LEA Application of General Information
2011-2012

School Improvement Grant 1003(g)

LEA Application: General Information

Corporation Name: Fall Creek Academy	Corporation Number: 9480
Contact for the School Improvement Grant: Dr. Carlotta Cooprider	
Position and Office: Vice President of Academic Programs	Contact's Mailing Address: 333 Pennsylvania Ave. Ste 1000 Indianapolis, Indiana 46204
Telephone: 317-713-4209	Fax: 317-624-0900
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Superintendent (Printed name) Kevin Teasley	Telephone: 317.694.9985
Signature of Superintendent X _____	Date: 07/15/2011

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, "Tier I and II Application" for *each* school applying for a school improvement grant.**

A. Schools to be Served by LEA

Instructions:

1) Using the list of Tier I and Tier II schools provided by the IDOE, complete the information below, for all Tier I and II schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
2) Place an "X" indicating the tier and the school improvement model (intervention) selected, based on the "School Needs Assessment" conducted by the LEA. (Add cells to the table as needed to add more schools.)

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Fountain Square Academy	5-12	X			X			
2.								
3.								
4.								
5.								
6.								

B. Explanation if LEA is Not Applying to Serve Each Tier I School

x We will serve all of our Tier I schools.

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

C. Consultation with Stakeholders

Instructions:

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

School Name: Fountain Square Academy **School Number:** 9480

Stakeholder Group	Mode of Communication	Date
Fountain Square Academy Board	Board Meeting	June 28, 2011
Principal	In-Person Meeting	July 11, 2011
Teacher Group	Connect Ed	July 11, 2011
Fountain Square Leadership Team	Principal Meeting	July 14, 2011
Parent Group	E-Mail and Connect Ed	Planned for week of July 18, 2011

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ **School Number:** _____

Stakeholder Group	Mode of Communication	Date

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

D. Collaboration with Teachers' Unions

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

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

E. Assurances

Fountain Square Academy assures that it will

Corporation/Charter School Name

X 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

X 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

X 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

X 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

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

☑ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- ☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

Transformation-LEA Application for Each Tier I and Tier II School

School Improvement Grant 1003(g)
2011-2012

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation **Fountain Square Academy** Number **9480**

School Name: **Fountain Square Academy**

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

✓ Transformation

Assurances:

Fountain Square Academy assures that it will

_✓ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

_✓ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

_✓ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

_✓ 4. Report to the SEA the school-level data required under section III of the final requirements.

Waivers

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

☑ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➢ ***Instructions:***

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

Worksheet #1: Analysis of Student and School Data

➢ ***Instructions:***

- Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
- Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
- For LEA data, see the IDOE web site: http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low) Need to list based on data – high, med, or low
English/Language Arts : Black	41.67% **Target Percentage was 54.5**	10 Students did not pass	High – based on the Indiana Achievement and Growth Model – FSA had a passing a median growth of 50.5% The overall passing rate for ELA for ISTEP+ was 48.89% passing (44 students) and 51.11% not passing (46 students) FSA is in the Watch PL221 Category	High Poverty – non- LEP
White	54.24% **Target Percentage was 60.5**	32 Students did not pass	High – based on the Indiana Achievement and Growth Model – FSA had a median growth of 50.5% The overall passing rate for ELA for ISTEP+ was 48.89% passing (44 students) and 51.11% not passing (46 students) FSA is in the Watch PL221 Category	High Poverty – non-LEP
Free/Reduced Lunch	48.24%	41 Students did not pass	High – based on the Indiana Achievement and Growth Model –a median growth of 50.5%	High Poverty- non-LEP

	Target Percentage was 61.9		The overall passing rate for ELA for ISTEP+ was 48.89% passing (44 students) and 51.11% not passing (46 students) FSA is in the Watch PL221 Category	
Special Education	100%	12 Students did not pass	High – based on the Indiana Achievement and Growth Model – FSA had a passing percent of 51.1% and a median growth of 50.5% The overall passing rate for ELA for ISTEP+ was 48.89% passing (44 students) and 51.11% not passing (46 students) FSA is in the Watch PL221 Category	High Poverty- non-LEP
Total	51.11% Did Not Pass English/Language Arts Section	46 Students did not pass		

Math:				
Black	54.17% **Target Percentage was 52.9**	13 Students did not pass	High – based on the Indiana Achievement and Growth Model – FSA had a passing a median growth of 43% The overall passing rate Math for ISTEP+ was 46.67% passing (42 students) and 53.33% not passing (48 students) FSA is in the Watch PL221 Category	High Poverty – non- LEP
White	54.24% **Target Percentage was 59.3**	32 Students did not pass	High – based on the Indiana Achievement and Growth Model – FSA had a median growth of 43% The overall passing rate Math for ISTEP+ was 46.67% passing (42 students) and 53.33% not passing (48 students) FSA is in the Watch PL221 Category	High Poverty – non-LEP
Free/Reduced Lunch	52.94% **Target Percentage was 60.6**	45 Students did not pass	High – based on the Indiana Achievement and Growth Model –a median growth of 43%	High Poverty- non-LEP

			The overall passing rate Math for ISTEP+ was 46.67% passing (42 students) and 53.33% not passing (48 students) FSA is in the Watch PL221 Category	
Special Education	75%	9 Students did not pass	High – based on the Indiana Achievement and Growth Model – FSA had a median growth of 43% The overall passing rate Math for ISTEP+ was 46.67% passing (42 students) and 53.33% not passing (48 students) FSA is in the Watch PL221 Category	High Poverty- non-LEP
Total	53.33% Did Not Pass Math	48 Students did not pass		

**** The End-of Course Assessment passing rate for students who took the English 10 ECA was 50% (17 students). Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.**

****The End-of Course Assessment passing rate for students who took the Algebra 1 ECA was 42.86% (9 students). Due to federal privacy laws, student performance data may not be displayed for any group of fewer than 10 students.**

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
Not appropriate example: Students from Mexico aren't doing well in school. " *Appropriate example:* "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+." *Appropriate example:* "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."	*Inappropriate example:* "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English." *Appropriate example:* "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."

Enrollment/Demographics Our students come from neighborhoods that are primarily economically disadvantaged.	Our building is K-12. We receive a high number of kindergarten students who have not been screened for letter and number recognition which results in the creation of a pool of struggling elementary students as related to literacy and numeracy. Many of these students may not have been exposed to pre-school literacy and numeracy opportunities.
Basic Skills /Program Alignment **Common Formative and Summative Assessments** Large number of students not passing basic skill sections of Math (53%) and ELA (51%) tests	Ineffective and random intervention programs that are not driven by data. Computer based programs not differentiated based on student skill needs. Group reading does not promote independent reading. Students reading the same resources and participating in the same math group lessons even though skill levels are low.
Instructional Focus **Instructional Leadership** Scores in writing process skills lower than scores in vocabulary	Instructional strategies not driven by data, no clear evidence of academic instructional calendar or evaluation of instructional effectiveness
Professional Development Low testing scores across all groups	Clear lack of content specific professional development and instructional alignment to standards

Student Leading Indicators

➢ ***Instructions:***

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

	2009-2010	2010-2011
1. Number of minutes within the school year that students are required to attend school	**75,600 minutes per year**	**75,600 minutes per year**
2. Dropout rate*	**33.3% (2 students)**	**Not reported on state website**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**91.88 in 2009-10**	**Not reported on state website**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**0**	**0**
5. Number of students completing dual enrollment classes	**4 students completed dual enrollment classes**	**2 students completed dual enrollment classes**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	**LSD -8 hr day BAS – After School SS – Summer School**	**LSD -8 hr day BAS – After School SS – Summer School**
7. Discipline incidents*	**207 Incidents**	**238 Incidents**
8. Truants (# of unduplicated students, enter as a whole number)	**0 Filed**	**0 Filed**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**3% increase across the board**	**3% increase across the board**
10 Teacher attendance rate	**94.2%**	**95.1%**

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
Inappropriate example: "Teachers are absent a lot." *Appropriate example:* " Teachers on average are out of the classroom 32 days of the school year."	*Inappropriate example:"* Teachers don't feel like coming to school" *Appropriate example:* "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"
Student attendance rates are low. More than 12% of students are absent 8 or more days.	No clear and consistent system and/or policy for dealing with students who have excessive absences.
Inconsistent attendance data in ARK (student software system)	Building leadership does not enforce or monitor attendance taking procedures or professional development in using data
All teachers earn same pay increase regardless of performance	No clear and consistent teacher evaluation system that measures student performance (achievement) and participation (enrollment, retention, and attendance)
5% of the students own more than 50% of the discipline incidents entered into ARK	Building leadership/Student Management and Discipline issues
Student leading indicator data inconsistent	Student leading indicators data is not considered a priority in the school. The data is not displayed anywhere and students/staff do not discuss the importance of these indicators or using data to make decisions around interventions

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

***See Attachment for Monkey Survey Document – FSQ Survey**

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Appropriate example: "We don't have a curriculum aligned across grade levels." *Appropriate example:* "We only teach flags, festivals and foods with our students. "	*Appropriate example* " We don't know how to align our curriculum across grade levels." *Appropriate example:* "Connecting curriculum to students' lives takes longer to prepare lessons."
66.7% of respondents indicated Principal is rarely in the classroom 83.5% of respondents indicated the Principal places the same cognitive demands on all learners (no differentiation) 66.7% of respondents indicated instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made 83.3% of respondents indicated data-formative assessments are not regularly used by teachers 83.3% or respondents indicated data-formative assessments are not used to determine appropriate instructional strategies	Little or no evidence of principal serving as the instructional leader Lack of assessment methods around student learning to inform instructional decision-making Little or no unit planning designed to have students master material Little or no evidence of diagnostic pre-assessments across grade levels Little or no evidence of high-quality group instruction that engages all students in developmentally appropriate, research-based instruction Little or no evidence of interim assessments or corrective instruction

B. Selection of School Improvement Model

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

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

The transformation model was selected because it focuses on Fountain Square Academy's critical areas of need:

- Develop Teacher and Leader Effectiveness
- Comprehensive Instructional Reform
- Increasing Learning Time and Creating Community-Oriented Schools

Fountain Square Academy is in its last year of operation under the current charter with the Indianapolis Mayor's office. The school can and will reopen with a new charter and there is an agreed upon need for the school to be open to serve the educational needs of the students in the Fountain Square community. The proposed closing by the Mayor's office served as a catalyst for the school to take a serious look at current leadership as well as policies and practices. The need for improved teacher and leader effectiveness, instructional reform, and increased learning time is clear. It isn't just a matter of principle as it relates to chartering authorization and guidelines, but it is a matter of commitment to the students and families in this neighborhood. The Mayor's report was only one indicator of urgency of action that needs to occur. The school is not making AYP and the overall testing results are not acceptable. The current principal has experimented with random elements of a restructuring effort, but a strong academic partner that can foster building a network of academic support, aligning the schedule to the curriculum, and focus on instructional leadership is needed. School improvement decisions need to be driven by data and the school has forged a partnership with Wireless Generation to provided targeted services in all of the major areas of need. The school is out of time, it can no longer accept incremental progress. Bold and aggressive action is needed to advance Fountain Square Academy to a high performing school.

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

The transformation model requires an intervention that develops teacher and leader effectiveness and places a strong focus on data-informed student learning. With our new leadership team, we have already begun to make investments in both areas, and have selected this model to ensure we can further develop the school's student-centric instructional culture. A Vice President of Academic Programs was hired to serve as an academic partner between GEO and Fountain Square Academy. Additionally, an Assistant Principal will be hired to serve as a member of the leadership team and will provide direction to the current principal.

While our response to each section of this proposal details exactly how we intend to address each element of the transformation model, we will summarize by outlining the three primary areas of support we will provide to the leadership teams and teachers in the school:

- *Data-informed Professional Learning Communities* in which instructional teams (grade-level, departmental, or other) work as PLCs to analyze student data, plan instructional strategies, and evaluate effectiveness. Communities meet frequently (every week) and facilitate discussions within a cycle of inquiry, which fosters a collaborative environment in which all educators are focused on students' needs. In addition to supporting teacher PLCs, the school's leadership team will form its own PLCs within the school and across other GEO schools to share best practices and ensure student success.
- *Individual Coaching for Teachers and Leaders* that enables differentiated support for each staff member. Wireless Generation coaches will visit each teacher's classroom regularly (approximately twice per month) to observe instruction, provide feedback, model new strategies, and provide other personalized support. This provides continuity from the PLCs. In addition, our new leadership staff will receive individual coaching to support instructional classroom walk-throughs, using data to drive teacher evaluations and conversations, and managing a student-centric building.
- *Content-specific Professional Development* that is determined based on the needs as ascertained from student and staff data. GEO and Wireless Generation will utilize data to determine training and professional development necessary for the whole staff or select groups (e.g. grade-level cohorts). Topics may include training on a new curriculum, professional development on using data to inform instruction, classroom management, instructional alignment with standards, etc.

Our proposed model also relies heavily on increasing every staff member's ability to use data to inform instruction. As such, all support is guided by Wireless Generation's *Taking Action with Data* framework and curriculum to ensure a consistent understanding among teachers about how to analyze data and use it to differentiate instruction. We will also work with the leadership team to implement instructional programs that align with student needs as evidenced in the data. Please see attachment for more details about the *Taking Action with Data* framework.

C. LEA Capacity to Implement the Intervention Model

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

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*			• See Budget in Section II and cost of each element of transformation plan
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*			• See Budget in Section II and cost of each element of transformation plan
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*			• See Budget in Section II and cost of each element of transformation plan – based on association with Wireless Generation expenses
4. The budget is planned at a minimum of $50,000 and does not exceed two million per year per school. *All models*			• See Budget
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the number of Tier I and II schools that are indicated. *All models*			N/A

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement			• See Budget and organization details related to Wireless Generation

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*			Resumes of newly created leadership team as well as contract with Wireless Generation are available upon request.

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*			• Principal Survey • Teacher Survey

9. The district has received the support of parents to fully implement the intervention model. *All models* • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			• Connect Ed message to families • Newsletter/E-mail message to families • Community meetings scheduled

Capacity Task	**Yes**	**No**	**District Evidence**
10. The school board is fully committed to eliminating barriers to allow for the full			School Board meeting minutes for June and July are available upon request.

implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			Kevin Teasley serves as the Superintendent and has shared the School Improvement plan with board members. School Board meeting minutes for June and July are available upon request.
Capacity Task	**Yes**	**No**	**District Evidence**
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models*			NA

• *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*			GEO and Fountain Square Academy has a strong partnership with Teach for America as well as New Teacher Project and Marian University. A contract of Services has been created and signed between Fountain Square Academy and Wireless Generation.

Capacity Task	**Yes**	**No**	**District Evidence**
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*			The addition of a Vice President of Academic Programs (hired in June 2011)to serve as a liaison between GEO and Fountain Square Academy as well as the planned hiring of an Assistant Principal to provide building level leadership.

15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			• Wireless Generation service agreements and attachments • AYP goals

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*			Wireless Generation will serve as the Professional Development partner.

17. The school community has been purposefully engaged multiple times to inform them of			• Mailings /Website posting • Connect Ed Message

progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*			

Capacity Task	**Yes**	**No**	**District Evidence**
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			• Documentation available upon request

19. The district demonstrates the ability and commitment to increased instructional time. *Turnaround, Transformation Models* • *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar* • *Increased learning time for students is*			The partnership with Wireless Generation will streamline random strategies and services used over the years. The focus will be on data driven decision making using products and services that demonstrate differentiation. An after school tutoring program as well as Saturday school will be provided for students based on 8 Step data disaggregation methods.

tiered and supported by licensed and/or highly qualified educators
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school enrichment/remediation*
  ○ *School vacation weeks*
• *Compensation for extended day is identified by the LEA*			

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

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2011-12.*
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support	• Included in the model of selection

the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider***	***The LEA has or will recruit, screen, select, and support appropriate external providers.*** GEO has a history of long-standing partnerships in the community which provide direct support to Fountain Square Academy. Academic partnerships with College Summit, Teach For America, Project Lead the Way and The New Teacher Project will continue to serve as external providers. In June, 2011, GEO initiated a partnership with Wireless Generation, a leading provider of innovative tools, systems, and services that help educators drive improvement through the use of sophisticated data analysis. The

quality which may include, but will not be limited to: (a) Identifying external providers based on each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the	company, which serves more than 200,000 educators and three million students nationwide, has spent the last decade helping schools implement practices such as frequent progress monitoring, needs diagnosis, data-informed decision-making, differentiated instruction, and professional collaborations across classrooms, grades, schools. We have contracted with Wireless Generation to conduct a comprehensive needs assessment with two of our four schools, including Fall Creek Academy and Fountain Square Academy from June through August, 2011. The purpose of this needs assessment is to explore the effectiveness of our school's instructional program and to determine the priorities for our school improvement plan. Specifically, through classroom observations, leadership and staff interviews, document reviews, and data analysis, we will work with Wireless Generation to define the areas of focus for our academic program. With grant assistance, we expect to fund the next phase of this work—implementation of the comprehensive academic intervention—through the 2013-24 school year. We selected Wireless Generation based on the quality and experience of their personnel and their vast capabilities in assessment, instruction, and professional development. The team is staffed with coaches, all former educators and school administrators, who are from Indiana and therefore understand our context and the political climate in our state. The company is a division of News Corporation, whose education division is headed by Joel Klein, the former Chancellor of the New York City Department of Education. Joel will be involved in providing recommendations for all GEO schools' improvement plans. Peter Gorman, the former Superintendent of Charlotte-Mecklenburg School District, is the SVP for Education Services and has experience with school improvement. He will also bring his experience to bear in working with our schools. Additionally, we looked for an academic partner who could provide a coherent solution, and Wireless Generation offers integrated assessment tools, curriculum and intervention products, and job-embedded professional development. We believe this combination of potential solutions will enable us to provide our schools with an intervention that address staff and student needs comprehensively. The intervention consists of full-time support in the school, in which at least two Wireless Generation coaches are on-site working with teachers and the leadership team. Specifically, the coaches will provide support in the following forums: • *Data-informed Professional Learning Communities* in which instructional teams (grade-level, departmental, or other) work as PLCs to analyze student data, plan instructional strategies, and evaluate effectiveness. Communities meet frequently (every week) and facilitate discussions within a cycle of inquiry, which fosters a collaborative environment in which all educators are focused on students' needs. In addition to supporting teacher PLCs, the school's leadership team will form its own PLCs within the school and across other GEO schools to share best practices and ensure student success. • *Individual Coaching for Teachers and Leaders* that enables differentiated support for each staff member. Wireless Generation coaches will visit each teacher's classroom regularly (approximately twice per month) to observe instruction, provide feedback, model new strategies, and provide other personalized support. This provides continuity from the PLCs. In addition, our new leadership staff will receive individual coaching to support instructional classroom walk-through, using data to drive teacher evaluations and conversations, and

full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	managing a student-centric building. • *Content-specific Professional Development* that is determined based on the needs as ascertained from student and staff data. GEO and Wireless Generation will utilize data to determine training and professional development necessary for the whole staff or select groups (e.g. grade-level cohorts). Topics may include training on a new curriculum, professional development on using data to inform instruction, classroom management, instructional alignment with standards, etc. All support is guided by Wireless Generation's *Taking Action with Data* framework and curriculum, to ensure a consistent understanding of how to effectively use data to inform differentiated instruction. Please see attachments for more details about the *Taking Action with Data* framework. The communication with Wireless Generation has been excellent, and we have co-developed a plan that enables both the principal of Fountain Square Academy, the Assistant Principal and the GEO Foundation leadership to monitor the implementation of these support services. We will receive bi-weekly status reports to help track the services delivered and the progress of each PLC. Please see attachments for a sample of such a status report. We will also receive quarterly and annual reports from Wireless Generation, in which they provide an analysis of leaders' and teachers' progress against the priorities set during the needs assessment. Please see attachments for a sample of the priorities tracker and status report. Finally, we expect to use both teacher progress (e.g. from our new teacher evaluation system) and student progress (e.g. from mCLASS:Reading 3D, Acuity, ISTEP data) to assess the impact of our partnership with Wireless Generation over the next three years. We do not expect significant results immediately; however, we do expect to see teacher behaviors change and student growth begin within the first year of implementation.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. *Align other resources with the school improvement model.* (For examples of resources and how they might align, see Attachment C).	
The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement	GEO has sought to remedy its academic concerns with the hiring of a Vice President of Academic Programs to oversee and monitor all of the academic decisions as well as hire an Assistant Principal at the school level. Fountain Square Academy is committed to utilizing skills learned in the 8 Step Process to coordinate the data driven efforts provided by Wireless Generation. Fountain Square Academy will work with all of its external providers to capitalize on building a network of support through the transformation process. The Vice President of Academic Programs as well as the Data Coach will conduct weekly AYP meetings with the school leadership to review progress and make necessary adjustments as well as conduct monthly audits of all federal, state, and local resources.

process; and (g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	

Indicators of LEA Commitment	Description of how this action was or will be completed
4. *Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.*	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance	***Element 4 – Provide high quality, job-embedded professional development*** The Fountain Square Academy professional development program consists of the following: 1. Data-driven PLC facilitation – Weekly meetings with grade-level cohorts and/or department teams to analyze student data, plan instructional strategies, and evaluate effectiveness. Data used varies depending on time of year, and specific focus is differentiated based on each PLC's experience and comfort with using data. (Lead person = WG Coach, Time period = All Year) 2. Creating a Data Coach position – Responsible for working with teachers between PLC meetings to help conduct further analysis. (Lead person = Principal, Time period = September, 2011) 3. Individual Leadership Coaching sessions – Weekly meetings with principal, focused on: master schedule adjustments to enable teacher collaboration, data-based differentiated instructional support to be provided to each teacher, resource planning, classroom walkthrough and evaluation support, etc. (Lead person = WG Coach, Time period = All Year) 4. Individual Teacher Coaching sessions – At least monthly visits to each teacher's classroom, conducting observations, providing feedback, modeling instructional strategies, etc. (Lead person = WG Coach, Time period = All Year) 5. Content-specific Professional Development – Based on student data and stated teacher needs, planning and delivery of five professional development workshops to whole staff or subset of staff members. Could include topics such as teaching literacy in the content areas, effective mathematics instruction, analyzing ISTEP results, alignment of curriculum to standards, etc. (Lead person = WG Coach, Time period = Every other month) 6. The building principal will utilize 10 days of professional development to coordinate training and support around additional formative and summative assessment resources Additionally, Fountain Square Academy will develop and implement an incentive pay structure that rewards staff based on participating applying the skills acquired in professional development to student performance goals.

data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the	***Indicator 5 – Sustain model after the funding period ends.*** We begin this transformation process with the end in mind, knowing that we must be able to sustain these reforms after the three-year funding period ends. One reason we have selected Wireless Generation as our academic partner is that their solutions *build capacity* within our leadership team and teacher corps. Specifically, because all support services are job-embedded, rather than stand-alone workshops, teachers are "learning by doing", applying new skills and knowledge in their daily work, which research shows is the most effective form of professional development. In addition, Wireless Generation's coaches spend the first year working intensively with our staff members to set up and facilitate PLCs, tapering in year 2 so that they are co-facilitating with leadership, and further tapering in year 3 as teachers begin to "own" their professional learning, managing their own PLCs. This process creates an environment of collaboration that is independent of partners or leadership—rather, teachers work together because that is simply how they do their work; it's part of their instructional culture. Furthermore, through the implementation of the *Taking Action with Data* framework, we will have built a common language and process around using data to drive instruction. The use of data to drive differentiated instruction and collaborative conversations about student growth is critical to sustaining the instructional culture we seek to build at our school. Therefore, we have selected formative, diagnostic assessments at every grade level, which we can sustain beyond the grant. mCLASS:Reading 3D and Math (K-2), Burst: Reading (K-2), Acuity (grades 3-8), and the mCLASS Platform (grades 9-12) will enable teachers and leaders to continue to access longitudinal data on each of their students. Additionally, Achieve 3000, Plato, and Dibels will be used to support differentiating and data driven instruction. To ensure ongoing leadership of these ideas, we will hire a Data Coach for the building at the beginning of the first year—someone who will work hand-in-hand with Wireless Generation to become the school expert in the *Taking Action with Data* framework and curriculum. Just as our proposed intervention model encourages teachers to use a cycle of inquiry to bring about continuous improvement in student learning, we conduct ongoing evaluation and adjustment of the program's effectiveness. As described, we provide bi-weekly status reports, quarterly reports, and annual evaluations of staff and student results. The Vice Principal of Academic Programs as well as the Academic Coach will utilize skills acquired from the Wireless Generation team as well as the key components of data driven decision making using the 8 step process. An evaluation system that aligns with student performance goals will be developed through a collaborative effort between the Vice President of Academic Programs at GEO and Fountain Square Academy leadership and staff members.

measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	

4. Implementation of Transformation

➢ ***Instructions:***

1) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
2) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Transformation Model (Guidance Document, Section E, pages 36-41)

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

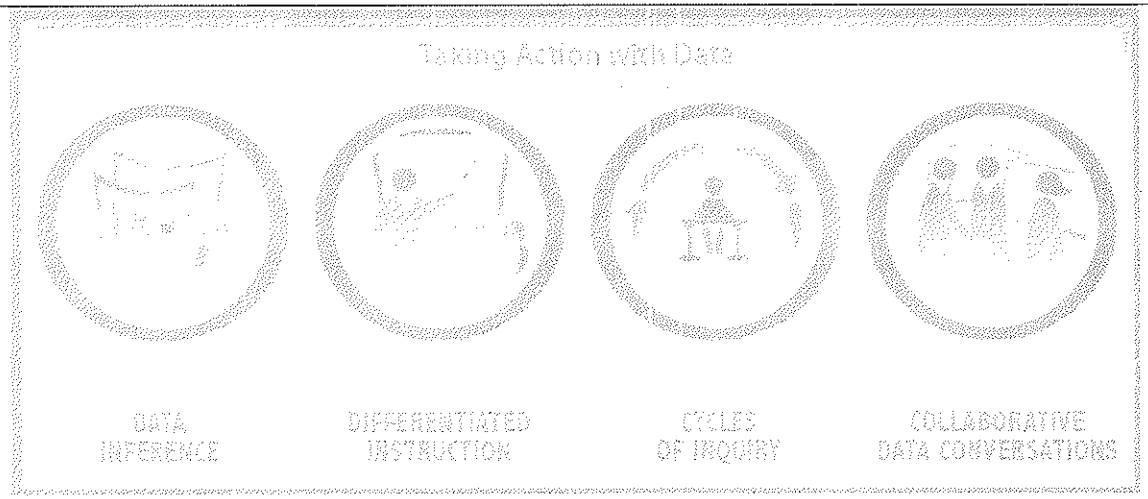
If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. *Replace the principal who led the school prior to implementing the model.*	Completed: Hired Vice President of Academic Programs (VPAP) to oversee school improvement efforts. The Vice President (Carlotta Cooprider) is an experienced urban charter school leader. VPAP needs to hire Assistant Principal to serve on school leadership team.	VPAP, School Principal, and student panel	July/August 2011
2. *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.*	Fountain Square Academy will use the IDOE's Teacher Effectiveness Rubric and request the board's permission to make it the official document for evaluation. Fountain Square will utilize the CLASS observation tool as used by the Wireless Generation team.	VPAP, Wireless Generation team, and school leadership team	Kickoff in August 2011/Ongoing

3. *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.*	An incentive pay structure will be created collaboratively by all stakeholders using research from the field. These best practices will allow Fountain Square to move away from a process that gives everyone the same raise percentage to a more complex structure which considers than degree attainment and years of experience.	VPAP, Wireless Generation team, and school leadership team	Kickoff in August 2011/Ongoing
4. *Provide high quality, job-embedded professional development.*	• See attachment– Projected Timeline for School Improvement Plan • This document will serve as a planning guide for Professional Development • Professional Development workshops and follow up sessions by Plato and Achieve 3000	VPAP, Wireless Generation team, and school leadership team	Kickoff in August Reoccurring weekly and monthly
5. *Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).*	GEO and Fountain Square Leadership team will use incentive pay structure to attract and retain highly effective staff members.	VPAP GEO Recruitment team	January 2012 – use strategies to recruit for school year 2012-2013
6. *Provide increased learning time for students and staff.*	While we intend to add a significant amount of professional development to support our academic intervention, it will not detract from student and staff learning time. Most of the PD provided by Wireless Generation (e.g. the PLC work and individual coaching) is job-embedded, occurring within each teacher's classroom or already-scheduled collaborative planning times. The content-specific PD will occur during PD days or after school.	VPAP, Wireless Generation team, and Fountain Square Academy leadership team	Kickoff in August Reoccurring weekly and monthly
7. *Use data to implement an aligned instructional program.*	Fountain Square Academy will research and prepare an implementation plan for Core Knowledge Curriculum to guide	VPAP Fountain Square	Kickoff in August

	content mastery and data driven instruction,	Academy Leadership team	Reoccurring weekly and monthly activities

8. *Promote the use of data to inform and differentiate instruction.*	• Wireless Generation Professional Development • Achieve 3000 • Plato • AYP Data Meetings • 8 Step Process We also track students' math and ELA progress by using various formative assessments depending on grade level: • K-2: mCLASS:Reading 3D and mCLASS:Math • 3-8: Acuity • Achieve 3000 for middle and high school Moving forward, we believe we need to use data in almost every decision we make about students and staff members, and will look to our external partner to help us implement a consistent methodology for doing so. For almost a decade, Wireless Generation has pioneered the field of data-informed instruction. Their *Taking Action with Data* methodology has successfully been implemented in thousands of schools nationwide and is rooted in established research-based practices. By applying the straightforward methodology to multiple data sources and the rich variety of individual student and class needs, teachers acquire the habits of mind, technical skills, collegiality and pedagogy needed to use data to inform instruction and ultimately accelerate student learning. <u>Methodology</u>	VPAP, Wireless Generation, Fountain Square Academy leadership team, and external Providers	Kickoff in August Reoccurring weekly and monthly activities



To succeed with data use, educators build skills within four domains:

- ***Data Inference*** – In a data-driven culture, the abundance of data can quickly overwhelm educators, especially those without a mathematics background. We help educators learn to ask good analytic questions and to use multiple data sources to draw appropriate inferences. At the beginning of the program, many teachers focus on simple, student-specific inferences; however, as the program matures, investigating and analyzing aggregate data from a variety of sources will become critical, Over time, WG Coaches build educators' capacity to use complex data sets accurately and confidently.

- ***Differentiated Instruction*** – WG Coaches facilitate PLCs in the process of using the data to determine when to use whole-class instruction vs. small-group intervention vs. individual instruction and when a topic needs to be re-taught rather than simply moving to the next lesson. Teachers also learn to create lesson plans for any group based on skills or other instructional needs illustrated in the data, and to evaluate those lesson plans based on effectiveness data as well as their own (and their peers') reflection. Through observation and feedback by the WG Coach and their colleagues, each teacher learns the pedagogical skills, instructional strategies and reflective practices necessary to differentiate effectively in their classrooms.

- ***Cycles of Inquiry*** – In this process, educators analyze data to identify students with similar needs, develop and implement new instructional strategies, assess growth, analyze the results, share findings with colleagues, and begin the process anew. In addition to identifying strategies that work, over time this iterative process builds the skills to make rapid adjustments to instruction based on more frequent progress monitoring data points. Since these inquiry activities will be done collaboratively, the atmosphere of experimentation embedded in the process fosters comfort with data sharing and transparency, building a culture of trust and

	mutual respect, moving teachers from a "my students" mentality to a collaborative "our students" approach to instruction. • ***Collaborative Data Conversations*** – To utilize data effectively, educators need to engage in frequent, low-stakes, non-judgmental conversations with students, parents, administrators, and other educators in order to understand results, enlist support, and motivate change. Such low-stakes conversations are particularly critical for the promotion of data transparency: only when teachers and students believe data is being used in a supportive way do they become truly comfortable with its use. Our methodology promotes drawing tentative hypotheses that are followed by conversations to dig deeper into the underlying circumstances that have given rise to the data. To build skills across the four domains, we utilize a framework that maps out a gradual progression of skills over six phases. All phases include work in each domain, and each phase introduces new skills. Activities spiral throughout the program, enabling teachers to repeat the study and discussion of certain key skills at different times once they have acquired other important knowledge. Some PLCs will begin with a more advanced phase, perhaps building capacity with precursor skills at the same time. Other groups begin with different phases for different domains. Regardless of phase, PLCs work with the data most relevant to the teachers, school, and the time of year. Mastery is evidenced by a set of observable outcomes for each teacher, such as the development of small-group lesson plans, or evidence of students self-managing during differentiated group work. WG Coaches use these observable outcomes to understand each teacher's progress, assess individual needs for observation and feedback, and plan for each teacher. See attachment for further details.		

9. *Provide mechanisms for family and community engagement.*	Staff members will be coached on how to have low stakes and informative data conversations with parents. Data round tables will be available monthly for parents and other community members to learn about student data pictures as well as the school data picture.	Fountain Square Academy leadership team and staff	Monthly parent nights

10. *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting).*	Charter model allows for operational flexibility	-------	----------

11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	GEO has a technical team (Brian Beck, Rick Elliott, and LeaAnn Koekenberg) in place to work closely with Fountain Square Academy staff members	GEO technical team	Monthly professional development at Fountain Square Academy as well as weekly email communication regarding technical support

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

A Vice President of Academic Programs (VPAP) was hired by GEO in June 2011 to oversee and monitor the academic activities of Fountain Square Academy including the supervision of the current principal. The VPAP and the current principal is working with Marian University to recruit and hire an Assistant Principal to strengthen the daily instructional leadership of the building as well as lead the development process of a professional learning community that uses data to guide decision making.

Pre-Implementation – Included in SIG narrative

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

Action:

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	x	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	x	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2010-2011 school year.	x	

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
   - One English/language arts goal for "all students."
   - One mathematics goal for "all students."
   - For examples of goals, see guidance document, H-25, p. 41.

3) Schools serving students in grade 12 must also include a goal related to graduation.
4) Include goals for the three-year duration of the grant.

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

SY 2009-2010 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2011-2012	**SY 2012-2013**	**SY 2013-2014**
Example: 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
51.7% of all students are proficient on the ISTEP+ and ELA 50% of students passed ECA English 10	65% of all students are proficient on the ISTEP+ and ELA 60% of students passed ECA English 10	80% of all students are proficient on the ISTEP+ and ELA 75% of students passed ECA English 10	95% of all students are proficient on the ISTEP+ and ELA 90% of students passed ECA English 10
45.2% of all students are proficient on the ISTEP+ Math 42.86% of all students passed ECA Algebra I	60% of all students are proficient on the ISTEP+ Math 65% of all students passed ECA Algebra I	75% of all students are proficient on the ISTEP+ Math 75% of all students passed ECA Algebra I	90% of all students are proficient on the ISTEP+ Math 90% of all students passed ECA Algebra I

II: Budget

Instructions:

1) Complete the budget pages provided in the Excel file for the three years.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

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

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

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

Currently, Fountain Square Academy uses Title I Part A funds to improve and extend learning time through our Learning Guides and our after school tutoring program.

We allocate Title II, Part B funds for the recruitment and retention of staff with skills as well as our professional development of staff members.

Submit all materials in this document,
including the two worksheets in this application to IDOE

2011 Fountain Square School Improvement Grant

SurveyMonkey

1. Please rate your Pricipal's leadership.

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Spends most of the time managing the school.	0.0% (0)	**50.0% (3)**	33.3% (2)	16.7% (1)	2.67	6
Is rarely in the classroom.	16.7% (1)	**66.7% (4)**	0.0% (0)	16.7% (1)	2.17	6
Is not knowledgeable about English/Language Arts or mathematics instruction.	**83.3% (5)**	16.7% (1)	0.0% (0)	0.0% (0)	1.17	6
Serves as lone leader of the school.	**50.0% (3)**	33.3% (2)	16.7% (1)	0.0% (0)	1.67	6
Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	**83.3% (5)**	16.7% (1)	0.0% (0)	0.0% (0)	1.17	6

answered question	**6**
skipped question	**0**

2. Teacher Instruction

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Is primarily lecture-style and teacher centered.	**50.0% (3)**	33.3% (2)	16.7% (1)	0.0% (0)	1.67	6
Places the same cognitive demands on all learners(no differentiation).	**83.3% (5)**	16.7% (1)	0.0% (0)	0.0% (0)	1.17	6
Is primarily textbook-oriented.	**66.7% (4)**	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
Does not include technology.	**83.3% (5)**	16.7% (1)	0.0% (0)	0.0% (0)	1.17	6
Works alone, rarely meeting in or across grade-level teams to discuss and improve.	**66.7% (4)**	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.	**66.7% (4)**	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
				answered question		**6**
				skipped question		**0**

3. Curriculum

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Leadership does not observe or evaluate teachers for use of the curriculum.	33.3% (2)	**50.0% (3)**	16.7% (1)	0.0% (0)	1.83	6
Is considered to be the textbook or the state standards.	16.7% (1)	**66.7% (4)**	0.0% (0)	16.7% (1)	2.17	6
Is not aligned within or across grade levels	33.3% (2)	**50.0% (3)**	0.0% (0)	16.7% (1)	2.00	6
Is not rigorous or cognitively demanding.	**50.0% (3)**	**50.0% (3)**	0.0% (0)	0.0% (0)	1.50	6
Is not available to all students, e.g., English language learners or students with disabilities as they are not present in regular classroom during core instruction time.	**66.7% (4)**	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
Is not differentiated for struggling students.	**66.7% (4)**	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
				answered question		**6**
				skipped question		**0**

4. Data-Formative Assessments

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Are not regularly used by teachers.	**83.3% (5)**	16.7% (1)	0.0% (0)	0.0% (0)	1.17	6
Are not routinely disaggregated by teachers.	**66.7% (4)**	33.3% (2)	0.0% (0)	0.0% (0)	1.33	6
Are not used to determine appropriate instructional strategies.	**83.3% (5)**	16.7% (1)	0.0% (0)	0.0% (0)	1.17	6
				answered question		**6**
				skipped question		**0**

5. Professional Development

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Is individually selected by each teacher; includes conferences and conversations.	33.3% (2)	**66.7% (4)**	0.0% (0)	0.0% (0)	1.67	6
Is not related to curriculum, instruction, or assessment.	**50.0% (3)**	33.3% (2)	16.7% (1)	0.0% (0)	1.67	6
Is short, i.e., one-shot sessions.	**33.3% (2)**	**33.3% (2)**	16.7% (1)	16.7% (1)	2.17	6
Does not follow up assistance, mentoring, or monitoring of classroom implementation.	16.7% (1)	**33.3% (2)**	**33.3% (2)**	16.7% (1)	2.50	6
				answered question		**6**
				skipped question		**0**

6. Parents, Family, Community

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Does not provide extended supports.	16.7% (1)	**50.0% (3)**	33.3% (2)	0.0% (0)	2.17	6
Does not ensure a safe school and community environment for children	33.3% (2)	**50.0% (3)**	16.7% (1)	0.0% (0)	1.83	6
				answered question		**6**
				skipped question		**0**

7. Cultural Competency

	1 being the lowest	2	3	4 being the highest	Rating Average	Response Count
Hold the belief that all students learn the same way.	**60.0% (3)**	40.0% (2)	0.0% (0)	0.0% (0)	1.40	5
Uses the textbook to determine the focus of study.	**50.0% (3)**	**50.0% (3)**	0.0% (0)	0.0% (0)	1.50	6
"Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.	33.3% (2)	**66.7% (4)**	0.0% (0)	0.0% (0)	1.67	6
Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or group.	**50.0% (3)**	33.3% (2)	0.0% (0)	16.7% (1)	1.83	6
Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.	**66.7% (4)**	16.7% (1)	16.7% (1)	0.0% (0)	1.50	6
				answered question		**6**
				skipped question		**0**

ACHIEVE3000
THE POWER OF ONE

Quote ID: 12778
ubscription Period: 08/01/11 - 06/30/14

Quote Date: July 13, 201
Valid until: August 12, 201

lient Information

Account Name: Fall Creek Academy	**School Dates:** 08/01-06/30
Address	**Client**
2540 N Capitol Ave Indianapolis, IN 46208-5612 Phone: 317-536-1026	LeaAnn Koekenberg Email: lkoekenberg@geofoundation.org Phone:

ear 1 (2011-2012)

Item #	Product	Cost	Qty	Total
2011-KBTBEM-250	Achieve3000 Differentiated Literacy Solution for up to 250 students	$14,400.00 per site, includes: • Licenses for Students, Teachers, Parents • Setup & LevelSet • 2 days of Professional Development	1	$14,400.00
2011-Follow-up PD	Professional Development Services: Hands-on training in advanced program functionality	$2,100.00 per session, includes: • 1 day of Professional Development	2	$4,200.00
Implementation Materials Fee				$175.0(
Support Service Fee				$200.0(
Subtotal:				**$18,975.0(**

Year 2 (2012-2013)

Item #	Product	Cost	Qty	Total
2011-KBTBEM-250	Achieve3000 Differentiated Literacy Solution for up to 250 students	$14,400.00 per site, includes: • Licenses for Students, Teachers, Parents • Setup & LevelSet • 2 days of pd Professional Development	1	$14,400.0(
2011-Follow-up PD	Professional Development Services: Hands-on training in advanced program functionality	$2,100.00 per session, includes: • 1 day of Professional Development	2	$4,200.0(
Implementation Materials Fee				$175.0(
Support Service Fee				$200.0(
Subtotal:				**$18,975.0(**

CIM TECHNOLOGY SOLUTIONS

1256 WASHINGTON STREET
COLUMBUS, IN 47201
P: 800.742.5036
F: 812.376.3557

WWW.CIMTECHSOLUTIONS.COM

Bill To Information:
Organization: GEO Foundation
Address: 333 N Pennsylvania St suite 1000
City: Indianapolis State: IN Zip: 46204
County: Marion

Ship To Information:(same if blank)
Organization: GEO Foundation
Address: 333 N Pennsylvania St suite 1000
City: Indianapolis State: IN Zip: 46204
County: Marion

Customer Contact Information:
Contact: LeaAnn Koekenberg
Phone: 317-713-4221
Mobile:
Fax:
Email: lkoekenberg@geofoundation.org

Quote Information:
Created: July 12, 2011
Modified: July 12, 2011
Quote #: 135614
Quote Name: kuno tablet
Quoted By: Rick Streb, IN

REMIT Orders to one of the following:
E-MAIL: CIMOrders@CIMTechSolutions.com
Fax: 812-376-3557
Mail: 1256 Washington Street, Columbus IN 47201

Additional Notes:

***For accurate pricing and timely order processing please include Quote number on Purchase Order.**

Qty	Manufacturer	Model #	Description	Unit Cost	Total Cost
10	KUNO	KUNO-PACK	10 inch Android Tablet with Capacitive multi-touch glass, 1 year manufacturer warranty and Premium 10 hour average battery charge. Bundle also includes:KUNO Clamshell Keyboard Mouse Combo and KUNO 32GB MiniSD Card	$330.00	$3,300.00
				Totals	**$3,300.00**

FOB: Origin – Customer will be invoiced for all freight charges.
Delivery: Stock – 60 days - CIM is not responsible for delays in product delivery.
Payment Terms: With approved credit net 30 days
Shipping: Shipping costs will be added to final invoice unless noted above
Sales, Excise or other State and Federal Required Tax (where applicable): Will be added and remitted unless Tax Exempt Certificate accompanies purchase order Solutions

Acceptance

Please sign below to indicate acceptance of terms and conditions.

Signature: _____

Print Name: _____

Date: _____

Method of Payment

☐ Purchase Order # _____

☐ Check # _____

☐ Circle One: Visa/MC/AE Exp. _____

Card # _____

(By signing, the above confirms the authority to legally bind the Company/Organization named on this application or agreement appended to these Terms and Conditions of CIM Technology Solutions.)

Projected Timeline for School Improvement Plan
XXXXXXXX High School

Tasks not scheduled to begin
Tasks in progress; adoption by some teachers
Key tasks complete; adoption by most teachers
Outcomes embedded within school culture

		2010-2011				2011-2012				2012-2013			
Priority		Aug 31	Nov 30	Feb 28	May 31	Aug 31	Nov 30	Feb 29	May 31	Aug 31	Nov 30	Feb 28	May 31
1	**Effectively utilize the 2.5 hour block of instruction**												
1a	Establish standard lesson structure template												
1b	Incorporate engaging activities that support bell-to-bell teaching **												
1c	Improve rigor level of instruction **												
1d	Plan and maintain pacing through the 9-week cycle												
2	**Strengthen alignment of standards, data and instruction**												
2a	Deconstruct standards												
2b	Align instructional materials to standards and student skill level												
2c	Implement backwards planning methodology **												
2d	Analyze BAS/CAS results												
2e	Support the creation and administration of short-cycle assessments												
2f	Adjust lessons based on data and teach well-aligned lessons												
3	**Improve reading instruction**												
3a	Determine reading level of students												
3b	Full implementation of Read 180												
3c	Build shared responsibility across all subjects for improving students' reading												
3d	Incorporate methods for teaching reading across subject areas												
3e	Run Fry Readability Formula on instructional and assessment materials												
3f	Identify strategies for when materials are not at students' instructional level												
4	**Support development of a purposeful PLC**												
4a	Encourage principal implementation of the PLC startup tasks												
4b	Strengthen culture of collaboration that is student-focused and data driven												
4c	Support an open culture of personal risk taking and sharing												
4d	Support protocols for data sharing, cycles of inquiry, and peer coaching												
4e	Increase school capacity for family/community outreach												

*** Critical Priority*

Quarterly Review of School Improvement Plan - December 2010
XXXXXXXXX High School

Tasks not scheduled to begin
Tasks in progress; some teacher adoption
Key tasks complete; adoption by most teachers
Outcomes embedded within school culture

Priority		Target 11/30	Current Status	Notes
1	Effectively utilize the 2.5 hour block of instruction			
1a	Establish standard lesson structure template			Template has been created; many teachers use it or have adapted their own; additional follow up to ensure that adapted templates align with the model;
1b	Incorporate engaging activities that support bell-to-bell teaching **			Significant progress; some teachers succeeding, others still struggling; working with those who are struggling;
1c	Improve rigor level of instruction **			Rigor has been the premise of all PD sessions, workshops, planning; Increasing rigor level observed in classrooms and meetings; need more work on teachers being intentional about rigor;
1d	Plan and maintain pacing through the 9-week cycle			Just beginning; without a District curriculum, teachers choose which standards to teach and prioritize the most critical; pacing expectations not well defined, so not all standards get covered;
2	Strengthen alignment of standards, data and instruction			
2a	Deconstruct standards			PD provided; big improvement in how teachers think about standards;
2b	Align instructional materials to standards and student skill level			Increasing focus on rigor challenges many teachers whose students don't have necessary skills; teachers are conciously identifying students level; beginning to identify resources for teachers;
2c	Implement backwards planning methodology **			Still creating the plans and expectations for the courses, so only some are doing backwards mapping. After christmas will be a focus
2d	Analyze BAS/CAS results			Close to complete; significant analysis of aggregate data and comparison between 1st and 2nd test admiinsitration; analysis has led to concept mapping and alignment of stems of questioning during lessons with stems of questions on tests; all teachers looking at all results, since all take resposibility for students' growth;
2e	Support the creation and administration of short-cycle assessments			Teachers adminsiter their own assessments, but not aligned to a school-wide calendar;
2f	Adjust lessons based on data and teach well-aligned lessons			Just beginning; teachers link questioning in classes with the tests
3	Improve reading instruction			
3a	Determine reading level of students			90% students tested with Gates-McGinite; if teacher is unsure of student level, Instructional Coach tests within 2-3 days; teachers talk about students' specific levels
3b	Full implementation of Read 180			Read 180 not offered in current 9-week cycle; scheduled for next term;
3c	Build shared responsibility across all subjects for improving students' reading			Teachers and counsellors all share information regarding students' reading levels; identifying students for Read 180 next term; teachers are beginning to ask for materials at multiple levels;
3d	Incorporate methods for teaching reading across subject areas			Principal and District representative have met to develop school-wide literacy PD; teachers agree on the need, but at this point most do not know how to teach literacy;
3e	Run Fry Readability Formula on instructional and assessment materials			Teachers have learned how to run Fry Readability Formula on materials and have done it for some of their materials;
3f	Identify strategies for when materials are not at students' instructional level			Teachers struggle - aware of the need for additonal strategies but have not yet figured out how to overcome the dilemmas;
4	Support development of a purposeful PLC			
4a	Encourage principal implementation of the PLC startup tasks			Have process and procedures; PLCs meet every 2 weeks; Ms. Smith has taken a strong leadership role;
4b	Strengthen culture of collaboration that is student-focused and data driven			Looking at data extensively; teachers speak in terms of student needs;
4c	Support an open culture of personal risk taking and sharing			Teachers are trying new things every day - whether they succeed or not; teachers share out regularly in discussions;
4d	Support protocols for data sharing, cycles of inquiry, and peer coaching			Data sharing - in place; Cycles of inquiry - as the PLCs develop this will begin, but will take time for it to be done right; peer coaching - working to find time and create structure;
4e	Increase school capacity for family/community outreach			Ms. Smith and Mr. Jones are working on this regularly and succeeding

*** Critical Priority*

Monthly PLC Status

June 2011

Coding							Status		Overall				Meetings					Attendance			Phase			Sys		Mini-Modules											Skills																	
Coach	LEA Code	School Code	School Name	PLC Code	Facilitation Model	Month	On-track - This Month	On-Track - Last Month	Conditions for Success	Participation	Follow-up	PLC Structures	Meeting Length	Meetings - Month	Meetings - YTD	Expected - YTD	% Complete	# Teachers	# Attending	Attendance %	Current Phase	Year Start Phase	Progress YTD	DCAS Basic Usage	DCAS Advanced Usage	Patterns of Need	Data Conversations	Differentiation	Cycles of Inquiry	Data and Small Groups	Root Cause Analysis	Student/Parent Engagement	Aggregate Data	Forming Data Questions	Sub-populations	Inference Traps	Sustainability	Identify Patterns	Adjust Whole Class Inst	Informal Cycle of Inquiry	Solution Oriented Conversation	Multiple Data Sources	Small Group Instruction	Data Driven Cycles	Student Conversations	Positive Intent	Evaluate Growth	Facilitate Student Independence	Multi-stakeholder Conversation	Skill 13	Skill 14	Skill 15	Skill 16	Skill 17	Skill 18	Skill 19	Skill 20
BSD	38	26	XYZ HS of Technology	HER	D	11JN	3	3	4	4	4	4	45	2	11	11	100%	13	25	96%	2.0	1.0	1.0	3	2		3										3	3	2															
BSD	38	26	XYZ HS of Technology	HSS	D	11JN	3	3	4	4	4	3	45	2	8	9	89%	6	11	92%	2.0	1.0	1.0	3	2	2	3										2	3																
BSD	38	26	XYZ HS of Technology	HSF	D	11JN	3	3	4	4	4	4	45	2	10	10	100%	8	16	100%	2.0	1.5	0.5	3	1	3	2										3	3			1													
BSD	38	26	XYZ HS of Technology	HMW	D	11JN	3	3	3	3	3	3	45	2	9	9	100%	16	29	91%	2.0	1.0	1.0	3	2		2										2	3																
BSD	38	80	ABC Technical HS	SS1	D	11JN	2	2	2	2	2	2	45	1	5	9	56%	3	2	67%	1.5	1.0	0.5	2	1												2	4																
BSD	38	80	ABC Technical HS	SS2	D	11JN	3	3	3	4	3	3	45	1	7	9	78%	4	3	75%	2.0	1.0	1.0	3	2	3											3	3																
BSD	38	80	ABC Technical HS	E09	D	11JN	3	2	3	3	3	3	45	1	6	8	75%	4	4	100%	2.0	1.0	1.0	2	2	2		2									2	4																
BSD	38	80	ABC Technical HS	E11	D	11JN	3	3	4	4	4	4	45	2	8	9	89%	8	13	81%	2.5	1.5	1.0	4	3	4	3	3									3	4	2		2	2	2	2										
BSD	38	80	ABC Technical HS	DMM	D	11JN	1	1	1	1	1	1	75	0	2	4	50%	18	0	0%	1.5	1.5	0.0	4	3	2											2	3																
BSD	38	80	ABC Technical HS	DSC	D	11JN	3	2	4	3	2	3	45	1	6	8	75%	11	10	91%	2.0	1.0	1.0	3	2	2		2									2	2																
BSD	38	80	ABC Technical HS	DFA	D	11JN	3	3	4	4	4	4	45	2	7	9	78%	5	10	100%	2.0	1.0	1.0	2	1													2						4										
DVK	36	742	Middle MS	SM6	D	11MA	3	3	2	3	2	3	45	1	11	11	100%	10	10	100%	3.0	2.5	0.5	4	4	3	2										3																	
DVK	36	742	Middle MS	SM7	D	11MA	3	3	2	3	2	3	45	1	11	11	100%	10	9	90%	3.0	2.5	0.5	4	4	3	3										3																	
DVK	36	742	Middle MS	SM8	D	11MA	3	3	2	3	2	3	45	0	10	11	91%	10	0	0%	3.0	3.0	0.0	4	4	3	3										3																	
DVK	36	749	NDSA	SDE	D	11MA	3	3	3	3	3	3	45	2	11	12	92%	13	25	96%	3.0	3.0	0.0	4	4	3	3										3																	
DVK	36	749	NDSA	SDM	D	11MA	3	3	3	3	3	3	45	3	13	13	100%	7	19	90%	3.0	3.0	0.0	4	4	3	3										3																	
DVK	36	692	N.G. Elem	NG1	D	11MA	3	3	3	3	3	3	90	0	4	4	100%	6	0	0%	3.0	2.0	1.0			3	3										3																	
DVK	36	692	N.G. Elem	NG2	D	11MA	3	3	3	3	3	3	90	0	4	4	100%	6	0	0%	3.0	2.0	1.0	2	2	3	3										3																	
DVK	36	692	N.G. Elem	NG3	D	11MA	3	3	3	3	3	3	90	0	4	4	100%	7	0	0%	3.0	2.0	1.0	4	3	3	3										3																	
DVK	36	692	N.G. Elem	NG4	D	11MA	3	3	3	3	3	3	90	0	4	4	100%	7	0	0%	3.0	2.0	1.0	4	3	3	3										3																	
DVK	36	692	N.G. Elem	NG5	D	11MA	3	3	3	3	3	3	90	0	4	4	100%	6	0	0%	3.0	3.0	0.0	4	3	3	3										3																	
DVK	36	738	Miller Elem	EMC	C	11MA	3	3	3	3	3	3	150	0	4	4	100%	6	0	0%	3.0	3.0	0.0	4	3	3	3										3																	
DVK	36	748	TBD HS	SHC	C	11MA	3	3	3	3	3	3	150	2	6	6	100%	2	4	100%	3.0	2.0	1.0	4	4	3	3										3																	
DVK	18	678	Mill HS	MHC	C	11MA	2	2	2	3	2	2	150	0	2	2	100%	2	0	0%	2.0	2.0	0.0	3	3																													
DVK	18	676	Mill MS	MMC	C	11MA	3	3	3	3	3	3	180	1	2	2	100%	6	6	100%	3.0	3.0	0.0	4	4												3																	
JaL	18	675	Central Academy	CA1	D	11JN	3	2	3	3	2	3	90	0	3	4	75%	6	0	0%	1.5	1.0	0.5	4	3												3	3																
JaL	18	675	Central Academy	CA2	D	11JN	3	2	3	3	2	3	90	0	3	4	75%	6	0	0%	1.5	1.0	0.5	4	3												3	3																
JaL	18	675	Central Academy	CA3	D	11JN	3	3	2	3	2	2	90	1	3	4	75%	6	6	100%	1.5	1.0	0.5	4	3												2	3																
JaL	18	675	Central Academy	CA4	D	11JN	3	3	2	3	2	2	90	1	3	4	75%	6	6	100%	1.5	1.0	0.5	4	3												2	3																
JaL	15	665	Lake HS	LH1	D	11JN	3	2	2	2	2	2	90	0	3	3	100%	8	0	0%	1.5	1.0	0.5	3	3												2	2																
JaL	15	665	Lake HS	LH2	D	11JN	3	3	2	2	2	2	90	0	3	3	100%	8	0	0%	1.5	1.0	0.5	4	3												2	2																
JaL	15	664	TBD MS	LM1	D	11JN	3	3	2	2	2	2	80	0	3	4	75%	14	0	0%	1.5	1.0	0.5	3	2												3	3																
JaL	15	664	TBD MS	LM2	D	11JN	3	3	2	2	2	3	80	0	3	4	75%	15	0	0%	1.5	1.0	0.5	3	2												3	3																
JaL	15	664	TBD MS	LM3	D	11JN	3	3	2	2	2	2	80	0	3	4	75%	15	0	0%	1.5	1.0	0.5	3	2												3	3																
JaL	15	669	Eastern ES	LE1	D	11JN	3	3	2	3	1	3	90	0	4	4	100%	10	0	0%	1.5	1.0	0.5	4	3	3											3	4																
JaL	15	669	Eastern ES	LE2	D	11JN	3	3	2	3	1	3	90	0	4	4	100%	8	0	0%	1.5	1.0	0.5	4	3	4											3	4																
JaL	15	669	Eastern ES	LE3	D	11JN	3	3	2	3	3	3	90	0	4	4	100%	9	0	0%	2.0	1.5	0.5	4	3	4											3	4																

Monthly PLC Status

June 2011

Coding							Status		Overall				Meetings					Attendance			Phase			Sys		Mini-Modules													Skills																
Coach	LEA Code	School Code	School Name	PLC Code	Facilitation Model	Month	On-track - This Month	On-Track - Last Month	Conditions for Success	Participation	Follow-up	PLC Structures	Meeting Length	Meetings - Month	Meetings - YTD	Expected - YTD	% Complete	# Teachers	# Attending	Attendance %	Current Phase	Year Start Phase	Progress YTD	DCAS Basic Usage	DCAS Advanced Usage	Patterns of Need	Data Conversations	Differentiation	Cycles of Inquiry	Data and Small Groups	Root Cause Analysis	Student/Parent Engagement	Aggregate Data	Forming Data Questions	Sub-populations	Inference Traps	Sustainability	Identify Patterns	Adjust Whole Class Inst	Informal Cycle of Inquiry	Solution Oriented Conversation	Multiple Data Sources	Small Group Instruction	Data Driven Cycles	Student Conversations	Positive Intent	Evaluate Growth	Facilitate Student Independence	Multi-stakeholder Conversation	Skill 13	Skill 14	Skill 15	Skill 16	Skill 17	Skill 18	Skill 19	Skill 20
JaL	15	669	Eastern ES	LE4	D	11JN	3	3	2	3	1	3	90	0	4	4	100%	8	0	0%	1.5	1.0	0.5	4	3	4											4	4																
JiL	33	392	Peters HS	GSC	D	11JN	3	2	2	3	2	2	45	1	6	6	100%	5	5	100%	1.0	1.0	0.0	2	1	2											2	2																
JiL	33	392	Peters HS	RSC	D	11JN	2	2	2	2	2	2	45	0	6	7	86%	5	0	0%	1.0	1.0	0.0	2	1	2											2	2																
JiL	33	392	Peters HS	GRE	D	11JN	2	2	2	2	2	2	45	1	5	6	83%	13	13	100%	1.0	1.0	0.0	2	2	2											2	2																
JiL	33	392	Peters HS	GSS	D	11JN	3	3	2	3	3	2	45	1	5	6	83%	8	7	88%	1.0	1.0	0.0	2	2	2											2	2																
JiL	33	392	Peters HS	RSS	D	11JN	3	2	2	3	3	2	45	0	7	7	100%	3	0	0%	1.0	1.0	0.0	2	2	2	2										2	2																
JiL	33	392	Peters HS	GMA	D	11JN	3	2	2	3	2	2	45	1	6	6	100%	6	5	83%	1.0	1.0	0.0	2	2	2											2	2																
JiL	33	392	Peters HS	RMA	D	11JN	2	2	2	2	2	2	45	0	6	6	100%	7	0	0%	1.0	1.0	0.0	2	2	2											2	2																
JiL	33	352	Bayfield MS	BSS	D	11JN	3	3	2	3	3	3	60	1	7	7	100%	13	13	100%	1.5	1.0	0.5	3	2	2											2	2																
JiL	33	352	Bayfield MS	BLA	D	11JN	3	3	2	3	3	3	60	1	7	7	100%	10	9	90%	1.5	1.0	0.5	3	2	2											2	2																
JiL	33	352	Bayfield MS	BMA	D	11JN	3	3	2	3	3	3	60	1	7	7	100%	9	8	89%	2.0	1.0	1.0	3	2	2											3	3																
JiL	33	362	Thompson ES	S34	D	11JN	3	3	2	3	3	2	90	1	6	6	100%	7	6	86%	1.5	1.0	0.5	3	2	2											2	2																
JiL	33	362	Thompson ES	SK5	D	11JN	3	3	2	3	3	3	90	1	6	6	100%	8	8	100%	1.5	1.0	0.5	3	2	2											3	3																
JiL	33	362	Thompson ES	S12	D	11JN	3	3	2	2	2	2	90	1	6	6	100%	7	7	100%	1.5	1.0	0.5	2	2	2											3	3																
JiL	33	376	S-M MS	SHU	C	11JN	2	1	2	1	2	2	240	1	3	4	75%	1	1	100%	1.0	1.0	0.0																																
JiL	82	581	Academy Charter School	KK1	D	11JN	3	3	3	3	3	3	90	1	7	7	100%	7	4	57%	3.0	1.5	1.5	3	3	3		2									3	3																
JiL	82	581	Academy Charter School	K25	D	11JN	3	2	3	3	3	2	90	0	6	7	86%	10	0	0%	3.0	1.5	1.5	3	3	3											3	3																
KKG	13	648	Smith HS	D1A	D	11JN	3	3	4	3	4		90	0	5	5	100%	12	0	0%	2.0	1.0	1.0	4	3	3	3										3	3	3	3																
KKG	13	648	Smith HS	D1B	D	11JN	3	3	3	3	3	3	90	0	6	6	100%	5	0	0%	2.0	1.0	1.0	4	3	3	3										3	3	3	3																
KKG	13	648	Smith HS	D2A	D	11JN	3	3	3	2	3	2	90	0	7	7	100%	4	0	0%	2.0	1.0	1.0	4	3	3	3										3	2	3	2																
KKG	13	648	Smith HS	D2B	D	11JN	3	3	3	2	2	2	90	0	6	6	100%	6	0	0%	2.0	1.0	1.0	4	3	3	3										3	2	2	2																
KKG	13	648	Smith HS	D3B	D	11JN	3	3	3	2	2	2	90	0	5	5	100%	9	0	0%	2.0	1.0	1.0	4	3	3	3										3	2	3	2																
KKG	13	648	Smith HS	D4A	D	11JN	3	3	3	4	3	3	90	0	7	7	100%	14	0	0%	2.0	1.0	1.0	4	3	3	3										3	3	3	3																
KKG	13	648	Smith HS	D4B	D	11JN	3	3	3	3	3	3	90	0	5	5	100%	10	0	0%	2.0	1.0	1.0	4	3	3	3										3	3	3	3																
KKG	13	648	Smith HS	D4S	D	11JN	3	3	3	3	3	3	90	0	5	5	100%	10	0	0%	2.0	1.0	1.0	4	3	3	3										3	3	3	3																
KKG	13	644	South-Central MS	CMS	C	11JN	3	3	3	4	4	4	60	1	6	7	86%	1	1	100%	4.0	3.5	0.5	4	4	3	3										3	3	3	3	3	3	3	3												

Service Delivery Log

June 2011

Date	District	Region	School	Meeting Name	Hrs	PLC	Path Name	Activity Type	Activity Details (Use Follows)	Action Step	Follow
6/1/11	BSD	38	26		1.00	HMW	PLC	Facilitate group	Facilitated Math PLC focused on strengths and weakness on DCAS.	Next session will focus on collaborative data conversations.	Y
6/1/11	BSD	38	26		3.00	HMW	Teacher	Individual support	Assisted teacher on an action research project in her math classes.	None	Y
6/1/11	BSD	38	26		1.00	HER	Self	Planning/Follow-up	Planned for combined ELA/SS PLC focused on strengths and weakness and how each can support the weaknesses in their curriculum.	Next session will focus on collaborative data conversations.	Y
6/1/11	BSD	38	80		0.50	DFA	AP	Group support	Communicated with AP regarding schedule for the last two sessions in June.	Email group that the last two sessions will be an extended 90 minute session on Thursday, June 9.	N
6/2/11	BSD	38	26		1.00	HER	PLC	Facilitate group	Facilitated ELA/SS group focused on DCAS strengths and weaknesses.	Next session will focus on collaborative data conversations.	Y
6/2/11	BSD	38	26		1.00	HSF	Self	Planning/Follow-up	Planned for PLC focused on DCAS results for Science, Math and Reading and how Science can support math and reading.	Contact Dr. May to make sure an ELA person will attend PLC to discuss reading strategies.	Y
6/2/11	BSD	38	80		1.00	E11	Self	Planning/Follow-up	Planned for PLC focused on DCAS results.	Email group to determine schedule.	N
6/2/11	BSD	38	80		0.50	E11	PLC	Group support	Email communication with group regarding schedule changes.	Reschedule PLC.	N
6/2/11	BSD	38	80		0.50	LEA	District data specialist	Misc. Service	Received and reviewed DCAS data by shop for Delcastle display.	Send to AP.	N
6/2/11	BSD	38	80		0.00	E11	PLC	PLC Canceled	PLC canceled due to schedule changes.	PLC will meet on June 8 to make up session.	N
6/3/11	BSD	38	26		1.00	HSF	PLC	Facilitate group	Facilitated Science PLC focused on DCAS results.	Next session will focus on collaborative data conversations.	Y
6/3/11	BSD	38	26		0.25	HSF	Instructional Specialist	Leadership meeting	Discussed the plan for the next PLC and the status of teacher changes at Howard.	None	Y
6/3/11	BSD	38	80		1.00	E09	Self	Planning/Follow-up	Planned for PLC focused on DCAS results.	Send agenda to PLC members	Y
6/3/11	BSD	38	80		1.00	DSC	Self	Planning/Follow-up	Planned for PLC focused on DCAS results.	Send agenda to PLC members	Y
6/3/11	BSD	38	80		0.25	SS1	Principal	Planning/Follow-up	Communicated with principal regarding change in scheduling.	Communicate with SS1 and SS2 regarding change in dates for PLC's.	Y
6/3/11	BSD	38	80		0.00	DFA	PLC	PLC Canceled	PLC rescheduled due to finals and field day.	PLC will meet on June 9 to make up session.	N
6/3/11	BSD	38	80		0.50	E11	PLC	Group support	Communicated through several emails regarding schedule change.	None	N
6/6/11	BSD	38	80		1.00	DSC	PLC	Facilitate group	Met with Science PLC focused on DCAS results.	None	Y
6/6/11	BSD	38	80		1.00	E09	PLC	Facilitate group	Met with E09 PLC focused on DCAS results.	None	Y
6/6/11	BSD	38	80		1.00	SS1	PLC	Facilitate group	Met with SS PLC focused on DCAS results.	None	Y
6/6/11	BSD	38	80		1.00	DSC	Instructional Specialist/Dept. Chair	Leadership meeting	Met with IS and DC to discuss DCAS and PLC	IS will send coach information from a DCAS meeting at the state.	Y
6/6/11	BSD	38	80		0.50	LEA	Self	Misc. Service	Reviewed DCAS data for display by shop.	Discontinue work. After talking with AP they are abandoning the display based on time left in the school year.	Y
6/6/11	BSD	38	80		0.25	DFA	teacher	Individual support	Met with teacher regarding survey collection.	Teacher will email me regarding setting up a time to work together to create a more robust survey for data collection.	Y
6/6/11	BSD	38	80		0.50	DSC	Teacher	Observations	Observed a science lesson. Focused on instruction after seniors are no longer in class and only juniors still attending.	Debrief	Y
6/7/11	BSD	38	26		1.00	HMW	Self	Planning/Follow-up	Planned for last math PLC at Howard	email dept. chair	N
6/7/11	BSD	38	80		1.00	E11	Self	Planning/Follow-up	Planned for DCAS PLC at Delcastle	email PLC reminder	N
6/7/11	BSD	38	80		1.00	DFA	Self	Planning/Follow-up	Planned for last DFA PLC at Delcastle	email PLC reminder	N
6/7/11	BSD	38	999		0.50	LEA	Self	Planning/Follow-up	Planned for EOY meeting with LEA	email LEA to confirm meeting time	N
6/8/11	BSD	38	26		1.00	HMW	PLC	Facilitate group	Facilitated PLC focused on collaborative conversations.	Share notes.	Y
6/8/11	BSD	38	80		1.00	E11	PLC	Facilitate group	Facilitated PLC focused on DCAS results.	Share with AP	Y
6/8/11	BSD	38	80		0.25	E11	AP	Misc. Service	Shared DCAS results notes with AP	None	Y
6/8/11	BSD	38	999		0.50	LEA	LEA	Leadership meeting	Met with LEA for EOY	Share reporting sheet with principals.	Y
6/8/11	BSD	38	80		0.25	LEA	self	Planning/Follow-up	Planned for meeting with Delcastle principal	None	Y
6/8/11	BSD	38	26		0.75	HER	Self	Planning/Follow-up	Planned for last HER PLC.	email dept. chair	N
6/8/11	BSD	38	80		0.50	E11	Self	Planning/Follow-up	Planned for last PLC with E11	email reminder	N
6/9/11	BSD	38	26		1.00	HER	PLC	Facilitate group	Facilitated final PLC focused on collaborative conversations.	Share notes.	Y
6/9/11	BSD	38	80		1.00	E11	PLC	Facilitate group	Facilitated final PLC focused on collaborative conversations.	Share notes.	Y
6/9/11	BSD	38	80		1.50	DFA	PLC	Facilitate group	Facilitated make up session and final PLC consecutively.	Share notes.	Y
6/9/11	BSD	38	80		0.25	DFA	AP	Leadership meeting	Touched base with AP regarding status of DFTA PLC.	None	Y
6/9/11	BSD	38	80		0.50	LEA	Principal	Leadership meeting	EOY meeting focused on PLC status and reporting.	Share template.	Y
6/9/11	BSD	38	999		0.50	LEA	Self	Misc. Service	Prepared for meeting with USDOE	None	Y
6/9/11	BSD	38	999		0.25	LEA	Self	Misc. Service	Shared information regarding Dashboard workshops.	None	Y
6/10/11	BSD	38	999		3.00	LEA	USDOE	Misc. Service	Met with USDOE at both Delcastle and Howard.	None	Y
6/10/11	BSD	38	26		0.75	HSF	Self	Planning/Follow-up	Planned for last PLC at Howard.	Email agenda	N
6/10/11	BSD	38	80		0.50	DFA	Self	Planning/Follow-up	Planned for individual support for a teacher working on pre post survey	Meet with teacher on Monday. Send confirmation email.	N
6/10/11	BSD	38	999		0.50	LEA	Self	Misc. Service	Distributed survey via email to all PLC's.	None	N
6/13/11	BSD	38	26		1.00	HSF	PLC	Facilitate group	Facilitated final PLC focused on collaborative conversations.	None	Y
6/13/11	BSD	38	80		2.00	DFA	Teacher	Individual support	Provided individual support for a teacher creating pre/post data collection.	None	Y
6/13/11	BSD	38	26		0.50	LEA	Principal	Leadership meeting	Met with principal regarding PLC status report.	None	Y
6/17/11	BSD	38	26		0.75	HER	Teacher	Individual support	Provided individual support for teacher survey.	None	Y
6/1/11	DVK	36	748		0.25	SHC	SHC	Planning/Follow-up	* Met with coach to schedule CtC sessions and support service	* Will meet in June for CtC sessions, support service, and observation of PLC's	y
6/1/11	DVK	36	999		1.00	SHC, SDE, SDM, SM6, SM7, SM8, EMC, NG1, NG2, NG2, NG3, NG4,NG5	LEA Liaison	Leadership meeting	* Discussed PLC's status * Discussed a tentative schedule for meeting with the Director of Instruction and Instructional leaders of LFS	* Will meet with Director of Instruction on Friday, June 3rd * Will meet with instructional leaders of LFS at a later date	y

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Service Delivery Log
June 2011

Date	Coach Code	District Code	School Code	Start Time	Hrs	PSS	Participants	Activity Type	Activity Details/ Each Session	Action Steps	Follow
6/1/11	DVK	36	749		0.75	SDM	SDM	Facilitate group	* Facilitated the discussion and refinement of survey instruments for students and parents that will be used as a part of the action research for the problem statement developed by the PLC team	* Teachers will continue to work on the action plan for the action research * Teachers will continue analysis of DCAS results and compare them with the initial data sets from which the problem statement was derived	y
6/1/11	DVK	36	692		1.00	NG1, NG2, NG3, NG4, NG5	Self	Planning/Follow-up	* Planning for PLC's meetings on Data Day, June 14th	* Will facilitate PLC teams on June 14th	n
6/1/11	DVK	36	738		1.00	EMC	Self	Planning/Follow-up	* Planning for support service session with coaches to discuss school's DCAS results and assist them in planning for PLC team meetings and goal planning for next school year.	* Will facilitate the support time for coaches as they analyze and plan for PLC meetings and Data Day	n
6/2/11	DVK	36	748		2.00	SHC	Self	Planning/Follow-up	* Planning for CtC and support service	* Will conduct CtC and support session Friday, June 3, 2011	n
6/2/11	DVK	36	742		1.00	SM6, SM7, SM8	Self	Planning/Follow-up	* Planning for PLC's meetings on June 6th	* Will facilitate PLC's meetings on June 6th	n
6/2/11	DVK	36	749		1.00	SDE, SDM	Self	Planning/Follow-up	* Planning for PLC's meeting on June 6th and 8th	* Will facilitate PLC's meetings on June 6th and 8th	n
6/3/11	DVK	36	748		3.00	SHC	SHC	CtC group	*Facilitated the discussion of 9th and 10th grades DCAS results; facilitated coaches preparation for PLC's meetings to discuss DCAS results with teachers	* Coaches will facilitate the analysis and discussion of DCAS results with teachers in the 9th and 10th grades PLC's	y
6/3/11	DVK	36	748		1.25	SHC	SHC	Group support	* Facilitated the continued discussion of school's DCAs results and the beginning of the goal setting exercise of the coaches	* Coaches will continue to plan for the PLC's sessions and the setting of goals for the PLC's	y
6/3/11	DVK	36	999		2.00	SHC, SDE, SDM, SM6, SM7, SM8, EMC, NG1, NG2, NG2, NG3, NG4,NG5	LEA Liaison, Director of Instruction	Leadership meeting	* Met with Director of Instruction and LEA Liaison to update them on the status of each PLC team * Discussed the overall arrangement of Data Day * Discussed the meeting with instructional leaders in LFS and how it relates to the TAWD program	* Will met with instructional leaders of LFS on Wednesday, June 8th	y
6/3/11	DVK	36	749		0.25	SDM	Principal	Leadership meeting	* Debriefed principal on the work of SDM on Wednesday, June 1st and possible next steps for the two PLC teams in the school	* PLC's will use the information of the DCAS to begin goal setting for next school year	y
6/6/11	DVK	36	742		0.75	SM7	SM7	Facilitate group	* Facilitated the discussion and analysis of DCAS results grouped as ELA and Social Studies teachers, mathematics and special ed. Teachers, and science teachers; using results of analysis to develop tentative plan for instruction, formative and unit assessments.	*Teachers will continue data analysis on Data Day and continue instructional and assessment plan during PD days in June and September.	y
6/6/11	DVK	36	742		0.75	SM6	SM6	Facilitate group	* Facilitated the discussion and analysis of DCAS results grouped as ELA and Social Studies teachers, mathematics and special ed. Teachers, and science teachers; using results of analysis to develop tentative plan for instruction, formative and unit assessments.	*Teachers will continue data analysis on Data Day and continue instructional and assessment plan during PD days in June and September.	y
6/6/11	DVK	36	742		0.75	SM8	SM8	Forfeited Hours	* Cancelled PLC because of 8th Grade Ceremony	* Teachers will discuss and analyze the team's and school's data on Data Day.	y
6/6/11	DVK	36	742		0.25	SM6, SM7, SM8	Teacher/Potential Coach for CtC	Leadership meeting	* Brief meeting with teacher and potential coach for CtC next school to schedule a time to discuss TAWD program and the status of each PLC team at the school	* Meeting will be either Monday or Tuesday of next week	y
6/6/11	DVK	36	742		1.00	SM6, SM7, SM8	Principal	Leadership meeting	* Debrief principal on the status of each PLC team and the desire of teachers to given additional time during the June and September PD days to plan instructional units, formative and summative unit assessments	* Principal will consider the requests of teachers	y
6/6/11	DVK	36	749		0.75	SDE	SDE	Facilitate group	* Facilitated the discussion and analysis of DCAS results according to grade level; teachers began developing a tentative instructional plan, formative and unit assessments for next academic year	* Teachers will use the trends in the data to develop folders with the information for teachers of the next grade level to which students will be promoted	y
6/6/11	DVK	36	749		0.75	SDE, SDM	Principal	Leadership meeting	* Debrief principal on the status of each PLC team and the desire of teachers to given additional time during the June and September PD days to plan instructional units, formative and summative unit assessments	* Principal will give teachers more planning time during the September PD days.	y
6/7/11	DVK	36	692		0.50	NG1, NG2, NG3, NG4, NG5	Principal	Leadership meeting	* Brief meeting with principal to schedule a meeting to discuss the structure of the PLC's on Data Day	* Meeting will continue on Monday, June 13, 2011	y
6/7/11	DVK	36	738		1.25	EMC	EMC	Group support	* Facilitated the group support meeting of the coaches as they discussed and analyzed The DCAS results at the school, grade, classroom level, and the sub-populations; facilitated the planning session for their PLC's to discuss and analyze DCAS results and to plan for the next academic year	*Coaches and teachers will discuss and analyze DCAS results and other sources of data, use the trends observed to inform their planning for next school year during June and September PD days	y
6/7/11	DVK	36	738		0.75	EMC	Principal, Assistant principal	Leadership meeting	* Continued the group support discussion with the principal and assistant principal	* Teachers will have an opportunity to plan for next school year during the June and September PD days, using the trends found in the data	y
6/8/11	DVK	36	749		0.75	SDM	SDM	Facilitate group	* Facilitated the discussion and refinement of the survey instruments to be answered by students and parents to be used as part of the action plan for the problem statement developed by the PLC team.	* Teachers will continue to work on the action plan for the action research and analyze their data to inform planning for next school year	y
6/8/11	DVK	36	999		2.00	SHC, SDE, SDM, SM6, SM7, SM8, EMC, NG1, NG2, NG2, NG3, NG4,NG5	Coordinators of Secondary and Elementary	Leadership meeting	* Discussion of TAWD with coordinators , learn about LFS and other initiatives , and look at commonalities and ways to align the district instructional plan with TAWD	* Additional meetings will be held during the next academic year for updates and alignment between programs	y
6/8/11	DVK	36	748		0.75	SHC	Coach and 10th Grade math PLC	Observations	* Observed the discussion and analysis of the DCAS results by Grade 10 teachers	* Teachers will use information to assist them in planning for next school year.	y
6/8/11	DVK	36	748		1.75	SHC	SHC	Group support	* Facilitated coaches' analysis of DCAS data and planning for PLC's analysis of data and using the trends to begin planning for next school year	* Coaches will continue to plan for the PLC's sessions and the setting of goals for the PLC's	y

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Service Delivery Log
June 2011

Date	District code	District code	School code	Breakdown	Hrs	PLC	With Whom	Action Type	Results/Details/Data source?	Action Steps	Follow-up
6/8/11	DVK	36	748		0.25	SHC	Principal	Leadership meeting	* Brief meeting with principal to discuss the status of the coaches and the need for additional time for teacher planning during PD days of June and September	* Discussion will continue at our next meeting	y
6/8/11	DVK	36	748		0.75	SHC	Coach and 9th Grade math PLC	Observations	* Observed the discussion and analysis of the DCAS results by Grade 9 teachers	* Teachers will use information to assist them in planning for next school year.	y
6/9/11	DVK	36	748		2.25	SHC	SHC	CtC group	* Facilitated the goal setting session of the coaches for the next school year using the trends in the school's data	*Coaches will continue the goal setting activity and planning for next school year.	y
6/9/11	DVK	18	676		0.25	MMC	Principal	Leadership meeting	* A brief discussion to schedule a meeting to outline expectations for the next CtC session on June 16th.	* Meeting with principal on Tuesday, June 14th to outline goals and expectations for next CtC meeting.	y
6/10/11	DVK	36	749		1.50	SDE, SDM	Self	Planning/Follow-up	* Planning for SDE and SDM	* PLC teams will continue their analysis of data and planning for next school year.	n
6/10/11	DVK	36	692		2.00	NG1, NG2, NG3, NG4, NG5	Self	Planning/Follow-up	* Planning for PLC's on Data Day	* PLC teams will continue their analysis of data and planning for next school year.	n
6/10/11	DVK	18	676		2.00	MMC	Self	Planning/Follow-up	* Planning for CtC on June 16th	* Coaches will analyze school data and begin planning for next school year.	n
6/13/11	DVK	36	749		0.75		SDE	Facilitate group	*Facilitated the group discussion of data led by the PLC leader - SDE used the DCAS results in addition to other data sources to prepare folders to pass on information about students to the next grade level teachers.	* Teachers will use the results of the data analysis to begin planning for next academic year.	y
6/13/11	DVK	36	749		0.75		SDM	Facilitate group	*Facilitated the group discussion of data led by the PLC leader - SDM teachers continued refinement of learning style instrument for their problem statement and decided on dates, times and places to meet during the summer to discuss their research information on their problem statement.	* The members of the PLC team will continue to meet over the summer to work on their action research	y
6/13/11	DVK	36	749		0.75		Principal and the Arts teachers	Leadership meeting	* Met with the principal and the teachers of the Arts (on principal's request) to discuss TAWD program and how they could work collaboratively with the teachers in the core subject areas. Teachers stated they have been working with core subject areas teachers as b est as the setting permitted	* Teachers agreed they will continue to work collaboratively with teachers of core subject areas. * Principal will try to schedule teachers of the Arts on the school's PLC teams next school year.	y
6/13/11	DVK	36	999		0.30		Director of Instruction, LEA Liaison	Leadership meeting	* Final debrief with Director of Instruction and LEA Liaison on the status of the PLC teams in the pilot	* Most PLC teams will continue to plan over the summer using the trends in the data from various data source and the results of Data Day analysis	y
6/13/11	DVK	36	692		0.25		Principal	Leadership meeting	* Brief discussion with principal on the expectations for PLC's to be held on Data Day.	* I will move from PLC to PLC with the principal to observe and enter into brief discussion with each team about the results supplied bt IRSD for Data Day, June 14th.	y
6/14/11	DVK	18	676		1.25		Principal	Leadership meeting	* Met with principal to discuss the Coach-the-coach session on Thursday, June 16th and to discuss the alignment of the session with the week's PD session and the school's goals for next school year	* The CtC session will focus on developing goals and rubrics for a high performance PLC next school year.	y
6/14/11	DVK	36	692		1.00		Principal	Leadership meeting	* Discussed the status of the PLC's and how we would observe each PLC during Data Day.	* We will observe and enter into brief discussion with each PLC's according to the data being used.	y
6/14/11	DVK	36	692		1.00		NG2, NG3, NG4, NG5	Observations	* Brief observation of PLC teams with the principal and engaged in a brief discussion with each about the data set used for Data Day.	* Teachers will use the information from the various data source and Data Day to begin the planning for next school year	y
6/14/11	DVK	36	692		1.50		New Instructional Coach	Individual support	* Meeting with the instructional coach (who will serve as the school's data coach) to give an overview of the TAWD program and the status of each PLC team at the school	*Will meet with coach during the PD week in September to plan for the PLC's	y
6/14/11	DVK	36	742		1.50		Business Education teacher	Individual support	* Meeting with the Business Education teacher (who will serve as the school's data coach) to give an overview of the TAWD program and the status of each PLC team at the school.	*Will meet with coach during the PD week in September to plan for the PLC's	y
6/16/11	DVK	18	676		0.25		Principal, Self	Preparation	* Preparation of copies and area for meeting	* Materials will be used in the CtC session	y
6/16/11	DVK	18	676		3.50		MMC	CtC group	* Facilitated the CtC - focused on continuous reflection to continuing and continuous growth. The session was used to reflect on current reality of PLC's and the school and to set goals and develop rubrics to move forward next school year.	* Teachers will used the information to plan for their PLC's next school year.	y
6/16/11	DVK	18	676		0.25		MMC	Leadership meeting	* A debriefing session, discussing the CtC session	* Teachers will used the information to plan for their PLC's next school year.	y
6/30/11	DVK	18	999		1.00		Lea Liaison	Leadership meeting	* A debriefing session, discussing the status of the two Coach-the-Coach school.	* Teachers will use the information to plan for their PLC's next school year.	y
6/1/11	JaL	18	675		2.25	n/a	Self	Planning/Follow-up	Continued to research goal setting and re-revised the "SMART Goals" materials used in the last PLC for the ninth grade teachers.	Use with ninth grade teachers on Friday.	N
6/1/11	JaL	15	669		0.25	n/a	Math interventionist	Individual support	Responded to request for materials discussed in a PLC, which are related to a goal set by the PLC to address a pattern of need for helping students apply skills.	The teacher will use / share the materials.	N
6/2/11	JaL	18	675		3.00	n/a	Teachers	Observations	Observed eighth and ninth grade teachers.	Follow up with teachers via email if I did not already speak with them in person.	Y
6/2/11	JaL	18	675		1.00	n/a	8th & 9th Gr. Teachers	Individual support	Followed up on individual observations of classroom teachers via email.	N/A--As needed	N
6/3/11	JaL	18	675		0.25	n/a	Self	Planning/Follow-up	Copied materials for PLCs.	Use with PLCs today.	Y
6/3/11	JaL	18	675		1.50	CA3	PLC	Facilitate group	I worked with CA3 to (1) complete our data inventory and (2) set goals for next school year.	The PLC will continue the data inventory during their PD sessions after the last student day.	Y
6/3/11	JaL	18	675		1.50	CA4	PLC	Facilitate group	CA4 and I (1) reviewed the Achievement tab of the data inventory, then (2) set goals for next school year.	The PLC will continue the data inventory during their PD sessions after the last student day.	Y
6/3/11	JaL	18	999		0.25	n/a	LEA	Leadership meeting	Debriefed with LEA regarding ninth grade teams' needs	We will have our final end-of-year LEA/Leadership Meeting Thurs., 6/9/11, during which time we'll re-discuss each team's needs.	Y
6/3/11	JaL	18	675		0.25	n/a	Assistant Principal	Leadership meeting	Spoke with the AP regarding concerns about teachers' punctuality and being required to serve coverage during PLCs.	The AP and P are looking at ways to modify the schedule for next year. They are aware of the Conditions for Success.	Y
6/3/11	JaL	15	664		0.25	n/a	Self	Planning/Follow-up	Emailed LM1, LM2, LM3, and the LEA with the agenda for our final PLC (Mon., 6/6/11)	I will meet with PLCs. The LEA will let other district staff know my schedule Monday.	N

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Service Delivery Log
June 2011

Date	Coach Initials	District Code	School Code	Start Time	Hrs	Place	With Whom	Activity Type	Activity Details / Observations	Action Steps	Contact
6/6/11	JaL	15	664		0.67	LM1	PLC	Forfeited Hours	Due to a broken foot, I am unable to facilitate PLCs today.	Cannot be rescheduled.	N
6/6/11	JaL	15	664		0.67	LM2	PLC	Forfeited Hours	Due to a broken foot, I am unable to facilitate PLCs today.	Cannot be rescheduled.	N
6/6/11	JaL	15	664		0.67	LM3	PLC	Forfeited Hours	Due to a broken foot, I am unable to facilitate PLCs today.	Cannot be rescheduled.	N
6/6/11	JaL	15	999		2.00	n/a	Self	Planning/Follow-up	Finalized notes on each PLC for my end-of-year meeting with the LEA.	I will refer to these notes to provide rich feedback to the L.F. LEA.	N
6/7/11	JaL	15	999		1.00	n/a	LEA	Leadership meeting	Met with the LEA to discuss status of all PLCs and starting points for next year.	We will stay in touch for planning.	Y
6/7/11	JaL	15	999		2.00	n/a	District admin.	Leadership meeting	Attended the district Senate to learn about all schools in the district.	I will support admin. as needed.	Y
6/7/11	JaL	18	999		2.00	n/a	Self	Planning/Follow-up	Reviewed all materials from Milford S.D. and began notes for final LEA / Leadership meeting on 6/9/11.	I will use these note to provide rich feedback to the LEA regarding the status of each PLC.	N
6/8/11	JaL	18	999		1.75	n/a	Self	Planning/Follow-up	Completed prep of leadership report for Milford LEA	I will use these note to provide rich feedback to the LEA regarding the status of each PLC.	N
6/10/11	JaL	18	675		0.50	n/a	Self	Planning/Follow-up	Reviewed & cleaned up data inventories. Emailed inventories to AP.	Principal & AP have assigned PLC teams to complete the remainder of the inventories during PD days in prep for next year's TAWD work.	N
6/22/11	JaL	18	999		0.75	n/a	LEA	Leadership meeting	Met with the LEA to discuss status of all PLCs and starting points for next year.	The LEA will work with principals to develop the district schedule and expectations for TAWD for next year.	Y
6/1/11	JiL	33	392		0.75	GSC	PLC	Facilitate group	Facilitated data conversation PLC. Looking at Science DCAS	N/A	Y
6/1/11	JiL	33	392		0.75	GRE	PLC	Facilitate group	Facilitated data conversation PLC. Looking at Reading DCAS	N/A	Y
6/1/11	JiL	33	392		0.75	GSS	PLC	Facilitate group	Facilitated data conversation PLC	N/A	Y
6/1/11	JiL	33	392		0.75	GMA	PLC	Facilitate group	Facilitated PLC. Looking at teacher resources, test blueprint, alignment discussion.	N/A	Y
6/1/11	JiL	33	392		2.00	Admin	Admin	Leadership meeting	Discussion of reporting, successes, challenges, and next steps.	Admin to be more present next year in PLC's. Waiting to hear more about next year from LEA liaison.	Y
6/1/11	JiL	82	581		0.50	KK1	Self	Planning/Follow-up	Planning for differentiation module. Module will include hands on activities. Rereading notes from Helen.	Deliver module June 2.	N
6/1/11	JiL	82	581		0.50	K25	Self	Planning/Follow-up	Planning for differentiation module. Module will include hands on activities. Rereading notes from Helen.	Deliver module June 2.	N
6/2/11	JiL	82	581		1.50	KK1	PLC	Facilitate group	Delivery of differentiation mini module-completion. Discussion of FIMOP and current use of each dimension. Discussion on MAP scores.	Coach will meet with leadership on June 8.	Y
6/2/11	JiL	82	581			K25	PLC	PLC Canceled	Cancelled due to DCAS trip/celebration.	Will not be rescheduled	Y
6/3/11	JiL	33	352		1.00	BLA	PLC	Facilitate group	Discussion of DCAS, evidence of successful practice in the data, topic to cover in intervention, and vertical sharing.	N/A	Y
6/3/11	JiL	33	352		1.00	BSS	PLC	Facilitate group	Discussion of DCAS, evidence of successful practice in the data, topic to cover in intervention, and vertical sharing.	N/A	Y
6/3/11	JiL	33	352		1.00	BMA	PLC	Facilitate group	Discussion of DCAS, evidence of successful practice in the data, topic to cover in intervention, and vertical sharing.	N/A	Y
6/3/11	JiL	33	999		1.50	LEA	Liaison and A. superintendent	Leadership meeting	Discussion of point allocations for next year and mini modules, skills that have been covered.	Coach will share concerns from differentiation discussion with Donna and Bob.	Y
6/6/11	JiL	33	376		2.00	CIC	Coach	CtC group	Met with CtC, discussed what PLC's have been working on. Discussions have been going well, especially in science and social studies. Teachers using data more than they have been in the past. LA team is pretty high functioning. Math is a hot spot.	N/A	Y
6/7/11	JiL	33	362		1.50	S34	PLC	Facilitate group	Discussion of end of year ORF results. Overall, lost ground. Possible reasons why were discussed. Discussion on how fluency is taught in the classroom and/or intervention. Ways to add fluency instruction to core and/or whole group discussed and put in notes.	Teachers encouraged to think of a fluency strategy to incorporate next year.	Y
6/7/11	JiL	33	362		1.50	SK5	PLC	Facilitate group	Discussion of end of year ORF results. Overall, lost ground. Possible reasons why were discussed. Discussion on how fluency is taught in the classroom and/or intervention. Ways to add fluency instruction to core and/or whole group discussed and put in notes. Discussion of vocabulary as possible root cause.	Teachers encouraged to use Journeys leveled readers as cold and warm read next year.	Y
6/7/11	JiL	33	362		1.50	S12	PLC	Facilitate group	Discussion of end of year ORF results. Overall, lost ground. Possible reasons why were discussed. Discussion on how fluency is taught in the classroom and/or intervention. Ways to add fluency instruction to core and/or whole group discussed and put in notes. Discussion of time and consistency of intervention program.	Teachers encouraged to think of a fluency strategy to incorporate next year.	Y
6/7/11	JiL	33	362		1.00	N/A	Principal	Leadership meeting	Discussion of end of year reflections and how to move forward next year.	Waiting on confirmation of placement next year.	Y
6/8/11	JiL	82	581		1.00	N/A	Liaison/Dean(s)	Leadership meeting	Discussion of progress made in each group, where each should pick up next year, what successes and challenges each group faced and some changes that will be made in the groups and school.	Waiting on confirmation of placement next year.	Y
6/2/11	KKG	13	999		3.00	n/a	Pam Herrera	Leadership meeting	Meeting to discuss progress and next steps	Email JW and SS regarding Admin school mtgs. Request PLC numbers from each principal; send notes to LEA after meeting with principals	Y
6/3/11	KKG	13	648		0.00	n/a	n/a	Observations	Planned to observe PLCs at DHS but upon arrival, informed PLCs cancelled fro DCAS celebration	ask to be admin to school communication	Y
6/6/11	KKG	13	644		1.00	none	none	Planning/Follow-up	Plan for EOY mtg by reviewing docs and notes and DCAS data	none	N
6/6/11	KKG	13	648		1.00	none	none	Planning/Follow-up	Plan for EOY mtg by reviewing docs and notes and DCAS data	make copies of reports	N
6/6/11	KKG	13	646		1.00	none	none	Planning/Follow-up	Review notes and framework for possible questions	Copy Docs and Create folders	N
6/8/11	KKG	13	644		1.00	CMS	Coach	CtC group	EOY meeting to discuss success, barriers and next steps	email article	Y
6/8/11	KKG	13	648		1.50	none	Leadership	Leadership meeting	EOY meeting to discuss success, barriers and next steps	email Framework to Aps	Y
6/8/11	KKG	13	646		2.00	none	Leadership	Leadership meeting	Mtg to discuss establishing PLCs, Framework and Cond for Success	none	Y
6/8/11	KKG	13	999		0.50	none	Leadership	Leadership meeting	Mtg to discuss program and PLCs for 2011-12	email Pam numbers from DHS	Y

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Taking Action with Data:

A Framework for Data Coaching

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The framework outlined below represents a sample two-year program. Each phase lasts between 10 and 14 weeks, and the pace, focus, and methods will be modified by each Data Coach for each teacher cohort based on capabilities and needs. All phases include work in each domain. The skills progression described here might be typical for a group of teachers beginning to use data. Some PLCs will begin with a more advanced phase, perhaps building capacity with precursor skills at the same time. Other PLCs may begin with different phases for different domains. Regardless of phase, PLCs will work with the data most relevant to the teachers, school, and the time of year.

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Phase 1: Understanding Data / Adjusting Whole Class Instruction

Key Activities:
- Create inventory of existing data sources, including quantitative and qualitative data
- Develop whole class lesson plans based on initial data
- Adjust whole class lesson plans based on real-time data

Data Skills, by Domain

Data Inference	Differentiated Instruction	Cycles of Inquiry	Collaborative Data Conversations
○ Data sources and literacy ○ Proper use of each data set ○ Supporting initial observations ○ Identifying common needs for a whole group ○ Identifying outliers	○ Introduction to the elements of differentiation (e.g. focus, pace, method) ○ Making "re-teach" vs. "new-teach" decisions ○ Adjusting instructional strategies	○ Understanding the cycle of inquiry process ○ Using reflection as a tool for creating hypotheses, strategies, and evaluation	○ Reflecting and sharing observations ○ Collegial coaching and mentoring ○ Using questioning techniques (with a focus on student data) ○ Protocols for effective data conversations

Observable Teacher Outcomes:
- Completed data template with evidence to support inferences
- Articulated vision of each teacher's data-informed classroom
- Data-driven whole-class lessons plans

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Phase 2: Progress Monitoring / Introduction to Small Group Differentiation

Key Activities:
- Increase collection of quality short-cycle assessment data
- Use data to form instructional groups
- Incorporate small group instruction into lesson plans
- Adjust small group lesson plans based on real-time data

Data Skills, by Domain

Data Inference	Differentiated Instruction	Cycles of Inquiry	Collaborative Data Conversations
○ Using multiple sources of data ○ Using data to identify manageable-sized groups ○ Identifying trends in student data ○ Identifying common needs for small groups ○ Evaluating data sources critically	○ Identifying critical skills for small groups ○ Using elements of differentiation to create small group activities ○ Introduction of key classroom management skills	○ Forming inquiry hypotheses citing supportive data	○ Articulating a data-based rationale for instructional decisions ○ Participating in and leading effective low-stakes, supportive student conversations about achievement ○ Reflective listening

Observable Teacher Outcomes:
- Completed data template with data-driven hypotheses for each small group
- Lesson plans that incorporate small group instruction
- Instruction that regularly includes small group activities

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Phase 3: Adjustment and Individualization of Instruction

Key Activities:
- Use formative data to evaluate effectiveness of whole and small group instruction
- Provide support for students needing additional individual attention
- Facilitate cross-team meetings about data-informed instruction

Data Skills, by Domain

Data Inference	Differentiated Instruction	Cycles of Inquiry	Collaborative Data Conversations
○ Measuring growth over time ○ Root cause analysis ○ Introduction to evaluating effectiveness ○ Distinguish between correlation and causation ○ Identifying outliers ○ Adjusting groups	○ Deepening classroom management of small groups and centers ○ Facilitating increased independence by students during learning activities, Refining instruction to include specific plans for individual students	○ Assessing and evaluating strategies ○ Adjusting groups based on new data ○ Forming new hypotheses ○ Refining instructional strategies	○ Ability to facilitate: ○ Student conversations for self-management ○ Parent Conversations ○ Conversations about results and successful strategies across teams of teachers ○ Cross-team collaboration for school improvement planning

Observable Teacher Outcomes:
- Small group plans for each two-week cycle
- Student self-management during lessons
- Individual support plan for a minimum of one student per group (if needed)
- Identification of school-wide instructional support needs

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Phase 4: Measuring Effectiveness Using Aggregated Data

Key activities:
- Identify pockets of success and develop data stories to describe outcomes
- Analyze effectiveness of instruction, curriculum, and resources horizontally and vertically
- Adjust instruction, curriculum, and resources as necessary to better serve students
- Conduct "Data Inventory #2"
- Community engagement and transparency of results

Data Skills, by Domain

Data Inference	Differentiated Instruction	Cycles of Inquiry	Collaborative Data Conversations
○ Interpreting various graphical representations of aggregated data ○ Aggregation and disaggregation ○ Triangulating among reports ○ Defending inferences and testing hypotheses ○ Analyzing trends, growth, effectiveness ○ Re-evaluating data quality	○ Facility with differentiation and data-driven adjustments	○ Introducing action research across teams and grades as a lens to facilitate instructional adjustments and experimentation	○ Understanding the big picture (Systems Thinking) ○ Consensus building

Observable Teacher Outcomes:
- Grade, school, and parent data meetings
- Implementation of successful strategies from other teams
- Partnerships forged with successful colleagues within and among schools
- Teachers serve as a resource to others, sharing materials and ideas as needed

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Phase 5: Action Planning for Subpopulations

Key Activities: ○ Analyze effectiveness of instruction, curriculum, resources across student subpopulations ○ Adjust instruction for specific subpopulations ○ Fine tune classroom and school vision for their data-informed culture			
Data Skills, by Domain			
Data Inference	**Differentiated Instruction**	**Cycles of Inquiry**	**Collaborative Data Conversations**
○ Identifying key subpopulations and the data available to analyze each ○ Guarding against subpopulation assumptions ○ Determining meaningful sample sizes ○ Filtering of data and comparison across groups ○ Analyzing trends, growth, effectiveness	○ Continued differentiation based on instructional need, and not on subpopulation	○ Deepening facility with action research and application to new data sets	○ Facilitating discussions about equity and distribution of resources among all stakeholders ○ Teacher facilitation of collaborative planning time
Observable Teacher Outcomes: ○ Increased expectations for *all* students ○ Scaffolding of support for *all* students in *every* classroom ○ Independent teacher facilitation of collaborative planning time			

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Phase 6: Transparent Data Culture

Key Activities: ○ Observe lessons of colleagues in other groups ○ Conduct "Data Inventory #3" ○ Reflect upon and celebrate school-wide progress			
Data Skills, by Domain			
Data Inference	**Differentiated Instruction**	**Cycles of Inquiry**	**Collaborative Data Conversations**
○ Re-evaluate data sources and quality ○ Continued data analysis	○ Continued differentiation of whole and small groups, and for individual students	○ School improvement plans rooted in school-wide inquiry	○ Gathering data before/during/after observations ○ Mutual accountability across all classrooms
Observable Teacher Outcomes: ○ Teachers being observed, observing, and coaching one another ○ Growth plans for the next two years of data use (individual teachers and school-wide) ○ Distributed leadership and data stewardship, independent of the data coach			

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Key Activities: ○ Use formative data to evaluate effectiveness of whole and small group instruction ○ Provide support for students needing additional individual attention ○ Facilitate cross-team meetings about data-informed instruction			
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Key activities:

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Observable Teacher Outcomes:

- Grade, school, and parent data meetings
- Implementation of successful strategies from other teams
- Partnerships forged with successful colleagues within and among schools
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3 (2013-2014)

#	Product	Cost	Qty	T
-KBTBEM-250	Achieve3000 Differentiated Literacy Solution for up to 250 students	$14,400.00 per site, includes: • Licenses for Students, Teachers, Parents • Setup & LevelSet • 2 days of Professional Development	1	$14,40
L-Follow-up	Professional Development Services: Hands-on training in advanced program functionality	$2,100.00 per session, includes: • 1 day of Professional Development	2	$4,20
ementation Materials Fee				$17
ort Service Fee				$20
otal:				**$18,97**

ıary of Fees

	Total
-2012	$18,97
-2013	$18,97
-2014	$18,97
otal	$56,92
i-Year; Full Payment Upfront	($-3,906
r Total	**$53,01**

tance

	Achieve3000
ınt Name	
ture	*Signature*
, Title	*Name, Title*
	Date

To accept this quote, please sign and return to Achieve3000 via fax to 316-221-0718.

For terms and conditions, please refer to www.achieve3000.com/terms.

LeaAnn Koekenberg

From: Ferrell, Matt <mferrell@plato.com>
Sent: Wednesday, July 13, 2011 1:34 PM
To: LeaAnn Koekenberg
Subject: PLATO pricing

Hi LeaAnn,

I should have your official pricing back a little later this afternoon, but I wanted to give you the estimates that you car plug into your spreadsheet since I know time is important right now. You should be safe with these figures and I will send the official quote once it gets out of approvals.

Quantity	Product	Price
40	PLATO Secondary Academic Library - Annual Subscription	$855/license
1	PLATO Indiana Test Packs – Annual Subscription – 1-500 users	$3000
1	PLATO Core Essential Training	$5100
1	PLATO Test Pack Training	$1800

Total $44,100

I was able to save you ***$13,800*** total of our standard pricing based on quantity discounts.

Let me know if you have any questions, looking forward to meeting tomorrow.

Thank you,

Matt Ferrell
[illegible]
Business Development Manager
Phone: 317.407.3951
mferrell@plato.com
www.plato.com

2011-2012 School Improvement Grant 1003(g) LEA Budget

Allocation Amount: $951,940

Corporation Name: Fountain Square Academy Corp# 9480

School Name: Fountain Square Academy School #: 9480

		100	120	211-290	211-291	311-319	440	510-593	611-689	710-748	910	Line totals
Account Number	Expenditure Account	Cert	Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	$ 62,500							$ 5,000	$ 134,240		$ 201,740
21000	Support Services	$ 135,000		$ 24,300				$ 24,000				$ 183,300
22100	Improvement of Instruction (Professional Development)					$ 500,000		$ 24,000		$ 2,500		$ 526,500
22900	Other Support Services: Admin for LEA Activities	$ 30,000	$ 5,400									$ 35,400
25191	Refund of Revenue											$ -
26000	Operation and Maintenance											$ -
27000	Transporation											$ -
33000	Community Service Operations								$ 5,000			$ 5,000
60100	Transfers (Interfund)											$ -
	Column Totals	$ 227,500	$ 5,400	$ 24,300	$ -	$ 500,000	$ -	$ 48,000	$ 10,000	$ 136,740	$ -	
											Total Cost	$ 951,940
												-
											Total after deducting Property (710-748)	$ 815,200

Subtact the amount above 25,000 (per individual contracted service) from your budges

Total Available for Indirect costs:

Itemize and Explain:

General Supplies:
office supplies, paper, etc

Property: Equipment/Technology:
mClass
KUNO Android Tablets
Achieve 3000
Plato
Core Knowledge Curriculum

Professional Services:
Wireless Generation

Other Purchased Services:
Substitutes for Prof Devel
Technology Prof Devel

Salary Personnel:
LEA Coordinator (.33 FTE)
Data Coach (.5 FTE)
RTI Administrator (1 FTE)
Merit Pay - increases, bonuses

2012-2013 School Improvement Grant 1003(g) LEA Budget

Allocation Amount: $801,881

Corporation Name: Fountain Square Academy Corp# 9480

School Name: Fountain Square Academy School #: 9480

		100	120	211-290	211-291	311-319	440	510-593	611-689	710-748	910	Line totals
Account Number	Expenditure Account	Cert	Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	$ 62,500							$ 5,000	$ 55,940		$ 123,440
21000	Support Services	$ 139,050		$ 25,029				$ 24,000				$ 188,079
22100	Improvement of Instruction (Professional Development)					$ 425,000		$ 21,400		$ 2,500		$ 448,900
22900	Other Support Services: Admin for LEA Activities	$ 30,900	$ 5,562									$ 36,462
25191	Refund of Revenue											$ -
26000	Operation and Maintenance											$ -
27000	Transporation											$ -
33000	Community Service Operations								$ 5,000			$ 5,000
60100	Transfers (Interfund)											$ -
	Column Totals	$ 232,450	$ 5,562	$ 25,029	$ -	$ 425,000	$ -	$ 45,400	$ 10,000	$ 58,440	$ -	
											Total Cost	$ 801,881
											Subtact the amount above 25,000 (per individual contracted service) from your budges	
											Total after deducting Property (710-748)	$ 743,441
											Total Available for Indirect costs:	

Itemize and Explain:

General Supplies:
office supplies, paper, etc

Property: Equipment/Technology:
Achieve 3000
Plato
mClass

Professional Services:
Wireless Generation

Other Purchased Services:
Substitutes for Prof Devel
Technology Prof Devel

Salary Personnel:
LEA Coordinator (.33 FTE)
Data Coach (.5 FTE)
RTI Administrator (1 FTE)
Merit Pay - increases, bonuses

2013-2014 School Improvement Grant 1003(g) LEA Budget

Allocation Amount: $807,897

Corporation Name: Fountain Square Academy Corp# 9480

School Name: Fountain Square Academy School #: 9480

		100	120	211-290	211-291	311-319	440	510-593	611-689	710-748	910	Line totals
Account Number	Expenditure Account	Cert	Noncert	Benefits Cert	Benefits NonCert	Prof. Service	Rentals	Other Purchase Services	General Supplies	Property	Transfer	
11000	Instruction	$ 62,500							$ 5,000	$ 55,940		$ 123,440
21000	Support Services	$ 143,222		$ 25,780				$ 24,000				$ 193,001
22100	Improvement of Instruction (Professional Development)					$ 425,000		$ 21,400		$ 2,500		$ 448,900
22900	Other Support Services: Admin for LEA Activities	$ 31,827	$ 5,729									$ 37,556
25191	Refund of Revenue											$ -
26000	Operation and Maintenance											$ -
27000	Transporation											$ -
33000	Community Service Operations								$ 5,000			$ 5,000
60100	Transfers (Interfund)											$ -
	Column Totals	$ 237,549	$ 5,729	$ 25,780	$ -	$ 425,000	$ -	$ 45,400	$ 10,000	$ 58,440	$ -	
											Total Cost	$ 807,897
											Subtact the amount above 25,000 (per individual contracted service) from your budges	
											Total after deducting Property (710-748)	$ 749,457
											Total Available for Indirect costs:	

Itemize and Explain:

General Supplies:
office supplies, paper, etc

Property: Equipment/Technology:
Achieve 3000
Plato
mClass

Professional Services:
Wireless Generation

Other Purchased Services:
Substitutes for Prof Devel
Technology Prof Devel

Salary Personnel:
LEA Coordinator (.33 FTE)
Data Coach (.5 FTE)
RTI Administrator (1 FTE)
Merit Pay - increases, bonuses