



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant 2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Greater Clark County Schools		Corp #	1010
School	Parkview Middle School		School #	0853
Superintendent Name	Dr. Andrew Melin		Email	amelin@gcs.k12.in.us
Title I Administrator Name	Amy Schellenberg		Email	aschellenberg@gcs.k12.in.us
Principal	Amy Hasselbring		Email	ahasselbring@gcs.k12.in.us
Mailing Address	1600 Brigman	City	Jeffersonville	Zip Code 47130
Telephone	812-288-4844	Fax	812-288-2845	
Total Funding Authorization				

Application Type

Select one of the following options:

Turnaround
 Transformation
 Restart
 Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

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

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: _____ Date: 3/27/14

Title I Administrator Signature: _____ Date: 3/31/14

Principal Signature: _____ Date: 3/31/14

Staff Members Consulted and Part of the Application Process:

Workgroup Members

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Adam Lord	Social Studies Teacher / Building Leadership Team Member
Matthew Brown	Dean of Students / Building Leadership Team Member
Steve Miller	English Teacher / Building Leadership Team Member
Kelly Lovan	Academic Improvement Coordinator (Title I) / Building Leadership Team Member
Barb Tull	Mathematics Teacher / Building Leadership Team Member
Molly Riddle	Mathematics Teacher / Building Leadership Team Member
Pamela Hall	Behavior Improvement Coordinator (Title I) / Building Leadership Team Member
Deanna Maxwell	Special Education Teacher / Building Leadership Team Member
Carrie Howe	Mathematics Teacher / Building Leadership Team Member
Diane Davis	English / Language Arts Teacher / Building Leadership Team Member
Andy Cymbalist	PE Teacher / GCEA Building Representative
Kim Meador	English / Language Arts Teacher / Building Leadership Team Member
KeNeisha Zell	Theater Teacher / Building Leadership Team Member
Melissa Bower	Assistant Principal
Julie Taylor Wilson	PTO President
Amy Hasselbring	Principal
Travis Haire	Assistant Superintendent for Secondary Schools
Amy Schellenberg	Executive Director for Educational Services / Title I Administrator

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

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Building Leadership Team Meeting	3/11/14	0	15	2	0	2	0	Principal provided overview of SIG
Faculty Meeting	3/13/14	0	40	2	0	0	0	Full faculty overview of SIG
Corporation Discussion Meeting	3/17/14	0	30	2	0	7	0	Commitment to SIG
Building Leadership Team Meeting	3/18/14	0	15	2	0	2	0	Commitment to SIG process
Board of School Trustees Meeting	3/18/14	20	2	1	7	7	0	Overview of SIG
PTO Meeting	3/18/14	5	1	2	0	0	0	Overview of SIG process / Commitment
Technical Assistance	3/20/14	0	0	0	0	1	0	Technical Assistance

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did not pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014- 2015 Goal	SY 2015- 2016 Goal	SY 2016- 2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	30%	219		75% passing	80% passing	85% passing
Special Education	77%	65	HIGH	40% passing	45% passing	50% passing
Poverty	34%	147	HIGH	70% passing	75% passing	80% passing
Black	34%	51	HIGH	70% passing	75% passing	80% passing
Hispanic	9%	3	LOW	90% passing	92% passing	95% passing
White	28%	129	MEDIUM	75% passing	80% passing	85% passing
Multi	37%	29	HIGH	70% passing	75% passing	80% passing

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014- 2015 Goal	SY 2015- 2016 Goal	SY 2016- 2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	24%	178		80% passing	85% passing	90% passing
Special Education	57%	48	HIGH	50% passing	55% passing	60% passing
Poverty	30%	129	HIGH	75% passing	80% passing	85% passing
Black	35%	53	HIGH	70% passing	75% passing	80% passing
Hispanic	3%	1	LOW	100% passing	100% passing	100% passing
White	20%	93	MEDIUM	85% passing	90% passing	95% passing
Multi	30%	24	HIGH	75% passing	80% passing	85% passing

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	71,100 minutes	TBD	State Minimum Required: 64,800 Currently addtl 105 hours
2. Dropout rate*	0	0	0
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	97.2%		Maintaining above 95%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	237 enrolled in Adv. ELA 237 enrolled in Adv. Math		
5. Number of students completing dual enrollment classes	NA	NA	NA
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	NA	NA	NA
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	OTH – Interession (20 hours fall / 20 hours spring) SS – 40 hours		
8. Discipline incidents*	1,387		
9. Truants (# of unduplicated students, enter as a whole number)	2		
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)			2012-13 HE = 8 E = 31 IMP = 0 IN = 0
11. Teacher attendance rate	94.9%		

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	<p>Upon review of state and local accountability data, the root cause analysis indicates inconsistent implementation, training and monitoring of instructional strategies.</p> <p>Significant staff turnover and limited training opportunities have created knowledge gaps of instructional strategies/practices focused on engagement, relevance and gradual release.</p>
Justification for Selected Interventions	<p>The data and root cause analysis indicates a strong need to strengthen Tier I CORE instruction. Selected interventions support the enhancement of an instructional framework to be implemented by ALL classroom teachers.</p> <p>The Framework for Intentional and Targeted Teaching advocates a gradual release model which supports student practice and proficiency.</p>

School Leadership	
LEA analysis	<p>The principal at Parkview Middle School (Amy Hasselbring) was an intentional placement by Greater Clark County Schools.</p>
Justification for Selected Interventions	<p>The corporation placed Amy Hasselbring as the principal at Parkview Middle School on the believe that she has the abilities to lead the turnaround school.</p>

School Infrastructure

LEA analysis	School climate / culture issues are pervasive at Parkview. It is an open concept school and a challenging schedule has not benefitted the instructional program. A revised schedule and staffing adjustments are planned for next year.
Justification for Selected Interventions	Staff surveys and interviews validate the need for the anticipated changes.

Part 5: Selection of Improvement Model

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

- Turnaround Transformation Restart Closure

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

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

The very nature of a “transformative” model indicates behavioral changes. Through the development of the Student Achievement Plan required upon Priority School designation, the school stakeholders validated through data analysis and self assessment the need for significant changes in the 8 turnaround principles: School Leadership, School Climate and Culture, Effective Instruction, Curriculum/Assessment/Intervention Systems, Effective Staffing Practices, Effective Use of Data, Effective Use of Time, and Effective Family and Community Engagement.

Through the development of Teacher/Leader Effectiveness, Increasing Learning Time and Creating Community-Oriented Schools, Implementation of Comprehensive Instructional Reform Strategies, and Operational Flexibility and Sustained Support, it is believed Parkview Middle School can transform into a highly effective educational system.

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

The Transformational Model implemented at Parkview Middle School will create change as follows:

Principal: New principal to be hired who will understand, implement, support and monitor the instructional changes generated through this plan.

Teachers: Teacher training and support through the development of a Teachers' College will provide sustained, ongoing, job-embedded professional development focused on the Framework for Intentional and Targeted Teaching (Fisher and Frey). Teachers will engage in 2 hours of professional development weekly that is facilitated and collaborative to analyze data and plan for instruction. For 8 months, a 3 hour training module will be facilitated for teachers to increase understanding and implementation of the FITT model. Peer walkthroughs will occur on a monthly basis to allow teachers to witness varying interpretations of implementation and to increase understanding and ownership of strategies.

Students: Student expectations and understandings will increase when strategies are implemented consistently throughout their instructional day. Clear, defined expectations of behaviors and achievement goals will guide student work and feedback provided on a regular basis through the FITT model will help clarify student work.

Part 6: Improvement Model

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

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	YES		Greater Clark has a long history of successful grant implementation and sustainability.
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. <i>Turnaround and Transformation models</i> <ul style="list-style-type: none"> • Ability to recruit new principals through partnerships with outside educational organizations and/or universities • Statewide and national postings for administrative openings • External networking 	YES		Greater Clark has been awarded Innovation Grants worth almost \$3 million and over \$7 million worth of Reading First grants in the past several years.

<ul style="list-style-type: none"> • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 			
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports 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 	YES		Board of School Trustees voted unanimously to support the application for the 1003g School Improvement Grant.
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 			Superintendent provided full support of 1003g School Improvement Grant application.
<p>5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 			Corporation's Discussion Committee provided full support of grant application.
<p>6. The district has a robust process in place to select the staff for each 1003(g)</p>			Hiring process includes team of interviewers and demonstration lessons.

<p>building.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 			<p>Recruitment visits and job fair participation occurs at a minimum of 7x annually.</p> <p>Teachers' Association support provided in attached stakeholders signage sheet.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p> <p><i>All Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development Calendar</i> • <i>Curriculum and Assessment Calendar</i> • <i>Parent Requirements</i> • <i>Monitoring and Evaluation System</i> • <i>Support Process</i> • <i>Data Review</i> • <i>Special Population Review</i> • <i>Fiscal Monitoring</i> 			<p>Contractual commitment of 135 minutes of professional development each week (81 hours annually) through Period 0 allows for collaborative, job-embedded professional development to assist with implementation.</p>

Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
<p>The LEA has or will recruit, screen, selects and support appropriate external providers.</p> <p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p>			
<p>(a) 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;</p>	Yes		<p>Provider – ASCD for Framework for Intentional and Targeted Teaching</p> <p>Provider – Marge Simic, external evaluator</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability</p>	Yes		<p>Commitment outlined in contracts available upon grant award</p>



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of Budget

School Improvement Grant (Part 7 -- BUDGET Alignment of Other Fund Sources to SIG Element

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
FEDERAL RESOURCES		
Improve Tier 1 Core Instruction through the implementation of the Framework for Intentional and Targeted Teaching	Transformation	Title I, Part A and Title II
Provide daily, professional development through instructional coaching in pedagogy and technology integration.	Transformation	Title I, Part A and Title II
Job-embedded professional development aligned to grant goals	Transformation	Title I, Part A and Title II

<i>Element of the Intervention</i>	<i>Intervention</i>	<i>Resources</i>
STATE RESOURCES		



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School Improvement Grant (1003g)
Part 7 – BUDGET
School Year 2014-2015
Year 1

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.
The original approved allocation amount cannot be increased through an amendment.
All administrative costs - personnel, travel, supplies, etc. - **MUST** be noted in blue.

Corporation Name: Greater Clark County Schools
Corporation Number: 1010
School Name: Parkview Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Coach	1.00	X		Instructional Coach	\$75,000	
Stipends		X		Stipends for Completion of Teachers' College (45 teachers at \$5,000)	\$225,000	
					\$ -	
					\$ -	
	1.00	TOTAL SALARIES				\$ 300,000.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ 22,500.00
3. TRAVEL: (differentiate in-state and out-of-state)						
		out-of-state		ASCD National Conference on Teaching Excellence / June 26-29 / Dallas Texas	\$ 15,000.00	
		out-of-state				
		in-state				
		in-state				
				TOTAL TRAVEL		\$ 15,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
ASCD Consultants				Fisher and Frey Framework for Intentional and Targeted Teaching \$5,200 + \$4800 additional days (total 12 days)	\$ 58,000.00	
Bus Contractors				Late bus runs for student extended day services 72 days (2 days / week) plus 20 days intersession and Summer School	\$ 18,400.00	
Evaluation				Marge Simic (\$2,000 day - 8 checkpoints)	\$ 16,000.00	
				TOTAL CONTRACTED SERVICES		\$ 92,400.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES		\$ 25,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
				TOTAL EQUIPMENT AND TECHNOLOGY		\$ 292,050.00
7. OTHER SERVICES: (Include a specific description of services.)						
				TOTAL OTHER SERVICES		\$ 0.00
				INDIRECT COST (2.07%)		\$ -
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).						\$ 746,950.00



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School Improvement Grant (1003g)
Part 7 – BUDGET
School Year 2015-2016
Year 2

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.
The original approved allocation amount cannot be increased through an amendment.
All administrative costs - personnel, travel, supplies, etc. - **MUST** be noted in blue.

Corporation Name: Greater Clark County Schools
Corporation Number: 1010
School Name: Parkview Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Coach	1.00	X		Instructional Coach	\$75,000	
Stipends		X		Stipends for Completion of Year 2 Teachers' College (45 teachers at \$5,000)	\$225,000	
	1.00	TOTAL SALARIES			\$ -	\$ 300,000.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
				TOTAL FIXED CHARGES / FRINGE BENEFITS		\$ 22,500.00
3. TRAVEL: (differentiate in-state and out-of-state)						
		out-of-state		ASCD National Conference on Teaching Excellence	\$ 15,000.00	
		out-of-state				
		in-state				
		in-state				
				TOTAL TRAVEL		\$ 15,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
ASCD Consultants				Fisher and Frey Framework for Intentional and Targeted Teaching \$5,200 + \$4800 additional days (total 8 days)	\$ 38,800.00	
Bus Contractors				Late bus runs for student extended day services 72 days (2 days / week) plus 20 days intersession and Summer School	\$ 18,400.00	
Evaluation				Marge Simic (\$2,000 day - 8 checkpoints)	\$ 16,000.00	
				TOTAL CONTRACTED SERVICES		\$ 73,200.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
				TOTAL SUPPLIES		\$ 25,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
				TOTAL EQUIPMENT AND TECHNOLOGY		\$ 187,050.00
7. OTHER SERVICES: (Include a specific description of services.)						
				INDIRECT COST (2.07%)		\$ -
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).						\$ 622,750.00



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Note: continued progress without awarded SIG funds. Review Sustainability Year 4 goals to determine possible interventions for

Corporation Name: Greater Clark County Schools
 Corporation Number: 1010
 School Name: Parkview Middle School

ACCOUNT NO.	FTE	Cert.	Noncert	EXPENDITURE DESCRIPTION	SUBTOTAL	VE ITEM TOT	OTHER FUNDING
1. PERSONNEL (include positions and names)							
Instructional Coach	1.00	X		Instructional Coach	\$75,000		Title I - Part A
					\$ -		
	1.00	TOTAL SALARIES				#####	
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.							
		TOTAL FIXED CHARGES / FRINGE BENEFITS				#####	
3. TRAVEL: (differentiate in-state and out-of-state)							
	out-of-state	ASCD National Conference on Teaching Excellence			\$ 15,000.00		Title I - Part A
	out-of-state						
	in-state						

in-state			
	TOTAL TRAVEL		#####
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Bus Contractors	Late bus runs for student extended day services	\$ 18,400.00	Transportation
	72 days (2 days / week) plus 20 days Intersession and		
	TOTAL CONTRACTED SERVICES		#####
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		#####
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ -
7. OTHER SERVICES: (Include a specific description of services.)			
	INDIRECT COST (2.07%)		\$3,020.13

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to add a line for additional items, insert line in MIDDLE of chart section for line item total to automatically compute

Part 6: Transformation Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

Principal changes and flexibility	At Parkview Middle School, the current principal has been notified that he will not maintain the principal's position for the 2014-15 school year. Following ISTEP+ administration in early May, the process will begin for recruiting and hiring a new school principal. Qualifications required for the position include a commitment to and understanding of the Transformation Model and ideally significant experience in turning around student achievement levels in a previous position.
Effectiveness of staff and recruitment/retaining of staff	Greater Clark County Schools adopted and has utilized the RISE Teacher Effectiveness Rubric for the last two years. Teachers begin the year with a self-assessment and professional development sessions are personalized to ensure teacher understanding of evaluation expectations.
Building Culture	Greater Clark County Schools Corporation Survey is utilized to determine baseline information for cultural and programmatic decisions. This survey is given during the months of April and May to all students, certified staff, non-certified staff, and families. The results are disaggregated and analyzed to determine action steps.
Professional Development	Contractually, teachers dedicate almost 2 hours per week to job-embedded professional development. During Period 0, which occurs each day prior to students arriving at school, professional development takes place focused on intentional instructional planning, data analysis, and various training needs (ie technology, strategy implementation). In preparation for the grant application/process, staff has engaged in book studies focused on creating a culture of achievement (Fisher and Frey) and are committed to expanding their knowledge base of the gradual release model.
Instructional Programs	A revised master schedule allows for 80 minutes of daily instruction in Language Arts and Mathematics. Additionally, a 30-minute intervention block is provided to students each day. Small group, targeted instruction is provided to students based upon data reviewed from state and local benchmark assessments. Groups are adjusted every 8 weeks as needed – based on new assessment data from progress monitoring opportunities. The balanced calendar implemented by the corporation this year also provides 40 hours of Intersession intervention support and an additional 40 hours of summer school support.
Parent and Community Involvement	Planning and training for student-led conferences will take place during the 4 th quarter of the 2013-14 school year. Attendance at parent/teacher conferences has barely reached 50% of students. Regularly scheduled family nights must be utilized to increase comfort level of families at the school.

SMART Culture Goal - Year 1

All Culture-related Transformation Principles have action steps, person(s) responsible, timeline, and budgeted items clearly described.

By May 31, 2015, Parkview Middle School will demonstrate systemic implementation of school improvement principles through the evaluation of school leadership, teachers, professional development, school climate, and families. Targeted evaluation tools include, but are not limited to: RISE Evaluation of Principals and Teachers, Comprehensive Professional Development Evaluation Tool, and Greater Clark County School's District Survey.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>*New Principal hired during Pre-implementation timeline.</p> <p>Complete new principal orientation sessions.</p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent Asst. Superintendent</p>	<p>May 1 – 31, 2014</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-</p>	<p>Principal Asst. Principal Asst. Superintendent</p>	<p>July – August, 2014</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.</p>				
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>July 28, 2014 – May 31, 2015</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>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</i></p>

assessments.				
<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.</p>	Principal Asst. Principal Asst. Superintendent Executive Director	July 28, 2014 – May 31, 2015	SIG grant funding of FITT training. District funded Period 0	<i>Provide high quality, job-embedded professional development</i>
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District</p>	Principal Asst. Principal Asst. Superintendent Executive Director	Quarterly – July, 2014 through May 31, 2015	District funding of Leadership Academy Title I leadership stipends	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>

<p>Leadership Academy to recruit and place new staff at Parkview Middle School.</p> <p>Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.</p>				
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	<p>Principal Asst. Principal</p>	<p>July 28, 2014 – May 31, 2015</p>	<p>SIG grant funding of late busses to provide transportation or students requiring additional learning time.</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>	<p>Principal Asst. Principal</p>	<p>September, 2014 February, 2015</p> <p>August, 2014 March, 2015</p>	<p>District funding for teacher additional time for afterschool conferences.</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal</p>	<p>February, 2015 – May 31, 2015</p>	<p>District funding of staffing at a 1:28 PTR</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

<p>schedule to determine staffing needs.</p>				
<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in change and in the school model.</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider</p>	<p>Quarterly – July, 2014 thru May 31, 2015</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

SMART Culture Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>*New Principal hired during Pre-implementation timeline.</p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent Asst. Superintendent</p>	<p>2015-2016 school year</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-assessments.</p> <p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from</p>	<p>Principal Asst. Principal Asst. Superintendent</p>	<p>2015-2016 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>ISTEP+, ACT, Acuity, STAR data.</p>				
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR assessments.</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>2015-2016 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>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</i></p>

<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>2015-2016 school year</p>	<p>SIG grant funding of FITT training.</p> <p>District funded Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District Leadership Academy to recruit and place new staff at Parkview Middle School.</p> <p>Provide leadership stipends for teacher</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>Quarterly 2015-2016 school year</p>	<p>District funding of Leadership Academy</p> <p>Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>leaders to serve on Building Leadership Team and/or Professional Development team members.</p>				
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	<p>Principal Asst. Principal</p>	<p>2015-2016 school year</p>	<p>SIG grant funding of late busses to provide transportation or students requiring additional learning time.</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>	<p>Principal Asst. Principal</p>	<p>2015-2016 school year</p>	<p>District funding for teacher additional time for afterschool conferences.</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master schedule to determine staffing needs.</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal</p>	<p>2015-2016 school year</p>	<p>District funding of staffing at a 1:28 PTR</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in change and in the school model.</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider</p>	<p>Quarterly – 2015-2016 school year</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>
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<p align="center">SMART Culture Goal - Year 3</p>				
<p>Action Steps</p>	<p>Person(s) Responsible</p>	<p>Timeline</p>	<p>Budgeted Items</p>	<p>Transformation Principles</p>

<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent Asst. Superintendent</p>	<p>2016-17 school year</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
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<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-</p>	<p>Principal Asst. Principal Asst. Superintendent</p>	<p>2016-17 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
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<p>assessments.</p> <p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.</p>				
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>2016-17 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>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</i></p>

<p>assessments.</p>				
<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>2016-17 school year</p>	<p>SIG grant funding of FITT training.</p> <p>District funded Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>Quarterly – 2016-17 school year</p>	<p>District funding of Leadership Academy</p> <p>Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>

<p>Leadership Academy to recruit and place new staff at Parkview Middle School.</p> <p>Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.</p>				
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	<p>Principal Asst. Principal</p>	<p>2016-17 school year</p>	<p>SIG grant funding of late busses to provide transportation or students requiring additional learning time.</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.</i></p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>	<p>Principal Asst. Principal</p>	<p>2016-17 school year</p>	<p>District funding for teacher additional time for afterschool conferences.</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p><i>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</i></p> <p>School driven master</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal</p>	<p>2016-17 school year</p>	<p>District funding of staffing at a 1:28 PTR</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>

schedule to determine staffing needs.				
<p><i>Multiple supports detailed; support occurs throughout the year.</i></p> <p><i>Multiple supports for both teachers and principals are in place.</i></p> <p><i>Provided by external, experienced leaders in charge and in the school model.</i></p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider</p>	<p>Quarterly – 2016-17 school year</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

SUSTAINABILITY Culture Goal - Year 4

By the 2017-18 school year, Parkview Middle School will demonstrate systemic implementation of school improvement principles through the evaluation of school leadership, teachers, professional development, school climate, and families. Targeted evaluation tools include, but are not limited to: RISE Evaluation of Principals and Teachers, Comprehensive Professional Development Evaluation Tool, and Greater Clark County School's District Survey.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p><i>Principal is replaced with one that has evidence of a proven track record.</i></p> <p>Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.</p>	<p>Superintendent Asst. Superintendent</p>	<p>2017-18 school year</p>	<p>No grant budget required.</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>

<p><i>Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement.</i></p> <p>All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment.</p> <p>Professional development sessions provided to support needs identified through teacher self-assessments.</p> <p>Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member)</p> <p>Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.</p>	<p>Principal Asst. Principal Asst. Superintendent</p>	<p>2017-18 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>
<p><i>Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates.</i></p> <p><i>The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.</i></p> <p><i>Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates;</i></p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>2017-18 school year</p>	<p>District purchase of RANDA tower evaluation software.</p> <p>District purchase of Pivot Data Warehouse.</p>	<p><i>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</i></p>

<p><i>plan must provide an implementation timeline and pathways for improvement or release.</i></p> <p>Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR assessments.</p>				
<p><i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need.</i></p> <p><i>Professional development is conducted weekly through job-embedded opportunities at the school.</i></p> <p><i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.</i></p> <p>Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching.</p> <p>Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	<p>2017-18 school year</p>	<p>SIG grant funding of FITT training.</p> <p>District funded Period 0</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

the FITT framework.				
<p><i>Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions.</i></p> <p><i>Mentors and/or coaches are provided for all staff.</i></p> <p>Utilize District Leadership Academy to recruit and place new staff at Parkview Middle School.</p> <p>Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.</p>	<p>Principal Asst. Principal Asst. Superintendent Executive Director</p>	2017-18 school year	<p>District funding of Leadership Academy</p> <p>Title I leadership stipends</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p><i>Provides increased, intentional learning time driven by student data indicated for all students and staff.</i></p> <p><i>Time is of extensive length (at least 300 hours) to potentially increase learning.</i></p> <p>Implement After School Learning Labs 2x / week with transportation</p>	<p>Principal Asst. Principal</p>	2017-18 school year	<p>SIG grant funding of late busses to provide transportation or students requiring additional learning time.</p>	<p><i>Provide increased learning time for students and staff</i></p>
<p><i>LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to</i></p>	<p>Principal Asst. Principal</p>	2017-18 school year	<p>District funding for teacher additional time for afterschool conferences.</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

<p>address these challenges.</p> <p>Student-led conferences provided 2x annually</p> <p>Family literacy night (including technology literacy) provided 2x annually</p>				
<p>LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school</p> <p>School driven master schedule to determine staffing needs.</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal</p>	<p>2017-18 school year</p>	<p>District funding of staffing at a 1:28 PTR</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>Multiple supports detailed; support occurs throughout the year.</p> <p>Multiple supports for both teachers and principals are in place.</p> <p>Provided by external, experienced leaders in change and in the school</p> <p>Checkpoint monitoring scheduled quarterly with outside technical assistance</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider</p>	<p>Quarterly – 2017-18 school year</p>	<p>SIG grant funding</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

SMART Academic Goal - Year 1

<p>ELA Academic Goal</p> <p>By Spring, 2015, 75% of Parkview Middle School students will pass English/Language Arts as measured by ISTEP+</p>	<p>Math Academic Goal</p> <p>By Spring, 2015, 80% of Parkview Middle School students will pass Mathematics as measured by ISTEP+</p>	<p>Other Academic Goal (optional)</p>
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
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<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
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<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning</p>	<p>Principal Asst. Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
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<p>that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.</p>				
<p>Multiple academic supports detailed; support occurs throughout the year.</p> <p>Multiple academic supports for both teachers and principals are in place.</p> <p>Provided by external, experienced leaders in change and in the school model.</p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite monitoring 2x annually.</p> <p>Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>

SMART Academic Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to</p>	<p>Principal Asst. Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>assessment analysis findings.</p>				
<p>Multiple academic supports detailed; support occurs throughout the year.</p> <p>Multiple academic supports for both teachers and principals are in place.</p> <p>Provided by external, experienced leaders in change and in the school model.</p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite-monitoring 2x annually.</p> <p>Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>

SMART Academic Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to</p>	<p>Principal Asst. Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>assessment analysis findings.</p>				
<p>Multiple academic supports detailed; support occurs throughout the year.</p> <p>Multiple academic supports for both teachers and principals are in place.</p> <p>Provided by external, experienced leaders in change and in the school model.</p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite-monitoring 2x annually.</p> <p>Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</p>

SUSTAINABILITY Academic Goal - Year 4

By the 2017-18 school year, Parkview Middle School will achieve an “A” rating in the Indiana Department of Education’s Accountability model with students achieving at or above 90% in both English/Language Arts and Mathematics on approved state assessments.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p><i>LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program.</i></p> <p><i>LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.</i></p> <p>Corporation Assessment schedule includes state, corporation, and school-based assessments.</p> <p>State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.</p>	<p>Principal Asst. Principal Asst. Superintendent Exec. Director</p>	<p>Attached Assessment Schedule</p>	<p>District funding of STAR assessment</p> <p>State funding of Acuity</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p><i>Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions.</i></p> <p><i>Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.</i></p> <p>2x/week Period 0 job-embedded professional development sessions</p>	<p>Principal Asst. Principal</p>	<p>Professional Development Calendar attached</p>	<p>District funding of Period 0</p> <p>Title II funding of professional development leaders</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.</p>				
<p>Multiple academic supports detailed; support occurs throughout the year.</p> <p>Multiple academic supports for both teachers and principals are in place.</p> <p>Provided by external, experienced leaders in change and in the school model.</p> <p>Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider.</p> <p>DOE outreach coordinator provides onsite-monitoring 2x annually.</p> <p>Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation.</p> <p>Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.</p>	<p>Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider</p>	<p>Monitoring Calendar attached</p>	<p>SIG grant funding of technical assistance provider</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

1003g School Improvement Grant Overview

Greater Clark County Schools finds itself in the unusual position of having three identified Priority Schools: River Valley Middle School, Parkview Middle School and Northaven Elementary. This situation has resulted in serious reflection of and adjustment to the continuous improvement model utilized by the corporation.

Our schools have a significant track record of showing growth and improvement. The grant applications are seeking support of the following transformational activities:

1. Provide enhanced leadership through rigorous training on improving Tier 1 core instruction (ASCD's FIT Training / Monitoring Technical Assistance)
2. Provide teacher training focused on improving Tier 1 core instruction through the creation of a Teachers' College with 24 hours of coursework and an additional 36 hours of job-embedded professional development support (ASCD's FIT Training / Instructional Coach / Monitoring Technical Assistance)
3. Provide instructional coaching through the addition of 1 FTE coach to assist with implementation of FIT framework and improve classroom implementation of corporation's 1:1 technology project.
4. Increase classroom supplies / equipment to provide multiplatform and multi-genre environment to increase student engagement and relevancy.
5. Provide late bus service to establish a "No Excuse" environment for students requiring additional time to meet proficiency.
6. Provide outside technical assistance support, monitoring and evaluation of grant implementation.

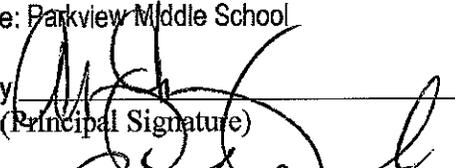
Greater Clark County Schools has successfully implemented competitive grant awards before (Reading First, Innovation Grants) and we are committed to successfully implementing the 1003g School Improvement Grant with significant results.

Student Achievement Plan 2013-2014

Amy Hasselbring, Principal
1600 Brigman Avenue
Jeffersonville, IN 47130

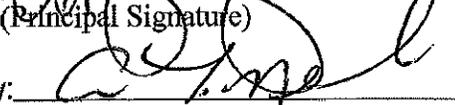
School Name: Parkview Middle School

Corporation: Greater Clark County Schools

Approved By: 

Date: 2-7-2014
(Month, day, year)

(Principal Signature)

Approved By: 

Andrew T. Melin
Superintendent Name

(Superintendent Signature)

Root Cause Analysis Priority Area for Improvement – PAI # 1

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

<p>I. PAI Focus</p>	<p>(Select One)</p> <p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
<p>II. Subject</p>	<p>(Select One)</p> <p><input type="checkbox"/> Math</p> <p><input checked="" type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
<p>III. Grade(s)</p>	<p>6-8</p>
<p>IV. Subgroup or Improvement Focus</p>	<p>(Select One)</p> <p><input type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
<p>V. Description of PAI – What Do We Notice as THE PROBLEM? <i>(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")</i></p>	<p>Although we saw improvement in our overall passing rate on ISTEP, our Accountability Report Card shows low growth overall in English/Language Arts for the second year in a row. We also do not have enough growth overall in the Top 75 or the Bottom 25.</p>
<p>VI. Root Cause of PAI – The Most Important WHY? <i>(For example, "In 2010, our school discontinued an English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program."</i></p>	<p>We believe there are many possible causes for the low growth in our English scores. First, we were forced to take on 5 temporary substitute teachers during the 2012-2013 school year. Two of those were in the English classrooms. Second, there has not been enough time to see the results of the changes that were made this year. It was the principal's first year at Parkview in 2012-2013, so we consider that a building year. Third, we have worked on how to motivate our students at the middle school level, and we are involved in continuous collaborative PD to find ways to deepen the knowledge levels of our questioning and instruction. We realize that some students struggle with higher order thinking skills, but we are building interventions and enrichment opportunities for them on a daily basis. The 2013-2014 school year is the first year of full implementation of our new middle school model, intervention programs, and our PBIS plan.</p>

Root Cause Analysis Priority Area for Improvement – PAI # 2

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

<p>VII. PAI Focus</p>	<p>(Select One)</p> <p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input checked="" type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
<p>VIII. Subject</p>	<p>(Select One)</p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
<p>IX. Grade(s)</p>	<p>6-8</p>
<p>X. Subgroup or Improvement Focus</p>	<p>(Select One)</p> <p><input type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
<p>XI. Description of PAI – What Do We Notice as THE PROBLEM?</p> <p><i>(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")</i></p>	<p>Our Accountability Report Card shows that while we increased our percentage of students passing overall in math, we did not gain a point for students with high growth in the Top 75% math for the second year in a row.</p>
<p>XII. Root Cause of PAI – The Most Important WHY?</p> <p><i>(For example, "In 2010, our school discontinued an English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program.")</i></p>	<p>We recognized the need for an increased amount of instructional time for math during the 2012-13 school year and as a result, we extended our math time to an 80 minute period, increasing instructional time by 20-30 minutes. There has not been enough time to see the results of the changes that were made. As stated in the ELA PAI, we have worked on how to motivate our students at the middle school level, and we are involved in continuous collaborative PD to find ways to deepen the knowledge levels of our questioning and instruction. We realize that some students struggle with higher order thinking skills, but we are building interventions and enrichment opportunities for them on a daily basis. The 2013-2014 school year is the first year of full implementation of our new middle school model, intervention programs, and our PBIS plan.</p>

Root Cause Analysis Priority Area for Improvement – PAI # 3

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

<p>XIII. PAI Focus</p>	<p>(Select One)</p> <p><input checked="" type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
<p>XIV. Subject</p>	<p>(Select One)</p> <p><input type="checkbox"/> Math</p> <p><input checked="" type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
<p>XV. Grade(s)</p>	<p>6-8</p>
<p>XVI. Subgroup or Improvement Focus</p>	<p>(Select One)</p> <p><input type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
<p>XVII. Description of PAI – What Do We Notice as THE PROBLEM?</p> <p><i>(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")</i></p>	<p>Our data does show an overall improvement in our English Language Arts scores, but we would like to continue to see improvement and move closer to the 80% pass level.</p>
<p>XVIII. Root Cause of PAI – The Most Important WHY?</p> <p><i>(For example, "In 2010, our school discontinued an English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program.")</i></p>	<p>The schedule in 2012-2013 allowed for two ELA classes in grades 6 and 7, but there were 2 temporary substitutes in the department and there were inconsistencies in what each teacher was doing. 8th graders only had one 60 minute ELA class each day. We needed a more systematic approach to the double period. We also recognized apathy in the students at this level. They didn't see the importance of doing their individual best and increasing their own growth. There was a need to motivate them and we decided to meet with them each quarter to discuss our school data and talk about the importance of improvement. We did see a slight increase in our passing rates in ELA and Math last year, and we expect to see more again this year.</p>

DATA

A-F Accountability Report Card

2013 Elementary/Middle School Model-Student Report

Greater Clark County Schools (1010)

Parkview Middle School (0853)

Overall Grade

D - 1.75 Points (maximum 4.0)

Summary Data

English/Language Arts 1.00 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	513	34	123	279	171	589
Denominator	698	156	466	622	171	589
Percent	73.5%	21.8%	26.4%	44.9%	100.0%	100.0%
Grade Points	2.00	0.00	0.00	-1.00	0.00	0.00

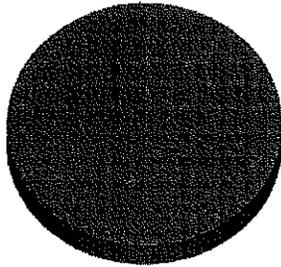
Math 2.50 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	553	49	143	234	166	594
Denominator	698	162	459	621	166	594
Percent	79.2%	30.2%	31.2%	37.7%	100.0%	100.0%
Grade Points	2.50	0.00	0.00	0.00	0.00	0.00

Overall English Language Arts ISTEP+

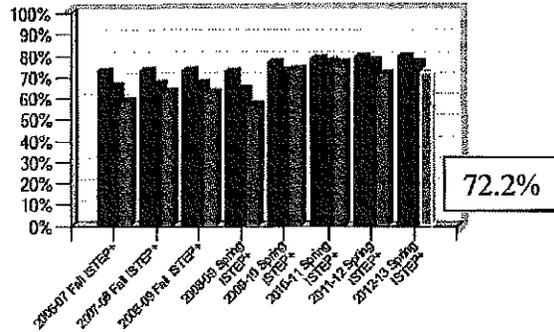
Year: **2012-13** Subject: **English/Language Arts Only** Grade: **All Grades**

ISTEP+ 2012-13



Pass Did Not Pass

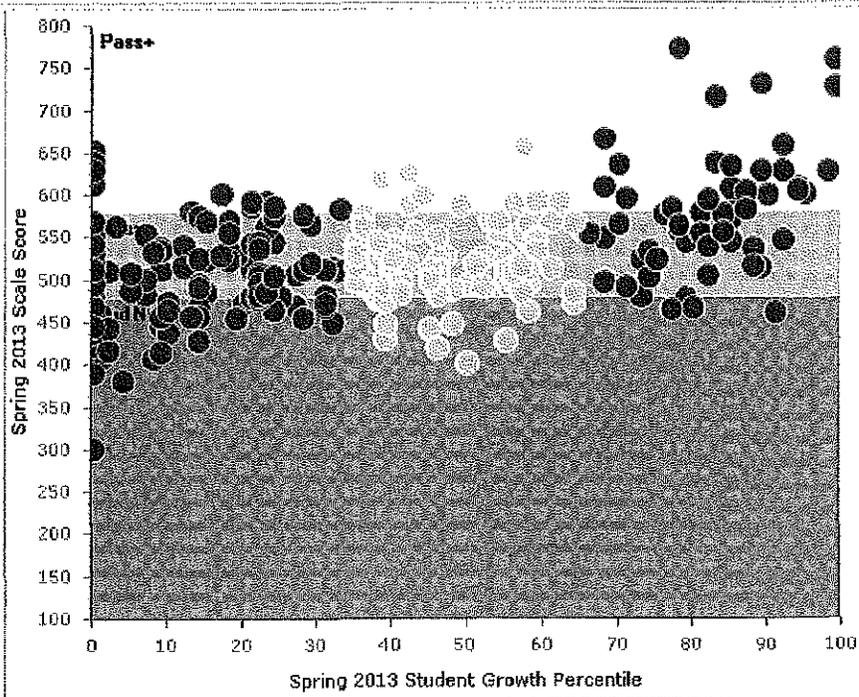
ISTEP+ Percent Passing Trend



Indiana Corporation School

6th Grade English Language Arts Growth

GRADE ACHIEVEMENT AND GROWTH



Subject Area

- Math
- English Language Arts

Growth Summary

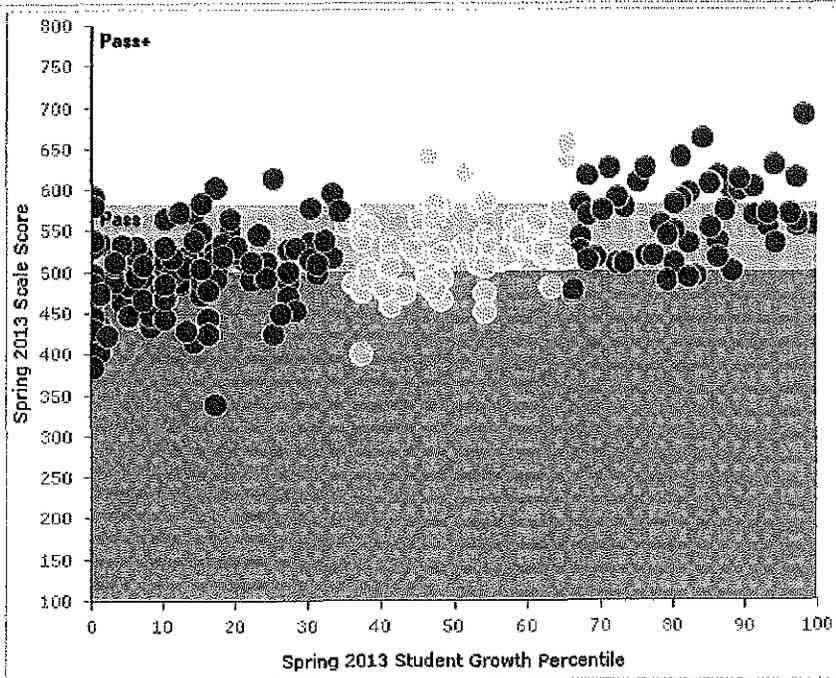
- High Growth (25.2%): 58
- Typical Growth (37.4%): 86
- Low Growth (37.4%): 86
- Growth N/A: 27

Proficiency Summary

- Pass+ (>579): 45
- Pass (478-579): 161
- Did Not Pass (<478): 51

7th Grade English Language Arts Growth

GRADE ACHIEVEMENT AND GROWTH



Subject Area

- Math
- English Language Arts

Growth Summary

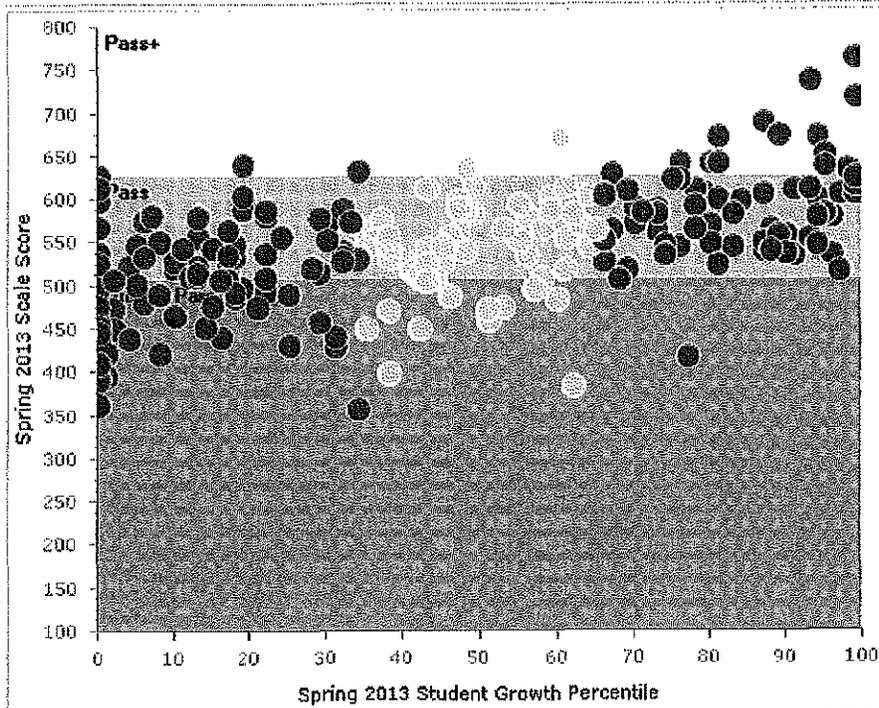
- High Growth (24.8%): 55
- Typical Growth (32.0%): 71
- Low Growth (43.2%): 96
- Growth N/A: 19

Proficiency Summary

Pass+ (>584): 27
 Pass (501-584): 129
 Did Not Pass (<501): 85

8th Grade English Language Arts Growth

GRADE ACHIEVEMENT AND GROWTH



Subject Area

- Math
- English Language Arts

Growth Summary

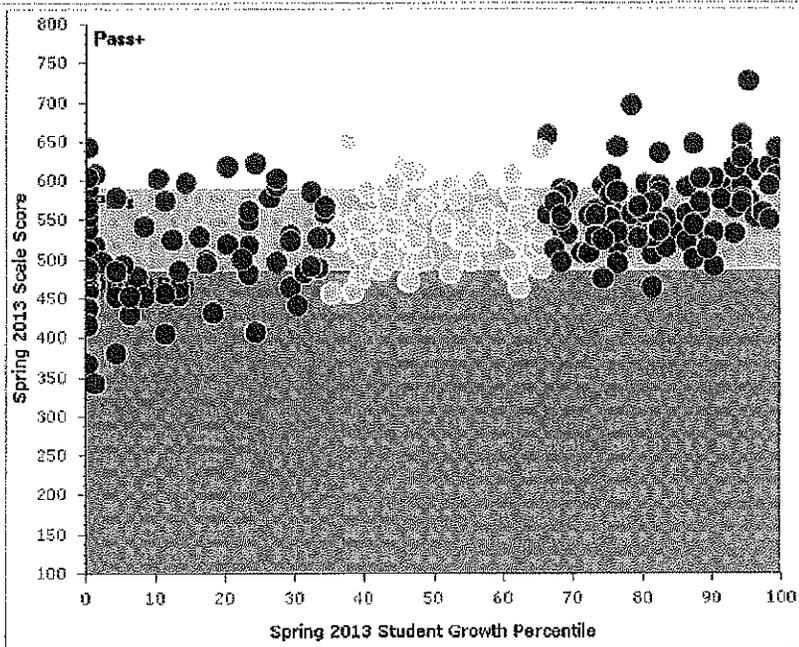
- High Growth (34.3%): 69
- Typical Growth (29.9%): 60
- Low Growth (35.8%): 72
- Growth N/A: 25

Proficiency Summary

Pass+ (>627): 17
 Pass (508-627): 144
 Did Not Pass (<508): 65

6th Grade Math Growth

GRADE ACHIEVEMENT AND GROWTH



Subject Area

- Math
- English Language Arts

Growth Summary

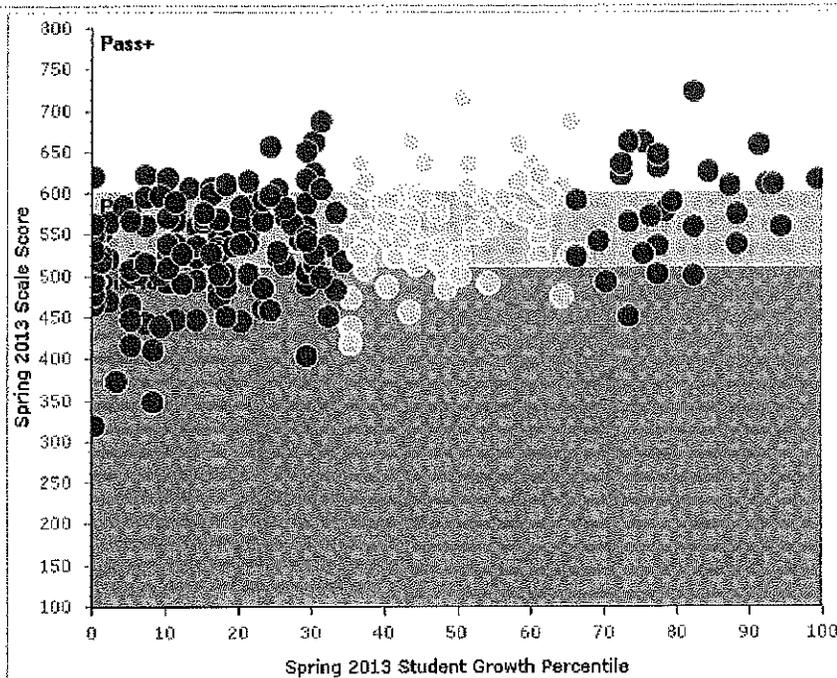
- High Growth (43.7%): 100
- Typical Growth (33.2%): 76
- Low Growth (23.1%): 53
- Growth N/A: 27

Proficiency Summary

- Pass+ (>590): 49
- Pass (487-590): 166
- Did Not Pass (<487): 41

7th Grade Math Growth

GRADE ACHIEVEMENT AND GROWTH



Subject Area

- Math
- English Language Arts

Growth Summary

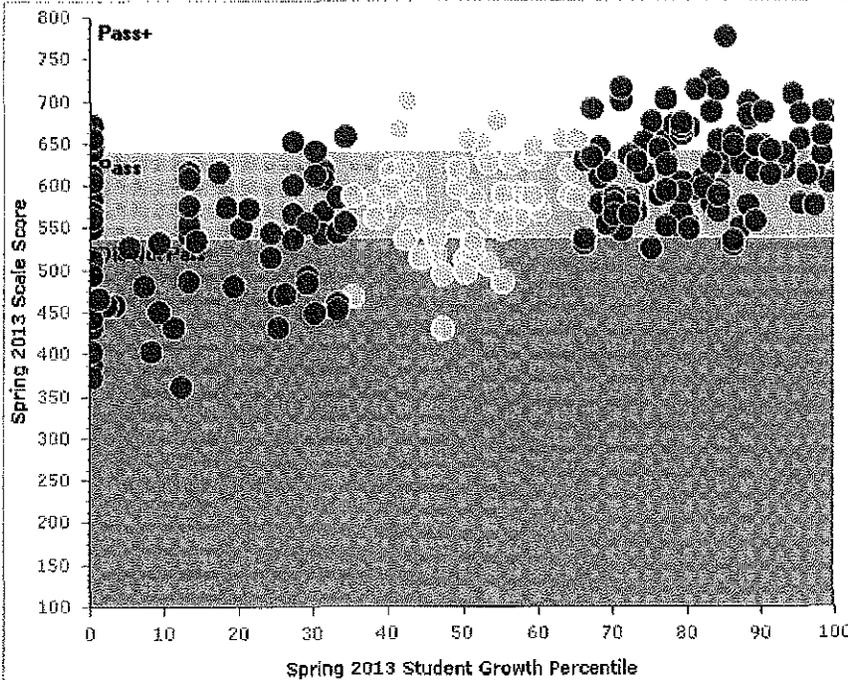
- High Growth (13.5%): 30
- Typical Growth (30.9%): 69
- Low Growth (55.6%): 124
- Growth N/A: 18

Proficiency Summary

- Pass+ (>603): 42
- Pass (511-603): 136
- Did Not Pass (<511): 63

8th Grade Math Growth

GRADE ACHIEVEMENT AND GROWTH



Subject Area

- Math
- English Language Arts

Growth Summary

- High Growth (49.5%): 99
- Typical Growth (26.0%): 52
- Low Growth (24.5%): 49
- Growth N/A: 26

Proficiency Summary

Pass+ (>641): 50
Pass (537-641): 121
Did Not Pass (≤537): 55

SMART GOALS

Academic Achievement Goals:

1. By May 2014, Parkview Middle School will reduce overall low growth in the Top 75% by at least 6% in English/Language Arts as measured by the A-F Accountability Report.
2. By May 2014, Parkview Middle School will increase the percent of students in the Top 75% with high growth in Mathematics by 8% as measured by the A-F Accountability Report.
3. By May 2014, Parkview Middle School will raise the overall English/Language Arts passage rate by at least 3% as measured by 2014 ISTEP+.

TURNAROUND PRINCIPLE #1: SCHOOL LEADERSHIP

Ensure that the principal has the ability to lead the turnaround effort. Under the definition of “turnaround principles” in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must “demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort” The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

Strategies must be included for the following:

- Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget
- The principal uses data to establish a coherent vision that is understood and supported by the entire school community
- The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
- The principal communicates high expectations to staff, students and families, and supports students to achieve them.
- The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
- The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
- The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
- The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
- The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Time was added to the ELA and Math classes to create 80 minute periods.	Principal, Assistant Principal, Central Office	2013-2014	Master schedule	Completed
1-3	Building Leadership Team meets bi-weekly on Tuesday afternoons to discuss academic and behavior plans and PD	Principal and Assistant Principal	Bi-weekly on Tuesdays from 3:15-4:30PM	Calendar, agendas	Ongoing
1-3	ELA, Math, Science, & Social Studies teachers meet at least one time weekly with the Principal or AP to collaborate and plan Learning & Assessment Rubrics (LARs)/lessons based on the CCSS. Principal & AP collect these once completed.	Principal, Assistant Principal, AIC	Planned weekly meetings on Wednesdays	PD Weekly News, calendar, LARs	Ongoing
1-3	Administrative team responsibilities were clarified and strengthened and	Principal, Assistant	Weekly on Monday mornings	Calendar, agendas	Ongoing

	the team meets every Monday morning to discuss students, academic and behavior data, and Professional Development.	Principal, Dean, Counselors, AIC, BIC			
1-3	Nine new teachers were hired for the 2013-14 school year in ELA, Math, Social Studies, and Related Arts.	Principal	May-July 2013	New teachers in classrooms	Completed
1-3	The Principal and the Assistant Principal complete daily walk throughs and see every classroom at least one time per week. RISE is also used as our evaluation tool.	Principal and Assistant Principal	Daily	Google Form, Randa Tower	Ongoing
1-3	T1 PBS team meets one time per month to develop motivational activities for students and teachers. T2 & 3 behavior meetings are held bi-weekly on Fridays.	BIC, T1 Coordinator, Assistant Principal, Dean	One time per month on Friday mornings	Calendar, agendas, PBS activities calendar	Ongoing
1-3	Revise current mission and vision statements to reflect new school-wide practices implemented in 2013-2014.	Principal	Complete by June 2014	Written statements, revisions to PL221 plan	Planned
1-3	PL221 Planning and revisions	Principal	Complete by June 2014	PL221 plan	Planned
1-3	PD News Weekly Calendar, School Messenger to parents and staff, Student Meetings	Principal	Weekly calendars, messages to parents as needed, quarterly student meetings	Calendars, School Messenger website, PowerPoint presentations	Ongoing

The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

TURNAROUND PRINCIPLE #2: SCHOOL CLIMATE AND CULTURE

Establish a school environment that supports the social, emotional, and learning needs of all students. To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

Strategies must be included for the following:

- The school community supports a safe, orderly and equitable learning environment.
- The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
- High expectations* are communicated to staff, students and families; students are supported to achieve them.

*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	PBIS: Tier 1 activities/incentives, School-wide behavior lesson plans, Devil Diner, T2 & 3 data collection and rewards	T1 Lead, Dean, and BIC	2013-2014	Student activities calendars, hallway displays, PBS lesson plans	Ongoing
1-3	Meet with all students in a grade level once per quarter to review academic and behavior data and review expectations.	Principal, Assistant Principal, Counselors, Dean of Students	Once per quarter	PowerPoints/Google Slides, calendar	Ongoing
1-3	School safety plan: doors remained locked, practice drills, APhone installation and usage	Central Office, Principal, Assistant Principal, SRO	2013-2014	Calendar, door checks, practice drills, visitor entry	Ongoing
1-3	School wide behavior infraction plan and discipline matrix completed and implemented.	Principal, Assistant Principal, BIC, Dean	Created spring 2013. Implemented 2013-14.	Infraction plan, infractions spreadsheets, discipline matrix	Created plan is complete. Revisions ongoing and use ongoing
1-3	Staff Spotlight	PBIS Lead, Dean of Students	Weekly	Student videos of "Stand Out" Teacher	Ongoing

TURNAROUND PRINCIPLE #3: EFFECTIVE INSTRUCTION

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards. As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

Strategies must be included for the following:

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Collaborative grade level Learning & Assessment Rubrics (LARs) in ELA, Math, Science, and Social Studies departments, more collaboration of subject/grade level teachers	Principal, Assistant Principal, Teachers	2013-2014	LARs created and used in the classrooms, GCW assessments	Ongoing
1-3	Use of STAR, Acuity, and classroom formative assessments to determine instruction and intervention	Principal, Assistant Principal, Teachers	2013-2014	PD Weekly News, calendars, data documents	Ongoing
1-3	Use of student learning statements for instruction (We Are Learning To, When I Learn To), question stems/LARs	Teachers	2013-2014	Classroom walk throughs, RISE evaluations, student-friendly LARs	Ongoing
1-3	Teacher selected Total Participation Techniques (TPTs) engagement strategies	Teachers	2013-2014	Classroom walk throughs, RISE evaluations, student-friendly LARs	Ongoing
1-3	Differentiation, small group instruction, Gradual Release of Responsibility Model	Teachers	2013-2014	Classroom walk throughs, RISE evaluations	Ongoing
1-3	Immediate feedback of classroom activities based on current skills through the use of technology, exit slips, and mini assessments	Teachers	2013-2014	Classroom walk throughs, RISE evaluations	Ongoing
1-3	Use of higher order questioning for academics and behavior	Teachers	2013-2014	Classroom walkthroughs, RISE evaluations	Ongoing

TURNAROUND PRINCIPLE #4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.

Strategies must be included for the following:

- The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
- Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the "taught" curriculum.
- The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
- Instructional materials and resources are aligned to the standards-based curriculum documents.
- An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Use of district/state pacing guides and CCSS to develop lesson plans, Learning & Assessment Rubrics (LARs), Goal Clarity Window (GCW) assessments.	Central Office, Principal, Assistant Principal, Teachers	2013-2014	Pacing guides, LARs, lesson plans, GCW assessments	Ongoing
1-3	Daily 30 minutes IMPACT intervention for academic (ELA & Math), behavior, and study skills/organization T2 & T3 instruction based on individual student needs and formative assessment data.	Principal, AIC, Teachers	2013-2014	Master schedule, data forms, collaborative meeting agendas	Ongoing
1-3	Use of STAR Reading & Math 3 times per year, ACUITY Predictive A, B, C, STAR progress monitoring of identified intervention and targeted students, Goal Clarity Window Assessments (GCW)	AIC, Teachers	2013-2014	Testing schedules, collaborative meetings, data forms, student schedules	Ongoing
1-3	30 minute First period IMPACT for students (intervention and enrichment)	Principal, Assistant Principal, Counselors, AIC, BIC	Daily 2013-2014	Master schedule, data forms	Ongoing
1-3	READ180, Read Naturally, Readworks, Newsela, RAZ, Reading A-Z, Houghton-Mifflin Use of Film Clips for Education and Rachel's Challenge as weekly bullying/character education curriculum/lessons.	Principal, AIC	Daily, Weekly, 2013-2014	Programs available and used in classrooms	Ongoing

TURNAROUND PRINCIPLE #5: EFFECTIVE STAFFING PRACTICES

Develop skills to better recruit, retain and develop effective teachers.

Strategies must be included for the following:

- Hiring timelines and processes allow the school to competitively recruit effective teachers.
- School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
- Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Hired Highly Qualified 2 8 th grade ELA teachers, 1 8 th grade ELA teacher, 4 math teachers, 1 Theater teacher	Principal, HR	May-July 2013	Staff rosters, master schedule	Completed
1-3	Professional Development -3 Period Zero Meetings/wk -2 planned collab/data meetings/wk	Principal, Assistant Principal, AIC, BIC	2013-2014	PD Weekly News, agendas, calendar	Ongoing
1-3	Teacher-driven Peer Visits	Leadership Team	2014	Spreadsheet, collab meeting agendas	Ongoing
1-3	Made internal staffing changes, moved teacher grade levels at the end of the 2012-2013 school year	Principal, Assistant Principal	May 2013 for the 2013-2014 school year	Master schedule	Completed
1-3	Walk throughs and RISE evaluations, mid-term visits	Principal, Assistant Principal	2013-2014	Google form, Randa Tower, calendar	Ongoing

TURNAROUND PRINCIPLE #6: ENABLING THE EFFECTIVE USE OF DATA

Ensure the school-wide use of data focused on improving teaching and learning. Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA's teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

Strategies must be included for the following:

- Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Bi-weekly academic and behavior data meetings STAR, ACUITY, GCW, Discipline Referrals & Infractions	AIC, BIC, Principal, Assistant Principal	Fridays 2013-2014	PD Weekly News, PD calendar, agendas, Powerschool, Infraction Forms	Ongoing
1-3	Progress monitoring of IMPACT and targeted students with STAR	AIC, Principal, Teachers	Monthly 2013-2014	Reports, intervention forms	Ongoing
1-3	Student goal-setting	Teachers, AIC, Principal	Prior to testing and following testing	Classroom goal setting sheets	Ongoing
1-3	Student Meetings	Principal, Assistant Principal, Dean	One time per quarter	Power Point, Google Slides	Ongoing
1-3	Weekly student improvement plan meetings	AIC, Counselors, Principal	Fridays beginning in December 2013	Grade reports, student contracts, data walls	Ongoing
1-3	Monthly Intervention Team meetings to review instruction and STAR reading and math data	AIC, Principal, Intervention teachers, Read180	Monthly on Wednesday mornings 2013-2014	Growth reports, agendas	Ongoing

TURNAROUND PRINCIPLE #7: EFFECTIVE USE OF TIME

Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning. An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

Strategies must be included for the following:

- The master schedule is clearly designed and structured to meet the needs of all students.
- The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
- The master schedule is clearly structured and designed to meet the professional development needs of staff.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Double blocks (80 minutes) of ELA and Math	Principal, Assistant Principal, Counselors	Added in 2013-2014	Master schedule	Completed
1-3	IMPACT (30 minutes daily) ELA & Math Intervention and various Enrichment	Principal, Assistant Principal, Counselors	Added in 2013-2014	Master schedule	Completed
1-3	Increased student day by 10 minutes	Central Office	2013-2014	Master schedule	Completed
1-3	Reduced student hallway passing time from 5 to 4 minutes	Principal, Assistant Principal, Counselors	2013-2014	Master schedule	Completed
1-3	Fall and Spring Intercession	Central Office	2013-2014	Schedules, phone logs, data, lesson plans	Fall completed.
1-3	READ180 and T3 Reading & Math for students below and well below grade level	Principal, Assistant Principal, AIC, SPED Dept.	2013-2014	Master schedule	Completed
1-3	3 Period Zero times for PD per week Double planning (80 mins) to allow for collaboration at least one time per day	Central Office, Principal, Assistant Principal	2013-2014	Master schedule	Completed
1-3	NJHS PASS Club After School Peer Tutoring Program, Communities in Schools After Care for 6 th Grade	Teachers, NJHS sponsor, AIC,	2013-2014	Pass Club flyers, schedules, calendar, teacher employee calendars	Ongoing

		Communitie s in Schools			
1-3	District Balanced School Year Calendar	District	2013-2014	School Calendar	Ongoing

TURNAROUND PRINCIPLE #8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

Increase academically focused family and community engagement. An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

Strategies must be included for the following:

- Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
- Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1-3	Fall and Spring Intercession	Central Office, Principal, AIC	Fall Break 2013 Spring Break 2014	Schedules, phone logs, data, lesson plans	Fall Completed
1-3	Parent/Teacher Conferences	Principal, AP, Teachers, Counselors, AIC, BIC	September, February, as-needed	School calendar, work calendars	Fall completed and ongoing
1-3	Transition visits, Open House	Principal, AP, Counselors	January/February 2014, April 2014	Invitations to parents, calendar, PowerPoint, schedules	Current
1-3	Strategic Planning-District	Central Office	Semester Review	Calendar appointments, district plan	Ongoing
1-3	PTO Monthly Meetings	PTO Board, Principal	2013-2014	Monthly meetings	Ongoing
1-3	Communities in Schools (CIS) After Care program for 6 th grade students provides homework assistance and enrichment activities to selected students.	Communities in Schools	2013-2014	Activities, agendas, calendars, brochures	Ongoing
1-3	LifeSprings Counselors meet with individual students in the schools setting	LifeSprings	2013-2014	Counselor schedules	Ongoing
1-3	Two theater productions, fall and spring band and choir concerts	Theater Teacher, Band/Choir	2013-2014	Production brochures, calendars, parent announcements	Fall Completed Spring Planned

		Director			
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Student Achievement Plan

SCHOOL: _____
DISTRICT: _____

**Leadership Team Assignments
2013--2014**

DATE: _____

Student Achievement Plan (SAP)

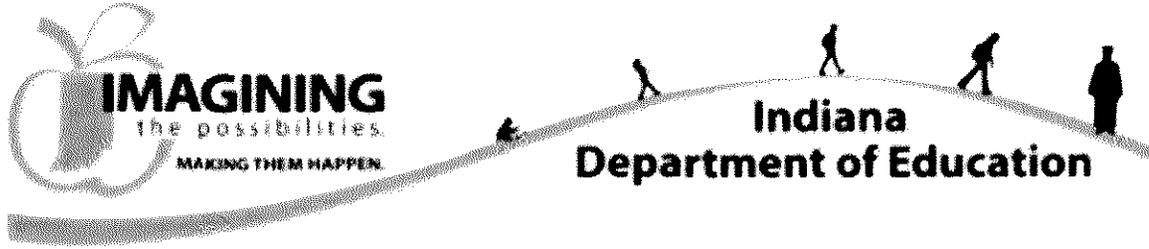
8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	Amy Hasselbring, Melissa Bower, KeNeisha Zell
#2: SCHOOL CLIMATE AND CULTURE	Matt Brown, Pam Hall
#3: EFFECTIVE INSTRUCTION	Kim Meador, Molly Riddle
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	Barb Tull, Deanna Maxwell
#5: EFFECTIVE STAFFING PRACTICES	Amy Hasselbring, Melissa Bower, KeNeisha Zell
#6: ENABLING THE EFFECTIVE USE OF DATA	Kelly Lovan, Adam Lord
#7: EFFECTIVE USE OF TIME	Carrie Howe, Steve Miller
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	Elain Ford, Diane Davis

Team members will represent each of the 8 Turnaround Principles listed above.

At each Leadership Team meeting, 2 groups will provide progress updates and next steps for their assigned Turnaround Principle. As tasks are accomplished, they should be checked off in the "status" column of the Student Achievement Plan.

GOAL: Review the entire document each month – 2 Turnaround Principles at a time.

IDOE Monitoring Feedback Template



Visit Information	
Date:	March 19, 2014
Monitoring Visit:	March 19, 2014
District:	Greater Clark
School:	Parkview Middle School
IDOE Outreach Coordinator:	Rebecca Reeves

IDOE Monitoring Feedback Template

Site-Visit Observations

Classroom Observations

In ALL classrooms I observed:

- student engagement
- use of technology
- effective behavior management
- knowledge and skill development
- student practice

In SOME classrooms, I observed:

- student led instruction
- group work/collaboration
- students sitting in small groups/partners
- student presentations
- positive, respectful communication between students and teachers
- teacher led instruction
- lessons and activities connected to students' interest levels
- high expectations
- rigor

I did not observe:

- student work displayed
- standards/objectives/purpose of activity posted
- differentiation

Leadership and Group Interview Responses

TP#1

- this year there has been a focus on sharing the data with the kids and helping them to understand how they got the grade that they got
- 9 new staff members this year
- restructured the whole day to include the double blocks for ELA and math
- teachers can work in department groups, collaboration with grade level peers helps with planning
- once a week, morning department meetings take place
- communication takes place with weekly emails to inform staff about PD, events and other news
- leadership puts out a calendar that includes focus areas for the month (ie character traits to focus on, PD topics, etc.)
- sense of urgency has changed this year, everyone is conscientious of the focus and teachers making every minute count
- students know more about their data – behavior, academics

IDOE Monitoring Feedback Template

- quarterly the students meet with administrative team and go over data, goals, comparing, growth
- staff works with kids to create a plan for the next couple of years to be sure they get in the classes they may want

TP#2

- Devil Dinero – kids can earn these to “buy” things, they can earn for behavior, achievement, showing responsibility, etc.
- every week there is a staff spotlight, staff asks a student who a favorite teacher is and then make a video to highlight the teacher
- Devil Dinero is used to draw teacher names for prizes
- committee of people that helps with staff celebration
- Devil Dinero is given in the classroom for recognition of the kids based on their goal setting, behavior, growth
- student of the month highlighted and communicated throughout the school
- huge change this year, decided at the end of last year on a whole school behavior plan, matrix and predictable consequences, support from the office has been great this year
- peer mentor program connects 6th graders with 8th graders
- check in check out for Tier 2 and 3 students
- teacher student mentor program

TP#3

Recent PD topics include:

- gradual release
- purposeful teaching
- effective questioning
- math teachers are still geared toward teacher led, this is a focus for leadership
- LARs
- PD is T-Th, book and article readings are included for teacher development
- collaborative planning time helps with sharing
- GCW meetings at the district
- vertical articulation meetings with high school
- Gradual Release, vocabulary instruction, DLR...in May - differentiation

TP#4

- GCW, balanced math, Acuity DMR and DMR quizzes are used as formative assessments allowing teachers to create a focus on individuals and student groups

TP#5

- many staff changes at the start of the year due to high teacher turnover last year...these changes have been very positive and have helped to create a more unified staff
- AIC focuses on vocabulary, reading, writing, pushing the focus on data for all staff members
- the behavior improvement coordinator works with individual teachers and staff
- grade level classrooms are near to each other which helps with the collaboration within a grade level
- leadership uses walkthrough and teacher evaluation data to guide PD and offer support

IDOE Monitoring Feedback Template

TP#6
-teachers are sharing data with students
-Acuity resources are being used with staff – Instructional resources, custom tests
-staff has had the Acuity and istep data explained to them more in depth this year and has a deeper and more meaningful understanding
-IMAPCT time has been redesigned to focus teaching on specific groups of kids in specific skill areas
-Learning rubrics have been developed to create pathways with standards and curriculum – these also include assessments
-GCWs guide the pace of curriculum
-students know more about their data – behavior, academics
-staff works with kids to create a plan for the next couple of years to be sure they get in the classes they may want

TP#7
-80 minute Math and ELA blocks
-focused collaborative planning, creating LARS
-training days happen with other middle school teachers in the district
-Science and SS blocks are shorter times but will be reconfigured next year
-Math and English times have increased
-IMPACT time is focused on the certain groups of kids according to what they need – every quarter the groups are adjusted
-common planning time

TP#8
-parent advisory committee being formed for next year
-parent night for 6th grade, open houses, parent teacher conferences, plays and concerts
-next year they want to create outside of school events sponsored by the school (ie – 5K run)
-emails with parents and teachers
-firefighters come in to work with kids
-BIC is working on bringing in more community involvement and support for individual students or Tier 2 groups

Suggested Next Steps

TP#1
-Continue to use walkthrough data and evaluations to support teacher development and plans for PD topics
-Continue to support staff with meaningful professional development that support best practices
-Use the Turnaround Principles Rubric to focus on effective and highly effective practices to support the turnaround effort

TP#2
-Continue with staff and student recognition and celebrations

TP#3
-Continue conversations about effective, purposeful instruction, differentiation, student collaboration and gradual release

TP#4

IDOE Monitoring Feedback Template

-Use the flexibility that you will have next year to develop your assessments for the GCW in order to assess and use the data more effectively

TP#5

- Continue to use walkthrough data and evaluations to support teacher development
- Consider adding a transitional class (and teacher) to help support the increased enrollment in 6th grade

TP#6

- Continue to discuss and use data with teachers to increase the development and comfort level with using data to drive instruction
- Continue to use data to individualize student instruction and utilize the IMPACT time effectively

TP#7

- Continue to make adjustments to the schedule to fit the needs of the students and staff availability
- Continue to use data to individualize student instruction and utilize the IMPACT time effectively
- Continue focused and intentional planning with teachers
- How will you support the increased enrollment at the 6th grade level for next year?
- Having a transitional class for the “not quite ready” students will help support the larger enrollment

TP#8

- Continue with plans to form a parent advisory committee for next year to help with engagement
- Continue with plans for more “outside of school events” that will help draw in families and communities (ie 5K run)

Potential Resources

marooneyfoundation.org – great resources for use with teachers to dig into data

Books:

The Highly Engaged Classroom by Robert Marzano

Teach Like a Champion by Doug Lemov

Teach Like a Champion Field Guide by Doug Lemov

Yardsticks by Chip Wood (building student/teacher relationships)

High Performing School: Benchmarking the 10 indicators of effectiveness by Mardale Dunsworth and Dawn Billings

A Framework for Understanding Poverty by Ruby Payne



Monitoring Summary
Parkview Middle School

Turnaround Principle	Rating	Evidence
TURNAROUND PRINCIPLE 1: School Leadership	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	<ul style="list-style-type: none"> • interviews and observations • SAP • meeting schedules and agendas • weekly news emails from principal • teachers' schedules and assignments • teacher evaluations • walkthrough forms • PD plan
TURNAROUND PRINCIPLE 2: School Climate and Culture	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	<ul style="list-style-type: none"> • discipline plan • interviews, observations • meeting schedule • weekly emails to staff • meeting agendas • SAP • goal setting sheets • presentation to students about data • Tier 3 data, list of students and support offered for each level

<p>TURNAROUND PRINCIPLE 3: Effective Instruction</p>	<p>1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective</p>	<ul style="list-style-type: none"> • LARs • Goal Clarity assessments • Acuity assessments • teacher evaluations • DMRs • IMPACT lesson plans • lesson plans • master schedule • extended day schedule and plans • pacing guides
<p>TURNAROUND PRINCIPLE 4: Curriculum, Assessment & Intervention System</p>	<p>1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective</p>	<ul style="list-style-type: none"> • LARs • GCW • Acuity • teacher evaluations • DMRs • IMPACT student assignments • IMPACT lesson plans • lesson plans • master schedule • extended day schedule and plans • pacing guides
<p>TURNAROUND PRINCIPLE 5: Effective Staffing Practices</p>	<p>1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective</p>	<ul style="list-style-type: none"> • staff roster • SAP • Interviews • meeting schedules and agendas • weekly news emails • teachers' schedules and assignments • evaluations • walkthrough forms • IMPACT assignments
<p>TURNAROUND PRINCIPLE 6: Enabling the Effective Use of Data</p>	<p>1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective</p>	<ul style="list-style-type: none"> • Acuity results • meeting schedule • weekly emails to staff • meeting agendas • SAP • interviews • goal setting sheets • presentation to students

		about data <ul style="list-style-type: none"> • data documents • IMPACT assignments
TURNAROUND PRINCIPLE 7: Effective Use of Time	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	<ul style="list-style-type: none"> • master schedule • new extended day schedule • leadership and teacher interviews • learning and assessment rubrics • SAP • interviews
TURNAROUND PRINCIPLE 8: Effective Family and Community Engagement	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	<ul style="list-style-type: none"> • SAP • interviews • calendar of events • parent communication log
Additional Comments: <p>The leadership and staff at PVMS have implemented many best practices this past year that are supporting the turnaround effort at this school. The staff members I interviewed indicated a significant change in the staff and student culture in the building. The focus on data driven decision making and creating a student behavior matrix have been two areas that have helped improve the overall climate. The staff feels that the leadership (Principal, Assistant Principal, AIC, BIC, Dean and Counselors) fully supports the classroom teachers and other support staff. The best practices that have been implemented by this staff are highly commendable.</p>		

Outreach Coordinator: Rebecca Reeves

Date: March 20, 2014

Professional Development Calendar (Annual)

Day	Topic	Week 1	Week 2	Week 3	Week 4
Tuesday	Data Analysis	CFA	CFA	CFA	Corporation Benchmark / State Assessment
Wednesday	Professional Development	Technology	Literacy	Literacy	Math
Thursday	Planning	Facilitated	Facilitated	Facilitated	Facilitated

Literacy Topics: Vocabulary (Frayer Model) / Comprehension (Cornell Notes)

Technology Topics: 1:1 Implementation / Google Apps for Education / Google Utilities

Math Topics: Balanced Mathematics

Planning: Facilitated by Administration

Data Analysis: CFA (Common Formative Assessments)

GCCS Assessment Windows 2013-14

ISTEP+ 3-8

Assessment	Assessment Window Begins	Assessment Window Ends
Applied Skills	3/10/14	3/19/14
Multiple-Choice	4/28/14	5/9/14 online
Core Link	4/28/14	5/16/14

IREAD-3

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple-Choice	3/17/14	3/19/14
Summer	6/2/14	7/25/14

IMAST

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple-Choice	4/28/14	5/7/14

ECA

Window	School	Assessment	Begins	Ends
Early Winter	High School retest	Algebra 1/English 10	12/9/13	12/18/13
Spring	Jeff High	Biology 1	5/21/14	6/2/14
	Jeff High	English 10	5/15/14	5/27/14
	Jeff High	Algebra 1	5/23/14	6/4/14
	CHS	Biology 1	5/13/14	5/22/14
	CHS	English 10	5/22/14	6/3/14
	CHS	Algebra 1	5/15/14	5/27/14
	NWMH	English 10	5/23/14	6/4/14
	NWMH	Biology 1	5/12/14	5/21/14
	NWMH/CP	Algebra 1	5/19/14	5/29/14
	CP	Biology 1	5/5/14	5/14/14
	CP	English 10	5/12/14	5/21/14
	CMS/Parkview/RValley	Algebra 1	5/19/14	5/29/14
	CCM/H	Biology 1	5/5/14	5/9/14
	CCM/H	English 10	5/12/14	5/16/14
CCM/H	Algebra 1	5/19/14	5/23/14	
Summer	Course Credit	Algebra/English 10	6/19/14	7/31/14

ISTAR

Assessment	Assessment Window Begins	Assessment Window Ends
ISTAR	3/1/14	4/30/14

LAS Links

Assessment	Assessment Window Begins	Assessment Window Ends
Annual Administration	1/22/14	2/28/14

STAR Reading & Math

Assessment	Grade	Begin	End
Star Reading/Math	K-12	8/5/13	8/23/13
Star Reading/Math	K-12	1/6/14	1/24/14
Star Reading/Math	K-12	5/12/14	5/30/14

GCCS Assessment Windows 2013-14

College/Career– Grade 11

Assessment	Begin	End
Accuplacer	3/3/14	3/12/14

Technology Assessment- Grades 5 & 8

Assessment	Post - Test	
	Begin	End
21 st Century Skills	4/14/14	4/25/14

High Ability Identification – Kind.

Assessment	Grade	Begin	End
CoGAT -Screening	K	1/13/14	1/22/14
Testing	K	2/24/14	3/7/14

Acuity Grades 3-8 & Algebra

Assessment	Predictive A		Predictive B		Predictive C	
	Begins	Ends	Begins	Ends	Begins	Ends
ELA/Math (3-8)	9/23/13	10/4/13	11/25/13	12/10/13	2/6/14	2/21/14
Sci (4&6) Soc St (5&7)			12/4/13	12/17/13	2/3/14	2/19/14
Algebra I (8-12)	11/4/13	11/18/13	1/27/14	2/7/14	3/24/14	4/11/14

ACT/SAT - GCCS

Assessment	Grade	Date	Assessment	Grade	Date
Explore	8/9	9/17-18/13	PSAT	10	10/30/13
Plan	10	9/17-18/13	ACT w/writing	11	3/18/14

ACT/SAT – College Board

Assessment	Date	Date	Date	Date	Date	Date	Date
ACT	9/21/13	10/26/13	12/14/13	2/8/14	4/12/14	6/14/14	
SAT	10/5/13	11/2/13	12/7/143	1/25/14	3/8/14	5/3/14	6/7/14

AP Exams

Assessment	Date
Chemistry, Psychology, Environmental Science	5/5/14
Computer, Spanish, Art H	5/6/14
Calculus AB, BC	5/7/14
English Lit/Comp, Latin	5/8/14
English Language & Comp, Statistics	5/9/14
Biology, Physics, Music	5/12/14
US Government, Comparative Government, French	5/13/14
German, US History, European History	5/14/14
Microeconomics, World History	5/15/14
Human Geography, Spanish Literature	5/16/14

GCCS Assessment Windows 2013-14

Goal Clarity Assessments

Quarter	Writing Genre	Module	Window	Data Analysis Due
1	Narrative	1	Aug.1-16, 2013	Aug. 23, 2013
1		2	Aug. 19-30, 2013	Sept. 6, 2013
1		3	Sept. 3-20, 2013	Sept. 27, 2013
1		4	Sept. 23 – Oct.4, 2013	Oct. 25, 2013
2	Persuasive/ Argumentative	1	Oct. 21-Nov.1, 2013	Nov. 8, 2013
2		2	Nov. 4-15, 2013	Nov. 22, 2013
2		3	Nov. 18-Dec.6, 2013	Dec. 13, 2013
2		4	Dec. 9-20, 2013	Jan.10, 2014
3	Informative	1	Jan. 6-17, 2014	Jan. 24, 2014
3		2	Jan. 21-31, 2014	Feb. 7, 2014
3		3	Feb.3-14, 2014	Feb. 21, 2014
3		4	Feb.18-28, 2014	Mar. 7, 2014
3		5	Mar.3-21, 2014	Apr. 11, 2014
4	Research	1	Apr. 7-25, 2014	May 1, 2014
4		2	Apr. 28-May 9, 2014	May 16, 2014
4		3	May 12-June 3, 2014	June 4, 2014

Text Reading Levels K-2

Assessment	BOY		MOY		EOY	
	Sept.	Data due	Dec.	Data due	May	Data due
Kindergarten			ALL	1/10/14	ALL	6/4/14
Grade One	ALL	10/25/13	ALL	1/10/14	ALL	6/4/14
Grade Two	IMPACT	10/25/13	IMPACT	1/10/14	IMPACT	6/4/14

	Reading Wonders			Guided Reading			Reading Recovery		
	Sept	Dec	May	Sept	Dec	May	Sept	Dec	May
Grade K		2	6		B	C/D		2	5/6
Grade 1	8	14	20	E	H	K	8	14	20
Grade 2	20	24	30	K	L	N	20		

PROFESSIONAL LEARNING

ASCD
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Fisher and Frey's FIT Teaching™

WHAT IS FISHER AND FREY'S FIT TEACHING?

The Framework for Intentional and Targeted (FIT) Teaching is based on the work of Dr. Doug Fisher and Dr. Nancy Frey. The four essential elements of FIT Teaching provide teachers with the tools and skills to insure that high-quality teaching and learning occurs in every classroom.

THE FOUR ELEMENTS OF THE FRAMEWORK FOR INTENTIONAL AND TARGETED (FIT) TEACHING

1. **School and Classroom Culture:** School culture—the actions, traditions, symbols, ceremonies, stories, and rituals that reflect the school's mission—is equally important to the academic success of each student as is the explicit academic curriculum of a school. An effective school operationalizes its mission by integrating academic outcomes with a positive school culture.

Fisher and Frey's Five Pillars of Creating a Culture of Achievement

- I. **Welcome:** This pillar asks, "Do stakeholders feel welcomed?" Understand what organizational theorists refer to as "the experience economy" and how important this is to a school's success.
- II. **Do No Harm:** This pillar puts adults in the position of teaching students to assess their actions as appropriate or not, based on an ethical standard rather than adherence to a set of rules.
- III. **Choice Words:** This pillar represents the importance of choosing words carefully so that messages students receive build positive students' identities.
- IV. **It's Never Too Late to Learn:** This pillar presumes competence from the beginning of a learning experience and allows for errors and mistakes as a natural part of the learning process.
- V. **Best School in the Universe Pillar:** This pillar promotes a school mission that embraces routine systemic reflection, conditions that create and support the best place to work and to learn and service cycles and service recovery

About ASCD

Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. Comprising 140,000 members—superintendents, principals, teachers, professors, and advocates from more than 128 countries—the ASCD community also includes 56 affiliate organizations. The nonprofit's diverse, nonpartisan membership is its greatest strength, projecting a powerful, unified voice to decision makers around the world.

The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

ASCD Mission

ASCD is a global community dedicated to excellence in learning, teaching, and leading. ASCD's innovative solutions promote the success of each child.

ASCD Publications

ASCD publications are recognized for their depth of insight and relevance to the lives of educators. This is because so much of our content is written by educators themselves—professionals at all levels who care deeply about the success of all learners and are eager to share their knowledge with colleagues throughout the world.

ASCD PD in Focus

PD in Focus is an essential on-demand professional development system that provides online access to ASCD's extensive library of videos demonstrating effective teaching practices. Designed especially for professional learning communities, schools, and districts, PD in Focus connects research-based practices with real-life examples of effective classroom instruction. Features include:

- A custom channel creator
- Group discussion boards
- Enhanced assignment capabilities
- Robust reporting

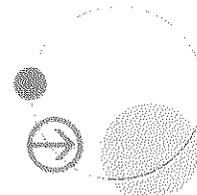
ASCD PD Online

PD Online courses help educators address individual and group professional development needs with:

- Flexible course design that supports personal professional development needs.
- Job-embedded applications that link course materials to real-world practice.
- Assessments that measure results at the beginning and end of each course.
- Intuitive design that makes training and implementation simple.
- Credit hours equal to at least 10 seat hours. Many states, districts, and universities allow courses to apply toward CEU or college credit.

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1-703-578-9800 or 1-800-933-2723

to continuously monitor and adjust adherence to the pillars.

2. Establishing Purpose: Learning and understanding the critical importance of the **intentional** planning for and designing of instruction that provides students with a clear understanding and vision of
 - a. What students will *learn*, know, and understand after the instruction.
 - b. What specific content, oral and written language skills, and social skills will be learned.
 - c. How the purpose of the lesson is relevant to other learning.

3. Gradual Release of Responsibility: Learn how to **intentionally** design and deliver scaffolded and guided instructional practices that maximize student learning:

- a. Focused Instruction—Teacher: “I do it.”
- b. Guided Instruction—Teacher and students: “We do it.”
- c. Collaborative Learning—Students: “You do it together.”
- d. Independent Learning—Student: “You do it alone.”

4. Formative and Summative Assessments: Offering descriptive and actionable feedback and using classroom data to inform **targeted** future instruction:

- a. Feed Up
- b. Feedback
- c. Feed Forward
- d. Checking for Understanding

IMPLEMENTATION/ EVALUATION TIMELINE

District-Level Support

- ASCD implementation staff and identified ASCD Faculty member meet with district to develop and outline implementation, evaluation, and communication plans, and a communication plan for the initiative. Current district initiatives will be integrated within the plan. A visual will be developed to illustrate how Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching connects to and supports other identified district initiatives. (Estimated 3 Days)
- ASCD implementation staff and identified ASCD Faculty members support district leaders in identifying a stakeholder group who will be involved in the development of Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching and the job-embedded professional learning that will be required. The stakeholder group will outline the timeline and support the development of policies and practices. (Estimated 3 Days)

School-Level Support

- ASCD Faculty will work with leadership team to begin the initiative. The leadership team will consist of identified teacher leaders and administrators. This team will participate in professional learning around Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching. The leadership team and assigned ASCD Faculty will develop implementation, communication, job-embedded professional

learning for staff, and roll-outs customized to schools, in alignment with district plan. ASCD professional learning support will be delivered both face-to-face and through virtual coaching.

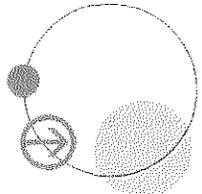
- Identified ASCD Faculty members will work with school leadership teams at their individual school sites, throughout the job-embedded rollout of Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching as identified in the school-level implementation plan.
- ASCD implementation staff, identified ASCD Faculty member, and district/school staff will conduct ongoing professional learning feedback and gather impact data to determine effectiveness and sustainability of efforts.

- *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind* by Douglas Fisher and Nancy Frey
- *Guided Instruction: How to Develop Confident and Successful Learners* by Douglas Fisher and Nancy Frey

RECOMMENDED RESOURCES AND MATERIALS

Books/E-Books

- *Checking for Understanding: Formative Assessment Techniques for Your Classroom* by Douglas Fisher and Nancy Frey
- *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* by Douglas Fisher and Nancy Frey
- *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition* by Douglas Fisher and Nancy Frey
- *How To Create a Culture of Achievement in Your School and Classroom* by Douglas Fisher and Nancy Frey



(Estimated 5 Face-to-Face Days, 5–7 Virtual Days)

NOTE: ASCD Faculty members will be assigned based on school-level experience with Fisher and Frey’s Framework for Intentional and Targeted (FIT) Teaching. Each school level will work with one ASCD Faculty member.

MONITORING INSTRUMENT: provided by Marge Simic
 2014-2015 Transformation Model: Year I
 School Improvement Grant 2014-2015

SIG 01: Principal Replacement			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 01 Replace the principal who led RVMS prior to commencement of the Transformation model.		
Associated Documents	Job description (based on RISE/ Turnaround Rubric) and resume of new principal GCS description of its process and timeline for replacing the principal		
Required and Optional Documents	HR procedures and policies Vacancy List Position Control Roster Performance Task to utilize for hiring decisions		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 02: Principal and Teacher Evaluation			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 02 Use rigorous, transparent, and equitable evaluation systems for teachers and principal(s) that: A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased learning time (reduced behavior incidences), and B) are designed and developed with teacher and principal involvement.		

Associated Documents	HR procedures and policies		
Required and Optional Documents	Agendas, minutes, and sign-in sheets from meetings where the new evaluation system (RISE/ Turnaround Rubric) was discussed Detailed plan for the development of a new teacher and principal evaluation system (RISE/ Turnaround Rubric) memoranda, announcements rubrics or other documentation outlining the evaluation criteria for staff Products of the evaluation system, such as sample teacher evaluations and evidence of staffing decisions made with regard to teacher evaluations		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 03: Identify, Reward, and Replace

		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 03 Identify and reward school leaders, teachers and other staff who, in implementing the RVMS Transformation model, have increased student achievement; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
Associated Documents	HR procedures and policies		
Required and Optional Documents	Documentation of results of the incentive process Evidence of staffing decisions made with regard to teacher evaluations Faculty Handbook, memorandum of understanding, or staff contract that lays out system of reward for staff who are raising student achievement		

	and remediation and consequences for staff who are not raising student achievement		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 04: Recruit, Place, and Retain			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 04 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school		
Associated Documents	HR procedures and policies Vacancy List Position Control Roster Performance Task to utilize for hiring decisions		
Required and Optional Documents	Faculty handbook, memoranda, staff contract or other document that describes any new incentive systems or opportunities for promotion and career growth GCS description and evidence of any means or procedures implemented for recruiting, placing and retaining staff with skills necessary to implement the transformation model selected		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 05: Professional Development			
		Activity/ Evidence:	Date
LEA Status	In Progress		

Compliance Indicators	II-SIG 05 Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
Associated Documents	Schedules, agendas and minutes Handouts, PowerPoints, reflection		
Required and Optional Documents	Documentation of past and current professional development activities, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching limited English proficient students Documentation, research, or data used to determine the types of professional development that were or will be provided GCS description and provide evidence of how school staff is involved in designing professional development programs and activities GCS memoranda, announcements, calendars, or agendas for professional development meetings Professional development resources and materials provided by GCS to SIG school staff relating to the school reform models and effective instruction		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 06: Operational Flexibility			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 06 Give RVMS sufficient operational flexibility (such as		

	staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase instructional time (reduce behavioral referrals)		
Associated Documents	Master schedule Staffing assignment chart School climate survey Professional development schedule/ plan Scheduled intervention time/ intervention programs		
Required and Optional Documents	Examples of the operating flexibility that RVMS has regarding SIG, may include, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products Examples possibly will include, but is not limited to, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 07: Instructional Program			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 07 Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with INCSS		
Associated Documents	Samples of individual student schedules Scheduled intervention time Data analysis documentation Data analysis summaries/ reports		

	Needs assessment data School focus groups School plan/ action plan		
Required and Optional Documents	Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs Examples of data collected by GCS and/or school, analysis of data, and how data were used to identify and implement instructional programs GCS memoranda, announcements, calendars, or agendas for professional development meetings pertaining to the identification and implementation of new instructional programs		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 08: Use of Student Data			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 08 Promote the continuous use of student data (such as diagnostic, formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
Associated Documents	Data analysis documentation Data analysis summaries/ reports Needs assessment data School focus groups Minutes/ agendas for collaboration times		
Required and Optional Documents	Evidence of staff collaboration around student data, that may include, but is not limited to, calendars, agendas, and products of collaboration Examples of data collected by school, content area, or individual teacher; analysis of data; and description of		

	how data was used to inform instructional decisions Summary of classroom observations		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 09: Increased Learning Time			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 09 Establish schedules and implement strategies that provide increased learning time: A) core, B) enrichment, and C) teacher collaboration		
Associated Documents	Current year's and base-line year's instructional calendar Current year's and base-line year's instructional minutes Current year's and base-line year's school schedule GCS examples of how the increase in time is being used, that may include, but is not limited to, sample lesson plans, instructional planners, staff collaboration around program alignment and content		
Required and Optional Documents	Samples of individual student schedules Scheduled intervention time Data analysis documentation Data analysis summaries/ reports Needs assessment data School focus groups Minutes/ agendas for collaboration times		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 10: Family and Community Engagement			
		Activity/ Evidence:	Date

LEA Status	In Progress		
Compliance Indicators	II-SIG 10 Provide ongoing mechanisms for family and community engagement		
Associated Documents	School climate survey School focus groups Student/ parent handbooks Job description of family/ community engagement staff List of family/ community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving the services and their attendance Surveys of families Surveys of community providers School guidance plans List of family/ community education programs List of outreach programs for families with struggling students		
Required and Optional Documents	Letters to parents, fliers, announcements, and agendas and/or minutes from parent/ community meetings Parent Involvement Plan Results of community surveys		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 11: Technical Assistance			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 11 Ensure that RVMS receives ongoing, intensive TA and related support from GCS or a designated external lead partner organization (such as a school transformation organization or an education management organization or school improvement technical assistance).		

Associated Documents	Schedules, agendas and minutes Handouts, PowerPoints, summaries/ feedback		
Required and Optional Documents	Copy of Service Agreement between GCS and TA provider Current documentation that describes the GCS's process and criteria for approving external provider Evidence of TA provided to RVMS Products of or documentation reflecting GCS site visits relating to the implementation of the SIG		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 12: Fiscal Management			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 12 Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort.		
Associated Documents	Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date GCS Plan RVMS SIP/ PL221/ Student Achievement Plan		
Required and Optional Documents	A Position Control report in Excel format for the entire GCS and all resource codes that includes the employee name, position number,		

	start and end date, salary/ payroll amount, and location Regulations, policies, or protocols that provide evidence of GCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010))]		

SIG 13: Fiscal Accountability			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 13 Ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used only in RVMS identified in GCS's sub-grant award letter		
Associated Documents	Detailed budget reports to date for resource code, sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date GCS Plan RVMS PL221 Plan/ SIP/ Student Achievement Plan		
Required and Optional Documents	Report or listing of contracted services charged to SIG that contains the start and end dates, the GCS's local board approval date, the vendor name, the contract amount, and the contract payment schedule Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28,		

2010]		
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SIG 14: Equipment			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 14 GCS maintains an inventory record for each piece of equipment with an acquisition cost of \$500 or more per unit that is purchased with SIG funds and has conducted a physical check of the inventory of equipment within the past two years and reconciled the result with inventory records. The record includes: type/ description, model/ name, serial number, funding source, acquisition date, cost, location, and current condition.		
Associated Documents	RVMS PL221 Plan/ SIP/ Student Achievement Plan		
Required and Optional Documents	Documentation of physical check of inventory within the past two years reconciled with inventory records Inventory records of items purchased with state or federal categorical SIG funds that include all requirements Report of expenditures of SIG funds to date for GCS and RVMS that indicate major object and sub codes for the appropriate resource codes		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 15: Leadership Team Approval			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 15 Building Leadership Team aligns the SIG components with the SIP/ PL221 goals, strategies and		

	<p>activities, and annually reviews, updates and approves the plan including proposed expenditures. The plan elements include:</p> <ul style="list-style-type: none"> • An analysis of academic performance data to determine students' needs • School goals to meet the identified academic needs of students • Activities to reach school goals that improve the academic performance of students • Expenditures of funds allocated to the school • The means of annually evaluating the progress of programs toward accomplishing the goals 		
Associated Documents	RVMS PL221 Plan/ SIP		
Required and Optional Documents	<p>Minutes/ agendas of BLT approving allocations, proposed expenditures on SIP activities, and centralized services</p> <p>Notice, agenda, and minutes of BLT meeting indicating how program services are identified, developed, implemented, monitored, evaluated, and improved in the SIP</p> <p>BLT evaluation of the SIP activities</p>		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		