

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 1 of SIG.

Principal changes and flexibility	<ol style="list-style-type: none"> 1. Mrs. Helmberger will remain as the principal at Pettit Park. She is completing her second year in this position. Mrs. Helmberger's track record is strong and she brings to the building a strong background in special education, assessment, and data. When Mrs. Helmberger was appointed the principal at Pettit Park, she was faced with a large turnover in staff. The superintendent has determined that she is able to lead the transformation effort and can effectively implement all of the transformation principles with fidelity. 2. Equitable Solutions consultant, Mike Langevin, has been contracted to work with Kokomo Schools this year and will be working with Mrs. Helmberger on data and needs analysis and teacher evaluation. This contract was funded for Title I district elementary schools by Title I.
Effectiveness of staff and recruitment/retaining of staff	<ol style="list-style-type: none"> 1. Certified teaching position vacancies will be posted both internally and externally in a timely manner. 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. 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. 4. New teachers will be invited to the district weeklong teacher orientation program in July, which is funded by district general funds. 5. Orientation for new Pettit Park staff members will take place at the end of the summer retreat, which will be funded by Title I.
Building Culture	<ol style="list-style-type: none"> 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. 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.
Professional Development	<ol style="list-style-type: none"> 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. 2. The Equitable solutions consultant who has been working with Pettit Park 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.

<p>Instructional Programs</p>	<ol style="list-style-type: none"> 1. Training on a Math Workshop approach focusing on conceptual understanding will be offered by Math Perspectives Teacher Development Center during summer professional development, which is funded by Title I. 2. Training on Best Practices in Literacy will be offered by district instructional coaches during summer professional development, which is funded by Title I. 3. Training on the new reading series will be offered in July. This training will be offered to all teachers by the publishing company. 4. School audits and needs assessments have been conducted during the 2013-14 school year by Mile Langevin. The costs of these services were included in the yearlong contract with Equitable Solutions.
<p>Parent and Community Involvement</p>	<ol style="list-style-type: none"> 1. Pettit Park will host a block party in conjunction with United Way in July. The focus is a "back to school" celebration for Pettit Park families. Expenditures are covered by United Way. 2. A family celebration picnic will be held for the 21st Century Learning grant summer program attendees on July 25. 21st Century Learning grant will cover the cost of this picnic. 3. Planning will begin to facilitate monthly family activities and technology focus activities with literacy, during the school year. Staff members will assist with the planning on a volunteer basis.

<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>School Based Team previously trained in the use of the software</p> <p>Technology Coach</p>	<p>year. Already scheduled.</p> <p>08/2014-06/2015</p> <p>Quarterly follow up for staff throughout the school year. September, January, March, May</p>		
<p>Incentives</p> <p>Teachers and administrators 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>iPad</i> or similar device, attend conferences that support and align with curriculum.</p> <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>Principal</p>	<p>08/2014 – 05/2015</p>	<p>Conference registration and travel, <i>iPad</i> or similar device, classroom book sets</p> <p>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>

<p>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.</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>Comprehensive Needs assessment: 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</p>	<p>Center for Leadership and Learning & 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>direction of PD which will be held one day a month on site.</p> <p>Professional development Foundational Knowledge PD (year 1) This PD is designed by the Center for Leadership and Learning in direct alignment from the Needs Assessment that will be conducted August 11th – August 15th.</p>	<p>Principal & Leadership and Learning Center</p>	<p>08/2014-06/2014</p> <p>1 day a month 08/2014 - 05/2015</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>On-site Coaching for teachers and administrator 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 & Leadership and Learning Center</p>	<p>Calendar has been created and included in appendix 08/2014 - 05/2015</p>	<p>Coaches from Leadership and Learning Center Substitute teachers</p>	
<p>Building Data Teams During the first year, teachers will be working with an onsite facilitator 1. Initial training for collab. Scoring of student work in order to analyze and use data to inform instruction and design instruct. Strategies will be data driven.</p>	<p>Principal & Leadership and Learning Center</p>	<p>Calendar for the year has been created and included in the appendix 08/2014 - 05/2015</p>	<p>Coaches from Leadership and Learning Center Substitute teachers</p>	

<p>Follow up in each area will be covered in during grade level and/or cross grade level collaboration time</p> <ul style="list-style-type: none"> • Use of data • Designing effective instruction informed by data • Identifying students who need additional support • Designing differentiated instruction 	<p>Principal & Title I Instructional Coach</p>	<p>08/2014 – 05/2015 Weekly collaboration time for each team [50 minutes per week]</p>		
<p>Unit Planning to continue and improve teacher's knowledge and skills in writing UDDI (Universal Design, Differentiated Instruction) units of study addressing all learners</p>	<p>Director of Elementary Education and Principal in collaboration with IU consultant</p>	<p>08/2014-05/2015 2 hour Team Unit planning with consultant once a month</p>	<p>Consultant from IU 19 Teachers stipends</p>	
<p>Training in Positive School Wide Behavior support, first phase; establishing expectations based on school data, universal language,</p>	<p>Partnership with IU CELL Consultant with PBIS with an Equity lens</p>	<p>Saturday in August 2014 6 hours</p>	<p>IU Consultant 19 Teacher stipends for 6 hours.</p>	
<p>Core Behavior Team 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>IU Cell Consultant for PBIS/Principal</p>	<p>Prior to Fall Break (Oct) Prior to Winter Break (Dec) Prior to Spring Break (March)</p>	<p>IU Consultant Substitute teachers</p>	

<p>Literacy instruction modeled after workshop approach (Calkins) with focus on critical areas in Indiana College and Career standards</p> <p>Math instruction focused on developing Number Sense and Problem solving at all levels. Shoulder to shoulder work in classrooms with identified teachers.</p> <p>Training for Acuity Lab 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>Assistant Coordinator Title I</p> <p>Director of Elementary Education/ outside consultant</p> <p>District Assessment Coordinator/ State trainer for Acuity</p>	<p>Ongoing. Shoulder to Shoulder work (cognitive coaching model) with teachers. 1 day per month, during collaboration time.</p> <p>08/2014-06/2015 30 hours a month for 10 months</p> <p>August on-site training</p>	<p>Contract with Math Consultants (Highly Effective retired teachers who are exemplars in math instruction)</p>	
<p>Recruitment fair for hiring</p> <p>Week long Teacher Orientation 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</p>	<p>Assistant Superintendent (HR)& Principal</p> <p>Director of Ed</p>	<p>April 2014</p> <p>July 28 – Aug. 1 2014 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>

<p>tool for curriculum and data, Power school, district website, and blackboard</p> <p>Mentoring program for new staff members Director of Elementary Education</p> <p>Menu of Incentives Teachers and administrators 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, iPad 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>Director of El Ed/Assistant Coordinator for Title I</p> <p>Director of Elementary Ed & Principal</p>	<p>Monthly Follow up on site with assigned mentor (Assistant Coordinator for Title I)</p> <p>May 2015</p>	<p>Conference registration and travel, iPad or similar device, classroom book sets Up to 1200.00 per 1 FTE =22800.00 annually</p>	
<p>After school programming Four day a week program will be open to identified students who are not demonstrating growth in ELA and/or Math. Program (2.5 hrs. per day/4 days a week) focuses on individual student needs in ELA and Math as well as a</p>	<p>Principal/District coordinator for Kokomomentum (After school program)</p>		<p>Kokomomentum (21st Century After school program)</p> <p>2 Certified teachers added to Staff to provide additional support.</p> <p>Teaching staff</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>project based learning experience through STEM concepts. Progress is monitored through <i>Fountas & Pinnell, Acuity Predictive & biweekly curriculum based</i> classroom assessments in ELA and Math.</p>			<p>2 teachers in addition to the teacher already in place through <i>Kokomomentum</i></p>	
<p>Summer School Intensive focused instruction in English Language arts; word study, comprehension, and test taking strategies (Grades 4 & 5). This program will complement the IREAD III remediation program and will run 4 days a week for 4 hours a day; 8-12:00 p.m. 4 weeks.</p>	<p>Principal</p>	<p>June 16, 2015- July 11th 4 weeks 2-5</p>	<p>2 FTE certified teacher Hourly rate plus benefits</p>	
<p>Acuity Lab 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 Teacher will work with students one/one based on student needs. Virtual Para will run lab and monitor student's working on Acuity assignments. Virtual Para will also run reports and deliver to Certified Teacher. Teacher will share data with classroom teacher and also keep data on</p>	<p>Principal</p>		<p>Certified teacher and a virtual supervisor</p>	

<p>student progress on goals.</p> <p>Half day staff development days</p> <p>After school and weekend workshop with stipends</p>	<p>Principal</p>		<p>Substitute teachers to conduct class in rooms where teachers are participating in collaboration time.</p> <p>A contracted on-site facilitator will work with training and coaching the data teams. Specific training will occur with data team leaders.</p>	
<p>Block party kick off</p> <p>Monthly meetings with literacy or math focus</p> <p>Family Liaison 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>United Way/Instructional Coach</p> <p>Literacy coach/ Family involvement coordinator</p> <p>Principal</p>	<p>August 2014</p> <p>Monthly meetings 08/2014 - 05/2015</p>	<p>Family Involvement Coordinator</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</p>	<p>Support will span over 45 days of on-site coaching 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, calendar/time, budgeting)</i></p>

SEA will provide three staff development day Networking PD days for building teams	Principal and DOE representative	3x during the year		LEA and, SEA supports school with ongoing, intensive technical assistance and support
LEA providing ongoing assistance through collaboration with Director of Elementary Education, Assistant Coordinator for Title I, Additional support staff including on-site coaches and consultants		Assistant Coordinator for Title I will be assigned to the school and keep her office there. Weekly visits from the Director of El. Ed		

Year 2 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
On-site coaching for the principal from outside educational consulting firm using research based practices in school leadership and school transformation	Leadership and Learning Center	12 Sessions from 08/2015 - 05/2016	Contract with Leadership and Learning Center On-Site Coach	<i>Replace the principal who led the school prior to implementing the model</i>
Continued Mentoring 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.	Director of Elementary Education and Assistant coordinator for Title I	Scheduled Monthly meetings 08/2015 - 06/2016	In place	
Consultation with outside consultant to review and reflect on walk-through and teacher goal setting	Outside consultant from <i>Equitable Solutions</i>	08/2015 - 06/2016 Quarterly consultation with outside consultant on classroom observations and teacher evaluation.	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>Teachers receive training based on data from walk-through. Tie personal goals with observations by outside consultant</p> <p>Continued review of Pivot software to document teacher evidence of indicators on rubric on KEEP Teacher evaluation</p>	<p>School Based Team previously trained in the use of the software</p> <p>Technology Coach</p>	<p>08/2015-06/2016 Quarterly follow up for staff throughout the school year. September, January, March, May</p>		
<p>Incentives Teachers and administrators 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, iPad 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>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</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>	<p>Conference registration and travel, iPad or similar device, classroom book sets Up to 1200.00 per 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>

<p>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.</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>Needs Assessment Current needs assessment with comparison of growth from previous year.</p> <p>Professional development Year 2 This PD is designed by the Center for Leadership and Learning in direct alignment from the Needs Assessment that will be conducted August 11th and 12th This data will be compared to the previous year’s assessment to monitor growth</p>	<p>Center for Leadership and Learning & Principal</p>	<p>August 11,12, 2015</p> <p>I day a month</p>	<p>Part of Leadership and Learning First year overall plan.</p> <p>Outside consultant from Leadership and Learning team/onsite professional development</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>On-site Coaching for teachers and administrator 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 with the principal and 1-2 days to work with team leaders and teacher teams.</p>	<p>Principal & Leadership and Learning Center</p>	<p>08/2015 - 05/2016</p>	<p>Classroom instruction with substitute teacher</p> <p>Manuals and publications provided by Center</p>	
<p>Building Data Teams During the second year, teachers will be working with an onsite facilitator as they start to work with teachers I. Initial training for collab. Scoring of student work in order to analyze and use data to inform instruction and design instruct. Strategies will be data driven.</p>	<p>Principal & Leadership and Learning Center</p>	<p>Calendar has been created and included in appendix 08/2015 - 05/2016</p>	<p>Coaches from Leadership and Learning Center Substitute teachers</p>	
<p>Follow up in each area will be covered in during grade level and/or cross grade level collaboration time</p> <ul style="list-style-type: none"> • Use of data • Designing effective instruction informed by data • Identifying students who need additional support 	<p>Principal & Title I Instructional Coach</p>	<p>Calendar for the year has been created and included in the appendix 08/2015 – 05/2016 Weekly collaboration time for each team [50 minutes per week]</p>	<p>Coaches from Leadership and Learning Center Substitute teachers</p>	

<ul style="list-style-type: none"> • Designing differentiated instruction <p>Unit Planning to continue and improve new teacher's knowledge and skills in writing UDDI (Universal Design, Differentiated Instruction) units of study addressing all learners Teachers who have been at the school will review and rewrite Unit Plans during regularly scheduled collaboration time.</p>	<p>Instructional Coach</p>	<p>08/2015-05/2016 2 hour Team Unit planning with Instructional Coach</p>	<p>Consultant from IU 19 Teachers stipends</p>	
<p>Training in Positive School Wide Behavior support, Core Behavior Team Second phase; Focus on Tier 2 support for students and Design support plan for classrooms</p>	<p>Partnership with IU CELL Consultant with PBIS with an Equity lens</p>	<p>August 2015 January 2016</p>	<p>IU Consultant 19 Teacher stipends for 6 hours.</p>	
<p>Literacy instruction Classroom coaching with teachers. Cognitive coaching model</p>		<p>Ongoing. Shoulder to Shoulder work in classrooms</p>	<p>Literacy Coach</p>	
<p>Math instruction focused on developing Number Sense and Problem solving at all levels. Shoulder to shoulder work in classrooms with identified teachers.</p>	<p>Assistant Coordinator Title I</p>	<p>08/2015-06/2016 20 hours a month for 10 months</p>	<p>Contract with Math Consultants (Highly Effective retired teachers who are exemplars in math instruction)</p>	
<p>Support for Acuity Lab</p>	<p>Acuity Lab Director</p>	<p>August on-site training</p>		

Review and expand understanding of Acuity Data and Student Learning Objectives				
<p>Recruitment fair for hiring</p> <p>Week long Teacher Orientation 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>Mentoring program for new staff members Director of Elementary Education</p> <p>Menu of Incentives Teachers and administrators 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:</p>	<p>Assistant Superintendent (HR)& Principal</p> <p>Director of El Ed</p> <p>Director of El Ed/Assistant Coordinator for Title I</p> <p>Director of Elementary Ed & Principal</p>	<p>April 2015</p> <p>July 27 – July 31 2015 6 hours per day</p> <p>Monthly Follow up on site with assigned mentor (Assistant Coordinator for Title I)</p> <p>May 2016</p>	<p>Expenses paid by district</p> <p>Expenses paid by district</p> <p>Conference registration and travel, iPad or similar device, classroom book sets Up to 1200.00 per I 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>

<p>book sets/classroom libraries, iPad or similar device, attend conferences that support and align with curriculum.</p> <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>After school programming Four day a week program will be open to identified students who are not demonstrating growth in ELA and/or Math. Program (2.5 hrs. per day/4 days a week) focuses on individual student needs in ELA and Math as well as a project based learning experience through STEM concepts. Progress is monitored through <i>Fountas & Pinnell, Acuity Predictive & biweekly curriculum based classroom assessments</i> in ELA and Math.</p> <p>Summer School Intensive focused instruction in English Language arts; word study, comprehension, and test taking strategies (Grades 4 & 5). This program will complement the IREAD III remediation program</p>	<p>Principal/District coordinator for Kokomomentum (After school program)</p> <p>Principal</p>	<p>June 15, 2016- July 10th 4 weeks 2-5</p>	<p>Kokomomentum (21st Century After school program</p> <p>2 Certified teachers added to Staff to provide additional support.</p> <p>Teaching staff 2 teachers in addition to the teacher already in place through <i>Kokomomentum</i></p> <p>2 FTE certified teacher Hourly rate plus benefits</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>and will run 4 days a week for 4 hours a day; 8-12:00 p.m. 4 weeks.</p> <p>Acuity Lab 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 Teacher will work with students one/one based on student needs. Virtual Para will run lab and monitor student's working on Acuity assignments. Virtual Para will also run reports and deliver to Certified Teacher. Teacher will share data with classroom teacher and also keep data on student progress on goals.</p>	<p>Principal</p>		<p>Certified teacher and a virtual supervisor</p>	
<p>Half day staff development days</p> <p>After school and weekend workshop with stipends</p>	<p>Principal</p>		<p>Substitute teachers to conduct class in rooms where teachers are participating in collaboration time.</p> <p>A contracted on-site facilitator will work with training and coaching the data teams. Specific training will occur with data team leaders.</p>	

<p>Block party kick off</p> <p>Monthly meetings with literacy or math focus</p> <p>Family Liaison 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>United Way/Instructional Coach</p> <p>Literacy coach/ Family involvement coordinator</p> <p>Principal</p>	<p>August 2015</p> <p>Monthly meetings 08/2015 - 05/2016</p>	<p>Family Involvement Coordinator</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</p>	<p>Support will span over 35 days of on-site coaching 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>LEA providing ongoing assistance through collaboration with Director of Elementary Education, Assistant Coordinator for Title I, Additional support staff including on-site coaches and consultants</p>	<p>Principal and DOE representative</p>	<p>3x during the year</p> <p>Assistant Coordinator for Title I will be assigned to the school and keep her office there. Weekly visits from the Director of El. Ed</p>		<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

<p>Incentives Teachers and administrators 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, iPad 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>Principal</p>	<p>08/2016– 05/2017</p>	<p>Conference registration and travel, iPad or similar device, classroom book sets Up to 1200.00 per 1 FTE =22800.00 annually</p>	<p>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</p>
<p>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</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>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>Comprehensive Needs assessment: One day needs assessment will add to two years of data. Analysis of data will inform PD</p> <p>Professional development Year 3 This PD is designed by the Center for Leadership and Learning in direct alignment from the Needs Assessment on August 12 that will compare three years of data</p> <p>On-site Coaching for teachers and administrator 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>Center for Leadership and Learning & Principal</p> <p>Principal & Leadership and Learning Center</p> <p>Principal & Leadership and Learning Center</p>	<p>August 12, 2016</p> <p>08/2016-06/2017 1 day a month</p> <p>Calendar has been created and included in appendix 08/2016 - 05/2017</p>	<p>Part of Leadership and Learning First year overall plan.</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 Substitute teachers</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>Data Teams 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 a train the trainer model with teacher leaders training additional staff members to build capacity. Data Analysis Student anchor papers Collaborative scoring Formative and Summative Assessments</p>	<p>Principal & Leadership and Learning Center</p>	<p>Calendar for the year has been created and included in the appendix 08/2016- 05/2017</p>	<p>Coaches from Leadership and Learning Center Substitute teachers</p>	
<p>Follow up in each area will be covered in during grade level and/or cross grade level collaboration time</p> <ul style="list-style-type: none"> • Use of data • Designing effective instruction informed by data • Identifying students who need additional support • Designing differentiated instruction 	<p>Principal & Title I Instructional Coach</p>	<p>08/2016 – 05/2017 Weekly collaboration time for each team [50 minutes per week]</p>		
<p>Unit Planning Teacher leaders will review, reflect and revise units that are posted on the District curriculum web based tool/ Pivot.</p>	<p>Principal</p>	<p>08/2016-05/2017 2 hour Team Unit planning with Teacher leaders</p>	<p>Consultant from IU 19 Teachers stipends</p>	

<p>Third Year Positive School Wide Behavior support, Understanding teaching social skills to Tier 3 students</p>	<p>Partnership with IU CELL Consultant with PBIS with an Equity lens</p>	<p>Fall 2016 Spring 2017</p>	<p>IU Consultant Substitute teachers</p>	
<p>Literacy instruction modeled after workshop approach (Calkins) with focus on critical areas in Indiana College and Career standards</p>	<p>Assistant Coordinator Title I</p>	<p>Ongoing. Shoulder to Shoulder work (cognitive coaching model) with teachers. 1 day per month, during collaboration time.</p>	<p>Literacy Coach</p>	
<p>Math instruction work with new teachers during PD in collaboration time for 10 weeks at one hour sessions.</p>	<p>Director of Elementary Education/ outside consultant</p>	<p>08/2016 - 10/2017 10 hours</p>	<p>Contract with Math Consultants (Highly Effective retired teachers who are exemplars in math instruction)</p>	
<p>Acuity Training for New Staff</p>	<p>District Assessment Coordinator/ State trainer for Acuity</p>	<p>August on-site training</p>		

<p>Recruitment fair for hiring</p>	<p>Assistant Superintendent (HR)& Principal</p>	<p>April 2017</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>
<p>Week long Teacher Orientation 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 El Ed</p>	<p>July 25-29 2016 6 hours per day</p>	<p>Expenses paid by district</p>	
<p>Mentoring program for new staff members Director of Elementary Education</p>	<p>Director of El Ed/Assistant Coordinator for Title I</p>	<p>Monthly Follow up on site with assigned mentor (Assistant Coordinator for Title I)</p>		
<p>Menu of Incentives Teachers and administrators 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, iPad or similar device, attend conferences that support and align with curriculum.</p>	<p>Director of Elementary Ed & Principal</p>	<p>May 2017</p>	<p>Conference registration and travel, iPad or similar device, classroom book sets Up to 1200.00 per I FTE =22800.00 annually</p>	

<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>After school programming Four day a week program will be open to identified students who are not demonstrating growth in ELA and/or Math. Program (2.5 hrs. per day/4 days a week) focuses on individual student needs in ELA and Math as well as a project based learning experience through STEM concepts. Progress is monitored through <i>Fountas & Pinnell, Acuity Predictive & biweekly curriculum based classroom assessments</i> in ELA and Math.</p> <p>Summer School Intensive focused instruction in English Language arts; word study, comprehension, and test taking strategies (Grades 4 & 5). This program will complement the IREAD III remediation program and will run 4 days a week for 4 hours a day; 8-12:00 p.m. 4 weeks.</p>	<p>Principal/District coordinator for Kokomomentum (After school program)</p> <p>Principal</p>	<p>June 19, 2017- July 14th 4 weeks 2-5</p>	<p>Kokomomentum (21st Century After school program)</p> <p>2 Certified teachers added to Staff to provide additional support.</p> <p>Teaching staff 2 teachers in addition to the teacher already in place through <i>Kokomomentum</i></p> <p>2 FTE certified teacher Hourly rate plus benefits</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>Family Liaison 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>Family involvement coordinator Principal</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</p>	<p>Support will span over 30 days of on-site coaching Needs Assessment in August</p>	<p>Leadership and Learning Coach Substitute Teachers 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>LEA providing ongoing assistance through collaboration with Director of Elementary Education, Assistant Coordinator for Title I, Additional support staff including on-site coaches and consultants.</p>	<p>Principal and DOE representative</p>	<p>3x during the year</p> <p>Assistant Coordinator for Title I will be assigned to the school and keep her office there. Weekly visits from the Director of El. Ed</p>		<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

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 3-5 at Pettit Park will remain at a C grade or higher as measured by ISTEP+ or its replacement.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p>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>Director of Elementary Education and Assistant coordinator for Title I</p>	<p>Scheduled Monthly meetings</p>	<p>in place</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></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>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</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>

<p>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.</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>Comprehensive Needs assessment: The school leadership team conduct a needs assessment</p> <p>Professional development Will be job embedded</p> <p>On-site Coaching for teachers by in-house literacy coach</p> <p>Sustaining Data Teams Data leadership teams will continue to meet once a month</p> <p>Follow up in each area will be covered in during grade level</p>	<p>School Leadership Team</p> <p>Literacy Coaches</p> <p>Literacy Coach</p> <p>Data leadership team</p> <p>Principal & Instructional coach</p>	<p>August</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>and/or cross grade level collaboration time</p> <ul style="list-style-type: none"> • Use of data • Designing effective instruction informed by data • Identifying students who need additional support • Designing differentiated instruction <p>Unit Planning to continue and improve teacher's knowledge and skills in writing UDDI (Universal Design, Differentiated Instruction) units of study addressing all learners</p> <p>Continued Support in Positive School Wide Behavior support, led</p> <p>Core Behavior Team will continue to reinforce expectations and to evaluate areas that need additional attention in school wide plan</p> <p>Literacy instruction modeled after workshop approach (Calkins) with focus on critical areas in Indiana College and Career standards</p>	<p>UDDI Team Leaders</p> <p>Teacher Leaders</p> <p>Core Behavior Team</p> <p>Literacy coach</p>	<p>Twice each semester</p> <p>Twice each year</p> <p>Monthly</p> <p>Coaching as needed</p>		
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<p>Acuity Lab 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>Instructional Coach Title I Staff</p>	<p>September, December, February</p>		
<p>Recruitment fair for hiring</p> <p>Week long Teacher Orientation 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>Mentoring program for new staff members Director of Elementary Education</p>	<p>Assistant Superintendent (HR)& Principal</p> <p>Director of El Ed</p> <p>Director of El Ed/Assistant Coordinator for Title I</p>	<p>April</p> <p>July</p> <p>Monthly Follow up on site with assigned mentor (Assistant Coordinator for Title I)</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>

<p>Summer School Intensive focused instruction in English Language arts; word study, comprehension, and test taking strategies (Grades 2 & 3). -4 days a week for 4 hours a day; 8-12:00 p.m. 4 weeks.</p> <p>Acuity Lab 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 Teacher will share data with classroom teacher and also keep data on student progress on goals.</p>	<p>Certified staff in the district</p> <p>Title I Staff</p>	<p>Ongoing</p>	<p>District supported .</p> <p>Title I</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p>Block party kick off</p> <p>Monthly meetings with literacy or math focus</p>	<p>United Way/Instructional Coach</p> <p>Literacy coach/ Title I staff</p>	<p>July</p> <p>Monthly meetings</p>	<p>United Way</p> <p>Title I</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 with Director of Elementary Education, Assistant Coordinator for Title I, Additional support staff including on-site coaches and consultants</p>		<p>Assistant Coordinator for Title I will be assigned to the school and keep her office there. Weekly visits from the Director of El. Ed</p>		<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>
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3-Year Academic SMART Goal

<p>ELA Academic Goal By May, 2017, the passing rate for English/Language Arts of all students in grades 3-5 at Pettit Park will increase to 75% passing as measured by ISTEP+ or its replacement.</p>	<p>Math Academic Goal By May, 2017, the passing rate for Math of all students in grades 3-5 at Pettit Park will increase to 75% passing as measured by ISTEP+ or its replacement.</p>	<p>Other Academic Goal (optional)</p>
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Year 1 Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
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 included in the \$275,000 fee	<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 included in the \$275,000 fee	
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 included in the \$275,000 fee	
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 included in the \$275,000 fee	
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 Included in the \$275,000 fee	

<p>implementation, and monitoring/building data teams.</p>				
<p>Analyze Acuity scores and plan interventions based on the data.</p>	<p>Acuity Lab Director Title I teacher</p>	<p>September and ongoing</p>	<p>\$73,000</p>	
<p>Develop curriculum documents for common short-cycle formative assessments</p>	<p>Leadership and Learning Center</p>	<p>Part of the 45 on-site days</p>	<p>Contract with Leadership and Learning Center Included in the \$275,000</p>	
<p>Train teachers to collaboratively score student work to make decisions about instructional practices.</p>	<p>Leadership and Learning Center</p>	<p>Part of the 45 on-site days</p>	<p>Contract with Leadership and Learning Center Included in the \$275,000</p>	
<p>Train teachers to disaggregate discipline behavior to plan the Schoolwide PBIS program.</p>	<p>CELL</p>	<p>10 days – once monthly</p>	<p>Contract with CELL \$1500 a day = \$15,000</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>10 days – once monthly</p>	<p>Contract with Equitable Solutions \$1500 a day = \$15,000</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, Math Perspective assessments, Achieve 3000 and Waterford electronic assessments) to ensure alignment with instructional programs.</p>	<p>Leadership and Learning Center Data Team Leaders</p>	<p>Once monthly</p>	<p>No cost – included in teacher responsibilities</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, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>	<p>Title I Instructional Coach Technology staff</p>	<p>August and January</p>	<p>No cost – included in teacher responsibilities</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>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p> <p>Leadership and Learning Center</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>Contract with Leadership and Learning Center included in the \$275,000 fee</p> <p>Contract with Leadership and Learning Center included in the \$275,000 fee</p> <p>Contract with Leadership and Learning Center included in the \$275,000 fee</p> <p>Contract with Leadership and Learning Center included in the \$275,000 fee</p>	<p><i>Promote the use of data to inform and differentiate instruction</i></p>

<p>Train teachers to disaggregate discipline behavior to plan the Schoolwide PBIS program.</p>	<p>CELL</p>	<p>10 days – once monthly</p>	<p>Contract with CELL \$1500 per day = \$15,000</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>10 days – once monthly</p>	<p>Contract with Equitable Solutions \$1500 per day = \$15,000</p>	
<p>Teachers will be trained to differentiate instruction using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>	<p>Title I Instructional coach Technology Staff</p>	<p>August and January</p>	<p>No cost – included in teacher responsibilities</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, Math Perspective assessments, Achieve 3000 and Waterford electronic assessments) to ensure differentiated instruction.</p>	<p>Leadership and Learning Center Data team Leaders</p>	<p>Once monthly</p>	<p>No cost – included in teacher responsibilities</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>Director of Elementary Education and Assistant coordinator for Title I</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>
<p>Ensure that teachers have access to and are trained in using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>	<p>LEA</p>	<p>August and ongoing support</p>	<p>In Kind services</p>	
<p>Provide technical assistance through networking PD Days for building teams.</p>	<p>SEA</p>	<p>September, January, and June</p>	<p>Provided by the SEA</p>	
<p>Provide technical assistance through Desktop monitoring information and phone conferences.</p>	<p>SEA</p>	<p>January and March</p>	<p>Provided by the SEA</p>	
<p>Onsite monitoring on data review, plan implementation and modification, SMART Goal review, and implementation focus.</p>	<p>SEA</p>	<p>October/ November</p>	<p>Provided by the SEA</p>	
	<p>SEA</p>	<p>February</p>	<p>Provided by the SEA</p>	

<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>Attend Title I conference, which is the day after the grant networking day.</p>	SEA	April/May	Provided by the SEA	
	SEA	June	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 included in the \$250,000 fee	<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	40 on-site days coaching days	Contract with Leadership and Learning Center included in the \$250,000 fee	
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 included in the \$250,000 fee	
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 included in the \$250,000 fee	

<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 included in the \$250,000 fee</p>	
<p>Analyze Acuity scores and plan interventions based on the data.</p>	<p>Acuity Lab Director Title I staff</p>	<p>September and ongoing</p>	<p>\$73,000</p>	
<p>Conduct professional development focused on instructional data teams, building data teams, and assessment training.</p>	<p>Leadership and Learning Center</p>	<p>10 professional development days</p>	<p>Contract with Leadership and Learning Center \$52,000</p>	
<p>Ongoing support for teachers in disaggregating discipline behavior data to plan the Schoolwide PBIS program.</p>	<p>CELL</p>	<p>4 days – once quarterly</p>	<p>Contract with CELL \$1500 per day = \$6,000</p>	
<p>Ongoing support for 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 \$1500 per day = \$6,000</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, Math Perspective assessments, Achieve</p>	<p>Leadership and Learning Center Data Team Leaders</p>	<p>Once monthly</p>	<p>No cost – included in teacher responsibilities</p>	

<p>3000 and Waterford electronic 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, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>	<p>Title I Coach</p>	<p>August</p>	<p>No cost – included in teacher responsibilities</p>	
<p>Ongoing support and coordination of the School Improvement/ Data Team including planning, implementation, and monitoring/building data teams.</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>Ongoing support for teachers to collaboratively score student work to make</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>4 on-site visits and monthly phone calls</p> <p>10 professional development days</p> <p>10 days – once monthly</p> <p>On-site coaching as needed</p>	<p>Contract with Leadership and Learning Center included in the \$250,000 fee</p> <p>Contract with Leadership and Learning Center Included in the \$52,000 fee</p> <p>Contract with Leadership and Learning Center included in the \$250,000 fee</p> <p>Contract with Leadership and Learning Center</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>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>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, Waterford Early Reading Program, Achieve 3000 data to differentiate instruction. 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, Math Perspective assessments, Achieve 3000 and Waterford electronic assessments)</p>	<p>CELL</p> <p>Equitable Solutions</p> <p>Title I Instructional Coach</p> <p>Principal Data Team Leaders</p>	<p>4 days – once quarterly</p> <p>4 days – once quarterly</p> <p>August and as needed with new teachers</p> <p>Once monthly</p>	<p>included in the \$250,000 fee</p> <p>Contract with CELL \$1500 per day = \$6,000</p> <p>Contract with Equitable Solutions \$1500 per day = \$6,000</p> <p>No cost – included in teacher responsibilities</p> <p>No cost – included in teacher responsibilities</p>	
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to ensure differentiated instruction.				
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.	Director of Elementary Education and Assistant coordinator for Title I	Weekly meetings	In kind services	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
Ensure that teachers have access to and are trained in using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot. Provide technical assistance through networking PD Days for building teams.	LEA	August	In kind services	
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	SEA	January and March	Provided by the SEA	

Additional coaching for leader and teacher teams - develop a 100 day action plan for leadership goal setting	Leadership and Learning Center	10 coaching days	Contract with Leadership and Learning Center \$52,000
Training focused on the most urgent needs of the school based on the data to build sustainability.	Leadership and Learning Center	10 days – once monthly	Contract with Leadership and Learning Center included in the \$250,000 fee
Ongoing support and coordination of the School Improvement Data Team to build sustainability.	Leadership and Learning Center	3 on-site visits and monthly phone calls	Contract with Leadership and Learning Center included in the \$225,000 fee
Analyze Acuity scores and plan interventions based on the data.	Acuity Lab Director Title I teacher	September and ongoing	\$73,000
Conduct professional development focused on instructional data teams, building data teams, and assessment training to build sustainability.	Leadership and Learning Center	10 professional development days	Contract with Leadership and Learning Center Included in the \$52,000 fee
Ongoing support for teachers in disaggregating discipline behavior data to plan the Schoolwide PBIS program to build sustainability.	CELL	2 days – once a semester	Contract with CELL \$1500 per day = \$3,000
Ongoing support for the principal and classroom teachers to analyze the data from walkthroughs to build sustainability.	Equitable Solutions	2 days – once a semester	Contract with Equitable Solutions \$1500 per day = \$3,000
Data team leaders meet with teachers	Data Team Leaders	Once monthly	No cost – included in

<p>monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, Math Perspective assessments, Achieve 3000 and Waterford electronic 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, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>	<p>Title I Instructional Coach Technology Coach</p>	<p>August and as needed</p>	<p>teacher responsibilities</p> <p>No cost – included in teacher responsibilities</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</p>	<p>Leadership and Learning Center</p> <p>Leadership and Learning Center</p>	<p>3 on-site visits and monthly phone calls</p> <p>10 professional development days</p>	<p>Contract with Leadership and Learning Center included in the \$225,000 fee</p> <p>Contract with Leadership and Learning Center Included in the \$52,000 fee</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>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>	Leadership and Learning Center	10 days – once monthly	Contract with Leadership and Learning Center included in the \$225,000 fee	
<p>Ongoing support for teachers to collaboratively score student work to make decisions about instructional practices.</p>	Leadership and Learning Center	On-site coaching as needed	Contract with Leadership and Learning Center included in the \$225,000 fee	
<p>Ongoing support for teachers to review discipline behavior data to update the Schoolwide PBIS program.</p>	CELL	2 days – once each semester	Contract with CELL \$1500 per day = \$3,000	
<p>Work with the principal and classroom teachers to analyze the data from walkthroughs to align instructional programs and to build sustainability.</p>	Equitable Solutions	2 days – once each semester	Contract with Equitable Solutions \$1500 per day = \$3,000	
<p>Teachers will be trained to use to differentiate instruction using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot.</p>	Technology staff Title I Instructional Coach	August review and as needed with new teachers	No cost – included in teacher responsibilities	
<p>Data team leaders meet with teachers</p>	Principal	Once monthly	No cost -	

<p>monthly during district collaboration to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, Math Perspective assessments, Achieve 3000 and Waterford electronic assessments) to ensure differentiated instruction.</p>	<p>Data Team Leaders</p>		<p>included in teacher responsibilities</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, and building sustainability after the grant ends.</p> <p>Ensure that teachers have access to and are trained in using multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000. Assessments will be housed in a web-based tool, Pivot. Provide technical assistance through</p>	<p>Director of Elementary Education and Assistant coordinator for Title I</p> <p>LEA</p>	<p>Monthly meetings</p> <p>August</p>	<p>In kind services</p> <p>In Kind services</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

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

Year 4 SUSTAINABILITY Academic Goal and Action Steps

By May, 2018, the passing rate of all students in English/Language Arts and Mathematics in grades 3-5 at Pettit Park will meet or exceed state averages while maintaining high growth as measured by ISTEP+ or its replacement.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Needs assessment review to inform prioritized planning for Year 4.	Title I staff Data Team leaders	August	Title I	<i>Use data to implement an aligned instructional program</i>
Data team leaders will meet quarterly with the principal to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, Math Perspective assessments, Achieve 3000 and Waterford electronic assessments) to ensure that instructional programs are in alignment.	Title I staff Data Team leaders	Quarterly	Title I	
Teachers will be trained to multiple assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000 to align and differentiate the instructional program. Assessments will be	Title I Staff District Technology Staff	As needed with new teachers	Title I District Technology Staff	

<p>housed in a web-based tool, Pivot.</p> <p>Ongoing coaching for teachers on the use of data to align instructional program.</p> <p>Training and support for new teachers to teach them to analyze data to implement an aligned program.</p>	<p>Title I Instructional Coach</p> <p>Title I Instructional Coach</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Title I</p> <p>Title I</p>	
<p>Needs assessment review to inform prioritized planning for Year 4.</p> <p>Data team leaders will meet quarterly with the principal to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories, quizzes, Math Perspective assessments, Achieve 3000 and Waterford electronic assessments) to ensure that data is used to inform and differentiate instruction.</p> <p>Data teams are in place and will meet monthly with the data team leaders to analyze data (based on formative assessments, including benchmark assessments, running records, checklists, word study inventories,</p>	<p>Title I staff Data Team leaders</p> <p>Title I staff Data Team leaders</p> <p>Title I staff Data Team leaders</p>	<p>August</p> <p>Quarterly</p> <p>Monthly</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

Ensure that teachers have access to assessments through technology-based resources, including INORS/Turnleaf , Acuity, Waterford Early Reading Program, Achieve 3000	LEA	August	In Kind Services	
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