong and she brings to the building a strong background in special education, reading, data, and administration. The superintendent has determined that she is able to lead the transformation effort and can effectively implement all of the transformation principles with fidelity.</li> <li>2. Equitable Solutions consultant, Mike Langevin, has been contracted to work with Kokomo Schools this year and will be working with Dr. Reckard on data, needs analysis and teacher evaluation.</li> </ol>                                     |
| <b>Effectiveness of staff and recruitment/ retaining of staff</b> | <ol style="list-style-type: none"> <li>1. Certified teaching position vacancies will be posted both internally and externally in a timely manner.</li> <li>2. The principal and members from the administrative team will review the applications of internal and external candidates, conduct interviews, and select highly qualified candidates to fill the open positions.</li> <li>3. Teachers in the building who do not wish to participate in the Transformation Model will be given the opportunity to transfer to another building as openings occur.</li> <li>4. New teachers will be invited to the district weeklong teacher orientation program in July, which is funded by district general funds.</li> </ol>                           |
| <b>Building Culture</b>   | <ol style="list-style-type: none"> <li>1. Based on discipline incidents in the building, there is a need to provide additional training in a positive behavioral support system. Teachers are at the early levels of implementation and understanding the PBIS model. Training for School-wide Positive Behavior Intervention Support will be embedded in the summer professional development offered by the district. This training will infuse culturally responsive practices into the PBIS framework to provide an intervention system for the staff.</li> <li>2. Training in the use of the teacher evaluation system (KEEP) will be provided during the professional development workday on the last day of the 2013-14 school year.</li> </ol> |
| <b>Professional Development</b>                                   | <ol style="list-style-type: none"> <li>1. District wide professional development opportunities will be offered to staff members on June 9-13, June 16-18, and July 28-31. These opportunities are funded by Title I and Title II.</li> <li>2. The Equitable solutions consultant who has been working with Maple Crest during this school year will meet with the principal and a leadership team during the summer break. The costs of these services are included in the yearlong contract with Equitable Solutions.</li> <li>3. 2 weeks of summer PD will be provided to MCMS math, science, technology teachers and administrators in the area of STEM education. This will be provided by Purdue University.</li> </ol>                          |
| <b>Instructional Programs</b>                                     | <ol style="list-style-type: none"> <li>1. Training will be offered for the implementation of Achieve 3000.</li> <li>2. School audits and needs assessments have been conducted during the 2013-14 school year by Mike Langevin. The costs of these services were included in the yearlong contract with Equitable Solutions.</li> </ol>   |

**Parent and  
Community  
Involvement**

- I. A new student grade “bash” to welcome students and families will be held before school starts.

### 3-Year Culture SMART Goal

By May 2017, the student growth on the A-F Accountability Report Card for English/Language Arts and Math of all students in grades 6-8 at Maple Crest will increase from a D to B as measured by ISTEP+ or its replacement.

### Year 1 Culture Action Steps

| Action Steps  | Person(s) Responsible                              | Timeline   | Budgeted Items   | Transformation Principles  |
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| <p><b>On-site coaching for the principal</b> from outside educational consulting firm using research based practices in school leadership and school transformation</p>   | Leadership and Learning Center                     | 15 Sessions from 08/2014 - 05/2015   | Contract with Leadership and Learning Center On-Site Coach | <i>Replace the principal who led the school prior to implementing the model</i>  |
| <p><b>Mentoring</b> from central office administrators on weekly scheduled “on-site” visits with building principal focusing on strategic planning/goal setting, professional development, teacher appraisal and evaluation.</p>                  | Assistant Superintendent                           | Scheduled Monthly meetings 08/2014 - 06/2015   | In place   |  |
| <p>Intensive training with outside consultant on the use of the Teacher evaluation tool (created by teachers and administrators); [KEEP, (Kokomo Educator Evaluation Process)] for the Principal in conducting highly effective observations.</p> | Outside consultant from <i>Equitable Solutions</i> | 08/2014 - 06/2015<br>Once a month walk-throughs with principal documenting teaching and learning and once a month staff development for teachers in analyzing their own performance as measured on the evaluation instrument | Contract with <i>Equitable Solutions</i>                   | <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i> |
| <p>Intensive training in the evaluation tool, KEEP, for Teachers to develop efficacy in their teaching</p>  | District initiated                                 | June 5, 2014<br>Training scheduled for PD day at end of  |  |  |

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| <p>practices in all domains by more clearly understanding expectations as defined by the rubric.</p> <p>Additional training and follow up from Summer PD on the Pivot software (web based solution that organized standards, assessments, foundational practices, resources and monitoring tools) so that full understanding of documentation of instruction and planning can be achieved.</p> <p>STEM integration PD for math, science, technology, and administrators</p> | <p>School Based Team previously trained in the use of the software</p> <p>Technology Department</p> <p>Purdue University Principal</p> | <p>year. Already scheduled.</p> <p>08/2014-06/2015 Quarterly follow up for staff throughout the school year. September, January, March, May</p> <p>Spring, 2014<br/>Summer, 2014<br/>Fall, 2014<br/>Spring, 2015<br/>Summer, 2015<br/>Fall, 2015<br/>Spring, 2016<br/>Summer, 2016</p> | <p>STEM P-Grant</p>   |   |
| <p>Incentives Teachers and administrators who who meet or exceed their goals in student achievement as measured on district, school, state, and classroom data will be eligible to select resources from a menu of options including; book sets/classroom libraries, <i>Ipads</i> or similar device, attend conferences that support and align with curriculum.</p>   | <p>Principal</p>   | <p>08/2014 – 05/2015</p>   | <p>Conference registration and travel, iPad or similar device, classroom book sets<br/>Up to 1200.00 per 1 FTE =22800.00 annually</p> | <p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p> |

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| <p>Each goal that a teacher meets or exceeds will be worth \$300 of materials for a total of \$1200.00 for all goals being met.</p> <p><b>Remediation Plan</b><br/> A teacher who receives a rating of “Needs Improvement” on the KEEP Teacher Evaluation rubric will work with the principal on a remediation plan. This plan can be up to 90 days to demonstrate an increase from “needs improvement” to “effective”. A teacher who does not show improvement will be moved to a rating of “Ineffective”. A plan will be put into place with up to 90 days to demonstrate effective teaching.<br/> A teacher who receives an “ineffective” rating on the Teacher Evaluation will work with the principal to help develop a remediation plan. The teacher has up to 90 days to move out of the ineffective rating or will be subject to dismissal.</p> | <p>District administrator assigned as Mentor/Principal</p> | <p>Teachers on Remediation plan have up to 90 days to show improvement on the KEEP Teacher Evaluation Rubric.</p> |  |  |
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| <p><b>Comprehensive Needs assessment:</b><br/>A team from the Center for Leadership and Learning will spend one week on-site at the school to collect data. Review of Data sets – staff, student, community survey, on-site interviews, classroom observations, program and performance data. This data will inform direction of PD which will be held one day a month on site.</p> | <p>Center for Leadership and Learning &amp; Principal</p> | <p>August 11-15, 2014</p>   | <p>Part of Leadership and Learning First year overall plan.</p>   | <p><i>Provide high quality, job-embedded professional development</i></p> |
| <p><b>Professional development Foundational Knowledge PD (year 1)</b><br/>This PD is designed by the Center for Leadership and Learning in direct alignment from the Needs Assessment that will be conducted August 11<sup>th</sup> – August 15<sup>th</sup>.</p>   | <p>Principal &amp; Leadership and Learning Center</p>     | <p>1 day a month<br/>08/2014 - 05/2015</p>                                      | <p>Outside consultant from Leadership and Learning team/onsite professional development<br/><br/>Classroom instruction with substitute teacher<br/><br/>Manuals and publications provided by Center</p> |   |
| <p><b>On-site Coaching</b> for teachers and administrator<br/>Three days of On-site coaching for a total 15 visits (45 days) from the Center for Leadership and Learning. Each visit will allow for 1 day of work shoulder to shoulder with the principal and 2 days to work with team leaders and teacher teams.</p>   | <p>Principal &amp; Leadership and Learning Center</p>     | <p>Calendar has been created and included in appendix<br/>08/2014 - 05/2015</p> | <p>Coaches from Leadership and Learning Center<br/>Substitute teachers</p>  |   |



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| <p><b>Training in Positive School Wide Behavior support,</b> first phase; establishing expectations based on school data, universal language,</p> <p><b>Core Behavior Team</b> will have additional training prior to major breaks in the school calendar to design instruction to reinforce expectations and to evaluate areas that need additional attention in school wide plan</p> <p><b>Literacy instruction</b> modeled after workshop approach (Calkins) with focus on critical areas in Indiana College and Career standards</p> <p><b>Math instruction</b><br/>Integrated STEM</p> <p><b>Training for Acuity Lab</b> personnel to fully understand the use of Acuity in using the data to design student learning objectives and teacher instruction to address student needs</p> | <p>Partnership with CELL<br/>Consultant with PBIS with an Equity lens</p> <p>Cell Consultant for PBIS/Principal Team Leaders</p> <p>Literacy Coach</p> <p>Purdue University</p> <p>District Assessment Coordinator/<br/>State trainer for Acuity</p> | <p>Saturday in August 2014<br/>6 hours</p> <p>Prior to Fall Break (Oct)<br/>Prior to Winter Break (Dec)<br/>Prior to Spring Break (March)</p> <p>Ongoing. Shoulder to Shoulder work (cognitive coaching model) with teachers. 1 day per month, during collaboration time.</p> <p>Spring, 2014 – Summer, 2016</p> <p>August on-site training</p> | <p>Consultant<br/>43 Teacher stipends for 6 hours.</p> <p>CELL Consultant<br/>Substitute teachers</p> |  |
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| <p>as identified in Acuity A, B, C.</p>   |   |  |  |   |
| <p><b>Recruitment fair for hiring</b></p> <p><b>Week long Teacher Orientation</b> with stipends for new staff members. Focus is on District Mission, articulated curriculum, data analysis, Instructional Consultation Team, Classroom management, Human Resources, Tour of the district, Literacy framework, Math framework, web based tool for curriculum and data, Power school, district website, and blackboard</p> <p><b>Menu of Incentives</b><br/>Teachers and administrators who who meet or exceed their goals in student achievement as measured on district, school, state, and classroom data will be eligible to select resources from a menu of options including; book sets/classroom libraries, Ipads or similar device, attend conferences that</p> | <p>Assistant Superintendent (HR)&amp; Principal</p> <p>Director of Ed</p> <p>Assistant Superintendent &amp; Principal</p> | <p>April 2014</p> <p>July 28 – Aug. 1 2014<br/>6 hours per day</p> <p>May 2015</p> | <p>Expenses paid by district</p> <p>Expenses paid by district</p> <p>Conference registration and travel, Ipads or similar device, classroom book sets<br/>Up to 1200.00 per 1 FTE =22800.00 annually</p> | <p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p> |

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| <p>support and align with curriculum.<br/>Each goal that a teacher meets or exceeds will be worth \$300 of materials for a total of \$1200.00 for all goals being met.</p>   |                  |   |                           |  |
| <p><b>Acuity Lab</b><br/>Students' Acuity data will be used to design instruction for specific areas of need. Student learning objectives will be based on performance on Acuity A, B, and C<br/>Teacher will work with students one/one based on student needs.<br/>Virtual Supervisor will run lab and monitor student's working on Acuity assignments.<br/>Virtual Supervisor will also run reports and deliver to classroom teachers</p> | <p>Principal</p> | <p>Identified students will attend Acuity Lab weekly with regular assessments of growth</p> | <p>Virtual supervisor</p> | <p><i>Provide increased learning time for students and staff</i></p> |

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| <p><b>Parent Involvement Nights</b></p> <p><b>Family Liaison</b><br/>A family involvement coordinator will work with staff and families to design family involvement activities. Activities will focus on student achievement in areas of academics through the use of technology.</p> | <p>Literacy Coach and family involvement coordinator</p> <p>Principal</p> | <p>4 times a school year</p>  | <p>Family Involvement Coordinator and Literacy Coach</p> <p>Family Involvement Coordinator</p>                 | <p><i>Provide mechanisms for family and community engagement</i></p>                                   |
| <p>Support will be available to design schedules to maximize teaching time and eliminate down time in the classroom</p>  | <p>Principal, Leadership and Learning Coach, and Literacy Coach</p>       | <p>Support will span over 45 days of on-site coaching</p> <p>Needs Assessment in August</p> | <p>Leadership and Learning Coach</p> <p>Substitute Teachers</p> <p>Stipends for afterschool and weekend PD</p> | <p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p> |
| <p>SEA will provide three staff development day Networking PD days for building teams</p>  | <p>Principal and DOE representative</p>                                   | <p>3x during the year</p>   |  | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>    |

| LEA providing ongoing assistance through collaboration with Assistant Superintendent<br>Additional support staff including on-site coaches and consultants   |  | Weekly visits from the Assistant Superintendent  |                |                           |
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| Year 2 Culture Action Steps  |  |  |                |                           |
| Action Steps   | Person(s) Responsible  | Timeline   | Budgeted Items | Transformation Principles |
| <p><b>On-site coaching for the principal</b> from outside educational consulting firm using research based practices in school leadership and school transformation</p> <p><b>Mentoring</b> from central office administrators on weekly scheduled “on-site” visits with building principal focusing on strategic planning/goal setting, professional development, teacher appraisal and evaluation.</p> | <p>Leadership and Learning Center</p> <p>Assistant Superintendent</p>              | <p>12 Sessions from 08/2015 - 05/2016</p> <p>Scheduled monthly meetings 08/2015 - 06/2016</p>  |                |                           |
| <p>Intensive training with outside consultant on the use of the Teacher evaluation tool (created by teachers and administrators); [KEEP, (Kokomo Educator Evaluation Process)] for the Principal in conducting highly effective observations.</p> <p>STEM integration PD for math, science,</p>  | <p>Outside consultant from <i>Equitable Solutions</i></p> <p>Purdue University</p> | <p>4 days during the 15-16 school year walk-throughs with principal documenting teaching and learning and once a month staff development for teachers in analyzing their own performance as measured on the evaluation instrument</p> <p>Spring, 2014<br/>Summer, 2014</p> |                |                           |

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| <p>technology, and administrators</p>   | <p>Principal</p>  | <p>Fall, 2014<br/>Spring, 2015<br/>Summer, 2015<br/>Fall, 2015<br/>Spring, 2016<br/>Summer, 2016</p>                                       |  |  |
| <p>Incentives<br/>Teachers and administrators who who meet or exceed their goals in student achievement as measured on district, school, state, and classroom data will be eligible to select resources from a menu of options including; book sets/classroom libraries, <i>lpads</i> or similar device, attend conferences that support and align with curriculum.<br/>Each goal that a teacher meets or exceeds will be worth \$300 of materials for a total of \$1200.00 for all goals being met.</p> <p><b>Remediation Plan</b><br/>A teacher who receives a rating of “Needs Improvement” on the KEEP Teacher Evaluation rubric will work with the principal on a remediation plan. This plan can be up to 90 days to demonstrate an increase from “needs improvement” to “effective”. A teacher who does not show</p> | <p>Principal</p> <p>District administrator assigned as Mentor/Principal</p> | <p>08/2015 – 05/2016</p> <p>Teachers on Remediation plan have up to 90 days to show improvement on the KEEP Teacher Evaluation Rubric.</p> |  |  |

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| <p>improvement will be moved to a rating of “Ineffective”. A plan will be put into place with up to 90 days to demonstrate effective teaching.</p> <p>A teacher who receives an “ineffective” rating on the Teacher Evaluation will work with the principal to help develop a remediation plan. The teacher has up to 90 days to move out of the ineffective rating or will be subject to dismissal.</p>   |   |   |  |  |
| <p><b>Needs Assessment current needs assessment with comparison of growth from previous year (year 2)</b><br/> This PD is designed by the Center for Leadership and Learning in direct alignment from the Needs Assessment that will be conducted August 11<sup>th</sup> – August 12<sup>th</sup> comparing data to previous year</p> <p><b>On-site Coaching</b> for teachers and administrator<br/> Two to three days of On-site coaching for a total 14 visits (40 days) from the Center for Leadership and Learning. Each visit will allow for 1 day of work shoulder to shoulder</p> | <p>Center for Leadership and Learning &amp; Principal</p> <p>Principal &amp; Leadership and Learning Center</p> | <p>August 11-12, 2015</p> <p>08/11/2015 &amp; 8/12/2015</p> |  |  |



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| <p><b>Training in Positive School Wide Behavior support,</b><br/>second phase; focus on Tier 2 support for students and design support plan for classrooms</p> <p><b>Literacy instruction</b><br/>Classroom coaching with teachers</p> <p><b>Math instruction</b><br/>Integrated STEM</p> | <p>Principal and UDDI Team Leaders</p>  | <p>8/2015 – 5/2016</p>  |                              |  |
| <p><b>Support for Acuity Lab</b> review and expand understanding of Acuity data and SLO</p>   | <p>Partnership with CELL<br/>Consultant with PBIS with an Equity lens</p> <p>Purdue University</p> <p>Acuity lab supervisor</p> | <p>August 2015<br/>January 2016</p> <p>Ongoing. Shoulder to Shoulder work (cognitive coaching model) with teachers.</p> <p>4 days of PD for STEM integration</p> <p>August on-site training</p> | <p>CELL<br/>Sub teachers</p> |  |

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| <p><b>Recruitment fair for hiring</b></p>  | <p>Assistant Superintendent (HR)&amp; Principal</p> | <p>April 2015</p>                                 |  |  |
| <p><b>Week long Teacher Orientation</b> with stipends for new staff members. Focus is on District Mission, articulated curriculum, data analysis, Instructional Consultation Team, Classroom management, Human Resources, Tour of the district, Literacy framework, Math framework, web based tool for curriculum and data, Power school, district website, and blackboard</p>   | <p>Director of Ed</p>                               | <p>July 27 – July 31 2015<br/>6 hours per day</p> |  |  |
| <p><b>Menu of Incentives</b><br/>Teachers and administrators who who meet or exceed their goals in student achievement as measured on district, school, state, and classroom data will be eligible to select resources from a menu of options including; book sets/classroom libraries, Ipads or similar device, attend conferences that support and align with curriculum. Each goal that a teacher meets or exceeds will be worth \$300 of materials for a total of \$1200.00 for all goals being met.</p> | <p>Assistant Superintendent &amp; Principal</p>     | <p>May 2016</p>                                   |  |  |

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| <p><b>Acuity Lab</b><br/>Students' Acuity data will be used to design instruction for specific areas of need. Student learning objectives will be based on performance on Acuity A, B, and C<br/>Teacher will work with students one/one based on student needs.<br/>Virtual Supervisor will run lab and monitor student's working on Acuity assignments.<br/>Virtual Supervisor will also run reports and deliver to classroom teachers</p> | <p>Principal</p> | <p>Identified students will attend Acuity Lab weekly with regular assessments of growth</p> |  |  |

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| <p><b>Parent Involvement Nights</b></p> <p><b>Family Liaison</b><br/>A family involvement coordinator will work with staff and families to design family involvement activities. Activities will focus on student achievement in areas of academics through the use of technology.</p> | <p>Literacy Coach and family involvement coordinator</p> <p>Principal</p> | <p>4 times a school year</p>  |  |  |
| <p>Support will be available to design schedules to maximize teaching time and eliminate down time in the classroom</p>  | <p>Principal, Leadership and Learning Coach, and Literacy Coach</p>       | <p>Support will span over 45 days of on-site coaching</p> <p>Needs Assessment in August</p> |  |  |
| <p>SEA will provide three staff development day Networking PD days for building teams</p> <p>LEA providing ongoing assistance through collaboration with</p>   | <p>Principal and DOE representative</p>                                   | <p>3x during the year</p> <p>Weekly visits from the Assistant Superintendent</p>            |  |  |

| Assistant Superintendent<br>Additional support staff including on-site coaches and consultants  |   |  |  |   |
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| Year 3 Culture Action Steps   |   |  |  |   |
| Action Steps  | Person(s) Responsible   | Timeline   | Budgeted Items   | Transformation Principles   |
| <p><b>On-site coaching for the principal</b> from outside educational consulting firm using research based practices in school leadership and school transformation</p> <p><b>Mentoring</b> from central office administrators on monthly scheduled “on-site” visits with building principal focusing on strategic planning/goal setting, professional development, teacher appraisal and evaluation.</p> | <p>Leadership and Learning Center</p> <p>Assistant Superintendent</p> | <p>15 Sessions from 08/2016- 05/2017</p> <p>Scheduled Monthly meetings 08/2016 - 06/2017</p> | <p>Contract with Leadership and Learning Center On-Site Coach</p> <p>In place</p>  | <p><i>Replace the principal who led the school prior to implementing the model</i></p>  |
| <p>Continued work with consultant on effective evaluation and goal setting</p> <p>Debriefing with teachers on observation/walk through</p>  | <p>Outside consultant from Equitable Solutions</p>                    | <p>08/2016 – 06/2017</p>   | <p>Contract with Equitable Solutions</p>   | <p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>   |
| <p><b>Incentives</b><br/>Teachers and administrators who who meet or exceed their goals in student achievement as measured on district, school, state, and classroom data will be eligible to select</p>  | <p>Principal</p>  | <p>08/2016– 05/2017</p>  | <p>Conference registration and travel, ipads or similar device, classroom book sets<br/>Up to 1200.00 per 1 FTE =22800.00 annually</p> | <p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p> |

resources from a menu of options including; book sets/classroom libraries, *lpads* or similar device, attend conferences that support and align with curriculum. Each goal that a teacher meets or exceeds will be worth \$300 of materials for a total of \$1200.00 for all goals being met.

**Remediation Plan**

A teacher who receives a rating of “Needs Improvement” on the KEEP Teacher Evaluation rubric will work with the principal on a remediation plan. This plan can be up to 90 days to demonstrate an increase from “needs improvement” to “effective”. A teacher who does not show improvement will be moved to a rating of “Ineffective”. A plan will be put into place with up to 90 days to demonstrate effective teaching. A teacher who receives an “ineffective” rating on the Teacher Evaluation will work with the principal to help develop a remediation plan. The teacher has up to 90 days to move out of the ineffective rating or will be subject to dismissal.

District administrator assigned as Mentor/Principal

Teachers on Remediation plan have up to 90 days to show improvement on the KEEP Teacher Evaluation Rubric.

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| <p><b>Professional development</b><br/><b>Year 3</b><br/>This PD is designed by the Center for Leadership and Learning in direct alignment from the Needs Assessment done in the beginning of the school year.(Aug. 12)</p> <p><b>On-site Coaching</b> for teachers and administrator<br/>Three days of On-site coaching for a total 10 visits (35 days)from the Center for Leadership and Learning. Each visit will allow for 1 day of work shoulder to shoulder with the principal and 2 days to work with team leaders and teacher teams.</p> <p><b>Data Teams</b><br/>During the third year, teachers will be working with an onsite facilitator to become accomplished in sustaining the model within the school without outside consultation and coaching. We will use the train the trainer model with teacher leaders training additional staff members To build capacity.<br/>Data analysis<br/>Student anchor papers<br/>Collaborative scoring<br/>Formative and summative assessments</p> | <p>Center for Leadership and Learning &amp; Principal</p> <p>Principal &amp; Leadership and Learning Center</p> <p>Principal &amp; Leadership and Learning Center</p> | <p>08/2016 – 06/2017<br/>1 day a month</p> <p>Calendar has been created and included 08/2016 – 05/2017</p> <p>Calendar has been created and included in appendix 08/2016- 05/2017</p> | <p>Outside consultant from Leadership and Learning team/onsite professional development</p> <p>Classroom instruction with substitute teacher</p> <p>Manuals and publications provided by Center</p> <p>Coaches from Leadership and Learning Center<br/>Substitute teachers</p> <p>Coaches from Leadership and Learning Center<br/>Substitute teachers</p> | <p><i>Provide high quality, job-embedded professional development</i></p> |
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| <p><b>Follow up</b> in each area will be covered in during grade level and/or cross grade level collaboration time</p> <ul style="list-style-type: none"> <li>• Use of data</li> <li>• Designing effective instruction informed by data</li> <li>• Identifying students who need additional support</li> <li>• Designing differentiated instruction</li> </ul> | <p>Principal &amp; Literacy Coach</p>                                     | <p>08/2016 – 05/2017<br/>Weekly collaboration time for each team [50 minutes per week]</p> |  |  |
| <p><b>Unit Planning</b><br/>Teacher leaders will review, reflect and revise units that are posted on the District curriculum web based tool/Pivot</p>  | <p>Principal and UDDI Team Leaders</p>                                    | <p>08/2016 – 05/2017<br/>Weekly collaboration time for each team 50 min.</p>               |  |  |
| <p><b>Third Year Positive School Wide Behavior Support</b><br/>understanding teaching social skills to Tier 3 students with behavior plans in place</p>  | <p>Partnership with CELL<br/>Consultant with PBIS with an Equity lens</p> | <p>Fall 2016<br/>Spring 2017</p>   | <p>IU Consultant<br/>Substitute teachers</p> |  |
| <p><b>Literacy instruction</b><br/>modeled after workshop approach (Calkins) with focus on critical areas in Indiana</p>   | <p>Literacy Coach</p>   | <p>Ongoing. Shoulder to Shoulder work (cognitive coaching model) with teachers.</p>        |  |  |

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| <p>College and Career standards<br/>Complex Text<br/>Critical Literacy</p> <p><b>Math instruction</b><br/>Integrated STEM</p> <p><b>Training for Acuity Lab</b> personnel to fully understand the use of Acuity in using the data to design student learning objectives and teacher instruction to address student needs as identified in Acuity A, B, C.</p>                           | <p>Purdue University</p> <p>District Assessment Coordinator/<br/>State trainer for Acuity</p> | <p>1 day per month, during collaboration time.</p> <p>Spring, 2016–<br/>Summer, 2017</p> <p>August on-site training</p> |   |   |
| <p><b>Recruitment fair for hiring</b></p> <p><b>Week long Teacher Orientation</b> with stipends for new staff members. Focus is on District Mission, articulated curriculum, data analysis, Instructional Consultation Team, Classroom management, Human Resources, Tour of the district, Literacy framework, Math framework, web based tool for curriculum and data, Power school,</p> | <p>Assistant Superintendent (HR)&amp; Principal</p> <p>Director of El Ed</p>                  | <p>April 2017</p> <p>July 24– July 28 2017<br/>6 hours per day</p>  | <p>Expenses paid by district</p> <p>Expenses paid by district</p> | <p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p> |

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| <p>district website, and blackboard</p> <p><b>Menu of Incentives</b><br/> Teachers and administrators who who meet or exceed their goals in student achievement as measured on district, school, state, and classroom data will be eligible to select resources from a menu of options including; book sets/classroom libraries, Ipads or similar device, attend conferences that support and align with curriculum.<br/> Each goal that a teacher meets or exceeds will be worth \$300 of materials for a total of \$1200.00 for all goals being met.</p> | <p>Assistant Superintendent &amp; Principal</p> | <p>May 2017</p>   | <p>Conference registration and travel, ipads or similar device, classroom book sets<br/> Up to 1200.00 per I<br/> FTE =22800.00 annually</p> |  |
| <p><b>Acuity Lab</b><br/> Students' Acuity data will be used to design instruction for specific areas of need. Student learning objectives will be based on performance on Acuity A, B, and C<br/> Acuity Lab Supervisor will assigns instructional resources as students do critical content sheets. Data are shared with teachers.</p>   | <p>Principal</p>                                | <p>Identified students will attend Acuity Lab weekly with regular assessments of growth</p> | <p>Acuity Lab Supervisor</p>   | <p><i>Provide increased learning time for students and staff</i></p> |

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| <p><b>Parent Involvement Nights</b></p> <p><b>Family Liaison</b><br/>A family involvement coordinator will work with staff and families to design family involvement activities. Activities will focus on student achievement in areas of academics</p> | <p>Literacy Coach and family involvement coordinator</p> <p>Principal</p> | <p>4 times a school year</p> | <p>Family Involvement Coordinator</p> <p>Family Involvement Coordinator</p> | <p><i>Provide mechanisms for family and community engagement</i></p> |

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| through the use of technology.   |  |   |   |   |
| Support will be available to design schedules to maximize teaching time and eliminate down time in the classroom   | Principal, Leadership and Learning Coach, and Literacy Coach | Support will span over 30days of on-site coaching<br><br>Needs Assessment in August | Leadership and Learning Coach<br><br>Substitute Teachers<br><br>Stipends for afterschool and weekend PD | <i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i> |
| SEA will provide three staff development day Networking PD days for building teams<br><br>LEA providing ongoing assistance through collaboration with Assistant Superintendent<br>Additional support staff including on-site coaches and consultants | Principal and DOE representative                             | 3x during the year<br><br>Weekly visits from the Assistant Superintendent           |   | <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>    |

**Year 4 SUSTAINABILITY Culture Goal and Action Steps**

By May, 2018, the student growth on the A-F Accountability report card of all students in grades 6-8 at Maple Crest Middle School will remain at a B grade or higher as measured by ISTEP+ or its replacement.

| <b>Action Steps</b>  | <b>Person(s) Responsible</b> | <b>Timeline</b> | <b>Partnerships</b> | <b>Transformation Principles</b>  |
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| <b>Mentoring</b> from central office administrators on weekly scheduled “on-site” visits with building principal focusing on strategic planning/goal | Assistant Superintendent     | Quarterly       | In place            | <i>Replace the principal who led the school prior to implementing the model</i> |

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| <p>setting, professional development, teacher appraisal and evaluation.</p>   |  |  |  |   |
| <p>Continued support and training on the use of the teacher evaluation instrument (KEEP).</p>   | <p>District initiated</p>  | <p>Once a month walk throughs with principal documenting teaching and learning and once a month staff development for teachers in analyzing their own performance as measured on the evaluation instrument</p> |  | <p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>   |
| <p>Incentives will be embedded in the teacher evaluation plan</p> <p><b>Remediation Plan</b><br/> A teacher who receives a rating of “Needs Improvement” on the KEEP Teacher Evaluation rubric will work with the principal on a remediation plan. This plan can be up to 90 days to demonstrate an increase from “needs improvement” to “effective”. A teacher who does not show improvement will be moved to a rating of “Ineffective”. A plan will be put into place with up to 90 days to demonstrate effective teaching.<br/> A teacher who receives an “ineffective” rating on the Teacher Evaluation will work with the principal to</p> | <p>District Initiated</p> <p>District administrator assigned as Mentor/Principal</p> | <p>Teachers on Remediation plan have up to 90 days to show improvement on the KEEP Teacher Evaluation Rubric.</p>  |  | <p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p> |

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| <p>help develop a remediation plan. The teacher has up to 90 days to move out of the ineffective rating or will be subject to dismissal.</p>   |   |  |  |   |
| <p><b>Comprehensive Needs assessment:</b><br/>The school leadership team conduct a needs assessment</p> <p><b>Professional development</b><br/>Will be job embedded</p> <p><b>On-site Coaching</b> for teachers by in-house literacy coach</p> <p><b>Sustaining Data Teams</b><br/>Data leadership teams will continue to meet once a month</p> <p><b>Follow up</b> in each area will be covered in during grade level and/or cross grade level collaboration time</p> <ul style="list-style-type: none"> <li>• Use of data</li> <li>• Designing effective instruction informed by data</li> <li>• Identifying students who</li> </ul> | <p>School Leadership Team</p> <p>Literacy Coaches and District PD</p> <p>Literacy Coach</p> <p>Data leadership team</p> <p>Principal &amp; Literacy coach</p> | <p>August</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p> | <p>By demonstrating the importance of additional staff member in relation to student achievement as evidenced over the past two years, will be able to sustain literacy coach position</p> | <p><i>Provide high quality, job-embedded professional development</i></p> |

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| <p>need additional support</p> <ul style="list-style-type: none"> <li>• Designing differentiated instruction</li> </ul> <p><b>Unit Planning</b> to continue and improve teacher’s knowledge and skills in writing UDDI (Universal Design, Differentiated Instruction) units of study addressing all learners</p> <p><b>Continued Support in Positive School Wide Behavior support</b></p> <p><b>Core Behavior Team</b> will continue to reinforce expectations and to evaluate areas that need additional attention in school wide plan</p> <p><b>Literacy instruction</b> modeled after workshop approach (Calkins) with focus on critical areas in Indiana College and Career standards</p> <p><b>Acuity Lab</b> will be facilitated by the teachers to design student learning objectives and teacher instruction to address student needs as identified in Acuity A, B, C.</p> | <p>UDDI Team Leaders</p> <p>Team Leaders</p> <p>Core Behavior Team</p> <p>Literacy coach</p> <p>Acuity Lab Supervisor and Teachers</p> | <p>Twice each semester</p> <p>Twice each year</p> <p>Monthly</p> <p>Coaching as needed</p> <p>Ongoing</p> | <p>The importance of the job of Acuity Lab Supervisor will be sustained by the district because of the demonstrated student achievement.</p> |  |
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| <p><b>Recruitment fair for hiring</b></p>  | Assistant Superintendent (HR)& Principal | April  | Expenses paid by district   | <i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i> |
| <p><b>Week long Teacher Orientation</b> with stipends for new staff members. Focus is on District Mission, articulated curriculum, data analysis, Instructional Consultation Team, Classroom management, Human Resources, Tour of the district, Literacy framework, Math framework, web based tool for curriculum and data, Power school, district website, and blackboard</p> | Director of El Ed                        | July   | Expenses paid by district   |  |
| <p><b>Mentoring program</b> for new staff members</p>  | Assign a peer mentor                     | Monthly Follow up on site with assigned mentor |   |  |
| <p><b>Acuity Lab</b><br/>Students' Acuity data will be used to design instruction for specific areas of need. Student learning objectives will be based on performance on Acuity A, B, and C<br/>Teacher will share data with classroom teacher and also keep data on student progress on goals.</p>   | Acuity Lab Supervisor                    | Ongoing  | The importance of the job of Acuity Lab Supervisor will be sustained by the district because of the demonstrated student achievement. | <i>Provide increased learning time for students and staff</i>  |

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| <p><b>New Student Bash</b></p> <p><b>Monthly meetings with literacy focus</b></p>   | <p>Dr. Reckard</p> <p>Literacy coach</p> | <p>July</p> <p>Monthly meetings</p> |  | <p><i>Provide mechanisms for family and community engagement</i></p>                                   |
| <p>Support will be available to design schedules to maximize teaching time and eliminate down time in the classroom</p>                     | <p>Principal</p>                         |                                     |  | <p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p> |
| <p>LEA providing ongoing assistance through collaboration if needed. Additional support staff including on-site coaches and consultants</p> |  |                                     |  | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>    |

### 3-Year Academic SMART Goal

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| <p><b>ELA Academic Goal</b><br/>By May, 2017, the passing rate for English/Language Arts of all students in grades 6-8 at Maple Crest will increase to 76% passing as measured by ISTEP+ or its replacement.</p> | <p><b>Math Academic Goal</b><br/>By May, 2017, the passing rate for Math of all students in grades 6-8 at Maple Crest will increase to 80% passing as measured by ISTEP+ or its replacement.</p> | <p><b>Other Academic Goal (optional)</b></p> |
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### Year I Academic Action Steps

| Action Steps  | Person(s) Responsible          | Timeline                                 | Budgeted Items   | Transformation Principles                                     |
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| Conduct a comprehensive needs assessment reviewing 4 data sets, including program and performance data.                       | Leadership and Learning Center | During first month of school             | Contract with Leadership and Learning Center<br><b>included in the \$275,000 fee</b> | <i>Use data to implement an aligned instructional program</i> |
| Coaching for teacher teams and school leaders - Establish a 100 day action plan for leadership goal setting                   | Leadership and Learning Center | Part of 10 additional coaching days      | Contract with Leadership and Learning Center<br><b>\$34,000</b>                      |   |
| Training for the School Improvement/Data Team including Implementation and monitoring/building data teams.                    | Leadership and Learning Center | Part of the 45 on-site days              | Contract with Leadership and Learning Center<br><b>included in the \$275,000 fee</b> |   |
| Training for the School Improvement/Data Team to use data-driven interventions deliberately to plan instructional strategies. | Leadership and Learning Center | Part of the 45 on-site days              | Contract with Leadership and Learning Center<br><b>included in the \$275,000 fee</b> |   |
| Provide support and coordination of the School Improvement/Data Team including planning,                                      | Leadership and Learning Center | 5 on-site visits and monthly phone calls | Contract with Leadership and Learning Center<br><b>Included in the \$275,000 fee</b> |   |

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| <p>implementation, and monitoring/building data teams.</p> <p>Analyze Acuity scores and plan interventions based on the data.</p> <p>Develop curriculum documents for common short-cycle formative assessments</p> <p>Train teachers to collaboratively score student work to make decisions about instructional practices.</p> <p>Train teachers to disaggregate discipline behavior to plan the Schoolwide PBIS program.</p> <p>Work with the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs.</p> <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve assessments) to ensure alignment with instructional programs. Teachers will be trained and supported to implement an</p> | <p>Acuity Lab<br/>Virtual<br/>Supervisor and<br/>Teachers</p> <p>Leadership and<br/>Learning Center</p> <p>Leadership and<br/>Learning Center</p> <p>CELL</p> <p>Equitable<br/>Solutions</p> <p>Data Team<br/>Leaders</p> | <p>September and<br/>ongoing</p> <p>Part of the 45 on-site<br/>days</p> <p>Part of the 45 on-site<br/>days</p> <p>10 days – once<br/>monthly</p> <p>10 days – once<br/>monthly</p> <p>Once monthly</p> | <p><b>\$36,000</b></p> <p>Contract with<br/>Leadership and<br/>Learning Center<br/><b>Included in the<br/>\$275,000</b></p> <p>Contract with<br/>Leadership and<br/>Learning Center<br/><b>Included in the<br/>\$275,000</b></p> <p>Contract with CELL<br/><b>\$1500 a day =<br/>\$15,000</b></p> <p>Contract with<br/>Equitable Solutions<br/><b>\$1500 a day =<br/>\$15,000</b></p> |  |
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| <p>aligned instructional program using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>  | <p>Instructional Coach<br/>Technology coach</p>   | <p>August and January</p>  |  |   |
| <p>Provide training for the School Improvement/Data Team including Implementation and monitoring/building data teams.</p> <p>Provide training for the School Improvement/Data Team to use data-driven interventions to differentiate instruction.</p> <p>Provide support and coordination of the School Improvement/ Data Team including planning, implementation, and monitoring/building data teams.</p> <p>Train teachers to collaboratively score student work to make decisions about instructional practices.</p> <p>Train teachers to disaggregate discipline behavior to plan the Schoolwide PBIS program.</p> | <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>CELL</p> | <p>Part of the 45 on-site days</p> <p>Part of the 45 on-site days</p> <p>5 on-site visits and monthly phone calls</p> <p>Part of the 45 on-site days</p> <p>10 days – once monthly</p> | <p>Contract with Leadership and Learning Center<br/>included in the \$275,000 fee</p> <p>Contract with Leadership and Learning Center<br/>included in the \$275,000 fee</p> <p>Contract with Leadership and Learning Center<br/>included in the \$275,000 fee</p> <p>Contract with Leadership and Learning Center<br/>included in the \$250,000 fee</p> <p>Contract with CELL<br/>\$1 500 per day = \$15,000</p> | <p><i>Promote the use of data to inform and differentiate instruction</i></p> |

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| <p>Work with the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs.</p> <p>Teachers will be trained to differentiate instruction using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p> <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve assessments) to ensure differentiated instruction.</p> | <p>Equitable Solutions</p> <p>Instructional coach<br/>Technology Staff</p> <p>Data team Leader</p> | <p>10 days – once monthly</p> <p>August and January</p> <p>Once monthly</p> | <p>Contract with Equitable Solutions<br/>\$1500 per day =<br/>\$15,000</p> |  |
| <p>Provide ongoing, intensive technical assistance and support through mentoring from central office administrators on weekly scheduled “on-site” visits with building principal focusing on strategic planning/goal setting, professional development, teacher appraisal and evaluation.</p>   | <p>Assistant Superintendent</p>  | <p>Weekly meetings</p>  | <p>In kind services</p>  | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> |

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| Provide technical assistance through networking PD Days for building teams. Provide technical assistance through Desktop monitoring information and phone conferences. | SEA | September, January, and June | Provided by the SEA |  |
| Onsite monitoring on data review, plan implementation and modification, SMART Goal review, and implementation focus.   | SEA | January and March            | Provided by the SEA |  |
| Conduct desktop and fiscal monitoring on data review, plan implementation and modification, budget, time and effort, and teacher surveys.                              | SEA | October/ November            | Provided by the SEA |  |
| Conduct onsite monitoring on data review, plan review, SMART Goal review and adjustments, and implementation focus.  | SEA | February                     | Provided by the SEA |  |
| Attend Title I conference, which follows the grant networking day.   | SEA | April/May                    | Provided by the SEA |  |

**Year 2 Academic Action Steps**

| Action Steps   | Person(s) Responsible              | Timeline  | Budgeted Items   | Transformation Principles  |
|--|------------------------------------|---|--|--|
| Needs assessment review to inform improvement planning for Year 2.   | Leadership and Learning Center     | During first month of school                            | Contract with Leadership and Learning Center<br><b>included in the \$250,000 fee</b> | Needs assessment review to inform improvement planning for Year 2.   |
| On-site Coaching for school leader, leadership teams, and data teams - support to accelerate growth and achievement                          | Leadership and Learning Center     | 40 on-site days coaching days                           | Contract with Leadership and Learning Center<br><b>\$60,000 (of the \$250,000)</b>   | On-site Coaching for school leader, leadership teams, and data teams - support to accelerate growth and achievement                          |
| Additional coaching for leader and teacher teams - develop a 100 day action plan for leadership goal setting                                 | Leadership and Learning Center     | Part of 10 additional coaching days                     | Contract with Leadership and Learning Center<br><b>\$34,000</b>                      | Additional coaching for leader and teacher teams - develop a 100 day action plan for leadership goal setting                                 |
| Training focused on the most urgent needs of the school based on the data  | Leadership and Learning Center     | 10 days – once monthly                                  | Contract with Leadership and Learning Center<br><b>included in the \$250,000 fee</b> | Training focused on the most urgent needs of the school based on the data  |
| Ongoing support and coordination of the School Improvement/Data Team including planning, implementation, and monitoring/building data teams. | Leadership and Learning Center     | 4 on-site visits and monthly phone calls                | Contract with Leadership and Learning Center<br><b>included in the \$250,000 fee</b> | Ongoing support and coordination of the School Improvement/Data Team including planning, implementation, and monitoring/building data teams. |
| Analyze Acuity scores and plan interventions based on the data.  | Acuity Lab Supervisor and Teachers | September and ongoing                                   | <b>\$36,000</b>  | Analyze Acuity scores and plan interventions based on the data.  |
| Conduct professional development focused on instructional data teams, building data teams, and assessment training.                          | Leadership and Learning Center     | Part of the 10 additional professional development days | Contract with Leadership and Learning Center<br><b>Included in the \$52,000 fee</b>  | Conduct professional development focused on instructional data teams, building data teams, and assessment training.                          |
| Ongoing support for teachers in disaggregating discipline  | CELL                               | 4 days – once quarterly                                 | Contract with CELL<br><b>\$1 500 per day = \$6,000</b>                               | Ongoing support for teachers in disaggregating discipline behavior data to plan the Schoolwide PBIS program.                                 |
| Ongoing support for the principal and classroom teachers to analyze the data   |                                    |   |  | Ongoing support for the principal and classroom teachers to analyze the data   |

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| <p>behavior data to plan the Schoolwide PBIS program.</p> <p>Ongoing support for the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs.</p> <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve assessments) to ensure alignment with instructional programs.</p> <p>Teachers will be trained and supported to implement an aligned instructional program using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p> | <p>Equitable Solutions</p> <p>Data Team Leaders</p> <p>Instructional Coach</p> | <p>4 days – once quarterly</p> <p>Once monthly</p> <p>August</p> | <p>Contract with Equitable Solutions<br/> <b>\$1500 per day = \$6,000</b></p>                 | <p>from walkthroughs to align instructional programs.</p> <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve assessments) to ensure alignment with instructional programs.</p> <p>Teachers will be trained and supported to implement an aligned instructional program using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p> |
| <p>Ongoing support and coordination of the School Improvement/ Data Team including planning, implementation, and monitoring/building data teams.</p>  | <p>Leadership and Learning Center</p>  | <p>4 on-site visits and monthly phone calls</p>                  | <p>Contract with Leadership and Learning Center<br/> <b>included in the \$250,000 fee</b></p> | <p>Ongoing support and coordination of the School Improvement/ Data Team including planning, implementation, and monitoring/building data teams.</p>   |

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| <p>Professional development focused on instructional data teams, building data teams, and assessment training.</p>  | <p>Leadership and Learning Center</p> | <p>Part of the 10 additional professional development days</p> | <p>Contract with Leadership and Learning Center<br/>Included in the \$52,000 fee</p>  | <p>Professional development focused on instructional data teams, building data teams, and assessment training.</p>  |
| <p>Training focused on the most urgent needs of the school based on the data</p>  | <p>Leadership and Learning Center</p> | <p>10 days – once monthly</p>                                  | <p>Contract with Leadership and Learning Center<br/>\$15,000 (part of \$250,000)</p>  | <p>Training focused on the most urgent needs of the school based on the data</p>  |
| <p>Ongoing support for teachers to collaboratively score student work to make decisions about instructional practices.</p>  | <p>Leadership and Learning Center</p> | <p>On-site coaching as needed</p>                              | <p>Contract with Leadership and Learning Center<br/>included in the \$250,000 fee</p> | <p>Ongoing support for teachers to collaboratively score student work to make decisions about instructional practices.</p>  |
| <p>Ongoing support for teachers to review discipline behavior data to revise or adapt the Schoolwide PBIS program.</p>  | <p>CELL</p>                           | <p>4 days – once quarterly</p>                                 | <p>Contract with CELL<br/>\$1500 per day = \$6,000</p>                                | <p>Ongoing support for teachers to review discipline behavior data to revise or adapt the Schoolwide PBIS program.</p>  |
| <p>Work with the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs.</p>  | <p>Equitable Solutions</p>            | <p>4 days – once quarterly</p>                                 | <p>Contract with Equitable Solutions<br/>\$1500 per day = \$6,000</p>                 | <p>Work with the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs.</p>  |
| <p>Teachers will be trained and supported to use data from multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000 data to differentiate instruction. Assessments will be housed in a web-based tool, Pivot.</p> | <p>Instructional Coach</p>            | <p>August and as needed with new teachers</p>                  | <p></p>   | <p>Teachers will be trained and supported to use data from multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000 data to differentiate instruction. Assessments will be housed in a web-based tool, Pivot.</p> |
| <p></p>   | <p></p>                               | <p></p>  | <p></p>   | <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve 3000</p>                |



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| <p>Conduct desktop and fiscal monitoring on data review, plan implementation and modification, budget, time and effort, and teacher surveys.</p> <p>Conduct onsite monitoring on data review, plan review, SMART Goal review and adjustments, and implementation focus.</p> | <p>SEA</p> <p>SEA</p> | <p>February</p> <p>April/May</p> | <p>Provided by the SEA</p> <p>Provided by the SEA</p> | <p>Conduct onsite monitoring on data review, plan review, SMART Goal review and adjustments, and implementation focus.</p> |
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**Year 3 Academic Action Steps**

| <b>Action Steps</b>  | <b>Person(s) Responsible</b>   | <b>Timeline</b>                     | <b>Budgeted Items</b>   | <b>Transformation Principles</b>                              |
|--|--------------------------------|-------------------------------------|---|---|
| Needs assessment review to inform prioritized improvement planning for Year 3.                                       | Leadership and Learning Center | During first month of school        | Contract with Leadership and Learning Center <b>included in the \$225,000 fee</b> | <i>Use data to implement an aligned instructional program</i> |
| On-site Coaching for school leader, leadership teams, and data teams - support to accelerate growth and achievement. | Leadership and Learning Center | 35 on-site days coaching days       | Contract with Leadership and Learning Center <b>included in the \$225,000 fee</b> |   |
| Additional coaching for leader and teacher teams - develop a 100   | Leadership and Learning Center | Part of 10 additional coaching days | Contract with Leadership and Learning Center <b>\$34,000</b>                      |   |

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| <p>day action plan for leadership goal setting</p>   |                                       |  |   |  |
| <p>Training focused on the most urgent needs of the school based on the data to build sustainability.</p>  | <p>Leadership and Learning Center</p> | <p>10 days – once monthly</p>                      | <p>Contract with Leadership and Learning Center<br/>\$15,000 (part of \$250,000)</p>  |  |
| <p>Ongoing support and coordination of the School Improvement Data Team to build sustainability.</p>   | <p>Leadership and Learning Center</p> | <p>3 on-site visits and monthly phone calls</p>    | <p>Contract with Leadership and Learning Center<br/>included in the \$225,000 fee</p> |  |
| <p>Analyze Acuity scores and plan interventions based on the data.</p>   | <p>Acuity Lab Director</p>            | <p>September and ongoing</p>                       | <p>\$36,000</p>   |  |
| <p>Conduct professional development focused on instructional data teams, building data teams, and assessment training to build sustainability.</p> | <p>Leadership and Learning Center</p> | <p>10 additional professional development days</p> | <p>Contract with Leadership and Learning Center<br/>Included in the \$52,000 fee</p>  |  |
| <p>Ongoing support for teachers in disaggregating discipline behavior data to plan the Schoolwide PBIS program to build sustainability.</p>        | <p>CELL</p>                           | <p>2 days – once a semester</p>                    | <p>Contract with CELL<br/>\$1500 per day = \$3,000</p>                                |  |
| <p>Ongoing support for the principal and classroom teachers to analyze the data from walkthroughs to build sustainability.</p>                     | <p>Equitable Solutions</p>            | <p>2 days – once a semester</p>                    | <p>Contract with Equitable Solutions<br/>\$1500 per day = \$3,000</p>                 |  |
| <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments,</p>                 | <p>Data Team Leaders</p>              | <p>Once monthly</p>                                |   |  |

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| <p>including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve assessments) to ensure alignment with instructional programs.</p> <p>Teachers will be trained and supported in implementing an aligned instructional program using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>                              | <p>Instructional Coach</p>  | <p>August and as needed</p>  |   |  |
| <p>Ongoing support and coordination of the School Improvement/ Data Team including planning, implementation, and monitoring/building data to build sustainability.</p> <p>Professional development focused on instructional data teams, building data teams, and assessment training to build sustainability.</p> <p>Professional development focused on the most urgent needs of the school based on the data to build sustainability.</p> <p>Ongoing support for teachers to</p> | <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> | <p>3 on-site visits and monthly phone calls</p> <p>Part of the 10 additional professional development days</p> <p>10 days – once monthly</p> <p>On-site coaching as needed</p> | <p>Contract with Leadership and Learning Center<br/><b>included in the \$225,000 fee</b></p> <p>Contract with Leadership and Learning Center<br/><b>Included in the \$52,000 fee</b></p> <p>Contract with Leadership and Learning Center<br/><b>\$15,000 (part of \$225,000)</b></p> <p>Contract with</p> | <p><i>Promote the use of data to inform and differentiated instruction</i></p> |

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| <p>collaboratively score student work to make decisions about instructional practices.</p> <p>Ongoing support for teachers to review discipline behavior data to update the Schoolwide PBIS program.</p> <p>Work with the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs and to build sustainability.</p> <p>Teachers will be trained to use to differentiate instruction using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p> <p>Data team leaders meet with teachers monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve assessments) to ensure differentiated instruction.</p> | <p>CELL</p> <p>Equitable Solutions</p> <p>Instructional Coach</p> <p>Principal Data Team Leaders</p> | <p>2 days – once each semester</p> <p>2 days – once each semester</p> <p>August review and as needed with new teachers</p> <p>Once monthly</p> | <p>Leadership and Learning Center included in the \$225,000 fee</p> <p>Contract with CELL \$1500 per day = \$3,000</p> <p>Contract with Equitable Solutions \$1500 per day = \$3,000</p> |  |
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| <p>Provide ongoing, intensive technical assistance and support through mentoring from central office administrators on monthly scheduled “on- site” visits with building principal focusing on strategic planning/goal setting, and building sustainability after the grant ends.</p> | Assistant Superintendent | Monthly meetings             | In kind services    | <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i> |
| <p>Provide technical assistance through networking PD Days for building teams.</p>  | SEA                      | September, January, and June | Provided by the SEA |   |
| <p>Provide technical assistance through desktop monitoring information and phone conferences.</p>   | SEA                      | January and March            | Provided by the SEA |   |
| <p>Onsite monitoring on data review, plan implementation and modification, SMART Goal review, and implementation focus.</p>   | SEA                      | October/ November            | Provided by the SEA |   |
| <p>Conduct desktop and fiscal monitoring on data review, plan implementation and modification, budget, time and effort, and teacher surveys.</p>  | SEA                      | February                     | Provided by the SEA |   |
| <p>Conduct onsite monitoring on data review, plan review, SMART Goal review and adjustments, and implementation focus.</p>  | SEA                      | April/May                    | Provided by the SEA |   |





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| <p>benchmark assessments, running records, checklists, word study inventories, quizzes, and Achieve 3000 assessments) to ensure that data is used to inform and differentiate instruction.</p> <p>Teachers will be trained to use to differentiate instruction using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000. Assessments will be housed in a web-based tool, Pivot. Ongoing coaching for teachers on the use of data to differentiate instruction.</p> <p>Training and support for new teachers to teach them to analyze data to implement an aligned program.</p> | <p>Instructional Coach</p> <p>Instructional Coach</p> | <p>Ongoing</p> <p>Ongoing</p> |  |  |
| <p>Provide ongoing, intensive technical assistance and support through mentoring from central office administrators on monthly scheduled “on- site” visits with building principal focusing on strategic planning/goal setting,</p>  | <p>Assistant Superintendent</p>                       | <p>Monthly</p>                | <p>Central Office Administration and</p> | <p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> |

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| <p>and ensure sustainability.</p> <p>Ensure that teachers have access to assessments through technology-based resources, including INORS/Turnleaf , Acuity, Achieve 3000</p> | <p>Instructional Coach</p> |  |  |  |
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