



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant
2015-2016 School Year
Grant Application

Part 1: Grantee Information

School Corporation/Eligible Entity	Anderson Community School Corporation		Corp #	5275	
School	Anderson High School		School #	4945	
Superintendent Name	Mr. Terry Thompson		Email	tthompson@acsc.net	
Title I Administrator Name	Ms. Pamela Storm		Email	pstorm@acsc.net	
Principal	Mr. Alexander Brandon		Email	abrandon@acsc.net	
Mailing Address	4610 S Madison Ave	City	Anderson	Zip Code	46012
Telephone	765-641-2037	Fax	765-641-2067		
Total Funding Request	\$4,020,138.80				
<input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Early Learning <input type="checkbox"/> Whole <input type="checkbox"/> School Reform <input type="checkbox"/> Restart <input type="checkbox"/> <input type="checkbox"/> Closure					

Application Type: Important Dates

1003(g) LEA application released	May 27 th , 2015
1003(g) webinar (Will be recorded and posted on the website.)	May 28 th at 2 pm May 29 th at 10 am
Open calls for prospective schools	June 2 nd at 2 pm; June 4 th at 10 am; June 10 th at 2 pm
Technical assistance for prospective schools	June 17 th at 12-4:30 pm; June 19 th at 12-4:30 pm
LEA applications due	July 7 th , 2015
Preliminary award notification	August 12 th , 2015

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Alexander Brandon	Principal, Anderson High School
Kelly Durr	Assistant Principal, Anderson High School
Eric Davis	Assistant Principal, Anderson High School
Amanda McCammon	Assistant Superintendent, College & Career, Community Engagement, & Secondary, Anderson Community School Corporation
Pamela Storm	Title I Administrator, Anderson Community School Corporation
Ryan Glaze	Assistant Superintendent, Instruction, Innovation & Elementary, Anderson Community School Corporation
Randy Harrison	Social Studies Teacher, Anderson High School & Anderson Federation of Teachers, President-Elect
John Skipper	Science teacher and Department Co-chair, Anderson High School
Ellen Finney Pickett	Anderson High School, Instructional Coach & Anderson Federation of Teachers, Vice President of Secondary
Kristal McCorkle	COMPASS Lead Teacher - Alternative Ed Program Grades 6-12
Marissa Graham	Dean, Erskine Elementary School, & Anderson Federation of Teachers, Anderson Federation of Teachers, Vice President of Elementary
Carlynn Malone	Teacher, Valley Grove Elementary & Anderson Federation of Teachers, Secretary
Ed Bonner	Electrician, Maintenance Department & Anderson Federation of Teachers, Non-Certified Vice President

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

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Student Survey	10-21-15	0	0	0	0	0	62	Family Friendly Schools Survey - AHS Tribe Chiefs were surveyed regarding the school's climate, support of students, communication, and community collaboration. The feedback we received indicated that 81% of students feel respected by teachers, 81% feel comfortable speaking to the principal, and 69% of students believe that the school values their opinion.
School Staff Survey	10-21-14	0	172	0	0	0	0	Family Friendly Schools Survey - The entire AHS staff was surveyed. The feedback indicated that approximately 42% of the staff believes the school effectively welcomes and communicates to families in their home language, 73% of staff believes that the school involves parents in planning for student transitions, and 45% of staff believe that the school collaborates with community services and adult learning opportunities.
Family Survey	10-21-14	126	0	0	0	0	0	Family Friendly Schools survey was put out in October during our back to school night at Anderson High School.

Stakeholder Forum	6-22-15	8	1	7	1	2	0	Open Forum for all stakeholders to discuss grant opportunity.
Stakeholder Forum	6-30-15	3	2	2	0	1	0	Open Forum for all stakeholders to discuss grant opportunity.
Board Meeting	6-24-15	1	3	3	5	5		Public Comment at Board meeting when SIG Grant was discussed and approved.
Staff Survey	6-19-15	0	400	36	0	0	0	Electronic Survey of staff focusing on increasing teacher effectiveness, instructional reform strategies, and creating community-oriented schools.

Describe process and comments from Family and Community Input:

- How and when was information shared?
 - What were the pieces of key input used from Family and Community?
- How was input incorporated into your grant?
 -
- How was your grant changed as a result of input?
 -

Family and Community Input	
Family	On 6-22-15 and again on 6-30-15 a community forum was held to elicit feedback from parents, community members and other stakeholders. Some ideas that were presented by the community were: adding a cultural competency piece to teacher professional development, an awareness of mental health issues, a dedicated time for teachers to collaborate and visit peers, share data with parents, train parents in interpreting the data, help students with truancy issues, perhaps establish a non-O tolerance policy, programs for ENL students for all students, and programs to bring the community into the building.
Community	Community Input was taken initially in October on a Family and Friendly Schools survey. This was conducted during the school's open house. On 6-22-15 and again on 6-30-15 a community forum was held to elicit feedback from parents, community members and other stakeholders. Some ideas that were presented by the community were: adding a cultural competency piece to teacher professional development, an awareness of mental health issues, a dedicated time for teachers to collaborate and visit peers, share data with parents, train parents in interpreting the data, help students with truancy issues, perhaps establish a non-O tolerance policy, programs for ENL students for all students, and programs to bring the community into the building.

Part 3: Schools to be Served by LEA

Schools to be Served by LEA - ALL schools who qualify must be listed				
Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented - Explain why the LEA believes they do not have the capacity to serve this Priority School
Highland Middle School	6-8	P	Transformation	
Anderson High School	9-12	P	Transformation	

Part 4: Needs Assessment and Goals

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop-down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	73.9%	322	HIGH - Intervention plan for ALL students to succeed.	75%	76%	77%	78%	80%
African American	60.8%	59	HIGH - Understanding of community and cultural competency from all stakeholders. Gaps in educational and environmental resources.	61%	66%	71%	76%	78%
Multiracial	78.1%	25	HIGH - Gaps in educational and environmental resources.	78%	80%	82%	84%	86%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	52.9%	18	High - Further intentional LEP/VEDA instructional strategies.	55%	60%	65%	70%	75%
White	80.5%	215	Medium	81%	82%	84%	86%	88%
Students with Disabilities	49%	24	HIGH - many students two or more years below grade level	53%	57%	60%	63%	68%
LEP	54.1%	20	HIGH - many students two or more years below grade level	60%	65%	67%	70%	75%
Free/Reduced Lunch	70.5%	222	HIGH - Gaps in educational and environmental resources.	71%	73%	75%	76%	78%
HS required - % of non-passers of ECA who pass by 12 th grade	57%	42	HIGH - too few students did not pass by 12th grade.	60%	63%	66%	69%	72%
Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	43.5%	209	HIGH - Intervention plan for ALL students to succeed.	46.5%	55%	62%	70%	80%
African American	36%	45	HIGH - understanding of community and cultural competency from all stakeholders.	38%	43%	48%	53%	60%

			Gaps in educational and environmental resources.					
Multiracial	47.6%	10	HIGH - Intervention plan for ALL students to succeed.	55%	60%	65%	70%	75%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	34.1%	14	HIGH - many students two or more years below grade level	40%	45%	50%	55%	60%
White	47.9	138	HIGH - many students two or more years below grade level	55%	60%	70%	75%	80%
Students with Disabilities	28.6%	18	HIGH - many students two or more years below grade level	33%	38%	43%	50%	55%
LEP	23.6%	26	HIGH - Further intentional instructional strategies.	30%	38%	45%	55%	65%
Free/Reduced Lunch	43.8%	134	HIGH - Gaps in educational and environmental resources.	50%	56%	62%	70%	75%
HS required - % of non-passers of ECA who pass by 12 th grade	21%	54	HIGH-too few students do not pass by 12th grade.	25%	30%	35%	40%	45%

Complete the table below for each available subgroup **that did not pass in English/language Arts and/or mathematics.**

This section identifies the school's needs assessment and goals – there is not a “required” number of subgroups which should be designated as “High, Med, Low” Risk.

Complete the table below for your **overall student population**.

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	NA	NA	NA	NA	NA	NA
Percent of students proficient on ISTEP (ELA) (3-8)	NA	NA	NA	NA	NA	NA
Percent of students proficient on ISTEP (Math) (3-8)	NA	NA	NA	NA	NA	NA
Percent of students proficient on IREAD (Spring Test Only) (3)	NA	NA	NA	NA	NA	NA
10 th grade ECA pass rate (English 10)	67%	70%	73%	76%	79%	82%
10 th grade ECA pass rate (Algebra I)	62%	65%	68%	71%	74%	77%
Non-Waiver Graduation Rate – HS only	(13-14) 86%	90%	92%	93%	94%	95%
College enrollment rates – HS only	74%	80%	82%	85%	88%	90%

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	1260	1260	1260	1260	1260	1260
2. Number of daily minutes of math instruction	45-90	45-90	45-90	45-90	45-90	45-90
3. Number of daily minutes of EL/A instruction	45-90	45-90	45-90	45-90	45-90	45-90
4. Dropout rate – HS only	(13-14) 0.8%	0.7%	0.6%	0.5%	0.4%	0.3%
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	(14-15) 93.5%	95%	96%	96.5%	97%	97.5%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	(14-15) 134	150	160	170	180	190
7. Number of students completing dual enrollment classes – HS only	(14-15) 310	325	345	365	385	400
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	(14-15) 99	110	120	130	140	150
9. Types of increased learning time offered <ul style="list-style-type: none"> ● LSY- Longer School Year ● LSD- Longer School Day ● BAS-Before/After School ● SS- Summer School ● WES-Weekend School ● OTH-Other 	AS - homework support SS - summer school	ASD-tutoring/homework support SS-Summer School	ASD-tutoring/homework support SS-Summer School	ASD-tutoring/homework support SS-Summer School	ASD-tutoring/homework support SS-Summer School	ASD-tutoring/homework support SS-Summer School
10. Discipline incidents – number of suspensions and/or expulsions	OSS - 618 Exp - 6	OSS - 590 Exp - 5	OSS - 560 Exp - 4	OSS - 530 Exp - 3	OSS - 510 Exp - 2	OSS - 480 Exp - 1
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	523	500	480	460	440	420
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	NA – Performance Evaluations for teachers has NOT occurred as it was in direct violation of our contract. Contract has	IN 5% IMP 15% EF 75% HEF 5%	IN4% IMP 16% EF 70% HEF 10%	IN 2% IMP 18% EF 65% HEF 15%	IN 1% IMP 9% EF 70% HEF 20%	IN 0% IMP 5 % EF 30% HEF 60%

	since been amended to include teacher evaluations beginning SY 15-16.					
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	93.3%	94%	95%	96%	96.5%	97%

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

Instructional Programs

LEA analysis

Teachers across the district have not been formally evaluated with a four category system to date. Effective with a recently amended AFT contract, ACSC teachers will be formally evaluated and placed within one of four categories beginning in the fall of 2015. In order to increase the rigor within our classrooms and improve student outcomes, this evaluation system is a must. This evaluation system will allow for us to pinpoint areas of need within our instructional programs and help support teachers with professional growth more specifically and thoroughly. With this new system however, we must provide relevant and specific professional development for both teachers and administrators, focusing on the specific needs of our educators.

We have been following the 8-Step process for approximately five years. There is a need to revisit the core of the 8-Step process, provide training to new teachers and administrators, but also to provide ongoing oversight on the fidelity of the use of the 8-Step process. Teachers also need training in the areas of data analysis and differentiation in order to meet students' specific needs so that all students can show growth.

Within the scheduled math and English 8-step mini assessments, AHS is doing a good job ensuring fidelity of the 8-Step Process, however there is a lack of this same process within the science and social studies areas, or other curricular areas. There is a clear need to expand on the training within 8-Step and the follow through with this process, as seen in the pass rates of our student population.

Students learn more effectively from teachers that have a strong foundational relationship built with them. Based on our diverse population and low achievement scores of our students over the last few years, AHS must do a better job in relating to our students, understanding their unique lives and needs, and building relationships so that high levels of learning can occur. AHS staff and administrators must become more culturally competent so they can meet the needs of the diverse AHS student population.

The AHS student population comes from a very diverse environment, full of single parent and low income homes. Often our students at AHS fall victim to the same cycle of issues that they have seen repeated within the culture of their own families, including teen pregnancy and not completing high school. With this in mind, there is a tremendous need within the student population at AHS for staff that can connect students to outside agency resources and connect them to other services while helping them break the cycle within their families forming a barrier to their future success.

Justification for Selected Interventions (include alignment to model chosen)

By completing a series of three observations (two short and one long) and a formal evaluation of all teachers, AHS will be able to better assess the needs of their teachers. This will allow AHS to provide specific PD on the instructional areas of need. Additionally, through the use of data, we will be able to identify struggling students quickly in order to put interventions into place. If funded, AHS will use much of the funds for professional development for our teachers and administrators focused around highly effective teaching practices that are reflected within the PAR evaluation rubric that we will use to evaluate teachers. (See Appendix I - Performance Evaluation).

Extended learning opportunities for students will provide students with the ability to work after school hours or in the summer with their teachers on specific academic needs. This will assist in overall academic growth for AHS students. An Academic Interventionist will be put into place to provide support to teachers within their classrooms and model best practices. This assistance will help teachers to effectively analyze data and differentiate in order to help all students make academic gains.

AHS will partner with Five Star Technologies in order to provide professional development for teachers blended learning and BYOD. They will also provide other technology support services including assessment of the technology needs and efficiency of the building, students and staff.

To assist AHS staff with understanding the cultural backgrounds and unique needs of our students and families, AHS will hire a Life Coach. The Life Coach will be an individual who is trusted within the Anderson community and who can help to bridge the gap between school and home. AHS will also partner with Ball State University to provide cultural competency training for teachers and administrators. This training will assist AHS staff in building relationships with our culturally diverse student population while identifying ways to make their instructional practices more relevant for AHS students.

AHS will also staff a social worker to connect student to outside services and agencies that they are in need of in order to stay in school and break the cycle.

School Leadership

LEA analysis	<p>In August of 2014, we hired a new AHS principal. Then, in January 2015, we moved the HMS principal to the high school to serve as an assistant principal, and moved the two high school assistant principals to the middle school. This change was made to get a jumpstart on changing the culture of at both the middle and high school for the students and staff. A change was needed at both the high school and the middle school, so this decision was made.</p> <p>Most of the administrators were new to the community this year, making it essential to provide training on working with students from diverse/high poverty community.</p> <p>The data indicates that not only do our teachers need to be trained in order to become highly effective, but so do our administrators.</p> <p>The administrators need to be trained on how to effectively use the evaluation tool and to assure inter-rater reliability among ACSC administrators.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>Principals' will participate in professional development and professional goal setting. The building principal will work with a mentor to develop his leadership skills.</p> <p>Cultural competency training will be provided to building administrators as well as teachers to better serve and understand the students and families they work with daily.</p>

School Infrastructure

LEA analysis

AHS will begin a BYOD (Bring Your Own Device) pilot in their AP classes during the 2015-2016 school year. Due to this, and future BYOD plans, there will be a significant need for training for teachers and administrators so they can effectively utilize the technology their students bring with them in their instruction.

If students are to bring their devices to use within instruction, there will be a need to ensure quality connectivity within the building. BYOD will be an issue if the connectivity issue is not addressed. Thus, wireless access points need to be considered so that students will be able to connect with their devices.

Teachers across AHS lack mobile devices. There are a few that have them, or are using their personal device. In order to meet the needs of our students and for teachers to be able to implement blended learning, online learning, the new LMS Canvas, conduct lesson planning research, and many other things, our teachers need to have access to a mobile device where they can access the LMS, Power School, and other resources.

Show need for teacher devices...

Justification for Selected Interventions (include alignment to model chosen)

In order to make the AP BYOD pilot a success, we must put additional wireless access points in at the high school. This will alleviate the connectivity issue for teachers and students.

AHS will contract Five Star Technologies to assess the effectiveness of the technology within AHS and to provide professional development to staff on how to integrate blended learning into their classrooms. They will also provide support to administration on how to effectively evaluate the technology ability of a staff member.

We also hope to be able to fund mobile devices for teachers so they can implement the items that we are asking them to implement with our new LMS, and other electronic resources. They will also be able to take their device with them to the PD opportunities that we hope to offer.

Part 5: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

<i>Describe how the model corresponds to the data, findings, analysis and self-assessment.</i>			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>After reviewing data and receiving feedback from various stakeholder groups, the transformation improvement model has been selected for Anderson High School. This model will allow Anderson High School to address student learning, building culture, instructional practices, and teacher/principal effectiveness.</p>	<p>While overall achievement at Anderson High School has improved over the last few years, African American students, ELL students, and students with disabilities continue to perform below expected levels.</p> <p>In the area of E/LA, African American students perform significantly below that of the overall student population. Additionally, students with disabilities perform nearly 15 percent points below the overall student population.</p> <p>In the area of mathematics, African American students and students with disabilities (nearly 40% lower) perform significantly below the performance levels of the overall student population.</p>	<p>In order to make improvements in overall student achievement, and to improve the overall graduation rate, Anderson High School must focus on improving the quality of classroom instruction and utilizing data to drive instruction.</p> <p>With implementation of the transformation model, Anderson High School teachers will participate in ongoing effective instruction professional development. Teachers will also observe one another, instructional coaches will be utilized, and an instructional framework will be implemented.</p> <p>Anderson High School will also implement several strategies in order to continue to improve the overall graduation rate. A</p>	<ol style="list-style-type: none"> 1. Administrative Walkthroughs 2. Required and Structured Professional Development 3. Instructional Framework Implementation 4. 8-Step Process 5. Instructional Coaches 6. Master Schedule Design and Strategic Assignment of Students in Classes and Teams 7. PAR Pivot Evaluation Process 8. Data / Growth Wall 9. Data Coach 10. Structured and Required Professional Learning Communities 11. Truancy Officer 12. School Wide Resource Room 13. Teacher Leaders Drive Priority Plan 14. Teacher Leadership Academy 15. The College and Career Center is expanding at D26

	Subgroup data indicates the need for additional training and support for staff in the area of instructional time, cultural diversity, and managing student behavior.	Freshmen Center will be initiated to improve the transition from middle school to high school. Guidance counselors/career coaches will have a renewed emphasis on ensuring students are on track for graduation, have credit retrieval opportunities, and are exposed to college/career information.	<ul style="list-style-type: none"> 16. Freshman Center for the 2015-2016 School Year 17. AHS is increasing the number of Dual Credit Offerings. 18. Instructional coach lesson modeling 19. Tutoring Program 20. SAT/ACT Test Prep
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Describe how the model will create teacher, principal, and student change.

The transformation model will allow Anderson High School to implement change on a variety of levels. While various effective interventions are currently in place, the transformation model will allow expansion and improvement across all levels.

One element of change that has already taken place is the change in the building leadership team. The team changed last year to begin the year with a new principal (Alex Brandon) and two new assistant principals (Eric Davis and Kelly Durr) at semester; the latter two transitions took place at the beginning of second semester, January 2015. District administrators have provided operational flexibility to the principal, giving the principal the autonomy to effectively change the culture and academic success of the building. The 4 characteristics of leadership include key communications to People, Programs, Policies, and Procedures within the Anderson High School setting and have been supported by the district administrators.

In order to address and strengthen classroom instruction, teachers will be provided with professional development in the areas of: use of an instructional format, active/engaging classroom instruction, cultural competency, the use of data to drive instruction, and integration of technology in all classrooms. Anderson High School will continue to utilize the 8 Step Process, but will expand and re-energize efforts related to use of data to drive instruction and ensuring support/intervention for all students. Along with teacher professional development, instructional coaches will be utilized to provide support and coaching for classroom teachers, conduct classroom walkthroughs, and provide ongoing professional development.

With the implementation of staff evaluations, classroom instruction and academic accountability will improve. Via a recently signed memorandum of understanding, all Anderson High School teachers will participate in three evaluations annually, conducted by building administrators (PAR Pivot Evaluation Process). Teachers rated as effective/highly effective will receive additional financial compensation. Teachers rated as needs improvement or ineffective will receive support and assistance from Peer Assistance and Review (PAR) consulting teachers.

Part 5a: Selection of Improvement Model – SMART GOALS

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Grant Goals

*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

These goals will drive your entire grant.

SMART Culture Goal

Over the next five years, Anderson High School will complete a comprehensive professional development plan for teachers and leaders emphasizing high quality educational instruction and cultural transformation in all areas. The transformational process will result in the following (1) a school accountability grade no less than a “B” by May 2020, (2) annual growth in E/LA and Math End of Course Assessment performance resulting in 80% proficiency by May 2020, and (3) an annual 5% decrease in office discipline referrals.

SMART Academic Goal

ELA Academic Goal

By May 2020, 80% of Anderson High School students will pass the E/LA End of Course Assessment.

Math Academic Goal

By May 2020, 80% of Anderson High School students will pass the Math End of Course Assessment.

Other Academic Goal (optional)

By May 2020, 25% of Anderson High School students will receive a Technical Honors Diploma.

Part 5b: Selection of Improvement Model – Planning Year – 2015-2016

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.
Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility	<ol style="list-style-type: none"> 1. Principal Effectiveness- Principal’s <ol style="list-style-type: none"> a. Mentor Hire a mentor to meet with principal monthly to collaborate on changing the culture of the building for staff and students, increasing academic rigor, and improving student outcomes. 2. Professional Development - Principal <ol style="list-style-type: none"> a. Principal will attend professional development activities, including IASP’s (Indiana Association of School Principals) Annual Professionals Conference, CEISC (Central Indiana Educational Service 	Phases 1-4 2015-2016	<ol style="list-style-type: none"> 1. Principal and mentor will maintain a log of monthly meetings showing how their work relates to the goals. They will review current student data in the war (data) room, to ensure they are discussing relevant topics that can affect immediate and relevant change. 2. Principal will maintain a log of professional activities attended. Principal will share information gained from attending conferences with the administrative leadership team. The team will then share with teachers during monthly meetings, PLCs, and 	<p>Cost of Mentor Total = \$2400.00</p> <p>FICA for Mentor = \$183.60</p> <p>The mentor will collaborate with the principal over 12 two hour sessions</p> <p>Professional Development expenses \$500 for travel and \$1000 for registration</p>

	<p>Center), Cultural Competency Training, and increase teacher effectiveness.</p> <p>3. Teacher Evaluations/Walkthroughs Person (s)Responsible: Building Administrators</p> <ul style="list-style-type: none"> a. Principal and Assistant Principals will attend PD sessions in regard to teacher effectiveness, evaluations, and best staffing practices,. b. Building Administrators will conduct a minimum of three evaluations for each AHS teacher. c. Incentives will be provided for teachers who are rated effective or highly effective. d. PAR consulting teachers will provide support and guidance for teachers rated as ineffective or improvement necessary. 		<p>learning log meetings. Administrators will use evaluation systems for teachers and principals that take into account student growth and assessments.</p> <p>3. Administrators will utilize the ACS evaluation tool, along with the PIVOT evaluation software, to document teacher evaluations. Teachers will receive written and verbal feedback following each documented evaluation.</p>	<p>N/A</p>
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<p>Building Culture</p>	<p>1. Provide support and guidance for students and families Persons Responsible: Life Coach</p> <p>a. In order to address the high number of suspensions/expulsions and attendance concerns, AHS will hire a Life coach to meet with identified students individually or in a group or classroom setting to assess student strengths/weaknesses and to make recommendations to improve student behavior, academic performance, and attendance. The Life Coach will serve as a liaison between the home, school and community agencies such as health, welfare, legal, and other social service agencies (i.e., assist with forms, identifies and assists with obtaining resources, etc.).</p> <p>2. Social/Emotional Support for students and families Person Responsible: Social Worker</p> <p>a. The Social Worker will provide social/emotional support for students and families.</p>		<p>1. The Life Coach will provide a weekly/monthly timesheet depicting the number of visits and dates of contacts made with students/families. The Life Coach will also collaborate with Deans, Counselors, Social Worker, and Teachers to improve student performance.</p> <p>2. The Social Worker will maintain confidential detailed logs of all interactions with students and families. When conducting group</p>	<p>Life Coach Salary = \$37,300</p> <p>FICA for Life Coach = \$2853.45</p> <p>Benefits for Life Coach (Health, Vision, Dental, Life & LTD) = \$27,051.32</p> <p>Social Worker Salary = \$37,371.00</p> <p>Social Worker FICA = \$2858.89</p>

	<p>b. The Social Worker will work with students individually and in group settings. In order to address social/emotional issues whi; social services needs, teen pregnancy issues, substance abuse issues, and other various social needs which impede a student's ability to achieve academic success.</p> <p>3. Student Behavior/Academics Person(s) Responsible: Building Administrators, Building PBIS Team</p> <p>a. Positive Behavior Interventions and Support will improve school and student performance outcomes as documented by PowerSchool discipline logs and student behavior goals. As part of the PBIS implementation, incentives will be purchased to reward students for academic performance and/or positive behavior.</p> <p>b. The PBIS Team will meet monthly in the data room to discuss student referral and attendance data.</p>		<p>sessions, the Social Worker will create an agenda and have all students sign-in to each session. Each student will also complete a reflection following each session. When assisting students/families with social service connections, the Social Worker will maintain a confidential log of all communications and services provided</p> <p>3. Positive Behavior Support will provide a framework for assisting school personnel in organizing evidence based behavioral interventions to enhance academic and social behavior outcomes for all students. The PBIS Team will maintain accurate meeting notes, recording current student behavior and academic data as documented in Canvas and PowerSchool. Discussions will take place in the school Data Room. All PBIS incentive and reward purchases will be documented.</p>	<p>Benefits for Social Worker (Health, Vision, Dental, Life & LTD) = \$27,051.32</p> <p>\$3000.00 to purchase incentives for positive student academics and behavior.</p>
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<p>Instructional Programs</p>	<p>1. Academic Interventionists (3) Person(s) Responsible - AHS Academic Interventionists</p> <ul style="list-style-type: none"> a. The AHS Academic Interventionists (1-ELA, 1-math, 1-content area) will model classroom instruction, will conduct classroom walkthroughs will disaggregate and disseminate data, and will conduct professional development sessions. b. The Academic Interventionists will meet quarterly with the ACS 8 Step Consultant . <p>2. Extended learning time Person(s) Responsible - Administration, AHS Teachers, Coaches</p> <ul style="list-style-type: none"> a. AHS staff members will provide tutoring, homework help, and credit retrieval opportunities for students after the school day. An after school bus will be provided for students who participate in extended learning time. 		<ul style="list-style-type: none"> 1. The Academic Interventionist will be a certified educator with 5-10 years of teaching experience, who will maintain detailed logs of all classroom walkthroughs and will have an agenda and evaluation for each professional development session. When meeting with the 8 Step Consultant, an agenda will be development and specific data will be reviewed. 2. Tutoring, homework assistance, credit retrieval opportunities, and remediation support will be offered after school hours. Sessions will be offered three days a week for 1.5 hours each day. Students will sign in each day they attend the 	<p>Salary for Academic Interventionists (3) = \$150,723.00 total</p> <p>Academic Interventionists (3) FICA = \$11,530.00</p> <p>Benefits for Academic Interventionists (3) (Health, Vision, Dental, Life & LTD) = \$81,153.96</p> <p>Teacher Tutors (3) at per diem rate for 90 days for 135 hours = \$20,250.00</p> <p>FICA for 3 teacher tutors = \$1549.13</p> <p>Transportation for two buses = \$13,500 (\$75.00 per bus X 3 days/week for 30 weeks)</p>
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	<p>3. 8 Step Process Person(s) Responsible - Building Administrators, teachers, coaches, 8 Step Consultant</p> <ol style="list-style-type: none"> a. The AHS Administrators, along with the Interventionists and Coaches, will lead learning log meetings to discuss assessment data, consider the effectiveness of instruction, group students for reteaching or enrichment, and collaboratively plan for the next instructional focus. b. The ACS 8 Step Consultant will work with Anderson High School teachers, coaches, and administrators during quarterly meetings. During these meetings, teachers will discuss instructional calendars, disaggregate assessment data, and collaborate on effective instructional strategies. <p>4. Instructional technology</p>		<p>program. For students attending credit recovery sessions, specific course completion data will be monitored. Transportation will be provided to allow equal access for all students.</p> <p>3. The ACS 8 Step Consultant, along with the 8 Step Coaches, will develop agendas for all 8 Step and Learning Log meetings. The Academic Interventionists and Department Chairs will also maintain instructional calendars for all subject areas, and will assist with the creation/implementation of formative assessments. The educational resource consultant will facilitate data discussions and will work collaboratively with teachers to plan effective instructional strategies.</p>	<p>Teacher stipends for 8-Step PD (\$15.75 per hour, 2.5 hours per teacher)= \$ 5,000</p> <p>FICA on above pay = \$382.50</p> <p>8-Step/Academic Consultant will contract with AHS 10 days @ \$500 per day = \$5,000.00</p> <p>Total = \$ 17,500 (Chromebooks)</p>
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	<p>Person(s) Responsible: AHS administrators, District Technology Specialists, AHS teachers</p> <ul style="list-style-type: none"> a. Anderson High School will utilize blended learning in advanced placement classes to ensure academic rigor for all students. In order to effectively implement blended learning, Chromebooks will be purchased for 50 AHS teachers. b. Anderson High school will install adequate Wireless Access Points to support the Chromebook wireless capability. <p>5. College/Career exploration and monitoring Person responsible: College/Career Coach</p> <ul style="list-style-type: none"> a. The College and Career Coach will provide college/career readiness support to all students. The College and Career Coach will collaborate with the high school counselors in order to ensure that all students are on track to graduate. b. The College/Career Coach will also monitor the 		<p>4. Anderson High School administrators will monitor and document instructional technology usage via classroom walkthroughs and evaluations.</p> <p>5. The College/Career Coach will maintain detailed logs of all student and parent meetings. The College/Career Coach will provide an agenda and evaluation for each Naviance training session. The College/Career Coach will assist with the updating/monitoring the following information on the AHS Data Wall: graduation progress, career course enrollment,</p>	<p>Wireless Access Points, injectors, switches, and installation = \$25,000.00</p> <p>We will purchase 50 Chromebooks for teachers to use to effectively implement blended learning in their classrooms.</p> <p>College & Career Coach Salary (Counselor with 3+ years experience) = \$44,184.00</p> <p>FICA = \$3,380.08</p> <p>Benefits for College & Career Coach (Health, Vision, Dental, Life & LTD) = \$27,051.32</p>
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<p>Effectiveness of staff and recruitment/ retainment of staff</p>	<p>academic success of students who are in AP, Dual Credit, and College and Career Classes. All of this information will be updated on the wall in the war room.</p> <ul style="list-style-type: none"> c. The College and Career Coach will oversee Naviance and its implementation at the high school. The College and Career Coach will train the counselors on Naviance and will provide ongoing support and guidance. All of the high school students will use Naviance for Career Exploration and College planning. d. The College/Career Coach will oversee training for parents on the Naviance Parent Portal. <p>6. Twenty Day ECA Prep Buy Out Person(s) Responsible - AHS Teachers, Interventionists, Administrators</p> <ul style="list-style-type: none"> a. AHS Teachers will be utilized to provide additional instruction and support to students in preparation for the ECA exams. 		<p>dual credit enrollment, and advanced placement enrollment.</p> <p>6. Teachers will work with students for 20 days during their preparation period. Teachers will provide instruction and support for small groups of students in preparation for the ECA exam. Teachers will maintain sign in sheets for each day they work with students.</p>	<p>Naviance Software, Curriculum (See Contract)- \$22,200</p> <p>Teacher prep buy out = 15 teachers@ \$15.75/hr for 20 days = \$4,725.00</p> <p>FICA = \$361.46</p> <p>Total = \$86,250.00</p>
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	<p>1. Teacher evaluations/walkthroughs Person(s) Responsible: Administrators and Classroom Teachers</p> <p>a. Anderson High School will recognize and provide incentives for school leaders, teachers, and staff who are implementing Anderson Community School's evaluation tool (Anderson Community Schools approved evaluation system - PAR rubric) and are rated effective or highly effective.</p> <p>2. Improve Hiring Practices Person(s) Responsible: AHS Administrators and ACS Human Resources Personnel</p>	<p>Phase 3&4</p>	<p>1. All teachers will have three formal evaluations each school year placing them in one of four categories (Highly Effective, Effective, Needs Improvement or Ineffective). Teachers rated as effective/highly effective will receive financial compensation. Teachers rated as improvement necessary/ineffective will receive support from PAR consulting teachers. Peer Assistance and Review will be utilized to provide support for teachers rated as improvement necessary/ineffective. PAR consulting teachers will also be utilized to provide support, guidance, and mentoring for new teachers during their first year in ACS.</p> <p>2. Administrators will compile and continually update a list of highly qualified candidates from which teacher vacancies can be filled.</p>	<p>Funds will be divided equally among highly effective and effective teachers. (approximately 125 teachers will be eligible)</p> <p>FICA on above amount = \$6,598.13</p> <p>Total = \$1500</p> <p>Funds for highly qualified teacher recruitment booth rental of \$1000.00 & transportation of \$500.</p>
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	<p>a. Anderson High School administrators will attend recruitment fairs to identify highly qualified candidates for all building vacancies. Highly qualified teachers will be identified as teacher with:</p> <ul style="list-style-type: none"> ● A bachelor's degree; ● A valid Indiana Teaching License in the Core Academic Subject area; ● Must have completed <u>ONE</u> of the following: <ul style="list-style-type: none"> ○ - Passed the National Teacher Core Academic Subject area education exam(s); ○ - Passed ETS's Praxis II Core Academic Subject (CAS) area education exam(s), in addition to the appropriate Pedagogy exam after February 10, 2014; ○ - Indiana (Pearson) CORE Assessment Core Academic Subject (CAS) area education exam(s), in addition to the appropriate Pedagogy exam after February 10, 2014; ○ - Earned 100 points on the HOUSSE rubric in the Core Academic Subject (CAS) area by the end of the 2006-07 school year (for veteran teachers only); ○ - Earned National Board Certification in the Core Academic Subject (CAS) area; ○ - Completed at least 24 college credit hours in the Core Academic Subject (CAS) area (Cannot use for Early Childhood, Elementary Education or Special Education) Grades 7-12 only; ○ - Earned a Master's Degree or Ph.D. in the Core Academic Subject (CAS) area (Cannot use for Early Childhood, Elementary Education or Special Education) Grades 7-12 only. 			<p>\$1000 for Marketing materials</p>
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<p>Professional Development</p>	<p>3. Classroom Mini-Grants Person(s) Responsible: ACS Administrators, AHS staff</p> <p>a. Teachers will submit a proposal to school administrators to attend a professional development of their choice. Professional development must be focussed on; integrating technology, effective classroom instruction, or cultural competency.</p>		<p>3. AHS teachers will be given the opportunity to apply for mini-grants to attend local, state, or national professional development events. Teachers will submit the mini-grant application to the administrative team for approval. If approved, the professional development and sub costs would be paid through grant funds. Submitted and approved proposals will be documented. Teachers who are approved will provide PD or information about their professional development to AHS teachers during faculty meetings/early release days/afterschool PD sessions.</p> <p>1. Teachers will sign in at each professional development session they</p>	<p>A bank of funds for teachers to apply for professional development opportunities.</p> <p>\$22,500 for PD & \$2500 for travel expenses to these PD opportunities.</p> <p>Substitute Pay for 30 days = \$2250</p> <p>FICA on Sub pay = \$172.13</p> <p>Teacher Stipend @ \$15.75 per hour for 115 teachers over 10 sessions = \$18,113.00</p>
	<p>1. Teacher Early Release Days</p>			

	<p>3. Professional Learning Communities Person(s) Responsible - All AHS Staff</p> <ol style="list-style-type: none"> a. The Anderson High School Leadership Team will attend professional development focused on establishing professional learning communities. b. Anderson High School will establish productive Professional Learning Community Teams at all grade levels. The professional learning teams will meet weekly to share expertise, and work collaboratively to improve teaching skills and the academic performance of students. c. WIDA trainers will provide PD for teachers pertaining to how to follow and utilize the WIDA standards in their classrooms. 		<p>and offer new teaching techniques for reaching and improving multicultural students academic performance. Staff will receive graduate credit hours or PGPs for completion of the course or PD. PD will be offered by Ball State University. See Appendix A.</p> <p>3. The Anderson High School leadership team will attend professional development focussed on establishing professional learning communities. Following the training, the leadership team will provide building level professional development for all staff. Agendas, sign-in sheets, and evaluations will be maintained for all professional development sessions.</p>	<p>PLC Conf Registration = \$669.00/person x 6 staff = \$4,014.00</p> <p>Travel Expenses for 6 staff = \$8,500.00</p> <p>PLC building PD after conference = 5 sessions for 1 hr for 30 staff (@per diem approx \$50.00/hr.) = \$7,500.00</p> <p>fica = \$573.75</p> <p>20 sessions allowed, teachers will be paid \$150.00 per session</p>
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	<p>academic and behavioral expectations.</p> <p>c. During July, Anderson High School will host a Freshmen Orientation event. Freshmen students and their families will be invited to learn about AHS academic programs, extra-curricular options, and high school procedures and expectations.</p> <p>d. Anderson High School 10th grade students will visit the Anderson High School College and Career Center (D26) in November to explore academic options for their 11th and 12th grade school years.</p> <p>2. Parent Advisory Council (PAC) Meetings Person(s) Responsible - AHS Administrators, Staff, PAC Committee</p> <p>a. PAC Committee meetings will be held four times a year to discuss Anderson High School academic progress, attendance information, and concerns or needs. In addition to the regularly scheduled meetings, the PAC committee will plan and organize events to support parent needs.</p> <p>b. Anderson High School administrators and/or PAC representatives will inform stakeholders (parents, community) of upcoming events via Facebook,</p>		<p>2. The PAC (Parent Advisory Council) of AHS advises high school parents and actively reaches out to engage parents in the school's decision-making process and builds a partnership for student achievement among families. The PAC facilitates the interactions among parents and school leaders. The PAC supports parents participating in school-site governance and advocating education policies that determine the future of our students. Attendance and meetings notes will be kept for each meeting.</p>	<p>N/A</p>
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	<p>Twitter, ACS/AHS websites, radio, and/or television.</p> <p>3. Anderson High School Family/Community Nights Person(s) Responsible: AHS administrators, AHS staff, AHS families, community members</p> <ul style="list-style-type: none"> a. Anderson High School will hold two "100 People for 100 Minutes" events to highlight Anderson High School programs, and to promote a positive school culture. Attendees will be provided with information and tools to help their student experience academic success at Anderson High School. b. In coordination with the Anderson High School Career Center staff, Anderson High School will host a College/Career Fair during the Fall semester of each school year. During the College/Career Fair, parents and families will be provided with information related to academic opportunities offered at Anderson High School. 		<p>3. Attendance records and meeting notes will be kept by AHS's Family Engagement Committee prior to and during each family/community event. Also, meeting and special event information will be available on AHS's facebook page, twitter account, and school website.</p>	<p>Total = \$4000</p> <p>Funds for two AHS community nights @ \$2000 per community night for supplies and materials.</p>
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<p>Principals Changes and Flexibility</p>	<p>1. Master Schedule Person(s) Responsible: Administrators a. AHS administrators will work to create a master schedule taking into consideration student academic needs, course selections, and student behavioral needs. Student data will be utilized before making final determinations of student and teacher placement.</p>	<p>Phase Five Summer 2016</p>	<p>1. Master schedule will be completed by the end of June 2016</p>	<p>N/A</p>
<p>Building Culture</p>	<p>1. Administrative Professional Development Person() Responsible: AHS administrator and central administration a. AHS administrator will collaborate with other ACS administrators to reflect on the 2015-2016 school year and set academic and cultural goals for the 2016-2017 school year.</p>		<p>1. AHS administrators will produce self-reflections, self-evaluations, and goals.</p>	<p>N/A</p>
<p>Professional Development</p>	<p>1. Teacher Professional Development Person(s) Responsible: ACS administrative staff and teachers a. Teachers will attend professional development opportunities offered through ACS and Anderson University/Ball State University focusing on: technology, cultural</p>		<p>1. Attendance sheets and course description will documented and kept.</p>	<p>Included in phase 1-4 budgeted amount.</p>

<p>Effectiveness of staff and recruitment / retainment of staff</p>	<p>competencies, instruction, and classroom management.</p> <p>1. Staff Interviews Person(s) Responsible: AHS administrators</p> <p>a. AHS administrators will conduct interviews of candidates from compiled list of highly qualified teachers</p>		<p>1. All open teaching positions (after internal postings) will be filled by the best candidate from prospective teacher pool and interviews conducted by administrative staff.</p>	<p>N/A</p>
<p>Instructional Programs</p>	<p>1. Academic Calendar Person(S) Responsible: Coaches, Consultant, Teachers, and administrators</p> <p>a. The consultant will work with teachers, coaches, and administrators to build, rewrite, and update core academic calendars to be utilized by teachers during the 2016-2017 school year.</p>		<p>1. Team of staff members will be directed by consultant to build, rewrite, and update core academic calendars that will be utilized by teachers during the 2016-2017 school year.</p>	<p>Teacher Stipends = 15 teachers @approx. \$50.00/hr for 6 sessions \$4,500.00 FICA - \$345.25</p>
<p>Family and Community Engagement</p>	<p>1. Ninth Grade Orientation</p> <p>a. Incoming ninth grade students and parents will be invited to attend a ninth grade orientation during the month of July, prior to</p>		<p>1. Administrator will keep accurate records of all events pertaining to eighth to ninth grade transition. Administrator</p>	<p>N/A</p>

	<p>school starting. Teachers and administrators will welcome the students and parents. Students will participate in a scavenger hunt during which they will receive various school supplies</p> <p>2. AHS all school Open House</p> <p>a. Incoming 10th, 11th, and 12th grade students will visit AHS, find their lockers, obtain their schedules, and find their classrooms. Administrators and counselors will welcome them and assist if students or parents have questions.</p>		<p>will keep accurate logs of parent contact and notifications.</p> <p>2. Administrators will keep accurate records of all events pertaining to eighth to ninth grade transition. Administrators will keep accurate logs of parent contact and notifications.</p>	<p>N/A</p>
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Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

RESTART, TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM

Complete the table below detailing the 3-year implementation plan. EACH principle in the “guidance document” MUST have action steps, person(s) responsible, implementation pieces for each year, and budgeted items – all REQUIRED FEDERAL PIECES and IN CONDITIONS must be included in this section. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation.

Please see the “guidance document” for required federal pieces, IN conditions, samples, details, and more information.

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Developing and increasing teacher and school leader effectiveness	1. Principal Mentor - AHS Principal will meet with a mentor a minimum of once each month to collaborate and discuss school progress and initiatives.	1. Yes - Principal Mentor - AHS Principal will meet with a mentor every other month to collaborate and discuss school initiatives.	1. Yes - Principal Mentor - AHS Principal will meet with a mentor quarterly to collaborate and discuss school initiatives.	1. Yes - Principal Mentor - AHS Principal will meet with a mentor twice a year to collaborate and discuss school initiatives.	16-17 = \$1291.80 17-18 = \$861.20 18-19 = \$430.60 (\$200/session+fica) Total = \$2583.60
	2. AHS Administrators will attend educationally relevant professional development.	2. Yes - AHS Administrators will attend educationally relevant professional development.	2. Yes - AHS Administrators will attend educationally relevant professional development.	2. Yes - AHS Administrators will attend educationally relevant professional development.	16-17 = \$1500 17-18 = \$1200 18-19 = \$750 total = \$3450

	<p>3. AHS Administrators will evaluate teachers using the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between effective and highly effective teachers.</p> <p>4. Cultural Competency PD - All AHS staff will attend cultural competency professional development.</p>	<p>3. Yes - AHS Administrators will evaluate teachers using the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between effective and highly effective teachers.</p> <p>4. Yes - All AHS staff will attend cultural competency professional development.</p>	<p>3. Yes - AHS Administrators will evaluate teachers using the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between effective and highly effective teachers.</p> <p>4. Yes - All AHS staff will attend cultural competency professional development.</p>	<p>3. Yes - AHS Administrators will evaluate teachers using the ACS Teacher Evaluation System. Teachers rated effective or highly effective may be rewarded with additional compensation. Funds will be divided equally between effective and highly effective teachers.</p> <p>4. Yes - All AHS staff will attend cultural competency professional development.</p>	<p>16-17 = \$86,250 17-18 = \$86,250 18-19 = \$86,250 total = \$258,750</p> <p>16-17 instructor=\$750.00 stipends=\$25,000.00 fica=\$1,912.50</p> <p>17-18 instructor=\$750.00 stipends=\$25,000.00 fica=\$1,912.50</p> <p>18-19 instructor=\$750.00 stipends=\$25,000.00</p>
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