

Part 6: Transformation Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

<p style="text-align: center;">Principal changes and flexibility</p>	<ul style="list-style-type: none"> * The instructional needs at Caze are still so critical (see LEA Analysis), the LEA made the determination in Spring 2014 to realign the leadership responsibilities for Curriculum and Instruction at Caze to a new administrative position (Professional Development Specialist) beginning in 2014-2015. * Director of School Transformation and Superintendent conducted evaluation of current principal based on Federal Turnaround Principles and determined that the principal is effective in all eight Turnaround Principals, though principals aligned to Instructional Leadership continues to be the largest area of development and support required. * Office of Transformational Support Performance Contract requires a Transformation Zone-wide ISTEP pass rate of 58% in each content area and 47% passing both content areas of ELA and Math in addition to culture/climate priority area goals. The performance contract allows operational discretion for the principals of each of the five Transformation Zone Schools as well as the Office of Transformational Support's zone-wide discretion. * Caze Elementary is one of five schools in the Transformation Zone. This opportunity provides Caze with a Transformation Strategist lead within building as well as increased district support. The Transformation Strategist works alongside the school leadership to provide strategic support to guide and monitor school improvement progress.
<p style="text-align: center;">Effectiveness of staff and recruitment/retaining of staff</p>	<ul style="list-style-type: none"> * In January 2014, all teachers in EVSC's Transformation Zone schools were given the choice to either opt-in or opt-out of teaching in the Transformation Zone. All teachers opting-in, as well as all new hires, were required to successfully complete Transformation Zone (TZ) Team Training, which OTS, EVSC district leaders, and MIE staff collectively trained teachers in Doug Lemov's Teach Like a Champion techniques. Teachers not only had to undergo the training, they also had to actively participate, submit lesson plans, teach a model lesson using instructional techniques learned, and score 3 or higher on a 5 point scale on each indicator to continue teaching in the Transformation Zone. * Simultaneous to the opt-in/out process for current teachers in TZ schools, the OTS team laid the groundwork for recruiting for likely vacancies, including crafting marketing materials for teacher recruitment, soliciting applications through postings on the recruitment websites of every undergraduate and graduate teaching school in the tri-state area (including every program in Indiana) – over 55 schools total. * OTS/MIE training of principals on staff selection with a competency-based model (see appendices). * The OTS also submitted advertisements to over a dozen individual job search websites. * The OTS created a dedicated TZ webpage on the EVSC website to introduce candidates and the wider community to the Transformation Zone and to channel potential applicants to the teaching

	<p>application.</p> <ul style="list-style-type: none"> * The OTS team registered for recruitment fairs at a half-dozen major regional events, some of which included students from more than 15 schools. * The OTS recruited "TZ Ambassadors" to aid with recruitment of high caliber candidates; Ambassadors were exceptional current TZ teachers with a deep commitment to the TZ strategy who were trained to recruit potential candidates through targeted phone conversations * Embedded support and professional development provided through Transformation Strategist and Achievement Coach. * Professional Learning Communities (PLCs) provide teachers with an opportunity to collaborate and grow continuously as an educator. * Caze principal piloted the district's new teacher evaluation tool/system (customized through iObservation), which will be officially implemented beginning the 2014-2015 school year and will integrate student performance. 100% of current staff were evaluated through the current EVSC Observation Tool and/or the new district evaluation tool/system that was piloted.
<p>Building Culture</p>	<ul style="list-style-type: none"> * Implemented Positive Behavioral Interventions and Supports (PBIS). A program in which there are school-wide student expectations and incentives for meeting specified behaviors. Expected teacher behaviors are modeled through professional development and professional learning communities. School discipline data is tracked on a monthly basis to continue to monitor interventions in place as well as identify areas of growth for the building that may require mid-course corrections in interventions and school strategies. * Teach like a Champion technique of Positive Framing and Precise Praise have been implemented school-wide at Caze per the school improvement plan based on prior root findings determined. The implementation of these techniques is now "the Caze way." Implementation and effectiveness is monitored through the principal's instructional walkthrough visits with teachers receiving immediate feedback via Google form sender and follow up conversations. * Caze is implementing a Tier II behavioral intervention of Check-in, Check-out. * Principal hired a full time behavior interventionist in order to shift focus of priorities to student learning and instruction.
<p>Professional Development</p>	<ul style="list-style-type: none"> * Teach Like a Champion professional development sessions provided, by the Office of Transformational Support, throughout the year on targeted areas of need based upon IDOE feedback, Mass Insight School Readiness Audit, benchmark assessments, and walkthrough data. Targeted techniques at Caze are Positive Framing and No Opt Out. * Several staff members attended Solution Tree's Professional Learning Communities Conference to initiate and lead professional learning communities at Caze. * Professional development is provided through meeting with Professional Learning Communities (PLCs) to better their practices on teacher collaboration, checking for understanding, use of student data, high-quality lesson planning, and creation of valid common assessments. * PBIS professional development was provided and supported by the district of EVSC. * Professional development was provided on homework and high expectations by Transformation

	<p>Strategist.</p> <ul style="list-style-type: none"> * Data chats are held with each teacher after beginning, middle, and end of year benchmark assessments with a district data coach to improve teacher understanding and application of student data. * Reader's Workshop professional development provided by Achievement Coach.
<p>Instructional Programs</p>	<ul style="list-style-type: none"> * Response to Intervention (RTI)- EVSC continues to refine implementation of a robust multi-tiered system of student support that includes: Core instruction within Tier I based on district wide common curriculum Universal Screeners to examine student skill needs in the areas of literacy and math. Rapid response to student data to determine instruction and intervention needs. System of research-based Tier II and III interventions of increasing intensity as a supplement to core instruction. Frequent progress monitoring of targeted skills. Ongoing communication and documentation of student progress and supports with appropriate staff  families. * Curriculum Maps and Common Assessments- EVSC supports development of quality core instruction through: Curriculum maps created by teacher committees with LEA support and guidance for ELA and Math. Curriculum maps in development by teacher committees with LEA support and guidance for Science and Social Studies. All curriculum maps identify Guaranteed and Viable Curriculum based on Instructional Guidance from IDOE. All curriculum maps include cross-walk of Indiana Academic Standards and College and Career Readiness Standards based on Instructional Guidance from IDOE. LEA curriculum guidance documents include scope and sequence, content framework, and curriculum maps for all grade levels. LEA provided professional development on effective planning using curriculum maps. Building-level facilitated planning provided for effective use of curriculum maps. Curriculum maps and supporting documents used by building-level PLCs to guide instruction and prepare for differentiation. Quarterly common assessments used by building-level PLCs to guide instruction and prepare for differentiation. Quarterly common assessments created using curriculum guidance documents for all grade levels ELA and Math. Quarterly common assessments in development for all grade levels Social Studies and Science. Building-level professional development for effective use of LEA provided common assessments. Building-level professional development for writing effective common assessments. * Earobics- A multisensory reading intervention for raising academic achievement and builds individualized reading instruction in all of the areas deemed critical by the National Reading Panel. It helps educators address the challenges of reading through technology, multimedia materials, and professional development. This program delivers highly differentiated instruction for students in pre-kindergarten to third grade. Used as an intervention in Kindergarten through third grade. * LLI- The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading. Used as an intervention in first through third grade. * Burst- With Burst Reading Intervention you can: Quickly analyze assessment and progress-monitoring data. Create and customize skills-based intervention groups. Download short bursts of instruction for each group. Adapt lessons to the skill, pace and style needed for each student. Used as an intervention in kindergarten through third grade. * RAVE-O- A small-group reading intervention that targets serious reading challenges. This

	<p>intervention balances science and motivation to accelerate learning, closes and prevents the achievement gap, and promotes fluency, comprehension, and deep reading. Used as an intervention in third grade.</p> <p>* Reading Workshop- The program emphasizes the interaction between readers and text. Students learn to ask questions, make connections with prior knowledge and previously read texts, and ask questions to clarify faulty comprehension they recognize has occurred. It also includes peer conferences and teacher conferences with students but emphasizes students' independence and allows them to become successful readers outside of the classroom. Used as a tier one instructional program in kindergarten through third grade.</p>
<p>Parent and Community Involvement</p>	<p>* Two-Way Communication structure starting with middle 50% students in 3rd, 4th, and 5th grade. Communication follows two parameters. 1) Learning more from family about student and bringing information to the family to support student success at school. 2) One-on-one conversation with each student to determine goals and aspirations. These are then communicated back to the families as well.</p> <p>* Family Engagement and Community Partnership  Team have made it a priority to meet at least weekly with internal stakeholders and at least monthly with other external Community Partners to plan for next steps in ensuring partnerships and projects are closely linked with student achievement at Caze and supportive of helping the school overcome challenges.</p> <p>* Ascension Health- Provides staff members to volunteer at school events and supply resources for students and programs.</p> <p>* Kiwanas Club- Members sit in on Family Engagement and Community Partnership Team and provide support to make decisions.</p> <p>* Vann Ave Baptist Church- Provides members to volunteer at school events and supply resources for students and programs.</p> <p>* YMCA- Students get free access to facilities to train for YMCA events.</p> <p>* Sam's Club- Provides Caze with resources for school events.</p> <p>* St. Mary's Hospital- Provides Caze with a social worker from the Latino Community with the school's growing ELL population.</p> <p>* Family Engagement/PBIS/RTI - EVSC is working with teams from each school to connect their family engagement work to the initiatives they are putting in place around student behavior and student success. EVSC is adopting a Positive Behavior Intervention and Support approach to behavior. Each school has set up a PBIS team, and family engagement and cultural responsiveness is incorporated into all the trainings. Plus, schools have received on-going family engagement and cultural support. In addition, EVSC is working on incorporating evaluation of family engagement into the PBIS implementation tool in order to better integrate the work into school culture. Teams will look at recent Climate and Engagement Surveys and School Improvement Plans to create action items around 3 areas....creating a welcoming environment, establishing a protocol for positive, relationship-building contacts and creating meaningful 2 way communication highways. These three areas are designed to prevent family from becoming disengaged.</p> <p>* Parent Teacher Home Visit Project - EVSC partnered with the Evansville Teachers Association and the National Education Association to bring trainers from the Parent Teacher Home Visit Project in to work with teachers at 3 schools. Additionally, ETA and NEA funded the opportunity for a district staff person and teacher to attend the "Train the Trainer" sessions in order to spread this work</p>

through the district. A follow-up session on the training will be held this Spring, with an eye toward summer home visiting.

* Family Engagement Tools and Communication Development - EVSC is working with the District's Office of Academics and the Communications Office to design family-friendly communications around District initiatives and student goals in order to better reach out and partner with families. The team has put together simple reading tips that schools are using to work with families. The School-Community Council Communication Team has served as a community resource for the work. This year, the team reorganized with a new goal of helping produce family friendly information to help parents work with their students at home. The team is made up of journalists, writers, communication professionals, and parents from the community. The team has been working with the Department of Academics to draft family friendly language that explain the assessments EVSC gives to students throughout the year.

* Parent Teacher Association - EVSC is offering regular, monthly trainings around family engagement to PTA members and providing individual trainings and support to schools. As a result of these trainings, the team received requests and has worked directly with PTAs at 3 schools in the district.

SMART Culture Goal - Year I

- The number of incidents per day resulting in an office referral will decrease to an average of 2.8 or below.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Provide School Leadership Training and Onboarding; Emphasis on developing leadership pipeline	OTS/LEA and MIE	Fall 2014 and throughout year	% of MIE Contract, % of LEA Staff Salary	<i>Replace the principal who led the school prior to implementing the model</i>
Replace Instructional Leadership Responsibilities at Caze with PD Specialist	OTS	Prior to Fall 2014		
100% of staff participate in TZ Team Training Successfully	Principal; OTS Transformation Strategist	Done prior to the school year beginning and training provided for any staff added after beginning of school year.		<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Evaluate principal and PDS using the new EVSC observation tool for leadership and Turnaround Principles	OTS Director; Superintendent	Annually		
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal; Professional Development Specialist	Throughout the year following evaluation guidelines		
Continuous walkthroughs and feedback provided to teachers	Principal; Professional Development Specialist	Walkthroughs done on every teacher every two weeks		
Utilize the EVSC compensation model for teacher evaluation and data	Principal; Chief Financial Officer	Following evaluation guidelines and district compensation model		<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>
Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring	OTS/LEA and MIE	Ongoing	% of MIE Contract, % of LEA Staff Salary	
Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which is performance based and aligned to increased student achievement.	OTS Director; Superintendent	Annually with continuous feedback	% OTS/LEA Salary	

Implementation of PBIS and assurance of all staff trained	Principal, Behavior Interventionist, OTS Transformation Strategist, PBIS Director	Beginning of the school year and on-going throughout the year		<i>Provide high quality, job-embedded professional development</i>
Provide professional development to all staff on daily procedure expectations for classrooms	Principal; Behavior Interventionist	Beginning of the school year and on-going throughout the year		
Implement MIE's Diagnostic and Readiness Audit; School and OTS leaders should immediately utilize this key data source in the Strategic School Improvement Planning Process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	Fall 2014	% of MIE Contract, % of LEA Staff Salary	
Provide professional development to staff using TEACH LIKE A CHAMPION strategies	Principal; Behavior Interventionist	On-going as identified through walkthrough and evaluation data		
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal; Behavior Interventionist	On-going as identified through walkthrough and evaluation data		
Teachers will be able to receive "mini grants" from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2014	Mini-grants in the amount of \$1,000; % LEA Salary	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
The current collective bargaining agreement expires June 30, 2014. The new agreement will be aligned to statute and include salary, wages, salary and wage related benefits. This principle will be considered... particularly incentives for teachers in high-poverty, chronically underperforming schools.	CFO	Prior to Fall 2014		

Provide opportunities in after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies	Principal, After School Coordinator, OTS Transformation Strategist	As identified through data at the beginning of each semester and a review of student data and after school program monitoring		Provide increased learning time for students and staff 
Provide professional development opportunities for teachers to be trained on strategies and practices specific to Caze	Principal; Professional Development Specialist	Beginning of the school year and on-going throughout the year		
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	Principal; Behavior Interventionist	Beginning of the school year and on-going throughout the year		
Provide teachers with differentiated support aligned to lesson planning and school initiatives	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data		
Administrative team will meet to assess teaching staff and determine coaching needs	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data		
TEACH LIKE A CHAMPION strategies will be taught through differentiated PD opportunities and targeted for specific teachers	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data		
Increase student motivation and engagement in learning through the use of student data trackers	Principal; Professional Development Specialist	On-going throughout the year with monitoring quarterly		
Increase student ownership of data through use of student data trackers	Principal; Professional Development Specialist	On-going throughout the year with monitoring quarterly		

Develop a school-wide approach for two-way communication with families and guardians	Principal; Behavior Interventionist	Beginning of the school year and on-going throughout the year		<i>Provide mechanisms for family and community engagement</i>
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal	Beginning of the school year and on-going throughout the year		
Provide information to families through various outlets to inform regarding school services, events, and community events	Principal	Beginning of the school year and on-going throughout the year		
Explore opportunities to expand on community partnerships	Principal	Beginning of the school year and on-going throughout the year		
Provide opportunities for home visits or parent teacher conferences	Principal	Beginning of the school year and on-going throughout the year		
Through the support of OTS, the school will have increased flexibility and support in staffing	OTS Director; Chief HR	March, April, May, June, July		<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Principal will make evidence-supported requests and lift any barriers to OTS Director for support. MIE will support realignment of systems and structures at district level to eliminate systemic barriers experienced at school level.	Principal; OTS Director; MIE	Ongoing/as needed	% OTS/LEA Salary; % MIE Contract	
Initiate performance monitoring through SIP culture/climate improvement strategies	Principal; OTS Director	Every Two Weeks School Checkpoint, Monthly OTS checkpoint		<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
Transformation Strategist works with the school to provide support in all aspects	OTS Director, OTS Transformation Strategist	On-going throughout the year		
Mass Insight supporting OTS	Principal, OTS	On-going throughout the year		
Office of Transformational Support provides continuous support of roll-out and	OTS Director, OTS Transformation Strategist; Principal	On-going throughout the year		

implementation of TZ wide SIP monitoring				
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal	On-going throughout the year		
School Wide Readiness Audit from Mass Insight	Mass Insight	Yearly		

SMART Culture Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Provide School Leadership Training and Onboarding; Emphasis on developing leadership pipeline	OTS/LEA and MIE	Fall 2015 and throughout year	% of MIE Contract, % of LEA Staff Salary	<i>Replace the principal who led the school prior to implementing the model</i>
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal, OTS Transformation Strategist	As needed		<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
100% of staff participate in TZ Team Training Successfully	Principal, OTS Transformation Strategist	Done prior to the school year beginning and training provided for any staff added after beginning of school year.		
Evaluate the principal using the new EVSC observation tool for leadership	Director of OTS	Annually		
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal	Throughout the year following evaluation guidelines		
Continuous academic walkthroughs and feedback provided to teachers	Principal	Walkthroughs done on every teacher every two weeks		
Utilize the EVSC compensation model for teacher evaluation and data	Principal, OTS Transformation Strategist	Following evaluation guidelines and district compensation model		<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>
Support school leadership in prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring	OTS/LEA and MIE	Ongoing	% of MIE Contract, % of LEA Staff Salary	

Implementation of PBIS and assurance of all staff trained	Principal, Behavior Interventionist, OTS Transformation Strategist	Beginning of the school year and on-going throughout the year		<i>Provide high quality, job-embedded professional development</i>
Provide professional development to all staff on daily procedure expectations for classrooms	Principal, OTS Transformation Strategist	Beginning of the school year and on-going throughout the year		
Implement MIE's Diagnostic and Readiness Audit; School and OTS leaders should immediately utilize this key data source in the Strategic School Improvement Planning Process; Cross-train LEA staff in process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	Fall 2015	% of MIE Contract, % of LEA Staff Salary	
Provide professional development to staff using TEACH LIKE A CHAMPION strategies	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
Principal and other administrative staff will be evaluated using the new EVSC Administrator Evaluation tool which is performance based and aligned to increased student achievement.	OTS Director; Superintendent	Annually with continuous feedback	% OTS/LEA Salary	
Teachers will be able to receive "mini grants" from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2015	Mini-grants in the amount of \$1,000; % LEA Salary	
Energize staff through explicit, routine, positive reinforcement including walkthough feedback, evaluation/observation feedback, data chats	PDS; Principal	Ongoing		

Provide opportunities in after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies	Principal, After School Coordinator, OTS Transformation Strategist	As identified through data at the beginning of each semester and a review of student data and after school program monitoring		<i>Provide increased learning time for students and staff</i>
Provide professional development opportunities for teachers to be trained on strategies and practices specific to Caze	Principal, OTS Transformation Strategist	Beginning of the school year and on-going throughout the year		
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	Principal, Behavior Interventionist, OTS Transformation Strategist	Beginning of the school year and on-going throughout the year		
Provide teachers with differentiated support aligned to lesson planning and school initiatives	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
Administrative team will meet to assess teaching staff and determine coaching needs	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
TEACH LIKE A CHAMPION strategies will be taught through differentiated PD opportunities and targeted for specific teachers	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	Principal; Professional Development Specialist; District Coach	On-going as identified through walkthrough and evaluation data		
Increase student motivation and engagement in learning through the use of student data trackers	Principal; Professional Development Specialist	On-going throughout the year with monitoring quarterly		
Increase student ownership of data through use of student data trackers	Principal	On-going throughout the year with monitoring quarterly		

Develop a school-wide approach for two-way communication with families and guardians	Principal; Behavior Interventionist	Beginning of the school year and on-going throughout the year		<i>Provide mechanisms for family and community engagement</i>
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal, Behavior Interventionist, OTS Transformation Strategist, Counselor	Beginning of the school year and on-going throughout the year		
Provide information to families through various outlets to inform regarding school services, events, and community events	Principal, Behavior Interventionist, OTS Transformation Strategist, Counselor	Beginning of the school year and on-going throughout the year		
Explore opportunities to expand on community partnerships	Principal	Beginning of the school year and on-going throughout the year		
Provide opportunities for home visits or parent teacher conferences	Principal, Office of Family and Community Support	Beginning of the school year and on-going throughout the year		
Through the support of OTS, the school has flexibility in staffing outside of the district hiring process	Principal; OTS Director	March, April, May, June, July		<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Principal will make evidence-supported requests and lift any barriers to OTS Director for support. MIE will support realignment of systems and structures at district level to eliminate systemic barriers experienced at school level.	Principal; OTS Director; MIE	Ongoing/as needed	% OTS/LEA Salary; % MIE Contract	

Initiate performance monitoring through SIP culture/climate improvement strategies	Principal; OTS Director	On-going throughout the year		LEA and, SEA supports school with ongoing, intensive technical assistance and support
Transformation Strategist works with the school to provide support in all aspects	Principal; OTS Director	On-going throughout the year		
Mass Insight supporting OTS	Principal; OTS Director	On-going throughout the year		
Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide SIP monitoring	Principal; OTS Director	On-going throughout the year		
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal; OTS Director	On-going throughout the year		
School Wide Readiness Audit from Mass Insight	Mass Insight	Yearly		

SMART Culture Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Support LEA to provide School Leadership Training and Onboarding; Emphasis on strengthening leadership pipeline	MIE/LEA and MIE	Fall 2016 and throughout year	% of MIE Contract, % of LEA Staff Salary	Replace the principal who led the school prior to implementing the model
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal, OTS Transformation Strategist	As needed		Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
100% of staff participate in TZ Team Training Successfully	Principal, OTS Transformation Strategist	Done prior to the school year beginning and training provided for any staff added after beginning of school year.		
Evaluate the principal using the new EVSC observation tool for leadership	Director of OTS	Annually		
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal	Throughout the year following evaluation guidelines		

Continuous academic walkthroughs and feedback provided to teachers	Principal	Walkthroughs done on every teacher every two weeks		
Utilize the EVSC compensation model for teacher evaluation and data	Principal, OTS Transformation Strategist	Following evaluation guidelines and district compensation model		<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>
Assess school leadership's prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring; Support as needed.	OTS/LEA	Ongoing	% of LEA Staff Salary	
Implementation of PBIS and assurance of all staff trained	Principal, Behavior Interventionist, OTS Transformation Strategist, PBIS Director	Beginning of the school year and on-going throughout the year		<i>Provide high quality, job-embedded professional development</i>
Provide professional development to all staff on daily procedure expectations for classrooms	Principal, OTS Transformation Strategist	Beginning of the school year and on-going throughout the year		
Support LEA staff in Diagnostic and Readiness Audit Process.	MIE Field Engagement Manager; Principal; OTS Transformation Strategist; OTS Director	Fall 2016	% of MIE Contract, % of LEA Staff Salary	
Provide professional development to staff using TEACH LIKE A CHAMPION strategies	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		

Teachers will be able to receive "mini grants" from the school to supply classrooms as an incentive to recruit, attract, and retain staff; Message supplies purchased with mini grants must stay in classrooms.	Principal; Grant Support Specialist	Fall 2016	Mini-grants in the amount of \$1,000; % LEA Salary	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Provide opportunities in after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies	Principal, After School Coordinator, OTS Transformation Strategist	As identified through data at the beginning of each semester and a review of student data and after school program monitoring		<i>Provide increased learning time for students and staff</i>
Provide professional development opportunities for teachers to be trained on strategies and practices specific to Caze	Principal, OTS Transformation Strategist	Beginning of the school year and on-going throughout the year		
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	Principal, Behavior Interventionist	Beginning of the school year and on-going throughout the year		
Provide teachers with differentiated support aligned to lesson planning and school initiatives	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
Administrative team will meet to assess teaching staff and determine coaching needs	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
TEACH LIKE A CHAMPION strategies will be taught through differentiated PD opportunities and targeted for specific teachers	Principal, OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data		
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	Principal, OTS Transformation Strategist, District Coach	On-going as identified through walkthrough and evaluation data		
Increase student motivation and engagement in learning through the use of student data trackers	Principal	On-going throughout the year with monitoring quarterly		

Increase student ownership of data through use of student data trackers	Principal	On-going throughout the year with monitoring quarterly		
Develop a school-wide approach for two-way communication with families and guardians	Principal , Behavior Interventionist, OTS Transformation Strategist, Counselor	Beginning of the school year and on-going throughout the year		<i>Provide mechanisms for family and community engagement</i>
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal, Behavior Interventionist, OTS Transformation Strategist, Counselor	Beginning of the school year and on-going throughout the year		
Provide information to families through various outlets to inform regarding school services, events, and community events	Principal, Behavior Interventionist, OTS Transformation Strategist, Counselor	Beginning of the school year and on-going throughout the year		
Explore opportunities to expand on community partnerships	Principal	Beginning of the school year and on-going throughout the year		
Provide opportunities for home visits or parent teacher conferences	Principal, Office of Family and Community Support	Beginning of the school year and on-going throughout the year		
Through the support of OTS, the school has flexibility in staffing outside of the district hiring process	Principal; OTS	March, April, May, June, July	% OTS/LEA Salary	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Principal will make evidence-supported requests and lift any barriers to OTS Director for support.	Principal; OTS Director	Ongoing/as needed	% OTS/LEA Salary	
Initiate performance monitoring through SIP culture/climate improvement strategies	Principal, OTS	On-going throughout the year		<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
Transformation Strategist works with the school to provide support in all aspects	Principal, OTS	On-going throughout the year		

Mass Insight supporting OTS	Principal, OTS	On-going throughout the year	
Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide SIP monitoring	Principal, OTS	On-going throughout the year	
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal, OTS	On-going throughout the year	
School Wide Readiness Audit from Mass Insight	Mass Insight	Yearly	

SUSTAINABILITY Culture Goal - Year 4

- The number of incidents per day resulting in an office referral will decrease to an average of 2.44 or below.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Provide School Leadership Training and Onboarding; Strengthen leadership pipeline	LEA	Fall 2017 and throughout year	% of LEA Staff Salary	<i>Replace the principal who led the school prior to implementing the model</i>
Engage in a robust hiring process including analysis of data, interview questions, and teaching of a lesson	Principal	As needed	N/A	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
100% of staff participate in TZ Team Training Successfully	Principal	Done prior to the school year beginning and training provided for any staff added after beginning of school year.	N/A	
Evaluate the principal using the new EVSC observation tool for leadership	Director/Superintendent	Annually	N/A	
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal	Throughout the year following evaluation guidelines	N/A	
Continuous academic walkthroughs and feedback provided to teachers	Principal	Walkthroughs done on every teacher every two weeks	N/A	

Utilize the EVSC compensation model for teacher evaluation and data	Principal	Following evaluation guidelines and district compensation model		<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>
Assess school leadership's prioritization, goal identification, and selecting fidelity and short-term metrics aligned to S-SIP/SAP Planning and Monitoring; Support as needed.	LEA	Ongoing	N/A	
Implementation of PBIS and assurance of all staff trained	Principal, PBIS Director	Beginning of the school year and on-going throughout the year	N/A	<i>Provide high quality, job-embedded professional development</i>
Provide professional development to all staff on daily procedure expectations for classrooms	Principal	Beginning of the school year and on-going throughout the year	N/A	
Diagnostic and Readiness Audit Process with Feedback for School Leaders	LEA	Fall 2017	N/A	
Provide professional development to staff using TEACH LIKE A CHAMPION strategies	PDS; Teacher Leaders	On-going as identified through walkthrough and evaluation data	N/A	
Administrative team will meet to review walkthrough data to differentiate PD opportunities for teachers based on data	Principal, PDS	On-going as identified through walkthrough and evaluation data	N/A	
Message supplies purchased with mini grants must stay in classrooms.	Principal	Fall 2017	N/A	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Energize staff through explicit, routine, positive reinforcement including walkthough feedback, evaluation/observation feedback, data chats	PDS; Principal; PLC Leads	Ongoing	N/A	

Provide opportunities in after school programming to allow for students to be engaged in standards instruction utilizing different techniques and strategies	Principal, After School Coordinator	As identified through data at the beginning of each semester and a review of student data and after school program monitoring	Site Council Center for Family, School, and Community Partnerships	<i>Provide increased learning time for students and staff</i>
Provide professional development opportunities for teachers to be trained on strategies and practices specific to Caze	Principal; PDS	Beginning of the school year and on-going throughout the year	N/A	
Increase student learning time by utilizing PBIS strategies to keep students in the classroom and engaged in learning	Principal	Beginning of the school year and on-going throughout the year	Site Council Center for Family, School, and Community Partnerships	
Provide teachers with differentiated support aligned to lesson planning and school initiatives	Principal; PDS	On-going as identified through walkthrough and evaluation data	N/A	
Administrative team will meet to assess teaching staff and determine coaching needs	Principal; PDS	On-going as identified through walkthrough and evaluation data	N/A	
TEACH LIKE A CHAMPION strategies will be taught through differentiated PD opportunities and targeted for specific teachers	Principal; Teacher Leaders	On-going as identified through walkthrough and evaluation data	N/A	
A coaching log will be utilized to track support provided to teachers and the effectiveness and progress teachers make utilizing strategies taught	Principal, PDS	On-going as identified through walkthrough and evaluation data	N/A	
Increase student motivation and engagement in learning through the use of student data trackers	Principal	On-going throughout the year with monitoring quarterly	iCats	
Increase student ownership of data through use of student data trackers	Principal	On-going throughout the year with monitoring quarterly	N/A	

Develop a school-wide approach for two-way communication with families and guardians	Principal, Counselor	Beginning of the school year and on-going throughout the year		<i>Provide mechanisms for family and community engagement</i>
Provide opportunities for families and community members to meet with staff and learn about school expectations and strategies	Principal, Counselor	Beginning of the school year and on-going throughout the year	Site Council Center for Family, School, and Community Partnerships	
Provide information to families through various outlets to inform regarding school services, events, and community events	Principal, Counselor	Beginning of the school year and on-going throughout the year	Site Council Center for Family, School, and Community Partnerships	
Explore opportunities to expand on community partnerships	Principal	Beginning of the school year and on-going throughout the year	Site Council Center for Family, School, and Community Partnerships	
Provide opportunities for home visits or parent teacher conferences	Principal, Office of Family and Community Support	Beginning of the school year and on-going throughout the year	Site Council Center for Family, School, and Community Partnerships	
The school will continue to have flexibility in staffing outside of the district hiring process	Principal; Director	March, April, May, June, July	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Cluster Director will continue to assess for barriers in schools	Principal; Director	Ongoing/as needed	N/A	
Provides continuous support for improvement planning and monitoring	Principal, LEA	On-going	N/A	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal, LEA	Every Two Weeks School Checkpoint, Monthly checkpoint	N/A	
Initiate performance monitoring through SIP culture/climate improvement strategies	LEA	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	N/A	
Review data sources and revisit root cause analysis of culture/climate improvement plan	Principal, LEA	On-going throughout the year	N/A	

SMART Academic Goal - Year 1

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
<ul style="list-style-type: none"> The percentage of students passing the ELA portion of 2014-2015 ISTEP+ will increase to 58.6% 	<ul style="list-style-type: none"> The percentage of students passing the Math portion of 2014-2015 ISTEP+ will increase to 68.9% 	<ul style="list-style-type: none"> The percentage of students passing both the ELA and Math portion of 2014-2015 ISTEP+ will increase to 51.5%

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal; Professional Development Specialist	Throughout the year following evaluation guidelines	PDS	<i>Use data to implement an aligned instructional program</i>
Continuous academic walkthroughs and feedback provided to teachers	Principal; Professional Development Specialist	Walkthroughs done on every teacher every two weeks	PDS	
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal; Professional Development Specialist	Quarterly	PDS	
Utilize the PLC framework for alignment of curriculum and data discussions	Professional Development Specialist	Daily	PDS	
Provide data-driven differentiated PD on lesson planning areas of need	Professional Development Specialist; OTS Transformation Strategist	On-going as needed	PDS	
Provide PD on TEACH LIKE A CHAMPION strategies including tight transitions	Professional Development Specialist; OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data	PDS	
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	Professional Development Specialist	Weekly	PDS	

Provide follow up coaching on lesson planning for teachers identified as below proficient	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Monitor and coach grade levels in writing their grade level and subject SIP Goals	Professional Development Specialist	Every two weeks as data is submitted	PDS	
Due to the high severity not passing ISTEP + 2013, in the bottom 25% (grades 4 and 5), two additional instructionalists will be hired to ensure small group interventions are provided for math and reading across all grade levels.	Principal; Instructionalists		Instructionalists (2)	
Require teachers to submit lesson plans for review	Professional Development Specialist	Weekly	PDS	<i>Promote the use of data to inform and differentiated instruction</i>
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	Professional Development Specialist	Weekly	PDS	
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Utilize PLC's to support common planning and alignment of instruction	Professional Development Specialist	Daily	PDS	
Utilize student data trackers to effectively implement ways to support students individual learning needs	Professional Development Specialist	Quarterly	PDS	
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Encourage the use of technology in the classroom and	Principal; Professional Development	On-going as identified through walkthrough and evaluation data		

supported in lesson planning design to differentiate for student needs	Specialist			
Provide follow up coaching for teachers on utilizing technology to effectively differentiate and engage students in the classroom	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Mass Insight will provide intensive support of OTS and LEA	Principal; OTS Transformation Strategist, OTS Director, Mass Insight	On-going		<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide SIP monitoring	OTS Director, OTS Transformation Strategist	On-going	% Mass Insight, % LEA	
Review data sources and revisit root cause analysis of academic improvement plan	Principal	Every Two Weeks School Checkpoint, Monthly OTS checkpoint		
Initiate performance monitoring through SIP academic improvement strategies	OTS Director, OTS Transformation Strategist	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	% OTS/LEA	
School Wide Readiness Audit from Mass Insight	OTS Director, OTS Transformation Strategist	One Time Per Year	% Mass Insight, % OTS/LEA	
Transformation Strategist works with the school to provide support in all aspects	OTS Director, OTS Transformation Strategist	On-going	% OTS/LEA	

SMART Academic Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal; Professional Development Specialist	Throughout the year following evaluation guidelines	PDS	<i>Use data to implement an aligned instructional program</i>
Continuous academic walkthroughs and feedback provided to teachers	Principal; Professional Development Specialist	Walkthroughs done on every teacher every two weeks	PDS	
Hold individual staff conferences to discuss	Principal; Professional	Quarterly	PDS	

student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Development Specialist			
Utilize the PLC framework for alignment of curriculum and data discussions	Professional Development Specialist	Daily	PDS	
Provide data-driven differentiated PD on lesson planning areas of need	Professional Development Specialist; OTS Transformation Strategist	On-going as needed	PDS	
Provide PD on TEACH LIKE A CHAMPION strategies including tight transitions	Professional Development Specialist; OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data	PDS	
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	Professional Development Specialist	Weekly	PDS	
Provide follow up coaching on lesson planning for teachers identified as below proficient	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Monitor and coach grade levels in writing their grade level and subject SIP Goals	Professional Development Specialist	Every two weeks as data is submitted	PDS	
Instructionalists will continue to ensure small group interventions are provided for math and reading across all grade levels.	Principal; Instructionalists		Instructionalists (2)	
Require teachers to submit lesson plans for review	Professional Development Specialist	Weekly	PDS	<i>Promote the use of data to inform and differentiated instruction</i>
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	Professional Development Specialist	Weekly	PDS	
Track teacher	Professional	On-going as identified	PDS	

effectiveness and provide differentiated coaching based on analysis of lesson plans	Development Specialist	through walkthrough and evaluation data		
Utilize PLC's to support common planning and alignment of instruction	Professional Development Specialist	Daily	PDS	
Utilize student data trackers to effectively implement ways to support students individual learning needs	Professional Development Specialist	Quarterly	PDS	
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Encourage the use of technology in the classroom and supported in lesson planning design to differentiate for student needs	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data		
Provide follow up coaching for teachers on utilizing technology to effectively differentiate and engage students in the classroom	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Mass Insight will provide intensive support of OTS and LEA	Principal; OTS Transformation Strategist, OTS Director, Mass Insight	On-going		<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide SIP monitoring	Principal, OTS Transformation Strategist	On-going	% Mass Insight, % LEA	
Review data sources and revisit root cause analysis of academic improvement plan	Principal, OTS Director, OTS Transformation Strategist	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	% OTS/LEA	
Initiate performance monitoring through SIP academic improvement strategies	OTS Director, OTS Transformation Strategist	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	% OTS/LEA	

School Wide Readiness Audit from Mass Insight	Mass Insight, OTS Director, OTS Transformation Strategist	One Time Per Year	% Mass Insight, % OTS/LEA
Transformation Strategist works with the school to provide support in all aspects	OTS Director, OTS Transformation Strategist	On-going	% OTS/LEA

SMART Academic Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal; Professional Development Specialist	Throughout the year following evaluation guidelines	PDS	<i>Use data to implement an aligned instructional program</i>
Continuous academic walkthroughs and feedback provided to teachers	Principal; Professional Development Specialist	Walkthroughs done on every teacher every two weeks	PDS	
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater understanding of individual students learning needs	Principal; Professional Development Specialist	Quarterly	PDS	
Utilize the PLC framework for alignment of curriculum and data discussions	Professional Development Specialist	Daily	PDS	
Provide data-driven differentiated PD on lesson planning areas of need	Professional Development Specialist; OTS Transformation Strategist	On-going as needed	PDS	
Provide PD on TEACH LIKE A CHAMPION strategies including tight transitions	Professional Development Specialist; OTS Transformation Strategist	On-going as identified through walkthrough and evaluation data	PDS	
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	Professional Development Specialist	Weekly	PDS	
Provide follow up coaching on lesson planning for teachers identified as below	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	

proficient				
Monitor and coach grade levels in writing their grade level and subject SIP Goals	Professional Development Specialist	Every two weeks as data is submitted	PDS	
Instructionalists will continue to ensure small group interventions are provided for math and reading across all grade levels.	Principal; Instructionalists		Instructionalists (2)	
Require teachers to submit lesson plans for review	Professional Development Specialist	Weekly	PDS	<i>Promote the use of data to inform and differentiated instruction</i>
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	Professional Development Specialist	Weekly	PDS	
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Utilize PLC's to support common planning and alignment of instruction	Professional Development Specialist	Daily	PDS	
Utilize student data trackers to effectively implement ways to support students individual learning needs	Professional Development Specialist	Quarterly	PDS	
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Encourage the use of technology in the classroom and supported in lesson planning design to differentiate for student needs	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	
Provide follow up coaching for teachers on utilizing technology to effectively	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data	PDS	

differentiate and engage students in the classroom				
Office of Transformational Support provides continuous support of roll-out and implementation of TZ wide SIP monitoring	Principal, OTS Transformation Strategist	On-going	% Mass Insight, Director of OTS	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
Review data sources and revisit root cause analysis of academic improvement plan	Principal, OTS Director, OTS Transformation Strategist	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	% OTS/ 	
Initiate performance monitoring through SIP academic improvement strategies	OTS Director, OTS Transformation Strategist	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	% OTS/LEA	
School Wide Readiness Audit from Mass Insight	Mass Insight, OTS Director, OTS Transformation Strategist	One Time Per Year	% Mass Insight, % OTS/LEA	
Transformation Strategist works with the school to provide support in all aspects	OTS Director, OTS Transformation Strategist	On-going	% OTS/LEA	

SUSTAINABILITY Academic Goal - Year 4

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
<ul style="list-style-type: none"> The percentage of students passing the ELA portion of 2014-2015 ISTEP+ will increase to 67.8% 	<ul style="list-style-type: none"> The percentage of students passing the Math portion of 2014-2015 ISTEP+ will increase to 79.7% 	<ul style="list-style-type: none"> The percentage of students passing both the ELA and Math portion of 2014-2015 ISTEP+ will increase to 59.6%

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Evaluate 100% of teachers utilizing evaluation rubric through iObservation	Principal; Professional Development Specialist	Throughout the year following evaluation guidelines	N/A	<i>Use data to implement an aligned instructional program</i>
Continuous academic walkthroughs and feedback provided to teachers	Principal; Professional Development Specialist	Walkthroughs done on every teacher every two weeks	N/A	
Hold individual staff conferences to discuss student data trackers are being effectively implemented in a way that supports greater	Principal; Professional Development Specialist	Quarterly	N/A	

understanding of individual students learning needs				
Utilize the PLC framework for alignment of curriculum and data discussions	Professional Development Specialist	Daily	N/A	
Provide PD on TEACH LIKE A CHAMPION strategies including tight transitions	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	N/A	
Monitor lesson plans looking for effective lesson design, such as writing rigorous student learning objectives and writing assessments.	Professional Development Specialist	Weekly	N/A	
Provide follow up coaching on lesson planning for teachers identified as below proficient	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	N/A	
Monitor and coach grade levels in writing their grade level and subject SIP Goals	Professional Development Specialist	Every two weeks as data is submitted	N/A	
One instructionalist will continue to ensure small group interventions are provided for math and reading across all grade levels.	Principal; Instructionalist		N/A	
Require teachers to submit lesson plans for review	Professional Development Specialist	Weekly	N/A	<i>Promote the use of data to inform and differentiated instruction</i>
Utilize a lesson plan format engaging teachers in effective lesson design, including writing rigorous student learning objectives and writing assessments	Professional Development Specialist	Weekly	N/A	
Track teacher effectiveness and provide differentiated coaching based on analysis of lesson plans	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	N/A	
Utilize PLC's to support common planning and alignment of instruction	Professional Development Specialist	Daily	N/A	
Utilize student data trackers to effectively implement ways to	Professional Development Specialist	Quarterly	ICATS	

support students individual learning needs				
Provide follow up coaching for teachers on use of student data trackers and analysis of data to drive instruction and differentiated lessons	Professional Development Specialist	On-going as identified through walkthrough and evaluation data	N/A	
Encourage the use of technology in the classroom and supported in lesson planning design to differentiate for student needs	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data	N/A	
Provide follow up coaching for teachers on utilizing technology to effectively differentiate and engage students in the classroom	Principal; Professional Development Specialist	On-going as identified through walkthrough and evaluation data	N/A	
Provides continuous support for improvement planning and monitoring	Principal, LEA	On-going	N/A	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>
Review data sources and revisit root cause analysis of academic improvement plan	Principal, LEA	Every Two Weeks School Checkpoint, Monthly checkpoint	N/A	
Initiate performance monitoring through SIP academic improvement strategies	LEA	Every Two Weeks School Checkpoint, Monthly OTS checkpoint	N/A	