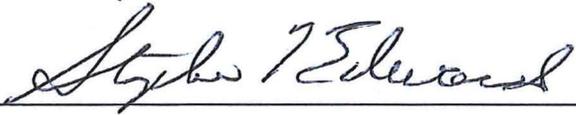


**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

| | | |
|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------|
| Corporation Name: Marion Community Schools | | Corporation Number: 2865 |
| Contact for the School Improvement Grant: Steve Edwards | | |
| Position and Office: Superintendent | Contact's Mailing Address: 1240 S Adams Street Marion, IN 46953 | |
| Telephone: 765-662-2546 | Fax: 765-651-4691 | |
| Email Address: sedwards@marion.k12.in.us | | |
| Superintendent (Printed name) Steve Edwards | Telephone: 765-662-2546 | |
| Signature of Superintendent X <u></u> | Date: 6-05-13 | |

- ➔ **Complete and submit this form one time only.**
- ➔ **Complete a second form, "Priority Application" for each school applying for a school improvement grant.**

2. Explanation if LEA is Not Applying to Serve Each Priority School

We will serve all of our Priority schools.

We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

NA

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*). **SEE APPENDIX I – COMMUNITY STAKEHOLDER SUPPORT**

School Name: Allen Elementary School

School Number: 2369

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/17/2013, 05/20/2013, 05/21/2013, 05/23/2013, 05/24/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/20/2013, 05/21/2013 |
| Community Members | Letters | 05/21/2013 |
| Teachers and Staff | Meetings/Letters | 05/21/2013 |

School Name: Frances Slocum Elementary

School Number: 2409

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------------------------------------------------------------|-----------------------------|------------------------------------------------------------------------------------------------|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/17/2013, 05/18/2013, 05/19/2013, 05/20/2013, 05/21/2013, 05/23/2013, 05/24/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/31/2013, 05/21/2013 |
| Community Members | Letters | 05/21/2013, 05/23/2013 |
| Teachers an Staff | Meetings/Letters | 05/21/2013 |

School Name: Justice Intermediate School

School Number: 2350

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/18/2013, 05/23/2013, 05/24/2013, 05/29/2013, 05/30/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/21/2013 |
| Community Members | Letters | 05/21/2013 |
| Teachers and Staff | Meetings/Letters | 05/31/2013 |

School Name: McCulloch Junior High School

School Number: 2357

| Stakeholder Group | Mode of Communication | Date |
|---------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/16/2013, 05/19/2013, 05/24/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/20/2013, 05/21/2013, 05/23/2013, 05/24/2013, 05/28/2013, 05/29/2013, 05/30/2013 |
| Community Members | Letters | 05/21/2013, |
| Teachers and Staff | Meetings/Letters | 05/23/2013, 05/24/2013, 05/28/2013, 05/29/2013 |

**IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.*

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

SEE APPENDIX 2 – MARION TEACHERS ASSOCIATION LETTER OF SUPPORT

E. Assurances

Marion Community Schools assures that it will:

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II 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;
- (4) 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;
- (5) 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; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “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.

E. Assurances

Marion Community Schools assures that it will:

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II 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;
- (4) 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;
- (5) 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; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "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.

A. LEA Analysis of School Needs

➤ *Instructions:*

- 1) With an **LEA improvement team** that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) **Develop findings from the data** - short phrases and sentences that indicate the facts revealed by the data.
- 3) **Complete a root cause analysis of the findings** - the underlying reason for the finding.
- 4) **Consider overall the meaning of the data**, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

| TURNAROUND MODEL | TRANSFORMATION MODEL |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Required Elements</i> | <i>Required Elements</i> |
| <p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p> <p>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 State academic standards.</p> <p>Promote the use of student data to inform and differentiate instruction.</p> | <p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff. |
| <p>Establish schedules and implement strategies that provide increased learning time.</p> | <p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement. |
| <p>Provide appropriate social-emotional and community-oriented services and supports for students</p> | <p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. 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 State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction. |

| TURNAROUND MODEL | TRANSFORMATION MODEL |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Permissible Elements</i> | <i>Permissible Elements</i> |
| | <p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization |
| <p>New school model (e.g., themed, dual language academy)</p> <p>Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.</p> | <p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model. |
| | <p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems |

| TURNAROUND MODEL | TRANSFORMATION MODEL |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Permissible Elements</i> | <i>Permissible Elements</i> |
| | <p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten. |
| | <p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs. |
| RESTART MODEL | SCHOOL CLOSURE MODEL |
| <i>Permissible Elements</i> | <i>Permissible Elements</i> |
| <p>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</p> <p>Must enroll within the grades it serves, any former student who wishes to attend.</p> <p>May implement any of the required or permissible activities of a turnaround model or a transformation model.</p> | <p>Close the school and enroll the students in other schools in the LEA that are higher achieving.</p> |

II. Selection of Improvement Model

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

- | | |
|----------------------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and 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.

Intervention model selected Turnaround Model

JUSTICE THURGOOD MARSHALL INTERMEDIATE SCHOOL

Intervention model selected Transformation Model

ALLEN ELEMENTARY SCHOOL

FRANCES SLOCUM ELEMENTARY SCHOOL

JOHN L. McCULLOCH JUNIOR HIGH SCHOOL

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

Build school leader capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes. The interventions of school improvement call for greater school-level autonomy, more flexibility in staffing, scheduling, and budgeting along with greater accountability for results. Thereby expanding the principal's opportunity to make sound decision while simultaneously developing a leadership team with shared responsibilities to accelerate change and sustain positive reforms.

Marzano (2003)¹ points out that leadership should not reside with one individual and a team approach to planning and decision-making allows for shared leadership. As well, Schmoker (1996)² recommends that teams of teachers implement, assess and adjust instruction in short-term cycles of improvement – not annually, but continuously. Common team tasks will include intensive efforts to align curriculum content across grade levels and administer assessments using EdisonLearning's **eEvaluate™** (See Appendix 13: EdisonLearning eEvaluate™) and the TAP system to monitor student and staff progress on a continuing basis.

¹ Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

² Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Restructure teaching to foster and encourage individual teacher and team effectiveness, professional growth, and contribution that produce positive student academic outcomes. Critical to the improvement of a low-performing school into a high-performing school is a robust personnel strategy coupled with high-quality, innovative interventions. Having a highly effective principal and instructional staff ensure that the school can successfully deliver higher levels of student achievement. As well, research consistently finds teachers to be the most important school-level factor that affects student achievement. Therefore, the principal at the school will be charged with implementing a comprehensive and systemic personnel plan to develop and retain effective teachers to support the needs of all students. This systemic approach addresses teacher quality policies (Behrstock & Meyer, 2009)³ inclusive of orientation and ongoing professional development, opportunities for career growth, compensation and incentives, performance management, etc. To achieve this goal, the principal will work closely with the district to align teacher quality policies with district supports. Throughout this process EdisonLearning provides guidance and support to the principal including the implementation of the performance management system for teachers **(see Appendix 7: EdisonLearning School Leader Development Model)**.

The EdisonLearning School Collaborative Quality Analysis is a holistic school needs assessment designed to measure school strengths and areas of improvement across its research-based five strand framework for school improvement **(see Appendix 3: Collaborative Quality Analysis)**. The process will collect data from multiple site visits to the school, which include: classroom observations, school climate walk, stakeholder focus groups, student support analysis, review of lesson plans and student work samples, analysis of student achievement data, and analysis of school planning documentation.

Extend the learning day (teacher and student) and redesign the school day to increase instructional and collaborative planning time as well as opportunities for community-based enrichment activities. The 180 six-hour day schedule used in most schools is not based on the needs and learning styles of students, but rather on the 19th century agrarian system (Farbman & Kaplan, 2005)⁴. The school has considered several options to change this outdated way that time is spent in school and have settled on (i) transforming the day schedule; and (ii) extending the school day including providing after school remediation and enrichment opportunities. Ultimately, simply extending the time students are in school is not enough but it should be combined with increasing the time students engage in productive, academic learning (Silva, 2005)⁵. To achieve this end, the district has partnered with EdisonLearning to provide guidance and support for developing the school's improvement plan.

The block scheduling being implemented at the school will engage students in learning for longer periods of time. Block scheduling has been effective in San Diego's Blueprint for Student Success program, where double and triple length reading classes boosted student achievement enough to narrow school achievement gaps by about 15 percent over two years (Public Policy Institute of California, 2005)⁶.

³ Behrstock, E., & Meyer, C. (2009). *Managing educator talent: A research-based framework for district and state policymakers*. Naperville, IL: Learning Point Associates.

⁴ Farbman, D., & Kaplan, C. (2005). *Time for a change: The promise of extended-time schools for promoting student achievement*. Boston, MA.

⁵ Silva, E. (2007). *On the clock: Rethinking the way schools use time*. Washington, DC: Education Sector.

⁶ Public Policy Institute of California. (2005). *Research brief: The success of San Diego school reforms could serve as a blueprint for the state*. San Francisco, CA: Public Policy Institute of California.

It is noted that the success of block scheduling depends on how well teachers are trained to use the extra time effectively. Teachers at the school receive TAP professional development training weekly and EdisonLearning will provide additional professional development and implement a performance management system (See Appendix 6: EdisonLearning School Leader Development Model) for both the principal and teachers to assure that the school's instructional team will use the additional time effectively. It has also been shown that when students attend core classes for longer time periods than other classes during the day, it improve academic achievement (Kennelly & Monrad, 2007)⁷. A study of high performing high schools in Massachusetts found that all top performing schools had expanded school days (The Rennie Center for Education Research and Policy, 2003)⁸. The most important aspect of extending the school day is to ensure that the additional time with students is spent on core academic classes and students are provided with after-school remediation and enrichment opportunities.

Develop a framework for teaching and learning, aligned to state standards and TAP, consisting of a set of coherent research-based materials designed to improve classroom practice by focusing on necessary skills that all teachers need to develop; and structured around planning and assessment processes, pedagogy, the culture and climate of learning, and the foundations of quality teaching. Curriculum and instructional strategies contribute to school improvement and increase student learning. Student performance data are important to both. Grade-level student data identify and support the implementation of research-based instructional programs. Student- and class-level data inform instructional change and serve the academic needs of individual students. This data is collected using EdisonLearning's e*Valuate*TM to inform instructional changes at the classroom and grade levels and student placement. It will also provide additional data about teachers' instructional practices which can help determine the fidelity of implementation in instructional programs and can supply information about professional development practices.

The EdisonLearning Framework for Teaching and Learning is aligned to TAP (see Appendix 9: How TAP Relates to Key Themes of EdisonLearning's Five Strand Design) and will support a more robust implementation of TAP processes due to the additional professional development and focus on Teaching and Learning structures that make a difference in learner outcomes. When instruction is aligned to standards and implemented in classrooms, students should be able to perform at higher levels of proficiency on assessments. The analysis of student performance data then becomes a useful tool to provide powerful guidance when the school introduces changes in curricula emphasis, select instructional materials, establish connections across grades and content areas, develop processes for building professional capacity, etc. (Bhola, Impara, & Buchendahl, 2003; Gamoran, Porter, Smithson, & White, 1997; LaMarca, Redfield, & Winter, 2000; Blank, Porter, & Smithson, 2001)⁹.

⁷ Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions*. Washington, DC: National High School Center at the American Institutes for Research.

⁸ The Rennie Center for Education Research and Policy. (2003). *Head of the class: Characteristics of higher performing urban high schools in Massachusetts*.

⁹ Bhola, D. S., Impara, J. C., & Buchendahl, C. W. (2003). Aligning tests with states' content standards: Methods and issues. *Educational Measurement: Issues and Practice*, 22(3), 21-29.

~Gamoran, A., Porter, A. C., Smithson, J., & White, P. A. (1997). Upgrading high school mathematics instruction: Improving learning opportunities for low-achieving, low-income youth. *Educational Evaluation and Policy Analysis*, 19(4), 325-338.

~LaMarca, P. M, Redfield, D., Winter, P. C., Bailey, A. & Despriet, L. H. (2000). *State standards and state assessment systems: A guide to alignment*. Washington, DC: Council of Chief State School Officers.

~Blank, R. K., Porter, A., & Smithson, J. (2001). *New tools for analyzing teaching, curriculum, and standards in mathematics & science: Results from survey of enacted curriculum final report*. Washington, DC: Council of Chief State School Officers.

The EdisonLearning Framework for Teaching and Learning aligns standards to assessments assuring that students demonstrate proficiency on state standards, exercise cognitive demand, and master classroom content.

Employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; and maintain a school improvement team to engage in continuous examination of school practices and operational data. Data systems allow for the collection, interpretation, and use of student data. A standard assessment system can be used, for example, at the beginning and middle of the school year to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas, such as reading and mathematics. At-risk students are selected to receive research-based interventions.

Then, use progress monitoring data (collected on a frequent basis) to gauge students' progress (response to intervention) towards critical academic outcomes (Tilly, 2008)¹⁰. EdisonLearning's **eEvaluate**TM collects formative assessment data to give teachers feedback about students' understanding of the material presented and what adjustments to their instruction may be needed to improve student's understanding.

The school will also use the **eEvaluate**TM data in broader decision-making by reviewing state testing results to evaluate the effectiveness of the system. The principal and EdisonLearning will focus on:

- 1) Identifying which students are at-risk for difficulties with certain subjects and provide more intense instruction to students identified as at-risk (Hamilton, Halverson, 3. Jackson, Mandinach, Supovitz, & Wayman, 2009)¹¹.
- 2) Employing efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes (National Center on Response to Intervention)¹².

Using formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding (The National Center for Fair and Open Testing, 2007)¹³.

¹⁰ Tilly, W. D. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V* (Vol. 1 pp. 17-35). Bethesda, MD: The National Association of School Psychologists.

¹¹ Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

¹² National Center on Response to Intervention *Progress monitoring tool chart*.

¹³ National Center for Fair and Open Testing. (2007). *The value of formative assessment*.

Build a safe and supportive learning environment that fosters and encourages the development of positive teacher-student relationships and the use of effective classroom management strategies that enhance the academic and behavioral competence of all students in all grade levels. A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006)¹⁴. When considering school climate, the evidence of the close relationship between academic and behavioral difficulties calls for integrating intervention efforts through a single system that can monitor progress in both areas and respond accordingly with intervention as needed (Center on Instruction, 2008)¹⁵.

EdisonLearning will work with the principal to create a positive environment that fosters a joy of learning and a culture that values accountability and responsibility and makes certain that the school is oriented around the needs of students through the implementation of a comprehensive program to build a positive learning environment, including the EdisonLearning Core Values: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. These values will be nurtured and modeled through every set of relationships within the school community.

The Positive Behavior Intervention and Supports (PBIS) plan will be implemented along with classroom management techniques linked to the school-wide behavioral support system; and school-wide student management plans (including codes of conduct, rules and procedure, and model school handbooks).

The Core Learning Skills program explicitly teaches social and emotional learning skills and contributes to an overall climate of inclusion, warmth, and respect, which can help with preventing bullying and promote educational success (Ragozzino & Utne O'Brien, 2009)¹⁶. Additional actions include:

- 1) Using effective classroom management practices for all students and determine which students need additional and more individualized interventions
- 2) Ensuring that the relationships between and among students and adults in the school are grounded in respect and trust by providing high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional, and academic skills
- 3) Collecting and using data regarding discipline and school climate to guide decision making

¹⁴ Redding, S. (2006). *The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school*. Lincoln, IL: Academic Development Institute.

¹⁵ Center on Instruction. (2008). *A synopsis of "The use of reading and behavior screening measures to predict non-response to school-wide positive behavior support: A longitudinal analysis."* Portsmouth, NH: RMC Research Corporation

¹⁶ Ragozzino, K., & Utne O'Brien, M. (2009). *Social and emotional learning and bullying prevention* [Issue Brief].

Develop a family-school partnership program that engage families directly in their child's academic progress and includes specific plans for structured communications and consistent interaction with parents at various points and venues during the school year. Research shows that schools can improve their students' learning by engaging parents in ways that directly related to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002)¹⁷.

These echo the conclusions of Swap (1993)¹⁸ that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, at different events over the school year and as evidenced by the school's plan to hire a Parent Involvement Coordinator and scheduling a minimum of eight family events for the upcoming school year.

This is crucial for all students at all grade levels, in all settings and even more so for those students with disabilities and who are English Language Learners. Epstein's typology for family involvement in education has become the standard of the field and appears in various adaptations, including the National Standards for Family-School Partnerships from the national parent teacher association.

A comprehensive family-school partnership, which Epstein defines as an ongoing relationship rather than a program or event, addresses all six types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

¹⁷ Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712.

Henderson, A., & Mapp. K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: SEDL.

¹⁸ Swap, S. (1993). *Developing home-school partnerships: From concepts to practice*. New York, NY: Teachers' College Press.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|-----------------------------------------------------------------------------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The budget includes attention to each element of the selected intervention. <i>All models</i> | X | | The school team has analyzed the budget with each element of the SIG turnaround models and assures alignment between each element of the transformation and turnaround models to the budget. See Attachment C – Detailed Budget for each school. |
| 3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i> | X | | All projected budget items are supplemental to the general education program provided at this school. Each budget item reasonably supports the ongoing turnaround efforts at this school. Salaries are based upon the district’s master salary schedule and are consistent with other similar state and federally funded positions. See Attachment C – Detailed Budget for each school. |
| 4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i> | X | | The projected budget for these transformation efforts are safely within the bounds of the grant’s allowable expenses. See Attachment C – Detailed Budget for each school. |
| 5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i> | X | | Superintendent, Assistant Superintendent, Curriculum Coordinator, District TAP Coordinator, and the Collaborative Partnership with EdisonLearning will all work together to support the turnaround efforts of MCS priority schools. |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | <p>See Appendix 6: Edison Learning Five Strand Design</p> <p>See Appendix 7: School Leader Development Model</p> <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 9: How TAP Relates to Key Themes of Edison Learning's Five Strand Design</p> <p>See Appendix 12: MCS Board Policies to Support School Flexibility</p> |
| <p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement | X | | <p>All requested items of the projected budget are necessary and supportive of the proposed turnaround activities.</p> <p>Justice Thurgood Marshall Intermediate School: As this application is for the continuation of an already approved 1003(a) turnaround application, the budget items provide for a seamless transition into the next school year with the same level of support that has seen positive change at the school this past school year.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
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| <p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> | X | | <p>MCS has partnered with EdisonLearning to serve as its academic and instructional advisor in this Turnaround Initiative and they bring over 20 years of school management experience to bear.</p> <p>See Appendix 6: EdisonLearning Five Strand Design</p> <p>See Appendix 16: EdisonLearning Achievement Team Members Resumes</p> <p>See Appendix 4: Principals' Resumes</p> |
| <p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> | X | | <p>MCS received support from the teachers to implement the SIG 1003(g) grant.</p> <p>See Appendix 17: Staff Support for SIG 1003(g)</p> |
| <p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> | X | | <p>MCS received the support of parents and the community at-large to support and implement the SIG 1003(g) grant.</p> <p>Additional community support came from Rep. Behning and Rep. Mahan.</p> <p>See Appendix 1: Community Stakeholder Support</p> |
| <p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> | X | | <p>MCS has received support from the Board to support the SIG 1003(g) grant.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
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| <p>All models</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Support 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 | | | <p>See Appendix 15: MCS Board Approval for 1003(g)</p> <p>See Appendix 12: MCS Board Policies to Support School Flexibility</p> |
| <p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p>All models</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • 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 | | | <p>See Appendix 18: MCS Superintendent Approval for 1003(g)</p> |
| <p>12. 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> | X | | <p>See Appendix 2: Marion Teachers Association Letter of Support</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
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| <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> <p><i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></p> | | | |
| <p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> | X | | <p>The district has a demonstrated ability to recruit highly qualified individuals from within the district, state, and nationally. A national search was conducted to replace Frances Slocum’s leadership position two years ago, and the current principal was identified through this process as the lead candidate for the position.</p> <p>The district has a proven ability to recruit new principals when new leadership is necessary. This is evidenced by recent replacements at three of the district’s other priority schools. However, a determination was made that the current leader at McCulloch Junior High School is well-equipped and skilled to lead these transformation efforts. A new Assistant Principal will be hired to assist in the leadership efforts under this grant.</p> <p>See Appendix 4: Principals’ Resumes</p> <p>See Appendix 4: Principals’ Job Descriptions</p> |
| <p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>Principal and staff recruitment, placement and retention procedures</i> | X | | <p>See Appendix 19: MCS Principal Recruitment Process</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> | X | | <p>Justice: As a continuation of the ongoing turnaround efforts, in place at Justice Intermediate, the timeline is not only detailed and realistic, but it is proven and already occurring.</p> <p>The timeline for the other three schools are also detailed and realistic. See Turnaround Model for Justice and Transformation Model for Allen, Slocum and McCulloch.</p> |
| <p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> | X | | <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 20: Master/Mentor Teacher Job Description and TAP Meeting Protocols</p> |
| <p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (newspaper,</i> | X | | <p>See Appendix 21: Parent Support for SIG 1003(g)</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
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| <p><i>district website, parent newsletters, public flyers)</i></p> <ul style="list-style-type: none"> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> <p><i>Documentation of mailings</i></p> | | | |
| <p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> | X | | <p>Multiple funding sources will be utilized to support the implementation of these efforts and monies. Title I and TAP both support the TAP system, providing for an additional Master Teacher at this school and performance based compensation for teachers rated highly effective and effective.</p> <p>See Section II: Budget of the grant proposal to see how the LEA will align federal, state and local funding sources with grant activities.</p> |
| <p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a</i> | X | | <p>An afterschool program will be provided increased instructional time and opportunities. The program will begin at the end of the school day. Only highly qualified teachers are hired to provide afterschool instruction.</p> <p>This grant's funding will provide for the salary of teachers providing afterschool instruction and transportation for students.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-------------------|
| <p><i>vehicle to support differentiated learning (ex)</i></p> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> <ul style="list-style-type: none"> • <i>Compensation for extended day is identified by the LEA</i> | | | |

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district’s plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA’s commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school’s capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, | <p>See Appendix 3: Collaborative Quality Analysis</p> <p>The EdisonLearning School Collaborative Quality analysis is a holistic school needs assessment designed to measure school strengths and areas of improvement across its research-based five strand framework for school improvement see Appendix 6: EdisonLearning Five Strand Design. The process collected data from multiple site visits to each school, which included: classroom observations, school climate walk, stakeholder focus groups, student support analysis, review of lesson plans and student work samples, analysis of student achievement data, and analysis of school planning documentation.</p> <p>The subsequent data analysis helped to inform and answer five critical questions regarding each school:</p> <ol style="list-style-type: none"> 1) How well is the school set for leading and managing change? Leadership 2) How well does each school promote and foster environments that support learning and motivation? Learning Environment 3) How well does each school use assessment, data and feedback to promote learning? Assessment for Learning 4) How good are opportunities for learning and developing learners? Pedagogy and Curriculum 5) How well does each school use its internal and external resources to meet the spectrum of need for all learners? Student and Family Support |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p> | <p>The diagnostic data and findings from the EdisonLearning School Collaborative Quality Analysis is being used to develop each school's working strategic improvement plan and the teacher professional development plan to assure individual teacher and instructional team effectiveness, professional growth, and contribution that produce positive student academic outcomes.</p> <p>Each of the schools will align their resources to the chosen turnaround model/plan. Through the TAP system, each school will draw on the strengths of its instructional leadership team, with support from EdisonLearning, to implement the systems of data management described throughout the grant proposal.</p> <p>See Appendix 8: TAP Rubric</p> <p>See Appendix 3: Collaborative Quality Analysis</p> <p>AP Master/Mentor Teacher Job Description and TAP Meeting Protocols</p> |
| <p>2) The LEA has or will recruit, screen, selects and support appropriate external providers.</p> <p><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> <p>(a) Identifying external providers based on each school's SIG needs;</p> | <p>The LEA has selected EdisonLearning to be its academic and instructional advisors to provide support and assistance to each of its turnaround schools. EdisonLearning will have an Achievement Team dedicated to each school to provide on-the-ground support to the school's leadership team. The team will be led by an EdisonLearning Director of Achievement.</p> <p>The LEA will also draw support from TAP through the district coordinator. EdisonLearning will also assist each school with TAP implementation support.</p> <p>See Appendix 6: EdisonLearning Five Strand Design</p> <p>See Appendix 7: School Leader Development Model</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>(b) 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 school's identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> | <p>See Appendix 9: How TAP Relates to Key Themes of EdisonLearning's Five Strand Design</p> <p>See Appendix 14: EdisonLearning eEvaluate</p> <p>See Appendix 16: EdisonLearning Achievement Team Members Resumes</p> <p>As the two main external partners in the turnaround effort, the district expects that the SIG Leadership Team at school will work with them to:</p> <p>(I) Develop the school improvement plan;</p> <p>(ii) Define the specific measures of performance for each partner; and</p> <p>(iii) Then monitor, through weekly meetings with the administrative team, their progress in implementing the school improvement plan.</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE.</p> <p>Intervention and school improvement activity providers will be held to the same criteria as external providers.</p> | |
| <p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p> <p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time</p> | <p>See Section II: Budget of the grant proposal to see how the LEA will align federal, state and local funding sources with grant activities.</p> <p>Currently, the schools are using Title I, Part A funds for:</p> <ul style="list-style-type: none"> • Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards • Curriculum and supplemental resources for high needs/high risk children • Reduction of class size in Math and ELA • 21st Century technology to support Blended Learning, resource rooms and individualized education plans • Intervention programs • Tutors <p>Justice Intermediate School is using I003(a) funds for:</p> <ul style="list-style-type: none"> • Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model • Leadership development • Safe & Secure environment that promotes a positive learning experience and behavior • Data Driven assessments and analysis • 21st Century Technology (computers, White Boards, peripherals) • Tutors |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>allotments/scheduling, curriculum, instruction, technology resources/equipment);</p> <p>(e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p> | <p>All schools are also utilizing Title II, Part A funds for:</p> <ul style="list-style-type: none"> • Recruitment of Highly Qualified teaching staff with skills and experience to effectively implement the selected intervention models • Professional development across the curriculum that is subject specific, focused on learning modalities and interventions <p>These local, state, and federal funding sources will continue to be used to improve these priority schools in MCS district. The schools leaders will work diligently with their leadership teams to review funding availability for ongoing program implementation and enhancements. They will also meet weekly to review SIG implementation to ensure that the necessary supports are in place to facilitate full implementation, up to and including obtaining approval for redirecting funds or changing elements of the program.</p> |
| <p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively. The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may</p> | <p>See Appendix 1: Community Stakeholder Support</p> <p>See Appendix 2: Marion Teachers Association Letter of Support</p> <p>See Appendix 12: MCS Board Policies to Support School Flexibility</p> <p>See Appendix 15: MCS Board Approval for 1003(g)</p> <p>See Appendix 17: Staff Support for SIG 1003(g)</p> <p>See Appendix 18: MCS Superintendent Approval for 1003(g)</p> <p>See Appendix 19: MCS Principal Recruitment Process</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>include state and local education agency administrators, board members, and personnel; and</p> <p>(c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to:</p> <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; <li style="padding-left: 20px;">(ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time. | <p>The LEA fully supports the SIG process and grant implementation as evidenced by:</p> <ul style="list-style-type: none"> (i) The partnership with EdisonLearning to provide instructional and operational support to the school's leadership team and build their capacity to educate students in a safe and supportive teaching and learning environment. (ii) The implementation of the TAP model that gives the school's leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal will have final authority for removing teachers. <p>The MCS Board of Education has also approved the following policies:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>LEA supports are further evidenced through the provision of funds from TAP, Title I, Title II, TIF, and Performance in Excellence to support school improvement.</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>5. Sustain the model after the funding period ends.</p> <p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; | <p>The LEA provides supports through the following partners:</p> <ul style="list-style-type: none"> • TAP Regional Coordinator • TAP District Coordinator • EdisonLearning Director of Student Achievement • Elementary Curriculum Coordinator • Master and Mentor Teacher Support <p>Combined these supports will ensure that each school builds their leadership and operational teams' capacities to sustain the programs and initiatives of this school improvement process. Each school will:</p> <ul style="list-style-type: none"> • Build school leader capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes. <ul style="list-style-type: none"> ○ Shared Leadership ○ Ongoing and reflective professional development ○ Understanding and confident in each of the roles of school leadership: instructional leader, organizational leader, culture builder, site manager, and school executive • Implement and promote teacher management systems that engages in: <ul style="list-style-type: none"> ○ Annual goal setting ○ Formal and informal classroom observations ○ Information observations of non-classroom teacher responsibilities ○ A self-evaluation ○ A summative assessment by the principal |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;</p> <p>(l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p> | <ul style="list-style-type: none"> • Develop a culture for continuously restructuring teaching to foster and encourage individual teacher and team effectiveness, professional growth, and contribution that produce positive student academic outcomes. These are all driven by: <ul style="list-style-type: none"> ○ Leadership ○ Learning environment ○ Pedagogy and curriculum ○ Assessment for learning ○ Student and family support • Utilize a framework for teaching and learning, aligned to state standards and TAP, consisting of a set of coherent research-based materials designed to improve classroom practice by focusing on necessary skills that all teachers need to develop; and structured around planning and assessment processes, pedagogy, the culture and climate of learning, and the foundations of quality teaching. • Use systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; and maintain a school improvement team to engage in continuous examination of school practices and operational data. <p>To complement these of capacity building strategies and others described in the grant application, each school will develop a growth plan with accountability measures that ensures the effective oversight of the implementation of the improvement plans at each school.</p> |

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Restart Model

We will implement this model.

We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------|------------------------|
| 1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i> | | | |
| 2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i> | | | |

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1. <i>All</i> the elements of the selected intervention model are included. | | |
| 2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | | |
| 3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year. | | |

School Closure

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-------------------------------------------------------------------------------------------|-------|--------------------------|------------------------|
| 1. <i>Close the school.</i> | | | |
| 2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i> | | | |

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|---------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| 1. <i>All</i> the elements of the selected intervention model are included. | | |
| 2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | | |
| 3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year. | | |

5. Annual Goals for Priority Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.***

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment E for suggestions)

| Element of the Intervention | Intervention | Resource |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------|
| <i>Federal Resources</i> | | |
| <ul style="list-style-type: none"> • Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards • Curriculum and supplemental resources for high needs/high risk children • Reduction of class size in Math and ELA • 21st Century technology to support Blended Learning, resource rooms and individualized education plans • Intervention programs • Tutors | Turnaround and Transformation | Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs) |

| Element of the Intervention | Intervention | Resource |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------|
| <ul style="list-style-type: none"> • Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model • Leadership development • Safe & Secure environment that promotes a positive learning experience and behavior • Data Driven assessments and analysis • 21st Century Technology (computers, Interactive White Boards, peripherals) • Tutors | Turnaround and Transformation | 1003(a) School Improvement Grant – FY12 only |
| <ul style="list-style-type: none"> • Recruitment of Highly Qualified teaching staff with skills and experience to effectively implement the selected intervention models • Professional development across the curriculum that is subject specific, focused on learning modalities and interventions | Turnaround and Transformation | Title II, Part A |
| <ul style="list-style-type: none"> • Supplements intervention strategies in ELA, Math, Graduation and College & Career Readiness • Professional Development • Tutors • Consulting services | Turnaround and Transformation | SPED Part B (IDEA) |
| Discounts on Communications – Internet, phone, technology equipment that support 21 st Learning strategies, safety and security and normal communications | Turnaround and Transformation | Erate |
| <ul style="list-style-type: none"> • Career and Technology Education • Technology equipment • Professional development • Software/programs that support career development | Turnaround and Transformation | Perkins |

| Element of the Intervention | Intervention | Resource |
|---------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------|
| State Resources | | |
| Support of all aspects of Turnaround | Turnaround and Transformation | Base Funding |
| Supports "excess cost" for special needs students in all aspects of education and supplemental services | Turnaround and Transformation | General Special Education Funding (IDEA) |
| Alternative Education program | Turnaround and Transformation | Alternative Education |
| Purchase of Textbooks | Turnaround and Transformation | Textbook Aid |

**Appendix G: LEA Application for Each Priority School
School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for *each* Priority school
applying for a school improvement grant.**

School Corporation: Marion Community Schools Number 2865

School Name: Allen Elementary School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

Turnaround

Restart

Transformation

Closure

Allen Elementary School

Appendix B: ALLEN ELEMENTARY SCHOOL

See Appendix 3: Collaborative Quality Analysis for Allen Elementary School

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for 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 for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

| Student groups (list groups below) | % 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? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|-----------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <i>Example: LEP</i> | 75% | 52 | <i>High - have been in U.S. 3 or more years</i> | <i>High - no prior formal schooling; from non- Western culture</i> |

| Student groups (list groups below) | % 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? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH LANGUAGE ARTS | | | | |
| Black | 85.7% | 12 | High – the DNP rate for this sub- group is double the school's DNP rate (41.4%); and well below both the LEA (62.4%) and state performance levels (79.4%); | High – chronic absenteeism from school, limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student literacy/achievement levels |

Allen Elementary School

| Student groups (list groups below) | % 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? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ENGLISH LANGUAGE ARTS | | | | |
| Hispanic | 54.5% | 6 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; does not receive same level of services and interventions that LEP designated students receive |
| Multi/Racial | 48.4% | 15 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; targeted literacy interventions lacking for this sub-group |
| Free/Reduced | 43.6% | 48 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student literacy/achievement levels |
| Special Education | 81.3% | 13 | High – the DNP rate for this sub-group is extremely high compared to the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – chronic absenteeism from school and suspensions, limiting exposure to curriculum content and materials; gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; lack of time with teacher due to case conference responsibilities |

Allen Elementary School

| Student groups (list groups below) | % 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? | How unique are the learning needs of this group? (high, medium, low) |
|-----------------------------------------------|--------------------------------------------|--------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MATHEMATICS | | | | |
| Black | 50.0% | 7 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student numeracy skills and achievement levels |
| Hispanic | 36.4% | 4 | Medium/Low – the DNP rate for this sub-group is slightly lower than that of the school's DNP rate (42.2%); and only slightly below the LEA (64.5%) but still well below the state pass level (81.2%); | Medium/Low – The needs of this group can be addressed by targeting the factors that are standing in the way of their acquisition of grade level skills (i.e. attendance, targeted remediation) |
| White | 32.4% | 23 | Medium/Low – the DNP rate for this sub-group is about 10% lower than that of the school's DNP rate (42.2%); and only slightly above the LEA (64.5%) but still well below the state pass level (81.2%); | Medium/Low – The needs of this group can be addressed by targeting the factors that are standing in the way of their acquisition of grade level skills (i.e. attendance, targeted remediation) |
| Multi/Racial | 61.3% | 19 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – chronic absenteeism from school, limiting exposure to curriculum content and materials; instruction is not presented using scaffolding methods to accommodate struggling students |

Allen Elementary School

| Student groups (list groups below) | % 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? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MATHEMATICS | | | | |
| Free/Reduced | 45.5% | 50 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; targeted interventions are not being developed and implemented |
| Special Education | 81.3% | 13 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – chronic absenteeism from school and suspensions, limiting exposure to curriculum content and materials; gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; lack of time with teacher due to case conference responsibilities |

KEY FINDINGS – ANALYSIS OF STUDENT AND SCHOOL DATA

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| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p> | <p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p> |
| <p>I. Curriculum: The curriculum was poorly implemented resulting in student disengagement and lack of instructional rigor</p> | <ul style="list-style-type: none"> • Lack of focus on student and school outcomes due to the minimal use of leadership teams involving all school stakeholders for curriculum implementation and evaluation; • Lack of teacher ownership for students' outcomes which led to blaming students for their poor academic achievement levels; • Teachers were not consistently using TAP professional development training in class to deliver curricula content and present materials; • Instruction and assessment not consistently designed using the rigor/relevance framework that would enable students to both gain knowledge and develop their critical thinking/problem solving skills. |

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| <p>2. Instruction: Curriculum and instructional methods needs updating to reflect the continual building of students' literacy and numeracy skills and the review and maintenance of those skills</p> | <ul style="list-style-type: none">• Teaching teams by grade-level and content areas were not used consistently to build teacher effectiveness and foster professional growth that would produce positive student outcomes;• A variety of instructional methods were not utilized to organize and present instructional content and materials to accommodate students' learning styles, achievement levels, and meet their individual achievement goals;• There was inconsistent alignment of curriculum to intended outcomes which directly led to student disengagement at each grade level;• While teachers received professional development training via the TAP program, there was not a concerted effort to implement the curriculum with the end goal of increasing achievement levels for all students. |
| <p>3. Assessment: While class- and student-level data for student cohort groups were available; data was not being used to inform instruction and teacher professional development plans; select students for interventions; and develop targeted individualized interventions</p> | <ul style="list-style-type: none">• Large amounts of class- and student-level data are captured during the school year but teachers find themselves spending too much time assessing students and self-teaching on how to analyze the data that they are not teaching nor using data analysis to inform instruction;• A school-wide formative data assessment system has not been implemented that would align actual classroom instruction with intended outcomes;• There was not a school improvement team in place tasked with continuously reviewing school and instructional practices, and operation data to ensure that intended outcomes are met;• Teachers did not receive adequate and appropriate professional development training on how to use data to improve instruction, individual teacher effectiveness, and student outcomes. |

Allen Elementary School

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| <p>4. Professional Development: There appears to be inadequate planning/instructional time during the school day to accommodate teacher conferences (discipline referrals); deliver effective differentiated instruction; teacher collaborative planning; and parent conferences</p> | <ul style="list-style-type: none">• Teachers are not assigned to classes that maximized their likelihood of success with students;• Given current present levels of student achievement (sometimes 2 and 3 grades levels behind), daily schedule/instructional time with students is not sufficient to meet their needs• Inconsistent use of existing teacher professional development periods during the school day/week;• Currently, there are no scheduled parent-teacher conferences on the school's annual calendar though parents can arrange a conference with their child's teacher. |
| <p>5. School Leadership: School leader is new and needs to implement a shared (leadership) model at the school to ensure the effectiveness of the school's improvement team as well as its instructional and operational practices</p> | <ul style="list-style-type: none">• Currently, teachers do not have the opportunity to have dialogue with the School Improvement Team or School Leadership Team to provide input for measuring progress towards school-wide achievement goals;• Prior principals' turnover along with their authoritative or laissez-faire leadership styles have led to mistrust between staff and leadership team, overall teacher frustration from inaction, and general feelings of being unsupported by the administration;• There is little evidence that the school's vision, mission and values are well articulated and consistently reviewed and revised across the school in displays and at events. |
| <p>6. Students: Chronic absences among the various subgroups are above 20%, which means less days of instruction for those students</p> | <ul style="list-style-type: none">• There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success;• There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year; |

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| | <ul style="list-style-type: none">• There is no family support services in place to (i) assist families with parenting skills and setting home conditions to support children as students; (ii) to equip faculty and staff with a better understanding of families; (iii) involve families with their children on homework and other curriculum-related activities and decisions;• Families are not consistently and effectively involved in school decisions and parent-leaders and representatives are not being developed through either a Local School Council or Parent-Teacher Association. |
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Allen Elementary School

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| INDICATORS | 2011-2012 | 2012-2013 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 70,200 minutes | 70,200 minutes |
| 2. Dropout rate* | NA | NA |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 94.9% | 94.74 As of 05/15/13 |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | NA | NA |
| 5. Number of students completing dual enrollment classes | NA | NA |
| 6. 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 | AS SS | AS SS |

Allen Elementary School

| INDICATORS | 2011-2012 | 2012-2013 |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 7. Discipline incidents* | 536 | 660 |
| 8. Truants (# of unduplicated students, enter as a whole number) | 70 # of students referred to the prosecutor's office for exceeding the number of absences allowed by state law. | 55 # of students referred to the prosecutor's office for exceeding the number of absences allowed by state law. |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective-0 Needs Improvement-3 Effective-16 Highly Effective-4 | Ineffective-2 Needs Improvement-4 Effective-17 Highly Effective-4 |
| 10 Teacher attendance rate | 96.10% | 94.46% As of 05/15/13 |

KEY FINDINGS – ANALYSIS OF STUDENT LEADING INDICATORS

| <p>What are key findings or summaries from the student leading indicators data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p> | <p>What is the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I. Teacher Performance:</p> <p>a. Approximately ¼ of the school’s teaching staff has been evaluated as Needs Improvement or Ineffective</p> | <ul style="list-style-type: none"> • Teacher mentoring program is not in place that could provide teachers with (i) opportunities for reflection and improved practice through cognitive coaching; (ii) information about the cultural norms of the school; and (iii) encouragement and emotional support to colleagues in a collegial setting. |
| <p>b. Teachers unskilled in use of data analysis</p> | <ul style="list-style-type: none"> • Teacher have not been provided with adequate and consistent professional development training on how to administer, collect, analyze and use student data (on all levels) to increase student achievement levels and meet school-wide achievement goals. |
| <p>c. Teachers, particularly in the 3rd and 4th grades, need additional professional development training as well as coaching and mentoring in the areas of: (i) presenting instructional content (PIC); and (ii) incorporating standards and objectives (S&O) into lesson plans and daily classroom activities</p> | <ul style="list-style-type: none"> • Lack of follow-through and support for both new and veteran teachers in areas such as retraining for technology use in the classroom, incorporating differentiated instruction, classroom managements, data driven instruction, and student engagement; • Professional learning communities are not in place that could allow teachers to work collaboratively to enhance their teaching techniques and strategies, reflect on their teaching practices, and share case studies and resources in a collegial environment. |

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| <p>2. Teacher attendance rate is currently at 94.46%, which is down from 96% last year; and can adversely affect the learning of the students in the classroom</p> | <ul style="list-style-type: none">• Teacher concerns related to student conduct and behavior are not addressed in a timely nor consistent manner;• The overall quality and setup of the physical environment does not promote teacher collaboration and student learning;• Lack of shared (distributed) leadership process for making instructional and operational decisions that directly impact teachers. |
| <p>3. Increased number of discipline referrals for the 2012-2013 school year</p> | <ul style="list-style-type: none">• Student engagement in classroom instruction is low and they are not given the responsibility for their own learning;• Inconsistent application of discipline policy;• Inconsistent use of classroom management strategies;• There is no defined process for students to receive and complete classroom work that they have missed as a result of a discipline referral which could be either in-school or out-of-school suspension. |
| <p>4. Student attendance slightly lower than previous year's attendance rate with about 30% of the student population categorized as chronically absent</p> | <ul style="list-style-type: none">• There is no organized and sustained student-school engagement process that creates a welcoming school environment and engages students in ways that support their achievement goals and success;• There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success;• There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. |

Worksheet #2: Self-Assessment of Practices High-Performing Schools
ALLEN ELEMENTARY SCHOOL

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---------------------------------------------------------------------------------------------------------------------------|---|---|---|---|------------------------------------------------------------------------------------------------|
| 1. Spends most of the time managing the school. | X | | | | Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | | | X | | Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | | X | | | Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | | X | | | Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | | | X | | Is not bound by seniority rules in hiring and placement of teachers. |
| Instruction | | | | | Instruction |
| 1. Is primarily lecture-style and teacher-centered. | X | | | | Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | | X | | | Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | | X | | | Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | | X | | | Includes frequent use of technology. |

Allen Elementary School

| Instruction continued | | | | | Instruction continued | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|--|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | X | | | Works in teams, discussing student learning and instructional ideas | |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | | | X | | Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. | |
| 7. Instruction is not increased to allow for more student learning time. | | X | | | Schedules and strategies provide for increased student learning time. | |
| Curriculum | | | | | Curriculum | |
| 1. Leadership does not observe or evaluate teachers for use of the curriculum | | | X | | Is observed by school leadership that it is being taught. | |
| 2. Is considered to be the textbook or the state standards. | | X | | | Is developed by the district/teachers based on unpacking the state standards | |
| 3. Is not aligned within or across grade levels. | X | | | | Is aligned within and across grade levels. | |
| 4. Is not rigorous or cognitively demanding. | X | | | | Is rigorous and cognitively demanding. | |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | | X | | | Is accessible to all students through placement in regular classroom during instruction of the core curriculum. | |
| 6. Is not differentiated for struggling students. | | X | | | Is differentiated for struggling students. | |
| Data – Formative Assessments | | | | | Data – Formative Assessments | |
| 1. Are not regularly used by teachers. | | X | | | Are used to implement an aligned instructional program. | |
| 2. Are not routinely disaggregated by teachers. | X | | | | Are used to provide differentiated instruction. | |
| 3. Are not used to determine appropriate instructional strategies. | X | | | | Are discussed regularly in teacher groups to discuss student work | |

Allen Elementary School

| Professional Development | | | | Professional Development | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|-----------------------------------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Is individually selected by each teacher; includes conferences and conventions. | | | X | | | | Is of high quality and job-embedded. |
| 2. Is not related to curriculum, instruction, or assessment. | | X | | | | | Is aligned to the curriculum and instructional program. |
| 3. Is short, i.e., one-shot sessions. | X | | | | | | Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. |
| 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | | X | | | | | Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | | | | Parents, Family, Community | | | |
| 1. Does not provide extended supports. | | | X | | | | Provides social and emotional supports from school and community organizations. |
| 2. Does not ensure a safe school and community environment for children. | | X | | | | | Creates a safe learning environment within the school and within the community. |
| | | X | | | | | Includes use of advisory periods to build student-adult relationships. |
| Cultural Competency | | | | Cultural Competency | | | |
| 1. Holds the belief that all students learn the same way. | | X | | | | | Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | X | | | | | | Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | X | | | | | | Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | X | | | | | | Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

| Cultural Competency continued | | | | Cultural Competency continued |
|-------------------------------------------------------------------------------------------------------------------------------|--|---|--|------------------------------------------------------------------------------------------------------------|
| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | | X | | Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

KEY FINDINGS – SELF-ASSESSMENT OF PRACTICES OF HIGH-POVERTY, HIGH-PERFORMING SCHOOL

| What are the key findings from the self-assessment of high-performing schools? | What is at the “root” of the findings? What is the underlying cause? |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> | <p><i>Appropriate example:</i> We don’t know how to align our curriculum across grade levels.”</p> |
| <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p> | <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p> |
| <p>The principal and leadership: While there is a TAP leadership team in place, overall leadership is not distributed among all members of the school team.</p> <p>Staff feels directed to implement changes at the school. There is no followed-up on new initiatives which are usually dropped before full implementation is realized. There are limited opportunities for staff to lead initiatives or have their voices represented.</p> <p>The principal has not worked with the staff to refine/define the school’s mission, vision, values and strategic goals so that everyone is on board and on the same page regarding school improvement plans and initiatives.</p> | <ul style="list-style-type: none"> • The TAP leadership team is newly formed this school year and is itself developing; • Leadership is not distributed using a team structure approach where teams are given roles and responsibilities, and meet regularly to problem solve around school concerns; • Currently there is no system in place to select or offer teachers opportunities to participate in school leadership roles; • Similarly, teachers do not have a forum from which to participate in school discussions and decision-making; • There is some mistrust between teachers and the principal stemming from principal turnover over the last few years; |

Allen Elementary School

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| | <ul style="list-style-type: none">• There has been fewer teacher evaluations of performance, overall mentoring and coaching, and supervision and support as a result of the frequent changes in leadership. |
| <p>Instruction: Classroom instruction is primarily lecture-style and teacher-centered and not delivered in a technology rich teaching and learning environment. Content is not delivered in a variety of modalities, linked to students' strengths and learning goals.</p> | <ul style="list-style-type: none">• Cooperative learning is not promoted among students who work in small group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills;• Most teachers do not set [and communicate] specific and measurable academic targets for student learning at the start of the school year for students to strive to achieve by the end;• Most teachers are not fully engaged in helping and supporting students as instruction is not systematically and strategically aligned with school and district initiatives for improving student achievement;• Most teachers do not consistently use supplemental instructional materials such are manipulatives to increase student learning that supports them in moving from simple to complex ideas and from concrete to abstract understanding;• Most teachers indicated that instructional time and the structure of the school day was not conducive to student learning and raising achievement levels, for example, teaching periods last for only 45 minutes, recess has been eliminated, daily teacher planning time was not respected and used for other school meetings, etc. |
| <p>Curriculum: A review of lesson plans and classroom observations indicated that most students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills.</p> | <ul style="list-style-type: none">• The current curriculum is not mapped or connected across grade levels or subject areas;• A rigorous research-based curriculum along with a variety of teaching strategies have not been implemented; |

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| <p>Most teachers do not employ consistent grading practices which provide accurate, specific, and timely feedback. Feedback provided to students is not consistent and focused on helping them understand what is needed to improve their performance. Students are not able to track and articulate their progress against standards.</p> <p>Most teachers are not consistently using a structured planning framework to create lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience.</p> | <ul style="list-style-type: none">• There is a lack of a structured planning framework to deliver lesson plans to address students' differing achievement levels and varied learning styles (e.g., special education);• Teacher lack of knowledge of what to do with collected data which impacts their ability to plan appropriately and to teach prescriptively to meet the needs of their students;• Most teachers do not actively plan for student engagement and independence in learning. |
| <p>Data – Formative Assessments: While student data is scheduled to be collected as part of the school's achievement plan, the data is inconsistently monitored. The TAP leadership team does not have regular input in the data or strategy monitoring within the school achievement plan.</p> <p>Additionally, staff does not feel empowered to use the data outside their anecdotal data and are dependent on the principal to provide the data. Regular review of student data beginning with the TAP leadership team is not in place.</p> <p>The school has a number of standardized tests that are administered throughout the year but they are used primarily to look at past performance rather than for planning future success. The trend continues at the classroom level where most assessments are summative with almost no evidence of the use of formative assessments.</p> <p>The use of the TAP program is a starting point for including assessment in teacher planning but at this time the culture of data driven instruction has not expanded beyond the TAP leadership team meetings</p> | <ul style="list-style-type: none">• Teachers have not received training on how to analyze student data and translate their inferences into lesson planning to deliver differentiated instruction;• A culture of using data to drive instruction has not been developed as teachers are not routinely administering formative assessments;• Assessment results are not used to guide instructional decisions or intervention strategies or grouping, nor are results used to evaluate decisions made within the school;• Teachers are not involved in the collection and analysis of student data which is inconsistently monitored and data analysis results are provided solely by the principal;• Teachers do not identify areas of improvement based upon assessments nor do they have input in putting together their professional development plans. |

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| <p>Professional Development: The school does not have a comprehensive professional development plan, inclusive of coaching and mentoring, for teachers that was developed with their input and goals for school improvement.</p> <p>Neither formal nor informal professional learning communities have been established where teachers can reflect and improve their practice through peer-to-peer dialogue and discussions as well as provide encouragement and emotional support to colleagues.</p> | <ul style="list-style-type: none"> • Lack of follow-through and support for both new and veteran teachers on initiatives started with the TAP leadership team; • Outside of TAP regular team meetings are not held on a consistent basis and those meetings that have been held since January have been housekeeping in nature; • Consistent and effective professional development for teachers in retraining in technology for the classroom, differentiated instruction, classroom managements, data driven instruction, student engagement, etc. have not been provided; • While professional development is available through the TAP program, teachers have difficulty with timing and finding effective substitute teachers; • Teachers were unsure what the current school improvement goals are and don't usually have input in the development of these goals and felt like they did not know what they were supposed to be doing. |
| <p>Parents, Family, Community: The school does not promote a shared set of values articulated by the total school community. Few staff or students can articulate a shared set of values that connect day to day life in the school.</p> <p>There is little evidence of an intentional implementation of a school wide community code, explicitly connected to a set of shared valued and underpinned with positive language, attitudes, and behavior within the school.</p> <p>There is little evidence of the value placed on learner voice through a range of intentional practices that provide opportunities for students to demonstrate high levels of engagement and motivation, take ownership of their learning and to act as change agents.</p> | <ul style="list-style-type: none"> • There is not a system in place for teaching and reinforcing a community code for the school throughout the school year; • More rules and procedures have been put in place to help with creating a safe and supportive teaching and learning environment for students; • There is not a system in place for seeking students' views, including the development of classroom protocols and procedures; • While the school culture overall has been more positive this school year, it appears that the student reward and recognition program is perceived as only rewarding "bad" students while the "good" students are not recognized; |

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| <p>Currently, the school does not have partnerships to provide nor facilitate the provision of support services to help meet the needs of the students and their families and the greater community it serves.</p> | <ul style="list-style-type: none">• Parents have observed that teachers do not participate in school-wide activities outside of the classroom, which include the PTA, the school skating or valentines' day parties, etc.;• Parents are allowed to visit with their child during lunch but not many parents take advantage of this opportunity and many others offered throughout the school year;• The school has not been able to consistently and successfully communicate and collaborate with families and lacks the resources and trained personnel to help and support families with the diverse need they face. |
| <p>Cultural Competency: Overall the cultural gap between students and their teachers is significant and has become a contributing factor hindering students' achievement and increasing the achievement gap among different student groups.</p> | <ul style="list-style-type: none">• The school is not intentionally communicating the acceptance and respect for different cultural backgrounds and customs represented at the school;• The lack of a "community code" is indicative of the fact that the school does not understand [or have defined] its own culture – history, background, mission and vision, core values – that shape the sense of what it means to be at Allen Elementary School and how all stakeholders interact with each other;• There has not been any training for school-wide teachers and staff on understanding the dynamics of cultural interactions and understanding the factors that affect interactions across cultures;• The school has not intentionally designed educational services based on an understanding of students' culture so that the teaching and learning environment at the school can adapt to and better the diverse populations at the school. |

Allen Elementary School

Transformation Model

We will implement this model. We will not implement this model – move to next model.
 If implementing the transformation model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| <p><i>1. Replace the principal who led the school prior to implementing the model.</i></p> | <p>Allen Elementary School has an unfortunate trend of low student performance, with ISTEP+ scores below both the district and state average. Leadership has been inconsistent and fragmented, with four principals in the school the last five years. A critical element of the transformation desired for Allen is an effective, consistent school leader who possesses the skills to lead school personnel, classroom teachers, students, and families out of this period of poor performance.</p> <p>Recognizing the importance of a strong, consistent leader, district administrators made the decision to begin the 2013-2014 school year with a new principal at Allen Elementary School. An extensive search commenced in the spring of 2013, with both in-state and out-of-state candidates responding and interviewed. Over 40 applications were received and reviewed, with 12 individuals being extended an initial interview. Emphasis was placed on candidates' ability to lead the school improvement process.</p> <p>Following second interviews with the Superintendent, Assistant Superintendent, and K-12 Curriculum Coordinator, an offer was extended to an Assistant Principal at a turnaround school within the district. This individual has been instrumental in leading that school's turnaround efforts, specifically leading the school's disciplinary team. Under his leadership, the school has seen a reduction of student referrals by 50%.</p> <p>See Appendix 4: Principals' Resumes See Appendix 5: Principals' Job Descriptions</p> | <p>Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>Completed May 2013</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>The district acknowledges the importance and evolving role of the AP who acts in the capacity of disciplinarian and school operations manager to now having a significant role in instructional leadership, added to their job description. The AP will work closely with the principal to build leadership capacity to initiate, lead and maintain school-wide improvement initiatives.</p> <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>The district partnership with EdisonLearning (see Appendix 6: EdisonLearning Five Strand Design) will use their <i>Alliance</i> program that will send a team of education professionals directly to the school to work closely with administrators and teachers to develop leadership and operational capacity. <i>Alliance</i> operates under a whole school approach, combining leadership development, curriculum improvements, and a proven assessment system targeting all components of the learning process. EdisonLearning will work with the school to build the school leader's capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes through the development of an implementation plan with the following element:</p> <ul style="list-style-type: none"> • The principal, working with EdisonLearning, will develop a working strategic school improvement/achievement plan(SI/AP) that: <ul style="list-style-type: none"> ○ Establish clear and focused mission and vision for improving student achievement ○ Establish decision-making structures to monitor progress and adapt practices to achieve the best results | <p>Principal, Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> <p>Principal, Assistant Principal, TAP Leadership Team (TLP) EdisonLearning Director of Achievement,</p> | <p>August 2013</p> <p>July 2013 – Ongoing</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <ul style="list-style-type: none"> ○ Establish data processes that provide frequent and reliable measures of student learning and operational information ○ Establish academic achievement and operational goals ○ Establish evaluation system to strengthen the knowledge, skills, dispositions, and classroom practices of instructional staff to promote student learning and growth, while inspiring teachers to excel ● EdisonLearning will support the principal, using its performance management system (See Appendix 7 EdisonLearning School Leader Development Model) to: (i) execute their five leadership roles of: instructional leader, organizational leader, culture builder, site manager, and school executive; and (ii) assist the principal with developing a distributive leadership team structure. <p>Additionally, the interventions of school improvement call for greater school-level autonomy, more flexibility in staffing, scheduling, and budgeting along with greater accountability for results. Thereby expanding the principal's opportunity to make sound decision while simultaneously developing a distributive leadership team with shared responsibilities to accelerate change and sustain positive reforms. During the school improvement implementation period, EdisonLearning will support the principal in:</p> <ul style="list-style-type: none"> ● Engaging the leadership team and instructional staff in discussions about effective teaching and learning ● Implementing the processes that support the alignment of the curriculum, pedagogy, assessment, and reporting to ensure that the curriculum reflects the goals of the improvement plan | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <ul style="list-style-type: none"> • Articulating the importance of feedback to support continuous improvement in teaching and learning • Promoting the use of multiple forms of data to determine starting points and goals for teaching and learning • Creating opportunities for the leadership team and instructional staff to use their expertise to enhance their practice by identifying strengths and areas for improvement; and • Promoting intellectual exploration, using research based practices, and relevant data to determine priorities for school improvement <p>The Allen working strategic improvement plan will be developed using the diagnostic data and findings from the EdisonLearning School Collaborative Quality Analysis (April 2013). This document will serve as a guide for implementing changes at Allen that result in effective and efficient operations and rapid improvement in student learning.</p> <p>See Appendix 3: Collaborative Quality Analysis for Allen Elementary School.</p> | | |
| <p>2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</p> | <p>Allen Elementary will utilize a number of evaluation systems to assess and monitor its teachers and the principal to ensure instructional coherence and effective instructional practice.</p> <p>Administrators and teachers are involved in aligning curriculum, instruction, and the goals of the school's improvement plan to create the context for highly-engaging and highly-effective teaching and learning experiences. They are also involved in setting their personal, student, and classroom goals based on the school's improvement/achievement plan.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting • Formal & informal classroom observations • Informal observations of non-classroom teacher responsibilities • A self-evaluation • A summative assessment by the principal <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>3. 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 shown growth.</p> | <p>The TAP System will be the centerpiece of the school's reward system for school leaders and teachers. It rewards (performance-based compensation) teachers in multiple ways for their effectiveness and is guided by three key principles.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> | <p>Administrators, Master and Mentor teachers, District TAP Coordinator</p> | <p>Ongoing</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>For teachers in ISTEP+ tested subjects and grade levels, 30% of the performance-based compensation is based on individual classroom growth, 20% based on school-wide growth, and 50% on the teacher's Skills, Knowledge, and Responsibilities score, which includes the classroom evaluations using TAP rubrics and TAP Responsibilities Survey. For teachers in non-tested subjects and grade levels, 50% of the performance-based compensation is based on school-wide growth and 50% on the classroom evaluation scores from the TAP rubrics. Teachers in non-tested subjects can also base part of their pay on a voluntary association with a partner-tested grade or subject.</p> <p>Effectiveness for the classroom level growth score is defined by the percentage of students achieving at least one academic year of growth. Career teachers receive support from master and mentor teachers in areas such as co-planning, co-teaching and best practice suggestions. This support occurs more regularly for teachers who score below 2.75 on the 19 indicators on the TAP rubric. When a teacher scores below a 2.49 on the TAP rubric an improvement plan is put into place by the administrators specifying specific areas for improvement</p> <p>The improvement plan may last up to 90 school days. At the conclusion of the plan the teacher is reevaluated. If it is determined that the teacher scores "effective" then they are removed from the improvement plan. If a teacher scores "needs-improvement" or "ineffective" then is plan is revised and continues for up to an additional 90 school days. If a teacher receives "ineffective" rating their contract is non-renewed or if a teacher receives 3 out of 5 needs improvement the contract is non-renewed.</p> <p>The Principal Rubric total comprises 75% of the principal's comprehensive rating with an additional 5% from the school's A-F Accountability Grade and 20% coming from the achievement of Administrative Student Learning Objectives. By incorporating the teacher effectiveness in the Principal Effectiveness Rubric, Marion</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>developing and implementing consistent school-wide professional practices, which than enables the school to:</p> <ul style="list-style-type: none"> • Increase the consistency of teaching quality across the school • Improve the overall standard of teaching • Create a school-specific quality-assured approach to the monitoring and development of outstanding learning and teaching <p>Additionally, EdisonLearning will support the implementation of the TAP model through the implementation of achievement teams at each grade level. The team will meet for 30 minutes weekly to discuss field testing data with an achievement team leader. This will allow teachers to accurately identify areas for reinforcement and differentiate instruction.</p> <p>Teachers will be evaluated both on TAP and using EdisonLearning School Leader Development Model for performance based management for teachers and principals.</p> <p>For the principal: The Performance Management System is designed to support the principal as they execute the five leadership roles of: Instructional Leader, Organizational Leader, Culture Builder, Site Manager and School Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.</p> <p>Performance management is an ongoing, reflective process beginning at the start of each school year with a review of the previous year's performance results, including the extent to which achievement and professional goals were reached. From these findings and working closely with the principal, performance and professional growth goals for the coming year are set, and strategies to achieve them are identified and captured.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>Throughout the year, the principal is actively involved in ongoing professional development, peer group and action research activities that are aligned to their performance and professional growth goals. Every other month, the principal meets with EdisonLearning to review progress being made towards goal achievement and completes the Bi-monthly Leadership Review. Discussion is focused on what the principal has done since the last meeting to move forward in meeting goals, what challenges they faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving their goals.</p> <p>Towards the end of the academic year, the summative review between EdisonLearning and the principal takes place. This formal review by EdisonLearning provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out.</p> <p>For the Teachers: The teacher performance evaluation process at EdisonLearning partnership schools is designed to ensure all teachers have identified specific performance goals for the school year and to promote greater accountability in education. The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting - At the beginning of the school year, each teacher will work with the principal to identify specific, individualized performance goals tied closely to the school's goals. They may also reflect the teacher's individual needs. <p>Performance goals are designed to help the teacher focus on areas that are most important and should reflect targets that are achievable and relevant to the teacher and school. Since the goals will be used as part of the year end teacher evaluation they should also be specific and measurable.</p> | | |

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| | <p>Each teacher will develop four performance goals to be pursued during the course of a single school year. The goals, as well as how they will be measured, will be agreed upon with the principal during the first month of school.</p> <ul style="list-style-type: none"> • Formal and informal classroom observations – Informal observation is continual and unscheduled and will be completed by the principal and master and/or mentor teachers. All observations are documented and will help to inform the summative assessment of each teacher’s work. <p>Formal observations provides an additional opportunity to asses each teacher’s strengths and areas in need of improvement that will be used to guide their professional growth. Before the formal observation begins, the principal or supervisor and teacher will discuss expectations and the context for the observation.</p> <p>After the observation session, the principal or supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the teaching rubric standards related to the lesson. The principal will keep the original report in the employee’s personnel file. After the first observation, the principal or supervisor will complete the teaching rubric, which will be placed in the employee’s personnel file.</p> <p>This rubric will be revisited one or two more times throughout the year, to be updated as more information and evidence of the teacher’s skill level and ability is gathered. The rubric will be used, along with other gathered evidence from formal and informal classroom observations, as the basis for the final ratings on the summative evaluation.</p> | | |

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| | <ul style="list-style-type: none"> • Informal observations of non-classroom teacher responsibilities – Teachers have other responsibilities in addition to their core instructional duties which are important to their success as a teacher and to the school’s success overall. During the course of the school year, the principal or supervisor will have the opportunity to observe the teacher exhibiting these other skills. These will include the teacher’s ability to: collaborate with colleagues to accomplish team/school goals; communicate effectively with parents and staff; meet deadlines, follow school policies and procedures; and, use technology tools effectively. <p>By gathering evidence through mostly informal observations, the principal or supervisor will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee’s personnel file, and will be considered by the principal as part of the teacher’s summative evaluation.</p> <ul style="list-style-type: none"> • A self-evaluation – At the end of the year, each teacher will be asked to complete a self-evaluation. This reflective document will consist of three pieces: the teacher’s comments regarding their achievement of goals, the teacher’s self -rating using the teaching standards rubric, as well as a self-rating using the summative evaluation form. <p>These documents, completed independently by the teacher, and will be submitted to the principal by April 30th. They will become part of the teacher’s personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher’s supervisor or principal.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <ul style="list-style-type: none"> A summative assessment by the principal – Each year the principal or supervisor will draw upon information gathered from observations, student performance data, the final teaching standard rubric results and an evaluation of the teacher’s achievement of their goals to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating based on the principal’s or supervisor’s assessment of the teacher’s achievement of goals as well as their demonstration of progress toward the teaching standards outlined in the rubric. <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).</p> | <p>The TAP model offers multiple career paths for teachers who aspire to grow in areas other than administrative. This school improvement grant is aligned to the TAP model as it is structured to reward (performance-based compensation) individuals in leadership positions tied to student performance and professional responsibilities.</p> <p>The TAP model includes career pathways for teachers to choose from and opportunities for growth and leadership development to include: career, mentor and master teacher. Mentor teachers have one period less of classroom instruction than career teachers, their release time consists of:</p> <ul style="list-style-type: none"> Conducting a formal observation Pre/Post conference Observing, co-teaching, modeling the cluster strategy (based on student achievement data) | <p>HR, District Administrator, Principal TAP District Coordinator, TLT</p> | <p>Ongoing</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <ul style="list-style-type: none"> • Conducting walk-throughs to support teachers area of refinement • Reading and providing teachers feedback to reflections • Participating in or scripting of the field testing the cluster strategy • Meeting with master teacher to discuss new findings <p>Master teachers have same responsibility as mentor teachers plus the addition of cluster planning. A master teacher has 100% flexible time to complete their responsibilities and also supervises mentor teacher.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>The TAP model rewards system for teachers is guided by three key principles for performance-based compensation:</p> <ul style="list-style-type: none"> • The system should balance the payout percentages between student achievement gains and performance. • The performance portion may contain a score for how the teachers carry out their TAP responsibilities. • The award should be dependent upon the individual's performance as well as the school's performance. | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>MCS continues to only hire highly qualified teachers. Additionally, the corporation has begun the process of attending career fairs to screen potential candidates and utilizing a team interview process for new candidates. Teachers are provided with a financial incentive through performance based compensation to ensure that they are providing high quality instruction to their students in order to ensure student growth.</p> | | |
| <p>6. Provide increased learning time for students and staff.</p> | <p>Students participate daily in 90 minutes of Reading instruction (at least). Students reading below grade level are provided with additional remedial instruction that is differentiated for each of their needs through small group instruction centered on SRI, SPI or Dibels data. These groups are referred to as Tier groups that meet 30 minutes daily based upon individual student needs.</p> <p>Students are provided 75 minutes daily for math (15 minutes fluency, 60 minutes core instruction). Students' learning time is increased through an additional small group instruction period in math in the daily 30 minutes success block.</p> <p>Students' learning time will be increased through an Extended Day tutoring program for an additional 120 minutes per week. Extended day students are identified as at-risk students based on multiple assessments and provide individualized academic instruction in either reading or math. Transportation will be provided. They will utilize instructional support materials such as the Scholastic Reading Inventory (SRI) and the Scholastic Phonic Inventory (SPI).</p> <p>Staff learning time is increased including a 50-minute teacher professional development period each week for TAP cluster professional development that is developed by master/mentor teachers and tied to students' needs.</p> | <p>TLT Lead Teachers EdisonLearning Director of Achievement</p> | <p>August 2013</p> |

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| | <p>Staff learning time is increased through weekly 45 minute collaboration meetings where teams of teachers (usually divided by grade levels) meet to discuss the most recent data for students. This data may come from M-Class, Dibels, classroom assessment, strategy implementation from TAP, STI, etc. During these meetings the data is disaggregated and trends and implications are identified.</p> <p>It is important to note that this process is a TEAM process with all members having input. Administrators participate merely as facilitators in order for teachers to own their classroom data and work collaboratively toward student centered goals.</p> <p>EdisonLearning will work the administrators and leadership teams at the school to review and extend the learning day (teacher and student) and provide recommendations for redesigning the school day to increase instructional time and collaborative time as well as opportunities for community-based enrichment. Recommendations may include:</p> <ul style="list-style-type: none"> • Extend the school day and modify the daily schedule to: <ul style="list-style-type: none"> ○ Provide students with 120-minutes blocks of instructional time daily for Mathematics and English Language Arts and Reading ○ Provide teachers with 70 minutes block of professional development time daily for teacher development and collaborative planning • Identify and engage at-risk students and provide individualized academic instruction and enrichment activities • Provide after school remediation and enrichment opportunities as an extension to the regular school day | <p>Principal Assistant Principal Leadership Team TLT EdisonLearning Director of Achievement</p> | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>To capitalize on the potential for improving student academic outcomes provided from extending the school day and the restructuring of Justice's daily schedule, the principal working with EdisonLearning will focus on:</p> <ul style="list-style-type: none"> • Implementing professional development to ensure that teachers use extra time effectively • Providing students who need the most support with additional instructional opportunities • Monitoring the progress of the extended learning time initiatives as well as for continuous improvement. | | |
| <p>7. Use data to implement an aligned instructional program.</p> | <p>Working with EdisonLearning, the school will employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; with the school improvement team engaged in continuous examination of school practices and operational data. The school will (See Appendix I4: EdisonLearning eEvaluate):</p> <ul style="list-style-type: none"> • Implement eValueTM a proven, formative assessment system from EdisonLearning that allows teachers and the principal to assess students online and track student progress towards achievement goals • Teachers are trained to use eValueTM assessment data to inform instruction and determine student placement • Promote student ownership of learning • Continue with TAP weekly training focused on instruction, designing and planning instruction, the learning environment, and responsibilities in the teaching and learning environment | <p>Principal TLT EdisonLearning Director of Achievement</p> | <p>August 2013</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| | <p>eValue™ facilitates the use of progress monitoring data (collected on frequent basis) to gauge students' progress (response to intervention) towards critical academic outcomes. EdisonLearning's eValue™ collects formative assessment data to give teachers feedback about students understanding of the material presented and what adjustments to their instruction may be needed to improve student's understanding.</p> <p>Additionally, instructional and operational strategies identified by the TAP Leadership Team through the analysis of multiple sources of student data including: ISTEP+, SPI, SRI, Acuity, STI, mClass, Dibels, TRC, and mClass Math-Benchmarks, etc. will be implemented.</p> <p>All data will be utilized school-wide to provide continuity of instruction and a familiarity between staff and students of a common language.</p> <p>Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instruction and teacher professional development needs.</p> <p>Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) assessment results help the school determine which students need Read 180 and System 44 interventions.</p> | | |
| <p>8. Promote the use of data to inform and differentiate instruction.</p> | <p>Data collected through eValue™, M-Class assessments, Acuity, STI assessments, ISTEP, etc. will be used to identify common areas of strengths and weaknesses among students and teachers at the student, classroom, grade, and school-wide levels .</p> <p>Teachers meet collaboratively by grade level for 45 minutes weekly to analyze data and formulate next steps or to share successes that others can learn from. During these meetings the data is disaggregated and trends</p> | <p>Administrators, TLT member EdisonLearning Director of Achievement</p> | <p>Weekly throughout the year</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------|
| | <p>and implications are identified. From the identified trends/implications the following should occur:</p> <ol style="list-style-type: none"> 1) Areas of strength identified <ol style="list-style-type: none"> a. Is the area of strength evident across the grade level? b. Is the area of strength specific to one teacher? <ol style="list-style-type: none"> i. If yes, what is that teacher doing differently that can be transferred to all of the classrooms in that grade level? 2) Areas of weakness identified <ol style="list-style-type: none"> a. Is the area of weakness evident across the grade level? <ol style="list-style-type: none"> i. What foundational skills are missing that impact that area? ii. Where do we need to focus our instruction to make the greatest impact on this area? iii. Does this area affect other areas of weakness? iv. Are there implications for other grade levels (can be lower grades or higher grades) b. Is there area of weakness specific to one teacher? <ol style="list-style-type: none"> i. Who can offer that teacher specific strategies to impact this area? ii. How will we monitor future growth in that area for this class? 3) From the discussion of data, identify what we are doing well and what we need to improve and develop GOALS in line with what the data suggests students need & develop a method of measurement of progress toward the goals. | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------|
| | <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>Data will be collected using EdisonLearning's eEvaluate™ to inform instructional changes in the classroom, at grade levels and for student placement. The system will also provide additional data on teachers' instructional practices to help determine the fidelity of implementation in instructional programs and supply information about professional development practices. This data will also be discussed during the Achievement Teams' weekly meeting.</p> <p>EdisonLearning will provide professional development training for teachers on how to administer, collect and analyze student formative assessment data. Working with the TLT, EdisonLearning will also provide training on how to use student data to drive classroom instruction through lesson planning, appropriate instructional methods; and supplemental materials. EdisonLearning and the TAP leadership team will have a core focus on differentiated instruction and its implementation in the classroom by training teachers is a variety of instructional methods and how to determine which methods works best for individual, small groups, and entire classrooms of students.</p> <p>Teachers and students will set goals for attaining levels of academic achievement for each content area and their respective units of study. Students' work will be posted in their classrooms with the Standards, Objectives, Rubric, and teacher feedback. Students will be provided with timely and meaningful feedback on their current levels of academic achievement followed by next steps so they understand what is expected of them to achieve their academic goals. Student goals should be revisited throughout the year as they make progress.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <p>9. Provide mechanisms for family and community engagement.</p> | <p>The school working with EdisonLearning to develop a family-school partnership program that engage families directly in their child’s academic progress and include specific plans for structured communications and consistent interaction with parents at various points and venues during the school year.</p> <p>The school will hire a Parent Involvement Coordinator (a new position). This individual will support the parent-school relationship by:</p> <ul style="list-style-type: none"> • Managing the parent resource room • Planning and organizing family nights • Hosting workshops to teach: <ul style="list-style-type: none"> ○ Parenting skills; ○ Setting home conditions to support children as students; ○ Involving families with children on homework and other curriculum-related activities and decisions; • Assist with planning school-wide parents-students-teachers events not related to academics (e.g., skate nights, movie nights, etc.) <p>The school will hire a Guidance Counselor (a new position). This individual will support the transformation school improvement process by providing counseling services to students, ensuring a positive learning environment for students, individually and as a whole school community.</p> <p>These two positions working in concert will develop an intentional community outreach plan that:</p> <ul style="list-style-type: none"> • Create a welcoming school environment for students and families; • Engages families in ways that support student achievement and success; | <p>Principal Assistant Principal TLT Parent Involvement Coordinator Counselor EdisonLearning Director of Achievement</p> | <p>August 2013 Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Consistently involve parents in school-decision that impact students; and, • Ensures consistent interactions from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. <p>These two new positions working together will help to bridge the gap between the school and families – related to community resources and to provide additional structures and supports for students and their families – by partnering with a host of community organizations such as:</p> <ul style="list-style-type: none"> • Kids Hope – 19 mentors • Boys and Girls Club • Learn to Swim Program • Family Service Society – parenting curriculum and counselors <p>In partnership with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop plans and protocols to empower parents/guardians to become partners in the decision-making surrounding their child’s education including:</p> <ul style="list-style-type: none"> • Quarterly student learning conferences • Student focused learning contract plan of improvement for each quarter • Parent outreach via instructional links and home visits • Face-to-face connections among members of the school community | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------|
| | <p>Working with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop a family outreach communications plan:</p> <ul style="list-style-type: none"> • What parents can expect from the school – programs, curriculum, activities, procedures and policies (e.g. homework, parent meetings with staff, school improvement plan • What the school can expect from parents • How the parents/ child is progressing • How the school can help the parents • How the parents can help the school • Educational opportunities for teachers to build their skills in working with parents • Provide forum for parents to share experiences and increase their understanding of the school's purpose | | |
| <p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p> | <p>Partnered with EdisonLearning to provide instructional and operational support to the school's leadership team and build their capacity to educate students in a safe and supportive teaching and learning environment.</p> <p>As well, the TAP model gives the school's leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal will have final authority for removing teachers.</p> <p>See Appendix 12 – MCS Board Policies to Support School Flexibility</p> | <p>LEA Support Community Stakeholders Principal TAP District Coordinator</p> | <p>Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------|
| | <p>Attachments Include:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>The school also has the support of the Marion Teachers Association.</p> <p>See Appendix 2 – Marion Teachers Association Letter Of Support</p> | | |
| <p><i>II. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> | <p>The SEA supports comes through the Office of Turnaround and the district and school have been provided with the “Theory of Action” Model for High-Poverty Schools that are moving towards High-Performance. The model was used as a guide for putting the school’s School Improvement Grant Proposal together.</p> <p>The model is focused on Student Achievement with first tier supports related to: curriculum, instruction, and data (formative); second tier supports are connected to: school mission, vision and goals; shared leadership; professional development; and parent, family and community involvement. The final tier of supports is linked to cultural competency in the school community – students, classroom, school and district.</p> <p>LEA supports are evidenced throughout the application as they provide funds for TAP, Title I, Title II, TIF, and Performance in Excellence. The LEA provides supports through the following partners:</p> | <p>LEA Support Principal TAP District Coordinator</p> | <p>Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------|
| | <ul style="list-style-type: none">• TAP Regional Coordinator• TAP District Coordinator• EdisonLearning Director of Student Achievement• Elementary Curriculum Coordinator• Master and Mentor Teacher Support | | |

Allen Elementary School

➤ **If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.**

This past spring, Marion Community Schools conducted an intense search to fill our principal vacancy at Allen Elementary. Over 40 applicants submitted their application. All applications were screened by current Allen teachers and the central office administrative team. Through our current partnership with EdisonLearning, MCS was able to extend our pool of applicants to include individuals currently serving as administrators in Turnaround Schools in other states.

After careful review, 12 applicants were selected for initial interviews with the K-12 Instructional Coordinator, TAP District Coordinator, and a current elementary principal. Three finalists were selected for second round interviews with the Superintendent, Assistant Superintendent and the K-12 Instructional coordinator. At the conclusion of our search, Mr. Anthony Williams was recommended for the position of principal at Allen Elementary for the 2013-14 school year.

For the past year, Mr. Williams has served as the Assistant Principal of Justice Thurgood Marshall Intermediate School. While at Justice and while working under the EdisonLearning model, Mr. Williams has been instrumental in the leadership team's turnaround efforts. Mr. Williams has been charged with the responsibility of leading the school's disciplinary team. Through his collaborative efforts and extensive knowledge of Positive Behavior Interventions and Supports (PBIS), Mr. Williams and his team have reduced disciplinary referrals at Justice by 50% (as compared to 2011-12 school year). By improving the student culture at Justice, Mr. Williams and Mrs. Richards have been able to utilize the TAP system and focus their attention on improving instruction and learning which have resulted in significant gains on their school's formative assessment data (as measured by eValuate)

While a student at Ball State, Mr. Williams was recognized three times on the Dean's list and was the recipient of the Alumni Association Legacy Scholarship and the Collier Teachers College scholarship. Prior to serving as the Assistant Principal at Justice, Mr. Williams was an elementary teacher and coach at Muncie Community Schools.

Allen Elementary School

Pre-Implementation - NA

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|--------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1. All the elements of the selected intervention model are included. | X | |
| 2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive. | X | |
| 3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year. | X | |

ALLEN ELEMENTARY SCHOOL

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals – Allen | | |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| <i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| ELA-58.6% of all students are proficient on ISTEP+ ELA | 77% of all students are proficient on ISTEP+ ELA | 81% of all students are proficient on ISTEP+ ELA | 85% of all students are proficient on ISTEP+ ELA |
| MATH-57.8% of all students are proficient on ISTEP+ mathematics | 74% of all students are proficient on ISTEP+ mathematics | 78% of all students are proficient on ISTEP+ mathematics | 82% of all students are proficient on ISTEP+ mathematics |
| | | | |
| | | | |
| | | | |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g)

Section II – BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---------------------------------------------------|---------|-----------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | |
| | | TOTAL SALARIES | | | | \$ 262,002 |

Attachment C: Budget – Allen Elementary School

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|
| <p>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.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>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.)</p> | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| <p>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".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 40,300 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | | \$ 10,000 |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 675,473 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Allen Elementary School

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 25,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| TOTAL SUPPLIES COSTS | | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------|------------|-------------|
| 2 | iPad device Carts | \$ 1,400 | \$ 2,800 |
| 60 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | \$ 625 | \$ 37,500 |
| TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | | \$ 40,300 |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2014 - 2015

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---------------------------------------------------|---------|-----------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | |
| | | TOTAL SALARIES | | | \$ 262,002 | |

Attachment C: Budget – Allen Elementary School

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|
| <p>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.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>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.)</p> | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| <p>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".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 12,000 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | | \$ 10,000 |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| <p>TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).</p> | | | \$ 647,173 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Allen Elementary School

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 2 5,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | | | |
| | TOTAL SUPPLIES COSTS | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|-------------------------------------------------|------------|-------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2015 - 2016

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | |
| | | TOTAL SALARIES | | | | \$ 262,002 |
| 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 | | | | | | |

Attachment C: Budget – Allen Elementary School

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|
| <i>and only for the percentage of time devoted to this project.</i> | | | |
| | <i>Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends</i> | | \$ 119,571 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| 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.) | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| 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". | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 12,000 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | |
| | <i>Mileage for extended day tutoring</i> | \$ 10,000 | |
| | | | |
| | | | |
| | | | |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 647,173 |

Attachment C: Budget – Allen Elementary School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| <i>QUANTITY</i> | <i>DESCRIPTION</i> | <i>UNIT PRICE</i> | <i>TOTAL PRICE</i> |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 2,500 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| TOTAL SUPPLIES COSTS | | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| <i>QUANTITY</i> | <i>DESCRIPTION</i> | <i>UNIT PRICE</i> | <i>TOTAL PRICE</i> |
|---------------------------------------------|-------------------------------------------------|-------------------|--------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | | \$ 12,000 |

Attachment C: Budget – Allen Elementary School

LEA/GOVERNANCE: List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.

NA



Allen Elementary
Marion, IN

Collaborative Quality Analysis Summary Report

Visit dates: April 15 – 19, 2013

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Collaborative Quality Analysis: Summary Report

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Research

The Research Base underpinning the EdisonLearning Five Strand Design™ and approach to change management

What do we know about what makes great schools and how we help schools to become so?

A great school is one that delivers great outcomes. Often these are narrowly defined around tests of subject knowledge at defined points in a young person's school career. No one would deny the significance of such standards, and good schools must deliver on them, but if this was all students took from their schools most of us would be disappointed. The Qualifications & Curriculum Authority in England (now defunct) coined three aims for the curriculum¹ that resonate with many within and outside the world of education across the globe- to produce *Successful Learners, Confident Individuals & Responsible Citizens*. A great school will be organized to deliver all three and not just the first. There is an international consensus that there are too few good schools, especially for those students with adverse life circumstances. In a 2009/10 annual report on the inspection of publicly funded schools (Ofsted, 2010) 6% of schools were judged to be 'Inadequate', 29% 'Satisfactory', 47% 'Good' and 18% 'Outstanding', with a preponderance of the weaker schools serving poorer communities; this is probably broadly representative of the state of play across most of Europe and North America. Schools are highly complex institutions. They have passionate and influential stakeholders at every level from the national to the local and require the bringing together of effort from many semi autonomous professionals to serve large numbers of consumers. As a consequence change management is inevitably complicated. Despite this complexity, schools tend to be quite stable in their outcomes, particularly at the less effective end of the continuum. If these schools could bring about change on their own, they would have done – so external support of some kind is generally necessary. Buildings and facilities are facilitative but beyond a basic level of fitness for purpose they do not determine the quality of education. It is the day to day practices, especially of the teachers on which this hinges. There are many schools that are not giving the returns that our young people deserve, who are relatively stuck in this position and our challenge is to configure the support we offer them to bring about sustained changes in everyday practice.

What can we learn from research about highly effective schools?

Scheerens's (2005) authoritative meta analysis of almost 30 years of school effectiveness research highlighted a set of 'Effectiveness Enhancing Factors' that span aspects of leadership, curriculum, pedagogy, climate and relationships (these can be reviewed in Table 1). Even a brief perusal suggests that many of these are interdependent and mutually reinforcing. No doubt, future research will reshape and add to these factors, however it is self evident that enabling a 'weak' school to become much more effective must involve working across at least a range of these factors, if not all of them- too narrow a focus may not lead to improvement, and if it does it is unlikely to be nurtured so as to become sustained.

What does seminal research tell us about turning around and transforming schools?

¹ <http://curriculum.qcda.gov.uk/key-stages-3-and-4/aims-values-and-purposes/aims/index.aspx>

The Consortium on Chicago School Research (CCSR) conducted a landmark study published in the book *Organizing Schools for Improvement: Lessons for Chicago* (Bryk, 2010). Using CCSR's one-of-a-kind longitudinal data archive of over twenty years of data from the Chicago Public Schools, a hypothesized framework of key essential supports and contextual resources necessary for urban school improvement was tested. The essential supports proposed were: school leadership, parent and community ties, school learning climate, professional capacity of the faculty, and instructional guidance (see also Table 1). This framework was used as the basis of a detailed retrospective analysis of why students in 100 public elementary schools in Chicago were able to improve substantially in reading and math over a seven year period and students in another 100 schools were not.

When working together, the five essential supports identified proved to be critical in driving student success. In fact, data showed that *“schools that measured strong in all five supports were at least 10 times more likely than schools with just one or two strengths to achieve substantial gains in reading and math. Moreover, a sustained weakness in just one of these areas undermined virtually all attempts at improving student learning”*.

The study (in hindsight) tells us that the schools that worked on multiple foci across these domains made the best progress. The message is clear, interventions to improve schools depend on the integration of strategies across a number of fronts to have a marked and sustainable impact.

In the world of public policy everyone likes to see quick impact, but how quickly can a school turnaround? The analysis so far tells us that schools are complex and interventions must be multi faceted. There is an emerging consensus around a balance between the urgency and the scale of the challenge expressed in Mass Insight's² definition of Turnaround:

“Turnaround is a dramatic and comprehensive intervention in a low performing school that: (a) produces significant gains in achievement within two years; and (b) readies the school for the longer process of transformation into a high-performance organization.” (see Kutash et al, 2010)

In reality, even if it was possible to do everything differently for a cohort of students from the outset, it would not be until the youngest students had benefitted from these changes over the rest of their journey through the school before fully transformed outcomes would be realized. The straightforward conclusion is that to take a failing school to a point where it can consistently deliver great outcomes takes time, probably between 3 and 7 years, though this is not to say that very significant improvements would not be made along the way.

Michael Fullan is the most renowned and cited author on educational change. Some of his latest thinking is encompassed in the *Six Secrets of Change* (Fullan, 2008):

Love your employees- create the conditions within which they can succeed

Connect people with purpose- fostering intra school collaboration around the school's goals and mission

Capacity building prevails- developing principals' and teachers' change management and assessment for learning skills

Learning is the work- seamlessly linking professional learning and day to day practice

² <http://www.massinsight.org/>

Transparency rules- open data and a culture and opportunities which make it normal for teachers to observe each other's practice

Systems learn- distributed, confident and competent leadership that is prepared to manage risk

In summary, Fullan's secrets can be summarized as building the school's capability to manage change rather than schools adopting wholesale prescriptions. The message for any school improvement partner is that they need a dual agenda that involves bringing external expertise whilst developing the school's capacity to do things for itself.

Many of Fullan's themes are echoed in research on the effectiveness of continuing professional development (CPD) of teachers. Helen Timperley and colleagues (Timperley et al, 2007) conducted a meta-analysis of 97 studies that linked CPD with student outcomes and highlighted seven characteristics of effective CPD (see Appendix 2). Timperley (2011) has succinctly summed these up in three points:

Firstly, professional learning must become core school business because what happens every day has far greater impact than one-off events that happen outside school. Secondly, professional learning must build deep knowledge and expertise about the curriculum, teaching and the kinds of assessment that promote student learning. Thirdly, learning environments must recognize that teacher learning that makes a difference to students takes time and lots of practice and support."

In summary, contemporary research lays out the necessary foundations *and* conditions for powerful school improvement partnerships:

- An integrated design that enables the school to address interdependent factors systematically and coherently;
- An implementation schedule that paces development realistically;
- Competent and confident distributed leadership within the school;
- Professional development activities that are built into the fabric of day to day life.

But is this enough? How do we ensure that improvement efforts focus not only on creating the 'Successful Learner' but also on the 'Confident Individual' and the 'Responsible Citizen'. A great school will also be intentional in fostering core values that guide student's choices, relationships and behaviors. In England the percentage of 16 year old students entitled to a free school meal attaining 5 A*-C GCSE passes including English and mathematics (a national benchmark) rose from 23% in 2002 to 40% in 2008³. However, the gap between this group and other young people has grown in terms of admission to university, especially the most prestigious ones. Academic success is necessary but not sufficient and a great school must purposely develop aspirations and the personal, social and cognitive skills that are fundamental to success and fulfillment in adulthood.

³ <http://www.education.gov.uk/rsgateway/DB/TIM/m002021/index.shtml>

Building insights from research into the EdisonLearning Approach

The key findings described here have informed the development of EdisonLearning's Design and service offers. The Design is built upon five strands that reflect the key findings reported here in respect of both content and process. The Strands are:

- Leadership
- Learning Environment
- Assessment for Learning
- Pedagogy & Curriculum
- Student & Family Support

Each Strand has an internally consistent scope and sequence of foci and activities which are cross linked with the other Strands. The Strands are developed through an implementation plan, usually but not necessarily spread over three phases, broken down into part year milestones and success criteria. Distributed leadership is developed throughout the school by assigning Strand leadership roles and the establishment of Achievement Teams who meet regularly to review data and share practice related to specific cohorts of students. Coaching support is built in at every level and professional learning is collaborative and built around everyday practice and students' needs. Critically the Design has a major emphasis on developing school wide Core Values that are consistently represented and reinforced, and the intentional teaching of Core Learning Skills – a framework and spiral curriculum linked to personal, social and thinking skills.

Bryk, S., Bender Sebring P., Allensworth, E., Luppescu, S. and Easton, J. (2010) *Organizing Schools for Improvement- Lessons from Chicago*. Chicago: University of Chicago Press.

Fullan, M. (2008) *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*. San Francisco: John Wiley & Sons.

Kutash, J., Nico, E., Gorin, E., Tallant, K and Rahmatullah, S. (2010) *School Turnaround: A Brief Overview of the Landscape and Key Issues*. FSG Social Impact Advisors

Ofsted (2010) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2009/10*. London: Ofsted.

Scheerens, J. (2005) *Review of school and instructional effectiveness research (2005/ED/EFA/MRT/PI/44)* United Nations Education Social and Cultural Organisation.

Timperley, H., Wilson, A., Barrar, H. and Fung, I. (2007) *Teacher Professional Learning and Development: Best Evidence Synthesis Iteration*. Wellington, New Zealand: Ministry of Education.

Timperley, H. (2011) *Making CPD school's core business*. Presentation Raising the Bar: Making England's teachers the best in the world organised by the Assessment and Qualifications Alliance & Reform (28th July 2011).

The Process

The Collaborative Quality Analysis is an evaluation process intended to highlight school strengths and areas for development, identify the root cause of low performance areas, and identify school staff that can be better leveraged for improvement efforts. The process is conducted within a research-based framework consisting of Five Strands integral to school improvement. Three dimensions of exploration, the School Development Rubric, Stakeholder Perceptions, and Impact/Proxy Measures, serve to answer Five Key Questions aligned with the strands:

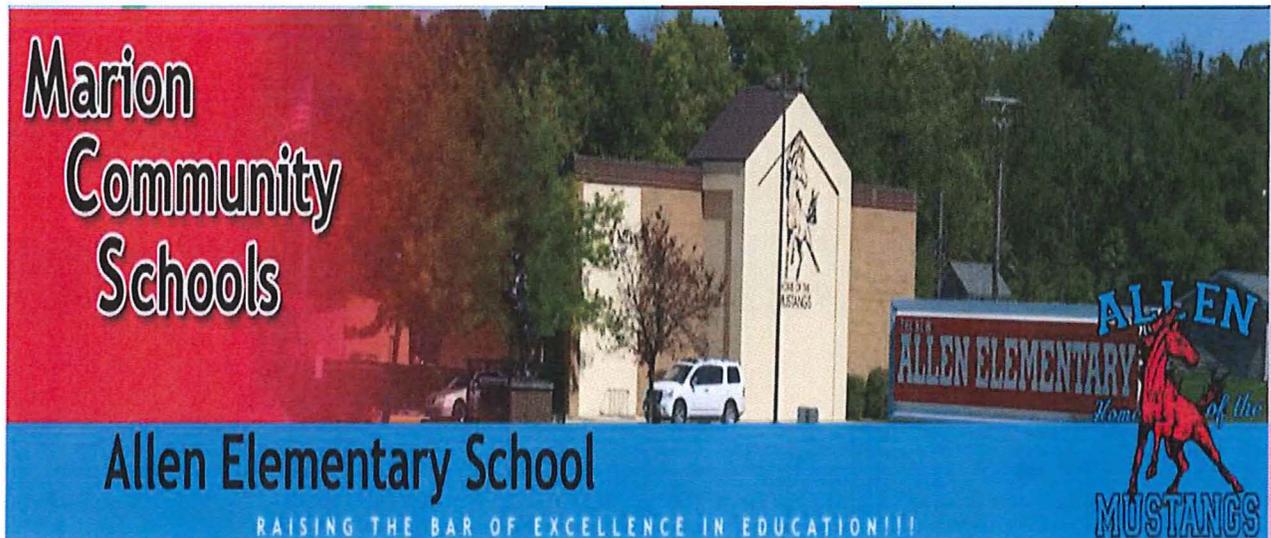
- How well is the school set for leading and managing change? (Leadership)
 - How well does the school promote and foster environments that support learning and motivation? (Learning Environment)
 - How well does the school use assessment, data, and feedback to promote learning? (Assessment for Learning)
 - How good are opportunities for learning and developing learners? (Pedagogy & Curriculum)
- How well does the school use its internal and external resources to meet the spectrum of need for all learners? (Student & Family Support)

Evidence Base

The findings in this report are based upon evidence gathered along three dimensions:

1. School Development – A set of five audit activities inform judgments against a rubric of descriptors defined by the “Features of an Outstanding School.” The rubric consists of 50 indicators covering five strands: Leadership, Learning Environment, Pedagogy & Curriculum, Assessment for Learning and Student and Family Support Systems. Based on consideration of the evidence arising from undertaking the audit activities, the QA team agreed to a judgment for each indicator along a continuum of four levels that describe the school’s current functioning: Beginning-Developing-Proficient-Exemplary.
2. Stakeholder Perceptions – The views of students, parents and teachers are solicited through a series of Focus Groups conducted by the QA Team. The focus groups are structured around a set of questions designed to elicit feedback which is aligned to the 5 strands and intended to provide evidence that will assist the QA Team in responding to the 5 Key Questions.
3. Impact/ Proxy Measures- A limited and direct set of data are gathered to quantitatively assess performance in the Assessment for Learning, Learning Environment, and Student and Family Support Systems strands. This historical data is then complemented by a set of teacher observation data gathered during the QA in order to inform judgments in the Pedagogy and Curriculum strand.

| Allen Elementary <i>About the School</i> | |
|---------------------------------------------|-----------------------------------------------------------------------------|
| School address & zip code | 1115 East Bradford Street Marion, IN 46952-376 |
| School telephone number | (765) 664-7355 |
| School Website | http://allen.marion.k12.in.us/ |
| Principal | Dr. Elizabeth Biederstedt |
| Grades served | K-4 |
| Number of students enrolled | 394 |
| Attendance | 94.9% |



Overview and Synthesis

In April, 2013 EdisonLearning was selected by Marion Community Schools to assist in a major initiative to improve educational opportunities and outcomes for students. EdisonLearning conducted an in-depth analysis of the systems and capacities of the Allen Elementary. The plan for extensive data collection at the school was one aspect of the work. Additionally, a Collaborative Quality Analysis, focused on features evident in outstanding schools, was conducted. That effort is supported with feedback from staff, students and parents. A team of highly experienced educational leaders entered into this Collaborative Quality Analysis process in order to identify areas of strength and areas for development.

As presumed by the initiative to improve the school, the achievement results are in need of improvement. They do not compare to similar schools in the state. Intentional lesson planning, driven to engage and meet the individual needs of students, is not in place. Structured lesson planning, including addressing the needs of differing levels and learning styles, as well as actively and explicitly planning for student engagement are not sufficient to achieve the rate of progress to which Allen Elementary aspires. In classroom observations, approximately 42% of 'Assessment for Planning & Learning' and 58% of 'Strategies for Learning' were judged as 'Beginning', the lowest rating available.

Based on a range of audit activities the school was benchmarked against 50 Features of Outstanding Schools, the EdisonLearning Five Strand Design Standards, on a four point scale of Beginning-Developing-Proficient-Exemplary. These 50 Features are linked to the five research questions detailed within this report. Thirty-one of these were rated as 'Beginning', fourteen as 'Developing', and four as 'Proficient'. This indicates that the school is at an early stage of effectiveness with regard to the Features of an Outstanding School. . In order to improve the school's provision, a major focus needs to be placed on improving the quality of pedagogy and classroom learning environments, but this is unlikely to show benefit without strengthening a number of related processes and structures; notably the distribution and clear assignment of leadership responsibilities, the use of targets and data to focus activity, and developing standards-based, rigorous assessments.

Three Year Trend Data

An essential component of the Collaborative Quality Analysis process is to analyze and compare recent data sets from the school. The patterns of growth or decline at Allen Elementary are indicated below for the years 2010-2012. Positive trends are indicated with green arrows, while negative trends are indicated with red arrows.

| | | 2010 | 2011 | 2012 | Three year trend | Three year trend | Comparison with Indiana 2012 Results | | Comparison With Marion Community Schools 2012 Results | |
|----------------------------------------------------------|---------------------------------------------------------------------|-------|-------|-------|------------------|---------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ | 58.7% | 58.9% | 53.8% | -4.9% |  | 77.5% (-23.73%) |  | 56.3% (-2.5%) |  |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - English Language Arts | 62.3% | 64.3% | 58.6% | -3.7% |  | 79.4% (-20.8%) |  | 62.4% (-3.8%) |  |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - Mathematics | 57.0% | 61.0% | 57.8% | 0.8% |  | 81.2% (-23.4%) |  | 64.5% (-6.7%) |  |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - Science | 56.8% | 51.4% | 45.0% | -11.8% |  | 72.0% (-27%) |  | 41.9% (3.1%) |  |
| Student Attendance | % of enrolled students daily average attendance rate | 94.3% | 94.3% | 94.9% | 0.6% |  | 96.5% (-1.6%) |  | 95.6 (-0.7%) |  |

Source: <http://compass.doe.in.gov>
 ISTEP+ Percent Passing Data
 Allen Elementary School (2369)

School Development Rubric - Evidence Base

EdisonLearning's School Development Rubric is designed to provide an objective perspective on school development. The rubric is intended to help schools at all levels of performance to assess the strengths and limitations of their instructional practices and organizational conditions. The rubric is *not* intended to be used for evaluation of school staff. Instead, the focus is on analyzing the effectiveness of the school for the purpose of sustained improvement in student achievement.

The developmental stages of the school are evaluated through the making of judgments against descriptors in the School Development Rubric that are based on evidence collected and reviewed in the school by the EdisonLearning team. The data collected in relation to the School Development Rubric is linked to EdisonLearning's research-based analysis of an outstanding school in relation to **five** research questions:

- How well is the school set for leading and managing change?
- How well does the school promote and foster environments that support learning and motivation?
- How good are opportunities for learning and developing learners?
- How well does the school use assessment, data, and feedback to promote learning?
- How well does the school use its internal and external resources to meet the spectrum of need for all learners?

It is important that all judgments for a school using this rubric are evidence-based. In order to get a valid perspective, multiple data sources are used to provide evidence that can be used to support a categorical and numerical judgment rating on the stage that best characterizes the school's current status—**Beginning (1)**, **Developing (2)**, **Proficient(3)**, or **Exemplary (4)**. Judgments are underpinned through a set of audit activities that cover structured observations, key school plans, focus groups, student work samples and teacher and student planning documentation.

| School Development Rubric Scale | | | |
|---------------------------------|----------------|----------------|---------------|
| Beginning – 1 | Developing – 2 | Proficient – 3 | Exemplary – 4 |

The culmination of the CQA process results in each Feature in the school development rubric being evaluated and given a category rating and numerical score (as noted above). The EdisonLearning team then tabulates all of the rubric scores from each rubric, across all five research areas, and computes the mean for each rubric category. This average allows the team and the school's stakeholders to see where the school stands overall in relation to the EdisonLearning Five Strand school development categories: Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, and Student and Family Support.

On the following pages you will find the *Master Collection Form for the School Development Rubric* and the average ratings against *Features of an Outstanding School*.

CQA-Master Collection Form- School Development Rubric

Name of School Allen Elementary

Date of Audit: April 15 – 19, 2013

Members of Audit Team: Vanessa Ronketto, Doug Speck,
Clara Daniels, and Nicole Wood

Total Number of Descriptors Reviewed: 50

| | | | | | | | | | |
|------------------------------------------------------------------------|----------|----------|----------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------------|
| Collaborative Quality Analysis School Development Rubric Summary | | | Leadership: How well is the school set for leading & managing change? | | | | | | |
| A | B | C | D | E | F | G | H | I | Average |
| 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1.2 |

| | | | | | | | | | |
|------------------------------------------------------------------------|----------|----------|-----------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|--|----------------|
| Collaborative Quality Analysis School Development Rubric Summary | | | Learning Environment: How well does the school promote and foster environments that support learning and motivation? | | | | | | |
| A | B | C | D | E | F | G | H | | Average |
| 1 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | | 1.6 |

| | | | | | | | | | | | |
|------------------------------------------------------------------------|----------|----------|------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------------|
| Collaborative Quality Analysis School Development Rubric Summary | | | Assessment for Learning: How well does the school use assessment, data, and feedback to promote learning? | | | | | | | | |
| A | B | C | D | E | F | G | H | I | J | K | Average |
| 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1.1 |

| | | | | | | | | | | | | | |
|------------------------------------------------------------------------|----------|----------|--------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------------|
| Collaborative Quality Analysis School Development Rubric Summary | | | Pedagogy and Curriculum: How good are opportunities for learning and developing learners? | | | | | | | | | | |
| A | B | C | D | E | F | G | H | I | J | K | L | M | Average |
| 2 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 4 | 2 | 3 | 3 | 2 |

| | | | | | | | | | | | |
|------------------------------------------------------------------------|----------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|----------|--|----------------|--|
| Collaborative Quality Analysis School Development Rubric Summary | | | Student and Family Support: How well does the school use its internal and external resources to meet the spectrum of need for all learners? | | | | | | | | |
| A | B | C | D | E | F | G | H | I | | Average | |
| 1 | 2 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | | 1.3 | |

Leadership

How well is the school set for leading and managing change?

Summary Statement – Stakeholder Perceptions

Students:

During the focus group, students were asked to respond to the following questions:

- What adjectives do you feel best describe your school?
- How are student accomplishments celebrated by the school?

Students described Allen Elementary as a fun and exciting place to be, especially when field trips are on the schedule. Students were excited to learn new things through experiments. Students felt that if they chose to “do the right thing,” teachers are nice. One student described the school as both a “nice and mean” place. Most of the focus group students agreed with this description with head nodding. The principal was credited with keeping students “on the right path with rules that keep the school safe.”

Concerns for students focused on bullying and the fact that some students are disrespectful. Students felt that better listening on the part of fellow students would keep students from annoying the teacher when directions had to be repeated. Students identified recess areas as school spaces that were not well monitored. Bullying and disrespect occur in this space, particularly among the second graders.

Students were excited to share the BUG Party (Bringing Up Grades) that occurs two times a year. This celebration recognizes students for high grades through a variety of rewards such as a new backpack or ice cream. Lower grades in the district were called out as grades that had a bigger variety of rewards offered during their celebrations.

Teachers:

During the focus group, teachers were asked to respond to the following questions:

- How are student and staff accomplishments celebrated?
- What systems are in place to offer feedback to school leadership about what is happening in the school?
- What are the current school improvement goals

In the teacher focus group, teachers indicated that the emphasis on PBIS, with follow-up awards has recently improved. Shared values are not understood by staff aside from what individual teachers have embraced in the past.

Teachers feel staff members are good about celebrating each other, but the staff is not celebrated by others outside their inner circle. The turnover in leadership has left the staff feeling they have been “through the fire over and over” but staff members have remained positive with each other and have embraced the attitude of “all in it together.” The new principal consistently compliments staff as a whole in staff meetings. Many of the staff concur that the student needs are supported by a staff who view the work at the school as their “mission field.”

Teachers are able to offer feedback to school leadership through the Tell Survey and Collaboration meetings in TAP. The new principal is a good listener and wants to gain insights around how to help.

Teachers were unsure what the current school improvement goals are and don't normally have input in the development of those goals. Attendance, behavior and ISTEP goals, along with the Thieve strategy, were mentioned as part of the plan. Subgroups are not easily identified. Teachers felt that they didn't know how they were doing with the subgroups but do feel a heavy weight in the "failing school" designation. The majority of staff support more recess time for their students. In their recess experience, being able to leverage "work hard and we'll take a break" worked for students, especially the boys. There are concerns that the student schedule is developmentally inappropriate without recess.

Most staff members spoke to a morale issue. But, most could articulate how proud of their fellow colleagues they are. They see evidence of the staff putting in many extra hours after school and on Saturdays. Morale has been affected by students who are being rewarded with tokens, popcorn, iPad use or other privileges when the staff feels they should be getting consequences instead. The staff would like the district to assume responsibility for distributing the ED students amongst the schools.

Parents:

During the focus group, parents were asked to respond to the following questions:

- What methods does the school use to communicate with you?

The parent focus group consisted of three parents who also have service roles at the school and could be identified as "involved parents." The group could speak to the fact that some teachers have implemented a management system such as the stoplight system or a point system where negative behavior choices result in the loss of points. There is a perception that perhaps not all teachers are implementing the PBIS system. These particular parents do feel free to contact the office to set up a meeting with teachers if need be but did not feel prepared to answer for uninvolved parents.

The other avenue parents could speak to regarding school communication is through the school newsletter. They do not have experience with classroom or grade level newsletters. Parents see a limited opportunity to participate at the school in family nights. The two opportunities they could articulate were the Valentine's Day party and the Skating Party. Parents expressed concern that there is no teacher involvement in these school events and wish that teachers would get involved so that students have the opportunity to see the teachers outside of school more often.

Overall, parents felt that teachers would always stop and talk to parents and are willing to meet, if parents make the outreach. Some teachers might make positive phone calls but there is no personal experience with this. Parents closed the meeting with stating that there are "great teachers" in this school.

Summary Statement – School Development Rubric

In the area of Leadership, a feature review indicates the school is at the beginning level. While there is a TAP leadership team (TLT) in place, leadership is not distributed to all members of the school team. The school staff has felt directed to implement the changes the school has embraced. New initiatives are not followed-up with, resulting on initiatives that drop off before full implementation is realized. There are

limited opportunities for staff to lead initiatives or have their voice represented. Therefore, distributed leadership is a potential area for growth.

The school document review showed evidence that an old school vision and mission statement can be found in the SAP. The school is in need of focused work around building a current vision and mission statement, as well as goals. In addition, the school would benefit from an updated school creed, one that all stakeholders use daily and can freely articulate. The vision and mission is not posted in the community although custodial team had a vision posted on a plaque outside the offices. Prior school leadership has discussed the need to revisit the vision and mission but a committee was never formed to begin that work. The school has established goals that are articulated weekly in cluster meetings. Academic goals are not posted although one classroom did have evidence of a classroom behavior goal.

There is some evidence of attendance and behavior celebrations through hall certificates and BUG Parties hosted two times per year. Stakeholders could not speak to grade level or classroom recognitions that are frequently and systematically calendared out. Continued work in this area is recommended.

The TLT (TAP Leadership Team) consists of the SST, the two Master and two mentor teachers, the assistant principal and the principal. This team is back in the "business of conducting meetings" and began this work in the mid-year time frame. They meet every Tuesday. In addition, there are approximately 5 district level leadership meetings the school leadership participates in. The TLT revisited the creation of SMART goals in December once the data was finalized. The team is beginning to follow a data driven improvement process. A clear agenda and effective meeting protocols are in use during TLT meetings and weekly cluster meetings. Master teachers prepare professional development which is delivered to cluster teams during their scheduled cluster time. Outside of TAP, regular team meetings are not held on a consistent basis and those that have been held since January have been housekeeping in nature. Additionally, formal support meetings driven by the SST are not in place and are currently driven by student referrals. It is recommended that leadership be distributed in order to structure a variety of teams in the school, tasked with varied roles and responsibilities that are meeting regularly and problem solving around school concerns.

The school document review showed evidence that the SAP is very high level and does not address the details with timelines or specific responsibilities. It was developed in isolation, is incomplete, has not been shared with staff and on-going review is not regularly scheduled. The TLT does not have regular input in the data or strategy monitoring within the SAP. While data points are scheduled to be collected, the data is inconsistently monitored. Staff does not feel empowered with data outside their anecdotal data and are dependent on the principal to provide the data. It is recommended that regular review of data that cascades down from the TLT to the student level be put in place.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How well is the school set for leading and managing change?</p> | <ul style="list-style-type: none"> • The TAP team meets weekly to collaborate around school concerns and is empowered to make decisions. • The TAP team demonstrates expertise and utilizes tools for running structured team meetings. • A schedule of structured cluster meetings is in place to support weekly collaboration and professional development. | <ul style="list-style-type: none"> • The vision, mission and values are not fully defined or articulated and do not reflect a collective focus on student learning and achievement. • There is little evidence of school leaders recognizing individuals or group accomplishments on a regular basis. Celebrations are not linked to the vision, mission, and values of the school. • Distributed Leadership is not established in the school with clearly defined roles and responsibilities, effective delegation, efficient solution planning, and independent action-taking. • School teams are not designed around cohorts of students and the schedule does not allow for dedicated time to plan for and respond to student needs. | <ul style="list-style-type: none"> • The Principal should put a plan in place to ensure that the mission, vision, and values are communicated and understood by students, teachers, and parents. Teachers should facilitate the creation of a classroom mission statement that is aligned with school and district mission statements (displayed in the classroom). • Progress toward achievement of goals should be regularly monitored and evaluated on a quarterly basis. Wall displays should support, celebrate, and communicate the school's focus on achievement. • The Leadership Team should define roles and responsibilities of members and its meetings include a regular reporting process from team members to staff. • Teachers should participate in various teams throughout the school, working collaboratively to identify collective goals, gather relevant data, and learn from one another. |
| <p>Overall Rating: 1.2</p> | | | |

Learning Environment

How well does the school promote and foster environments that support learning and motivation?

Summary Statement – Stakeholder Perceptions

Students:

During the focus group, students were asked to respond to the following questions:

- What adjectives do you feel best describe your school?
- Think about learning and share with us your best learning experience.

Students were asked the question "If you could change one thing about the spaces in this school or the way teachers or students behave what would it be and why? Concerns were expressed regarding student behavior and bullying; when responding, one student stated, "Put all the bullies on one side and the good ones on another". Another suggested "separate kids who fight in different rooms or switch them to a different teacher." "Students that need to be in class are walking the hallways, going to the bathroom without a pass, playing around," was another student's comment. Other suggested changes focused on school safety issues, such as "identify closet in gym where chairs are kept for safety program, could have a real lockdown in there and no one would look in there" and "all teachers have a walkie-talkie."

They also recognized that the school celebrates students. BUG (Bringing Up Grades) parties are held for the students with high grades, extra recesses are given; ice cream and pizza parties are also used to reward students for academic achievement as well as behavior.

Teachers:

During the focus group, teachers were asked to respond to the following questions:

- How are student and staff accomplishments celebrated?
- What systems are in place to offer feedback to school leadership about what is happening in the school?
- What are the current school improvement goals?

Teachers indicated structures are in place to celebrate and reward students through PBIS, BUG (Bringing Up Grades) etc. but felt strongly that teachers are not celebrated other than by a church which adopted the staff. "We celebrate each other... the staff who are here have chosen to be here.... all in it together." They also commented that principal X compliments at staff meeting in a "blanketed recognition" and the Mary Clark Hanley Teacher Award is voted on by staff. Teachers also expressed that there is a morale issue: "work so hard, and get so down, here on Saturdays." "We try, but positive attitude is hard under the circumstances, it's a good day if something really inappropriate is not said".

Teachers also commented on student behavior. One teacher indicated, "There are no consequences; students who hit/kick get rewarded with tokens, popcorn, lunch for 45 minutes; (we see) copycat behavior."

Parents:

During the focus group, parents were asked to respond to the following questions:

- What methods does the school use to communicate with you?

The parent focus group indicated a recent change in the school's culture. One parent commented, "School culture has gone from one end of the spectrum to the other, out of control to begin with but recently more procedures have been instituted and the rules have changed and tightened up; people are not bad mouthing the changes like the visitor sign and changes that parents may have initially complained about; parents can visit with their child during lunch but we don't see a lot of parents visiting school." Another parent described the culture as much more positive this year.

Summary Statement – School Development Rubric

The physical environment was clean and orderly. Student work was displayed throughout the building. Bulletin boards and classroom anchor posters reflected content being taught. Teacher and student relationships were positive. Parents reported a positive change in the culture of the school this year. While there is a PBIS plan, it is not implemented with consistency to drive and facilitate appropriate student behaviour. PATH (positive, accountable, tolerant, honest) posters were displayed throughout the building; however there was little to no evidence that these are used to promote a shared set of values or referred to as a means of exemplifying desired behaviours. Some celebrations are in place to help motivate students (mainly academic) but teachers reported few celebrations acknowledging their efforts and accomplishments.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How well does the school promote and foster environments that support learning and motivation?</p> | <ul style="list-style-type: none"> • The team observed positive relationships between the staff and the students. • The building is clean and orderly. • Most learning spaces are conducive to learning, address a variety of learning needs and pedagogical approaches, are inspirational, adaptable or dynamic, and reflect student diversity. • Student work is displayed in the classrooms and throughout the school. • Classrooms rules are posted and many classrooms have posted procedures and routines. | <ul style="list-style-type: none"> • The school does not promote a shared set of values articulated by the total school community. Few staff or students can articulate a shared set of values that connect day to day life in the school. • There is little evidence of an intentional implementation of a school wide community code, explicitly connected to a set of shared values and underpinned with positive language, attitudes, and behavior within the school. • There is little evidence of the value placed on learner voice through a range of intentional practices that provide opportunities for students to demonstrate high levels of engagement and motivation, take ownership of their learning and to act as change agents. | <ul style="list-style-type: none"> • All teachers should know and support an agreed upon set of core values. • The School should develop a Community Code, based on the vision and values of the school, and establish plans for teaching the code to all students. • A system should be in place for re-teaching and reinforcing the Community Code throughout the year as necessary. • Processes and systems should be developed for seeking students' views, including the development of classroom governance procedures. |
| <p>Overall Rating: 1.62</p> | | | |

Pedagogy and Curriculum

How good are opportunities for learning and developing learners?

Summary Statement – Impact/Proxy Measures

An essential part of the Collaborative Quality Analysis process is conducting classroom observations. During the CQA visit at Allen Elementary, 24 classroom observations were conducted across all grade levels and content areas. Each observation was completed i by a team consisting of a school leader and an EdisonLearning partner. Each observation focused on four rubric categories that are part of EdisonLearning’s CQA process: Assessment for Planning and Learning, Strategies for Learning, Climate and Culture and The Foundations for Teaching and Learning. Each classroom was rated on the rubric and a final summary of the findings can be found below:

| | | | | |
|----------------------|------------------------------------------------------------------------------------------|------------|------------|-----------|
| Theme A ^P | Progress is assessed in the lesson and strategies adapted for learner achievement | | | |
| | Beginning | Developing | Proficient | Exemplary |
| ALL SCHOOL % | 42% | 42 % | 16% | |
| Theme B ^P | Intentional use of strategies lead to progression within the subject | | | |
| | Beginning | Developing | Proficient | Exemplary |
| ALL SCHOOL % | 58% | 25% | 17% | |
| Theme C ^P | The classroom climate and culture enable learners to be challenged and motivated | | | |
| | Beginning | Developing | Proficient | Exemplary |
| ALL SCHOOL % | 63% | 33% | 4% | |
| Theme F | Theme F1: A focus on the wellbeing, development and progress of all learners | | | |
| | Theme F3: Learner Behavior Management | | | |
| | Met | Not Met | | |
| ALL SCHOOL % | 92% | 8% | | |

Summary Statement – Stakeholder Perceptions

Students

During the focus group, students were asked to respond to the following questions:

- What do your teachers do that make your lesson interesting and engaging?
- Do you work by yourself or in groups?
- How do you know that you have comprehended the lesson?

Students were asked “What is the best learning experience you have had at this school?”

During this conversation students described a variety of experiences. One student indicated science “because of electricity experiment in third grade (we) made the motors go.” Several students discussed experiences in math with algebra and Success time. Also mentioned were competitions with Around the World and field trips (specifically the 1812 Field Trip) along with the opportunities to read. One student commented “we get new books every week.”

Students indicated that they have opportunities to work in groups, “... when kids need help, we can work together; if you don’t need help you don’t need to work together.”

Teachers:

Teachers were asked to address the following questions:

- How does the school determine the professional development needs of its teachers? How would you assess the quality of professional development?
- Is there a shared understanding among school staff about what represents effective pedagogy & curriculum?

In response teachers indicated that PD is excellent with TAP but “some things we start, we never finish”. They indicated that asking so much for TAP lessons is taking hours and teachers are not getting a break. One teacher commented, “3rd teacher in one room this year tells you how hard it is here.” Teachers indicated that Thieves and PBIS are good strategies but there is not enough time to implement. Comments included, “Lack of prep time during the school even if it extends our hours, can’t even touch what we have to do in 45 minutes at the end of the day. Prep time is not protected time as it is taken by meetings.”

Parents:

During the focus group, parents were asked to respond to the following questions

- What kinds of information do you receive from teachers that keep you informed about what your child is studying and how successful they are being?
- How do building leaders and teachers help you understand what your child needs to in order to be a successful learner at this school?

The report card is the primary means of communication, but parents indicated that not everyone understands how the information is reported. Other parental comments included, “I can’t even read it and I work here;” “Some classes send daily sheets using the stoplight system with a spot for communication at the bottom, found in folder and signed by parents, other classes have a once a week grid system of 1-100 points where behavior results in loss of points, parents feel free to contact office to set up meeting based on this. Other communication is through a newsletter, emails and phone calls there are no parent nights any more, all parent nights stopped prior to this year”. Parents indicated that there is no administrative communication to help them understand what their child needs in order to be a successful learner. One parent shared that a teacher “taught” her the chunking technique and discussed other strategies she could use to help her child at home.

Summary Statement – School Development Rubric

School leaders possess a clear understanding of key competencies and are committed to helping teachers continue to develop good practices. Master and Mentor teachers assist with teacher development focused on improved instruction designed to increase student performance.

Teachers need to be more intentional in their planning and ensure plans address differentiation based on student needs and learning styles. A review of lesson plans and classroom observations indicated that most students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills. Feedback provided students must be consistent and focus on helping students understand what is needed to improve their performance. Students should be able to track and articulate their progress against the standards.

There is a system in place for observing teaching and learning and teachers receive regular feedback from classroom observations. The observation data is analyzed and used to plan school-wide professional development. Weekly cluster meetings focus on the TAP indicators and school-wide professional development needs.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How good are opportunities for learning and developing learners?</p> | <ul style="list-style-type: none"> • School leaders conduct regular classroom observations to ensure that instruction is taking place and provide feedback for ongoing improvement. • Teachers observe each other, share good practices and identify strategies to improve teaching and learning. Master teachers provide peer coaching and conduct vertical cluster meetings. • Job embedded professional development and coaching assist with the development of teacher skills and improves student support. | <ul style="list-style-type: none"> • Teachers are not consistently using a structured planning framework to deliver lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience for students. • Most teachers do not actively plan for student engagement and independence in learning. • Most teachers do not employ consistent grading practices which provide accurate, specific, and timely feedback that is designed to improve student performance. | <ul style="list-style-type: none"> • Teachers should use a defined and systematic process when planning and delivering their lessons. • Teachers should plan lessons to increase engagement that include incorporation of student movement, games focused on academic content, and techniques to effectively manage questions and response rates (i.e. signaling, pair sharing, choral responding, response cards). • All teachers should have a shared understanding of the components of effective grading practices and timely feedback. They should implement these practices and there is evidence of feedback methodologies used in some lessons. |
| <p>Overall Rating: 2.0</p> | | | |

Assessment for Learning

How well does the school use assessment, data, and feedback to promote learning?

Summary Statement – Stakeholder Perceptions

Students:

During the focus group, students were asked to respond to the following questions:

- How has your school prepared you to (get a great report card/pass to next grade/ do well on state test/ graduate/get accepted to the college of your choice)?
- What could school offer to do to help you increase your ability to learn/be successful?

Students described Allen Elementary as a place where teachers push them to perform well on standardized test. They also indicated that the use of technology plays a central role in the push for student success. Some students say they felt nervous with the amount of pressure teachers put on them to show improvement.

Teachers:

During the focus group, teachers were asked to respond to the following questions:

- What data are used to drive instruction and school-wide decision making? What specific assessments/data does the school use to generate compelling evidence of student achievement over time?

Teachers indicated that the school does many assessments and in fact some of them felt like the number of assessments was taking away from instructional time. They also indicated that much of the assessment data goes unused due to a lack of time and/or training. There was also concern over the shift away from the use of Acuity which a number of teachers seemed to feel comfortable with.

Parents:

During the focus group, parents were asked to respond to the following questions:

- What kinds of information do you receive from teachers that keep you informed about what your child is studying and how successful they are being?

The parent focus group indicated that they get very little formative feedback. The main source of student information they receive is the report card but they indicated that the "1, 2, 3" system does not provide any detail on why the students have gotten a specific level of performance. There was also some concern that the school does not promote high standards that would begin to prepare students for higher education opportunities.

Summary Statement – School Development Rubric

The school has a number of standardized tests that are administered throughout the year but these are used primarily to look at past performance rather than for planning future success. This trend continues at

the classroom level where most assessment is summative with almost no evidence of the use of formative assessments. Responses from focus groups, Principal interviews and Student Support Team interviews confirm this observation. Assessment serves as a look at what happened and not as a planning tool for the future.

The use of the TAP program is a starting point for including assessment in teacher planning but at this time that culture has not expanded beyond the TAP meetings.

The teachers are making concerted efforts to connect learning to state standards and to communicate these connections in ways the students can understand. The use of formative assessments to promote this learning is the next step in that process.

The school should adopt a culture of using assessment to guide decisions and to build this process into regularly scheduled meetings at all levels. Academic support decisions need to be triggered by assessment results and assessment should be used to evaluate the efficacy of decisions that are made.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How well does the school use assessment, data, and feedback to promote learning?</p> | <ul style="list-style-type: none"> • The school regularly collects assessment data from multiple sources including I-Step, I – Read, Dibbles and M-Class. • The school has created a data room. • Within the TAP process some teachers are beginning to follow student work as classified by the “high”, “medium” or “low” ratings. • Teachers connect lessons to standards and many communicate these standards in a student friendly manner. | <ul style="list-style-type: none"> • Data is not continuously reviewed and used to focus teaching priorities across the school. • School achievement teams do not meet to use assessment data regularly to identify and share best pedagogical practices and evaluate the impact of their implementation. • Teachers are not skilled in analyzing data and translating their inferences into planning and teaching. | <ul style="list-style-type: none"> • The Leadership Team should create processes for administration of all assessments, analyze achievement data for all groups of students, and ensure on-going staff development takes place for consistent data analysis and response. Data dashboards should be created to organize and present data at all levels - - Home groups, teachers, students, and other teams. Analysis of whole school performance should be confirmed and strengthened. • Achievement Teams should be established and regular meetings for data analysis with focused agendas should be scheduled in order to compare and track students and identify strategies for improvement of student learning. • Teachers should use the data analysis process during team meetings to identify areas of need and discuss effective classroom actions. |
| <p>Overall Rating: Beginning 1.18</p> | | | |

Student and Family Support Systems

How well does the school use its internal and external resources to meet the spectrum of need for all learners?

Summary Statement – Stakeholder Perceptions

Students:

During the focus group, students were asked to respond to the following questions:

- In what ways are you included in discussions about your learning progress?
- What sorts of things are discussed in conversations with you, your parents, and/or your teacher(s)?
- What do your teachers do to prepare you to be success on ISTEP?
- Do you feel like you can get extra help if you need it? From whom?

Students described Allen Elementary as having some supports but many of the programs identified by the students were outside of the school. They also indicated that much of the feedback they receive is what would be classified as summative and not formative.

Teachers:

During the focus group, teachers were asked to respond to the following questions:

- What systems are in place to support you with planning and delivering instruction/intervention for students who are struggling academically and/or behaviorally?
- How are parents informed about their progress?

Teachers indicated that while the school has some support programs they were not adequately trained in them. They also felt there was a lack of professional development time for learning methods to support students better.

Parents:

During the focus group, parents were asked to respond to the following questions:

- What type of parent-teacher conferences/meeting opportunities are scheduled throughout the year?
- What supports are provided by the school to help your student achieve academically and develop personally?

The parent focus group indicated that the lack of regularly scheduled parent-teacher conferences was a major concern. They also felt that the school does not keep them informed of student progress except for the report card which is not communicative.

Summary Statement – School Development Rubric

Allen Elementary school is in the beginning stages on the area of "Student and Family Support". In the area of supporting students at risk of under-achievement the school has some structures in place but they are not being utilized fully. While the Marion School Corporation in conjunction with the Grant County Special Education Cooperative has created very clear guidelines and procedures for the support of struggling leaders these are not fully implemented at the school. Of particular concern is the under utilization of data in the decision making and problem solving processes.

In the area of parental and family involvement Allen Elementary School is also just in the beginning stages. The school is not generally proactive in the inclusion of parents in the education process. School to Home communications is limited and often occurs only once a problem, either academic or behavioral, has presented itself.

Allen Elementary School does have a number of basic structures in place that can be leveraged to improve in this area. Fully implementing the Marion School Corporation guidelines would be a good first step. Developing the ability to use their data in a forward planning manner would also move them in this area.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>How well does the school use its internal and external resources to meet the spectrum of need for all learners?</p> | <ul style="list-style-type: none"> • The school does have some community connections including Kids Hope Partners, the Boys and Girls Club, VIA Credit Union and a local church. • The school has a tiered intervention structure in place. • The school has a warm, caring and committed staff. | <ul style="list-style-type: none"> • The school does not actively encourage families to participate through regular and ongoing outreach, events, and communication in order to empower parents to become full partners in the educational decisions that affect their child's learning. • The school's student support system does not identify the current needs of all students through the use of data. • The school has a team of specialists (e.g., student support team), led by a senior member of the leadership team, but it does not strategically plan for integrated student support structures. | <ul style="list-style-type: none"> • Formal structures that call for parental input and direct involvement should be in place and should be supported by school staff. Learning goals should be agreed between teachers, students, and parents in Student Learning Conferences. • The school should have a structure to establish decision protocols for the identification and placement of students into intervention programs. • The student support team should contribute at every level within the school and should implement procedures for allocating educational resources in a timely manner to students who are not responding adequately to core, supplemental, and/or intensive interventions. |
| <p>Overall Rating: 1.33</p> | | | |

The Team

The success of the EdisonLearning Collaborative Quality Analysis process is largely dependent on the skill and expertise of the EdisonLearning team who work with the schools to gather and analyze data and then generate the Collaborative Quality Analysis report. EdisonLearning's geographic reach and extensive history with school reform and improvement afford an unparalleled ability to identify and recruit highly-talented educators who have school leadership experience and have demonstrated the ability to drive achievement gains in the schools they serve. Each EdisonLearning Collaborative Quality Analysis team goes through a rigorous training program on our Collaborative Quality Analysis processes, effective change management, and our Five Strand design. The Allen Elementary Collaborative Quality Analysis process was completed by the following educational leaders:

Vanessa Ronketto, Senior Director of Achievement, East Region

Vanessa Ronketto is currently a Senior Director of Achievement in the East, working side by side with state and district leaders, principals, teachers and children in the State of Indiana. She has 30 years of teaching and administrative experience and has been a classroom teacher, preschool administrator, a K-8 administrator and a superintendent for Recovery High Schools in Ohio and a high school in Indiana. Vanessa holds degrees from Oakland University in Rochester, MI; a bachelor's degree in elementary education, a Master's in Reading and Language Arts, and a post graduate administrative certificate, along with her superintendent license. Vanessa joined an EdisonLearning school in 1999 and was a crucial driver of implementing the EdisonLearning design model that resounded throughout the school community. The school was the recipient of the Golden Apple Award in Michigan as student achievement increased. After spending 5 years in an EdisonLearning school, she joined the benchmark assessment team in 2004 as an Achievement Advisor. Working side by side with teachers, principals and central office administrators on the use of benchmark data to inform instruction is a true passion for Vanessa. She moved into a Vice President of Education Services role in 2006 and was promoted to VP of Operations for the Midwest in 2010, where her focus became the support of the regional team and the regional principals. She was the superintendent of 8 recovery schools in Ohio servicing students 16-21 years of age returning to school to earn their high school diploma. Most recently, she has led the education plan for a turnaround school in Gary, IN.

Vanessa enjoys serving as a mentor and coach to principals in their achievement and reform efforts. She believes all students should have excellent teachers who help them build their skills towards becoming a confident, productive and contributing member of society. Her support is focused on ensuring each principal becomes a highly effective school leader who builds and sustains a school that promotes high expectations, delivers high levels of student achievement and that equips every student with the academic and personal skills needed to graduate from high school ready for success in college and careers. She works collaboratively with site instructional coaches, teachers, site administrators, district, and EdisonLearning specialists and Directors of Achievement to foster change and build capacity to meet the defined achievement goals of each school's implementation plan. Milestones along the way ensure the path is followed and the destination is reached. Careful, methodical analysis of the traits effective schools demonstrate is her passion.

Doug Speck, Director of Achievement, Math

Doug is EdisonLearning's East Regional Director of Achievement for Math. Doug earned his Bachelor of Arts Degree and Teaching Certification from the University of Michigan with High School certification in Mathematics, History and Speech Communications. He has Middle School Certification for all subjects. Doug also earned a Masters of Liberal Studies Degree from the University of Michigan with a focus on American Culture and a Master of Science Degree from Capella University in Educational Administration.

Doug began his teaching career in Flint, Michigan where he was a classroom teacher for 19 years. During this time he taught a variety of classes in Math, Science, History and Speech. He also coached a variety of sports and extra-curricular activities and served on a variety of state committees. At the school Doug also filled the roles of Lead Teacher and Curriculum Coordinator.

With Edison Schools in addition to being a teacher Doug served for 4 years as a Secondary Mathematics Trainer. Following this he was a National Curriculum Coordinator for Mathematics working primarily with the Alliance Schools in South Carolina along with Secondary Schools throughout the Edison System. Doug was also a member of the EdisonLearning Teacher Center of Excellence where he was the Director of Secondary Math and Science.

Clara Daniels, Director of Achievement, Leadership

Clara Daniels has worked in the arena of teaching and learning for 38 years. She retired as a school administrator in North Carolina and joined the EdisonLearning Richmond Alliance Team as a Director of Achievement. Prior to working with EdisonLearning she was a teacher, Reading specialist, principal, Reading supervisor, program director for Special Education, and an assistant superintendent for curriculum and instruction. She served as a middle school principal for 12 years and 6 years as an elementary principal. Clara also worked with the North Carolina Department of Public Instruction as a regional consultant for literacy and leadership. She spent 4 years working with Richard Owens Publishing Company part-time as a literacy facilitator. This afforded her the opportunity to travel to various school districts across the country promoting literacy and helping teachers develop literacy rich environments. Clara is a graduate of East Carolina University where she received her undergraduate and graduate degrees.

Anthony L. Williams

5504 N. Vista View Dr. Muncie, IN 47304 antwilliams@ballstate.bsu.edu (219) 448-1606

EDUCATION & CREDENTIALS

M.A.E. Educational Administration and Supervision May 2012
Ball State University: Muncie, Indiana Graduate GPA: 3.6/4.0

Bachelor of Science May 2006
Ball State University: Muncie, Indiana Major GPA: 3.3/4.0
Major: Elementary Education Concentration: Psychology and Counseling Services

Ball State University Teachers College Alumni Board (December 2007-Present)

ADMINISTRATIVE EXPERIENCE

Justice Intermediate School: Marion, Indiana July 2012- Present

- ✓ Established and maintained rapport with students, staff and parents
- ✓ Evaluated staff members to enhance teacher practices in the classroom
- ✓ Contributed to the academic and social tone of the school through consistent demonstration of professionalism and enthusiasm
- ✓ Promoted an atmosphere of mutual respect and trust
- ✓ Managed staff and student activities within the school
- ✓ Implemented discipline procedures and behavior expectations for 550+ students
- ✓ Maintained school website and social media to promote school & student achievements

TEACHING EXPERIENCE

East Washington Academy: Muncie, Indiana May 2009-July 2012

- ✓ Interpreted standardized data to create student centered lesson plans
- ✓ Differentiated instruction to maximize student achievement
- ✓ Collaborated with staff, parents and students to improve school community

North View Elementary: Muncie, Indiana May 2006 – May 2009

- ✓ Gained valuable experience by adapting different teaching and learning styles to accomplish district goals

Athletic Coach/Athletic Director August 2006 – Present

- ✓ Instilling the values of hard work into student-athletes in the classroom & on the court

CAREER DEVELOPMENT

READ 180 Training (Jan. 2013)
CPR Training (Nov. 2012)
Diversity Training (Sept. 2012)
Smekens: 6 Traits of Writing (Feb. 2009)
TAP Certified Evaluator (Sept. 2012)

COMMITTEE MEMBERSHIPS

Teacher Leadership Team (Aug. 2012- Present)
District Bullying Team (March 2013- Present)
Discipline Committee (Jan. 2013- Present)
PBIS Coach (Oct. 2012- Present)

MARION COMMUNITY SCHOOLS
Marion, Indiana

Job Description

Position Title: Elementary Principal

FLSA Status: Exempt

Responsible to: Superintendent/Assistant Superintendent

Supervises: Students and faculty

Evaluated by: Superintendent/Assistant Superintendent

Terms of Employment: 220 days

Evaluation Period:

- Formative evaluations throughout the school year as per MCS Performance and Assessment procedures.
- Annual summative evaluation prior to July 1.

Purpose of the Position: Provide leadership for learning; work with teachers to develop their use of instruction and data to improve student learning outcomes. Oversee the management of the physical plant, staffing, and different school and community relations in order to effectively and safely maintain the school learning environment.

Classified as Confidential Employee: Functional responsibilities or knowledge in connections with the issues involved in dealings between the school corporation and its employees require strict adherence to confidentiality.

Minimum Requirements: The following qualifications represent the minimum requirements necessary for an individual to perform this position effectively:

- Master's Degree in Education/School Administration
- Valid Indiana School Principal's License
- Effective communication skills

Essential Functions of the Position: The following functions have been determined by Marion Community Schools to be essential to the successful performance of this position.

- Oversee and implement Public Law 221 and the school improvement process that leads to student growth.
- Ensure compliance with all federal, state, and local policies and regulations.
- Maintain a safe and orderly learning environment.
- Oversee the implementation of corporation curriculum and instruction.
- Direct, supervise, and evaluate certified and non-certified personnel.
- Maintain a high visibility and availability to students, staff, and parents.
- Oversee the management of the physical plant.
- Foster a positive relationship and maintain effective communication with the school community.
- Effectively utilize available federal, state, and local funds.

Secondary Functions of the Position: The following functions, while important and necessary to the position, have been determined by Marion Community Schools to be marginal to the successful performance of this position.

- Supervise students as needed (i.e. arrival, dismissal, lunch, recess, etc.).
- Assist support staff as needed (i.e. custodian, nurse, secretary, etc.).
- Supervise extracurricular activities.
- Performs other duties and responsibilities as directed by the Superintendent.

Knowledge of:

- Policies, procedures and functions of school building leadership and management practices
- Child development theory
- Best practice instructional methods
- Applicable software and applications

Ability to:

- Plan, organize, and schedule priorities.
- Use independent judgment and initiative in making sound decisions and in developing solutions to problems.
- Discreetly handle confidential and politically sensitive matters.
- Make independent decisions in accordance with established policies and procedures.
- Tactfully and courteously respond to requests and inquiries/complaints from the general public and staff.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with students, staff and the community.

Equipment Used:

- General Office Equipment (computer, telephone, copier, fax machine)

Place Where Work is Performed:

- Throughout the school building and various public/community facilities in Marion

Physical Demands:

- Must be able to sit and/or stand for long periods of time.
- Must be able to stoop, kneel or crouch.
- Must be able to hear and speak clearly.
- Must be able to lift items of 20 lbs. occasionally.

How this Job Description was developed:

This job description was developed by the HR Department in conjunction with Elementary Principals.

Marion Community Schools assures Equal Employment Opportunities for job candidates and employees. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.



SCOT CRONER
K-12 Instructional Coordinator
phone: 765-662-2546 x.135
email: scroner@marion.k12.in.us
fax: 765-651-4691

Education Service Center, 1240 S. Adams St., Marion, IN 46953

Date: 5/24/13
To: Mrs. Randi Libby
From: Scot Croner
Re: Allen Principal Search

This past spring, Marion Community Schools conducted an intense search to fill our principal vacancy at Allen Elementary. Over 40 applicants were submitted their application. All applications were screened by current Allen teachers and the central office administrative team. Through our current partnership with EdisonLearning, MCS was able to extend our pool of applicants to include individuals currently serving as administrators in Turnaround Schools in other states.

After careful review, 12 applicants were selected for initial interviews with the K-12 Instructional Coordinator, TAP District Coordinator, and a current elementary principal. Three finalists were selected for second round interviews with the Superintendent, Assistant Superintendent and the K-12 Instructional coordinator. At the conclusion of our search, Mr. Anthony Williams was recommended for the position of principal at Allen Elementary for the 2013-14 school year.

For the past year, Mr. Williams has served as the Assistant Principal of Justice Thurgood Marshall Intermediate School. While at Justice and while working under the EdisonLearning model, Mr. Williams has been instrumental in the leadership team's turnaround efforts. Mr. Williams has been charged with the responsibility of leading the school's disciplinary team. Through his collaborative efforts and extensive knowledge of Positive Behavior Interventions and Supports (PBIS), Mr. Williams and his team have reduced disciplinary referrals at Justice by 50% (as compared to 2011-12 school year). By improving the student culture at Justice, Mr. Williams and Mrs. Richards have been able to utilize the TAP system and focus their attention on improving instruction and learning which have resulted in significant gains on their school's formative assessment data (as measured by eValuate)

While a student at Ball State, Mr. Williams was recognized three times on the Dean's list and was the recipient of the Alumni Association Legacy Scholarship and the Collier Teachers College scholarship. Prior to serving as the Assistant Principal at Justice, Mr. Williams was an elementary teacher and coach at Muncie Community Schools.

Mr. Stephen Edwards
Superintendent



Dr. Kenneth Folks
Assistant Superintendent

Marion Community Schools

Raising the bar of excellence in education

Marion Community Schools and Allen Elementary School are completing a competitive 1003 (g) grant which will allow us to fund a partnership with EdisonLearning. Through a collaborative effort, EdisonLearning will provide professional development and consultation based upon their successfully proven experience in K-12 education.

Your signature below denotes your support for Allen Elementary School's application for the 1003 (g) grant to fund a partnership with EdisonLearning.

| Signature | Date |
|---------------------------|------------------|
| <i>Kara Carter</i> | <i>5-21-2013</i> |
| <i>Debbie F. Stanley</i> | <i>5-21-2013</i> |
| <i>Cheryl Grogan</i> | <i>5-21-2013</i> |
| <i>Darcas Ulin</i> | <i>5-21-2013</i> |
| <i>Karen Hansel</i> | <i>5-21-2013</i> |
| <i>Jennifer Rito</i> | <i>5-21-2013</i> |
| <i>Shirley A. Helkell</i> | <i>5-21-2013</i> |
| <i>Ann [unclear]</i> | <i>5-21-2013</i> |
| <i>Kathy Datteree</i> | <i>5-21-2013</i> |
| <i>Christina House</i> | <i>5-21-2013</i> |
| <i>Shelli Pence</i> | <i>5-21-2013</i> |
| <i>Heather Peters</i> | <i>5-21-2013</i> |
| <i>Lou Brane</i> | <i>5-21-2013</i> |
| | |
| | |
| | |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---------------------------------------------------|---------|-----------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | |
| | | TOTAL SALARIES | | | | |

Attachment C: Budget – Allen Elementary School

| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------|
| <p>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.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>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.)</p> | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| <p>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".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 40,300 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | | \$ 10,000 |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 675,473 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Allen Elementary School

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 25,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | | | |
| | TOTAL SUPPLIES COSTS | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|-----------------------------------------------------------------------------------------------------|------------|-------------|
| 2 | iPad device Carts | \$ 1,400 | \$ 2,800 |
| 60 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | \$ 625 | \$ 37,500 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 40,300 |