



# Indiana Department of Education

Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

## Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

**LEAs must submit an application for EACH school applying for 1003(g).**

### Part I: Grantee Information

#### Applicant Information

School Corporation/ Eligible Entity	Greater Clark County Schools		Corp #	1010
School	Northaven		School #	0801
Superintendent Name	Dr. Andrew Melin		Email	<a href="mailto:amelin@gcs.k12.in.us">amelin@gcs.k12.in.us</a>
Title I Administrator Name	Amy Schellenberg		Email	<a href="mailto:aschellenberg@gcs.k12.in.us">aschellenberg@gcs.k12.in.us</a>
Principal	Tonja Brading		Email	<a href="mailto:tbrading@gcs.k12.in.us">tbrading@gcs.k12.in.us</a>
Mailing Address	1907 Oak Ridge Drive	City	Jeffersonville	Zip Cod 47130
Telephone	812-288-4865	Fax	812-288-4862	
Total Funding Authorization				

#### Application Type

Select one of the following options:

- Turnaround
- Transformation
- Restart
- Closure

#### Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

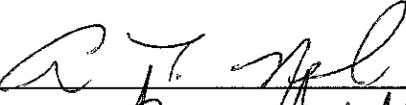
## Part 2: LEA and School Assurances and Waivers

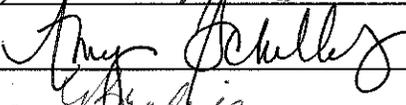
The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

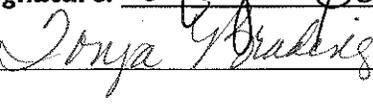
- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

**The LEA must check each waiver that the LEA will implement.**

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature:  Date: 3/12/14

Title I Administrator Signature:  Date: 3/31/14

Principal Signature:  Date: 3/31/14

## Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Tonja Brading	Principal
Beth Valentine	AIC Teacher
JoEllen Blankenkaker	Special Needs Teacher
Susan Botts	Special Needs Teacher
Tara Thompson	Kindergarten Teacher
Christina Gritton Willis	Grade 3 Teacher
Keia Wood	Grade 4 Teacher
Dan Johnson	Grade 4 Teacher
Ellen Rothstein	Grade 2 Teacher
Sandy Lipps	Grade 5 Teacher
Wendy Broady	Grade 1 Teacher
Lindsay Lawrence	Grade 4 Teacher
Tara Spiehs	ESL Teacher
Stacie Strawser	PTO
Rhonda Aldridge	Para Educator and PTO Treasurer
Leslie Kelley	PTO Vice President - Parent

**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment
Building Leadership Team Meeting	3/12/14	0	8	1	0	1	0	Principal provided overview of SIG
Faculty Meeting	3/13/14	0	25	1	0	0	0	Full faculty overview of SIG
Corporation Discussion Meeting	3/17/14	0	30	2	0	7	0	Commitment to SIG
Board of School Trustees Meeting	3/18/14	20	2	1	7	7	0	Overview of SIG
Building Leadership Team Meeting	3/19/14	0	15	1	0	1	0	Commitment to SIG process
PTO Meeting	3/19/14	10	1	1	0	0	0	Overview of SIG process / Commitment
Technical Assistance	3/20/14	0	0	0	0	1	0	Technical Assistance



## Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	27%	58		80% passing	85% passing	90% passing
Special Needs	50%	20	High	60% passing	70% passing	80% passing
Poverty	28%	45	High	75% passing	80% passing	85% passing
ELL	21%	6	Medium	80% passing	85% passing	90% passing
Black	20%	5	Medium	85% passing	90% passing	95% passing
Hispanic	25%	9	Medium	80% passing	85% passing	90% passing
White	24%	30	Medium	80% passing	85% passing	90% passing
Multiracial	15%	4	Low	90% passing	95% passing	100% passing

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	33%	70		75% passing	80% passing	85% passing
Special Needs	45%	18	High	60% passing	65% passing	70% passing
Poverty	36%	59	High	70% passing	75% passing	80% passing
ELL	24%	7	Medium	80% passing	85% passing	90% passing
Black	20%	5	Medium	85% passing	90% passing	95% passing
Hispanic	42%	15	High	65% passing	70% passing	75% passing
White	29%	36	Medium	75% passing	80% passing	85% passing
Multiracial	15%	4	Low	90% passing	95% passing	100% passing

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	70,200	70,200	54000 state 270 additional hours
2. Dropout rate*	0	0	0
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.7 current		Maintaining above 95%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	9 GT		
5. Number of students completing dual enrollment classes	NA	NA	NA
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	NA	NA	NA
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	OTH – Intersession (20 hours fall / 20 hours spring)  SS – 40 hours		
8. Discipline incidents*	308		
9. Truants (# of unduplicated students, enter as a whole number)	0	0	0
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	Data available in May		12/13 Data HE = 0 E = 22 IMP = 1 IN = 0
11. Teacher attendance rate	98.2% current		

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

## Instructional Programs

<b>LEA analysis</b>	<p>Upon review of state and local accountability data, the root cause analysis indicates inconsistent implementation, training and monitoring of instructional strategies.</p> <p>Significant staff turnover and limited training opportunities have created knowledge gaps of instructional strategies/practices focused on engagement, relevance and gradual release.</p>
<b>Justification for Selected Interventions</b>	<p>The data and root cause analysis indicates a strong need to strengthen Tier I CORE instruction. Selected interventions support the enhancement of an instructional framework to be implemented by ALL classroom teachers.</p> <p>The Framework for Intentional and Targeted Teaching advocates a gradual release model which supports student practice and proficiency.</p>

## School Leadership

<b>LEA analysis</b>	<p>The principal at Northaven Elementary (Tonja Brading) was an intentional placement by Greater Clark County Schools.</p>
<b>Justification for Selected Interventions</b>	<p>The corporation placed Tonja Brading as the principal at Northaven Elementary on the belief that she has the abilities to lead the turnaround school.</p>

## School Infrastructure

<b>LEA analysis</b>	<p>School climate / culture issues are pervasive at Northaven Elementary. It is an open concept school and a challenging schedule has not benefitted the instructional program.</p> <p>A revised schedule and staffing adjustments are planned for next year.</p>
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**Justification for Selected Interventions**

Staff surveys and interviews validate the need for the anticipated changes.

**Part 5: Selection of Improvement Model**

Based on our findings of the data sources, the LEA is selecting this model for this school:

- Turnaround       Transformation       Restart       Closure

**Instructions:** Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

**Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.**

The very nature of a “transformative” model indicates behavioral changes. Through the development of the Student Achievement Plan required upon Priority School designation, the school stakeholders validated through data analysis and self assessment the need for significant changes in the 8 turnaround principles: School Leadership, School Climate and Culture, Effective Instruction, Curriculum/Assessment/Intervention Systems, Effective Staffing Practices, Effective Use of Data, Effective Use of Time, and Effective Family and Community Engagement.

Through the development of Teacher/Leader Effectiveness, Increasing Learning Time and Creating Community-Oriented Schools, Implementation of Comprehensive Instructional Reform Strategies, and Operational Flexibility and Sustained Support, it is believed Northaven Elementary School can transform into a highly effective educational system

**Describe how the model will create teacher, principal, and student change.**

The Transformational Model implemented at Northaven Elementary School will create change as follows:

**Principal:** New principal to be hired who will understand, implement, support and monitor the instructional changes generated through this plan.

**Teachers:** Teacher training and support through the development of a Teachers’ College will provide sustained, ongoing, job-embedded professional development focused on the Framework for Intentional and Targeted Teaching (Fisher and Frey). Teachers will engage in 2 hours of professional development weekly that is facilitated and collaborative to analyze data and plan for instruction. For 8 months, a 3 hour training module will be facilitated for teachers to increase understanding and implementation of the FITT model. Peer walkthroughs will occur on a monthly basis to allow teachers to witness varying interpretations of implementation and to increase understanding and ownership of strategies.

Students: Student expectations and understandings will increase when strategies are implemented consistently throughout their instructional day. Clear, defined expectations of behaviors and achievement goals will guide student work and feedback provided on a regular basis through the FITT model will help clarify student work.

## Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

## Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	YES		Greater Clark has a long history of successful grant implementation and sustainability.
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> <li>• Ability to recruit new principals through partnerships with outside educational organizations and/or universities</li> <li>• Statewide and national postings for administrative openings</li> <li>• External networking</li> <li>• Resumes provided</li> <li>• Data examined to demonstrate track record</li> <li>• Principal hiring process</li> <li>• Principal transfer procedures/policies</li> </ul>	YES		Greater Clark has been awarded Innovation Grants worth almost \$3 million and over \$7 million worth of Reading First grants in the past several years.
3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. <i>All models</i>	YES		Board of School Trustees voted unanimously to support the application for the 1003g School Improvement Grant.

<ul style="list-style-type: none"> <li>• <i>School Board Assurances</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>			
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> <li>• <i>Superintendent Assurance</i></li> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>			<p>Superintendent provided full support of 1003g School Improvement Grant application.</p>
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>			<p>Corporation's Discussion Committee provided full support of grant application.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Union Assurance</i></li> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> <li>• <i>Principal ownership in staff hiring process</i></li> <li>• <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> <li>○ <i>Staff transfer policies and procedures</i></li> </ul> </li> </ul>			<p>Hiring process includes team of interviewers and demonstration lessons.</p> <p>Recruitment visits and job fair participation occurs at a minimum of 7x annually.</p> <p>Teachers' Association support provided in attached stakeholders signage sheet.</p>

<ul style="list-style-type: none"> <li>○ Staff recruitment, placement, and retention procedures</li> </ul>			
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> <li>• Professional Development Calendar</li> <li>• Curriculum and Assessment Calendar</li> <li>• Parent Requirements</li> <li>• Monitoring and Evaluation System</li> <li>• Support Process</li> <li>• Data Review</li> <li>• Special Population Review</li> <li>• Fiscal Monitoring</li> </ul>			Contractual commitment of 135 minutes of professional development each week (81 hours annually) through Period 0 allows for collaborative, job-embedded professional development to assist with implementation.

## Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers.  <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Yes		Provider – ASCD for Framework for Intentional and Targeted Teaching  Provider – Marge Simic, external evaluator
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;	Yes		Commitment outlined in contracts available upon grant award
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	Yes		All providers have been utilized by corporation successfully before
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted	Yes		All providers have been utilized by corporation successfully before

according to the school's identified needs.			
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<b>Part 9: Budget</b>
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Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data.



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**School Improvement Grant (**  
**Part 7 -- BUDGET**  
**Alignment of Other Fund**  
**Sources to SIG Element**

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
<b>FEDERAL RESOURCES</b>		

Improve Tier 1 Core Instruction through the implementation of the Framework for Intentional and Targeted Teaching	Transformation	Title I, Part A and Title II
Provide daily, professional development through instructional coaching in pedagogy and technology integration.	Transformation	Title I, Part A and Title II
Job-embedded professional development aligned to grant goals	Transformation	Title I, Part A and Title II

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
<b>STATE RESOURCES</b>		







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School Improvement Grant (1003g)  
Part 7 -- BUDGET  
School Year 2015-2016  
Year 2

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.  
The original approved allocation amount cannot be increased through an amendment.  
All administrative costs - personnel, travel, supplies, etc. - **MUST** be noted in blue.

Corporation Name: Greater Clark County Schools  
Corporation Number: 1010  
School Name: Northaven Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL</b> (include positions and names)						
Instructional Coach	1.00	X		Instructional Coach	\$75,000	
Stipends		X		Stipends for Completion of Year 2 Teachers' College (28 teachers at \$5,000)	\$140,000	
					\$ -	
	1.00	<b>TOTAL SALARIES</b>				\$ 215,000.00
<b>2. Benefits:</b> Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>		\$ 22,500.00
<b>3. TRAVEL:</b> (differentiate in-state and out-of-state)						
	out-of-state	ASCD National Conference on Teaching Excellence			\$ 15,000.00	
	out-of-state					
	in-state					
	in-state					
		<b>TOTAL TRAVEL</b>				\$ 15,000.00
<b>4. CONTRACTED SERVICES:</b> (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
ASCD Consultants		Fisher and Frey Framework for Intentional and Targeted Teaching			\$ 38,800.00	
		\$5,200 + \$4800 additional days (total 8 days)				
Bus Contractors		Late bus runs for student extended day services			\$ 18,400.00	
		72 days (2 days / week) plus 20 days Intersession and Summer School				
Evaluation		Marge Slmic (\$2,000 day - 8 checkpoints)			\$ 16,000.00	
		<b>TOTAL CONTRACTED SERVICES</b>				\$ 73,200.00
<b>5. SUPPLIES:</b> Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		<b>TOTAL SUPPLIES</b>				\$ 14,000.00
<b>6. EQUIPMENT AND TECHNOLOGY:</b> Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>				\$ -
<b>7. OTHER SERVICES:</b> (Include a specific description of services.)						
		<b>INDIRECT COST (2.07%)</b>				\$ -
<b>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</b>						\$ 339,700.00









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**Note: continued progress without awarded SIG funds. Review Sustainability Year 4 goals to determine possible interve**

Corporation Name: Greater Clark County Schools  
 Corporation Number: 1010  
 School Name: Northaven Elementary

ACCOUNT NO.	FTE	Cert.	Noncert	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
<b>1. PERSONNEL (include positions and names)</b>						
Instructional Coach	1.00	X		Instructional Coach	\$75,000	
					\$ -	
	1.00	<b>TOTAL SALARIES</b>				<b>\$ 75,000.00</b>
<b>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</b>						
		<b>TOTAL FIXED CHARGES / FRINGE BENEFITS</b>				<b>\$ 22,500.00</b>
<b>3. TRAVEL: (differentiate in-state and out-of-state)</b>						
	out-of-state	ASCD National Conference on Teaching Excellence			\$ 15,000.00	
	out-of-state					
	in-state					

in-state			
	<b>TOTAL TRAVEL</b>		<b>\$ 15,000.00</b>
<b>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</b>			
Bus Contractors	Late bus runs for student extended day services	\$ 18,400.00	
	72 days (2 days / week) plus 20 days Intersession and		
	<b>TOTAL CONTRACTED SERVICES</b>		<b>\$ 18,400.00</b>
<b>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</b>			
	<b>TOTAL SUPPLIES</b>		<b>\$ 8,400.00</b>
<b>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</b>			
	<b>TOTAL EQUIPMENT AND TECHNOLOGY</b>		<b>\$ -</b>
<b>7. OTHER SERVICES: (Include a specific description of services.)</b>			
	<b>INDIRECT COST (2.07%)</b>		<b>\$ -</b>





## 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.**

<b>Principal changes and flexibility</b>	At Northaven Elementary School, the current principal has been notified that he will not maintain the principal's position for the 2014-15 school year. Following ISTEP+ administration in early May, the process will begin for recruiting and hiring a new school principal. Qualifications required for the position include a commitment to and understanding of the Transformation Model and ideally significant experience in turning around student achievement levels in a previous position.
<b>Effectiveness of staff and recruitment/retaining of staff</b>	Greater Clark County Schools adopted and has utilized the RISE Teacher Effectiveness Rubric for the last two years. Teachers begin the year with a self-assessment and professional development sessions are personalized to ensure teacher understanding of evaluation expectations.
<b>Building Culture</b>	Greater Clark County Schools Corporation Survey is utilized to determine baseline information for cultural and programmatic decisions. This survey is given during the months of April and May to all students, certified staff, non-certified staff, and families. The results are disaggregated and analyzed to determine action steps.
<b>Professional Development</b>	Contractually, teachers dedicate almost 2 hours per week to job-embedded professional development. During Period 0, which occurs each day prior to students arriving at school, professional development takes place focused on intentional instructional planning, data analysis, and various training needs (ie technology, strategy implementation).  In preparation for the grant application/process, staff has engaged in book studies focused on creating a culture of achievement (Fisher and Frey) and are committed to expanding their knowledge base of the gradual release model.
<b>Instructional Programs</b>	A revised master schedule allows for 80 minutes of daily instruction in Language Arts and Mathematics. Additionally, a 30-minute intervention block is provided to students each day. Small group, targeted instruction is provided to students based upon data reviewed from state and local benchmark assessments. Groups are adjusted every 8 weeks as needed – based on new assessment data from progress monitoring opportunities.  The balanced calendar implemented by the corporation this year also provides 40 hours of Intersession intervention support and an additional 40 hours of summer school support.
<b>Parent and Community Involvement</b>	Planning and training for student-led conferences will take place during the 4 <sup>th</sup> quarter of the 2013-14 school year.  Attendance at parent/teacher conferences has barely reached 50% of students. Regularly scheduled family nights must be utilized to increase comfort level of families at the school.

## SMART Culture Goal - Year 1

All Culture-related Transformation Principles have action steps, person(s) responsible, timeline, and budgeted items clearly described.

By May 31, 2015, Northaven Elementary School will demonstrate systemic implementation of school improvement principles through the evaluation of school leadership, teachers, professional development, school climate, and families. Targeted evaluation tools include, but are not limited to: RISE Evaluation of Principals and Teachers, Comprehensive Professional Development Evaluation Tool, and Greater Clark County School's District Survey.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>*New Principal hired during Pre-implementation timeline.</p> <p>Complete new principal orientation sessions.</p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent Asst. Superintendent</p>	<p>May 1 – 31, 2014</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-</p>	<p>Principal Asst. Superintendent</p>	<p>July – August, 2014</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.</p>				
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Executive Director</p>	<p>July 28, 2014 – May 31, 2015</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</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>assessments.</p>				
<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.</p>	<p>Principal Asst. Superintendent Executive Director</p>	<p>July 28, 2014 – May 31, 2015</p>	<p>SIG grant funding of FITT training.  District funded Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District</p>	<p>Principal Asst. Superintendent Executive Director</p>	<p>Quarterly – July, 2014 through May 31, 2015</p>	<p>District funding of Leadership Academy  Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>Leadership Academy to recruit and place new staff at Northaven Elementary School.</p> <p>Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.</p>				
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	Principal	July 28, 2014 – May 31, 2015	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	<i>Provide increased learning time for students and staff</i>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>	Principal	September, 2014 February, 2015  August, 2014 March, 2015	District funding for teacher additional time for afterschool conferences.	<i>Provide mechanisms for family and community engagement</i>
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master</p>	Superintendent Asst. Superintendent Principal	February, 2015 – May 31, 2015	District funding of staffing at a 1:28 PTR	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

<p>schedule to determine staffing needs.</p>				
<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in change and in the school model.</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Exec. Director</p> <p>Tech Asst. Provider</p>	<p>Quarterly – July, 2014 thru May 31, 2015</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

## SMART Culture Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>*New Principal hired during Pre-implementation timeline.</p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent Asst. Superintendent</p>	<p>2015-2016 school year</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-assessments.</p> <p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from</p>	<p>Principal Asst. Superintendent</p>	<p>2015-2016 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>ISTEP+, ACT, Acuity, STAR data.</p>				
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR assessments.</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Executive Director</p>	<p>2015-2016 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</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><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.</p>	<p>Principal</p> <p>Asst. Superintendent Executive Director</p>	<p>2015-2016 school year</p>	<p>SIG grant funding of FITT training.</p> <p>District funded Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District Leadership Academy to recruit and place new staff at Northaven Elementary School.</p> <p>Provide leadership stipends for teacher</p>	<p>Principal</p> <p>Asst. Superintendent Executive Director</p>	<p>Quarterly 2015-2016 school year</p>	<p>District funding of Leadership Academy</p> <p>Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>leaders to serve on Building Leadership Team and/or Professional Development team members.</p>				
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	Principal	2015-2016 school year	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	<i>Provide increased learning time for students and staff</i>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>	Principal	2015-2016 school year	District funding for teacher additional time for afterschool conferences.	<i>Provide mechanisms for family and community engagement</i>
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master schedule to determine staffing needs.</p>	Superintendent Asst. Superintendent Principal	2015-2016 school year	District funding of staffing at a 1:28 PTR	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in change and in the school model.</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Exec. Director</p> <p>Tech Asst. Provider</p>	<p>Quarterly – 2015-2016 school year</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>
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**SMART Culture Goal - Year 3**

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
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<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent</p> <p>Asst. Superintendent</p>	<p>2016-17 school year</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
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<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-</p>	<p>Principal</p> <p>Asst. Superintendent</p>	<p>2016-17 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
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<p>assessments.</p> <p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.</p>				
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Executive Director</p>	<p>2016-17 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</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>

assessments.				
<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.</p>	<p>Principal</p> <p>Asst. Superintendent Executive Director</p>	<p>2016-17 school year</p>	<p>SIG grant funding of FITT training.</p> <p>District funded Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District</p>	<p>Principal</p> <p>Asst. Superintendent Executive Director</p>	<p>Quarterly – 2016-17 school year</p>	<p>District funding of Leadership Academy</p> <p>Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>Leadership Academy to recruit and place new staff at Northaven Elementary School.</p> <p>Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.</p>				
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	Principal	2016-17 school year	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	<i>Provide increased learning time for students and staff</i>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>	Principal	2016-17 school year	District funding for teacher additional time for afterschool conferences.	<i>Provide mechanisms for family and community engagement</i>
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master</p>	Superintendent Asst. Superintendent Principal	2016-17 school year	District funding of staffing at a 1:28 PTR	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>

schedule to determine staffing needs.				
<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in charge and in the school model.</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Exec. Director</p> <p>Tech Asst. Provider</p>	Quarterly – 2016-17 school year	SIG grant funding	LEA and, SEA supports school with ongoing, intensive technical assistance and support

**SUSTAINABILITY Culture Goal - Year 4**

By the 2017-18 school year, Northaven Elementary School will demonstrate systemic implementation of school improvement principles through the evaluation of school leadership, teachers, professional development, school climate, and families. Targeted evaluation tools include, but are not limited to: RISE Evaluation of Principals and Teachers, Comprehensive Professional Development Evaluation Tool, and Greater Clark County School's District Survey.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent</p> <p>Asst. Superintendent</p>	2017-18 school year	No grant budget required.	Replace the principal who led the school prior to implementing the model

<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-assessments.</p> <p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.</p>	<p>Principal</p> <p>Asst. Superintendent</p>	<p>2017-18 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates;</i></p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Executive Director</p>	<p>2017-18 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</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><i>plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR assessments.</p>				
<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Executive Director</p>	<p>2017-18 school year</p>	<p>SIG grant funding of FITT training.</p> <p>District funded</p> <p>Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

the FITT framework.				
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District Leadership Academy to recruit and place new staff at Northaven Elementary School.</p> <p>Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Executive Director</p>	2017-18 school year	<p>District funding of Leadership Academy</p> <p>Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	Principal	2017-18 school year	<p>SIG grant funding of late busses to provide transportation or students requiring additional learning time.</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to</i></p>	Principal	2017-18 school year	<p>District funding for teacher additional time for afterschool conferences.</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

<p><i>address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>				
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master schedule to determine staffing needs.</p>	<p>Superintendent Asst. Superintendent Principal</p>	<p>2017-18 school year</p>	<p>District funding of staffing at a 1:28 PTR</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in change and in the school</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal  Asst. Superintendent Exec. Director Tech Asst. Provider</p>	<p>Quarterly – 2017-18 school year</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

**SMART Academic Goal - Year 1**

<p><b>ELA Academic Goal</b></p> <p>By Spring, 2015, 85% of Northaven Elementary School students will pass English/Language Arts as measured by ISTEP+</p>	<p><b>Math Academic Goal</b></p> <p>By Spring, 2015, 80% of Northaven Elementary School students will pass Mathematics as measured by ISTEP+</p>	<p><b>Other Academic Goal (optional)</b></p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
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<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal</p> <p>Asst. Superintendent</p> <p>Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
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<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning</p>	<p>Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
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<p>that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.</p>				
<p><b>Multiple academic supports detailed; support occurs throughout the year.</b></p> <p><b>Multiple academic supports for both teachers and principals are in place.</b></p> <p><b>Provided by external, experienced leaders in change and in the school model.</b></p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite monitoring 2x annually.</p> <p>Principal and utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal</p> <p>Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+  Corporation assessments = STAR, Acuity  School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal</p> <p>Asst. Superintendent  Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.</p>	<p>Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p><b>Multiple academic supports detailed; support occurs throughout the year.</b></p> <p><b>Multiple academic supports for both teachers and principals are in place.</b></p> <p><b>Provided by external, experienced leaders in change and in the school model.</b></p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite-monitoring 2x annually.</p> <p>Principal and utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal</p> <p>Exec. Director Tech Assist. Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+  Corporation assessments = STAR, Acuity  School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal</p> <p>Asst. Superintendent  Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.</p>	<p>Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p><i>Multiple academic supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple academic supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in change and in the school model.</i></p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite-monitoring 2x annually.</p> <p>Principal and utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal</p> <p>Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>
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By the 2017-18 school year, Northaven Elementary School will achieve an "A" rating in the Indiana Department of Education's Accountability model with students achieving at or above 90% in both English/Language Arts and Mathematics on approved state assessments.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal</p> <p>Asst. Superintendent Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning</p>	<p>Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.</p>				
<p><b>Multiple academic supports detailed; support occurs throughout the year.</b></p> <p><b>Multiple academic supports for both teachers and principals are in place.</b></p> <p><b>Provided by external, experienced leaders in change and in the school model.</b></p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite-monitoring 2x annually.</p> <p>Principal and utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal</p> <p>Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>



Amy C. Schellenberg | Executive Director for Educational Services

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## **1003g School Improvement Grant Overview**

Greater Clark County Schools finds itself in the unusual position of having three identified Priority Schools: River Valley Middle School, Parkview Middle School and Northaven Elementary. This situation has resulted in serious reflection of and adjustment to the continuous improvement model utilized by the corporation.

Our schools have a significant track record of showing growth and improvement. The grant applications are seeking support of the following transformational activities:

1. Provide enhanced leadership through rigorous training on improving Tier 1 core instruction (ASCD's FIT Training / Monitoring Technical Assistance)
2. Provide teacher training focused on improving Tier 1 core instruction through the creation of a Teachers' College with 24 hours of coursework and an additional 36 hours of job-embedded professional development support (ASCD's FIT Training / Instructional Coach / Monitoring Technical Assistance)
3. Provide instructional coaching through the addition of 1 FTE coach to assist with implementation of FIT framework and improve classroom implementation of corporation's 1:1 technology project.
4. Increase classroom supplies / equipment to provide multiplatform and multi-genre environment to increase student engagement and relevancy.
5. Provide late bus service to establish a "No Excuse" environment for students requiring additional time to meet proficiency.
6. Provide outside technical assistance support, monitoring and evaluation of grant implementation.

Greater Clark County Schools has successfully implemented competitive grant awards before (Reading First, Innovation Grants) and we are committed to successfully implementing the 1003g School Improvement Grant with significant results.

# Student Achievement Plan

## 2013-14

Mrs. Tonja Brading, Principal

1907 Oak Ridge Drive Jeffersonville, IN 47130

School Name: Northaven Elementary School\_

Corporation: Greater Clark County Schools

Approved By: Tonja D. Brading  
(Principal Signature)

Date: January 27, 2013,

Approved By: A. Melin  
(Superintendent Signature)

Dr. Andrew Melin  
Superintendent Name

## Root Cause Analysis Priority Area for Improvement – PAI #   1

<p>I. PAI Focus</p>	<p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
<p>II. Subject</p>	<p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
<p>III. Grade(s)</p>	<p>Grades 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup></p>
<p>IV. Subgroup or Improvement Focus</p>	<p><input type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8<sup>th</sup> to 10<sup>th</sup> Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10<sup>th</sup> to 12<sup>th</sup> Grade (High School only)</p>
<p>V. Description of PAI – What Do We Notice as THE PROBLEM?</p>	<p>Data shows a decrease in Math growth for our Top 75%. In order to earn above a “D” for this subject area and subgroup, student growth will have to increase by a minimum of 31.3%. Increasing the growth of all students in grades K-5 will also decrease the number of students in the Overall Low Growth category.</p>
<p>VI. Root Cause of PAI – The Most Important WHY?</p>	<p><b>PAI #1</b></p> <p>In 2011-2012, our school restructured our math focus in Tier I, as well as Tiers II and III. Although NES continued to follow The Balanced Math framework, a major component of the framework was removed from core instruction to allow time for math intervention. In 2012-13, the third new principal in three years was employed at Northaven and 1/3 of NES staff were temporary teachers or first year teachers for GCCS and NES. Thus, we believe that the root cause of PAI 1 is the absence of a shared vision and consistent monitoring of effective math instruction in addition to the absence of focused professional development for new staff members to facilitate Balanced Math and the correct procedure of Daily Math Review (DMR).</p>

## Root Cause Analysis Priority Area for Improvement – PAI #   2

<p>VII. PAI Focus</p>	<p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
<p>VIII. Subject</p>	<p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
<p>IX. Grade(s)</p>	<p>Grade 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup></p>
<p>X. Subgroup or Improvement Focus</p>	<p><input checked="" type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8<sup>th</sup> to 10<sup>th</sup> Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10<sup>th</sup> to 12<sup>th</sup> Grade (High School only)</p>
<p>XI. Description of PAI – What Do We Notice as THE PROBLEM?</p>	<p>The data shows a decrease in Math growth for the Bottom 25%. In order to earn above a “D” for this subject and subgroup, our school needs to increase a minimum of 20.2%. Increasing the growth of all students in grades K-5 will also decrease the number of students in the Overall Low Growth category.</p>
<p>XII. Root Cause of PAI – The Most Important WHY?</p>	<p><b>PAI #2</b></p> <p>In 2011-2012, our school restructured our math focus in Tier I, as well as Tiers II and III. Although NES continued to follow The Balanced Math framework, a major component of the framework was removed from core instruction to allow time for math intervention. In 2012-13, the third new principal in three years was employed at Northaven and 1/3 of NES staff were temporary teachers or first year teachers for GCCS and NES. Thus, we believe that the root cause of PAI 2 is the absence of a shared vision and consistent monitoring of effective math instruction in addition to the absence of intervention based on the outcome of the core instruction(DMR) and focused professional development for new staff members to facilitate Balanced Math and the correct procedure of Daily Math Review (DMR).</p>

## Root Cause Analysis Priority Area for Improvement – PAI # 3

XIII. PAI Focus	<input type="checkbox"/> Student Proficiency (Pass Rate) <input checked="" type="checkbox"/> Student Growth <input type="checkbox"/> Graduation Rate <input type="checkbox"/> College and Career Readiness
XIV. Subject	<input type="checkbox"/> Math <input checked="" type="checkbox"/> English/Language Arts <input type="checkbox"/> English 10 <input type="checkbox"/> Algebra I
XV. Grade(s)	Grades 3 <sup>rd</sup> , 4 <sup>th</sup> and 5 <sup>th</sup>
XVI. Subgroup or Improvement Focus	<input type="checkbox"/> Bottom 25% (Elementary and Middle School only) <input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only) <input type="checkbox"/> Improvement from 8 <sup>th</sup> to 10 <sup>th</sup> Grade (High School only) <input type="checkbox"/> Improvement from 10 <sup>th</sup> to 12 <sup>th</sup> Grade (High School only)
XVII. Description of PAI – What Do We Notice as THE PROBLEM?	<p>The data shows a decrease in ELA growth for the Top 75%. In order to earn above a "D" for this subject and subgroup, our school needs to increase a minimum of 14.65%. Increasing the growth of all students in grades K-5 will also decrease the number of students in the Overall Low Growth category.</p>
XVIII. Root Cause of PAI – The Most Important WHY?	<p>In 2010-11, our school moved away from small leveled group instruction and station work addressing individual needs to whole group instruction within the 90 minute Tier I block. Thus, we believe that the root cause of PAI 3 is the absence of a shared vision and consistent monitoring and the lack of knowledge in effective literacy instruction focusing on the five components of reading as well as the three changes in principals since 2010-11. The new staff members were not employed during Reading First training and therefore lack professional development in effective literacy instruction.</p>

# DATA

## A-F Accountability Report Card

2013 Elementary/Middle School Model-Student Report

Greater Clark County Schools (1010)

Northaven Elementary School (0801)

### Overall Grade

D - 1.25 Points (maximum 4.0)

### Summary Data

English/Language Arts 1.50 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	155	13	21	51	32	179
Denominator	199	33	89	122	32	179
Percent	77.9%	39.4%	23.6%	41.8%	*	100.0%*
Grade Points	2.50	0.00	0.00	-1.00	0.00	0.00

Math 1.00 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	143	8	9	64	31	175
Denominator	194	30	91	121	31	175
Percent	73.7%	26.7%	9.9%	52.9%	*	100.0%*
Grade Points	2.00	0.00	0.00	-1.00	0.00	0.00

\*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.

## Elementary Summary Sheet for Key ISTEP+ Data

### English/Language Arts (ELA)

#### ELA - OVERALL

Number of students passing/total assessed (%)  
From each "Disaggregation Summary Report"

Grade*	Spring 11	Spring 12	Spring 13
3	80.6%	89%	78.6%
4	77.0%	79%	81.7%
5	67.0%	81%	66.7%
Total	74.9%	83%	75.8%

### Mathematics (Math)

#### MATH - OVERALL

Number of students passing/total assessed (%)  
From each "Disaggregation Summary Report"

Grade*	Spring 11	Spring 12	Spring 13
3	74.0%	86%	76.1%
4	80.3%	64%	67.1%
5	78.1%	88%	72.3%
Total	77.5%	79%	71.8%

#### ELA - KEY SUBGROUPS: Grade 3

Number of students passing/total assessed (%)

Group	Spring 11	Spring 12	Spring 13
Sp Ed	11/13 85%	11/14 79%	8/11 73%
Free/Red	40/50 80%	46/52 88%	35/50 70%
LEP	10/12 83%	6/11 55%	8/14 57%
Black		11/12 92%	***
Hispanic	8/10 80%	8/12 67%	10/14 71%
White	32/37 86%	38/39 97%	33/42 79%
Multiracial			9/10 90%

#### MATH - KEY SUBGROUPS: Grade 3

Number of students passing/total assessed (%)

Group	Spring 11	Spring 12	Spring 13
Sp Ed	11/13 85%	12/14 86%	7/11 64%
Free/Red	36/50 72%	43/52 83%	30/50 60%
LEP	9/12 75%	9/11 82%	7/14 50%
Black		9/12 75%	***
Hispanic	7/10 70%	10/12 83%	8/14 57%
White	31/37 84%	36/39 92%	31/42 74%
Multiracial			8/10 80%

**ELA - KEY SUBGROUPS: Grade 4**

Number of students passing/total assessed (%)

Group	Spring 11	Spring 12	Spring 13
Sp Ed	5/9 56%	7/12 58%	8/15 53%
Free/Red	29/38 76%	45/59 76%	45/55 82%
LEP		12/14 86%	***
Black	5/10 50%	1/6 17%	10/15 67%
Hispanic		13/13 100%	8/10 80%
White	33/35 94%	32/40 80%	34/41 83%
Multiracial			***

**MATH - KEY SUBGROUPS: Grade 4**

Number of students passing/total assessed (%)

Group	Spring 11	Spring 12	Spring 13
Sp Ed	6/9 67%	8/2 67%	9/15 60%
Free/Red	31/38 82%	37/60 62%	35/55 64%
LEP		8/14 57%	***
Black	5/10 50%	2/6 33%	10/15 67%
Hispanic		9/14 64%	6/10 60%
White	33/35 94%	27/40 68%	26/41 63%
Multiracial			***

## SMART GOALS

### Academic Achievement Goals:

1. *By Spring 2014,  $\geq$  80.0% of students in grades 3-5 will meet State Standards in Math as measured by ISTEP+, IMAST, and ISTAR.*
2. *By Spring 2014  $\geq$  46.9% of students in the bottom 25% subgroup will show High Growth in Math as measured by ISTEP+, IMAST, and ISTAR.*
3. *By Spring 2014  $\geq$  41.2% of students in the top 75% subgroup will show High Growth in Math as measured by ISTEP+, IMAST, and ISTAR.*
4. *By Spring 2014  $\geq$  85.0% of students in grades 3-5 will meet State Standards in ELA as measured by ISTEP+, IMAST, and ISTAR.*
5. *By Spring 2014  $\geq$  93.5% of students in grade 3 will meet State Standard in Reading as measured by IREAD-3.*
6. *By Spring 2014  $\geq$  44.5% of students in the bottom 25% subgroup will show High Growth in ELA as measured by ISTEP+, IMAST, and ISTAR.*
7. *By Spring 2014  $\geq$  38.2% of students in the top 75% subgroup will show High Growth in ELA ELA as measured by ISTEP+, IMAST, and ISTAR.*

**Student Achievement Plan**

**SCHOOL: \_Northaven Elementary School  
DISTRICT: Greater Clark County Schools**

**Leadership Team Assignments  
2013—2014 DATE: January 10, 2014**

**Student Achievement Plan (SAP)**

<b>8 TURNAROUND PRINCIPLES</b>	<b>TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE</b>
<b>#1: SCHOOL LEADERSHIP</b>	<b>*Susan Botts, Chelli Lancaster, Angela McCarthy, Stephanie Hilles-Tonja Brading</b>
<b>#2: SCHOOL CLIMATE AND CULTURE</b>	<b>*Tara Thompson, Christina Sonner, Carolyn Holmes-Tonja Brading</b>
<b>#3: EFFECTIVE INSTRUCTION</b>	<b>*Ellen Rothstein, JoEllen Blankenkemper, Amanda Holt-Tonja Brading</b>
<b>#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM</b>	<b>*Beth Valentine, Ali Thompson, Kelly Allen-Tonja Brading</b>
<b>#5: EFFECTIVE STAFFING PRACTICES</b>	<b>*Wendy Broady, Kayla Heitz, Robin Johnson-Tonja Brading</b>
<b>#6: ENABLING THE EFFECTIVE USE OF DATA</b>	<b>*Tara Spiehs, Sandy Lipps, Barb Sauer, Taylor Ricke-Tonja Brading</b>
<b>#7: EFFECTIVE USE OF TIME</b>	<b>*Dan Johnson, Keia Wood, Lindsay Lawrence, Ryan Bixler, Megan Conklin-Tonja Brading</b>
<b>#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT</b>	<b>*Christina Willis, Adam Stephens, Kelli Dehr-Tonja Brading</b>

# **TURNAROUND PRINCIPLE #1: SCHOOL LEADERSHIP**

**Ensure that the principal has the ability to lead the turnaround effort. Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.**

## **Strategies must be included for the following:**

- **Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget**
- **The principal uses data to establish a coherent vision that is understood and supported by the entire school community**
- **The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.**
- **The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.**
- **The principal communicates high expectations to staff, students and families, and supports students to achieve them.**
- **The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.**
- **The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.**
- **The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).**
- **The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.**
- **The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.**

<p><b>Principle 1</b></p> <p><b>Indicator 1.1:</b> The principal uses data to establish a coherent vision that is understood and supported by the entire school community.</p> <p><b>&amp;</b></p> <p><b>Indicator 1:10</b> The principal uses data and research-based practices to work with staff to increase academically focused family and community engagement</p> <p><b>PAI 1, 2, 3</b></p>	<p>Principal shares Northaven's Mission and Beliefs statement through the school web page.</p> <p>Principal shares Northaven's vision, mission and beliefs as part of the School Plan.</p> <p>Principal continuously communicates and reinforces goal data for increasing student achievement to staff through:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Weekly Memos</li> <li>• Posters displayed throughout the building</li> </ul> <p>Principal Develops, Oversees and Promotes Parent involvement initiatives:</p> <ul style="list-style-type: none"> <li>• Monthly school newsletter with academic and behavior parent tips.</li> <li>• Monthly-weekly classroom newsletters with academic focus information</li> <li>• Fall Parent-Teacher Conferences</li> <li>• ELL Family Night</li> <li>• Beginning Year Open House</li> <li>• Spring Parent-Teacher Conferences</li> <li>• Family Literacy Night</li> <li>• Parent survey with an opportunity for feedback on classroom and school initiatives and programs.</li> </ul> <p>Principal meets with established Building Leadership Team on a bi-monthly to weekly basis to document progress &amp; update needs assessment; refine strategies; target interventions; focus PD; &amp; plan for grade level alignment.</p> <p>Principal leads and guides weekly team level and/or grade level collaboration to analyze data and make decisions that support continuous student growth and achievement.</p>	<p>Principal; K-5 Certified Staff</p> <p>Principal</p> <p>Principal</p> <p>Principal; AIC; K-5 Certified Staff</p> <p>Principal; Building Leadership Team</p> <p>Principal; K-5 Certified Staff; Grade</p>	<p>Aug. 1, 2013-June 10, 2014</p> <p>Spring 2013</p> <p>Aug. 1, 2013-June 10, 2014</p> <p>Aug. 1, 2013-June 10, 2014</p> <p>1st and 3rd Monday after school of each month at minimum. - Adding 2nd and 4th Monday before school</p> <p>Weekly K-5 meetings Aug. 1, 2013-June 10, 2014</p>	<p>School Plan Vision Statement Belief Statements School Climate Survey School Newsletters Classroom Newsletters Northaven Elementary School Parent Survey Student-Parent-School Compacts Fall Conferences Parent Sign In Sheets ELL Family Night Sign In Sheets</p> <p>PBIS SOAR Plan Expected Behavior Matrix Monthly character traits</p> <p>Grade Level and BLT Meeting Agendas Grade Level Meeting Record Forms BLT Meeting Record Forms PBIS Powerpoint PTO Meeting Agendas SWIS data forms CICO data forms Acuity ELA and Math Classroom Matrix Reports Acuity AYP Reports (shows subgroup performance) Grade Level Data sheets for ELA and Math Intervention group data reports for ELA and Math STAR grade level and Intervention group data reports for Reading and Math</p>	<p>Completed Aug. 2013 - ongoing</p> <p>Planned and Implemented Spring 2013</p> <p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p>
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	<p>Principal provides teachers with embedded and on-going professional development on analyzing student work during weekly grade level meetings.</p> <p>Principal leads K-5 teachers in analyzing the performance of students in ISTEP+ grades plus their transition grade annually; the performance of the subgroups of poverty, ethnicity, &amp; special education to determine if students in those groups are making different errors than other students and/or require different interventions.</p> <p>Principal oversees and meets with Positive Behavior Intervention System Committee to track: 1) Student attendance (i.e., regular school day; extended day/ calendar activities); 2) # of days without a violent incident or safety violation; 3) #/% of students with zero disciplinary infractions; 4) Monthly reports of types of incidents with student demographics included to track trends using SWIS web-based information system to collect, summarize, and use student behavior data for decision making.</p> <p>Principal shared PBIS Plan and Vision with PTO and requested their support and feedback on implementation of strategies.</p> <p>Principal conducts weekly walk-throughs in classrooms to monitor use of key instructional strategies (cornell notes; frayer model; technology) to increase student achievement and provides feedback to the teachers.</p>	<p>Level Leaders Principal; AIC; K-5 Certified Staff</p> <p>Principal; AIC; K-5 Certified Staff</p> <p>Principal; PBIS Committee; SAM</p> <p>Principal; PTO Committee Members</p> <p>Principal</p>	<p>Aug. 1, 2013-June 10, 2014</p> <p>Aug. 2013 - Dec. 2013 Office referrals/ Powerschool to track Data Jan. 2014 - June 2014 SWIS system used to track data</p> <p>October 2013</p> <p>Dec. 2013- June 2014</p>	<p>Walk-through forms Staff Handbook Weekly memos Pictures of Goal Data Posters Pictures of SOAR Expectation Posters Data collected on Google Forms by principal. Feedback is given immediately via email to the teacher. Formal evaluation data is collected on Randa Tower. Teachers access feedback on that site.</p>	<p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p> <p>Planned and Implemented - Powerschool data Aug.-Dec. 2013; SWIS - Jan. -June 2014</p> <p>Completed October 2013</p> <p>Planned and Implemented Dec. 2013</p>
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<p><b>Indicator 1.2</b> The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p> <p>PAI 1, 2, 3</p>	<p>Principal shares the Northaven PL221 School Improvement Plan on the school's website for access by parents and community members.</p>	Principal	Completed Spring 2013	Walk-through Forms	Completed Spring 2013
	<p>Principal continuously communicates and reinforces goal data for increasing student achievement to staff through:</p> <ul style="list-style-type: none"> <li>• Staff Handbook</li> <li>• Weekly Memos</li> <li>• Posters displayed throughout the building</li> </ul>	Principal	Aug. 1, 2013-June 10, 2014	Master Schedule Intervention Schedule	Ongoing to June 2014
	<p>Principal conducts weekly walk-throughs in classrooms to monitor use of key instructional strategies (rigor; cornell notes; frayer model; technology) to increase student achievement and provides feedback to the teachers.</p>	Principal	Dec. 2013-June 2014	STAR Progress Monitoring Reports (Reading and Math)	Ongoing to June 2014
	<p>Principal worked with the AIC and Certified Staff to analyze data regarding student learning needs and to develop a comprehensive plan for school improvement.</p>	Principal		STAR Progress Monitoring Schedule	
	<p>Principal develops and implements a master schedule which allows for a continuum of interventions to supplement the core academic program for at-risk students. Schedule includes time allocated for Tier 1, Tier 2 and Tier 3 instruction.</p>	Principal		Acuity Data Reports	Completed Spring 2013
	<p>Principal communicates testing window schedule and monitors testing to occur within the given window; Principal works collaboratively with staff to develop schedules to accommodate various testing groups including:</p> <ul style="list-style-type: none"> <li>• Grade Level Testing</li> <li>• ELL Testing</li> <li>• Special Needs Testing</li> </ul>	Principal; AIC; K-5 Certified Staff	Spring 2013	STAR Goal Reports	
	<p>Principal develops and implements a master schedule which allows for a continuum of interventions to supplement the core academic program for at-risk students. Schedule includes time allocated for Tier 1, Tier 2 and Tier 3 instruction.</p>	Principal		Acuity Student Goal Forms	Ongoing through June 2014
	<p>Principal communicates testing window schedule and monitors testing to occur within the given window; Principal works collaboratively with staff to develop schedules to accommodate various testing groups including:</p> <ul style="list-style-type: none"> <li>• Grade Level Testing</li> <li>• ELL Testing</li> <li>• Special Needs Testing</li> </ul> <p>Principal oversees and monitors staff to ensure the following building checkpoints occur:</p> <ul style="list-style-type: none"> <li>• Classroom teachers or interventionists progress monitor Tier 2 and 3 students every three weeks using STAR.</li> </ul>	Principal; AIC; K-5 Certified Staff		Testing Assessment Windows Document	
				Intercession - Identified Students List	
				Grade Level Meeting Record Forms	Planned and Implemented through June 2014
					Ongoing Every 2-3 weeks Aug. 1 - June 2014

	<ul style="list-style-type: none"> <li>Gr. 1 and 2 classroom teachers or interventionists progress monitor Tier 3 students using running records.</li> <li>Grade level intervention teams meet every six weeks to review STAR data and assess student placement, troubleshoot issues with intervention groups, and effectiveness.</li> </ul>	Principal; AIC; K-5 Certified Staff	Aug. 2013- June 2014 Every 2-3 weeks		
<p>Indicator 1.3 The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.</p> <p>&amp;</p> <p>Indicator 1.4 The principal communicates high expectations to staff, students and families, and supports students to achieve them.</p> <p>PAI 1,2, 3</p>	<p>Principal conducts weekly walk-throughs in classrooms to monitor the learning environment (relevance, engagement, evidence of PBIS strategies) and provides feedback to the teachers.</p> <p>Principal worked with staff to develop a PBIS school plan with common language for rules and a behavior matrix of expectations and consequences; Plan offers classroom and individual student rewards and incentives to promote positive behaviors.</p> <p>Principal communicates expectations for a safe and orderly learning environment through SOAR posters which list the expected behaviors for various environments (hallway, restroom, assemblies, classroom, cafeteria) and are displayed throughout the building.</p> <p>Principal oversees and meets with PBIS Committee to track: 1) Student attendance (i.e., regular school day; extended day/ calendar activities); 2) # of days without a violent incident or safety violation; 3) #/% of students with zero disciplinary infractions; 4) Monthly reports of types of incidents with student demographics included to track trends using SWIS web-based information system to collect, summarize, and use student behavior data for decision making.</p> <p>-Principal and school staff communicate achievement and success via Twitter.</p> <p>Principal develops and implements a master schedule</p>	<p>Principal</p> <p>Principal; PBIS Committee; K- 5 Certified Staff</p> <p>Principal</p> <p>Principal; PBIS Committee; SAM</p> <p>Principal and school staff</p>	<p>Aug. 1, 2013 - June 2014</p> <p>Phase 1 SY 2012/13 Phase 2 SY 2013/14</p> <p>June 2014</p> <p>Aug. 2013 - Dec. 2013 Use of Office referrals/ Powerschool to track Data Jan. 2014 - June 2014 SWIS system used to track data</p> <p>July 2013- June 2014</p>	<p>Walk-through Forms Individual Teacher Observation/Evaluation Forms Teacher Effectiveness Rubric PBIS SOAR Plan PBIS Phase 2 Plan SWIS Data Forms Pictures of Goal Data Posters Pictures of SOAR Expectation Posters Picture of Monthly Character Trait Awards Display Master Schedule Staff Handbook Weekly Memos Student Handbook Monthly School Newsletters Classroom newsletters Teacher Phone Logs BOY Open House Attendance Forms Parent Teacher Conferences Sign in Sheets PD Meeting Record Form Student-Parent-School Compacts Meeting Record Forms Picture of Posted Standards and LAR(s)</p>	<p>Planned and Implemented Aug.1 through June 2014</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>



	<ul style="list-style-type: none"> <li>• Phone calls home</li> <li>• BOY Open House</li> <li>• Parent Teacher Conferences</li> <li>• Student-Parent-School Compacts</li> </ul>	Principal; K-5 Certified Staff	Aug. 1, 2013 - June 2014		
<p>Indicator 1.5 The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.</p> <p>PAI 1,2,3</p>	<p>Principal monitors to ensure that teachers develop Goal Clarity Windows that align to the Common Core/Indiana State Standards implementation guidelines, Teachers use common pacing guides and GCW units, as well as using researched based materials and state textbooks. Teachers administer common GCW assessments.</p> <p>This is monitored through:</p> <ul style="list-style-type: none"> <li>• Weekly walk-throughs</li> <li>• Teacher Observations</li> <li>• Grade Level Meetings</li> <li>• Lesson Plans</li> <li>• GCW Assessment data</li> </ul> <p>Principal communicates with staff the non-negotiable expectations for instruction:</p> <ul style="list-style-type: none"> <li>• Gradual Release Model</li> <li>• Use of technology (Smartboards; Chromebooks 3-5)</li> <li>• Balanced Math Framework</li> <li>• The Five Essential Components of Reading</li> <li>• Total Participation Techniques</li> <li>• Frayer Model for Vocabulary</li> <li>• Cornell Notes</li> <li>• Leveled reading groups during the 90 minute block</li> </ul> <p>Principal was a co-author of the Innovation Grant written for GCCS, based on the utilization of CCSS and the GCW process.</p>	Principal K-5 Certified Staff	Aug. 1, 2013 - June 2014	<p>Walk-through Forms</p> <p>Individual Teacher Observation/ Evaluation forms</p> <p>GCW/LAR/Planning</p> <p>Informal and formal teacher observations</p> <p>Teacher Effectiveness Rubric</p> <p>Teacher lead PD</p> <p>Lesson Plans</p> <p>Frayer Models and Cornell Notes from Lesson Plans</p> <p>GCW Assessment Data</p> <p>Meeting Record Forms</p> <p>Grade Level Pacing Guides</p> <p>Learning Assessment Rubrics</p> <p>District Common GCW Assessments</p> <p>Acuity Matrix Reports</p>	<p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p>
		Principal	March 2012	Innovation Grant ("IG") IDOE Ceremony	Planned and Received March 2012

<p>Indicator 1.6 The Principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.</p>	<p>Principal leads and guides weekly grade level collaboration to analyze data and make decisions that support continuous student growth and achievement. Analysis of student work samples (GCW assessments; benchmark assessments; ISTEP+) will focus on key errors to inform instruction. Data analyzed includes:</p> <ul style="list-style-type: none"> <li>• Common GCW Assessments</li> <li>• STAR Progress Monitoring Math and Reading administered once every 3 weeks for Tier 2 and Tier 3 students</li> <li>• Benchmark Assessments – STAR and Acuity administered 3 times – BOY, MOY, EOY</li> <li>• State Assessments – ISTEP+ (3-5)</li> </ul>	<p>Principal; AIC; K-5 Certified Staff</p>	<p>Aug. 1, 2013 - June 2014</p>	<p>Summative Assessments Acuity Class Matrix Reports (ELA and Math) STAR Data Reports (Reading and Math) STAR Progress Monitoring Reports (Reading and Math) ISTEP+ Data Reports Acuity AYP Reports (shows subgroup performance)</p>	<p>Ongoing through June 2014</p>
<p>PAI 1,2,3</p>	<p>Principal leads K-5 teachers in analyzing the performance of students in ISTEP+ grades plus their transition grade annually; the performance of the subgroups of poverty, ethnicity, &amp; special education to determine if students in those groups are making different errors than other students and/or require different interventions.</p>	<p>Principal; AIC; K-5 Certified Staff</p>	<p>Aug. 1, 2013 - June 2014</p>	<p>Staff Meeting Record Forms (Horizontal and Vertical Meetings) Walk-through Forms Individual Teacher Observation/Evaluation forms</p>	<p>Ongoing through June 2014</p>
<p>Indicator 1.7 The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students.</p>	<p>The principal will work collaboratively with the BLT members to analyze summative data (STAR, Acuity, ISTEP+) to identify and monitor the use of key instructional strategies for improvement.</p>	<p>Principal; Building Leadership Team</p>	<p>Aug. 1, 2013 - June 2014</p>	<p>Data collected on Google Forms by principal. Feedback is given immediately via email to the teacher.</p>	<p>Ongoing through June 2014</p>
	<p>The principal conducts scheduled weekly walk-throughs that focus on ensuring that agreed upon practices for improvement are implemented with fidelity.</p>	<p>Principal</p>		<p>Formal evaluation data is collected on Randa Tower. Teachers access feedback on that site. Lesson Plans</p>	<p>Planned and Implemented Dec. 2013</p>
	<p>Principal conducts weekly walk-throughs in classrooms to monitor use of key instructional strategies (rigor; cornell notes; frayer model; technology) to increase student achievement and provides feedback to the teachers.</p>	<p>Principal</p>	<p>Nov. 2013 - June 2014</p>	<p>GCW Assessment Data Summative Assessment Data Acuity ELA and Math Classroom Matrix Reports</p>	<p>Planned and Implemented Nov. 2013</p>
			<p>Dec. 2013 - June 2014</p>	<p>Grade Level Data sheets for ELA and Math Intervention group data reports for ELA and Math STAR grade level and Intervention group data Meeting Record Forms</p>	

<p><b>Indicator 1.8</b> The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.</p>	<p>The Principal develops and implements a master schedule that prioritizes time for core content areas as well as including daily IMPACT times for reading interventions for tier 2 and 3 students; and daily IMPACT times to address behavioral needs.</p> <p>The Principal develops and implements an intervention schedule that ensures all tier 2 and tier 3 students in reading and/or math receive targeted interventions with sufficient time allocated to allow for implementation fidelity.</p> <p>The Principal creates a calendar that utilizes teacher planning times, zero-period hours, after school meetings, etc. that includes times for professional development; grade/content level meetings; as well as vertical staff collaboration.</p>	<p>Principal</p> <p>Principal Intervention Teachers</p> <p>Principal</p>	<p>August 2012-Present</p> <p>August 2012-Present</p> <p>August 2012-Present</p>	<p>Master Schedule School Plan Intervention Schedule Intervention Group Attendance sheets BLT Meeting Record Forms Grade Level Meeting Record Forms Weekly Memos GCW/LAR/Planning Teacher-led PD</p>	<p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p> <p>Planned and Implemented. Ongoing through June 2014</p>
<p><b>Indicator 1.9</b> The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.</p>	<p>The Principal uses established processes to identify staffing needs proactively and early.</p> <p>The Principal bases staffing assignment decisions on teacher effectiveness data, as well as student outcomes data; assignments put teachers with proven effectiveness with students demonstrating the greatest learning needs.</p> <p>The Principal has evidence that classrooms are staffed with effective or highly effective teachers based on district evaluations.</p> <ul style="list-style-type: none"> <li>- K-5 certified staff will be deemed effective or highly effective for competency 2.2 (Demonstrate and Clearly Communicate Content Knowledge to Student) on the Teacher Effectiveness Rubric. Anonymous scoring review from the TER will be used to guide PD and instructional decisions for all teachers.</li> </ul> <p>The Principal provides all teachers with meaningful feedback to improve the quality of instruction through:</p> <ul style="list-style-type: none"> <li>• Evaluations</li> <li>• Weekly Walkthroughs</li> </ul>	<p>Principal</p> <p>Principal</p> <p>Principal K-5 Certified Staff</p> <p>Principal</p>	<p>August 2012-Present</p> <p>August 2012-Present</p> <p>August 2012-Present</p> <p>August 2012-</p>	<p>Master Schedules Elementary Classroom Teacher Interview Form Walk-through Forms Individual Teacher Observation/ Evaluation forms Data collected on Google Forms by principal. Feedback is given immediately via email to the teacher. Formal evaluation data is collected on Randa Tower. Teachers access feedback on that site. Calendar of PD's held/planned BLT Meeting Record Forms Grade Level Meetings Grade Level and Staff Meeting Record Forms Teacher Placement Policy Teacher Effectiveness Rubric</p>	<p>Ongoing as needed</p> <p>Ongoing through June 2014</p> <p>Ongoing through June 2014</p> <p>Ongoing through June 2014 Weekly Walkthroughs utilizing GCCS</p>

	<ul style="list-style-type: none"> <li>• Grade Level Meetings</li> <li>• Professional Development topics planned based on staff/school needs</li> </ul>		Present <i>Weekly Walkthroughs utilizing GCCS Walkthrough Form beginning Dec. 2013</i>	Walkthrough Form implemented Dec. 2013
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## TURNAROUND PRINCIPLE #2: SCHOOL CLIMATE AND CULTURE

**Establish a school environment that supports the social, emotional, and learning needs of all students.** To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

**Strategies must be included for the following:**

- **School community supports a safe, orderly and equitable learning environment.**
- **The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.**
- **High expectations\* are communicated to staff, students and families; students are supported to achieve them.**

\*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families

Indicator 2.1:  Crisis Interventions allowing school community to support a safe, orderly, and equitable learning environment. (GCCS and NES)  PAI 1, 2, 3	Northaven Crisis Plan  Bullying Rubric/ Reporting Forms.  Posted SOAR Expectations  Staff trained in Safe Crisis Management  Technology: Promethean and Chrome	Crisis Team  Greater Clark County Schools  PBIS Team  Selected Staff  K-5 Certified Staff	August 2011- June 2014 November 2013- June 2014  August 2012- June 2014 August 1, 2013- June 2014  Professional Development for Technology with Kathleen	Crisis pan  bullying rubric and reporting forms  SOAR matrix  list of staff trained in Safe Crisis Management	Implement ed August 2011 and Ongoing through June 2014
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	<p>Classes divided with: General population, ELL, Special Needs, Emotionally Handicapped Teacher: Student ratio in all areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> General</li> <li><input type="checkbox"/> Special Education</li> <li><input type="checkbox"/> Speech</li> <li><input type="checkbox"/> English Language Learners</li> <li><input type="checkbox"/> Emotionally Handicapped</li> </ul>	<p>Principal K-5 Certified Staff</p>	<p>Hutchinson: August 7, 2013, August 28, 2013, September 18, 2013, and November 5, 2013</p> <p>July 2013-June 2014</p>	<p>Enrollment information and Class size document</p>	
<p>Indicator 2.2: School Wide PBIS plan and IMPACT programs in place to support the school community maintaining a culture that values learning and promotes the academic and personal growth of students and staff.</p> <p>PAI 1, 2, 3</p>	<p>PBIS: School wide and individual incentive programs</p> <p>Check in/ Check out program</p> <p>Communities In Schools</p> <p>School and Classroom Newsletters</p> <p>Character Education -Twitter Posting of student successes, student of the month, school events and changes</p> <p>PTO/ Community Events Family Nights</p> <p>Reading Intervention (45</p>	<p>PBIS Team and School Staff</p> <p>K-5 Certified Staff</p> <p>CIS Coordinator</p> <p>Principal and Classroom Teachers</p> <p>Classroom teachers</p> <p>PTO Principal and staff use of Twitter</p> <p>K-5 Certified Staff</p>	<p>August 2011- June 2014</p> <p>November 2013- June 2014 August 1, 2013- June 2014 August 2011- June 2014</p> <p>August 2011- January 2013</p> <p>January 2013- June 2014</p>	<p>PBIS Powerpoint</p> <p>CICO parent letter and guidelines</p> <p>School and Classroom newsletter samples</p> <p>Character Education handout PTO flyer Twitter</p> <p>Master Schedule</p>	<p>Implement ed August 2011 and ongoing through June 2014</p>

	<p>minutes)</p> <p>IMPACT: reading (45 minutes) math, behavior</p> <p>Differentiated Instruction</p> <p>IUS Block 3 program</p> <p>Blessings in a Backpack</p> <p>Counseling program</p> <p>McGraw Hill, Acuity, and RAZ Kids leveled computer programs IXL leveled math computer program</p> <p>321 READ Program</p>	<p>School Administrative Manager Centerstone</p> <p>Classroom Teachers</p> <p>Communitites in School</p>	<p>August 2011- June 2014</p> <p>-</p> <p>-</p> <p>August 1, 2013- June 2014</p> <p>-</p> <p>-</p>	<p>August 2013- June 2014</p> <p>Blessings Information</p> <p>Counseling referral form</p> <p>List of volunteers for 321 REad</p>	
<p>Indicator 2.3: High expectation are communicated to staff, students and families through the use of school- wide goal setting and school and clasroom displays supporting student achievement.</p> <p>PAI 1, 2, 3</p>	<p>STAR, ACUITY goal setting Bulletin Boards/Displays</p> <p>Reading Counts</p> <p>Raz-kids</p> <p>IXL Progress Reports</p> <p>Check In Check Out goals</p> <p>ISTEP, IREAD-3 Goals posted in halls</p> <p>Data walls</p> <p>WALT/WILT displays</p>	<p>K-5 Certified Staff Principal</p>	<p>August 1, 3013- June 2014</p>	<p>STAR/ Acuity goals</p> <p>Reading Counts Goals</p> <p>Check In Check Out Goals,</p> <p>Standardized Tesing School- Wide Goals</p>	<p>Implement ed August 2013 and ongoing through June 2014</p>

## TURNAROUND PRINCIPLE #3: EFFECTIVE INSTRUCTION

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards. As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

### Strategies must be included for the following:

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

<p>PAI 1, 2, 3:</p> <p>Indicator 3.1: Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic, and timely, and are aligned to the standards-based curriculum.</p>	<p>K-5 certified staff will utilize WALT and WILT statements to state specific student-learning objectives that are aligned to district GCW and CCSS.</p>	<p>K-5 Certified Staff, building principal, AIC, grade level leaders building leadership team</p>	<p>Nov. 2013 Jan. 2014</p>	<p>administration walkthrough data, informal and formal teacher observations, posted in classrooms</p>	<p>Ongoing through Aug 1, 2013 to June 2014</p>
<p>PAI 1, 2, 3:</p> <p>Indicator 3.4: Teachers demonstrate necessary content knowledge.</p> <p>Indicator 3.5: Teachers demonstrate the necessary skills to use</p>	<p>K-5 teachers will utilize common district GCW aligned to CCSS and IAS in Math and ELA to plan instruction and assessments. Teachers use common pacing guides and GCW units, as well as using researched based materials and state textbooks to achieve a shared vision and focus.</p>	<p>K-5 certified staff, building principal, AIC, grade level leaders</p>	<p>Aug 1, 2013- June 2014</p> <p>work session dates</p>	<p>assessment data, lesson plans, walkthrough data and observations, GCCS data shared assessment document, data dashboard, informal and formal teacher observations, meeting record forms</p>	<p>Ongoing through Aug. 1, 2013 to June 2014</p>

multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.					
<p>PAI 1,2, 3: IMPACT</p> <p>Indicator 3.5: Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.</p>	IMPACT Framework is utilized to inform, monitor, and adjust instruction while differentiating, creating small leveled groups, and identifying targeted student needs to improve student achievement by providing early interventions.	K-5 certified staff, building principal, AIC, grade level leaders	Jan. 2013-present	STAR/Acuity/ISTEP+ data, reports, and progress monitoring, Acuity resources, data binders with data analysis worksheets, announcements and celebrations of success meeting records form, grade level intervention meetings, GCCS Data Dashboard/shared Google Docs	Ongoing through Aug. 1, 2013 to June 2014
<p>PAI 1,2 ,3: Engagement</p> <p>Indicator 3.2: Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</p>	K-5 certified staff will utilize <i>Total Participation Techniques</i> as a means to increase student engagement, relevance, and rigor to meet student needs. A planned focus and redirection on TPT's is needed to fully train current staff.	K-5 certified staff, building principal, AIC, grade level leaders	Weekly Period Zero Professional Development Meetings	walkthrough observations, informal and formal teacher observations, administrative walkthrough data, Teacher Effectiveness Rubric, meeting record form	Planned and implemented Jan. 29, 2014
<p>PAI 1, 2, 3:</p> <p>Indicator 3.3: Teachers use frequent checks for understanding throughout each lesson to gauge</p>	K-5 teachers will work in grade level teams to enhance student feedback systems within daily lessons to assess student understanding and allow teachers to make "on the spot" adjustments to the curriculum and pedagogy in order to increase	K-5 certified staff, building principal, AIC, grade level leaders	Feb. 2014-June 2014	exit slips, informal and formal quizzes, performance assessments, "status of the class" checklist aligned with GCW, walkthrough data, informal and formal teacher observations, LAR/planning,	Ongoing Aug 1, 2013 through June 2014

<p>student learning, and to inform, monitor and adjust instruction.</p>	<p>effectiveness. Teachers will use a variety of strategies as Checks for Understanding including:          –exit slips, informal and formal quizzes, performance assessments, “status of the class” checklist aligned with GCW</p>			<p>grade level meeting record form</p>	
<p>PAI 1, 2, 3:           Indicator 3.5: Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative assessment data, to differentiate instruction to improve students achievement.</p>	<p>K-5 teachers will analyze student data from the following assessments to differentiate instruction, create small leveled groups, to improve student achievement:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> GCW in Reading and Math (K-5)</li> <li><input type="checkbox"/> Daily Math Review Quiz (K-5)</li> <li><input type="checkbox"/> Daily Language Review (K-5)</li> <li><input type="checkbox"/> STAR-Reading and Math (K-5)</li> <li><input type="checkbox"/> ISTEP+ (3-5)</li> <li><input type="checkbox"/> IREAD3 (3)</li> <li><input type="checkbox"/> Acuity-Reading and Math (3-5)</li> <li><input type="checkbox"/> Running Records (K-2)</li> </ul> <p>A planned focus and redirection consists of utilizing the beginning of each grade level meeting to review the most current data from our multiple measures.</p>	<p>K-5 certified staff, building principal, AIC, grade level leaders</p>	<p>Aug 1, 2013- June 2014           Date change (?) to Jan 29, 2014 or Feb. 5., 2014</p>	<p>student data folders and goal setting sheets, GCCS data reports, NES data reports, meeting record forms, grade level binders and data analysis sheets</p>	<p>Ongoing          Aug. 1, 2013 through June 2014</p>
<p>PAI 1,2 3:           Indicator 3.5: Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative, and summative assessment data, to differentiate instruction to improve students achievement.</p>	<p>K-5 certified staff will continue to receive PD so as to ensure faculty has knowledge to read and analyze specific STAR/ISTEP/Acuity reports and resource. This will best drive and differentiate instruction based on student needs in Math and Reading.</p>	<p>K-5 certified staff, building principal, AIC, grade level leaders</p>	<p>Aug 1, 2013- June 2014- Tuesday weekly also Thursday as needed           Sept. 23, 2013-Oct. 4, 2013          Nov. 25, 2013-Dec. 10, 2013</p>	<p><i>data reports on technology uses of on-line resources, GCW planning, meeting record forms, walkthrough data, data binders, data analysis sheets, GCCS/State/NES data</i></p>	

			Feb. 6, 2014-Feb. 21, 2014		
PAI 1,2 3:  Indicator 3.4: Teachers demonstrate necessary content knowledge.	K-5 certified staff will be deemed effective or highly effective for competency 2.2 (Demonstrate and Clearly Communicate Content Knowledge to Student) on the Teacher Effectiveness Rubric. -Anonymous scoring review from the TER will be used to guide PD and instructional decisions for all teachers.	building principal, building leadership team	SY 2012-13 and 2013-14  Feb. 2014	Teacher Effectiveness Rubric, walkthrough data, informal and formal teacher observations	Ongoing through June 2014
PAI 1, 2, 3:  Indicator 3.2: Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	K-5 teachers will use a variety of effective instructional strategies to actively meet student learning needs. <ul style="list-style-type: none"> <li><input type="checkbox"/> Gradual Release of Responsibility Model <ul style="list-style-type: none"> <li><input type="checkbox"/> I Do, You Do, We Do</li> </ul> </li> <li><input type="checkbox"/> Balanced Math Framework</li> <li><input type="checkbox"/> The Five Essential Components of Reading</li> <li><input type="checkbox"/> Frayer Model</li> <li><input type="checkbox"/> Cornell Notetaking</li> <li><input type="checkbox"/> Total Participation Techniques</li> </ul>	K-5 certified staff, building principal, AIC, grade level leaders	Aug 1, 2013- June 2014	GCW/LAR/Planning, informal and formal teacher observations, walkthrough data, teacher lead PD	Ongoing through June 2014
PAI 1,2 ,3:  Indicator 3.6: Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.	K-5 teachers hold high expectation for all students. They will guide students to set ambitious goals for growth on STAR/ISTEP+/Acuity assessments for both Reading and Math	K-5 teachers, building principal, AIC, building leadership team	Aug 1, 2013- June 2014  Approved GCCS/state testing and benchmark windows	student goal sheets, testing window dates, ...	Ongoing through June 2014
PAI 1,2, 3:  Indicator 3.6: Teachers hold high expectations	School-wide SOAR Implementation <ul style="list-style-type: none"> <li><input type="checkbox"/> Group focus</li> </ul> School-wide SOAR Phase 2 <ul style="list-style-type: none"> <li><input type="checkbox"/> Individual focus</li> </ul>	PBIS team, building wide staff, building principal, PTO	Aug 1, 2013- June 2014	written PBIS Plan (SOAR), belief statements throughout building, posters, walkthrough data, eagle displays, ticket	Ongoing through June 2014

for all students academically and behaviorally as evidenced in their practice.				system	
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## TURNAROUND PRINCIPLE #4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.

### Strategies must be included for the following:

- The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
- Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the “taught” curriculum.
- The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
- Instructional materials and resources are aligned to the standards-based curriculum documents.
- An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

<b>PAI 1, 2, 3</b> <b>4.1 The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).</b>	Goal Clarity Windows and Pacing Guides are aligned grade by grade, horizontally and vertically to CCRSS	GCCS Curriculum Dept. and Teacher Leader Cadre formed using the Innovation Grant by IDOE	March 2012 - Aug. 2012 Aug. 2012-June 2013 Aug. 2013-June 2014	Innovation Grant GCCS Pacing Guides, Goal Clarity Window common assessments, LARs, shared on My Big Campus Meeting Record Forms	Completed Summer of 2012, Implemented Aug. 2012 - June 2013, Revised Summer of 2013, Implemented August 2013, will still be revised as needed through June 2014
	Learning Assessment Rubrics (LARs) are collaboratively created by grade level teachers to	K-5 Teachers AIC Principal	Aug. 2013 - June 2014	LARs WALT/WILT statements	Ongoing - June 2014

	match the GCW standards/objectives and require higher depths of knowledge activities.				
<p>PAI 1, 2, 3 4.2 Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the "taught" curriculum. PLANNING</p>	K-5 teachers will collaboratively plan lessons to support the GCW with sequenced student-learning objectives.	Grade Level Leader Grade Level Teachers AIC Principal	Aug. 2011-June 2012 Aug. 2012-June 2013 Aug. 2013-June 2014	Meeting Record Forms (MRF) of grade level meetings, WALT/WILT statements LARs	Aug. 2013 - June 2014 Ongoing
<p>PAI 1, 2, 3 4.2 COLLECTED DATA</p>	K-5 teachers will teach CCRSS using GCW common assessments, collect and analyze data from the goal clarity assessments.	Classroom teacher AIC Principal	Aug. 2013-June 2014 Goal clarity assessments and LARs will be made prior to teaching the GCW. Data will be collected and analyzed within 3 days of the assessment.	GCW Common Assessment, LAR, GC Data sheet completed with a proficiency rate of at least 80%, MRF, weekly walk-throughs/ observations, WALT/WILT statements,	Aug. 2013 - June 2014 Ongoing
<p>PAI 1, 2, 3 4.2 WALK-THROUGHS/ OBSERVATIONS</p>	Teachers are observed weekly by the principal and formally evaluated each quarter at minimum. Teachers are formally observed a minimum of once per quarter per year.	Principal	Weekly beginning Dec. 1, 2013 - June 2014  Quarterly: Oct. 4, 2013 Dec. 20, 2013 Mar. 21, 2014 June 2014	Data collected on Google Forms by principal. Feedback is given immediately via email to the teacher. Formal evaluation data is collected on Randa Tower. Teachers access feedback on that site.	Aug. 2013 - June 2014 Completed Oct. 4, 2013 Completed Dec. 20, 2013 Scheduled Mar. 21, 2014 Scheduled June 2014
<p>PAI 1, 2, 3 4.2 GRADE LEVEL MEETINGS</p>	K-5 teachers meet weekly with AIC and Principal to review and analyze plans, sequencing and data	K-5 teachers AIC Principal	Aug. 2013-June 2014	GCW data sheets, MRF from grade level meeting	Aug. 2013 - June

<p><b>PAI 1, 2, 3:</b>  <b>4.3 The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.</b>  <b>GOAL CLARITY ASSESSMENTS</b></p>	<p>from GCW.</p> <p>K-5 teachers administer a goal clarity common assessment at the end of each goal clarity window in ELA and Math. The data is analyzed and used to plan instruction and intervene.</p>	<p>GCCS GCW guide  Classroom Teachers</p>	<p>First and third Tuesdays of the month for each GCW starting Aug. 2013 - June 2014</p>	<p>GCCS GCW assessment schedule and report data, MRF</p>	<p>2014</p> <p>Planned and implemented for Aug 2013 - June 2014</p>
<p><b>PAI 1, 2, 3</b>  <b>4.3</b>  <b>STAR</b></p>	<p>K-5 teachers administer STAR testing in LA and Math 3 times per school year with progress monitoring between benchmarking periods</p>	<p>Classroom Teachers  Interventionists</p>	<p>August 5-23, 2013  January 4-24, 2014  May 12-30, 2014</p>	<p>GCCS assessment schedule, grade level meeting record form, grade level data binder, STAR reports (yearly growth).</p>	<p>Aug. 2013 - June 2014</p>
<p><b>PAI 1, 2, 3</b>  <b>4.3</b>  <b>ACUITY</b></p>	<p>3-5 teachers administer Acuity benchmark assessments 3 times per school year. The data is analyzed and used to plan instruction and intervene</p>	<p>Classroom Teachers  AIC</p>	<p>September 23, 2013 - October 4, 2013  November 25, 2013 - December 10, 2013  February 6, 2014 - February 21, 2014</p>	<p>GCCS assessment schedule, grade level meeting record form, grade level data binder, Acuity reports.</p>	<p>Aug. 2013 - June 2014</p>
<p><b>PAI 3</b>  <b>4.3</b>  <b>WRITING BENCHMARKS</b></p>	<p>K-5 teachers administer common writing benchmarks provided by GCCS 4 times per year, and scored using a common rubric.</p>	<p>GCCS  K-5 teachers</p>	<p>Oct. 4, 2013  Dec. 20, 2013  Mar. 21, 2014  June 2014</p>	<p>GCCS assessment schedule, writing rubrics, writing prompts, grade level meeting record form, grade level data binder</p>	

<b>PAI 3</b> <b>4.3</b> <b>TEXT LEVEL</b>	K-2 teachers administer running records to determine text level using McGraw Hill Running Record Materials.	K-2 teachers	BOY Oct. 4, 2013 MOY Dec. 20, 2014 EOY May 9, 2014	Running Records Text Level Data Grade level MRF Grade level data binders	Aug. 2013 - June 2014
	K-5 teachers utilize a common data wall to gain insight into how students are progressing and how to tailor ongoing instruction.	K-5 classroom teachers, AIC, Principal, District Assessment Coordinator	Feb. 28, 2014	Visible K-5 data wall in meeting location Movement of cards	Aug. 2013 - June 2014  Planned Feb. 2014
<b>PAI 1, 2, 3</b> <b>4.4 Instructional materials and resources are aligned to the standards-based curriculum documents.</b>	K-5 teachers will use instructional resources that align to CCRSS and promote the proficiency of GCW.	K-5 teachers AIC Principal		Inventory of instructional materials and resources. Records indicating what resources are being used Tiers 1, 2, and 3.	
<b>PAI 3</b> <b>4.5 An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.</b> <b>READING INTERVENTION</b>	K-5 teachers meet every 6 weeks to identify those students falling below grade level (Red and Yellow in STAR) in ELA and place them in a research-based intervention program.	K-5 teachers AIC	Beginning Aug. 2013, grade levels meet every six weeks until June 2014	MRF from IMPACT meeting. Intervention records.	Aug. 2013 - June 2014

<p>PAI 1, 2, 3 4.5 IMPACT</p>	<p>K-5 teachers refer students who are two or more years below grade level (Red and Yellow in STAR) to our IMPACT team. Then team develops an individual plan for these students.</p>	<p>K-5 teachers IMPACT Team</p>	<p>Each Monday of the week the RTI or IMPACT team meets beginning Aug. 2013 - June 2014</p>	<p>MRF from IMPACT meeting. Intervention records.</p>	<p>Aug. 2013 - June 2014</p>
<p>PAI 1, 2, 3 4.5 IMPACT</p>	<p>Instructional leaders know how students in intervention are doing by monitoring the below grade level (red and yellow in STAR) in STAR.</p>	<p>K-5 Teachers IMPACT Team</p>	<p>Every 3 weeks beginning Aug. 2013 - June 2014</p>	<p>STAR Student Progress Monitoring Reports</p>	<p>Aug. 2013 - June 2014</p>
<p>PAI 1, 2 4.5 MATH INTERVENTION</p>	<p>K-5 teachers meet every 6 weeks to identify those students falling below grade level (Red and Yellow in STAR) in Math and place them in a research-based intervention program as available.</p>	<p>K-5 teachers AIC</p>	<p>Beginning Oct. 2013, grade levels meet every six weeks until June 2014</p>	<p>MRF from IMPACT meeting. Intervention records.</p>	<p>Aug. 2013 - June 2014</p>

## TURNAROUND PRINCIPLE #5: EFFECTIVE STAFFING PRACTICES

Develop skills to better recruit, retain and develop effective teachers.

**Strategies must be included for the following:**

- Hiring timelines and processes allow the school to competitively recruit effective teachers.
- School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes

- Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

<p>PAI 1,2,3 5.1—Hiring timelines and processes allow the school to competitively recruit effective teachers.</p>	<ul style="list-style-type: none"> <li>• Northaven follows the hiring policies set forth by G.C.C.S. and the School Board.</li> <li>• Northaven follows hiring criteria as set forth by G.C.C.S. in order to hire the most highly abled teachers.</li> <li>• A grade level representative sit in on future interviews to help select the most highly qualified person.</li> <li>• Staff are recognized by other staff members for positive work at weekly meetings</li> </ul>	<p>principal G.C.C.S. Human Resources</p> <p>principal G.C.C.S. Human Resource</p> <p>principal K-5 grade level leaders</p> <p>K-5 teachers</p>	<p>Preliminary staffing information Jan. 2014</p> <p>February 2014</p> <p>as needed(when hiring staff)</p> <p>weekly November 2013-June 2014</p>	<p>G.C.C.S. hiring policies</p> <p>GCCS interview question, candidate recommendations, Teacher Effectiveness Rubric (if used preciously)</p> <p>interview notes (when applicable)</p> <p>List of staff recognized</p>	<p>on-going as needed</p> <p>on going as needed</p> <p>on going as needed</p> <p>ongoing weekly-June 2014</p>
<p>PAI 1,2,3 5.2—School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development, and increasing learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Northaven uses the Teacher Effectiveness Rubric to provide feedback for improving classroom practices.</li> <li>• GCCS weekly Google Walk-through</li> </ul>	<p>principal</p>	<p>August 2013-June 2014</p> <p>1-2 year teachers</p> <ul style="list-style-type: none"> <li>• two 40 minute observations and two 10 minutes</li> </ul> <p>3+ year</p> <ul style="list-style-type: none"> <li>• one 40</li> </ul>	<p>copies of evaluations</p> <p>Randa Tower</p>	<p>ongoing-June 2014</p>

	<ul style="list-style-type: none"> <li>Weekly walk throughs provide feedback on instructional strategies that are being used in the classroom</li> </ul>	Principal	<p>minute observation and two 10 minute observations</p> <p>August 2013-June 2014</p> <p>Weekly December 2013-June 2014</p>	<p>copies of walk through notes</p> <p>Google docs</p>	ongoing-June 2014
<p>PAI 1,2,3</p> <p>5.3-Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.</p>	<ul style="list-style-type: none"> <li>We strive to provide professional development in Balanced Math.</li> <li>We strive to provide professional development in Balanced Literacy and the 5 components of reading</li> <li>We strive to provide continued professional development in the Gradual Release model</li> </ul>	principal A.I.C. B.L.T. leaders	August 2013	Professional Development Calendar	ongoing-June 2014
<p>PAI 1,2,3</p> <p>5.4-Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's</p>	<ul style="list-style-type: none"> <li>Staff members were strategically placed in new grade levels due to the number of</li> </ul>	principal	August 2013	Staff Lists from 2012-13 and 2013-14	completed August 2013

<p><b>instructional strengths.</b></p>	<p><b>new staff in building.</b></p> <ul style="list-style-type: none"> <li>• Improvement plans are put into place for staff that are underperforming on a consistent basis</li> <li>• Intervention staff at Northaven are highly qualified</li> </ul>	<p>principal Central Office</p> <p>principal A.I.C.</p>	<p>January 2012-May 2013</p> <p>December 2013</p> <p>August 2013</p>	<p>Teacher Effectiveness Rubric Improvement Plan (see confidential files)</p>	<p>One completed and one idle; others as needed</p> <p>Implemented August 2013</p>
<p>PAI 1, 2 5.5--Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.</p>	<ul style="list-style-type: none"> <li>• Refocus of professional development in the area of Balanced Math will be provided to all staff</li> <li>• Refocus of professional development in the area of the 5 components of reading and Balanced Literacy will be provided.</li> <li>• Refocus of professional development in the Gradual Release model will be provided</li> <li>• Walk throughs and teacher effectiveness</li> </ul>	<p>principal Dan Beth</p> <p>principal A.I.C. K-5 Leadership team</p> <p>principal A.I.C. K-5 Leadership team</p> <p>principal</p>	<p>February 2014-June 2014</p> <p>February 2014-June 2014</p> <p>February 2014-June 2014</p> <p>weekly August 2013-June</p>	<p>MRF</p> <p>MRF</p> <p>MRF</p> <p>Randa Tower</p>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>

	rubrics will be used to show the use of strategies being provided through professional development		2014	Google Docs	
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## TURNAROUND PRINCIPLE #6: ENABLING THE EFFECTIVE USE OF DATA

Ensure the school-wide use of data focused on improving teaching and learning. Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA's teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

### Strategies must be included for the following:

- Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

PAI 1, 2, 3  6.1 Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.	Northaven is striving to build communication that will guide decisions that will improve our climate and culture. <ul style="list-style-type: none"> <li>• PBIS <i>teacher survey</i> to determine PBIS Plan awareness and current behavior needs.</li> <li>• PBIS <i>student survey</i> to determine character education awareness, incentive preferences, and student leaders.</li> <li>• <b>Discipline and Referral Data</b> to determine students in need</li> </ul>	Building Principal  AIC  SAM  PBIS Coaches  K-5 certified teachers	<ul style="list-style-type: none"> <li>• PBIS (teacher) August 2013</li> <li>• PBIS (student) October 2013</li> <li>• Discipline and</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS <i>Teacher Survey</i></li> <li>• PBIS <i>Student Survey</i></li> <li>• Discipline and</li> </ul>	<ul style="list-style-type: none"> <li>• Completed August 2013</li> <li>• Completed October 2013</li> <li>• Ongoing Oct 4,</li> </ul>
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	<p>of our Check-In/Check-Out Program.</p> <ul style="list-style-type: none"> <li>• <b>Attendance Data</b> to determine awards for perfect attendance.</li> <li>• <b>Parent/Teacher/Student Compact</b> to communicate high academic standards, roles, and responsibilities to support student success</li> </ul>		<p><b>Referral Data</b> Oct 4, Dec 20, March 21, June 10</p> <ul style="list-style-type: none"> <li>• <b>Attendance Data</b> Oct 4, Dec 20, March 21, June 10</li> <li>• <b>Compact</b> September 2013</li> </ul>	<p><b>Referral</b></p> <ul style="list-style-type: none"> <li>• <b>Attendance</b></li> <li>• <b>Parent/Teacher/Student Compact</b></li> </ul>	<p><i>Dec 20, March 21, June 10</i></p> <ul style="list-style-type: none"> <li>• <b>Ongoing</b> Oct 4, Dec 20, March 21, June 10</li> <li>• <b>Completed</b> September 2013</li> </ul>
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<p><b>PAI 1, 2, 3</b></p> <p><b>6.3 A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.</b></p>	<p>Northaven follows a schedule for analyzing on-going formative assessment data that is tied to CCRSS aligned curriculum that includes goals for improvement, defined strategies, progress monitoring and evaluation.</p> <ul style="list-style-type: none"> <li>• Common planning times and Grade level meetings weekly with principal and/or AIC</li> <li>• Period Zero meeting with grade level and interventionists</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Weekly Memo</b> <i>weekly starting August 2014</i></li> <li>• <b>Meeting Record Forms</b> <i>weekly starting August 2014</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Weekly Memo</b></li> <li>• <b>Meeting Record Forms</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing weekly</b> <i>starting August 2014</i></li> <li>• <b>Ongoing weekly</b> <i>starting August 2014</i></li> </ul>
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# TURNAROUND PRINCIPLE #7: EFFECTIVE USE OF TIME

Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning. An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular need. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

## Strategies must be included for the following:

- The master schedule is clearly designed and structured to meet the needs of all students.
- The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
- The master schedule is clearly structured and designed to meet the professional development needs of staff.

<p>PAI 1, 2, 3: 7.1 The master schedule is clearly designed and structured to meet the needs of all students.</p>	<p>-Morning schedule change:</p> <ul style="list-style-type: none"> <li>• NES eliminated morning meetings in gym and changed to eating breakfast in the classrooms</li> </ul>	<p>-cafeteria staff -Principal -Building Leadership Team</p>	<p>12/3/12</p>	<p>Breakfast folders Weekly memos</p>	<p>Implemented Completed 12/12 11/2012</p>
<p>PAI 1, 2, 3</p>	<p>-Extension of School Day SY 2013-14</p> <ul style="list-style-type: none"> <li>• GCCS extended school day by 10 mins. corporation wide beginning of SY 2013-14.</li> </ul>	<p>-Central Administration, -GCCS School Board of Education</p>	<p>8/1/2013</p>	<p>Board Documents/Minutes</p>	<p>Implemented Completed 8/1/2013</p>
<p>PAI 1, 2, 3</p>	<p>NES schedule change</p> <ul style="list-style-type: none"> <li>• Schedule change to allow 15 more minutes of additional instruction in classrooms, but special area supporting recess in</li> </ul>	<p>-Ballard, Bixler, Brading, Conklin, Johnson, Lawrence, Wood -Building Leadership Team</p>	<p>1/23/14</p>	<p>New staff schedule and policy documents</p>	<p>Implemented Completed 1/23/14</p>

PAI 1, 2, 3	the schedule.  Communities in Schools (CIS)	CIS Coordinator	8/1/2013	CIS schedule	Ongoing through Aug. 1 2013- June 2014
PAI 1, 2 The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.	IMPACT program	-Central Administration, - Instructional Cabinet, -All staff -Building Leadership	8/1/13	Original staff schedule Interventionist schedule	Planned and implemented ongoing- Start date 8/1/13 through June 2014
PAI 1, 2, 3	Intersession • math and reading instruction	-Principal -K-5 teachers	10/7/13- 10/11/13 and 3/24/14- 3/28/14	2013-2014 GCCS School Calendar	Ongoing Through
PAI 2	Before school tutoring • 30 minutes of math and or reading instruction	-4-5 teachers	2/3/14	Student sign in logs	Planned and implemented ongoing through June 2014
PAI 2	After school tutoring • math instruction	3-5 teachers: - Conklin, Holt, Lancaster, Lipps, Sonner, Willis	11/13	Permission slip	Planned and implemented ongoing through June 2014
PAI 1, 2, 3 The master schedule is clearly structured and designed to meet the professional	Zero Period- Professional Developme	-Principal -Building Leadership Team	8/1/13- 6/ /14	Meeting Records Forms, Instructional Resources provided, Shared Google PD document by Month	Implemented ongoing Aug. 2013- June 2014

development needs of staff.					
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## TURNAROUND PRINCIPLE #8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

**Increase academically focused family and community engagement.** An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and ELL programs).

**Strategies must be included for the following:**

- Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
- Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

PAI Addressed	Interventions/ Action Strategies	Driver	Timeline	Evidence	Status
PAI 1, 2, and 3:  Indicator 8.1 Families are engaged in academically related activities, school decision making, and an open exchange of information regarding students' progress in order to increase student learning for all students.  Indicator 8.2	Parent/Teacher conferences are held twice every year.  Compacts highlighting the teacher's, parent's, and student's roles in the student's academic success are signed annually.  Parent Teacher Organization (PTO) meets monthly to organize activities and discuss ways to enhance the students experience at Northaven.	Classified staff, principal  K-5 certified staff	9/11/13 and 2/5/14  9/11/13  Aug. 2013 - June 2014	Conference schedules and confirmations  Compact	Fall Completed: 9/11/13 Winter Scheduled: 2/5/14 Completed: 9/11/13



	<p>requirements at Northaven including ELL, Intervention, and K - 5 classrooms.</p> <p>Northaven hosts a variety of programs to inform parents of ways to remain or become active in their child's academic success.</p> <ul style="list-style-type: none"> <li>• ESL Family Night</li> <li>• Title 1 Math Night</li> <li>• Third Grade Parent Night</li> </ul> <p>Northaven provides communication in a variety of ways.</p> <ul style="list-style-type: none"> <li>• Monthly school newsletters (the newsletters are translated into Spanish as well)</li> <li>• Classroom / Grade level newsletters</li> <li>• Phone Logs</li> <li>• Student Planners</li> </ul> <p>Students in grades 3, 4, and 5 can tryout and participate in sports. Parents and families are invited to the games and meets which are held at Northaven and other local schools.</p> <ul style="list-style-type: none"> <li>• Cross Country</li> <li>• Girls' Basketball</li> <li>• Boys' Basketball</li> <li>• Track</li> <li>• Dance Team</li> <li>• Cheerlead- ing</li> </ul>	<p>Principal, K-5 certified staff</p> <p>Health Assistant</p> <p>School Administrative Manager</p> <p>Principal</p>	<p>Aug. 1, 2013 - June __, 2014</p> <p>Aug. 1, 2013 - June __, 2014 11/18/13</p> <p>7/29/13</p> <p>9/19/13 - 9/20/13</p> <p>Aug. 2, 2013 - June __, 2014</p>	<p>Sign-in sheet</p> <p>Permission Slip</p> <p>Permission Slip Parent letter Participation letter</p> <p>Sign-in sheet</p> <p>Parent letter</p> <p>Involvement letter Request form</p>	<p>June 2014 Ongoing through June 2014 Completed: 11/18/13 Completed:</p> <p>Completed: 7/29/13</p> <p>Completed: 9/19/13 and 9/20/13</p> <p>Ongoing through June 2014</p> <p>Ongoing through</p>
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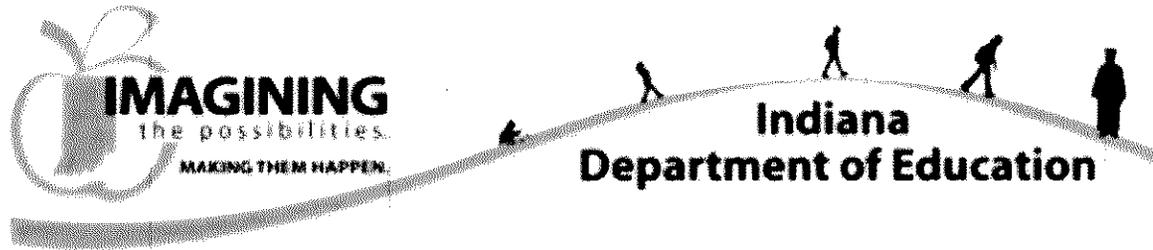


		Principal, Translator	2014		
			Aug. 27, 2013	January newsletter	Ongoing through June 2014
		K - 5 certified staff	Aug. 1, 2013 - June __, 2014	Translated January newsletter	Ongoing through June 2014 Ongoing through June 2014
		Northaven staff K - 5 certified staff	Aug. 1, 2013 - June __, 2014	Newsletter	
		PE teacher		Sample Phone Log Sample Planner Page	Completed: 10/30/13  Completed: 9/16/13
		Bixler	Aug. 1, 2013 - June __, 2014		Ongoing through Feb. 2014
		Bixler	Aug. 1, 2013 - June __, 2014		Ongoing through Feb. 2014 Ongoing through Feb. 2014 Ongoing through

		Bixler	Sep. 2013 - May 2014	Schedule	Feb. 2014
		Bixler Roehm Ricke, Heitz		Schedule	Scheduled: Final day of school June 2014
				Schedule	Scheduled: June 2014
		K - 5 certified staff, building principal	Sep. 2013 - Oct. 2013	Schedule	Scheduled: Final day of school June 2014
		Thompson, Sauer, Heitz Lipps, Holt, Conklin	Aug. 2013 - Sep. 2013 Dec. 2013 - Feb.2014 Apr. 2014 - May 2014		Ongoing through June 2014
		Northaven staff	Aug. 2013 - Feb.2014 Aug. 2013 - Feb.2014	Program	Completed:11/2013
				Invitation	Completed: 11/2013
		Dehr	June _____ 2014		Ongoing through June 2014
		Logsdon	June _____ 2014	Partnership letter	

		Dehr, Wood	June ____, 2014	Classroom newsletter Report	
		Botts, Spiels, Thompson	Aug. 2013 - June 2014	PBIS PTO Power Point	
			Nov. 2013		
			Oct. 2013 - Nov. 2013		
			Aug. 2013 - June 2014		

IDOE Monitoring Feedback Template



Visit Information	
<b>Date:</b>	March 8 <sup>th</sup> , 2014
<b>Monitoring Visit:</b>	March 7 <sup>th</sup> , 2014
<b>District:</b>	Greater Clark
<b>School:</b>	Northaven Elementary School
<b>IDOE Outreach Coordinator:</b>	Rebecca Reeves

## IDOE Monitoring Feedback Template

### Site-Visit Observations

#### *Classroom Observations*

**In ALL classrooms I observed:**

- student centered classrooms
- respectful behavior
- objective driven knowledge development and skills practice
- high expectations

**In SOME classrooms, I observed:**

- differentiation (one)
- 100% of students engaged and on task
- effective behavior management
- rigor
- peer support, collaboration, small group work, partnering
- gradual release (one)
- teacher led instruction
- higher level thinking skills

**I did not observe:**

- students work displays within the classrooms (some outside of the classrooms)
- teachers communicating the objective (why are we learning this?)

### Group Interview Responses

**TP#1**

- culture of the building has more of a “we’re in this together” feel – more than ever before
- there is a definite sense of urgency
- schedule change with recess and specials
- all staff is engaged in change - some assistants are tutoring kids
- math impact time is more focused on H/T/L growth
- leadership team and whole staff assist with decision-making for building when possible
- K-2 teachers are feeling more accountable
- there has been a conversation shift with the data → from admin to teachers to students

## IDOE Monitoring Feedback Template

### TP#2

#### Setting High Expectations:

- sharing data walls
- conferencing with students to set goals for growth and achievement
- buddy classes to help support the 3-5 grade students
- students are aware of level – from K to 5<sup>th</sup>
- parent conferences focused all ability but low growth students

#### Behavior Support and Systems:

- PBIS is in “phase 2” and is more meaningful than ever: clip system, check in check out, etc.
- tickets given for achievement, behavior, etc.
- character trait awards
- Eagles are given to whole classrooms for positive reinforcement
- PBIS matrix developed for consistent behavior throughout building
- Specials teachers have clip boards to help with communication and tracking
- there has been a major change in the culture of staff this year...a more united feeling
- OSCARS are given to celebrate teachers, there is one for the support staff as well
- emails, announcements, newsletters, memos are used to recognize staff often

### TP#3

- there is a ton of support for all teachers with the intervention system that has been put in place because the kids are not missing core instruction
- more support as a Title I school because there are more educators available for the students
- PD is focused on teacher needs for initiatives or growth, teachers are asked to use their strengths to teach/train others
- the shared drive is helpful with sharing information and resources in the school
- technology is helpful with sharing resources and all having access
- MBC is a great tool for allowing everyone to see what is happening in the classrooms
- there is a feeling of shared support that the whole staff feels accountable for helping one another
- Learning objectives are posted in all classrooms for reading and math

### TP#4

**\*\*Note:** There has been a feeling of constant change with curriculum. The staff feels that they are always working on changing things and don't have the time to get into the art of teaching what they have changed.

- weekly grade level meetings focused on data
- all grade levels pick a day to meet and plan after school
- SPED teachers pick a day to meet with each grade level to talk about data and support, also have daily check-ins with teachers
- RTI meetings with students and teachers to create plans

### TP#5

## IDOE Monitoring Feedback Template

- more walkthroughs and evaluations this year – with feedback and support provided
- RISE evaluations offer a post conference
- walkthroughs are informal, often and offer feedback
- teachers are supported with resources and are able to visit other classrooms and schools w/in the district to observe best practices

### **TP#6**

- data is the #1 focus in meetings
- teachers are looking at the data with the students and tracking data in their classrooms for all to see
- kids and teachers are setting goals based on data
- kids are celebrated when they show growth
- the depth of looking into data has increased this year
- teachers are using Acuity, Star, GCWs, IXL and more to monitor progress
- there is a collaboration within grade levels to focus on the common missing elements that the students are missing
- PIVOT is a great resource that allows all of the data to be in one place for the teachers to view/access

### **TP#7**

- recess time was moved to special areas time to allow for more core instruction time during the day
- the SAP was used to create a more focused instructional plan
- IMPACT time is used to focus on the strategies created by teachers based on the data from assessments
- students can work with next grade level in the areas they are excelling
- everyone is more aware of the time available each day, “making every minute count” and very purposeful

### **TP#8**

- Very supportive PTO
- a lot of business around the community offer support in various areas (Orange Leaf, IUS, CIS, Center Stone, etc.)
- parents come in for the literacy nights and other parent nights but not well attended (unless you offer food!)
- Blessings in a Backpack
- Parent communication includes: post cards, MBC, emails, positive phone calls home, 100% contact for teacher conferences, websites, parent nights, ESL nights, Open houses, PTO meetings, highly engaged on social media – Twitter and FB, school messenger calls
- teachers have gone to other schools and talked with them about their parent involvement, tried to duplicate but not getting the same results

### **Suggested Next Steps**

#### **TP#1**

- Continue to use data to make adjustments to groups and focus on the relevant, most current data

#### **TP#2**

- Continue to recognize and celebrate student and teacher success
- Continue to delve deeper into the PBIS strategies and offering support for teachers who may need behavior management strategies

## IDOE Monitoring Feedback Template

### TP#3

- Continue to discuss the importance of rigor and relevancy with staff; find teachers, examples of how this looks in all areas at all grade levels
- Continue to build on one another's strengths to support all classrooms with best practice strategies

### TP#4

- Continue to allow for time for grade level planning
- Investigate ways to allow for vertical planning and support

### TP#5

- Continue to use evaluations and walkthroughs for feedback and support with resources

### TP#6

- Continue to dig deep into the relevant, current data and create a focus for your intentional teaching
- Continue to use the data to find and create instructional resources for the teaching of each standard

### TP#7

- Continue to use time effectively and make adjustments to times and groups accordingly

### TP#8

- You indicated that there is a great turnout for the party days and other parent nights (especially when you offer food). How can you use the parent nights that are well attended to pull parents into other sign up opportunities? Kids or teachers could set up booths, hand out flyers to ask for volunteers for certain tasks/events.
- I noticed that you did not have a big participation for your parent surveys. Is there another way to get this information about culture and climate from your parents? Possibly – have the students take it home for the parents to complete on paper? At a mid-year open house or event, offer parents a treat or an entry into a drawing for a gift card?

### Potential Resources

[marooneyfoundation.org](http://marooneyfoundation.org) – great resources for use with teachers to dig into data.

#### Books:

*The Highly Engaged Classroom* by Robert Marzano

*Teach Like a Champion* by Doug Lemov

*Teach Like a Champion Field Guide* by Doug Lemov

*Yardsticks* by Chip Wood (building student/teacher relationships)

*High Performing School: Benchmarking the 10 indicators of effectiveness* by Mardale Dunsworth and Dawn Billings

*A Framework for Understanding Poverty* by Ruby Payne



## *Monitoring Summary*

### *School: Northaven Elementary*

<b>Turnaround Principle</b>	<b>Rating</b>	<b>Evidence</b>
<b>TURNAROUND PRINCIPLE 1:</b> School Leadership	1 Ineffective 2 Improvement Necessary [Redacted]	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Data reports</li> <li>• Walkthrough data</li> <li>• Teacher evaluations</li> <li>• Student handbook</li> <li>• Curriculum guides</li> <li>• Grade level meeting information</li> <li>• PD plan</li> <li>• Leadership team agendas and notes</li> <li>• Leadership team structure to include staff</li> <li>• SAP</li> <li>• Staff meeting agendas and minutes</li> <li>• Staff group interview</li> </ul>
<b>TURNAROUND PRINCIPLE 2:</b> School Climate and Culture	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity [Redacted]	<ul style="list-style-type: none"> <li>• Staff group interview</li> <li>• Emails from principal</li> <li>• Positive Building environment</li> <li>• Student centered classrooms</li> <li>• Attendance reports</li> <li>• Character traits wall</li> <li>• Data wall</li> <li>• Student handbook</li> <li>• Posted objectives</li> <li>• Posted data in classrooms</li> <li>• PBIS meeting notes</li> <li>• PBIS strategies in place and observed</li> </ul>

<p><b>TURNAROUND PRINCIPLE 3: Effective Instruction</b></p>	<p>1 Ineffective 2 Improvement Necessary 3 <b>3 Moves Implemented with Fidelity</b> 4 Highly Effective</p>	<ul style="list-style-type: none"> <li>• Walkthrough feedback and evaluations</li> <li>• Teacher observations</li> <li>• Lesson plans</li> <li>• Teacher interview</li> <li>• Posted lesson objectives</li> <li>• Discipline reports and PBIS data</li> <li>• High expectations posted and observed</li> <li>• Respectful behavior by students observed</li> </ul>
<p><b>TURNAROUND PRINCIPLE 4: Curriculum, Assessment &amp; Intervention System</b></p>	<p>1 Ineffective 2 Improvement Necessary 3 <b>3 Moves Implemented with Fidelity</b> 4 Highly Effective</p>	<ul style="list-style-type: none"> <li>• District curriculum guides</li> <li>• GCW</li> <li>• Walkthrough feedback and evaluations</li> <li>• Teacher observations</li> <li>• Common formative assessment</li> <li>• Classroom observations</li> <li>• Grade level meetings – notes and agendas</li> <li>• Master schedule</li> <li>• PD plan</li> </ul>
<p><b>TURNAROUND PRINCIPLE 5: Effective Staffing Practices</b></p>	<p>1 Ineffective 2 Improvement Necessary 3 <b>3 Moves Implemented with Fidelity</b> 4 Highly Effective</p>	<ul style="list-style-type: none"> <li>• Teacher support practices</li> <li>• PD plan</li> <li>• Grade level meeting schedules and agendas</li> <li>• Walkthrough feedback and evaluations</li> <li>• Teacher observations</li> <li>• PD topics linked to data from teacher evaluations, new initiatives, teacher input, relevant student achievement and behavior data</li> </ul>
<p><b>TURNAROUND PRINCIPLE 6: Enabling the Effective Use of Data</b></p>	<p>1 Ineffective 2 Improvement Necessary 3 <b>3 Moves Implemented with Fidelity</b> 4 Highly Effective</p>	<ul style="list-style-type: none"> <li>• Data posted in classrooms and in teacher binders</li> <li>• Data reports</li> <li>• Discipline and other PBIS data reports</li> <li>• Grade level meeting schedules and notes</li> <li>• KWL Data sheets</li> <li>• Master schedule (adjusted to meet the needs of the learning time)</li> <li>• SAP</li> <li>• PD plan</li> </ul>

		<ul style="list-style-type: none"> <li>• Leadership Team meeting schedule and notes</li> <li>• SIP</li> <li>• Data analysis summaries and reports</li> </ul>
<b>TURNAROUND PRINCIPLE 7:</b> <b>Effective Use of Time</b>	1 Ineffective 2 Improvement Necessary ████████████████████ 4 Highly Effective	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• PD plan</li> <li>• Scheduled intervention time</li> <li>• All meeting minutes</li> </ul>
<b>TURNAROUND PRINCIPLE 8:</b> <b>Effective Family and Community Engagement</b>	1 Ineffective ████████████████████ ████████████████████ 4 Highly Effective	<ul style="list-style-type: none"> <li>• List of community partners</li> <li>• Teacher group interview</li> <li>• FB and Twitter posts</li> <li>• School Climate Survey</li> <li>• Student and parent handbooks</li> <li>• List of family and community engagement events</li> <li>• School website and calendar</li> <li>• Usage data from MBC</li> </ul>
<b>Additional Comments:</b> The entire Northaven staff is engaged in this turnaround effort. They have put systems in place this year, or, have improved/enhanced systems that were in place to ensure there is a streamlined focus on the intentional teaching of every child. Although there is a leadership team in place, all of the staff members are active participants in leading this building and its students through the turnaround.		

**Outreach Coordinator:** Rebecca Reeves

**Date:** March 8, 2014

## Professional Development Calendar (Annual)

Day	Topic	Week 1	Week 2	Week 3	Week 4
Tuesday	Data Analysis	CFA	CFA	CFA	Corporation Benchmark / State Assessment
Wednesday	Professional Development	Technology	Literacy	Literacy	Math
Thursday	Planning	Facilitated	Facilitated	Facilitated	Facilitated

Literacy Topics: Vocabulary (Frayer Model) / Comprehension (Cornell Notes)

Technology Topics: 1:1 Implementation / Google Apps for Education / Google Utilities

Math Topics: Balanced Mathematics

Planning: Facilitated by Administration

Data Analysis: CFA (Common Formative Assessments)

## GCCS Assessment Windows 2013-14

### ISTEP+ 3-8

Assessment	Assessment Window Begins	Assessment Window Ends
Applied Skills	3/10/14	3/19/14
Multiple-Choice	4/28/14	5/9/14 online
Core Link	4/28/14	5/16/14

### IREAD-3

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple-Choice	3/17/14	3/19/14
Summer	6/2/14	7/25/14

### IMAST

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple-Choice	4/28/14	5/7/14

### ECA

Window	School	Assessment	Begins	Ends
Early Winter	High School retest	Algebra 1/English 10	12/9/13	12/18/13
Spring	Jeff High	Biology 1	5/21/14	6/2/14
	Jeff High	English 10	5/15/14	5/27/14
	Jeff High	Algebra 1	5/23/14	6/4/14
	CHS	Biology 1	5/13/14	5/22/14
	CHS	English 10	5/22/14	6/3/14
	CHS	Algebra 1	5/15/14	5/27/14
	NWMH	English 10	5/23/14	6/4/14
	NWMH	Biology 1	5/12/14	5/21/14
	NWMH/CP	Algebra 1	5/19/14	5/29/14
	CP	Biology 1	5/5/14	5/14/14
	CP	English 10	5/12/14	5/21/14
	CMS/Parkview/RValley	Algebra 1	5/19/14	5/29/14
	CCM/H	Biology 1	5/5/14	5/9/14
	CCM/H	English 10	5/12/14	5/16/14
	CCM/H	Algebra 1	5/19/14	5/23/14
Summer	Course Credit	Algebra/English 10	6/19/14	7/31/14

### ISTAR

Assessment	Assessment Window Begins	Assessment Window Ends
ISTAR	3/1/14	4/30/14

### LAS Links

Assessment	Assessment Window Begins	Assessment Window Ends
Annual Administration	1/22/14	2/28/14

### STAR Reading & Math

Assessment	Grade	Begin	End
Star Reading/Math	K-12	8/5/13	8/23/13
Star Reading/Math	K-12	1/6/14	1/24/14
Star Reading/Math	K-12	5/12/14	5/30/14

## GCCS Assessment Windows 2013-14

### College/Career– Grade 11

Assessment	Begin	End
Accuplacer	3/3/14	3/12/14

### Technology Assessment- Grades 5 & 8

Assessment	Post - Test	
	Begin	End
21 <sup>st</sup> Century Skills	4/14/14	4/25/14

### High Ability Identification – Kind.

Assessment	Grade	Begin	End
CoGAT -Screening	K	1/13/14	1/22/14
Testing	K	2/24/14	3/7/14

### Acuity Grades 3-8 & Algebra

Assessment	Predictive A		Predictive B		Predictive C	
	Begins	Ends	Begins	Ends	Begins	Ends
ELA/Math (3-8)	9/23/13	10/4/13	11/25/13	12/10/13	2/6/14	2/21/14
Sci (4&6) Soc St (5&7)			12/4/13	12/17/13	2/3/14	2/19/14
Algebra I (8-12)	11/4/13	11/18/13	1/27/14	2/7/14	3/24/14	4/11/14

### ACT/SAT - GCCS

Assessment	Grade	Date	Assessment	Grade	Date
Explore	8/9	9/17-18/13	PSAT	10	10/30/13
Plan	10	9/17-18/13	ACT w/writing	11	3/18/14

### ACT/SAT – College Board

Assessment	Date	Date	Date	Date	Date	Date	Date
ACT	9/21/13	10/26/13	12/14/13	2/8/14	4/12/14	6/14/14	
SAT	10/5/13	11/2/13	12/7/143	1/25/14	3/8/14	5/3/14	6/7/14

### AP Exams

Assessment	Date
Chemistry, Psychology, Environmental Science	5/5/14
Computer, Spanish, Art H	5/6/14
Calculus AB, BC	5/7/14
English Lit/Comp, Latin	5/8/14
English Language & Comp, Statistics	5/9/14
Biology, Physics, Music	5/12/14
US Government, Comparative Government, French	5/13/14
German, US History, European History	5/14/14
Microeconomics, World History	5/15/14
Human Geography, Spanish Literature	5/16/14

## GCCS Assessment Windows 2013-14

### Goal Clarity Assessments

Quarter	Writing Genre	Module	Window	Data Analysis Due
1	Narrative	1	Aug.1-16, 2013	Aug. 23, 2013
1		2	Aug. 19-30, 2013	Sept. 6, 2013
1		3	Sept. 3-20, 2013	Sept. 27, 2013
1		4	Sept. 23 – Oct.4, 2013	Oct. 25, 2013
2	Persuasive/ Argumentative	1	Oct. 21-Nov.1, 2013	Nov. 8, 2013
2		2	Nov. 4-15, 2013	Nov. 22, 2013
2		3	Nov. 18-Dec.6, 2013	Dec. 13, 2013
2		4	Dec. 9-20, 2013	Jan.10, 2014
3	Informative	1	Jan. 6-17, 2014	Jan. 24, 2014
3		2	Jan. 21-31, 2014	Feb. 7, 2014
3		3	Feb.3-14, 2014	Feb. 21, 2014
3		4	Feb.18-28, 2014	Mar. 7, 2014
3		5	Mar.3-21, 2014	Apr. 11, 2014
4	Research	1	Apr. 7-25, 2014	May 1, 2014
4		2	Apr. 28-May 9, 2014	May 16, 2014
4		3	May 12-June 3, 2014	June 4, 2014

### Text Reading Levels K-2

Assessment	BOY		MOY		EOY	
	Sept.	Data due	Dec.	Data due	May	Data due
<b>Kindergarten</b>			ALL	1/10/14	ALL	6/4/14
<b>Grade One</b>	ALL	10/25/13	ALL	1/10/14	ALL	6/4/14
<b>Grade Two</b>	IMPACT	10/25/13	IMPACT	1/10/14	IMPACT	6/4/14

	Reading Wonders			Guided Reading			Reading Recovery		
	Sept	Dec	May	Sept	Dec	May	Sept	Dec	May
<b>Grade K</b>		2	6		B	C/D		2	5/6
<b>Grade 1</b>	8	14	20	E	H	K	8	14	20
<b>Grade 2</b>	20	24	30	K	L	N	20		



## Fisher and Frey's FIT Teaching™

### WHAT IS FISHER AND FREY'S FIT TEACHING?

The Framework for Intentional and Targeted (FIT) Teaching is based on the work of Dr. Doug Fisher and Dr. Nancy Frey. The four essential elements of FIT Teaching provide teachers with the tools and skills to insure that high-quality teaching and learning occurs in every classroom.

### THE FOUR ELEMENTS OF THE FRAMEWORK FOR INTENTIONAL AND TARGETED (FIT) TEACHING

1. **School and Classroom Culture:** School culture—the actions, traditions, symbols, ceremonies, stories, and rituals that reflect the school's mission—is equally important to the academic success of each student as is the explicit academic curriculum of a school. An effective school operationalizes its mission by integrating academic outcomes with a positive school culture.

### Fisher and Frey's Five Pillars of Creating a Culture of Achievement

- I. **Welcome:** This pillar asks, "Do stakeholders feel welcomed?" Understand what organizational theorists refer to as "the experience economy" and how important this is to a school's success.
- II. **Do No Harm:** This pillar puts adults in the position of teaching students to assess their actions as appropriate or not, based on an ethical standard rather than adherence to a set of rules.
- III. **Choice Words:** This pillar represents the importance of choosing words carefully so that messages students receive build positive students' identities.
- IV. **It's Never Too Late to Learn:** This pillar presumes competence from the beginning of a learning experience and allows for errors and mistakes as a natural part of the learning process.
- V. **Best School in the Universe Pillar:** This pillar promotes a school mission that embraces routine systemic reflection, conditions that create and support the best place to work and to learn and service cycles and service recovery

#### About ASCD

Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. Comprising 140,000 members—superintendents, principals, teachers, professors, and advocates from more than 130 countries—the ASCD community also includes 50 affiliate organizations. The nonprofit's diverse, nonpartisan membership is its greatest strength, projecting a powerful, unified voice to decision makers around the world.

The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

#### ASCD Mission

ASCD is a global community dedicated to excellence in learning, teaching, and leading. ASCD's innovative solutions promote the success of each child.

#### ASCD Publications

ASCD publications are recognized for their depth of insight and relevance to the lives of educators. This is because so much of our content is written by educators themselves—professionals at all levels who care deeply about the success of all learners and are eager to share their knowledge with colleagues throughout the world.

#### ASCD PD in Focus

PD in Focus is an essential on-demand professional development system that provides online access to ASCD's extensive library of videos demonstrating effective teaching practices. Designed especially for professional learning communities, schools, and districts, PD in Focus connects research-based practices with real-life examples of effective classroom instruction. Features include:

- A custom channel creator
- Group discussion boards
- Enhanced assignment capabilities
- Robust reporting

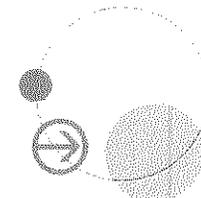
#### ASCD PD Online

PD Online courses help educators address individual and group professional development needs with:

- Flexible course design that supports personal professional development needs.
- Job-embedded applications that link course materials to real-world practice.
- Assessments that measure results at the beginning and end of each course.
- Intuitive design that makes training and implementation simple.
- Credit hours equal to at least 10 seat hours. Many states, districts, and universities allow courses to apply toward CEU or college credit.

#### Trademark and Copyright

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 1-703-578-9600, ext. 5773.

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 Alexandria, VA 22311-1714 USA  
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to continuously monitor and adjust adherence to the pillars.

2. Establishing Purpose: Learning and understanding the critical importance of the **intentional** planning for and designing of instruction that provides students with a clear understanding and vision of

- a. What students will *learn*, know, and understand after the instruction.
- b. What specific content, oral and written language skills, and social skills will be learned.
- c. How the purpose of the lesson is relevant to other learning.

3. Gradual Release of Responsibility: Learn how to **intentionally** design and deliver scaffolded and guided instructional practices that maximize student learning:

- a. Focused Instruction—Teacher: “I do it.”
- b. Guided Instruction—Teacher and students: “We do it.”
- c. Collaborative Learning—Students: “You do it together.”
- d. Independent Learning—Student: “You do it alone.”

4. Formative and Summative Assessments: Offering descriptive and actionable feedback and using classroom data to inform **targeted** future instruction:

- a. Feed Up
- b. Feedback
- c. Feed Forward
- d. Checking for Understanding

## IMPLEMENTATION/ EVALUATION TIMELINE

### District-Level Support

- ASCD implementation staff and identified ASCD Faculty member meet with district to develop and outline implementation, evaluation, and communication plans, and a communication plan for the initiative. Current district initiatives will be integrated within the plan. A visual will be developed to illustrate how Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching connects to and supports other identified district initiatives. (Estimated 3 Days)
- ASCD implementation staff and identified ASCD Faculty members support district leaders in identifying a stakeholder group who will be involved in the development of Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching and the job-embedded professional learning that will be required. The stakeholder group will outline the timeline and support the development of policies and practices. (Estimated 3 Days)

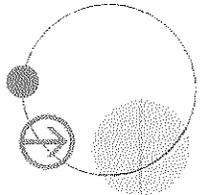
### School-Level Support

- ASCD Faculty will work with leadership team to begin the initiative. The leadership team will consist of identified teacher leaders and administrators. This team will participate in professional learning around Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching. The leadership team and assigned ASCD Faculty will develop implementation, communication, job-embedded professional

learning for staff, and roll-outs customized to schools, in alignment with district plan. ASCD professional learning support will be delivered both face-to-face and through virtual coaching.

- Identified ASCD Faculty members will work with school leadership teams at their individual school sites, throughout the job-embedded rollout of Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching as identified in the school-level implementation plan.
- ASCD implementation staff, identified ASCD Faculty member, and district/school staff will conduct ongoing professional learning feedback and gather impact data to determine effectiveness and sustainability of efforts.

- *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind* by Douglas Fisher and Nancy Frey
- *Guided Instruction: How to Develop Confident and Successful Learners* by Douglas Fisher and Nancy Frey



(Estimated 5 Face-to-Face Days, 5–7 Virtual Days)

NOTE: ASCD Faculty members will be assigned based on school-level experience with Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching. Each school level will work with one ASCD Faculty member.

## RECOMMENDED RESOURCES AND MATERIALS

### Books/E-Books

- *Checking for Understanding: Formative Assessment Techniques for Your Classroom* by Douglas Fisher and Nancy Frey
- *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* by Douglas Fisher and Nancy Frey
- *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition* by Douglas Fisher and Nancy Frey
- *How To Create a Culture of Achievement in Your School and Classroom* by Douglas Fisher and Nancy Frey



MONITORING INSTRUMENT: provided by Marge Simic  
 2014-2015 Transformation Model: Year I  
 School Improvement Grant 2014-2015

<b>SIG 01: Principal Replacement</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 01 Replace the principal who led RVMS prior to commencement of the Transformation model.		
<b>Associated Documents</b>	Job description (based on RISE/ Turnaround Rubric) and resume of new principal GCS description of its process and timeline for replacing the principal		
<b>Required and Optional Documents</b>	HR procedures and policies Vacancy List Position Control Roster Performance Task to utilize for hiring decisions		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 02: Principal and Teacher Evaluation</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 02 Use rigorous, transparent, and equitable evaluation systems for teachers and principal(s) that: A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased learning time (reduced behavior incidences), and B) are designed and developed with teacher and principal involvement.		

<b>Associated Documents</b>	HR procedures and policies		
<b>Required and Optional Documents</b>	Agendas, minutes, and sign-in sheets from meetings where the new evaluation system (RISE/ Turnaround Rubric) was discussed Detailed plan for the development of a new teacher and principal evaluation system (RISE/ Turnaround Rubric) memoranda, announcements rubrics or other documentation outlining the evaluation criteria for staff Products of the evaluation system, such as sample teacher evaluations and evidence of staffing decisions made with regard to teacher evaluations		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

**SIG 03: Identify, Reward, and Replace**

		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 03 Identify and reward school leaders, teachers and other staff who, in implementing the RVMS Transformation model, have increased student achievement; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
<b>Associated Documents</b>	HR procedures and policies		
<b>Required and Optional Documents</b>	Documentation of results of the incentive process Evidence of staffing decisions made with regard to teacher evaluations Faculty Handbook, memorandum of understanding, or staff contract that lays out system of reward for staff who are raising student achievement		

	and remediation and consequences for staff who are not raising student achievement		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 04: Recruit, Place, and Retain</b>			
		<b>Activity/ Evidence:</b>	<b>Date</b>
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 04 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school		
<b>Associated Documents</b>	HR procedures and policies Vacancy List Position Control Roster Performance Task to utilize for hiring decisions		
<b>Required and Optional Documents</b>	Faculty handbook, memoranda, staff contract or other document that describes any new incentive systems or opportunities for promotion and career growth GCS description and evidence of any means or procedures implemented for recruiting, placing and retaining staff with skills necessary to implement the transformation model selected		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 05: Professional Development</b>			
		<b>Activity/ Evidence:</b>	<b>Date</b>
<b>LEA Status</b>	In Progress		

<b>Compliance Indicators</b>	II-SIG 05 Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
<b>Associated Documents</b>	Schedules, agendas and minutes Handouts, PowerPoints, reflection		
<b>Required and Optional Documents</b>	Documentation of past and current professional development activities, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching limited English proficient students Documentation, research, or data used to determine the types of professional development that were or will be provided GCS description and provide evidence of how school staff is involved in designing professional development programs and activities GCS memoranda, announcements, calendars, or agendas for professional development meetings Professional development resources and materials provided by GCS to SIG school staff relating to the school reform models and effective instruction		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

<b>SIG 06: Operational Flexibility</b>			
		<b>Activity/ Evidence:</b>	<b>Date</b>
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 06 Give RVMS sufficient operational flexibility (such as		

	staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase instructional time (reduce behavioral referrals)		
<b>Associated Documents</b>	Master schedule Staffing assignment chart School climate survey Professional development schedule/ plan Scheduled intervention time/ intervention programs		
<b>Required and Optional Documents</b>	Examples of the operating flexibility that RVMS has regarding SIG, may include, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products Examples possibly will include, but is not limited to, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

<b>SIG 07: Instructional Program</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 07 Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with INCSS		
<b>Associated Documents</b>	Samples of individual student schedules Scheduled intervention time Data analysis documentation Data analysis summaries/ reports		

	Needs assessment data School focus groups School plan/ action plan		
<b>Required and Optional Documents</b>	Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs Examples of data collected by GCS and/or school, analysis of data, and how data were used to identify and implement instructional programs GCS memoranda, announcements, calendars, or agendas for professional development meetings pertaining to the identification and implementation of new instructional programs		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 08: Use of Student Data</b>			
		<b>Activity/ Evidence:</b>	<b>Date</b>
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 08 Promote the continuous use of student data (such as diagnostic, formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
<b>Associated Documents</b>	Data analysis documentation Data analysis summaries/ reports Needs assessment data School focus groups Minutes/ agendas for collaboration times		
<b>Required and Optional Documents</b>	Evidence of staff collaboration around student data, that may include, but is not limited to, calendars, agendas, and products of collaboration Examples of data collected by school, content area, or individual teacher; analysis of data; and description of		

	how data was used to inform instructional decisions Summary of classroom observations		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 09: Increased Learning Time</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 09 Establish schedules and implement strategies that provide increased learning time: A) core, B) enrichment, and C) teacher collaboration		
<b>Associated Documents</b>	Current year's and base-line year's instructional calendar Current year's and base-line year's instructional minutes Current year's and base-line year's school schedule GCS examples of how the increase in time is being used, that may include, but is not limited to, sample lesson plans, instructional planners, staff collaboration around program alignment and content		
<b>Required and Optional Documents</b>	Samples of individual student schedules Scheduled intervention time Data analysis documentation Data analysis summaries/ reports Needs assessment data School focus groups Minutes/ agendas for collaboration times		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 10: Family and Community Engagement</b>			
		Activity/ Evidence:	Date

<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 10 Provide ongoing mechanisms for family and community engagement		
<b>Associated Documents</b>	School climate survey School focus groups Student/ parent handbooks Job description of family/ community engagement staff List of family/ community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving the services and their attendance Surveys of families Surveys of community providers School guidance plans List of family/ community education programs List of outreach programs for families with struggling students		
<b>Required and Optional Documents</b>	Letters to parents, fliers, announcements, and agendas and/or minutes from parent/ community meetings Parent Involvement Plan Results of community surveys		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

<b>SIG 11: Technical Assistance</b>			
		<b>Activity/ Evidence:</b>	<b>Date</b>
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	II-SIG 11 Ensure that RVMS receives ongoing, intensive TA and related support from GCS or a designated external lead partner organization (such as a school transformation organization or an education management organization or school improvement technical assistance).		

<b>Associated Documents</b>	Schedules, agendas and minutes Handouts, PowerPoints, summaries/ feedback		
<b>Required and Optional Documents</b>	Copy of Service Agreement between GCS and TA provider Current documentation that describes the GCS's process and criteria for approving external provider Evidence of TA provided to RVMS Products of or documentation reflecting GCS site visits relating to the implementation of the SIG		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

<b>SIG 12: Fiscal Management</b>			
		<b>Activity/ Evidence:</b>	<b>Date</b>
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	V-SIG 12 Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort.		
<b>Associated Documents</b>	Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date GCS Plan RVMS SIP/ PL221/ Student Achievement Plan		
<b>Required and Optional Documents</b>	A Position Control report in Excel format for the entire GCS and all resource codes that includes the employee name, position number,		

	start and end date, salary/ payroll amount, and location Regulations, policies, or protocols that provide evidence of GCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

<b>SIG 13: Fiscal Accountability</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	V-SIG 13 Ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used only in RVMS identified in GCS's sub-grant award letter		
<b>Associated Documents</b>	Detailed budget reports to date for resource code, sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date GCS Plan RVMS PL221 Plan/ SIP/ Student Achievement Plan		
<b>Required and Optional Documents</b>	Report or listing of contracted services charged to SIG that contains the start and end dates, the GCS's local board approval date, the vendor name, the contract amount, and the contract payment schedule Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28,		

2010)]		
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<b>SIG 14: Equipment</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	V-SIG 14 GCS maintains an inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with SIG funds and has conducted a physical check of the inventory of equipment within the past two years and reconciled the result with inventory records. The record includes: type/ description, model/ name, serial number, funding source, acquisition date, cost, location, and current condition.		
<b>Associated Documents</b>	RVMS PL221 Plan/ SIP/ Student Achievement Plan		
<b>Required and Optional Documents</b>	Documentation of physical check of inventory within the past two years reconciled with inventory records Inventory records of items purchased with state or federal categorical SIG funds that include all requirements Report of expenditures of SIG funds to date for GCS and RVMS that indicate major object and sub codes for the appropriate resource codes		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

<b>SIG 15: Leadership Team Approval</b>			
		Activity/ Evidence:	Date
<b>LEA Status</b>	In Progress		
<b>Compliance Indicators</b>	V-SIG 15 Building Leadership Team aligns the SIG components with the SIP/ PL221 goals, strategies and		

	<p>activities, and annually reviews, updates and approves the plan including proposed expenditures. The plan elements include:</p> <ul style="list-style-type: none"> <li>• An analysis of academic performance data to determine students' needs</li> <li>• School goals to meet the identified academic needs of students</li> <li>• Activities to reach school goals that improve the academic performance of students</li> <li>• Expenditures of funds allocated to the school</li> <li>• The means of annually evaluating the progress of programs toward accomplishing the goals</li> </ul>		
<b>Associated Documents</b>	RVMS PL221 Plan/ SIP		
<b>Required and Optional Documents</b>	<p>Minutes/ agendas of BLT approving allocations, proposed expenditures on SIP activities, and centralized services</p> <p>Notice, agenda, and minutes of BLT meeting indicating how program services are identified, developed, implemented, monitored, evaluated, and improved in the SIP</p> <p>BLT evaluation of the SIP activities</p>		
<b>Legal References</b>	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		