



# 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

<b>School Corporation/ Eligible Entity</b>	Perry Township Schools	<b>Corp #</b>	5340
<b>School</b>	Homecroft Elementary School	<b>School #</b>	5345
<b>Superintendent Name</b>	Dr. Thomas Little	<b>Email</b>	<a href="mailto:tlittle@perryschools.org">tlittle@perryschools.org</a>
<b>Title I Administrator Name</b>	Mrs. Andrea Lakin	<b>Email</b>	<a href="mailto:alakin@perryschools.org">alakin@perryschools.org</a>
<b>Principal</b>	Mr. Jody Matthews	<b>Email</b>	<a href="mailto:jmatthews@perryschools.org">jmatthews@perryschools.org</a>
<b>Mailing Address</b>	6548 Orinoco Ave	<b>City</b>	Indianapolis
		<b>Zip Cod</b>	46227
<b>Telephone</b>	317-789-3798	<b>Fax</b>	317-789-3729
<b>Total Funding Authorization</b>			

#### Application Type

Select one of the following options:

- Turnaround  
 Transformation  
 Restart  
 Closure

#### Important Dates

<b>Application Release</b>	Release application and guidance to LEAs	March 1, 2014
<b>Technical Assistance Training</b>	Offer technical assistance training to eligible Priority schools	March 20, 2014
<b>Application Due</b>	LEA application must be submitted to IDOE	April 1, 2014
<b>Notification</b>	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
<b>Funds Available</b>	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: T. S. [Signature] Date: 3-21-14

Title I Administrator Signature: [Signature] Date: 3-21-14

Principal Signature: Jody Matthew Date: 3-21-14

## 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>
Mrs. Vickie Carpenter	Assistant Superintendent for Foundational Learning
Mrs. Andrea Lakin	Title I Administrator
Mr. Jody Matthews	Principal Homecroft Elementary
Mr. Aaron Hufnagel	Assistant Principal Homecroft Elementary
Mr. John Sponsel	Master Teacher Homecroft Elementary
Mrs. Jennifer Pleak	District Title I Math Coach
Mrs. Ann Schmidt	Special Education Director
Mrs. Jane Pollard	District Professional Development Coordinator
Mrs. Janet Nataren	District EL Supervisor
Ms. Jennifer Oliver	Indiana TAP Director Center of Excellence in Leadership of Learning





### 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 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	77% passing	204		80% passing	82% passing	84% passing
Hispanic	66.7% passing	33		68% passing	70% passing	72% passing
White	81.9% passing	144		83% passing	84% passing	85% passing
F/R Meals	72.5% passing	160		75% passing	77% passing	79% passing
LEP	56.3% passing	32	HIGH- No prior formal school; language acquisition	59% passing	62% passing	64% passing

Student Groups - Math	% of this group 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	73% passing	204		76% passing	79% passing	82% passing
Hispanic	57.6% passing	33		60% passing	62% passing	65% passing
White	79.2% passing	144		81% passing	83% passing	85% passing
F/R Meals	69.4% passing	160		72% passing	75% passing	77% passing
LEP	46.9% passing	32	HIGH- No prior formal school; language acquisition	52% passing	55% passing	57% 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	360 minutes a day	360 minutes a day	
2. Dropout rate*	N/A		
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96%	97%	
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A		
5. Number of students completing dual enrollment classes	N/A		
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.)	N/A		
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	BAS SS= do not pass IREAD 3, bubble pass 3 <sup>rd</sup> gd. students, bubble pass plus students 4-5, EL supported SS for levels 1-2 Same groups in Intersession remediation (2 times a year)	BAS SS= do not pass IREAD 3, bubble pass 3 <sup>rd</sup> gd. students, bubble pass plus students 4-5, EL supported SS for levels 1-2 Same groups in Intersession remediation (2 times a year)	Increased support for our EL students in both summer school and intersession remediation will benefit our high risk subgroups  BAS is offered to any student who needs extra academic support throughout the school calendar year
8. Discipline incidents*	30	28	Continued focus on R.I.C.H.E.R program should continue to see fewer students who are reported to the office
9. Truants (# of unduplicated students, enter as a whole number)	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].)	0 0 30 EF 0 HEF	0 IN 0 IMP 28 EF 2 HEF	With professional development and support it is expected that at least two teachers will rise to the HEF
11. Teacher attendance rate	96%	97%	

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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>	Considering our data, we found that we were experiencing more growth in the area of E/LA. We believe this is due to our small group/book club literacy approach. This approach guarantees that students receive instruction at their reading level for at least 20 minutes for grades 3-5 and for at least 40 minutes for grades 1-2 while continuing to expose all students to grade level instruction during their 90 minute reading block. Last year we instituted a new approach to teaching math based on the approach of E/LA. This approach incorporates small group instruction, math stations, and more support for our struggling students during our 90 minute math block.
<b>Justification for Selected Interventions</b>	An integral part of the TAP system is ongoing applied professional growth through continuous, job-embedded development during the regular school day focused on specific student and teacher needs. In weekly "cluster group" development sessions, teachers learn instructional strategies, analyze student data and engage in collaborative planning focused on specific student needs. Strategies are field tested by Master Teachers with students in that school to ensure relevance and effectiveness. Teachers receive individual support and coaching from Master and Mentor teachers.

School Leadership	
<b>LEA analysis</b>	This is Mr. Matthews 3 <sup>rd</sup> year as Principal of Homecroft Elementary, and his 3 <sup>rd</sup> year as Principal. He came into a building with many staff that had been accustomed to closing their doors and making decisions on their own in regards to instructional needs. He is creating a culture of instruction based on data. With our implementation of the TAP evaluation program, starting in 2012-13 school year, Mr. Matthews and his Instructional Leadership Team have been intentional in regards to improving quality of instruction in each classroom.
<b>Justification for Selected Interventions</b>	The TAP System addresses the most important element in a school- human capital- and it does so by working with teachers and principals to systematically increase their skills and thereby increase student achievement. The TAP system provides instructionally focused accountability consisting of formal and informal classroom observations. TAP has developed a rigorous, transparent, research-based, fair evaluation system. TAP's evaluation system differentiates effective and ineffective teachers.

School Infrastructure	
<b>LEA analysis</b>	Homecroft Elementary provides a safe and disciplined environment in the following ways: <ol style="list-style-type: none"> <li>1. High expectations of students' behavior on buses and at school</li> <li>2. Appropriate behavior reinforced by posters located in hallways, restrooms, cafeteria and classrooms</li> <li>3. Students displaying exemplary conduct are rewarded through incentives (including our R.I.C.H.E.R Principles program which encourages positive student behavior).</li> <li>4. A book study, <u>Transforming School Culture</u> by Anthony Muhammad was presented by Mr. Matthews to address maintaining a healthy school environment</li> <li>5. Homecroft provides two parent nights annually focusing on math, literacy, technology, and student data</li> </ol>

**Justification for Selected Interventions**

Performance-based compensation recognizes instructional performance and student learning growth with performance bonuses. TAP is unique in its twelve-year record of successfully building buy-in and commitment among each school's faculty to this challenging reform. The process for involving teachers and principals in developing and sustaining a strong commitment to these reforms creates broad and deep stakeholder support.

**Part 5: Selection of Improvement Model**

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

- Turnaround      X  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 data and findings listed in part 4 of this application demonstrate a need for significant, systemic change at Homecroft Elementary School to increase the achievement of all students. That change can best be targeted toward what we know from research is the single most impactful factor in a student's learning—the quality of the instruction they receive from their teachers. For this reason, Homecroft Elementary School has selected the national TAP System as its model for educational transformation. Two other Perry Township elementary schools that were previously underperforming (i.e. Abraham Lincoln and Southport Elementary) have already implemented the TAP System model through another federal grant and have subsequently seen high gains in their students' achievement growth after just two years of implementation. TAP is a proven, cost-effective teacher effectiveness reform model that creates opportunities for career advancement, professional growth, fair and rigorous evaluation, and competitive compensation for teachers. TAP has achieved consistent student academic achievement growth in high-need schools over multiple years and in states across the country and has increased the retention of effective teachers while reducing the retention of ineffective teachers (see attached TAP Research Summary).

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

The TAP System addresses the most important element in a school that educators can influence – human capital – and it does so by working with teachers and principals to systematically increase their skills and thereby increase student achievement. Many school systems have tried to increase teacher effectiveness by addressing one aspect of the problem, such as evaluation. They have discovered that they often solve one problem, only to create another. So for example, a new evaluation tool might not result in any real change if there are not sufficient trained and certified evaluators to apply the tool, timely and actionable feedback provided to teachers, professional development connected to the evaluations, or time in the schedule for meaningful evaluation to occur. TAP approaches the multifaceted problem of teacher and principal effectiveness with a multifaceted, aligned approach. TAP intentionally aligns systems for recruiting, promoting, supporting, evaluating and compensating teaching talent to enhance not only teacher effectiveness, but also job satisfaction and collegiality, which directly impact recruitment and retention of effective teachers in high-need schools. TAP aligns four essential elements:

**Multiple career paths** provide powerful career growth opportunities through new roles and responsibilities (Career, Mentor and Master teacher) and corresponding growth in pay.

- The “Master teacher” role is a new role in schools, with this individual(s) serving as instructional leader to the faculty.
- Master and Mentor teachers form a leadership team, along with the principal, to deliver school-based professional support and conduct classroom observations. The team meets at least weekly, in meetings led by the principal to monitor progress toward student achievement goals; analyze student achievement and teacher effectiveness data on an ongoing basis; effectiveness of the professional development offered to teachers; and the the accuracy and fairness of the evaluation system. They heavily use the CODE system for monitoring and data analysis.
- Master and Mentor teachers receive annual stipends based on their performance of these new roles.

**Ongoing applied professional growth** means that teachers receive continuous, job-embedded development during the regular school day focused on specific student and teacher needs.

- In weekly “cluster group” development sessions, teachers learn instructional strategies, analyze student data and engage in collaborative planning focused on specific student needs. Strategies are field tested by Master

teachers with students *in that school* to ensure relevance and effectiveness. All new learning is purposefully aligned to the schools' student achievement goals contained in the TAP School Plan (see attachment).

- Teachers receive individual support and coaching from Master and Mentor teachers.

**Instructionally focused accountability** consists of formal and informal classroom observations for teachers conducted by Mentor and Master teachers and the principals.

- TAP has developed a rigorous, transparent, research-based, fair evaluation system. TAP's evaluation system differentiates effective from ineffective teachers.
- Teachers are observed four times each year by multiple certified evaluators.
- Leadership teams monitor the reliability and consistency of classroom evaluation scores allowing for meaningful differentiation in teacher effectiveness.
- Final teacher evaluation scores are determined through classroom observations, individual classroom growth and school-wide growth.
- Principal evaluations include school-wide growth and assessment via the TAP Leadership rubric.

**Performance-based compensation** that recognizes instructional performance and student learning growth with performance bonuses.

- Effectiveness is evaluated using multiple measures: classroom observation scores, classroom achievement growth and school-wide achievement growth.

Combining these bonus opportunities and salary augmentations, teachers in TAP schools can earn up to 20% above base pay. Thereby, this element can serve as both a recruitment and retention mechanism for highly talented teachers.

## **Part 6: Improvement Model**

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

## 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>	This is Mr. Matthews 3 <sup>rd</sup> year as Principal of Homecroft Elementary, and his 3 <sup>rd</sup> year as Principal. He came into a building with many staff that had been accustomed to closing their doors and making decisions on their own in regards to instructional needs. He is creating a culture of instruction based on data. With our implementation of the TAP evaluation program, starting in 2012-13 school year, Mr. Matthews and his Instructional Leadership Team have been intentional in regards to improving quality of instruction in each classroom.
<b>Effectiveness of staff and recruitment/ retaining of staff</b>	Use of prior teacher evaluations to hire new staff. Dismiss staff rated ineffective from previous evaluations. Selection of Master and Mentor Teachers based on rigorous interview process and position expectations (see attached TAP Implementation Manual for Master and Mentor Teacher job positions). The interview committee will be comprised of Homecroft teachers and administrators, district administrators, parent representative(s), and CELL staff. Timeframe: May-June, 2014.
<b>Building Culture</b>	Staff presentations on TAP model followed by school-level discussions on TAP model with each individual teacher or small groups of teachers. Site visits to other IN TAP schools and debrief discussions led by principal and technical assistance provider. Timeframe: May-June, 2014.
<b>Professional Development</b>	Administrators work with Technical Assistance providers (CELL and NIET) to begin in-depth learning on TAP model, the use of the CODE system and TAP Training Portal, and build relationships with other successful Indiana TAP administrators. Timeframe: May-June, 2014
<b>Instructional Programs</b>	Begin the student achievement data analysis (ISTEP, Acuity, DIBELS) process to create 2014-15 TAP school plan which includes multiple layers of school goals (see attachment). Analyze effectiveness of current instructional programs to determine current return on investment and possible reallocation of time and resources. CELL will provide training, coaching, and support on the data analysis process and goal creation. May-June, 2014
<b>Parent and Community Involvement</b>	Homecroft provides two parent nights annually focusing on math, literacy, technology, and student data. The parent nights give parents and students an opportunity to interact and learn more about reading, math, technology, and understanding student data.

## SMART Culture Goal - Year 1

By the end of 2017, Homecroft Elementary will implement the personnel, training, and support to begin the TAP evaluation system. All Homecroft teachers will increase their effectiveness as measured by teacher evaluations, student-level growth measures, and school-level growth measures. 100% of teaching and administrator positions will be filled with those demonstrating highly effective or effective levels of performance and who have the opportunity to receive additional compensation for achieving excellence in the classroom and school-wide.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
All certified staff will vote to agree to become a full implementation model of the TAP system (75% or above agreement)	Vickie Carpenter, Assistant Superintendent	May 2014	N/A	Create teacher buy in the TAP system to increase school culture
Interview and select Mentor and Master Teacher(s) for the 2014-2015 school year	Assistant Superintendent Principal Assistant Principal Principal	May- June 2014	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> </ul>	Give the school sufficient operational flexibility (staffing, budgeting)
Principals, Master and Mentor Teachers complete training on TAP Evaluation System, Cluster Groups, Leadership Team, and Field Testing (i.e. CORE training). Principals, Master Teachers, and Mentor Teachers plan and implement cluster group meetings and classroom support to teachers on the	CELL Principal, Assistant Principal, Master Teachers, Mentor Teachers	June- July 2014	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE</li> </ul>	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement

<p>expectations of the TAP rubric. Evaluations will begin during first semester of 2014 after evaluator certification results are received. Teachers, including masters and mentors, will receive 4 evaluations/year and those will begin in first semester. Team uses the CODE system to manage and analyze evaluation system data (see attached sample CODE report). Team uses the TAP portal to continue individual training on the TAP rubric standards and evaluation process. In March of 2015, principals, master and mentor teachers attend the National TAP Conference to deepen their understanding of and learn best practices for implementation of the evaluation system. In June of 2015, the leadership team attends the TAP Summer Institute to receive training on data analysis to build and refine school goals and develop evaluation and teacher support plans for the coming year. Effectiveness of the evaluation</p>			<p>evaluation data management system</p> <ul style="list-style-type: none"> <li>• TAP Portal</li> <li>• National TAP Conference</li> <li>• TAP Summer Institute</li> </ul>	
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<p>system will be monitored and informed by the yearly TAP school review. CELL to provide ongoing support to ensure fair, accurate, and consistent evaluations.</p>				
<p>Principals, Master, and Mentor Teachers learn about the performance pay model and develop plan for communication to staff. Rewards to be distributed after year 1 performance metrics are available. Teacher performance awards based on classroom observations, individual classroom achievement growth, and school-wide growth. Principal performance awards based on TAP Leadership Rubric and school-wide achievement growth. CELL will run the performance award calculations and provide related support.</p>	<p>Principals, Master and Mentor Teachers, district administrators, CELL staff</p>	<p>July- September 2014 and on-going as needed</p>	<ul style="list-style-type: none"> <li>• Master Teacher salary and stipend</li> <li>• Mentor teacher stipend</li> <li>• CELL Tech. Assistance</li> <li>• Teacher and principal performance awards</li> </ul>	<p>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates</p>
<p>Master teachers, with support from mentor teachers, will provide weekly cluster group meetings. The new learning will be based on data-determined teacher instructional needs and student skill deficits. This new learning is purposefully aligned to the school's achievement goals in</p>	<p>Principals, Master and Mentor Teachers, district administrators, CELL staff</p>	<p>August- June 2014-2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher salary and stipend</li> <li>• Mentor teacher stipend</li> <li>• CELL Tech. Assistance</li> </ul>	<p>Provide high quality, job-embedded professional development</p>

<p>the TAP school plan (see attachment). Teachers will learn instructional strategies that are aligned to the school's goals. Weekly classroom coaching and support is provided to all teachers to provide assistance in planning for and implementing the new strategies. Principals will attend these weekly meetings to monitor their quality and provide feedback to Master and Mentor Teachers. CELL will provide coaching and support to the leadership team to strengthen the quality of the meetings and to ensure alignment with data-determined school needs. Effectiveness of the professional development system will be monitored and informed by the yearly TAP school review.</p>				
<p>Master and Mentor teacher positions provide opportunities to advance professionally and receive additional compensation for enhanced and significant leadership roles. In this way, highly talented teachers can be retained. These</p>	<p>Master Teachers Mentor Teachers Career Teachers Principals District Administrators</p>	<p>May 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher salary and stipend</li> <li>• Mentor teacher stipend</li> <li>• CELL Tech. Assistance</li> <li>• Teacher and principal performance</li> </ul>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth)</i></p>

positions will be filled by July 1 and the stipend monies will be provided throughout the year. Additionally, all teachers and administrators will have the opportunity to earn financial rewards based on performance. This opportunity can help recruit new, talented teachers to the school and retain existing, effective teachers. These rewards will be provided after year 1 metrics are available. CELL will run the calculations and provide related support.			awards	
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Provide families of Homecroft Elementary at least 2 family engagement nights focusing on literacy, math, and student data	Principal Assistant Principal Mentor Teacher	September 2014- April 2015	0 (part of Title I budget)	Provide mechanisms for family and community engagement
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**SMART Culture Goal - Year 2**

**During the 2015-2016 school year, Homecroft Elementary will continue to implement the TAP system with fidelity by providing weekly training and support for all teachers based on data and student needs as determined by both State and local assessments in both E/LA and math.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Any new Principals, Master and Mentor Teachers complete CORE training. Evaluations continue this school year. Teachers, including masters and mentors,	Principal, Assistant Principal, Master Teachers, Mentor Teachers, CELL staff, District	July 2015- June 2016	<ul style="list-style-type: none"> <li>Master Teacher Salary and Stipend</li> <li>Mentor Teachers Stipends</li> </ul>	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement

<p>will receive 4 evaluations/year. Team uses the CODE system to manage and analyze evaluation system data (see attached sample CODE report). Team uses the TAP portal to continue individual training on the TAP rubric standards and evaluation process.</p> <p>In March of 2016, principals, master and mentor teacher to attend National TAP Conference. In June of 2016, the leadership team attends the TAP Summer Institute to receive training on data analysis to build and refine school goals and develop evaluation and teacher support plans for the coming year. Effectiveness of the evaluation system will be monitored and informed by the yearly TAP school review. CELL to provide ongoing support to ensure fair, accurate, and consistent evaluations.</p>	Admin		<ul style="list-style-type: none"> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> <li>• National TAP Conference</li> <li>• TAP Summer Institute</li> </ul>	
<p>All teachers and principals have the opportunity to receive performance based awards. Teacher awards are based on classroom observations, individual classroom growth and school-wide</p>	Principal CELL Staff District Admin	August- September 2015	CELL Technical Assistance  CODE	Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates

<p>achievement growth. Principal awards are based on the school-wide achievement growth and the TAP Leadership rubric. Awards are distributed by the district in the fall of 2015. Principals to hold conferences with teachers to discuss the awards, the performance metrics they are based upon, and to set goals for the upcoming school year. CELL will run the performance award calculations and provide related support.</p>				
<p>Master teachers, with support from mentor teachers, will provide weekly cluster group meetings. The new learning will be based on data-determined teacher instructional needs and student skill deficits. This new learning is purposefully aligned to the school's achievement goals in the TAP school plan (see attachment). Teachers will learn instructional strategies that are aligned to the school's goals. Weekly classroom coaching and support is provided to all teachers to provide assistance in planning for and implementing the new strategies. Principals will attend these weekly meetings to monitor their quality and provide feedback to Master and Mentor</p>	<p>Master Teachers, Mentor Teachers, Principals, CELL Staff</p>	<p>August 2015- June 2016</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and stipend</li> <li>• Mentor Teacher Salary and stipend</li> <li>• CELL Tech. Assistance</li> </ul>	<p>Provide high quality, job-embedded professional development Provide increased learning time for students and staff LEA supports school with ongoing, intensive technical assistance and support</p>

<p>Teachers. CELL will provide coaching and support to the leadership team to strengthen the quality of the meetings and to ensure alignment with data-determined school needs. Effectiveness of the professional development system will be monitored and informed by the yearly TAP school review.</p>				
<p>Master and Mentor teacher positions provide opportunities to advance professionally and receive additional compensation for enhanced and significant leadership roles. In this way, highly talented teachers can be retained. These positions will be filled by July 1 and the stipend monies will be provided throughout the year. Additionally, all teachers and administrators will have the opportunity to earn financial rewards based on performance. This opportunity can help recruit new, talented teachers to the school and retain existing, effective teachers. CELL will run the calculations and provide related support.</p>	<p>Master Teacher, Mentor Teachers Principals District Admin</p>	<p>August- May 2015-2016</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and stipend</li> <li>• Mentor Teacher Salary and stipend</li> <li>• CELL Tech. Assistance</li> <li>• CODE</li> </ul>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth)</i></p>

Provide families of Homecroft Elementary at least 2 family engagement nights focusing on literacy, math, and student data	Principal Assistant Principal Mentor Teacher	September 2014- April 2015	0 (part of Title I budget)	Provide mechanisms for family and community engagement

**SMART Culture Goal - Year 3**

**During the 2016-2017 school year, Homecroft Elementary will continue to implement the TAP system with fidelity by providing weekly training and support for all teachers based on data and student needs as determined by both State and local assessments in both E/LA and math.**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Any new Principals, Master and Mentor Teachers complete CORE training. Evaluations continue this school year. Teachers, including masters and mentors, will receive 4 evaluations/year. Team uses the CODE system to manage and analyze evaluation system data (see attached sample CODE report). Team uses the TAP portal to continue individual training on the TAP rubric standards and evaluation process. In March of 2016,	CELL staff Principal, Assistant Principal, Master Teachers, Mentor Teachers District Admin	July 2016- June 2017	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> </ul>	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement

<p>principals, master and mentor teacher to attend National TAP Conference. In June of 2016, the leadership team attends the TAP Summer Institute to receive training on data analysis to build and refine school goals and develop evaluation and teacher support plans for the coming year. Effectiveness of the evaluation system will be monitored and informed by the yearly TAP school review. CELL to provide ongoing support to ensure fair, accurate, and consistent evaluations.</p>			<ul style="list-style-type: none"> <li>• TAP Portal</li> <li>• National TAP Conference</li> <li>• TAP Summer Institute</li> </ul>	
<p>All teachers and principals have the opportunity to receive performance based awards. Teacher awards are based on classroom observations, individual classroom growth and school-wide achievement growth. Principal awards are based on the school-wide achievement growth and the TAP Leadership rubric. Awards are distributed by the district in the fall of 2015. Principals to hold conferences with teachers to discuss the awards, the performance metrics</p>	<p>Principals District Admin CELL Staff</p>	<p>August- September 2016</p>	<p>CELL Tech Assistance  CODE</p>	<p>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</p>

<p>they are based upon, and to set goals for the upcoming school year. CELL will run the performance award calculations and provide related support.</p>				
<p>Master teachers, with support from mentor teachers, will provide weekly cluster group meetings. The new learning will be based on data-determined teacher instructional needs and student skill deficits. This new learning is purposefully aligned to the school's achievement goals in the TAP school plan (see attachment). Teachers will learn instructional strategies that are aligned to the school's goals. Weekly classroom coaching and support is provided to all teachers to provide assistance in planning for and implementing the new strategies. Principals will attend these weekly meetings to monitor their quality and provide feedback to Master and Mentor Teachers. CELL will provide coaching and support to the leadership team to strengthen the quality of the meetings and to ensure alignment with data-determined school needs. Effectiveness of the professional development system will be monitored and informed by the yearly</p>	<p>Master Teacher, Mentor Teachers, Principals CELL staff</p>	<p>August 2016 to June 2017</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> </ul>	<p>Provide high quality, job-embedded professional development</p>

TAP school review.				
Master and Mentor teacher positions provide opportunities to advance professionally and receive additional compensation for enhanced and significant leadership roles. In this way, highly talented teachers can be retained. These positions will be filled by July 1 and the stipend monies will be provided throughout the year. Additionally, all teachers and administrators will have the opportunity to earn financial rewards based on performance. This opportunity can help recruit new, talented teachers to the school and retain existing, effective teachers. CELL will run the calculations and provide related support.	Master Teacher Mentor Teachers Principals District Admin	July 2016- June 2017	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE</li> </ul>	Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth) Provide high quality, job-embedded professional development
Provide families of Homecroft Elementary at least 2 family engagement nights focusing on literacy, math, and student data	Principal Assistant Principal Mentor Teacher	August- April 2016-2017	0 (part of Title I budget)	Provide mechanisms for family and community engagement


**SUSTAINABILITY Culture Goal - Year 4**

Homecroft Elementary will maintain teacher observations, weekly professional development, data analysis, and family involvement opportunities in order to increase student achievement on State and Local assessments in collaboration with District leadership and Center of Excellence in Leadership of Learning. (CELL)

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Partnerships</b>	<b>Transformation Principles</b>
Use teacher observations and data to determine which teachers are effective or highly effective. Reward teachers for effort and trainings	Homecroft Leadership Team District Leadership	Ongoing	CELL NIET	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement
Either continue to provide performance awards or build performance metrics into district salary system. Note: last SIG-provided performance awards to be distributed in August-September of 2017.	Homecroft Leadership Team District Leadership	Ongoing	CELL NIET	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
Master and Mentor teachers will provide weekly support for teachers on targeted areas of refinement and/or student work	Homecroft Leadership Team	Ongoing	CELL NIET	Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth) Provide high quality, job-embedded professional



## SMART Academic Goal - Year 1

<p><b>ELA Academic Goal</b>                  Homecroft Elementary will increase E/LA achievement by implementing data based decisions and weekly focused professional development focused on E/LA strategies as demonstrated by an overall pass rate of 80% on ISTEP.</p>	<p><b>Math Academic Goal</b>                  Homecroft Elementary will increase math achievement by implementing data based decisions and weekly focused professional development focused on math strategies as demonstrated by an overall pass rate of 76% on ISTEP.</p>	<p><b>Other Academic Goal (optional)</b></p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>On a year basis, the school leadership team will create a TAP school plan (see attached document detailing the plan) that includes multiple layers of school goals based on achievement data. Training and guidance on this process is included each year at the TAP Summer Institute. This plan can be revisited as formative benchmark data is received and analyzed by the principals, master, and mentor teachers. These goals drive the learning that teachers receive in weekly cluster group meeting and follow up classroom support. In cluster meetings each week, teachers will analyze their own formative assessment data, focused on particular student skill deficits, and receive new learning from</p>	<p>Principals                  Master Teacher                  Mentor Teachers                  District Admin                  CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> </ul>	<p>Use data to implement an aligned instructional program</p>

<p>master and mentor teachers on strategies to address those skill needs. Additional support outside of cluster on the use of data to drive instruction will be provided by master and mentor teachers. Aligned to this PD is the TAP teacher evaluation rubric which includes an emphasis on using formative data to guide instructional decisions. CELL staff will provide coaching and support on this topic to the leadership team.</p>				
<p>Master and Mentor teachers field test instructional strategies with student at their school to ensure that they are effective with all groups of students. Then, in cluster group meetings, they teacher career teachers how to teach the strategy and how to differentiate for special student populations, based on the lessons learned and data analysis from their field test. Follow up coaching and support is provided by master and mentor teachers to other teacher around planning for and delivering differentiated instructional practices. Furthermore, the expectations of the TAP teacher evaluation rubric include the need to differentiate based</p>	<p>Principals Master Teacher Mentor Teachers District Admin CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> </ul>	<p>Promote the use of data to inform and differentiated instruction</p>

on needs. Additional training and learning on this topic is provided to all teachers through the TAP training portal. CELL staff will provide coaching and support on this topic to the leadership team.				
Planning building interventions periods, intercession remediation, and summer school opportunities using school data and student achievement	Principals Master Teacher Mentor Teachers District Admin	As new data becomes available Prior to intercession breaks and summer school		LEA supports school with ongoing, intensive technical assistance and support

**SMART Academic Goal - Year 2**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
On a year basis, the school leadership team will create a TAP school plan (see attached document detailing the plan) that includes multiple layers of school goals based on achievement data. Training and guidance on this process is included each year at the TAP Summer Institute. This plan can be revisited as formative benchmark data is received and analyzed by the principals, master, and mentor teachers. These goals drive the learning that teachers receive in weekly cluster group meeting and follow up classroom support. In	Principals Master Teacher Mentor Teachers District Admin CELL staff	July 2014- June 2015	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> </ul>	Use data to implement an aligned instructional program

<p>cluster meetings each week, teachers will analyze their own formative assessment data, focused on particular student skill deficits, and receive new learning from master and mentor teachers on strategies to address those skill needs. Additional support outside of cluster on the use of data to drive instruction will be provided by master and mentor teachers. Aligned to this PD is the TAP teacher evaluation rubric which includes an emphasis on using formative data to guide instructional decisions. CELL staff will provide coaching and support on this topic to the leadership team.</p>				
<p>Master and Mentor teachers field test instructional strategies with student at their school to ensure that they are effective with all groups of students. Then, in cluster group meetings, they teacher career teachers how to teach the strategy and how to differentiate for special student populations, based on the lessons learned and data analysis from their field test. Follow up coaching and support is provided by master and mentor teachers to other teacher around</p>	<p>Principals Master Teacher Mentor Teachers District Admin CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management</li> </ul>	<p>Promote the use of data to inform and differentiated instruction</p>

<p>planning for and delivering differentiated instructional practices. Furthermore, the expectations of the TAP teacher evaluation rubric include the need to differentiate based on needs. Additional training and learning on this topic is provided to all teachers through the TAP training portal. CELL staff will provide coaching and support on this topic to the leadership team.</p>			<p>system</p> <ul style="list-style-type: none"> <li>• TAP Portal</li> </ul>	
<p>Planning building interventions periods, intersession remediation, and summer school opportunities using school data and student achievement</p>	<p>Principals Master Teacher Mentor Teachers District Admin</p>	<p>As new data becomes available Prior to intersession breaks and summer school</p>		<p>LEA supports school with ongoing, intensive technical assistance and support</p>

**SMART Academic Goal - Year 3**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
<p>On a year basis, the school leadership team will create a TAP school plan (see attached document detailing the plan) that includes multiple layers of school goals based on achievement data. Training and guidance on this process is included each year at the TAP Summer Institute. This plan can be revisited as formative benchmark data is received and analyzed by the principals, master, and mentor teachers.</p>	<p>Principals Master Teacher Mentor Teachers District Admin CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management</li> </ul>	<p>Use data to implement an aligned instructional program</p>

<p>These goals drive the learning that teachers receive in weekly cluster group meeting and follow up classroom support. In cluster meetings each week, teachers will analyze their own formative assessment data, focused on particular student skill deficits, and receive new learning from master and mentor teachers on strategies to address those skill needs. Additional support outside of cluster on the use of data to drive instruction will be provided by master and mentor teachers. Aligned to this PD is the TAP teacher evaluation rubric which includes an emphasis on using formative data to guide instructional decisions. CELL staff will provide coaching and support on this topic to the leadership team.</p>			<p>system</p> <ul style="list-style-type: none"> <li>• TAP Portal</li> </ul>	
<p>Master and Mentor teachers field test instructional strategies with student at their school to ensure that they are effective with all groups of students. Then, in cluster group meetings, they teacher career teachers how to teach the strategy and how to differentiate for special student populations, based on the lessons learned and</p>	<p>Principals Master Teacher Mentor Teachers District Admin CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech.</li> </ul>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>data analysis from their field test. Follow up coaching and support is provided by master and mentor teachers to other teacher around planning for and delivering differentiated instructional practices. Furthermore, the expectations of the TAP teacher evaluation rubric include the need to differentiate based on needs. Additional training and learning on this topic is provided to all teachers through the TAP training portal. CELL staff will provide coaching and support on this topic to the leadership team.</p>			<p>Assistance</p> <ul style="list-style-type: none"> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> </ul>	
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<p>Planning building interventions periods, intersession remediation, and summer school opportunities using school data and student achievement</p>	<p>Principals Master Teacher Mentor Teachers District Admin</p>	<p>As new data becomes available Prior to intercession breaks and summer school</p>		
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**SUSTAINABILITY Academic Goal - Year 4**

Homecroft Elementary will increase E/LA and math achievement by implementing data based decisions and weekly focused professional development focused on E/LA and math strategies with district leadership support, as demonstrated by an overall pass rate of 84% on ISTEP in E/LA and 82% pass rate in math.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Partnerships</b>	<b>Transformation Principles</b>
<p>On a year basis, the school leadership team will create a TAP school plan (see attached document detailing the plan) that includes multiple layers</p>	<p>Principals Master Teacher Mentor Teachers District Admin CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers</li> </ul>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>of school goals based on achievement data. Training and guidance on this process is included each year at the TAP Summer Institute. This plan can be revisited as formative benchmark data is received and analyzed by the principals, master, and mentor teachers. These goals drive the learning that teachers receive in weekly cluster group meeting and follow up classroom support. In cluster meetings each week, teachers will analyze their own formative assessment data, focused on particular student skill deficits, and receive new learning from master and mentor teachers on strategies to address those skill needs. Additional support outside of cluster on the use of data to drive instruction will be provided by master and mentor teachers. Aligned to this PD is the TAP teacher evaluation rubric which includes an emphasis on using formative data to guide instructional decisions. CELL staff will provide coaching and support on this topic to the leadership team.</p>			<p>Stipends</p> <ul style="list-style-type: none"> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> </ul>	
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<p>Master and Mentor teachers field test instructional strategies with student at their school to ensure that they are effective with all groups of students. Then, in cluster group meetings, they teacher career teachers how to teach the strategy and how to differentiate for special student populations, based on the lessons learned and data analysis from their field test. Follow up coaching and support is provided by master and mentor teachers to other teacher around planning for and delivering differentiated instructional practices. Furthermore, the expectations of the TAP teacher evaluation rubric include the need to differentiate based on needs. Additional training and learning on this topic is provided to all teachers through the TAP training portal. CELL staff will provide coaching and support on this topic to the leadership team.</p>	<p>Principals Master Teacher Mentor Teachers District Admin CELL staff</p>	<p>July 2014- June 2015</p>	<ul style="list-style-type: none"> <li>• Master Teacher Salary and Stipend</li> <li>• Mentor Teachers Stipends</li> <li>• Additional Day Pay for Master and Mentors</li> <li>• CELL Tech. Assistance</li> <li>• CODE evaluation data management system</li> <li>• TAP Portal</li> </ul>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>Planning building interventions periods, intersession remediation, and summer school opportunities using school data and student achievement</p>	<p>Principals Master Teacher Mentor Teachers District Admin</p>	<p>As new data becomes available Prior to intersession breaks and summer school</p>		<p>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth) Provide high quality, job-embedded professional development.</p>