



River Valley Middle School | 2220 Veteran's Parkway | Jeffersonville, IN 47130

812.288.4848

August 30, 2016

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

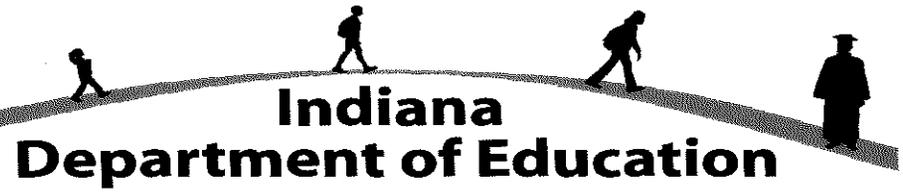
As the principal of River Valley Middle School, and on behalf of River Valley staff, I am pleased to submit our proposal for the School Improvement Grant Initiative, under Section 1003[g] of Title I.

The SIG[g] grant offers initiatives that will strengthen and further transform our instructional practices, personalize learning---to meet individual student needs, improve building culture, and provide much-needed learning opportunities for all students, most particularly for those students who struggle.

My River Valley colleagues and I are committed to implementing and sustaining all aspects of River Valley's Transformation Model across the next five years and beyond. We appreciate the opportunity to submit this proposal and look forward to the review of our application.

Sincerely,

Michelle Dyer, Principal
River Valley Middle School
Greater Clark County Schools



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant Application SY 2016-2017

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	Greater Clark County Schools	Corp #	1010
School	River Valley Middle School	School #	0883
Superintendent Name	Dr. Andrew Melin	Email	amelin@gccschools.com
Title I Administrator Name	Amy Schellenberg	Email	aschellenberg@gccschools.com
Principal	Michelle Dyer	Email	mdyer@gccschools.com
Mailing Address	2220 Veterans Pkwy	City	Jeffersonville
Telephone	812-288-4848	Fax	812-288-4851
Zip Code			47130
Total Funding Request			

Select Application Type: Transformation Turnaround Early Learning Whole School Reform Restart Closure

Part 2: Grant Award Information

1003(g) LEA application released (Draft)	May 31, 2016
Technical assistance training through a live webinar. Join the webinar through the link . Number: (877) 422-1931 Pin: 542-270-3981	July 14, 2016 10:00-11:00 am
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 542-270-3981	July 20, 2016 3:30-4:30 pm AND July 28, 2016 10:00-11:00 am
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotform.com/61465812951964	August 16, 2016 9:00 am- 4:00 pm AND August 18, 2016 9:00 am- 4:00 pm
LEA applications due	August 30, 2016

Preliminary Award Notification	September 30, 2016
Planning/Technical Assistance	October 1, 2016 – December 30, 2016
Early Implementation	January 1, 2017 – June 30, 2017

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00120015A

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Steve Griffin	Assistant Superintendent of Secondary
Leslie Pendleton	Secondary Instructional Coach Coordinator
Amy Schellenberg	Executive Director for Educational Services
Michelle Dyer	Principal
JT Cox	Assistant Principal
Lyndsay Combs	Academic Improvement Coordinator
Lance Stock	Dean of Students
Shelly Daughtery	Instructional Coach
Matt Hasselbring	Behavior Improvement Coordinator
Scott Endres	Teacher- Math
Jan Finch	Teacher- Science

Chris Wilt	Teacher- Social Studies
Crystal Merrifield	Teacher- ELA
Patricia Armenta	Teacher- Math
Scott Hatton	Media Specialist
Rhonda Wiedemer	Teacher- Special Education
Jessica Moman	Teacher- ELA
Katherine Haulter	Teacher- ELA

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & 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>
Community Forum	7/18/2016	2	0	1	0	0	0	Discussed elements of SIG and Transformation Model and how it could facilitate and enhance continued partnerships. Planning and ideas for events were discussed.
Student and Parent Forum	7/25/16	552	53	2	0	1	423	Discussed elements of SIG and Transformation Model and opened up for parent question/comment
Staff Meeting	7/27/16	0	55	2	0	0	0	Reviewed previous SIG submission. Began discussion in facilitated groups looking at updates/changes in plan to meet current student problem of practice.
Parent Forum/PTO	8/10/16	14	3	1	0	0	0	More in depth conversation of goals and priorities for the SIG also engaged in conversation of continued student support through learning resources. PTO recommend incorporating a parent liaison.

3LT Meeting	8/15/ 16	0	13	2	0	1	0	Reviewed staff suggestions and made revisions to SIG.
3LT Meeting	8/22/ 16	0	15	2	0	0	0	Finalized plan for grant submission. Answered questions and proofread document.
EA grant discussion	8/25/ 16	0	1	2	0	3	0	Presented final SIG application for district approval.

Instructions: Describe the process and comments from family and community input (*1 page maximum*):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family	The information was shared through Back to School night on 7/25/16 and a more focused information and discussion session with PTO was held on 8/10/16. Families would like to see extended learning opportunities for all students and wrap around services for at risk students.
Community	The information about the grant was taken to our community partnerships upon not receiving the previous grant to see how we could establish stronger interactive partnerships. From this discussion, a group of community stakeholders have stepped in to provide supplies, resources, and weekly relationship building time with students. Ideas have been discussed to expand this partnership further and ensure sustainability upon receipt of this year's grant.

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan

- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

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

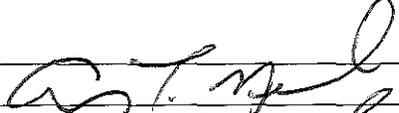
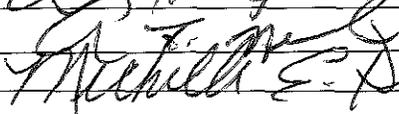
"Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)

Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a

suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	8/30/2016
Title I Administrator Signature:		Date:	8/30/2016
Principal Signature		Date:	8/30/2016

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5 School Needs Assessment and Goals.

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 Focus or Priority School
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River Valley Middle School	6-8	P	Transformation	
Parkview	6-8	P	Transformation	
Bridgepoint Elementary	K-5	P	Transformation	
Spring Hill Elementary	K-5	P		No model- LEA believes that due to its current enrollment size, LEA will have the capacity to serve this school through Title I funding and other grants.

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (1 page maximum per section)

Data Processes

We use the Data Wise process to analyze data. We collect data through STAR Reading and Math benchmarks three times per year for all students, Common Formative Assessments in all ELA and Math classes in four week cycles, and yearly ISTEP+ testing. Data is reviewed and analyzed in weekly collaborative team sessions to identify areas of needed growth, set goals, and plan instruction for all students, including subgroups. The Building Leadership Team meets weekly to discuss data and plan next steps for school wide implementation.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

As a part of our priority school requirements, we update our school improvement plan every year by filling out a self-assessment of the 8 Turnaround Principles. Building Leadership at River Valley used that information to begin the process of implementing the Data Wise Process (Harvard Graduate School of Education) to develop consistent protocols to discuss assessment data and student work products. Through the Data Wise process we have identified the need to strengthen our Tier I instruction in ELA and Math. In ELA, our need is to provide ongoing training and support with guided literacy instruction in reading and writing with grade level complex text through small, purposeful, differentiated groupings. In math, our need is to provide ongoing training and support with the Balanced Math Framework and increase the capacity to apply mathematical skills in order to pursue conceptual understanding, procedural skills, fluency, and application with equal intensity.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2014-2015 Baseline Data	Projected /Goal SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	35.2%	37%	45%	50%	55%	60%	65%
2. Percent of students proficient on ISTEP (ELA) (3-8)	55.2%	57.6%	60%	65%	70%	75%	80%
3. Percent of students proficient on ISTEP (Math) (3-8)	40.4%	43%	50%	57%	65%	73%	80%
4. Percent of students proficient on IREAD (Spring Test Only) (3)							
5. 10 th grade ECA pass rate (English 10)							
6. 10 th grade ECA pass rate (Algebra I)							
7. Non-Waiver Graduation Rate (HS only)							
8. College enrollment rates (HS only)							
Leading Indicators							
1. Number of minutes in school year students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600	75,600
2. Number of daily minutes of math instruction	80	80	100	100	100	100	100
3. Number of daily minutes of ELA instruction	80	80	100	100	100	100	100
4. Dropout rate – HS only							
5. Student enrollment number							
6. Student attendance rate (must be a % between 0 and 100)	94.60%	95.4%	96%	97%	97%	98%	98%
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)							
8. Number of students completing dual enrollment classes (HS only)							
9. Number of students completing BOTH advanced & a dual coursework (HS only)							
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day – LSD -Summer School – SS -Other – OTH	SS & OTH	SS, OTH	BAS, SS, OTH				
11. Discipline referral numbers –behavioral referrals counted	821	1294	950	900	875	850	825
12. Discipline incidents – number of suspensions and/or expulsions	58	70	50	40	30	20	10
13. Truants – number of unduplicated students who received truancy letters	30	38	30	28	26	24	20
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN).	HE: 6 E: 37 IMP: 4 IN:1	HE: 8 E: 38 IMP: 2 IN: 0	HE: 10 E: 45 IMP: IN:	HE: 15 E: 40 IMP: IN:	HE: 15 E: 40 IMP: IN:	HE: 15 E: 40 IMP: IN:	HE: 15 E: 40 IMP: IN:
15. Teacher attendance rate (must be a % between 0 and 100)	94.9%	97.25%	98%	98%	98%	99%	99%

Overall Achievement Indicators

SY 2014-2015 Baseline Data	Projected /Goal SY 2015-2016	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
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16. Teacher retention rate (must be a % between 0 and 100)	95%	98%	98%	99%	99%	99%	99%
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Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

Instructional Programs

LEA analysis

River Valley Middle School has redesigned the school calendar to incorporate 40-60 additional hours of learning time per year available for all students. It offers all 855 students a balance of academics and enrichment, while providing more time for teachers to work together to improve instruction and better meet student needs. A comprehensive update of River Valley Middle School instructional programs occurred in 2015. The update, designed to provide consistency in academic offerings, aligns all course offering with INCCRS. The instructional framework includes additional time for planning and delivery of instruction:

- 1) The River Valley Middle School instructional program includes:
 - 50 minutes of ELA – core instruction
 - 50 minutes of ELA+ - at risk-learners based upon ISTEP+, STAR, and Common Quarterly Assessments
 - 50 minutes of Math – core instruction
 - 50 minutes of Math+ at risk-learners based upon ISTEP+, STAR, and Common Quarterly Assessments
 - 50 minutes of Science
 - 50 minutes of Social Studies
 - 50 minutes related arts rotation that includes art/graphic design, music, band, choir, creative communications (technology), PE, and 6th grade careers, 7th grade PLTW Medical Detectives, and 8th grade PLTW Gateway to Technology [automation robotics, design and modeling].
 - 45 minutes of IMPACT- reading/math intervention or enrichment opportunities
- 2) School data trends indicate that overall student achievement fails to meet expected performance levels. Given the framework implemented, Tier I core instruction must be addressed through professional development. Having PD focused on an instructional framework and the gradual release of responsibility would push our performance and growth into an exceptional range and help us reach our goal of becoming a high performing middle school.
- 3) River Valley conducted a survey that assessed our instructional programs. The analysis suggested that extended class periods did not address the students’ academic and behavioral needs; therefore, the schedule was revised to reflect more intentional placement of students in need of the extra support in the ELA+ and Math+ classes.

<p>Justification for Selected Interventions (include alignment to model chosen)</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 INCCRS Promote the use of data to inform and differentiate instruction in order to increase rigor and authentic engagement in the instructional framework to meet the academic needs of individual students [subgroup growth; overall growth]</p> <p>The Transformation model will provide teachers with PD and strategies that deepen student engagement beyond “compliant engagement”, improving the sequence of instruction [gradual release of responsibility] and aligning the activities and products to successfully achieve the standard. River Valley has the structure but lacks the leverage to increase the quality of the learning time school-wide. The on-going professional development and coaching provided through the Transformation Model will increase teachers’ ability to manage, enrich strategies for cultural competencies based on our subgroups, and differentiate the instruction during both the 52 minute core blocks and 52-minute plus blocks, therefore impacting subgroup performance [African American; LEP; SpEd] in both ELA and math and top and overall growth across ELA and math. This model builds and accelerates the capacity of teachers to work from the current structure and use new knowledge to strengthen it. It’s measurable in terms of student outcomes and teacher observation, and it is sustainable.</p> <p>The Transformation Model will help staff strengthen the instructional infrastructure and its focused attention on student learning, the instructional sequence and teacher skill-building will be a work in progress across the grant period. We know during the first year, teachers will offer a flurry of ideas about problems, refinements and innovations. It will be important to discuss a strategy for managing the revision process. We have learned from the other district middle school, Parkview, awarded the SIG grant, that starting with a lean start-up model will allow us to quickly test out initiatives and strategies before implementing them school-wide. In sitting in the training that Parkview held for staff during the planning phase, it was evident that a strong focus on specific strategies and several points of follow-up and reflective work with the trainers is certainly the best course of action. We know our students and staff are capable of moving from Priority Status what we must ensure that the sense of urgency does not become occluded by overwhelming staff.</p>
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School Leadership

LEA analysis

River Valley principal, Michelle Dyer, has just completed her second year. Mrs. Dyer was previously at Pleasant Ridge Elementary where she led the school accountability grade from C to an A over a 3-year period. Based on Mrs. Dyer's previous turnaround work, LEA strategically assigned her to River Valley for the 2014-2015 school year. The District is confident Mrs. Dyer is capable of successfully leading the transformation model and is committed to the success of the staff and students. Significant cultural issues were critical upon her arrival. Instruction and teacher evaluation has been the focus of her efforts. Mrs. Dyer has created a safe and orderly environment for students, staff, and community since her arrival. After a careful study of student data and other formal and informal data, the Board of School Trustees for GCCS determined Mrs. Dyer has created a safe school environment and is working to create a staff committed to the GCCS and the River Valley Middle School Transformation Model.

The school/ district was able to do an analysis survey that allowed staff to evaluate the current principal. In the 2012-2013 certified staff were asked if they felt the school administration did a good job of managing the school. At that time, 74% of the staff indicated they agreed or strongly agreed. Preliminary data for 2014-2015 revealed 91% of the staff agreed or strongly agreed with the statement. This survey focused leadership, instruction and climate. The principal consistently links all professional development and instructional feedback to student achievement. The recommendation of the current principal came from District [RISE Principal Effectiveness rubric], faculty and staff who felt like the collaborative, supportive qualities she possessed can continue to develop an atmosphere conducive to high expectations for learning, teaching and improving student achievement.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Develop and increase teacher and school leader effectiveness</p> <p>The Transformation Model will afford River Valley the opportunity to examine and appropriately redesign the current leadership structure to create a viable and vibrant building-wide team [including administrative staff and teacher leaders] that focus on:</p> <ol style="list-style-type: none"> 1. Building leadership capacity <ul style="list-style-type: none"> • redesign the purpose of “BLT” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Develop master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis to meet the requirements of a data dashboard as well as meeting our needs for learning to talk about data and making data visible • Develop and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to River Valley they are able to understand the infrastructure of teacher leadership and increase their capacity as a viable member 2. Developing teacher leadership across the building: <ul style="list-style-type: none"> • Organize for collaborative work [norms; schedules; protocols; documentation] • Build capacity for continuous improvement [PD for assessment literacy --- using data; PD about process --- 5-Step Process – Center for Leadership and Learning] • Develop and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to River Valley they are able to understand the infrastructure of a team and increase their capacity as a viable member 3. Developing and implementing continuous school improvement process with <u>consistency and integrity</u>: <ul style="list-style-type: none"> • Process must frame and bring to life the celebrations and challenges of River Valley Middle School • The Data Wise Process [Harvard Graduate School of Education] will help us engage in a focused and deliberate effort to analyze data from a range of sources in order to understand all our students not just those who are struggling • Process will help us sustain the requirement of the data dashboard, increase our ability to talk about data and make our data visible to reduce the achievement gap

School Infrastructure

LEA analysis

All teachers at River Valley Middle School have time for individual planning, collaboration with colleagues [grade level or by content], and professional development built into their expanded weekly schedule [Period 0]. Insert what a schedule looks like now

These meetings are used primarily for

Period 0 – 3 X’s per week for 30 minutes	Department Collaboration	Building Leadership Team/Department Chairs	Academic Support Staff – Principal, A.P, Dean, AIC, Counselors, Behavior Support	
Instructional Strategies Book/study	Pacing Guide Unit Planning Assessment and Self-Reflection	School-Wide data analysis	Attendance/Discipline Referrals	
School Culture and Climate PBIS/PRIDE	Instructional Strategies & Walk-throughs	PD Planning	PD Planning	
Technology Integration	Data Discussion and Disaggregation		Calendar Planning/Parent-Community involvement	

A significant part of the school infrastructure is our Assessment System. Data are warehoused in an accessible program (PIVOT) for teacher: to gather longitudinal performance pictures of students’ achievement on state and local benchmark assessments. Our current inventory for having access to data is shown in the table below:

Data Source	Content Area	Dates of Collection	Grade Levels	Accessibility	Current Data Use
ISTEP+ [state accountability assessment]	ELA	Spring	6-8	District Principal Teachers Parents	State and federal accountability Inform instruction
	Math	Spring	6-8		
	Science	Spring			
	Social Studies	Spring			
WIDA [diagnostic]	ELA [reading/writing/speaking/listening]	Spring	6-8	District Principal Teachers	State accountability Inform instruction
STAR	Reading	Fall/ Winter/ Spring	6-8	District Principal Teachers	Local benchmark Inform instruction
	Math	Fall/ Winter/ Spring			
Common	Core	1 time per quarter	6-8	District	Local benchmark

Quarterly Assessment	[ELA; math; SS; Science]			Principal Teachers Students Parents	Inform instruction	
Report Cards	All courses	Quarterly	6-8	District Principal Teachers Students Parents	Progress reporting Grade distribution	
Inter-session Participation	ELA Math	Fall Spring	6-8	District Principal Teacher	Progress monitoring of interventions	
District Data Dashboard	ISTEP+ Growth Model School Grade ECA Demo Data Academic Other Leading Indicators		6-8	District Principal Teachers	Data Analysis Progress Monitoring Goal Setting	

We have data, but having access to data is not enough. This Transformation Model will help collaboration teams: 1) become comfortable using PIVOT and STAR reports; 2) make sense of the data they have access to; and 3) embed a school-wide process that River Valley Middle School “build habits” of talking about data to make decisions that address the problems of practice and improve student learning and student growth.

River Valley Middle School has an Academic Improvement Coordinator funded through Title I. On-going, effective support afforded through additional coaching is critical for: improving teacher practice essential for consistent and rigorous implementation of core strategies that strengthen Tier 1 instruction, thus impacting subgroups and growth: and 2) supporting teacher teams in using data to inform decision making, differentiate instruction, and use informal assessment and implementation data to analyze implementation of core strategies.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Promote the use of data to inform and differentiate instruction in order to increase rigor and authentic engagement framework to meet the academic needs of individual students [subgroup growth; overall growth]</p> <p>The Transformation Model will help staff strengthen the infrastructure and focus attention on organization of the data procedures, tools] learning to talk about it, learning to use it, and learning to analyzing key groups’ performance and th the data dashboard. The Transformation Model will provide PD for our school infrastructures in 2 critical areas:</p> <p>1) Organize the Data: to leverage the information we have access to that will include:</p> <ul style="list-style-type: none"> • 6-8 Academic performance data [overall; grade level; subgroups]
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- Behavior Data [leading indicators impacting teaching and learning]
 - Identify subgroups and subpopulations [growth patterns impacting performance]
 - Family Involvement participation and focus
 - Other critical indicators [determined by teams and informed by watching students and their performance who successful]
- 2) Increase “assessment literacy” that will include:
- learning to talk about data [assessment]
 - learning to use it [data]
 - learning to make it visible [analyze it and make statements about progress of students and meeting goals]
 - learning to identify the student problem
 - learning to identify the problem of practice
 - developing action plans to focus on the data and make instructional adjustments quickly

Part 6a: Selection of Improvement Model

Instructions: 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, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. *(1 page maximum for each section)*

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

Rationale for selected model:

River Valley Middle School is a fourth year Priority school that has implemented the requirement of their Student Achievement Plan with fidelity and a sense of urgency. Systemic change to improve the quality of academic programming and Tier I core instructional delivery can be documented through structures that include:

- Period 0 job-embedded PD [3 times a week]
- Daily collaborative planning block

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

- 50-minute core instructional blocks
- 50-minute daily intervention/enrichment block [Grades 6-8]
- Fall and Spring Intersession that includes student transportation [40 additional hours of instruction]
- 1:1 Chromebook project
- district literacy coach
- building literacy coach
- building math coach/Academic Improvement Coordinator

River Valley Middle School has been embracing the implementation of their School Improvement Plan. The Transformation Model strengthens that foundation and accelerates the capacity for improving systems that are essential for achieving our goals. The

Transformation Model will help us: 1) focus on strengthening effective instruction across the core subjects, 2) develop teacher capacity to use data effectively to guide instruction and target specific needs of subgroups, and 3) make data visible in an environment that accepts the challenges and understands how to “work” their process for continuous improvement.

Using the Transformation Model, River Valley Middle School will build upon:

- 1) A District grant that allowed teachers to design curriculum; aligning pacing guides to standards. River Valley continues to update guides and classroom assessments based on INCCRS
- 2) Highly effective and effective teachers compensated for their work in enhancing common formative assessments.
- 3) A rigorous teacher evaluation system [RISE] based on multiple observations, students’ performance growth, classroom culture and respect, and content knowledge and effective instruction was implemented.

Instructional programs that are research-based and vertically aligned to the standards. The model aligns to our current school improvement plan by extending/ redesigning the learning time. However, our analysis indicates we have the model for “redesigned” learning time, but we lack capacity “to maximize the time” and “shift from “compliant engagement” to “authentic” engagement. We have a Tier I problem when we see how many subgroups are identified as “critical”/ no growth.

Describe how model aligns to Subgroup Data:

We persistently see the same subgroups with low performance in ELA and Math. We know the low performance of these subgroups are impacting our lack of growth [i.e., overall; Bottom 25%]

- African-American
- Hispanic
- LEP
- SpEd
- Free/ Reduced

The model will focus on strengthening Tier 1 with an emphasis on lesson design and understanding how to include key elements to instruct for student independence: 1) aligned measurable and attainable objectives; 2) a sequence of instruction that uses frequent checks for understanding to gauge student learning and 3) *differentiate instruction* [support for small groups/ subgroup needs and accelerate for those at the top] and 4) use of multiple strategies and responses to

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

increase student interaction [heterogeneous groups for shared learning; homogeneous small groups for guided instruction].

Tier 2 learning correlates with INCCRS [daily learning target] and reinforces core strategies by scaffolding the learning from Tier 1 with small group instruction.

1:1 technology will provide support for differentiated instruction in Tier 1-3.

Ongoing professional development focused on core instructional strategies and cultural competency to enrich and target specific needs for diverse learners [i.e., GRR; strategies for cultural competency and authentic engagement; implementing characteristics for a culture of thinking] for all teachers supported through collaboration, use of data and feedback will ensure consistency of implementation across grade-levels and special need areas [i.e., LEP and SpEd].

Describe how the model aligns to Overall Achievement Indicators:

The school has committed to implementing principles and key strategies of the School Improvement Plan, however, River Valley Middle School persistently demonstrates low growth overall in both ELA and Math and growth for the Top 75%.

Focused, intentional PD and coaching [including implementation walkthroughs with feedback] will directly impact our instructional framework both in ELA and math. Focus on improving the Gradual Release of Responsibility Model, increase the shift from demonstrate/ model to student independence and differentiate instruction will impact all students' achievement.

Describe how the model aligns to Leading Indicators:

The model will allow River Valley Middle School to strengthen Tier I intervention and provide consistent routines and procedures for high expectations academically and behaviorally inside the classroom and the larger school. Improving the behavioral system will establish high expectations from all teachers with similar expectations across all classrooms and maximize instructional and learning time.

PBIS [behavioral system] PD will help us identify consistent structures for differentiation where effective instructional strategies are varied to meet all students' needs and to make certain that all students are successful

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

River Valley Middle School became a Title I school in 2013-2014. The support of this grant will accelerate our vision of becoming a Title I Distinguished School. With this grant the:

Principal will be able to:

- 1) Communicate high expectations to staff, students and families. Implement master schedules that maximize learning time for students and teachers. Provide staff with the flexibility for acquiring the critical knowledge to engage in inquiry and professional growth [offering choice related to training; collaboration; peer observations of classroom instruction for implementation of PD strategies; mini-grants for special inquiry] that align to the achievement goals and continuously improve to become a high performing middle school.

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

- 2) Make data visible using assessment to ensure that classroom level instruction is adjusted to meet the needs of subgroups. Develop and implement with teachers a data management system [observation walkthroughs; formative and summative assessment results] with tools to gain insight into how students and subgroups are performing and then design instruction based on what we know about the data.
- 3) Use data to work collaboratively with staff to maintain a safe and orderly work environment; making certain that are goals are met. Engage teachers, parents and the community in reviewing culture and climate data and discussing what needs to happen to stay on track. Involve families in a variety of school activities to increase academically focused relationships between teachers and families.
- 4) Apply effective staffing practices in order to continuously improve instruction and meet student goals

Teachers will be able to:

- 1) Communicate high expectations for all students academically and behaviorally by implementing consistent routines and procedures in the instructional and the school-wide community
- 2) Plan for and implement into every lesson an instructional framework that shifts from demonstrate/ model and increases student independence
- 3) Appropriately model and use [transfer] multiple instructional strategies and multiple response strategies that authentically engage students and meet learning needs of all students
- 4) Collaborate and use multiple sources of data [assessment] to monitor progress and differentiate instruction to improve student achievement

Students will be able to:

- 1) Demonstrate high expectations academically and behaviorally inside the classroom and the larger school.
- 2) Be authentically engaged in their learning and seek out the support of the teacher as a critical guide while learning.
- 3) Students demonstrate critical thinking skills and use accountable talk when engaged in partner, cooperative and/or collaborative structures. Students demonstrate processes and procedures that help them persevere when analyzing and arriving at solutions.

Demonstrate traits of self-regulated learners. Students contribute to school and/or classroom procedures and hold one another accountable for adhering to expectations; students demonstrate habits of self-discipline and self-management

Part 6b: Selection of Improvement Model – Planning Year – SY 2016-2017

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY16-17 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Hurst School will provide before and after school opportunities for all students to help increase student achievement called, Carnahan Crunch Time. Person Responsible: Ms. Rowlands, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Carnahan Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Principal Changes and Flexibility	<p>Implement the process and guidelines for reviewing Transformation Principal roles, responsibilities and effectiveness prior to full implementation (Superintendent; Assistant Superintendent of Secondary; Executive Director of Educational Services)</p> <p>Finalize support (TA) for principal/RVMS (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principal; Navigator mentor)</p> <p>Create 30-day checklist (Assistant Superintendent of Secondary, Executive Director of Educational Services; Principal; Navigator mentor)</p>	Phase One (First Quarter)	\$43,788- Navigator Learning Solutions 2016-2017	<p>Completion of the 8 Turnaround principles self-assessment rubric by BLT, updating of school improvement plan for priority status schools.</p> <p>Schedule meeting with Navigator and submit action plan and minutes from meeting.</p> <p>Completion of 30-day checklist of timeline and people responsible for SIG.</p>

Control over time, people, program & Increased Learning Time for Teachers

GCCS provides job embedded professional development to all teachers prior to the student day and during daily teacher preps. Principals are given the opportunity to utilize 5 period zeros/collaboration planning times per week. Each principal schedules these according to the needs of his/her building. Below is the PD schedule at River Valley for 2016-17:

	Mon	Tues	Wed	Thurs	Fri
Period 0	Change in practice, reflection, conferencing	PD-Grade level Teams	PD-Focus rotation - Guided Instruction, PRIDE, CCR, Engagement/Rigor	PD-Department Teams	Change in practice, reflection, conferencing
Collab Plan	Lesson Design	Lesson Design	Lesson Design	Lesson Design	Facilitated-focus building walk-throughs, data & student work analysis following Data Wise process

Multiple Phases (Multiple Quarters)

Corporation Commitment

A Period Zero/Collaboration calendar is shared through Google along with a Data Wise meeting agenda note taking form. The notes are shared with Principals, Instructional Coaches, and all department members. 100% of meeting minutes will be collected and reviewed by BLT and administrators for monitoring of next steps of implementation. Monitoring of implementation outcomes occurs through weekly classroom walk-throughs by the Principals. Principals complete a walk-through form weekly with 54 classroom teachers. Scheduled classroom modeling and observation times with Instructional Coaches will be monitored through a coaching log. Each quarter data will be collected from points of contact and compared to student data correlations through common formative assessments.

<p>Building Culture</p>	<p>Build leadership capacity through review and redesign of current leadership structure (Principals, Assistant Superintendent of Secondary, BLT, and GCEA rep) Implement Book study with BLT (Principals & BLT) Determine Books studies for building/departments (Principals & BLT) Implement Book studies for all teachers (Principals, BLT, teachers)</p>	<p>Phase One (First Quarter)</p>	<p>\$400- <i>Data Wise</i> books for BLT</p> <p>\$1,500- <i>Better Learning Through Structured Teaching/ Guided Instruction</i> (Fisher & Frey)</p> <p>\$219- Total Participation Techniques DVD</p>	
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<p>Effectiveness of Staff and recruitment/retainment of staff</p>	<p>Implement system for supporting teacher effectiveness (Principals, Academic Improvement Coordinator; Instructional Coaches) Provide opportunities for leadership incentives (Principals, Academic Improvement Coordinator; Instructional Coaches) Support effective job-embedded PD for all teachers (Principals, Academic Improvement Coordinator; Instructional Coaches)</p>	<p>Phase Two (Second Quarter)</p>	<p>\$31,500- Monthly stipends for RVMS Academy (\$150 per person for 6 months) \$5,400- mini-grants for classroom materials (\$100/54 teachers) \$219- "Fit Teaching In Action"</p>	<p>Documentation of teachers attending RVMS Academy and correlations of effectiveness through classroom walk-throughs. A monthly Professional Development calendar is shared by the principal to provide support and PD that is embedded during teacher contracted hours. A Data Wise meeting record feedback form is kept and reflected upon.</p>
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Professional Development	<p>Implement system for supporting teacher effectiveness (Principals, Academic Improvement Coordinator; Instructional Coaches)</p> <p>Model effective inquiry process (best practices based on research) (Principals, Academic Improvement Coordinator; Instructional Coaches)</p> <p>Implement best practices and strategies based on inquiry (Teachers)</p> <p>Support implementation of strategies (Principals; Academic Improvement Coordinator; Instructional Coaches)</p>	Phase Two (Second Quarter)	<p>\$7,700- ICLE-HMH Balanced Math sustainment PD/support on site with trainer Kathleen Wilson</p> <p>\$7,000 – 2017 National Reading Recovery Conference- Columbus, Ohio- January 28-31, 2017 (4 staff)</p> <p>\$1000 – Smekens Effective Strategies for Leading Guided Reading -Lou. KY 3.7.17 (5 staff member reg)</p> <p>\$1000 – Smekens Utilizing Data to Differentiate Small-Group Guided Reading Lou., KY 3.8.17</p>	Documentation of teachers attending Professional Development and follow-up training of best practices based on research.
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<p>Principal Changes and Flexibility</p>	<p>Implement the process and guidelines for reviewing Transformation Principal roles, responsibilities and effectiveness prior to full implementation (Superintendent; Assistant Superintendent of Secondary; Executive Director of Educational Services)</p> <p>Discuss and review support (TA) for principal/RVMS (Assistant Superintendent of Secondary, Executive Director of Educational Services; Principal; Navigator mentor)</p> <p>Review 60-day checklist, develop next 30-day checklist (90 days) (Assistant Superintendent of Secondary, Executive Director of Educational Services; Principal; Navigator mentor)</p>	<p>Phase Three (Third Quarter)</p>	<p>Corporation Commitment</p>	<p>Revisit the 8 Turnaround principles self-assessment rubric by BLT.</p> <p>Continue scheduled meetings with Navigator and review action plan and minutes from meetings.</p> <p>Completion of 60-day checklist of timeline and people responsible for SIG.</p>
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<p>Instructional Programs</p>	<p>Implement an instructional framework based on key elements of lesson design that includes: *aligned measurable and attainable objectives (daily learning target); *assessment (frequent checks) to gauge student learning, and to inform, monitor and differentiate instruction; *sequence of instruction (GRR); and *multiple strategies and activities appropriately aligned to achieve objective (Principals, Academic Improvement Coordinators, Instructional Coaches, Teachers) Identify and use indicators for conducting instructional audit (Assistant Superintendent of Secondary, Executive Director of Educational Services; Principals; BLT; Navigator mentor) Review instructional audit with staff (Assistant Superintendent of Secondary, Executive Director of Educational Services; Principals; BLT; Navigator mentor)</p>	<p>Phase Three (Third Quarter)</p>		<p>Monitoring of instructional framework and lesson design occurs through weekly classroom walk-throughs by the Principals. Principals complete a walk-through feedback form to document use of daily learning targets and best practice strategies.</p> <p>Central office staff conduct monthly instructional audits seeking implementation of best practice strategies.</p>
<p>Professional Development</p>	<p>Implement system for supporting teacher effectiveness (Principals, Academic Improvement Coordinator; Instructional Coaches) Conduct "implementation" walkthrough (Principals, Academic Improvement Coordinator; Instructional Coaches; Navigator mentor) Support implementation of core strategies (Principals, Academic Improvement Coordinator; Instructional Coaches) Provide differentiated PD (Principals, Academic Improvement Coordinator; Instructional Coaches)</p>	<p>Phase Three (Third Quarter)</p>	<p>\$35,000 salary + \$10,000 benefits-Instructional Coach (1/2 year)</p>	<p>Conduct classroom walkthroughs to determine extent of implementation of instructional framework (GRR). Survey teachers regarding individual preferred delivery model. Research appropriate supports for professional development. Advertise and hire Instructional Coach to provide additional professional development supports. Align instructional coach support to teacher needs and goals of Transformation model.</p>

<p>Building Culture</p>	<p>Review and redesign the current leadership structure (Assistant Superintendent of Secondary, Executive Director of Educational Services; Principals; BLT; GCEA rep)</p> <p>Review ad reflect on implementation of collaboration (Principals; BLT; GCEA rep)</p> <p>Review and reflect on implementation of BLT (Principals; BLT; GCEA rep)</p> <p>Review and reflect on PD/job-embedded opportunities (Principals; BLT; GCEA rep)</p>	<p>Phase Four (4th quarter)</p>	<p>\$10,000-ASCD Empower Conference (3/22- 3/24) 5 people</p>	<p>Review / reflect/ and revise the work of "BLT WITH GCEA REPRESENTATIVE" to analyze data from a range of resources in order to ensure that the work being done acknowledges who our students are and why they are struggling. Review / reflect / and revise master schedule and analyze collaboration ensuring that protocols and tools for collaboration were used consistently horizontally and vertically. Review / reflect / and revise guidelines of roles and responsibilities of "BLT WITH GCEA REPRESENTATIVE" members. Complete a self-reflection to identify success and needs for -ASCD National Conference. Survey new teachers to River Valley asking to make sure they understand the infrastructure of teacher leadership and see themselves as a viable member. Celebrate teacher leadership across the building. Review schedules and norms for collaboration looking for areas that need revision/support. Review continuous improvement. Survey staff for information concerning PD for assessment literacy --- using data; provide summer PD calendar. Plan summer professional development on school improvement process to ensure consistency and integrity.</p>
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<p>Family and Community Engagement</p>	<p>Strengthen culturally competent family and community program to increase engagement- hire parent/community liaison (Principals; BLT; School Guidance Counselors; GCEA rep) Conduct survey (Principals; BLT; School Guidance Counselors ; GCEA rep) Use feedback/survey and data to: *Revise plan *Increase/improve PI *Identify needs (Principals; BLT; School Guidance Counselors; GCEA rep) Identify PD needs (increase/improve cultural competency) (Principals; BLT; School Guidance Counselors; GCEA rep)</p>	<p>Phase Four (4th quarter)</p>	<p>\$19,000 salary \$6,000 benefits- Parent/Community liaison- classified 195 days \$2,100- Additional home visits to include 7th & 8th students 12 staff/\$175 stipend \$16,200 – Additional Parent/Teacher conf. for Spring 54 staff/\$300</p>	<p>Develop a plan for changing the culture of parent involvement at River Valley Middle School and how parents are involved in the Student Achievement mission and process [i.e., school decision making]. Develop annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times]. Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement. Implement plan for disseminating student progress/achievement and how the school is meeting our mission and achievement goals [i.e., share areas of challenge]. Identify PD needs of staff to improve/increase cultural competency.</p>
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<p>Instructional Programs</p>	<p>Implement Data Analysis: Data Team Work Organize and Analyze formative and summative assessments (Principals; Academic Improvement Coordinator; Instructional Coaches; Data Teams) Summarize Key Findings- Data Statements (strengths and challenges) (Principals; Academic Improvement Coordinator; Instructional Coaches; Data Teams) Update Student Achievement Plan (Principals; Academic Improvement Coordinator; Instructional Coaches)</p>	<p>Phase Five (summer 2017)</p>	<p>\$12,000- Stipends for data work and collaboration -Two days at the end of the teacher contract and two days prior to the start of the teacher contract.</p>	<p>Collect and chart data to identify critical needs. Analyze data for root causes and critical needs. Develop goal[s], strategies, indicators, and action steps focused on critical needs. Implement strategies and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning. Review data; gather evidence of implementation and impact [chart progress/ growth]</p>
<p>Professional Development</p>	<p>Implement Data Analysis: Data Team Work Organize and Analyze perceptual data (Principals; Academic Improvement Coordinator; Instructional Coaches; Data Teams) Summarize Key Findings- Data Statements (strengths and challenges) (Principals; Academic Improvement Coordinator; Instructional Coaches; Data Teams) Update Student Achievement Plan (Principals; Academic Improvement Coordinator; Instructional Coaches)</p>	<p>Phase Five (summer 2017)</p>		<p>Collect and summarize data from surveys [i.e., curriculum, instruction, assessment, climate, culture; walkthroughs; effectiveness] Analyze data for patterns, trends and critical needs. Identify barriers/ root causes that are roadblocks. Identify/ strengthen PD strategies. Implement strategies and action steps with consistency to achieve goal[s]. Monitor fidelity of implementation and effect on changes in adult practice and student learning.</p>

Part 6c: Selection of Improvement Model – Implementation Years – SY 2017-2018, SY 2018-2019, and SY 2019-2020

Instructions: Complete the table below detailing the three-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. 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. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>SY 2017-2018</u>	<u>Action Steps SY 2018-2019</u>	<u>SY 2019-2020</u>	<u>Budgeted Items</u>
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<p>Develop and increase teacher and school leader effectiveness [IN Principle 1 and 5]</p>	<p>Navigator Learning Solutions; Assistant Superintendent of Secondary; Executive Director for Educational Services</p>	<p>Implement process and guidelines for reviewing Transformation Principal effectiveness prior to full implementation. Align process w/ Principal Effectiveness System to specific indicators for the Transformation Leader. Provide TL w/ TA [Navigator Learning Solutions]; review role and responsibility. Schedule monthly District/ Transformation Leader/ Mentor meetings and focus. Identify specific indicators and data for each meeting [milestones]. Review and redesign the current leadership structure that focuses on: 1. Building leadership capacity • Implement "BLT WITH GCEA REPRESENTATIVE" in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to River Valley they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member.</p>	<p>Implement process for Transformation Principal effectiveness. Analysis of Data: District, Principal and Navigator Learning Solutions will use critical indicators from 2017-2018 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths and areas for additional support. Feedback and Plan for Improvement based on 8-Step School Improvement Process: Establish tools and milestones for accomplishing goals Implement the leadership structure.</p>	<p>Review and revise plan for Transformation Principal effectiveness based on 2017-2018 data. Analysis of Data: District, Principal and Navigator Learning Solutions will use critical indicators from 2018-2019 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths and areas for additional support. Feedback and Plan for Improvement based on 8-Step School Improvement Process: Establish milestones for accomplishing goals: increase A-F Report Card status to B.</p>	<p>\$28,672- Navigator Learning Solutions 2017-2018</p> <p>\$19,408- 2018-2019</p> <p>\$14,996- 2019-2020</p> <p>\$40,000- Registrations for ASCD Educational Leadership conferences, 5 staff (\$10,000 per year for 4 years</p> <p>\$22,000- Mini-grants for teachers for classroom resources- 55 staff (\$100x 55 for 4 years)</p> <p>\$48,000- Stipends for data work and collaboration- 2 days at end and start of teacher contract (\$12,000x 4 years)</p>
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<p>Professional Development-comprehensive instructional reform and extended learning time for all teachers</p>	<p>Principals; Academic Improvement Coordinator; Instructional Coaches; Teachers</p>	<p>Implement an instructional framework based on key elements of lesson design that includes: Implement an instructional framework based on key elements of lesson design that includes: • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; sequence of instruction [GRR]; and • multiple strategies and activities appropriately aligned to achieve the objective. Identify support for improving instructional framework based on observation feedback. Conduct weekly instructional observation walkthroughs based on implementation gauge to ensure fidelity of core strategies and its impact on student achievement. Implement/provide support for improving instructional framework.</p>	<p>Implement an instructional framework based on key elements of lesson design that includes: Implement an instructional framework based on key elements of lesson design that includes: • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; sequence of instruction [GRR]; and • multiple strategies and activities appropriately aligned to achieve the objective. Conduct weekly instructional observation walkthroughs based on implementation gauge to ensure fidelity of core strategies and its impact on student achievement. Goal is to increase core strategies in classrooms by 60% in year 2. Implement/provide support for improving instructional framework.</p>	<p>Revise an instructional framework based on key elements of lesson design that includes: Implement an instructional framework based on key elements of lesson design that includes: • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; sequence of instruction [GRR]; and • multiple strategies and activities appropriately aligned to achieve the objective. Conduct weekly instructional observation walkthroughs based on implementation gauge to ensure fidelity of core strategies and its impact on student achievement. Goal is to increase core strategies in classrooms by 80% in year 3. Implement/provide support for improving instructional framework.</p>	<p>\$1,00,000 - Instructional Coach (\$80,000 salary + \$20,000 benefits for 4 years)</p> <p>\$140,000- RVMS Academy- Monthly stipends 30 staff, 7 months (\$35,00 per year for 4 years)</p> <p>\$15,500- ICLE-HMH Balanced Math sustainment PD/support on site with trainer Kathleen Wilson (\$7,700 in 2017-2018, \$3,900 per year in 2018-2019 & 2019-2020)</p>
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<p>Increased Learning Time for all students</p>	<p>Principals; Academic Improvement Coordinator; Instructional Coaches; Teachers; BLT; Navigator mentor</p>	<p>Implement a before/after school comprehensive intervention program for students at risk of failure or subgroups with the largest achievement gaps. Implement an after school enrichment program for students who struggle to attend due to transportation/family issues. Analysis of extended learning data at the end of each quarter. Draft and implement an intervention plan to include: academic subjects covered, description of core strategies. Assessment/monitoring, routines/procedures, staffing, and transportation.</p> <p>Provide an opportunity for all students to attend Fall & Spring Intersession for intervention/enrichment.</p>	<p>Revise a before/after school comprehensive intervention program for all students at risk of failure or subgroups with the largest achievement gaps. Revise an after school enrichment program for students who struggle to attend due to transportation/family issues. Analysis of extended learning data at the end of each quarter. Revise an intervention plan to include: academic subjects covered, description of core strategies. Assessment/monitoring, routines/procedures, staffing, and transportation.</p> <p>Provide an opportunity for all students to attend Fall & Spring Intersession for intervention/enrichment.</p>	<p>Implement a before/after school comprehensive intervention program for all students at risk of failure or subgroups with the largest achievement gaps. Implement an after school enrichment program for students who struggle to attend due to transportation/family issues. Analysis of extended learning data at the end of each quarter. Formalize an intervention plan to include: academic subjects covered, description of core strategies. Assessment/monitoring, routines/procedures, staffing, and transportation.</p> <p>Provide an opportunity for all students to attend Fall & Spring Intersession for intervention/enrichment.</p>	<p>\$64,000- Contracted transportation after school (\$16,000 for 4 years)</p> <p>\$24,000- Transportation for Fall & Spring Intersession (\$6,000 wk/4 years)</p>
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<p>Instructional Programs-comprehensive instructional reform strategies</p>	<p>Principals; BLT; GCEA rep; Assistant Superintendent of Secondary; Executive Director of Educational Services; Navigator mentor</p>	<p>Implement and schedule ongoing PD targeting best practices determined by observation data and student achievement. Implement and schedule appropriate PD to support staff in reflecting, revising, and evaluating classroom practices to improve learning outcomes. Analysis of data from PD evaluations and Data Wise process will be reviewed every month.</p>	<p>Implement and schedule ongoing PD targeting best practices determined by observation data and student achievement. Implement and schedule appropriate PD to support staff in reflecting, revising, and evaluating classroom practices to improve learning outcomes based on 2017-2018. Analysis of data from PD evaluations and Data Wise process will be reviewed every month.</p>	<p>Implement and schedule ongoing PD targeting best practices determined by observation data and student achievement. Implement and schedule appropriate PD to support staff in reflecting, revising, and evaluating classroom practices to improve learning outcomes based on 2018-2019. Analysis of data from PD evaluations and Data Wise process will be reviewed every month.</p>	
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<p>Family and Community Engagement- create community oriented schools</p>	<p>Principals; BLT; GCEA rep</p>	<p>Implement culturally competent programs to increase family and community engagement. Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement. Implement plan for disseminating student progress and how school is meeting goals/challenges.</p>	<p>Implement culturally competent programs to increase family and community engagement based on 2017-2018. Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement. Implement plan for disseminating student progress and how school is meeting goals/challenges.</p>	<p>Implement culturally competent programs to increase family and community engagement based on 2018-2019. Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement. Implement plan for disseminating student progress and how school is meeting goals/challenges.</p>	<p>\$66,000- Stipends for additional Parent/Teacher conferences during semester 2 (\$300x 55 staff for 4 years)</p> <p>\$8,400- Stipends for additional home visits to include 7th and 8th grades (\$175x 12 staff for 4 years)</p> <p>\$100,000- Parent/Community liaison- (\$19,000 salary + \$6,000 benefits for 4 years)</p>
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Operational flexibility and sustained support	Superintendent ; Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals	Implement "flexibility" plan identifying and describing guidelines and activities to sustain the Transformation model at River valley Middle School: 1) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2) Flexibility Plan will include: • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] 3) Ongoing, technical assistance (Navigator Learning Solutions) River Valley will receive to support the implementation of the Transformation Model. 4) Schedule monthly district/principals/Navigator or mentor meetings and focus 5) Specific indicators and data for each meeting (milestones).	Implement "flexibility" plan identifying and describing guidelines and activities to sustain the Transformation model at River valley Middle School based on Implementation Year 1 (2017-2018 data): 1) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2) Flexibility Plan will include: • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] 3) Ongoing, technical assistance (Navigator Learning Solutions) River Valley will receive to support the implementation of the Transformation Model. 4) Schedule monthly district/principals/Navigator or mentor meetings and focus 5) Specific indicators and data for each meeting (milestones).	Implement "flexibility" plan identifying and describing guidelines and activities to sustain the Transformation model at River valley Middle School based on Implementation Year 2 (2018-2019 data): 1) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2) Flexibility Plan will include: • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] 3) Ongoing, technical assistance (Navigator Learning Solutions) River Valley will receive to support the implementation of the Transformation Model. 4) Schedule monthly district/principals/Navigator or mentor meetings and focus 5) Specific indicators and data for each meeting (milestones).	Corporation Commitment Navigator Learning Solution-2019-2020 10 hours- No charge
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Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

Required
Elements

Action Steps and Person(s) Responsible

Timeline

Budgeted
Items

Measurable Outcomes

Leadership	<p>Review the System for Leadership (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; BLT; GCEA rep) Finalize master schedule for collaboration (Principals; BLT; GCEA rep) Finalize master schedule for BLT (Principals; BLT; GCEA rep) Determine PD needs/inquiry needs (Principals; BLT; GCEA rep)</p>	Phase One (First Quarter)	<ul style="list-style-type: none"> • Implement the strategic efforts of "BLT AND GCEA REPRESENTATIVE" to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis • Implement and model roles, responsibilities and goals of all leadership members [use guidelines with our new teachers at Parkview so they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member • Review foundations for continuous improvement [PD for assessment literacy- using data; PD system for improvement and process for data analysis (Data Wise).
Maintaining Culture	<p>Review and strengthen the instructional cultural (System for Instruction/pedagogy) Principals; BLT; GCEA rep) Implement an instructional framework based on core strategies (Principals; AIC; Instructional coaches; BLT Identify and use indicators for conducting instructional walkthroughs (Principals; AIC; Instructional coaches; BLT)</p>	Phase One (First Quarter)	<p>Review overall foundations of our instructional model and accomplished indicators (Data Wise- Murnane; Better Learning Through Structured Teaching – Fisher/Frey) • Identify core strategies for implementation • Describe levels of implementation using Implementation Gauge • Discuss w/ grade level teams for input • Conduct walkthrough • Analyze findings • Identify strengths and gaps • Provide support for teachers/ grade levels to improve implementation.</p>

<p>Effectiveness of staff and retainment of staff</p>	<p>Review and strengthen teacher effectiveness (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; BLT; GCEA rep) Provide opportunities for leadership incentives (Principals; AIC; Instructional coaches) Support effective job-embedded PD for all teachers (Principals; AIC; Instructional coaches)</p>	<p>Phase Two (Second Quarter)</p>	<p>\$40,000 salary + \$10,000 benefits- ½ Instructional Coach (other half picked up by Corporation) \$10,000- PD materials/ conferences to continue work</p>	<p>Use the 8-Step Process to review and strengthen Systems for: • Continuous Improvement • Curriculum [maps/ pacing guides] • Assessment [CQAs] • Review collaborative work [look for: norms; schedules; protocols; goal setting; celebrations; documentation] • Use Data Wise Process to chart and analyze student performance and perceptual data • Implement responsibilities and goals of team members [review and adjust guidelines to support new teachers] and increase capacity of team members. Use RISE Teacher Evaluation system that includes student growth as a factor • Provide incentives for highly effective / effective teachers • Provide opportunities for leadership growth • Provide weekly scheduled collaboration time for staff. Provide weekly job-embedded PD • Provide extended PD opportunities • Provide weekly observation/ feedback based on implementation gauge aligned to core strategies.</p>
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<p>Professional Development</p>	<p>Review and strengthen the Stem for Professional Development (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; AIC; Instructional coaches; BLT; GCEA rep) Implement system for supporting teacher effectiveness (Principals; AIC; Instructional coaches) Model effective inquiry process (best practices based on research) (Principals; AIC; Instructional coaches) Implement best practices and strategies based on inquiry (teachers) Support implementation of strategies (Principals; AIC; Instructional coaches)</p>	<p>Phase Two (Second Quarter)</p>		<p>Review overall foundations of our instructional model and accomplished indicators (Better Learning Through Structured Teaching – Fisher/Frey). Support new teachers or teachers who may need/ want support in understanding the foundations of our instructional and how we “gauge” progress toward consistency and fidelity aligned to PD. Engage in common book study that expands the foundations of: “quality instruction” and “gradual release” to embed common language and guide teacher instructional design [or reread critical parts of these books for deeper understanding and application. Support teachers with model lessons, coaching and peer observations that expand the application and transfer of: “quality instruction” and “gradual release” to increase consistency, fidelity and guide teacher instructional design.</p>
<p>Leadership</p>	<p>Review and strengthen System for Leadership-Principal roles, responsibilities and effectiveness to sustain implementation (Superintendent; Assistant Superintendent of Secondary; Executive Director of Educational Services) Discuss and review support for Principal/RVMS (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; Navigator) Review 60-day checklist; develop next 30-day checklist (90 days) (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; Navigator)</p>	<p>Phase Three (Third Quarter)</p>	<p>Navigator Learning Solutions- 10 hours online support at no charge</p>	<p>Provide Principal with feedback regarding data and milestones • Continue monthly District/ Transformation Leader • Continue TA support and focus.</p>

<p>Instructional Programs</p>	<p>Identify and use indicators for conducting instructional audit (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; Navigator) Review instructional audit with staff (Assistant Superintendent of Secondary; Executive Director of Educational Services; Principals; Navigator) Identify Implementation Gaps (Principals; AIC; Instructional coaches; teachers)</p>	<p>Phase Three (Third Quarter)</p>	<p>Navigator Learning Solutions- 10 hours online support at no charge</p>	<p>Conduct an instructional audit to compare baseline [SY 2016- 2017] and current instructional practices including: engagement, checks for understanding, aligned objectives (daily learning target), sequence of instruction • Analyze results of audit to determine gaps and identify professional development supports/resources needed • Analyze student performance data.</p>
<p>Professional Development</p>	<p>Review and strengthen system for teacher effectiveness (Principals; AIC; Instructional coaches) Schedule walkthroughs (Principals; AIC; Instructional coaches) Use walkthrough data (Principals; AIC; Instructional coaches) Differentiate PD based on walkthrough data (Principals; AIC; Instructional coaches)</p>	<p>Phase Three (Third Quarter)</p>		<p>Conduct classroom walkthroughs to determine extent of implementation of instructional framework (GRR). Survey teachers regarding individual preferred delivery models. Continue to provide appropriate supports for professional development. Discuss and use Instructional Coach to provide additional professional development supports.</p>

<p>Maintaining Culture</p>	<p>System for Leadership: Review and strengthen the current leadership structure (Assistant Superintendent of Secondary; Executive Director of Educational Services; BLT; GCEA rep)</p> <p>Review and reflect on implementation of collaboration (Principals; BLT; GCEA rep)</p> <p>Review and reflect on implementation of BLT (Principals; BLT; GCEA rep)</p> <p>Review and reflect on PD/job-embedded opportunities (Principals; BLT; GCEA rep)</p>	<p>Phase Four (Fourth quarter)</p>	<p>Review / reflect/ and revise the work of "BLT AND GCEA REPRESENTATIVE" to analyze data from a range of resources in order to ensure that the work being done acknowledges who our students are and why they are struggling. Celebrate teacher leadership and progress across the building. Review and reflect on master schedule and analyze collaboration ensuring that protocols and tools for collaboration were used consistently horizontally and vertically. Review all documentation needed for data analysis. Review and reflect on guidelines of roles and responsibilities of "BLT AND GCEA REPRESENTATIVE" members. Complete a self-reflection to identify success and needs for professional development and support. Survey new teachers to River Valley asking for their first year and the support structures that were beneficial and other support needed. Share results/ findings w/ staff. Review schedules and norms for collaboration looking for areas that need revision/support. Review continuous improvement. Survey staff for information concerning PD; using Data Wise process to improve data collection and analysis; provide summer PD opportunities and calendar.</p>
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Family and Community Engagement	<p>System for Family and Community: Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Conduct survey [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Use feedback/ survey and data to: Revise Plan Increase/ improve PI Identify needs [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Identify PD needs [Principal; BLT AND GCEA REPRESENTATIVE]</p>	Phase four (4 th quarter)		<p>Review and revise plan for parent involvement at River Valley Middle School and how parents are involved in the Student Achievement mission and process [i.e., school decision making]. Conduct annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times]. Revise evaluation to monitor the family engagement activities to inform programs and improve family engagement. Review and revise plan for disseminating student progress/ achievement and how the school is meeting our mission and achievement goals [i.e., share areas of challenge]</p>
Effectiveness of staff and retainment of staff	<p>Review Systems of Organization: Effectiveness of staff and retainment of staff. Establish Timeline Schedule for SY 2020- 2021 [Principal; BLT; Academic Improvement Coordinator] Revise/ update Teacher Guidance Materials/ resources [Principal; BLT; Academic Improvement Coordinator]</p>	Phase Five (summer 2020)		<p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-2020. Review components of 8- Step process and identify current status and areas where support is needed.</p>
Instructional Programs	<p>Organize and Analyze formative and summative assessments [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Summarize Key Findings — Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>	Phase Five (summer 2020)		<p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-2020: System for Pedagogy Determine teacher assignments/ placements based on highly qualified and student needs. Revise master schedules. Determine PD needs to strengthen and continuously improve model/ framework.</p>

Professional Development	Organize and Analyze Perceptual Data [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams] Summarize Key Findings — Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams] Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]	Phase Five (summer 2020)	Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-2020: System for Professional. Revise schedule for collaboration and communicate norms, protocols and tools for collaboration be used consistently horizontally and vertically. Revise and communicate all documentation needed for data analysis. Identify PD needs based on student achievement, perceptual data and HQ data. Draft PD Plan: focus, opportunities and calendar. Identify and tentatively determine how PD topics/focus of training for PI hat supports the PD plan (if appropriate).
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Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete (*Indicate what areas and interventions the district plans to sustain AFTER grant funding.*) (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
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<p>Shared Leadership: Improving effective collaboration.</p>	<p>Continue to support and strengthen leadership capacity • Implement the strategic efforts of “BLT AND GCEA REPRESENTATIVE” to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis • Implement and model roles, responsibilities and goals of all leadership members [use guidelines with our new teachers at River Valley so they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member • Review foundations for continuous improvement [PD for assessment literacy -- using data; PD about system for improvement [8-Step Process] and process for data analysis [5-Step process]Persons Responsible: School Administration, BLT, AIC, Instructional Coach, GCEA Representative.</p>	<p>Phase One (First Quarter)</p>		<p>The use of the Data Wise model will be implemented in 90% of collaboration meetings beginning in year 2016-17.</p>
<p>Classroom Environment: Improving the learning environment for students.</p>	<p>Implement an instructional framework based on core strategies. Identify and use indicators for conducting instructional walkthrough. Review instructional walkthrough w/ staff. Continue to support leadership capacity for strengthening our instructional model/ framework: • Review overall foundations of our instructional model and accomplished indicators (Data Wise- Murnane; Better Learning Through Structured Teaching – Fisher/Frey) Persons Responsible: School Administration, BLT, AIC, Instructional Coach, GCEA Representative.</p>	<p>Phase One (First Quarter)</p>		<p>Overall increase of at least 5% in ISTEP, STAR, and Common Quarterly Assessments for each school year beginning in 2016-17.</p>

<p>Effectiveness and retention of staff</p>	<p>Implement and strengthen teacher leadership across the school. Use the 8-Step Process to review and strengthen Systems for Continuous Improvement. Curriculum pacing guides/CQA's</p> <p>Review collaborative work [look for: norms; schedules; protocols; goal setting; celebrations; documentation] Use 5-Step Process to chart and analyze student performance and perceptual data</p> <p>Implement responsibilities and goals of team members [review and adjust guidelines to support new teachers] and increase capacity of team members.</p> <p>Use RISE Teacher Evaluation system that includes student growth as a factor.</p> <p>Provide incentives for highly effective / effective teachers.</p> <p>Provide opportunities for leadership growth. Provide weekly scheduled collaboration time for staff.</p> <p>Provide weekly job-embedded PD.</p> <p>Provide extended PD opportunities.</p> <p>Provide weekly observation/ feedback based on implementation gauge aligned to core strategies.</p> <p>Persons Responsible: School Administration, BLT, AIC, Instructional Coach, GCEA Representative.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$10,000 for professional development materials and pertinent conferences.</p>	<p>Teacher effectiveness will increase by 5% each year beginning in 2016-17. The RISE teacher evaluation tool will be used to determine if goal was met.</p>
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<p>Instructional Programs: monitor the implementation of the instructional model (i.e., Gradual Release of Responsibility; core strategies).</p>	<p>Conduct an instructional audit to compare baseline (SY 2016- 2017) and current instructional practices including: engagement, checks for understanding, aligned objectives (daily learning target), sequence of instruction, etc. Analyze results of audit to determine gaps and identify professional development supports/resources needed. Analyze student performance data.</p> <p>Persons Responsible: School Administration, BLT, AIC, Instructional Coach, GCEA Representative.</p>	<p>Phase Three (Third Quarter)</p>		<p>Percentage of Highly Effective teachers will increase by 5% in each school year beginning in 2016-17.</p>
<p>Family and Community Engagement</p>	<p>Review and revise plan for parent involvement at River Valley Middle School and how parents are involved in the student achievement mission and process.</p> <p>Conduct annual survey to collect input about topics of interest and how those topics might be accessible for them.</p> <p>Revise evaluation to monitor the family engagement activities to inform programs and improve family engagement.</p> <p>Review and revise plan for disseminating student progress/ achievement and how the school is meeting our mission and achievement goals.</p> <p>Persons Responsible: School Administration, BLT, AIC, Instructional Coach, GCEA Representative.</p>	<p>Phase Four (Fourth Quarter)</p>		<p>Percentage of positive feedback will increase by 5% each year beginning in 2016-17.</p>

<p>Professional Development: Year-end data analysis to gauge the effectiveness of implementation related to school-wide initiatives, staff buy-in, and understanding</p>	<p>Review and Revise Systems work based on data and analysis from SY 2019-2020.</p> <p>Revise schedule for collaboration and communicate norms, protocols and tools for collaboration be used consistently horizontally and vertically. Revise and communicate all documentation needed for data analysis.</p> <p>Identify PD needs based on student achievement. Draft PD Plan: focus, opportunities and calendar.</p> <p>Identify and tentatively determine professional development details and adjustments as we move forward.</p> <p>Persons Responsible: School Administration, BLT, AIC, Instructional Coach, GCEA Representative.</p>	<p>Phase Five (Summer Session)</p>		<p>Student achievement from ISTEP, STAR, and common assessments will be used to determine growth with a goal of 5% increase in both math and ELA each year beginning 2016-17.</p>
		<p>Choose an item.</p>		

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments

Behavior Programs

Attendance Programs

Intervention Programs

Grading System/Parent Access Programs

Other School Programs

<ul style="list-style-type: none"> • ISTEP+ • STAR - Reading/Math • Common Pre/Post Tests (Math & ELA-2 each per quarter) • CQA (1 per quarter) • SRI • DMR quizzes 	<ul style="list-style-type: none"> • PRIDE • Check In/Check Out • Mentoring • Tier II IMPACT 	<ul style="list-style-type: none"> • STAR 	<ul style="list-style-type: none"> • LLI Guided Reading • Do the Math Now • Read 180 • Systems 44 • Read Naturally 	<ul style="list-style-type: none"> • PowerSchool • 	<ul style="list-style-type: none"> • Reading Counts • Best Buddies • NJHS • RVMS Club
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Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

River Valley Middle School's Outcome Artifact will focus on Leadership and Effective Instruction. Our presentation format will be a PowerPoint with embedded video. We will chronicle what we are doing to answer our essential questions as we implement the Year of Planning for Transformation:

Quarter 1: What does effective collaboration at River Valley Middle School look like? What should our school/classrooms look like? Feel like? How do we work? What does effective collaboration at River Valley Middle School look like?

Quarter 2: Effectiveness, recruitment, and retention of staff. Professional Development EQ: What supports do we need to redefine our sense of urgency from a state of panic to a committed journey?

Quarter 3: Principal Changes and Flexibility. How has work to date influenced, changed or revised the Principal's role or needs? How do we effectively monitor the implementation of the Gradual Release of Responsibility model? How do we differentiate our Professional Development to ensure individual teacher's needs are met?

Quarter 4: Building Culture EQ: Where are we now in terms of our quest to become a school where no one wants to leave and everyone wants to come? Family and Community Engagement EQ: What will make River Valley Middle School a place where students and parents want to be involved and are proud to be a River Valley Raider?

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an "external provider" such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	X Yes <input type="checkbox"/> No
1. 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	Marjorie R. Simic, Navigator Learning Solutions has worked with our Title I schools for over 9 years. She has had experience at the school, district, university and state level. She held the position of State Title I Director at the IDOE and provided support to schools planning and implementing school-wides, Comprehensive School Reform Demonstration grants and many schools in improvement across the state.
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	Navigator Learning will provide 5 onsite visits as well as phone consultation and data review.
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	Navigator Learning, Dr. Steve Griffin (Asst. Superintendent for Secondary Schools), Amy Schellenberg (Executive Director for Educational Services) will coordinate visits and ensure monthly corporation monitoring meetings are communicated.
4. Assessing the services, including, but not limited to:	Navigator Learning – Personal Coaching for Principals includes improving

Capacity Task

District Evidence

communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs

communication with stakeholders, organization, implementation and leadership within a middle school setting.

5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. **Prior to an external provider work beginning, LEA must receive IDOE approval**

Greater Clark County Schools understands that we must receive prior approval from IDOE regarding contracts for external providers related to this proposal. Upon approval of this proposal, Greater Clark County Schools will provide appropriate contracts to IDOE prior to an external provider work beginning

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task

Yes No

District Evidence

1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding

The Executive Director of Educational Services and the Principal developed and reviewed the attached budget [developed using IDOE guidance]. District and school leadership collaborated to identify areas of need and then researched models, programs and interventions for a research-base and program effectiveness that aligned with the school's demographics. District calculated salaries based on employees in comparable positions [i.e., instructional coaches; outreach coordinators; highly qualified teachers Budget resources to support effective implementation are thoroughly calculated and aligned with each identified transformation intervention requirement/option All budget items are reasonable,

LEA Capacity Task

Yes No

District Evidence

allocable and needed in relation to the proposal. Budgets reflect standard rates for comparable work. Proposed funded staff, extended-time opportunities, digital content, partners, professional development and all components proposed in this grant are directly linked to the improvement of student achievement Executive Director of Educational Services, the Principal and BLT WITH GCEA REPRESENTATIVE have discussed and designed all components in this grant for sustainability after funding ends

2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model

- Ability to recruit new principals through partnerships with outside educational organizations and/or universities
- Statewide and national postings for administrative openings
- External networking
- Resumes provided
- Data examined to demonstrate track record
- Principal hiring process
- Principal transfer procedures/policies

Attached Resumes for: Amy Schellenberg, Executive Director of Educational Services Michelle Dyer, Principal JT Cox, Assistant Principal Greater Clark County Schools and River Valley leadership is excited by the potential support available through the highly competitive SIG[g] grant award, and pledges their commitment through the 2020-21 commitment to its effective and successful year of sustainability. Amy Schellenberg, Executive Director of Educational Services has served as director of curriculum, instruction, professional development and Title I for over 20 years. Amy has successfully managed several federal grant programs and has a strong understanding of federal compliance requirements. Michelle Dyer is the current principal at River Valley Middle School and serves as the leader of over 900 students. JT Cox is the current Assistant Principal at River Valley Middle School and is primarily responsible for student services, including PRIDE/ PBIS, overseeing student discipline

LEA Capacity Task

Yes No

District Evidence

and attendance initiatives. Principal candidates are pursued both internally and externally through all venues, such as national publications, IDOE websites, Greater Clark County Schools [GCCS] websites, etc. While our hope is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of highly qualified candidates for leading teachers and meeting students' needs.

3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model

- School Board Assurances
- School Board Meeting Minutes from proposal and or discussion
- Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools

Greater Clark County Schools [GCCS] has received support from the Board of Education to apply for and fully-implement the proposed 1003[g] grant proposal. Evidence: Board of Education Assurances signed by Board President Mark Pavey [1003[g] Application] Mark Pavey, Board President: Letter of Support [attached]

4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model

- Superintendent Assurance
- School Board Meeting Minutes from proposal and or discussion
- Superintendent SIG Presentation
- Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools

River Valley Middle School and district leadership have received support from Superintendent of Greater Clark County Schools, Dr. Andrew Melin to apply for and fully implement the proposed 1003[g] grant proposal. GCCS will begin SY 2016-2017 under reorganization to increase District support for elementary and middle/ secondary curriculum and instruction. Under this reorganization, Amy Schellenberg, Executive Director of Educational Services is assigned as the transformation leader for school improvement. Evidence: LEA Assurances signed by Superintendent, Dr. Andrew Melin [1003[g] Application] Dr. Andrew Melin, Superintendent: Letter of Support [attached] Board of Education Assurances

LEA Capacity Task

Yes No

District Evidence

signed by Board President Mark Pavey

5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed

- Teacher Union Assurance
- An outline of amendments to SIG Teacher contracts that will allow for full implementation

X

River Valley Middle School and district leadership have received support from the Greater Clark Education Association [union] to apply for and fully-implement the proposed SIG[g] grant proposal. Letter of Support from John McLaughlin, GCEA President Greater Clark County Schools and the Greater Clark Education Association [GCEA] have a collaborative relationship and effectively work together to improve student achievement. GCEA was informed of the school improvement models and the opportunity to pursue SIG[g] funding. The teachers had input, including the union leadership, in identifying interventions for this grant. Further, they have committed to eliminate any barriers to allow the full implementation of the transformation model.

6. The district has a robust process to select staff for 1003(g) building

- Teacher Union Assurance
- An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model
- Principal ownership in staff hiring process
- Detailed and descriptive staff hiring process
 - Staff transfer policies & procedures
 - Staff recruitment, placement & retention procedures

X

Greater Clark County Schools [GCCS] strongly believes the school principal should be responsible for hiring his/her staff. Providing the best teachers' and school leaders has the most profound impact on our students' success. Highly effective teachers are shown to be effective with all groups of students—regardless of initial achievement levels, so we recruit the best and support their

effectiveness through robust high-quality PD trainings. Recruitment and Hiring • Located near the Louisville, KY and nearby teaching colleges enables pool of teacher applicants • Administrators participate in Indiana college and university recruitment fairs to interview new talent • Principals are adjunct faculty at nearby colleges/ universities and have access to pre-service teacher applicants • Principals post open positions on the IDOE and the District website • Application process is posted on the GCCS website • GCCS has a rigorous application process that involves a school level and central office screening • The principal reviews all applicants, creates an interview committee and selects candidates for interview. Central Office and Human Resources provide support and input in the hiring process to ensure teacher quality and dedication to the mission and vision of the school and grant. Building teachers are part of the interview committee. Following interviews, teacher candidates selected as potential finalist are vetted through inquiries to former employers and supervisors. With input from the interview committee and past employers/ supervisors, the principal makes the final decision for hiring teachers. Retention of highly-effective teachers is crucial to the success of our students, so they are supported in a variety of ways: • An on-site mentor is assigned at the building-level • Principals provide feedback on a regular basis, after frequent observations and walk-throughs

LEA Capacity Task

Yes No

District Evidence

in all teachers' classrooms • 1st year teachers participate in a New Teacher year-long PD academy/ training series • District coaches and leaders offer PD to support district-wide initiatives • Facilitated grade-level collaboration [3 days a week] and Period 0 [5 days a week] embed the school schedule and are highly valued by both teachers new to the profession as well as seasoned veterans • Academic Improvement Coordinators in all schools offer support to teachers, as well as two District Coaches [literacy]

7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the **required** pieces:

- Monthly Monitoring of SIG Programming & Implementation
- Evaluation System for Programming & Implementation of SIG
- Data Review Plan
- Special Populations Review Plan
- Fiscal Monitoring Plan
- Timeline & Responsible Parties for all above plans

X

Principal and as determined, District Instructional Coach, Building Leadership Team and Grade Level Teams to review implementation and monitoring data. 2) Data Wise Process: System-wide Approach for School Improvement has been implemented and will provide the framework for monitoring the implementation of the transformation model at River Valley Middle School. In addition, Implementation Gauge will be used to monitor the transfer of core strategies that align to the Turnaround rubric and identified indicators in the Student Achievement Plan/ Transformation Model. District, Principal, and Building Leadership Team will align Turnaround Principles, goals, and strategies and activities, and annually reviews, updates and approves the plan including proposed expenditures. 3) The 5-

LEA Capacity Task

Yes No

District Evidence

Step Data Analysis Process will be used for checkpoint monitoring [Leadership and Learning Center, Accountability in Action, D. Reeves]. The data analysis process includes:

Step 1: Collect and chart data to identify critical needs [including data disaggregation for special populations and growth groups]. Central office staff, principal and grade level teams disaggregate and analyze State Assessment results to determine whether all students are learning state standards equitably. Building principals ensure the school schedule provides weekly collaboration for grade levels to meet and discuss data, collaboratively plan and share best practices. Data walls will keep the focus on student learning, with walls updated following each high-level assessment

Step 2: Analyze data for root causes and critical needs. District-wide, formative and performance-based assessments aligned to INCCRS and Acuity, inform our progress across the school year. After those assessment, principal and BLT WITH GCEA REPRESENTATIVE convene Data Meetings where each grade-level/ content team analyzes data results including special populations [subgroups] to look for patterns to determine curricular adjustments needed; track individual student progress

Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs.

Step 4: Continue to implement strategies

LEA Capacity Task

Yes No

District Evidence

and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning based on implementation gauge. Identify additional professional development and support to reach consistency. Step 5: Review data for overall and special populations; gather evidence of implementation and impact [chart progress/ growth]. Data walls and updating/ using data dashboards will keep the focus on student learning, with walls updated following each high-level assessment [ISTEP+; Acuity] to track progress and identify continuing needs. District Monitoring: District monitoring will be conducted by the Executive Director of Educational Services. Walkthroughs will be conducted regularly by the Superintendent and the Executive Director of Educational Services. Quarterly checks with the Superintendent and Executive Director of Educational Services will provide the principal the opportunity to present their progress, identify challenges and next steps toward accomplishing their goals. These checks will be used to gauge the Principal's continued ability to lead the Transformation process [Principal Effectiveness process] Instructional Calendars/ Maps: 80 The District provides updated Curriculum Maps and Guides that are aligned with the INCCRS and used by teachers to develop their Goal Clarity Windows. Teachers are expected to use the maps to establish the instructional focus for each day's daily

learning target. Principal walkthroughs, professional development, collaboration, coaching and sharing of best practices support quality instruction aligned to INCCRS.

District Assessments and Timelines: District-wide, formative and performance-based assessments aligned to INCCRS, and STAR, inform our progress across the school year. After the administration of those assessments, principals convene Data Meetings where grade level teams analyze data results including special populations look for patterns to determine curriculum adjustments needed; track individual student progress [update Data Wall]; and adjust instruction/ groups.

Professional Development Calendars: All principals develop a professional development calendar at the beginning of each year. These calendars are flexible and adjustments are made based on needs identified through observations, data and teacher requests. Documentation of professional development is maintained at each school.

Teacher Evaluation System: GCCS Teacher Effectiveness System [RISE rubric] will support the effective implementation of SIG[g]. Principals conduct hallways, instructional walkthroughs, and conduct announced and unannounced teacher evaluations.

Fiscal Management and Accountability: GCCS uses Indiana SBOA fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-

LEA Capacity Task

Yes No

District Evidence

grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort. Detailed budget reports are up-to-date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date. Report or listing of contracted services charged to SIG that contains the start and end dates, the GCCS's local board approval date, the vendor name, the contract amount, and the contract payment GCCS Schedule. Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees. Documentation of physical check of inventory within the past two years reconciled with inventory records. Inventory records of items purchased with state or federal categorical SIG funds that include all requirements. Report of expenditures of SIG funds to date for GCCS and GCCS School that indicate major object and sub codes for the appropriate resource codes.

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task

Yes No

District Explanation and/or Evidence

1. District has effective procedures and controls in relation to how the SIG program will be run.

X

Description of operating flexibility that SIG school has regarding SIG:

- Documentation may include, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products
- Documentation outlining the criteria and evaluation process for screening and selecting new instructional programs and professional development GCCS

Description of its process and timeline for replacing the principal [if necessary]:

- Use rigorous, transparent, and equitable evaluation systems for principal(s) that: A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased learning time (reduced behavior incidences), and B) are designed and developed with principal involvement.
- Agendas, minutes, and sign-in sheets from meetings where the evaluation system was discussed
- Products of the evaluation system, such as sample teacher evaluations/ surveys

Copy of Service Agreement between GCCS and TA provider

- Current documentation that describes the GCCS's process and criteria for approving external provider
- Evidence of TA provided to SIG school[s]
- Products of or documentation reflecting GCCS site visits relating to the implementation of the SIG

Description of professional development activities, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching sp. populations

- Documentation, research, or data used to determine the types of professional development that were or will be provided
- GCCS description and provide evidence of how school staff is involved in designing professional development programs and activities
- GCCS memoranda, announcements, calendars, or agendas for professional development meetings
- Professional development resources and materials provided by GCCS to SIG school staff relating to the school reform models and effective instruction

2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X	<input type="checkbox"/>	Job description and resume of Executive Director of Educational Services [Officer of Transformation]
3. School's SIG plan addresses needs of all students and subgroup populations.	X	<input type="checkbox"/>	Assessment Schedule/ Timeline Schedule Master Schedule [Job-embedded PD]
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X	<input type="checkbox"/>	Parent Involvement Calendar [website] Parent Involvement Plan [website] Letters to parents, fliers, announcements, and agendas and/or minutes from parent/ community meetings Results of community surveys
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	<input type="checkbox"/>	X	District applications on file from previous grant applications. District has procured Reading First Grants and isolated SIG grants in last 10 years.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input type="checkbox"/>	X	Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date Monthly meetings for grant review expenditures are held between Executive Director of Educational Services and Business Department. A Position Control report in Excel format for the entire GCCS and all resource codes that includes the employee name, position number, start and end date, salary/ payroll amount, and location Regulations, policies, or protocols that provide evidence of GCCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation

Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date

A Position Control report in Excel format for the entire GCCS and all resource codes that includes the employee name, position number, start and end date, salary/ payroll amount, and location

Regulations, policies, or protocols that provide evidence of GCCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.

Budget

Part 11: 1003g SIG Budget SY 2018-2019

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	80,000		20,000					5,500			105500	
21000	Support Services - Student		19,000		6,000							25000	
22100	Improvement of Instruction (Professional Development)	82050		12,308		23308		17,000	2000			136666	
22900	Other Support Services											0	
25191	Refund of Revenue											0	
26000	Operation & Maintenance											0	
27000	Transportation							22,000				22000	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	Column Totals	162050	19000	32308	6000	23308	0	39000	7500	0	0		
												Total Budget	289166

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost:

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --

Supplies

Property: Equipment/ Technology

Classroom supplies Professional Development materials (books, videos, etc)

Professional Services

Other Purchase Services (travel, communication)

Technical Assistance Procider - Navigator Learning ICLE-HMH Balanced Math on-site trainer Travel to conferences On-site training

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
	Instructional Coach	Cert	1	N	N		Model Instructional for Classroom
	Parent Liason	Non. Cert		N	N		Support families outside of school day

Part 11: 1003g SIG Budget SY 2019-2020

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	80,000		20,000					5,500			105500	
21000	Support Services - Student		19,000		6,000							25000	
22100	Improvement of Instruction (Professional Development)	82050		12,308		18,896		17,000	2,000			132254	
22900	Other Support Services											0	
25191	Refund of Revenue											0	
26000	Operation & Maintenance											0	
27000	Transportation							22000				22000	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	Column Totals	162050	19000	32308	6000	18896	0	39000	7500	0	0		
												Total Budget	284754

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost:

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --

Supplies

Property: Equipment/Technology

Classroom supplies Professional Development materials (books, videos, etc)

Professional Services

Other Purchase Services (travel, communication)

Technical Assistance Procider - Navigator Learning ICLE-HMH Balanced Math on-site trainer Travel to conferences On-site training

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
	Instructional Coach	Cert	1	N	N		Model Instructional for Classroom
	Parent Liason	Non. Cert		N	N		Support families outside of school day

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	345000	0	87500	0	0	0	0	27500	0	0	460000
21000	Support Services-Student	0	95000	0	30000	0	0	0	0	0	0	125000
22100	Improvement of Instruction (Professional Development)	390000	0	58532	0	148960	0	86800	10238	0	0	694530
22900	Other Support Services	0	0	0	0	0	0	0	0	0	0	0
25191	Refund of Revenue	0	0	0	0	0	0	0	0	0	0	0
26000	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
27000	Transportation	0	0	0	0	0	0	88000	0	0	0	88000
33000	Community Service Operations	0	0	0	0	0	0	0	0	0	0	0
60100	Transfers (Interfund)	0	0	0	0	0	0	0	0	0	0	0
	Column Totals	735000	95000	146032	30000	148960	0	174800	37738	0	0	
											Total Budget	1367530

Part 11: 1003g SIG Budget District Sustainability AFTER SY 2021-2022

Complete the budget below:

SY 2021-2022 DISTRICT SUSTAINABILITY		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction	40,000		10,000					5,000			55000	
21000	Support Services - Student											0	
22100	Improvement of Instruction (Professional Development)							5,000				5000	
22900	Other Support Services											0	
25191	Refund of Revenue											0	
26000	Operation & Maintenance											0	
27000	Transportation											0	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	Column Totals	40000	0	10000	0	0	0	5000	5000	0	0		
												Total Budget	60000

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

Total after deducting Property:

Total Available for Indirect Costs:

Amount of Indirect Cost to be used:

Grand Total After Indirect Cost:

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --

Supplies

Property; Equipment/ Technology

General Classroom Supplies

Professional Services

Other Purchase Services (travel, communication)

ASCD Conference

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
	1/2 literacy coach	Cert	0.5			Title I Budget	

Letters
of
Support



Andrew T. Melin, Ph.D. | Superintendent of Schools

Administration Building | 2112 Utica-Sellersburg Road | Jeffersonville, IN 47130
812.920-1079 ext. 50100 | amelin@gcs.k12.in.us

August 30, 2016

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As the superintendent of the Greater Clark County Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003[g] of Title I. The potential resources provided under this grant will be essential to River Valley Middle School's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and enhancing learning opportunities for all students.

The members of the Greater Clark County Schools Board of Education, the Greater Clark Education Association, and I are committed to continuously supporting all aspects of the Transformation Model at River Valley Middle School.

As a leading advocate for personalized learning, I can assure you that:

1. You will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within Greater Clark's grant proposal;
2. Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
3. Schedules will build in time for teachers' analyses and use of data, job-embedded professional development for teacher collaboration and learning, and differentiated opportunities to meet student learning needs; and
4. I have full confidence in River Valley Middle School's principal, Mrs. Michelle Dyer, to lead the important initiatives proposed in this grant application and increase student achievement.

On behalf of Greater Clark County Schools, I am pledging my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application for River Valley Middle School.

Sincerely,

Dr. Andrew Melin
Superintendent

John J. McLaughlin

2112 Utica-Sellersburg Road, Jeffersonville IN 47130 | 812-288-4802 | jmclaughlin@gccschools.com

August 30, 2016

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent Ritz:

As the President of the Greater Clark Education Association, and on behalf of River Valley teachers, I am pleased to acknowledge our support of the important work of the School Improvement Grant Initiative, under section 1003[g] of Title 1.

The SIG[g] grant offers initiatives that will strengthen and further transform our instructional practices, personalize learning---to meet individual student needs, improve building culture, and provide much-needed learning opportunities for all students, most particularly for those students who struggle.

My River Valley colleagues and I are committed to supporting River Valley's Transformation Model across the next five years. We appreciate the opportunity to submit this proposal and urge your approval of our application.

Sincerely,



John J. McLaughlin
President
Greater Clark Education Association

Resumes

VITA

2015

AMY C. POWERS SCHELLENBERG

Greater Clark County Schools
2112 Utiea-Sellersburg Road
Jeffersonville, Indiana 47130

Office: (812)283-0701
Home: (502)552-5050
aschellenberg@insightbb.com

EDUCATION

Ph.D. in Educational Leadership (pending), Indiana State University, Terre Haute, Indiana

Master of Education, Special Education, University of Dayton, Dayton, Ohio. Professional specialization: Learning Disabled and Emotionally Handicapped. May, 1989.

Bachelor of Science, Secondary Education, University of Dayton, Dayton, Ohio. Professional specialization: English and Business. July, 1985.

ADMINISTRATIVE EXPERIENCE

1996 – Present Greater Clark County Schools: Executive Director of Educational Services
1993 /1996 Scott County School District 2: Administrative Assistant to the Superintendent for Curriculum and Instruction

COLLEGE TEACHING EXPERIENCE

2003, 2008 Instruction in the Context of Curriculum (J500), Indiana University
2010 Southeast. Instructor.

PREVIOUS TEACHING EXPERIENCE

1991/1993 Johnson Elementary: K-8 Self-Contained Emotionally Handicapped Teacher.
1989/91 Montgomery County Schools: K-2 Self-Contained Emotionally Handicapped Teacher.
1987/89 St. Elizabeth Hospital: Grades 9-12 Teacher – Resource.
1985/87 Northmont High School: Grades 9-12 English Teacher.

PRESENTATIONS

Schellenberg, A. *Curriculum Mapping*. Teacher workshop presented to faculty of Greater Clark County Schools.

Schellenberg, A. *School Accountability and Accreditation: No Child Left Behind and Indiana's Public Law 221*. Teacher workshop presented to faculty of Greater Clark County Schools.

Schellenberg, A. *Standards Alignment*. Teacher workshop presented to faculty of Greater Clark County Schools.

PROFESSIONAL DEVELOPMENT

Service

Reviewer of Comprehensive School Reform Grants for Indiana Department of Education, 2004.

Supervision of Pre-service Administrators, University of Indianapolis, 2006/07.

Member, Middle School Licensing Committee, Indiana University Southeast, 2006/07.

Past President, Indiana Association of Supervision and Curriculum Development

Software Programs

STI, PowerSchool, Rubicon Atlas, Microsoft Office Suites, Skyward, Google Platform

Affiliations

Association of Supervision and Curriculum Development

National Association of School Principals

Michelle Dyer

5706 Luther Ridge Lane, Georgetown, IN 47122
(502) 819-1730
mdyer@gcs.k12.in.us

"Mrs. Dyer has extensive knowledge in the areas of rigor, engagement, feedback and relevance. She can fulfill this role for all elementary principals to ensure continued success in our district."

Adrienne Back, Principal,
Jonathan Jennings Elementary

"Michelle has proven herself as a leader in our community with her commitment to our children and their success. She communicates well with our families about current initiatives and academic progress. Michelle is a strong advocate for children and has put together an outstanding staff of like-minded educators during her tenure as principal."

Professional Profile

Eager to be a part of the Greater Clark Administrative team that moves us into the position of the "Premier Provider of Education" by bringing our students into the twenty-first century using a unique combination of education experience and training

- Fifteen years as a building administrator, thirteen years as Principal of Pleasant Ridge Elementary
- Experienced in use of the Internet and educational software.
- Dedicated to enthusiastic and dynamic support as a means of creating and nurturing educators into a lifelong love of knowledge in children.

Education, Honors, and Certifications

M.S. Elementary Education

Indiana University Southeast, 1994

Bachelor of Science Elementary Education

Indiana University Southeast, 1989

Provisional Certifications

Indiana State Administrator License, K-5. 1995

Indiana State Teaching License, K-6, 7-8 non-departmentalized. 1995

Key Qualifications

Certified Administrator (K-6)

Supervise fifty+ employees and 480+ students for 13 years.

Provide professional development for school goals specific to student learning.

Communicate with all stakeholders in the Pleasant Ridge School Community.

Serve on corporation committees including, Instructional Cabinet, PBIS, ELL.

Problem solve on a daily basis.

Connect with community through CEEF and Kiwanis.

Serve as contact for GCCS Administrators on meet and confer issues.

Experienced Educator

Taught every grade K-5 while a classroom teacher. For two years ran a computer lab as a special area teacher/interventionist. Before becoming an assistant principal, planned and supported technology integration for teachers.

Employment

Building Principal

- **River Valley Middle School**, July 2014 to present
- **Pleasant Ridge Elementary**, June 1999 to June 2014
- **East Washington Elementary Assistant Principal**, July 1997 to June 1999
 - Chair of PBS Committee
 - Coordinator of Gifted/Talented Program
 - Expulsion officer for the corporation

Bob Hall, Mayor of
Charlestown, Indiana

*"...is one that leads by example
by setting high expectations,
continuously reading up on
current research, and taking in
the big picture. She not only
sets high expectations for herself,
but she does so for her students
and staff as well."*

Crystal Merrifield
5th Grade Teacher

*"My ability to motivate staff and
students and share a love of learning
fosters a successful educational
environment. ...I would welcome
becoming part of the team that
supports learners for our district."*

- **Computer Education Support Teacher, Jefferson County Public Schools** August 1994 to June 1997

Supported eighteen elementary schools in the design and implementation of technology plans.
Ran the CECIL curriculum for the school system in three elementary schools, six middle schools, and three high schools.
Presented at ISTE – international technology convention two years.

- **Classroom Teacher, Jefferson County Public Schools** August 1989 to June 1994
Taught grades 4, 3, ungraded primary and special area for technology
Served as a teacher intern at the Louisville Science Center on a national grant
- **Student Teacher**, January to May, 1989
5th Grade, North Harrison Elementary School

Unique Qualifications

- Served as a mentor teacher and mentor principal.
- Participated in Leadership Training – School-wide Model with Title 1
- Attended Leadership Academy.
- Presented professional development on topics such as assessment, RtI, 21st century skills, Common Core, leadership both locally and nationally.

Professional Affiliations

- Indiana Association of School Principals
- Association for Supervision and Curriculum Development

John Thomas (J.T.) Cox

8520 Brodie Court
Charlestown, IN 47111
Cell Phone (812) 207-6875
Email jtcox@gccschools.com

Education

- 2010** Masters of Arts in Education Administration
University of Louisville – Louisville, KY
- 2004** Bachelor of Science Degree in Elementary Education
Indiana University Southeast – New Albany, IN

Professional Experience

- 2015-Present** Assistant Principal, River Valley Middle School
- *Assist the principal to provide effective instructional leadership*
 - *Create and lead weekly professional development for staff*
 - *Create and implement a school-wide PBIS plan*
- 2014-2015** Interim Assistant Principal, Charlestown and River Valley Middle Schools
- *Assist the principal to provide effective instructional leadership*
 - *Create and lead weekly professional development for staff*
 - *Develop and implement a school-wide behavior matrix*
- 2013-2014** Greater Clark County Schools eLearning Coach
Jeffersonville, IN 47130, Director of Technology Brett Clark
- *Implement professional development for seven schools, grades K-12*
 - *Instrumental in setting the tone across the district for technology implementation*
 - *Collaborate with administrators and teachers to incorporate technology in the classroom*
- 2004-2013** Greater Clark County Schools Classroom Teacher
Jeffersonville, IN 47130, Principal Adrienne Bach
- *Instructional Leader for Staff*
 - *Professional Development Instructor*
 - *Collaborate with team members to analyze data and modify instruction*
- 2003-2004** Family Support and Preservation 1/03-8/04
- *Work in collaboration with Child Protective Services*
 - *Follow up utilizing in-home visits with at-risk families*
 - *Ensure families achieved court ordered goals*

2000-2003 Healthy Families of Clark County, Family Support Specialist

- *Utilized in-home visits with expectant families*
- *Educated families about child development milestones*
- *Maintained records on in-home visits*

School and Community Involvement

2014-2016 Presenter, Greater Clark Connected Conference
2015 National PBIS Conference, Chicago, Illinois
2014 WIDA-Completion of ACCESS for ELLs Test Administrator Certificate
2014 Hoosier Educational Computer Coordinators Conference, Indianapolis, Indiana
2014 Association of Supervision and Curriculum Development Conference on Teaching Excellence, Louisville, KY
2013 Google Apps for Education Conference, Indiana Summit, Evansville, IN
2013 eRevolution Conference, Evansville, IN
2012-2013 Member of Superintendent Strategic Planning Committee, Greater Clark County Schools
2012-2013 Jonathan Jennings Student Council Sponsor
2011-2013 Jonathan Jennings Elementary Track, Cross Country, Boys and Girls Basketball Coach
2011-2012 Power of Positive Sponsor, Charlestown Middle School
2008-2011 Assistant Varsity Basketball Coach, Charlestown High School
2005-2008 Riverside Elementary Building Technology Representative

References

Amy Schellenberg

Executive Director of Educational Services, Greater Clark County Schools

(812) 283-0701

aschellenberg@gccschools.com

Brett Clark

Director of Technology, Greater Clark County Schools

(812) 285-1393

bclark@gccschools.com

Michelle Dyer

Principal, River Valley Middle School

(812) 288-4848

myder@gccschools.com

Job Descriptions

GREATER CLARK COUNTY SCHOOL CORPORATION JOB DESCRIPTION

EXECUTIVE DIRECTOR FOR EDUCATIONAL SERVICES

REPORTS TO: SUPERINTENDENT, GREATER CLARK COUNTY SCHOOLS

PRIMARY FUNCTION: Establishes professional development for educational programs and related activities for grades K-12, along with designated administrative responsibilities

ESSENTIAL FUNCTIONS:

A. Leadership and Administration

1. Promotes and monitors public relations for school, students, staff and community.
2. Assists with collective bargaining process for various groups.
3. Advises on budget requirements for areas of responsibility.
4. Assumes responsibility for conforming to approved budgets for areas of responsibility.
5. Initiates and monitors an evaluation program for all staff for areas of responsibility
6. Recommends to the Superintendent appropriate staffing to fulfill the needs of educational programming.
7. Identifies personnel needs and participates in the selection of personnel.
8. Participates in relevant professional organizations and conferences in order to keep abreast of educational developments.
9. Maintains regular attendance.
10. Performs other duties as assigned by the Superintendent.

B. Instructional Operations

1. Initiates, directs, and coordinates the professional development component of the instructional programming for all students served by Greater Clark County Schools, including:
 - Adult and Continuing Education
 - Federal Grants and Programs
 - Professional Development
 - Curricular Programming
 - Instructional Technology
 - Standardized Pupil Testing
 - Vocational Education
 - PL 221
 - School Improvement
 - Multicultural Services
2. Directs the development, modification, and evaluation of curricular programs.
3. Directs, organizes and implements professional development for personnel.
4. Makes provisions for professional development activities for certified and classified personnel.
5. Serves, in coordination with Assistant Superintendent – Leadership, as Superintendent's designee for administration of PL-221.
6. Advises on budget requirements for areas of responsibility.
7. Assumes responsibility for conforming to approved budgets for areas of responsibility.
8. Recommends to the Superintendent appropriate staffing to fulfill the needs of the educational programming.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND/OR EXPERIENCE: Broad knowledge of the principles and practices of school administration and of current educational trends in curriculum and instruction; comprehensive knowledge of the methods, materials, procedures, and practices of the specialties assigned to the office; ability to establish and maintain effective working relationships with staff and citizens; ability to manage fiscal, physical, and human resources to successfully carry out the function and programs of the office; ability to communicate effectively, both orally and in writing.

Valid Indiana state certification in school administration; a master's degree in education or school administration (Ed.S., Ed.D. or Ph.D. degree preferred); a minimum of seven years of progressively more responsible experience in teaching, related education specialty, supervision or administration; or equivalent education and experience.

LANGUAGE SKILLS: Ability to read, write and interpret documents such as curriculum guides, budgets, test results, labor contracts, grant applications, statutes and policies. Ability to understand and generate written memorandums, employee evaluations, and correspondence with business and public contacts. Ability to speak effectively to individuals and groups.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information.

REASONING ABILITY: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills.

OTHER SKILLS AND ABILITIES: Must have a working knowledge of computers and their capabilities. Must have a valid driver's license.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. Occasionally the employee must lift and/or move up to twenty (20) or more pounds. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

TERMS OF EMPLOYMENT: Salary based on Assistant Superintendent's salary schedule; 12 month contract

**GREATER CLARK COUNTY SCHOOL CORPORATION
JOB DESCRIPTION
ACADEMIC IMPROVEMENT COORDINATOR**

REPORTS TO: BUILDING PRINCIPAL

PRIMARY FUNCTION: Organizes and implements the intervention program in assigned building. Responsible for identification of students, implementation of services, parent conferences, staff development, and tracking student progress.

ESSENTIAL FUNCTIONS:

1. Works cooperatively with administration and classroom teachers.
2. Attends all training and intervention in-services provided.
3. Assists school personnel with the identification of students for intervention programs.
4. Works cooperatively with classroom teachers to supply intervention to individual and small groups of children using adopted intervention programs for that building in both E/LA and math.
5. Communicates with school personnel and parents of children receiving intervention services.
6. Assists, where applicable, in the administration of assessments.
7. Maintains records of students as a basis for instructional decision-making of academic progress.
8. Monitors the academic progress of students who have received intervention.
9. Completes data forms as specified.
10. Collaborates with and assists administration and classroom teachers in planning and implementing parent literacy workshops.
11. Maintains regular attendance.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience: A valid Indiana Teaching Certificate / Reading background preferred

Language Skills: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents and faculty. Ability to effectively present information in verbal or written form to school administrators, faculty, parents, children, and members of the School Board.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information. Ability to work with basic budget information.

TITLE I INTERVENTION TEACHER 1D2.35
10/02/2012

Reasoning Ability: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem solving and decision-making skills.

Other Skills and Abilities: Must have a working knowledge of computers and their capabilities. Must have a valid driver's license.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. The employee will need to lift and/or move up to 10 pounds, and occasionally lift and/or move up to 30 pounds or more. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

Terms of Employment: Subject to the Master Contract between the Greater Clark County School Corporation and the Greater Clark Education Association. One hundred eighty-five (185) days per school year.

GREATER CLARK COUNTY SCHOOL CORPORATION JOB DESCRIPTION

LITERACY COACH

REPORTS TO: Central Office Administrator

PRIMARY FUNCTION: Serves as instructional leader to provide staff development, support, and direct and feedback to teachers and administrators about the implementation of scientifically-based reading programs, instructional strategies, and reading assessments.

ESSENTIAL FUNCTIONS:

1. Serves as instructional leader to provide staff development, support, and direct and explicit feedback to teachers about the implementation of scientifically-based reading programs, instructional strategies, and reading assessments.
2. Models new teaching strategies and observes program implementation.
3. Participates in required training and serves in a coaching capacity with corporation teachers.
4. Meets regularly with teachers to discuss student instructional needs, and plans for instruction based on progress monitoring outcomes.
5. Collaborates with building staff to establish a master reading schedule that allocates a minimum of 90 minutes of reading instruction per day. This schedule will also delineate instruction for children receiving core, supplemental or intervention instruction.
6. Facilitates the selection and oversees the implementation of the comprehensive, supplemental and intervention programs.
7. Ensures schools' implementation of the corporation's approved Literacy Framework.
8. Serves as expert in the assessment data system and assessment teams, provides refresher trainings, and works with teachers on data interpretation and making appropriate instructional decisions based on data.
9. Participates in professional development in preparation to fulfill all coaching duties and responsibilities.
10. Allocates work time exclusively to goals and objectives of the corporation's Literacy initiative.
11. Performs other duties as assigned by established supervisor.
12. Maintains regular attendance.

QUALIFICATION REQUIREMENTS:

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The ability to travel regionally and statewide and remain overnight when necessary.

Education and/or Experience: A valid Indiana Teaching Certificate with a minimum of five years of classroom teaching experience. Master's Degree in Education and/or Reading. Reading background preferred with an in-depth knowledge of scientifically based reading research and scientifically based reading instructional strategies, and the use of ongoing reading assessments. Demonstrated success in teaching reading classrooms using scientifically based and proven practices. Experience in teaching comprehensive, supplemental, and intervention reading programs.

Language Skills: Ability to read, analyze, and interpret common scientific and technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from parents and faculty. Ability to effectively present information in verbal or written form to school administrators, faculty, parents, children, and members of the School Board. Competency with written and oral communication; good facilitation skills. Effective communication and classroom management skills and the ability to work well with peers.

Mathematical Skills: Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to apply ratio, percent, probability and estimation concepts. Possess an understanding of, and the ability to interpret for others, statistical information. Ability to work with basic budget information.

Reasoning Ability: Ability to apply common sense understanding to potentially technical situations. Ability to establish priority ordering of tasks necessary to complete a project and convey these understandings and priorities to others. Ability to employ logical sequencing, trouble-shooting, problem-solving and decision-making skills.

Other Skills and Abilities: Must have a working knowledge of computers and their capabilities.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit, to stand, to walk, to go up and down stairs, to operate foot and hand controls, to use a telephone and to write. The employee will need to lift and/or move up to 10 pounds, and occasionally lift and/or move up to 30 pounds or more. This position requires accurate perceiving of sound, near and far vision, depth perception, handling and working with educational materials and objects, and providing oral information.

Terms of Employment: Subject to the Master Contract between the Greater Clark County School Corporation and the Greater Clark Education Association. One hundred eighty-five (185) days per school year.

Technical Assistance

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 **Navigator School TurnAround™ Software**

TO: Amy Schellenberg, Executive Director of Educational Services
GCCS Admin. Bldg., 2112 Utica-Sellersberg Rd.,
Jeffersonville, IN 47130

FROM: Marjorie R. Simic, Consultant

DATE: July 1, 2015

RE: Technical Assistance for River Valley Middle School [1003(g)]

OVERVIEW OF TECHNICAL ASSISTANCE:

Monitoring Compliance of SIG Programming and Implementation Requirements:

Navigator Learning Solutions will meet bi-weekly with the Executive Director of Educational Services, Principal and as determined, District Literacy Coach, Building Leadership Team and Grade Level Teams. The Navigator Learning Solution facilitation and process will provide support for:

1. Collecting, organizing, and analyzing data [student achievement; perceptual data/ surveys; implementation]
2. Use of student data (such as diagnostic, formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of subgroups and overall growth. Focus of staff collaboration around student data, that may include, but is not limited to, schedules, agendas, and products/ artifacts of collaboration
3. Observation Feedback: Executive Director for Educational Services, Principal and Navigator Learning Solutions [BLT AND GCEA REPRESENTATIVE and District Literacy Coach when determined by Principal] will conduct instructional walk-throughs aligned to specific core strategies and the turnaround indicators to gauge implementation. Feedback will be provided using the Navigator Implementation Gauge™. Navigator Implementation Gauge™ is framed in terms of the expectations for trying out a new strategy or instructional process, after professional development. The gauge identifies for teachers the levels of implementation based on characteristics/ indicators and provides a risk free environment for practicing and implementing instructional changes based on professional development received. The beginning level describes what the first few attempts might look like before feedback from principal, colleagues or self-reflection. Accomplished implementation is the obvious target. Teachers receive Plus feedback for what they are doing well [strength] and Delta feedback for the one thing that needs to change to make the implementation even stronger.
4. Using each review to establish next steps and job-embedded professional development, specifically regarding planning and/or implementing core and/or new instructional strategies.
5. Executive Director of Educational Services, Principal, AIC, District Literacy Coach, and Navigator Learning Solutions will review feedback from IDOE/SIG feedback monitoring

Phone
765.749.0361

email
SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL
MARGESIMIC@NAVIGATORLEARNING.ORG

Phone
812.322.0147

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- and Outreach Coordinators to determine 30 day checklists for next steps/ implementation intervals
6. Prior to each visit, Navigator Learning Solutions, the principal, AIC and Executive Director of Educational Services establish the objectives for the meeting and plan the site visit based on the expectations set-forth by SIG requirements/ checkpoints; feedback from previous IDOE checkpoints and/or communication; and the needs of the principal in order to stay on track and move the SIG plan forward with fidelity.
 7. Following each visit, Navigator Learning Solutions prepares a summary/ follow-up correspondence with the principal and Executive Director of Educational Services describing outcomes of the meeting and specifying steps to be accomplished prior to the next meeting.
 8. Revised materials based on principal and/or teacher input and additional material requests from principal and/or grade level teams may be provided.

GENERAL DESCRIPTION OF THE PROFESSIONAL DEVELOPMENT:

1. Facilitate discussions based on feedback from teams/ teachers provide guidance for supporting teachers to use specific Instructional approaches aligned to the framework and competencies discussed during grade level collaboration.
2. Facilitate grade level collaboration to ensure the transfer of professional learning. Discussions and examples connect teacher behavior and student behavior. Discuss strengths and changes for impacting student performance and/or better management of literacy and intervention routines and procedures. Lesson study and work samples help teachers examine and discuss instructional practice and summarize key learning and help formulate goals for extending their understanding and classroom applications. Goals will be articulated to the Principal for purposes of establishing timelines for observing evidence in classrooms.
3. Announced walkthroughs [as determined by Principal] to observe routines, procedures and strategies in classrooms that include a targeted area of emphasis, (look-for's) based on a clear outline and focus on what teachers have received PD on and are implementing.
4. Objectives align with the SIG interventions, INCCRS, the school's Student Achievement Plan and Greater Clark County School initiatives. The Consultant works with the Principal and Academic Instructional Coordinator to review and align building support with current District initiatives and goals.
5. Amy Schellenberg, Executive Director of Educational Services will be the local education agency (LEA) contacts. The Principal serves as the contact person for River Valley Middle School unless otherwise designated.
6. Eighteen days will be scheduled with River Valley Middle School for SY 2015-2016.
[PENDING GRANT APPROVAL] Contract renewed annually based on performance.

Phone
765.749.0361

email
SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL
MARGESIMIC@NAVIGATORLEARNING.ORG

Phone
812.322.0147

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PROCEDURES OF THE SUPPORT:

Navigator Learning Solutions will follow these guidelines in conducting this support:

1. Wherever possible, the Consultant will coordinate with other district and State staff working with the programs.
2. Sessions will not be canceled or rescheduled unless agreed upon by all parties in advance or due to inclement weather when notified by the District. All sessions will be held and fees charged for sessions as scheduled unless prior arrangements have been made and approved by all parties.
3. It is the responsibility of the district/site to arrange for facilities for the sessions and pay any facility and related participant costs, if applicable.
4. It is not the responsibility of the Consultant to provide resources or training to any persons other than the staff in the Greater Clark County Schools as it relates to the school named above.
5. This agreement describes the purpose and schedule of the professional learning. The focus and participants for subsequent sessions will be reviewed and revised at each session and those decisions reflected in each meeting record. Between onsite days, the Consultant will be available for phone consultations and other communication related to the plan/ contract.
6. Between onsite days, it is the responsibility of the principal, and/or other identified support person (i.e. AIC) to assist staff in implementing & monitoring outcomes and expectations identified for the next session.
7. In the event the Consultant is unable to perform any of the obligations under this contract or is unable to perform services because of physical/health inabilities, the Consultant shall immediately give notice to the Executive Director of Educational Services. The Consultant shall do everything possible to resume activities. If the period of nonperformance exceeds 30 days from the receipt of notice of the event and the Consultant whose ability to perform has not resumed, this agreement will be terminated and a new agreement will be negotiated.

Phone
765.749.0361

email
SUSANPAGE@NAVIGATORLEARNING.ORG

EMAIL
MARGESIMIC@NAVIGATORLEARNING.ORG

Phone
812.322.0147

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Overview

Susan E. Page, Ed.D. and Marjorie R. Simic, Ed.S. are the consultants/ owners for Navigator Learning Solutions, Inc., based in Yorktown, Indiana. The consultants' experience in evaluation, administration, curriculum, and instruction spans pre-K through college/university programs. Navigator Learning Solution consultants have extensive knowledge of scientific based research, the Title I law, and school improvement process. Navigator Learning Solutions has intense work experience with supporting schools in focus and priority status; demonstrating success in team building and facilitating school turn-around initiatives.

Facilitator Role and Skills for Technical Assistance

Marjorie R. Simic is a Consultant for Navigator Learning Solutions, LLC providing this technical assistance. As the Consultant, she has experience and skills that builds consistency in the facilitation of the schools transformation/ improvement process.

The foundation for working with a district/school is the knowledge and understanding of the requirements of the Transformation Model and the 8 Turnaround Principles as the process that operationalizes the school's improvement plan. The Consultant/ Facilitator has a working knowledge of related IDOE resources, including School-wide Planning, Comprehensive School Reform Demonstration, Comprehensive Continuous Improvement Planning, and Planning, Implementation and Support for School Turnaround. Comprehension of the process, resources, tools, and the research that supports those means the Consultant/ Facilitator can accurately articulate them to others and respond to questions relative to each, including the purpose and interrelationship of each.

1. Communicate current research around areas related to school plans with which she is working
2. Use language specific to the 8 Turnaround Principles
3. Identify the Superintendent, District Administration, Building Leadership Team, and Teacher Based Team as four key structures inherent in distributive leadership and their relationship to the school's improvement plan
4. Explain the structure and benefits of the school's continuous improvement process as they relate to current educational research

The Consultant/ Facilitator has the ability to help manage the progression of the discussion through all stages of the process by serving as a critical friend and partner who asks thought-provoking questions and provides focused constructive feedback. The Consultant/ Facilitator knows how to customize the support in a variety of educational settings based on needs.

1. Uses a variety of techniques for engagement that includes tools/ resources and activities at the appropriate time to accomplish the work [objectives]
2. Demonstrate behaviors that values and respects existing district/ school initiatives and connects them to the PD/ support
3. Guides the group in thoughtful discussion and consideration of evidence using data to recognize patterns and trends
4. Guides the conversation in a way that promotes trust
5. Demonstrates respect and values each participants skills and experiences
6. Engages all participants in discussion and develops opportunities for them to understand the challenges of the current reality by using data

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Management of the process requires the Consultant/ Facilitator to co-plan, meet agreed upon schedules, implement effective meeting management guidelines, and coordinate with leadership to ensure effective implementation of the process.

1. Acquire prior knowledge of the district/ school, such as demographics, performance, culture, organizational structure, leadership roles, as an integral part of preparation.
2. Prepare for meetings in advance, considering what needs to happen before, during and after each session
3. Manage meetings effectively in a logical and sequential order to support participant understanding of the content and to complete objectives accurately and completely
4. Communicate regularly verbally and in writing

It is the Consultant's/ Facilitator's responsibility to assist the Leadership Team in identifying and addressing issues and gain the insights, knowledge and experience needed to solve problems and implement change. Consultant/ Facilitator helps to build capacity by providing support, including coaching, training, specific technical assistance, and resource networking.

1. Guide leadership teams to learn, understand and practice the collaborative structures to implement and sustain the improvement process
2. Work with the district/school in establishing ongoing, two-way communication between and among the internal and external stakeholders
3. Support efforts to align and intentionally use resources to achieve goals
4. Develop knowledge and skills of the leadership teams in order to sustain the school improvement process
5. Assist the leadership teams in developing and using effective systems to measure the degree of implementation of the plan and core strategies

The Consultant/ Facilitator engages in professional growth opportunities that show personal commitment to continuous improvement, and displays the temperament needed to work collaboratively with a district/ school, honoring and valuing the district's / school's policies.

1. Influence individuals and groups effectively to gain support, achieve common goals and guide the group to desired outcomes
2. Model a strong work ethic.
3. Demonstrate a commitment to learning and a pattern of pro-active behavior that reflects continuous growth
4. Demonstrate the fortitude to provide a consistent message of shared leadership resulting in improved instructional practices and increased student outcomes
5. Demonstrate confidence and a belief in the group's potential for success
6. Use an appropriate variety of facilitation tools and protocols that encourage meaningful interactions

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GENERAL DESCRIPTION OF THE PROFESSIONAL DEVELOPMENT:

1. Facilitate PD and discussions based on feedback from teams/ teachers provide guidance for supporting teachers to use specific instructional approaches aligned to the framework and competencies discussed during grade level collaboration.
2. Facilitate grade level collaboration to ensure the transfer of professional learning. Discussions and examples connect teacher behavior and student behavior. Discuss strengths and changes for impacting student performance and/or better management of routines and procedures to maximize time during the instructional framework. Lesson study and work samples help teachers examine and discuss the sequence of instruction, the gradual release of responsibility, and summarize key learning and help formulate goals for extending their understanding and classroom applications. Goals will be articulated to the Principal for purposes of establishing timelines for observing evidence in classrooms.
3. Announced walkthroughs (as determined by Principal) to observe routines, procedures and strategies in classrooms that include a targeted area of emphasis, (look-for's) based on a clear outline and focus on what teachers have received PD on and are implementing.
4. Amy Schellenberg, Executive Director of Educational Services will be the local education agency (LEA) contacts. The Principal serves as the contact person for the school unless otherwise designated.

Marjorie R. Simic

812.322.0147

1001 E. Sherbrooke Dr.

margesimic@navigatorlearning.org

EDUCATION

- B.S. Teachers College, 1973, Ball State University, Muncie, Indiana
- M.S. School of Education, 1976, Ball State University, Muncie, Indiana
- Ed.S. School of Education, 1993, Indiana University, Bloomington, Indiana

PROFESSIONAL DEVELOPMENT

E-Learning Development

2012 - Present

- Develop Requirement Specification Documents (RSD) to define the requirements for software development.
- Act as liaison between client and software development team.
- Develop courseware for interactive learning on a variety of topics.
- Act as Subject Matter Expert (SME) for educational content, especially for reading/ literacy; school improvement.

Consultant

2004 - Present

- Administrative coach to accomplish effective and efficient teacher evaluation.
- Provide comprehensive staff development that includes demonstration teaching and interactive workshops in the language arts and classroom management.
- Facilitation provided in a variety of settings and ranges from preschool through high school. Listens effectively to different perspectives. Effective at gathering background information. Collaborates with people in a warm, yet direct manner and enlists their expertise in solving their problems. Able to stay focused on the problem at hand while maintaining a respect for the impact change has on people.
- Extensive experience evaluating effectiveness of instruction and opportunities for improving learning and achievement. Use of observation feedback and synthesizing information gained to provide a concise picture of strengths along with recommendations for change in practice.
- Deep knowledge of curriculum and instruction. Utilizes technology to continually update information to insure that data are reliable and practical and content is aligned to current research and best practices.
- Skilled in data analysis, formative and summative. Recognizes patterns in data, and implications for curriculum and instruction at all levels: school, classroom and individuals. Develop effective presentations in a variety of formats: MS Word, MS PowerPoint
- Technical writing to explain, summarize, or inform. Includes distance learning courses, curriculum guides, articles, and technical resource manuals. Skilled at presenting technical information in a user friendly manner.
- Grant and proposal writing.

Marjorie R. Simic

812.322.0147

1001 E. Sherbrooke Dr.

margesimic@navigatorlearning.org

Director

2002-2004

- Analyzed trends, provided analyses, developed and implemented plans for Advance College Placement program at Indiana University.
- Developed outreach and support.
- Analyzed and identified customer needs to shape product (ACP course and training) development.
- Provided staff development on implementation of course requirements.
- Managed the delivery of staff development for academic faculty.
- Managed processes and procedures for national accreditation of the Advanced College Placement program.

Consultant (1993-95)/ Director

1993-2002

- Responsible for leadership and oversight for the Title I/ Division for Special Populations with the Indiana Department of Education.
- Technical oversight for program and fiscal compliance related to federal law and guidance.
- Analyzed trends, provided analyses, developed and implemented plans and databases for distribution of numerous allocations, applications, and school improvement grants as well as school performance data.
- Developed and provided professional development to school districts with Title I schools.
- Presented technical, program and instructional support to Title I schools in need of improvement.

Graduate Fellow

1989-1993

- Responsible for family literacy programs, grant writing, diagnosis and evaluation of reading problems, and teaching undergraduate language education courses at Indiana University.
- Conducted research in the area of elementary and adolescent reading and family literacy.
- Co-authored family literacy programs for middle school and distance learning courses for advanced reading.

Teacher/ Adjunct

1973-1993

- University/ Pre-service teachers, Indiana University, Bloomington, IN
- Middle/Jr. High School, Troy Jr. High School, Troy, OH
- High School, Sheldon High School, Sheldon, IL
- Elementary, Goodland Elementary, S. Newton SC, Kentland, IN

School Schedules and Calendars

Reporting Schedule

2016-2017

First Grading Period (45 days) Mid Term Progress Reports Grading Period Ends Grades Due Reports posted to Parent Portal K-2 Student Reports sent home	July 28 – September 30 August 29 – September 2 September 30 September 30 by 4pm October 4 Oct. 17
Second Grading Period (41 days) Mid Term Progress Reports Grading Period & Semester Ends Grades Due Reports posted to Parent Portal K-2 Student Reports sent home Parent / Teacher Conferences	October 17 – December 16 November 14 – 18 December 16 December 16 by 4pm December 20 Jan 3 November 8
Third Grading Period (52 days) Mid Term Progress Reports Grading Period Ends Grades Due Reports posted to Parent Portal K-2 Student Reports sent home	January 3– March 17 February 6 – 10 March 17 March 17 by 4pm March 21 April 3
Fourth Grading Period (42 days) Mid Term Progress Reports Grading Period Ends Grades Due Reports posted to Parent Portal (all) Reports mailed (ALL LEVELS)	April 3 – June 1 May 1– 4 June 1 June 1 by 4pm June 6 June 6– 9

2016-2017 School Calendar

JULY 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

NOVEMBER 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JANUARY 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

MARCH 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20*	21*	22*	23*	24*	25
26	27	28	29	30	31	

MAY 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5*	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

OCTOBER 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DECEMBER 2016						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20*	21	22	23	24	25
26	27	28				

APRIL 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JUNE 2017						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2*	3
4	5*	6*	7*	8*	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July 2016

25-27 Teachers Only
28 First Student Day

September 2016

5 Labor Day
21 Teachers Only
30 End of Quarter 1 (45 Days)

October 2016

3-7 Intersession
5 Student Grades Available in Power School
10-14 Fall Break

November 2016

8 Teachers Only/Parent-Teacher Conferences
23-25 Thanksgiving Break

December 2016

16 End Quarter 2 (41 Days)
19-30 Winter Break
21 Student Grades Available in Power School

January 2017

2 Winter Break
3 Quarter 3 Begins
16 Martin Luther King Day

February 2017

20* Presidents' Day

March 2017

17 End Quarter 3 (52 Days)
20-24* Intersession
22 Student Grades Available in Power School
27-31 Spring Break

April 2017

3 Quarter 4 Begins

May 2017

5* No School
29 Memorial Day

June 2017

1 Last Student/Teacher Day (Quarter 4 Ends, 42 Days)
2-8* Additional Snow Make-Up Days
7 Student Grades Available in Power School
9 and 10 High School Graduations

*Snow Make-Up Days

	Teacher Only Day
	No School
	Intersession

	Student First/Last Day
	Graduations
	Additional Snow Make-Up Days

