



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	Career Academy of South Bend	Corp #	9880
School	South Bend Career Academy	School #	7564
Superintendent / Principal Name	Paul Schlottman	Email	pschlottman@sbcaain.org
Title I Administrators Name	Ronda Ross	Email	rross@sbcaain.org
Principal	Michael Parsons	Email	mparsons@sbcaain.org
Mailing Address	3801 Crescent Circle	City	South Bend
		Zip Code	46628
Telephone	574-299-9880	Fax	572-288-6125
Total Funding Authorization	\$ 1,287,114.53 (requested amount)		

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: **PLEASE NOTE SBCA DOES NOT HAVE A TEACHER'S UNION BUT HAS ATTACHED A TEACHER LETTER OF SUPPORT.**
- 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: Paul Schlotter Date: 3/31/2014
Title I Administrator Signature: [Signature] Date: 3/31/2014
Principal Signature: Michael [Signature] Date: 3/31/2014

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 Admin.	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>
Planning Team Meeting	3/07/14	0	1	1	0	0	0	Principal approval to proceed with grant application after discussion of scope and needed resources.
Planning Team	3/14/14	0	1	1	0	0	0	Team member participation and roles discussed.
Planning Team	3/18/14	0	2	3	0	0	0	Team discussed timeline and resources needed to complete app.
Student Council and Planning Team	3/20/14	1	2	4	0	0	20	Students and staff were updated on SIG and students provided input via survey on change they would like to see.
Planning Team	3/24/14	0	2	2	0	0	0	Discussed budget for our interventions, and informational needs for grant.
Planning Team and School Board President	3/26	0	1	1	4	0	0	SIG Discussion and School Board support and assurances.
Planning Team, HR, and Finance Meeting	3/29	0	3	4	0	0	0	Discussion of interventions and budgets to support them.
Planning Team, Superintendent, HR	3/31	0	3	2	0	0	0	Review of application components.
Student body, parents, all present staff.	3/31	4	30	5	0	0	240	Admin informed student body and staff of SIG grant/ benefits and invited further inquiry.

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
South Bend Career Academy	7-12	Y	Transformation	

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 ISTEP+ E/LA 7 th /8 th Grade	% 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
Black	74%	17	Medium – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	41%	51%	56%
Hispanic	60%	6	Medium – Subgroup is limited to make an accurate assessment.	55%	65%	70%
White	61%	17	Low – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	71%	81%	86%
Free/Reduced	56%	30	High – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	59%	69%	74%
LEP	80%	1	Medium – Subgroup is limited to make an accurate assessment.	55%	65%	70%
Special Education	72%	4	Medium – Subgroup is limited to make an accurate assessment.	43%	53%	58%
Overall	51%	47	High – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	64%	74%	79%

Student Groups ISTEP+ Math 7th/8th Grade	% 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
Black	50%	12	Medium – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	65%	75%	80%
Hispanic	60%	4	Medium – Subgroup is limited to make an accurate assessment.	55%	65%	70%
White	58%	18	High – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	57%	67%	72%
Free/Reduced	58%	32	High – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	57%	67%	72%
LEP	80%	1	Medium – Subgroup is limited to make an accurate assessment.	55%	65%	70%
Special Education	75%	4	Medium – Subgroup is limited to make an accurate assessment.	40%	50%	55%
Overall	50%	46	High – primary previous education from “D” and “F” rated schools based on ISTEP+ achievement scores.	65%	75%	80%

Student Groups ECA E/LA High School	% 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
Black	67%	12	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	53%	63%	73%
Hispanic	67%	4	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	53%	63%	73%
White	48%	10	Medium – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	67%	77%	82%
Free/Reduced	52%	13	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	67%	77%	82%
LEP	0%	0	Medium – Subgroup is limited to make an accurate assessment.	70%	75%	80%
Special Education	50%	6	Medium – Subgroup is limited to make an accurate assessment.	55%	60%	65%
Overall	57%	27	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	72%	77%	82%

Student Groups ECA Math High School	% 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
Black	95%	55	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	40%	55%	65%
Hispanic	82%	14	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	50%	60%	70%
White	83%	55	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	50%	60%	70%
Free/Reduced	94%	78	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	40%	55%	65%
LEP	0%	0	Medium – Subgroup is limited to make an accurate assessment.	40%	50%	60%
Special Education	89%	25	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	40%	50%	60%
Overall	88%	137	High – primary previous education from “D” and “F” rated schools based on ISTEP+ and ECA achievement scores.	40%	55%	65%

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	102,600	102,600	Students are in school 540 minutes per day, multiplied by 190 days, equals 102,600 minutes served per school year.
2. Dropout rate*	>1%	>1%	Currently, we have 12 students in our senior class. Our dropout rate is low due to the lack of students able and willing to drop out of school.
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	91.88%	96.5%	Data was pulled from the student information system since August 19, 2014.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	2.5% 7 students	10% 40 students	SBCA has one advance math (AP) class serving seven students. This class began in the fall of 2013.
5. Number of students completing dual enrollment classes	14.5% 40 students	15% 60 students	SBCA has one advance math class and two advance English classes (AP).
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.)	>1% 1 student	5% 20 students	Reviewing student rosters and transcripts, SBCA currently only has one student who completed both advance coursework and dual enrollment class.
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	LSY LSD SS	LSY LSD SS	Our school day is currently from 8:00 AM - 5:00 PM each day. Our school calendar is 190 academic school days. We also offer two, three week sessions of summer school. During the nine hour school day, all students receive an hour lunch period to eat their lunch, socialize, and be active in the gymnasium or outside (weather permitting).
8. Discipline incidents*	120 OSS 245 ISD 3 Expulsion		The number of discipline referrals from 2012-2013 school year to present are down 60% (2009 → 794). The number of Out of School Suspension given are down 64% (325 → 120) from the 2012-13 school year to present. Referrals have decreased overall because SBCA hired a <i>Director of Student Support</i> to oversee student culture

			and discipline; also, the rate of effective teachers has increased in the classroom proving a higher level of classroom management.
9. Truants (# of unduplicated students, enter as a whole number)	44 students	7%	Tracking student attendance has been an increased issue throughout the past three school years. Currently, 17% of the students have 10 or more unexcused absent days from school.
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].)	IN – 0 IMP – 13 EF – 16 HEF – 3	IN – 0 IMP – 2 EF – 20 HEF – 9	Through the experience of our new Superintendent and utilizing the Ventures for Excellence interviewing procedures, SBCA will seek to employ only effective and highly effective teachers. SBCA will cease employment at the end of the school year for all employees who receive an Ineffective or Improvement Necessary rating.
11. Teacher attendance rate	97%	98.5%	Our teacher attendance rate is high, however, we have six teachers who have below an 80% attendance rate which greatly affects the students in the classroom. The administration team will be developing an incentive model to reward the teachers with a high attendance rate throughout the school year.

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>The South Bend Career Academy (SBCA) serves grades seven through twelve and opened its doors in the fall of 2011, as a public tuition-free, charter school. Receiving its charter from Ball State University, SBCA is the vision of two area business leaders who desire to create an engaging learning environment which links together student education to the relevancy of the workplace. Whether the student chooses a college, service and/or trade pathway, SBCA is intentional in developing each student's strengths and educational passions by equipping each student to focus on academic achievement and personal success. Students at SBCA are valued for who they are and who they are becoming.</p> <p>SBCA is cultivating the student skill sets needed to effectively meet the demand of local employers within a global society. The mission of SBCA includes providing "hands on" work</p>

experience through career exploration, volunteerism, job-shadowing and internships with the South Bend business community. The school gives students practical and valuable experience benefitting both the student and the potential employer. Employability skills for students, no matter the chosen career pathway, are reinforced through academic rigor and high expectations for a strong work ethic.

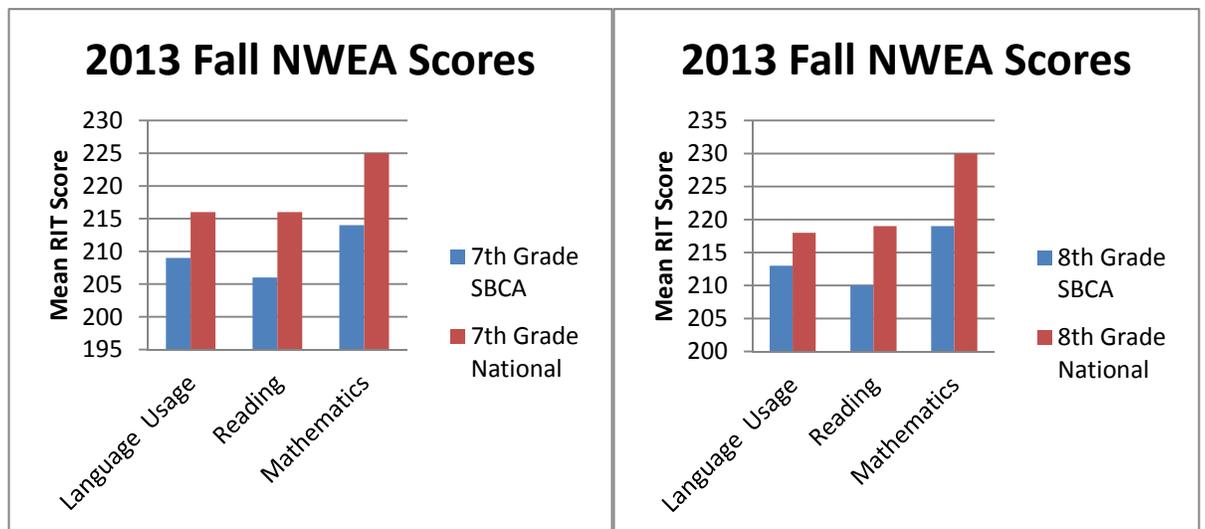
SBCA conducted a root cause analysis to identify the main educational and cultural factors that have resulted in the nature, the magnitude, the purpose, and the timing of the harmful and positive outcomes currently existing throughout SBCA. A team of individuals (administrators, teachers, parents, and students) performed a systemic audit and investigation to identify necessary evidence showing the performing and underperforming areas throughout SBCA. The findings are reported throughout this analysis.

In consultation with our English/Language Arts staff, it has been determined a lack of understanding our students and of what constitutes good writing. Additionally, our students' lack of understanding of effective writing strategies significantly impacts our students' ability to organize thoughts, to express knowledge and ideas, and to demonstrate educational attainment in all academic areas.

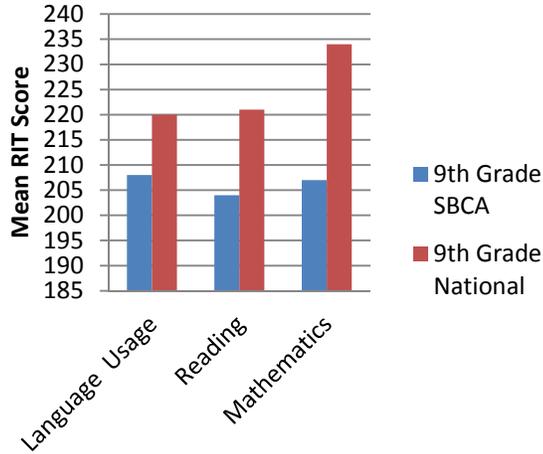
SBCA instructional staff have identified and expressed their observations and expertise that our students have limited academic vocabulary. Limited academic vocabulary creates difficulty for our students to effectively interact in instruction, to learn effectively with instructional materials and resources, and negatively impacts performance on academic assessments.

An analysis and investigation along with our Mathematics staff indicated areas of concern including memorization of basic number facts, lack of focus on the standard algorithms, insufficient focus on fractions, inadequate attention to mathematical patterns, improper sequencing of statistics and probability standards, and a lack of standards that appropriately guide the development of problem-solving.

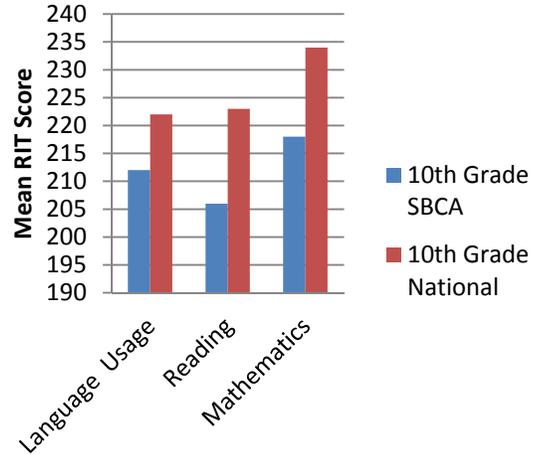
The following NWEA charts indicate SBCA is below the national average through grades 7th – 10th in Language Usage, Reading, and Mathematics:



2013 Fall NWEA Scores



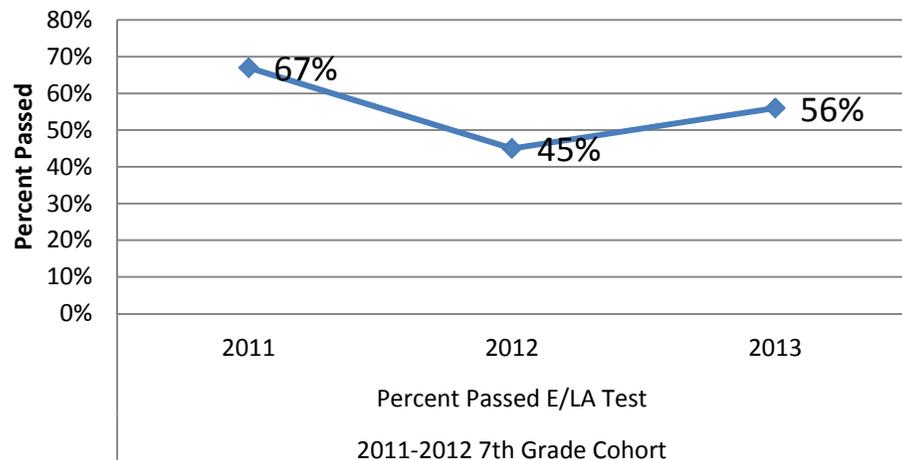
2013 Fall NWEA Scores



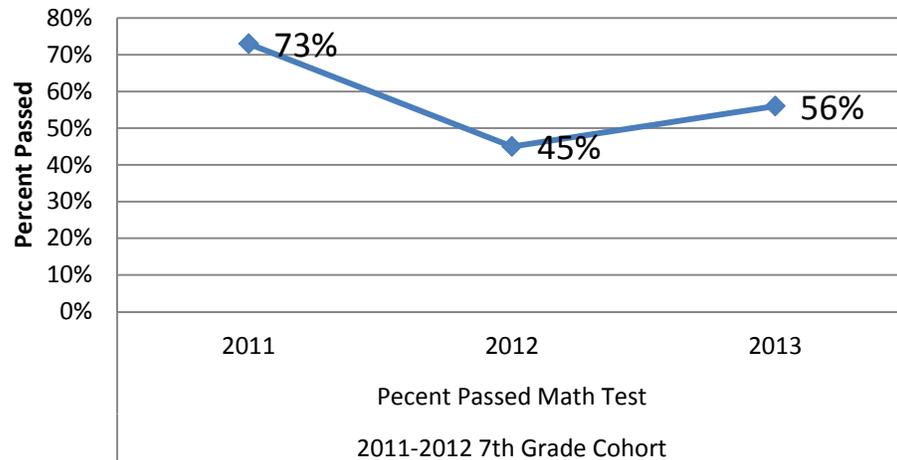
Before the start of each of the first three school years, SBCA did not have a full roster of teachers to effectively meet the needs of the students; this led to teachers being hired less than a week before the school year begins and often were hired out of necessity, not best fit. Teachers were not offered an appropriate induction process to begin their teaching career at SBCA. Since the fall of 2011, 23 teachers have begun working at SBCA and did not finish the school year by their own choice. The high teacher turnover greatly impacted the student learning environment in the classroom. SBCA was regularly unable to adequately provide a necessary replacement or substitute to fill the unassigned teaching role. Students were unable to receive a high quality education in the classroom through constant substitute teachers being in the classroom.

Through poor teacher hires and lack of oversight in the classroom, many teachers throughout the school building were ineffective supporting the gifts and abilities of the students. This led to a drop in student achievement scores from their previous school year. Detailed in the graphs below, students who took ISTEP+ in 2011, at their previous school, performed better compared to their scores after arriving at SBCA in 2012 and 2013.

ISTEP+ English/Language Arts



ISTEP+ Math

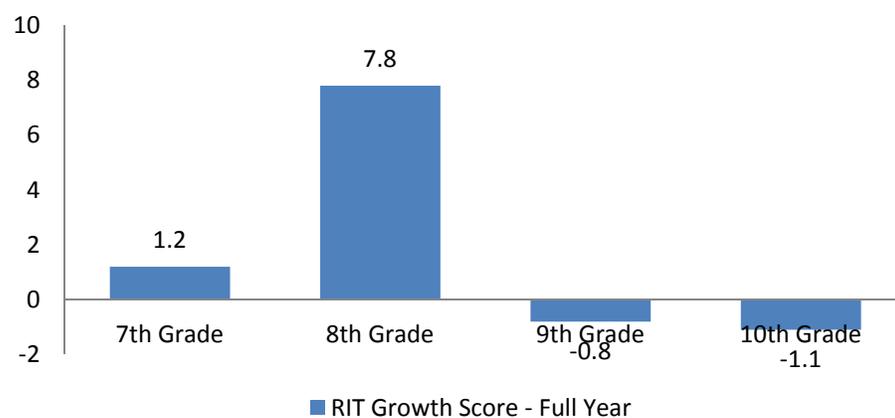


Students who took the ISTEP+ E/LA test had an overall passing percentage of 67% at their pre-SBCA school in 2011. After arriving at SBCA in 2011, the same students achieved a passing percentage of 45%, a 22% decrease in student achievement. Similarly, in 2011 the cohort who took ISTEP+ Mathematics scored a 73% overall passing rate in 2011 and saw a decrease to 45% overall passing rate in 2012, a 28% decrease in student achievement. After the devastating drop in student achievement on the 2012 ISTEP+ exam, no school improvement plan was implemented or put in to place to counter the drop academically. There was no change in curriculum, scope and sequence, experience teachers, leadership team...etc. Academically, the 2011-12 school year was similar to the 2012-13 school year.

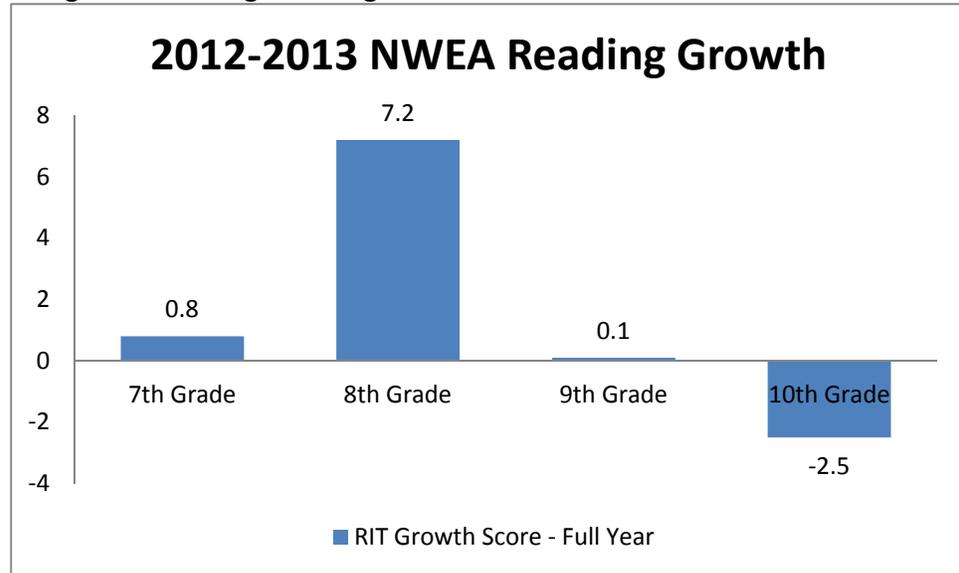
Another aspect for low achievement scores on ISTEP+ and ECA tests is the low student retention rate. Since 2011, 38% of the student body still attends SBCA. Lack of consistent presence in the classroom and ability to develop and maintain relationships with the students was compromised by the transient population.

After reviewing data from the previous two school years, SBCA has not seen adequate student growth in language usage and reading scores. According to NWEA Language Usage data, only the 8th grade saw adequate growth according to NWEA MAP testing from the fall of 2012 to spring 2013, all other grades saw negative growth or insignificant growth.

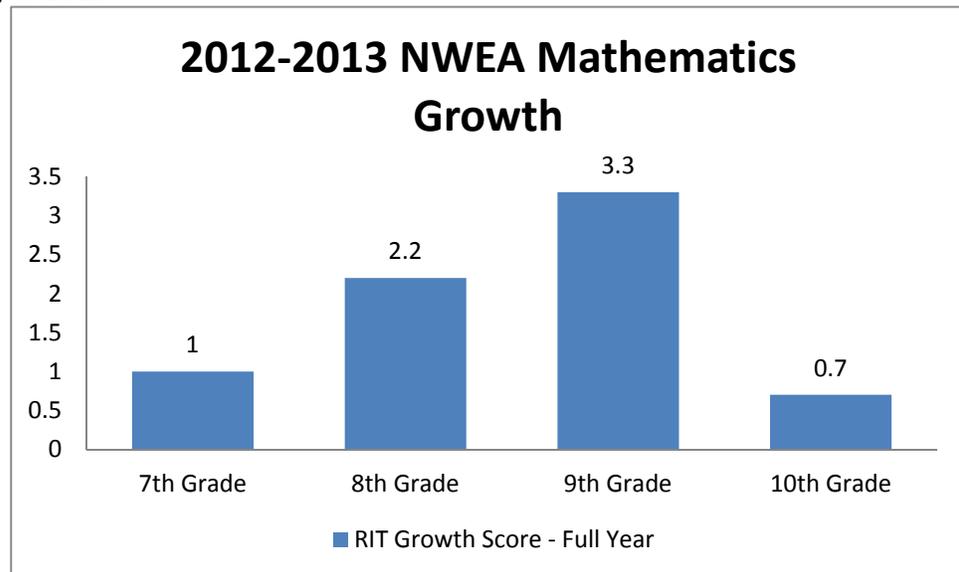
2012-2013 NWEA E/LA Growth



Similar results occurred according to NWEA Reading data; only the 8th grade saw adequate growth according to NWEA MAP testing from the fall of 2012 to spring 2013; all other grades saw negative growth or insignificant growth.



After reviewing and analyzing data from the previous two school years, SBCA has not seen adequate student growth in mathematics scores. According to NWEA mathematics, no grade levels saw adequate growth according to NWEA MAP testing standards from the fall of 2012 to spring of 2013.



SBCA is a Project Based Learning (PBL) school. 75% of SBCA teachers have been trained through the Buck Institute for Learning¹ on how to implement PBL in their classrooms. Like many great initiatives and programs, if a system of fidelity is not set in place, then it will become ineffective overall. PBL is still at the heart of the curriculum at SBCA, but it lacked a highly effective implementation strategy and a designed curriculum in each classroom. A majority of the classrooms did not register a scope and sequence for the curriculum.

Teachers were evaluated one time per year, and several teachers were never evaluated

¹ www.bie.org

	<p>based on a full class experience during the tenure of our previous school leader. Ineffective and Improvement Necessary teachers were continued employment at SBCA without teacher improvement plans enacted.</p> <p>During the 2011-12 school year, the previous school leader implemented the following grading scale:</p> <ul style="list-style-type: none"> • 100 – 97, A+ • 96 – 94, A • 93 – 90, A- • 89 – 87, B+ • 86 – 84, B • 83 – 80, B- • 79 – 0, F <p>The grading scale adversely affected a high number of our students able to receive a passing grade in their classes. The following school year, 2012-2013, the grading scaled was changed to 75% or lower as an “F” grade. The exceptionally high expectations to achieve a passing grade resulted in an extreme number of students failing classes across their schedule. During the first year, 74% of our students received at least one “F” on their report card. The high number of “F” grades listed on student report cards greatly affected student confidence in their academic abilities and student retention throughout the school.</p> <p>Professional development was offered to teachers every two weeks. The professional development lacked understanding of how to link best practice into the classroom. Teacher’s needs were not being met and adequate professional development was not being delivered. The overall needs of the school were not addressed.</p>
<p>Justification for Selected Interventions</p>	<p>SBCA will implement, with fidelity, the following interventions and changes within SBCA:</p> <p><u>Reading and Writing Classes</u></p> <p>Based on the overall assessment of student data, SBCA has decided to take advantage of our longer school day and implement a one hour reading and one hour writing class for all middle school students to effectively meet their needs. The instructional staff has been instructed to meet all students where they are at academically and to differentiate all instruction and lesson plans to ensure no students are left behind. Teachers who are unable to achieve an effective or highly effective rating will not return to teach at SBCA the following school year. The SBCA reading and writing classes will require the development of decoding skills; the development of vocabulary and comprehension, and the learning of specific strategies and processes. The SBCA reading class will be focused on developing the student’s skills and strategies to continue increase the student’s proficiency in reading through middle school and into high school. As students’ progress through school, it is critical the students receive the necessary and appropriate education to be at grade level with their like peers.</p> <p>SBCA will utilize Marzano’s Academic Vocabulary Framework² and expand by creating our own list of necessary academic vocabulary. Teachers will provide a description, explanation,</p>

² Marzano, R. J. (2005). *Building Academic Vocabulary: Teacher's Manual* (1st ed.). New York: Association for Supervision & Curriculum Development.

or example of the new term to the students when introducing the lesson; students will be asked to restate the description, explanation, or example in their own words; students will be able to construct a picture, symbol, or graphic representing the word; and students will periodically ask students to discuss the terms with one another and use it in a game-like atmosphere.

Mathematics Classes

SBCA continues to take advantage of our longer instructional day to schedule Algebra 1 or Geometry class with the addition of Algebra 1 Application Lab and Geometry Application Lab for every High School student resulting in an increase of 25% more Math instructional time.

SBCA math staff will respond by ensuring that engagement is at a high level using technology and gamification. Math tasks must be built on students' prior knowledge. Math curriculum and instructional scaffolding must take place, making connections to concepts, procedures, and integration of concepts learned. It is essential that instruction is modeled and there are plenty of opportunities for guided practice. Lastly, students must be expected to explain thinking and meaning. Students will self-monitor their progress and staff will use primarily formative assessment.

Master Schedule Changes

SBCA has recently renovated our master schedule in order to focus special education and Title I resources toward the needs of our bottom 25% of students. The previous schedule was found to not be conducive to student learning throughout the school day. SBCA has taken advantage of our longer instructional day to schedule both a Reading and Writing class for every Middle School student. These classes, though separate, are instructionally and thematically interconnected. This has resulted in an increase of 25% more English Language Arts instructional time, greater efficiency, and instructional periods more consistent with the way students learn most effectively.

SBCA currently has 15 sections of 7th and 8th grade reading, writing, and mathematics classes. Each of the 15 class sections are ability grouped which allows teachers to challenge high-achievers, while providing remediation, repetition, and review for low-achievers. Of the 15 sections, 8 sections (53%) have at least one (1) support staff member (highly qualified Title 1 or Special Education teacher) in the class providing support services. Of the 8 sections receiving support services, four (4) of those classes have at least two support staff members. The added support in the classroom is to help ensure students' academic needs are appropriately met in the classroom.

6+1 Trait Writing Model

To help support our teachers in the classroom better serve and educate their students and raise achievement scores, all teachers will be trained through the 6+1 Trait Writing model. The 6+1 Trait Writing model of instruction and assessment will provide and develop a common language used amongst all of our teachers and students throughout SBCA about the characteristics of writing and creating a clear vision of what highly effective writing looks like. 6+1 Trait Writing³ has been researched on their effectiveness for the past 25 years and has shown statistically significant increase in student writing scores throughout the years in

³ Culham, R. (2003). *6+1 traits of writing: The complete guide, grades 3 and up*. New York: Scholastic Professional Books.

which it was studied. All licensed and certified teachers at SBCA will be trained in 6+1 Trait Writing model and will be implemented throughout the curriculum school-wide. Master teachers will be sent to training during the summer of 2014 to gain further knowledge and lead the SBCA staff members in a comprehensive professional development on the beginning stages of implementing the 6+1 Trait Writing Model. Teachers will continually be sent to training throughout the 2014-2015 and 2015-2016 school years to better support and impact our students.

Phil Schlechty: Working on the Work

To improve student engagement throughout the school building for our students, all teachers will be trained in Phil Schlechty's Working⁴ on the Work (WOW) program. Student engagement has been proven to impact student achievement more than any other factor, including: intelligence, teacher quality, parental involvement, student behavior, or any other researched instructional strategy. There are many factors that impact student achievement that our students cannot control, however, our teachers can control the work they design and deliver to the students. WOW provides a disciplined framework for thinking and talking about the quality of work teachers create for their students. Providing high quality work will crystallize the core business of schools. The core business of SBCA is to ensure that every student, every day, is provided challenging, interesting, and satisfying and engaging work, to achieve their fullest potential.

WOW is about increasing the level of engagement in the classroom and ensuring students are motivated to participate in, respond to, and benefit from, a variety of instruction. WOW is about the process students and teachers must go through to achieve an engaging and productive classroom environment. The work our teachers give students must be intellectually challenging and demanding. The work must be engaging to the vast majority of our students. WOW is not a process of increasing the level of classroom activity, "another" instructional program, or trying to make inexperienced teachers more competent, WOW is a "minds on" active thinking experience.

All licensed and certified teachers will be trained through the Schlechty Center on the basis of the Working on the Work framework during the 2014-2015 school year. It is the mission of SBCA to have 100% of the students engaged on the work in each of their classes. The training will be broken into two segments. The first segment will be completed during the summer and each teacher will attend a week of training and professional development on Phil Schlechty's Working on the Work. Teachers will enhance the prospect of students' engagement in the tasks and activities throughout the class and provide qualities that are most likely to appeal to the values, interests, and needs of the students involved.

Response to Instruction (Rtl)

Students will be able to take full advantage of the Response-to-Instruction (Rtl) program at SBCA. It has been underdeveloped and lacked implementation throughout the past three years. The development of the Rtl model for SBCA is based on the Indiana Department of Education model with influence from the Alabama Department of Education, Huntington County Community School Corporation, Pike County School Corporation, and other entities.

⁴ Schlechty, P. (2001). *Shaking up the school house*. San Francisco: Jossey-Bass.

Response-to-Instruction⁵ (Rtl) refers to an instructional framework that promotes a well-integrated system connecting all school services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. Rtl combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems. The SBCA Rtl process requires the involvement of all school personnel, parents and sometimes community service providers. The ultimate purpose of the process is to enhance the success of students with a variety of academic and/or behavior needs. The effectiveness of Rtl is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data is utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

SBCA core principles of Rtl are:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

Our Rtl program can add an additional ninety (90) minutes of instructional support and remediation during the school day with a certified teacher for those students who demonstrate academic need. These intervention and remediation teachers are trained to use instructional technology through the web-based Compass Learning software that can be used by the student at school and at home. Parents are encouraged to be their child's first teacher and partner with the school to assist their student at home. Through the implementation of Rtl and Compass Learning software, SBCA is developing a model to ensure that no student falls behind and receives all the supports and services necessary to educate the student.

Steps-to-Success (S2S)

SBCA will implement Steps to Success (S2S) to assist and safeguard that the entire student body is successful in their core classes academically. Teachers are reassigned during lunch duty to assist and support students in mastering the course materials they have fallen behind on in the classroom or have yet to complete.

Each student is given an hour lunch period. Our school day is from 8:00 AM to 5:00 PM and we believe it is necessary to provide the student 20-25 minutes to eat their lunch followed by 30 minutes to socialize with their friends, participate in activities in the gym, play sports...etc. The transition to having a "recess" during the school day has proven to increase student focus and has lowered student behavioral referrals in the classroom. S2S will be implemented during the 30 minute recess period. The goal will be an incentive for the

⁵ Alabama Department of Education. (2009). *Response to Instruction: Alabama's core support for all students*.
Montgomery: Alabama Department of Education.

students to complete their work and participate in recess and not have to spend that time working on classwork they should have completed in the classroom or on their own. The environment in S2S will be welcoming, supportive, and encouraging. The goal is to help assist the students, and increase their academic performance at the same level as their peers in the classroom.

Teachers are able to recommend a student to S2S if they meet any or all of the following requirements:

- Grade below a 75%,
- 3 or more missing assignments in a given class,
- Student who you may notice “slipping” academically,
- Make-up a test or further support on a project.

Upon receiving the S2S request the students will be given 24 hours’ notice, to ensure that they have an opportunity to complete their missing work before being assigned to S2S during lunch period. Students will benefit from the added additional support during the school day to raise their class grades and help aide them in their future goals.

Project Lead the Way (PLTW)

Project Lead The Way⁶ (PLTW) is a STEM-focused (Science, Technology, Engineering, Mathematics) curriculum and teacher professional development program designed to prepare middle and high school students for the global economy. SBCA will be training all middle school and science field related instructional staff to teach Project Lead the Way (PLTW) course curriculum. PLTW is starting a national pilot of all its programs in a five county region in Northern Indiana (St. Joseph, La Porte, Marshall, Elkhart, and Kosciusko counties). SBCA has been chosen as the first and only non-collegiate training center for PLTW. Through this initiative, we will host training for teachers throughout both the region and country. Through this initiative, SBCA will be able to train their teachers, on-site, how to best educate and inspire their students to learn, advance, and be creative through STEM.

According to PLTW⁷, there are two primary fields within PLTW: Biomedical Sciences and Pathway to Engineering. Students are offered four different classes in the Biomedical Science fields. Within these classes, students play the roles of biomedical professionals as they investigate and study the concepts of human medicine, physiology, genetics, microbiology, and public health. In the PLTW Biomedical Sciences Program at SBCA, students engage in activities like investigating the death of a fictional person or dissecting a sheep’s heart, learning content in the context of real-world cases. They examine the structures and interactions of human body systems and explore the prevention, diagnosis, and treatment of disease. Our students work collaboratively to understand and design solutions to the most pressing health challenges. The future of the biomedical sciences comes alive in this rigorous and relevant four-course sequence that prepares students to continue their studies through post-secondary education and careers. Through PLTW’s Pathway to Engineering Program students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world’s top companies. SBCA students will investigate topics such as aerodynamics and astronautics, biological engineering and sustainability, and digital electronics and circuit

⁶ www.pltw.org

⁷ www.pltw.org/our-programs

design, which gives them an opportunity to learn about different engineering disciplines in preparation for post-secondary education or careers.

Professional Learning Communities (PLC)

According to *All Things PLC (2014)*⁸, a Professional Learning Community (PLC) is “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.”

Each teacher will be a part of a PLC during the 2014-2015 school year. The purpose of the PLC at SBCA will be to (DeFour, DeFour, Eaker, & Many, 2006)⁹:

- Focus on and a commitment to the learning of each student. Each student will have a plan to their academic and future career goals.
- Teachers will work together interdependently in order to impact their classroom practice that will lead to better results for their students, for their team, and for their school. Through collaboration, student’s interest in the classroom will be put first.
- Teachers will engage in collective inquiry into both best practices in teaching and best practices in learning. Their inquiry will focus on how this will benefit the student academically and address their future needs and goals.
- Teachers will have high value to take action to ensure student learning, and they value engagement and experience as the most effective teachers.
- Constant search for a better way to achieve goals and accomplish the purpose of the organization. Teachers will challenge each other and their students to set high goals and help them achieve the goals set.

“How We Teach” at SBCA

Each classroom teacher has been trained and received extensive professional development on the “How We Teach¹⁰” model that has been implemented school wide at SBCA. Every teacher across the curriculum will be expected to follow the guidelines set below in their classes each day:

1. Anticipatory Set
 - The teacher will bring focus to what the student will learn today and generates energy and excitement for the day’s lesson. The anticipatory set will set the tone of the classroom by building interest, establishing the environment for effective learning, and accessing prior knowledge.
2. Review Learning Objectives
 - Students learn more effectively when they know what they are supposed to be learning and why. Teachers also teach more effectively when they have the same information. The purpose or objective of the lesson includes why students need to learn the objective, what they will be able to do once they have met the criterion, how they will demonstrate learning as a result.
3. Direct Instructions

⁸ <http://www.allthingsplc.info/evidence/>

⁹ DeFour, R., DeFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

¹⁰ Hunter, M. (1993). *Enhancing Teaching* (1 ed.). New York: MacMillan.

- The new knowledge, process or skill must be presented to the students in the most effective manner. Implementing the “Working on the Work” training, students will become engaged with the lesson and have a desire to learn the material being presented by the teacher. The engagement generates synergy throughout the classroom. The teachers continually checks for student understand to ensure comprehension of the material being instructed.

4. Modeling

- It is important for the students to “see” what they are learning. It helps students when the teacher demonstrates what is to be learned. It is important that the visual input of *modeling* be accompanied by the verbal input of *labeling* the critical elements of what is happening (or has happened) so that students are focused on essentials rather than being distracted by irrelevant factors in the instruction.

5. Guided Practice

- The students practice the new learning under direct teacher supervision. It is important to make sure the students understand what was presented. The teacher makes sure the learning is visible and demonstrated to the students. The teacher will re-teach the lesson if needed to ensure the students grasp and understand the content.

6. Reflection/Closing

- The teacher will review the learning objectives with the students towards the end of the class period to assess their knowledge gained. Students will be able to provide feedback that will be necessary for the teacher to appropriately plan for future lessons. The teacher will also begin the engagement process for the students on the next lesson to be taught.

Professional Development

SBCA teachers will be able to participate in numerous professional development and training opportunities throughout the 2014-2015 school year and beyond. Before the school year begins, teachers will be required to attend a three day session at SBCA on student engagement with Phil Schlechty’s *Working on the Work*. The school calendar has been modified to enable nine (9) full day professional development and training for our teachers. To further support our teachers, we have also integrated eight (8), three-hour professional development segments to allow continual support of the services and programs being implemented at SBCA. SBCA is serious about its intent to provide high quality professional development to all our staff members.

School Leadership

LEA analysis

South Bend Career Academy (SBCA) opened in August of 2011. Evidence points to SBCA not being fully prepared for the start of the inaugural school year. SBCA had implemented an ineffective advertising campaign to market and appeal the benefits of SBCA to community members throughout South Bend and Mishawaka. SBCA quickly became targeted as an alternative school environment. Twenty-four percent of the student population during the 2011 fall semester had a probation officer through the Juvenile Justice Center.

Throughout the 2011-2012 and 2012-2013 school years, SBCA was not efficient with teacher training, induction process, professional development, and evaluation/support models for teacher growth and development – the inability to effectively lead a low-performing school building trickled down the leadership model, to the teachers, then to the students in the classroom. Student's needs were not consistently being met in the classroom. Throughout the first two years SBCA opened its doors and three months during the 2013-2014 school year, SBCA was led by a non-educator who spent the past 20 years in the engineering field as a project manager. Though the previous school leaders' intentions were suitable, she did not possess the educational knowledge, experience, and ability to effectively lead a school with low achieving students and inexperienced staff members.

In October 2014, the SBCA executive school board accepted the resignation of the previous school leader and began a search for a high quality and effective school leader. On January 6, 2014, SBCA was please to announcement that Mr. Paul Schlottman, Ed.S., accepted the position of superintendent/principal at SBCA.

Since the transition to Mr. Paul Schlottman, a proven school leader who has successfully turned around three schools to A rated schools, SBCA has seen a dramatic change in the school culture, leadership model, curriculum implementation, and expectations placed on classroom teachers. The previous leadership model was a top down model approach and hindered the growth of the students and staff members.

Under the leadership and supervision of the previous school leader, SBCA employed four administrators to oversee different area/departments within the school. Mr. Chad Addie managed the middle school, Mr. Michael Parsons managed the special education and special services department, Mr. Bart Foster managed school discipline and culture, and Mrs. Sarah Fine managed our relationship with the business community and was the transition coordinator.

The previous leadership model at SBCA was unable to transform the school and increase student achievement. To make an effective transformation at SBCA, the school leadership model must be focused on the following principles:

- Data establishes a coherent vision that is understood and supported by the entire school community.
- Development and promotion of a coherent strategy and plan for implementing the

	<p>school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p> <ul style="list-style-type: none"> • Ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity. • Ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments. • Student schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals. • Implementation of effective 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.
<p>Justification for Selected Interventions</p>	<p><u>Hiring of Mr. Paul Schlottman, Ed.S.</u></p> <p>On January 6, 2014, the South Bend Career Academy officially hired Paul Schlottman as the Superintendent/Principal. SBCA has previously been operating with an interim superintendent/principal since November 1, 2014. Mr. Schlottman comes to SBCA with 27 years of experience ranging from teacher, director, coordinator, assistant principal, and principal. Most recently, Mr. Schlottman has served as principal at Boone Grove Middle School in Boone Grove, Indiana. During his seven years at the helm of Boone Grove Middle School, Mr. Schlottman consistently earned exemplary progress with annual improvement rates up to 5.8%. Boone Grove also continually received “A” ratings throughout his tenure as principal. Mr. Schlottman changed the academic culture at SBCA through the implementation of instructional strategies such as: 6+1 Writing Traits (Culham, 2003¹¹) and Working on the Work (Schlechty, 2001¹²). Boone Grove Middle School also saw a decrease in discipline referrals by 53% through the implementation of Positive Behavior Intervention System (Nelson) since becoming principal in 2006. Mr. Schlottman also led his instructional staff to develop a scope and sequence curriculum and instructional strategies to ensure a guaranteed curriculum mastery of academic standards by all students.</p> <p>Through the experienced leadership of Mr. Schlottman, SBCA is excited about the future of the school and students. Mr. Schlottman understands the direction our school must head in to achieve transformation success, implementation of best practices, and providing highly effective professional development to our staff members. Mr. Schlottman has a proven past of purposefully training his staff members to use action research and data to make instructional and curricular decisions. SBCA will benefit greatly through the utilization of data at a micro and macro level in the classrooms and school building. Data will drive academic and curriculum related programs and procedures moving forward at SBCA. Decisions made will benefit the students. Our primary focus today and the future will be on the needs of the students.</p> <p><u>Great River Creative Marketing and Advertising Agency</u></p> <p>SBCA has recently hired Great River Creative¹³ to be our professional marketing service. Great River Creative is a Chicago-based full-service, award-winning international strategic</p>

¹¹ Culham, R. (2003). *6+1 traits of writing: The complete guide, grades 3 and up*. New York: Scholastic Professional Books.

¹² Schlechty, P. (2001). *Shaking up the school house*. San Francisco: Jossey-Bass.

¹³ <http://www.greatrivercreative.com>

marketing development agency. The principals and managers of Great River Creative are responsible for developing some of the most ground-breaking business development campaigns in the market today. Great River Creative has committed and agreed deliver the following results for SBCA:

- Develop a compelling, unforgettable brand – The SBCA brand is our calling card to the outside world; a brand will be created that highlights our strengths in a unique way, spotlights our unique position in the educational landscape and revolutionizes how people perceive our efforts.
- Reach new students and partner organizations using both online and offline techniques – The importance of digital media can't be ignored, but that doesn't mean we will abandon traditional media, either. We'll develop strategies that take advantage of every platform available, offering an unprecedented exposure to new prospects.
- Design a pipeline of irresistible new marketing initiatives and a strategic plan to get them noticed – Irresistible organizations begin with marketing considerations in mind. We'll develop new marketing initiatives specifically designed to appeal to our target audiences, and a strategy to get them noticed.

SBCA Teacher Evaluation Plan

During the 2012-2013 school year, the SBCA leadership team, professional learning communities, and consultant Barb Spice developed a teacher evaluation system and rubric to effectively assess and gauge teacher effectiveness in the classroom and school building. The development team researched and studied a variety of philosophies and practices including:

- Marzano
- Danielson
- RISE – Indiana Department of Education
- Wisconsin Department of Education
- Harrison School District, Colorado
- Bill and Melinda Gates Foundation

SBCA decided to develop an evaluation model that fit the needs of the school and students – not a “one size fits all” model. Therefore, SBCA decided to develop a process that will open the door for growth, development, and training that has purpose to bring out the teachers best abilities. SBCA desires the teachers to become high quality leaders in the classrooms and help become a world class environment educationally. The SBCA evaluation system will help produce an environment where teachers learn from one another, facilitate learning for each other, and contrast the stereotypical teacher isolated in the classroom.

The purpose of the evaluation system is to support teacher growth and development in and out of the classroom; provide feedback to reinforce and improve effective and best teaching practices and; serve as the basis for more targeted professional development.

Through research and best practice evaluations systems, much of the SBCA evaluation plan was focused on the following segments:

- Expectations of good instruction must be clear.
- Individuals continually manage their performance.
- Feedback and development are pivotal to the success of the team leader and team

member performance.

- Classroom observation is a critical component to provide evidence based feedback on instruction.
- Multiple observations, including peers and students, provide robust evidence of instruction.
- Teachers are held accountable for the achievement results of students they teach.
- Observers are trained to provide evidence based feedback and to coach the team leader in development areas.

Each teacher at SBCA will receive two (2) formal, full class observations and five (5) short class observations (5-10 minutes) by a minimum of two different administrators. At the end of the academic school year, teachers will be assessed on their classroom observation ratings and their student data growth through NWEA, ISTEP+, ECA, and/or Acuity data. The classroom observations will account for 50% of the total evaluation score and the student growth data will account for the other 50% of the evaluation score. To ensure fidelity throughout the observations, full class observations will be video recorded to ensure fidelity through the evaluation system and to be used as training for the evaluators and teachers.

To ensure our students are receiving high quality instruction and support each year, teachers who are unable to achieve a highly effective or effective rating status throughout the school year will not return the following school year. SBCA has made it their mission to only hire and employ highly effective and effective teachers.

The SBCA Teacher Evaluation Plan and Rubric is attached.

Master Schedule Changes

Before Mr. Schlottman came to SBCA, all of our Language Art and Mathematics classes were 90 minutes each, five days per week. The extended class time each day appeared to be a good concept to improve student learning; however, teachers were not appropriately trained and prepared to engage students for 90 minutes per class and research has proven that a 90 minute mathematics class is counterproductive. Therefore, to further support student learning in the classrooms, SBCA moved to a nine (9) period school day with 57 minute classes. Accounting for one period to be lunch/recess and one period for enrichment activities (*9th hour*), each student will have seven (7) academic class periods per semester. The extra classes students are able to participate in each semester will allow several of our students to complete the require 40 credits through the Indiana Department of Education by the end of the Junior year and participate in college level courses, Internships, and/or Career and Technical Education (CTE) programs.

Technical Certification Training Center

SBCA is expanding our technology offerings to include CompTIA, Microsoft, Dell, and CISCO certifications at the start of the 2014-2015 school year. This curriculum will give our student population the competitive advantage over their peers in the open market after graduation. The program consists of three stages: concepts, implementation, and certification. Concepts will introduce hardware and software concepts about desktops, laptops, mobile systems, and networking technologies. These basics will show the vast realm of computing technologies and where each technology is used. The next stage of

training involves implementation. Students will be challenged to solve real world problems with the technology concepts they learn in the classroom environment. Students will work interactively with local businesses to solve their technological challenges with solutions developed and implemented by the students under teacher supervision. After students have demonstrated their understanding and implementation skills they are given the opportunity to get industry proven and accepted certifications. Between the certifications and real life experience, our students will have the ability to start a career in technology straight out of high school. The following courses will be offered at our school:

- CompTIA A+ (Computer Hardware & Software Installation, Configuration, and Troubleshooting)
- CompTIA Network+ (Networking Technologies, Configurations, and Installation)
- DELL Technician (DELL Support Technician on Desktops, Laptops, and Servers)
- CISCO CCEBT (CISCO Device Interconnectivity and Configuration)
- CISCO CCT (CISCO Technician on Data Center, Routing, Switching, and TelePresence)
- Microsoft MTA (Technology Associate in Microsoft IT Infrastructure Specialist)
- Microsoft MCSA (Solutions Associate on Windows 7, Windows 8, Windows Server, and SQL Server)
- Microsoft MOS (Office Specialist)
- Microsoft MCSE (Solutions Expert in Infrastructure Design and Implementation)
- Microsoft MCSA (Solutions Developer in Building Custom Software Solutions)

Grading Scale

When SBCA opened its doors in the fall of 2011, any student who received a grade below an 80% was an “F” grade according to the SBCA grading scale policy. The 80% mastery grading scale produced an extreme number of “F” grades for students throughout the school building. This had an immense effect on student retention and student progression towards graduation. SBCA has recently changed the grading scale to the official College Board grading scale. Using this scale will put students on the same scale as all other students in the South Bend region and does not put SBCA students at a disadvantage academic and completion of course credits. The approved scale will resolve all past, present, and future transcripts for awarding credits from other institutions. This is the scale used by all universities, colleges, trade schools and continuing education programs. This scale has received the support of our educational leaders, teachers, students, and parents.

Letter Grade	Percent Grade	G.P.A
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0

B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
E/F	Below 65	0.0

Policies and Procedures

SBCA has partnered with NEOLA which will provide SBCA the services for developing and updating Board Bylaws and Policies, Administrative Guidelines/Procedures, Forms, Staff Handbooks, and Student/Parent Handbooks in electronic and printed format.

SBCA has partnered with an educational law firm in Valparaiso to help write our student and staff handbooks which will outline all of our policies and procedures within SBCA.

School Infrastructure

LEA analysis

Business Community

SBCA is intentional in building student opportunities for career exploration through career interest inventories, guest business presentations, business site visits, job-shadowing and student internships. The aforementioned makes the process of learning relevant to the real world and thus assists students in being career-ready at the time of high school graduation. In March of 2013, SBCA dedicated resources to hiring a full-time Director of Career Development whose responsibilities was to build bridges between SBCA and the business and leadership community. With the investment of the business community, SBCA is able to provide students with real-world exposure and expand the student's learning environment beyond the traditional classroom model. As a project-based school, SBCA is all about finding the passion in students and matching student passion with area businesses. Such an approach to learning is mutually beneficial to both students and industry.

There is a growing list of partnerships between SBCA and business. International companies such as Coca-Cola and AM General have been matched with SBCA with the State Chamber of Commerce, Conexus initiative. This partnership matches secondary education with the world

of advanced-manufacturing and logistics. Coca-Cola has agreed to provide students real-life applications as one of the largest logistic companies, while AM General provides students with the insight of how integration of technology and robotics is central to today's industrial manufacturing. Other companies such as Federal Mogul has developed a partnership with SBCA providing business presentations, business site visits, and is unfolding job-shadowing opportunities in the Spring of 2014 and student internships in the Fall of 2014. In addition, our Conexus class has developed piston part prototypes for Federal Mogul through our engineering design students and their use of CAD and 3D printer.

Other business partnerships are being launched with area entrepreneurial endeavors through South Bend Innovation Center and a private inventor with national notoriety. Such partnerships match the creative problem solving and "out of the box" exploration and learning that SBCA nurtures in our students.

Extended School Day and Year

While a longer school day may not sound appealing to all students, in terms of academic performance, learning opportunities and recreational activities, it has proven to be beneficial to our students. SBCA attends school from 8:00 AM – 5:00PM each day. Our longer school day offers students an opportunity to receive more individual attention from teachers and achieve more success in the classroom. This has proven to be beneficial to our students who are struggling academically and need more individual instruction from teachers. A majority of our students are thriving due to the longer school day. Their focus is at school instead of the unwelcomed adversity they face outside of the school building.

Our longer school day correlates with the typical workday our parents are experiencing each day. Whether our students are living in a one or two parent working household, there is much less lag time between the time the student is home from school and when the parent returns from work. Having students in school for nine hours each day, as opposed to the standard six-and-a-half hours per day for the vast majority of students, means parents are less likely to need after-school care for their children. Parents have regularly expressed their approval of the extended school day because they know their students are safe in the school building.

Our teachers have a great opportunity to develop and balance a core curriculum of math, science, social studies and English with classes in music and the arts throughout the school year. This is an opportunity for students to receive a well-rounded education through Project Based Learning. SBCA constantly seeks to expose our students to a wide array of subjects that may open up new interest and possibilities down the road.

The more opportunities the student is given to learn, be on task, understand the curriculum, and develop relationships with his teachers, the greater opportunity that student has to succeed in life. The long summer breaks create a hardship on the parent(s) to find means to supervise and/or care for the students during the summer months. Longer school days and school year may be of great value to both the disadvantaged parent and student as the extended time will allow the student to be out of an environment that may produce great

risks for unwanted societal behavior.

Aronson (1999)¹⁴ compiled the following potential positive effects for extended time:

- Increased learning and better academic achievement
- More time for learning
- More opportunities for experiential learning
- Lower childcare costs
- Easier transportation and scheduling for working parents
- Levels the playing field for disadvantaged children
- Increased earnings
- Reduce crime

Students of countries around the world have consistently achieved higher achievement scores compared to students in the United States. The countries outperforming the United States typically spend more time in the classroom. In 1983, the federal government issued the report, "A Nation at Risk¹⁵." This report compared the American school calendar (180 days per year) to other industrialized countries such as European countries (190-210 days per year) and Japan (240 days per year). After the publication of "A Nation at Risk," many citizens and states became concerned about the current state of American education, but very little was enacted on to change the current school culture and climate. The report made five recommendations for schools across the country:

- Implement rigorous standards.
- Hold high expectations for students and staff members.
- Improve the overall teaching profession.
- Increase fiscal support for the school corporations.
- Increase learning time by extending school day and/or year.

In the year 2013, the first four items have been accomplished across the states. However, increasing learning time in schools has been largely neglected. Our goal at SBCA is to conduct school efficiently and effectively throughout the extend school day and year will create the desired outcome of increasing student achievement. SBCA recognizes and understands that simply adding time to the school day or school year will not add significant student achievement gains.

Therefore, the time our students spend in school is important, the quality of education given to students is greater. Providing curriculum and instruction that is tailored to the needs of the student and is engaging them to be excited about learning will be one of the biggest element to students' success. Being able to maximize the time during the day and keep the students engaged in learning and activities will be essential for success. SBCA sees incorporating extended time is an added bonus to the present and future success of our students.

SBCA teachers report to work at 7:45 AM and are dismissed at 5:15 PM.

¹⁴ Aronson J., Zimmerman J., Carlos L. (1999). *Improving student achievement by extending school: Is it just a matter of time?* San Francisco, CA: Office of Educational Research and Improvement.

¹⁵ Education, T. N. (1983). *A Nation at Risk: The Imperative for Education Reform*. Washington, D.C.: United States Department of Education.

9th Hour Enrichment

SBCA offers a ninth hour class as a period for exploration. The exploratory nature of the school allows many teachers that have an area interest in something to share that special interest with our students. The process is one that allows students that opportunity to select the classes that they are most interested in, potentially further their interest. In the past, we have had classes such as Computer Repair, Entrepreneurial, Greenhouse and Culinary. From a staffing standpoint, staff are allowed to select and start a class or club that they are interested in. This allows for some of the most passionate teaching that happens in schools, as teachers truly share their wealth of knowledge.

Ninth hour electives are very beneficial for the school and the students. From a staff member standpoint, it allows staff to further develop and share interests with their students. For instance, we have a class that is creating projects from the popular social media site Pinterest. These students plan out time, cost, and then create different arts and craft projects. This allows both the teachers and the students to gain an interest, while helping the students develop the essential 21st century skills. The students are also beneficiaries of the ninth hour process. The students are given the opportunity to find something that they are greatly interested in and explore that with a caring teacher, who shares similar interests. Socially speaking, ninth hour allows for more interaction of more students throughout our day. It allows for students that would not normally interact to interact in meaningful ways. For instance, our Comics club brings together students from a variety of backgrounds into an arena that many of them would not think they would get along.

Ninth hour also provides the Career Academy of South Bend with an opportunity to further academics of students. Currently, students can use that ninth period block to expand their academic horizons in areas of interests, or teachers can arrange for demonstrations of mastery of their course material. Having the additional hour of the school day allows for our students to master their materials. Ninth hour is an excellent program that truly helps further the mission of the Career Academy of South Bend as we are producing academically engaged participating citizens of the United States.

United Way Obesity Pilot

SBCA has partnered with the United Way to help fight and prevent childhood obesity of students throughout our school building. SBCA has been chosen as the pilot program for the United Way and once we have proven successful in the field of reducing childhood obesity, the program implemented at SBCA will be presented to schools across the nation. SBCA is in the process of developing a web based application alongside of Notre Dame, for students to utilize and support themselves tracking their physical activity, food intake, and health measures.

Highly Qualified Teachers and Salaries

SBCA employs 27 highly qualified and licensed educators serving grades 7th – 12th. The average years of experienced taught at SBCA is 3.2 years. Of the 27 teachers, 17 teachers have two or less years of teaching experience. SBCA teachers work/teach an estimated 450 hours more each school year than other surrounding school corporations. The SBCA pay scale has not been competitive to surrounding school corporations in the past three years. This has caused several effective and highly effective teachers to leave SBCA in seek of

employment in other school buildings across the region for higher pay.

Student Technology

SBCA currently does have a computer lab that can accommodate a full class of students. SBCA has one computer lab for student use. During the 2012-2013 school year, several students under the leadership of a teacher sought out donated computers, monitors, and other technology devices to piece together a computer lab for the students to use. Although this was a great project based learning activity for the students, the computers were not able to perform at a consistent high level throughout the school year. Originally there were 25 operating computers in the lab and as of March 30, 2014, there are only four (4) operable computers in the lab. SBCA has not been able to participate in ISTEP+ online testing due to the lack of student computer technology and lab.

Transportation

SBCA is currently unable to provide transportation for our students to and from school. The Indiana Department of Education does not provide transportation monies for Charter Schools. Our current enrollment of 275 students arrives to school through parent drop-off and pick-up. Over the past three years, we have had several students un-enroll, against the student and parent wishes, due to financial constraints and unable to pay for gas to and from school each day. Also, many families are unable to provide a consistent means of transportation for their student to attend school regularly. SBCA is located on the west side of South Bend in the premier business district of South Bend. The average parent/student travels a total of 14.2 miles each day to take their child to and from school.

Justification for Selected Interventions

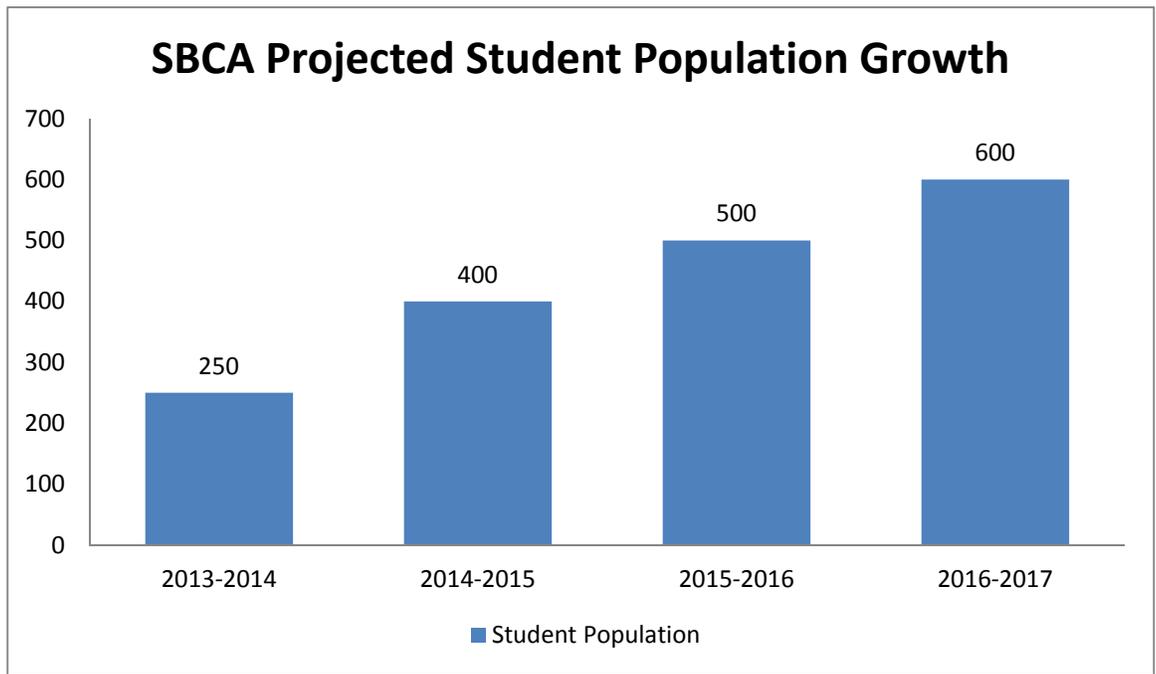
Transportation

Through the application of the Title 1 1003g Grant, SBCA will be seeking financial support to transport students to SBCA through busing services. The average parent drives 14.1 miles, round trip, each day, to school. Factoring the 2014 federal mileage rate, the average cost per parent to transport their child to SBCA is \$1,510.00 each school year. This is a enormous and impactful cost for many of our parents as 75% of our students received free or reduced lunch prices. The overwhelming majority of parents at SBCA have stated that they would utilize bus transportation if provided. Currently, the parents are willing to take the financial strain of \$1,510.00 throughout the school year because they are committed to sending their students to a school that is willing to meet their student where they are at academically, emotionally, and socially. Our parents see SBCA as an outstanding and viable alternative to South Bend Community School Corporation (SBCSC). SBCSC currently has 16 schools receiving a D or F grade (a majority of those schools are on the west side of South Bend where SBCA is located). Parents are seeking an alternative to their current school enrollment. A major factor that is preventing parents from sending their students to SBCA is the inability to travel to SBCA each day due to financial constraints or lack of transportation.

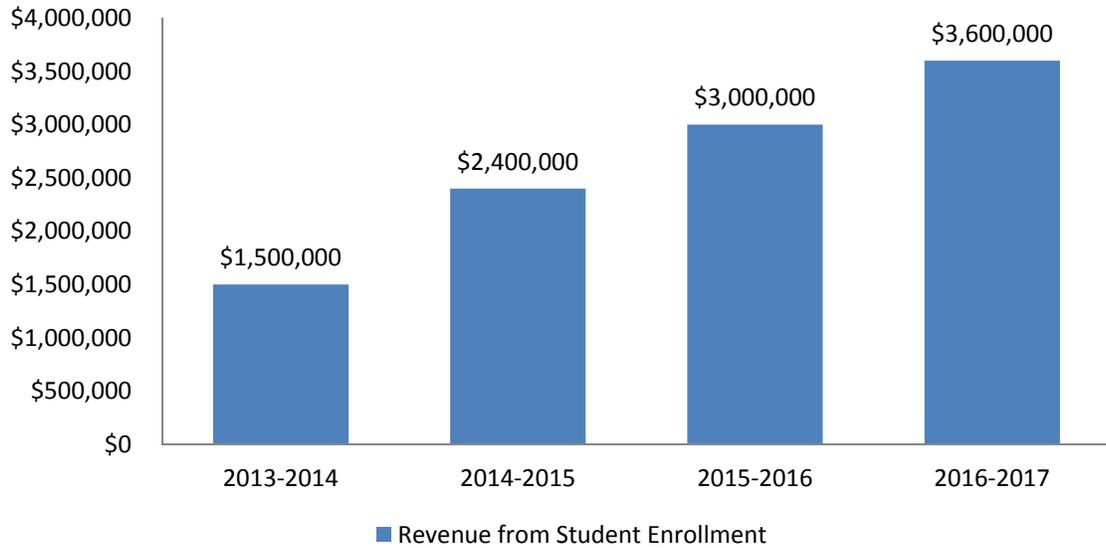
There are approximately 17,000 students who SBCSC transports to school each day on a school bus. The 17,000 students equate to just over 80% of the total SBCSC student population. The 20% of students who do not ride the SBCSC school bus live in a neighborhood school and able to walk or have their personal transportation to arrive to school each day. SBCA is located on the west side of South Bend in the business district off of Nimitz Parkway where there are no neighborhoods or sidewalks where the students have the ability to walk to school. Currently, only six students have a parking permit to drive to school each day. The vast majority of the student population would take advantage of school

busing services.

SBCA receives approximately \$6,000 per child from the Indiana Department of Education to educate the child. The Indiana Code does not permit transportation funds to be given to Public Charter Schools. Therefore, SBCA must be resourceful and creative in developing a model and process to bring our students to SBCA. Through the application of this grant, SBCA is seeking support to transport the current SBCA student population, along with the projected 150 student increase at the start of next school year to school each day – an additional 150 students next year will produce the total SBCA population to an estimated 400 students. SBCA would seek to gain an additional 100 students during the 2015-2016 and 2016-2017 school years. Through an increase of 350 students over the next three academic calendar years, SBCA will see increased revenue from the Indiana Department of Education of roughly \$2.1 million per year.



SBCA Projected Student Revenue



As our student population at SBCA increases we become more efficient and our need to add teachers decreases. This allows us to allocate a major portion of increased revenue to focus on student transportation. Currently, SBCA is unable to financially support the increase in student busing at this present moment. Through communication with bus contracting services and quotes received, it will cost SBCA an estimated \$270,000 per year to run four (4) buses each day throughout South Bend, Indiana. If more than four buses would be needed throughout next year, we would be able to pay for the transportation services through the increased enrollment. After the 2016-2017 school year (date the grant ends), SBCA will see an enrollment of 600+ students and be able to sustain busing for the school corporation for future years.

Through the means of transportation, SBCA will be able to further support our current and future families. The current 2013-2014 SBCA attendance rate is 92%. A main cause of the low attendance rate is the inability of students to arrive to school on a consistent daily basis. In order provide a first class, high quality education to every child who walks through the school door, we must first ensure that each child is able to get to school and on time. Transportation will help solve many of the attendance problems/issues our students face each day.

Master Teacher Salary

Throughout the implementation of the 1003g grant, SBCA will hire and entice highly effective teachers with a minimum of 5 years of experience and bring stability, leadership, and knowledge to the classrooms and throughout the school building. SBCA desires to keep the top tier teachers in the classroom through financial incentives and provide a continuous high level of growth. The salary scale is as follows:

Yrs	Master Teacher Salary		
	Min	Mid	Max
5	\$54,283	\$56,283	\$58,283
6	\$55,686	\$57,686	\$59,686

7	\$57,087	\$59,087	\$61,087
8	\$58,489	\$60,489	\$62,489
9	\$59,891	\$61,891	\$63,891
10	\$61,292	\$63,292	\$65,292
11	\$62,694	\$64,694	\$66,694
12	\$64,094	\$66,094	\$68,094

The Master Teacher is a career lattice incentive opportunity for the classroom teacher who wishes to retain his/her primary role as a classroom instructor. The Master Teacher is under general direction of the principal to provide technical assistance to teachers in regards to IDOE Standards, pedagogical skill, educational research, lesson modeling, lesson critique, lesson coaching, classroom management including positive behavior support and parental engagement efforts.

In addition, SBCA overall teacher salaries will be increased through an adjusted salary pay scale (pay scale is attached). The new pay scale allows the teacher the opportunity to grow professionally and financially. Each pay scale year will have an increment of \$1,000 for teachers rated between effective and highly effective. SBCA desires to reward the teachers who excel in their profession. Each teacher will also have the opportunity to receive a performance bonus up to \$2,000 per semester (\$4,000 annually). The teacher's bonus will be determined on student achievement growth, classroom teacher effectiveness, and school/personal goals achieved.

SBCA will also add between \$4,000 to \$10,000 per year, depending on years of experience, to a teacher who falls into the "premium" and/or "hard to hire" category. The premium pay scale will help entice effective and highly effective teachers to SBCA when there is a shortage or inability to fill a content area position.

Student Computer Lab

Throughout the implementation of the 1003g grant, SBCA will develop and sustain a high performing student computer lab. Students will be able to utilize the computer lab for classroom projects, enrichment, NWEA, ISTEP+, and ECA testing, and program design. It will consist of 30 machines and will be able to accommodate an entire classroom. The computer lab will replace the current, defunct student computer lab at SBCA. Keeping the computer lab in a dedicated room controlled by the SBCA IT Director, the computers will be more secure and far less prone to becoming misused or broken. The IT Director will be able to perform necessary maintenance jobs and oversee compatible software delivery.

Instructional Technology

SBCA is departing from its current student information system, Academic Record Keeping (ARK). ARK is currently unable to meet the needs and future goals of SBCA. Harmony Student Information System will begin the early implementation stages during April, 2014. Harmony is an Indiana company that is only utilized throughout school corporations in Indiana.

During the 2014-2015 school year, SBCA will begin placing all teacher lesson plans, assignments, and other relevant class material on-line through Harmony's parent portal. This access will allow parents to see a detailed version of what their child learned, performed and participated in each class during the day. Throughout the implementation of the 1003g grant

and to further enhance transparency of student support off campus, SBCA will video record (Logitech HD Pro Webcam C920) and download their direct instruction on the Harmony parent portal. This will allow parents a more in-depth access to the quality education of their child and they will be better suited to support their child's education in and out of the classroom.

Early College Program

Starting in the 2015-2016 school year, SBCA will become an Early College site program for our students. Our Early College program will be a small, autonomous school that blends high school and college into a coherent educational program.

The Early College program will differ from normal concurrent or dual enrollment programs, as they provide structured academic support for high school students in a coherent sequence of high school and college courses leading up to an Associate's degree or two years of college credit that articulates to a Bachelor's degree. Our students will have a strong focus on those who are underrepresented in higher education, including low-income, students of color, first generation college-goers, and English language learners.

SBCA students will be eligible to receive up to 60 hours of college credit while earning their high school diploma. Select students will spend half the day at SBCA and the other half at Ivy Tech Community College. As students' progress to Junior and Senior status, students can select a liberal arts degree pathway through Ivy Tech Community College. Each Early College student will be provided with college readiness programs, mentoring, and academic support.

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 SBCA Grant Planning Team (GPT) assembled to assess and evaluate the needs of the school moving forward. The GPT was comprised of school administrators, teachers, student, parents, school board member, and social worker. The GPT assessed all four optional school improvement models: turnaround, transformation, restart, and closure. Prior to the planning meeting, the GPT representatives were given data packets of the present levels of the school, School Achievement Plan (SAP), and a synopsis of the four school improvement models to choose from.

Through previous review of the relevant information and a quick discussion during the initial meeting, the GPT unanimously decided to not consider the Restart or Closure model as possible school improvement models at SBCA. Neither option is relevant to the current needs of the school or the future moving forward. However, there was much discussion on the difference, similarities, disadvantages and advantages between the Turnaround and Transformation models. Outside of the requirement within the turnaround model that requires rehiring no more than 50% of the existing staff members in the building, the GPT came to a consensus that the requirements in both models are elements that must be implemented at SBCA to achieve short-term success and navigate achievement for the long-term goals of the students and school building. SBCA does not have an overall group of students receiving 60% pass rate or higher on any portion of the ISTEP+ and ECA assessment exams. The processes outlined to turnaround or transform SBCA were all relevant and necessary to achieve increased student achievement.

Through discussion, review of data, self-assessment and reflections, the GPT chose the Transformation school improvement model compared to the Turnaround model based on staffing needs. The GPT unanimously agreed that SBCA needed to reevaluate the hiring and evaluation process for teachers. However, the GPT was not committed to a model that requires rehiring no more than 50% of the existing staff members in the building. An estimated 25-40% of the teachers at SBCA will not return due to an ineffective teacher evaluation, attrition or change of location/schools. The average years of teaching experience at SBCA is 3.2 years. SBCA is filled with numerous young, energetic, impressionable, and high potential teachers. A majority of these teachers have not had a high quality and well experience leader within the school to help model what a highly effective classroom and school building looks like.

SBCA meets the requirements for removal of the principal through the hiring of Mr. Paul Schlottman on January 6, 2014. Our previous principal turned in her letter of resignation during the fall 2013 semester. The GPT is eager, optimistic, and excited about the direction SBCA is currently headed and the opportunities our students and teachers will be able to experience under the new leadership at SBCA. Examples and concepts that will be implemented to address the transformation model needs:

- A recruitment and retention plan has been developed through the leadership of our Human Resources department to address staffing concerns.
- Staff will have the opportunity to be rewarded for high achievement growth monetarily (increased salary and bonuses), graduate level courses, professional development and training, and leadership opportunities as a master teacher within the school.
- An evaluation system (Marzano, Danielson, and RISE hybrid) has been developed and will be implemented to support teacher growth and student achievement in the classroom.
- Teachers will receive 9 full days of professional development throughout the 2014-2015 school year, as well as 8, three hour professional developments.
- Starting with the 2014-2015 school year, all teachers will participate in a Professional Learning Community each day.
- Led by the school social worker, programs will be implemented within SBCA and within the community to promote social-emotional and community support. Example: Bridges Out of Poverty training will be offered to our parents at different locations within South Bend, IN.
- The SBCA Director of Student Support will implement and oversee an effective Positive Behavior Intervention and Support (PBIS) system to improve behavior and culture throughout the school building.

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

SBCA is committed to making significant changes on how the classroom and school building operates. A rigorous evaluation system will be put into place to ensure only effective and highly effective teachers are educating the students in the classroom. SBCA will replace the previous principal with a proven, highly effective school leader who has a comprehensive plan on how to raise student achievement at SBCA. The new principal will be granted the flexibility to oversee hiring, budgeting, school calendar...etc., to implement the comprehensive plan to increase student achievement. Through the support and oversight of AdvancED to achieve accreditation, the school leadership model must be focused on the following principles:

- Data establishes a coherent vision that is understood and supported by the entire school community.
- Development and promotion of 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.
- Ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
- Ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
- Student schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
- Implementation of effective 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.

SBCA will set clear, high improvement goals for the school, subgroups within the school, and teacher classrooms to achieve quarterly, semester, and yearly progress. The short term goals set will help drive achievement for the long-term goals for the students and SBCA. Data will be infused throughout the Professional Learning Communities to support a realistic diagnosis of the number of students at risk academically. Response-to-Instruction will be utilized as a support for both the students and teachers. SBCA will continue the extended school day and school year model to offer a wide range of support services to the students throughout the school day.

Listed below is a synopsis of the elements within the transformation model:

Professional Development for Teachers

The academic calendar for the 2014-2015 school year (and beyond) has been developed to meet the needs of both students and teachers. To bring out the students gifts and abilities in the classrooms, our teachers must be high quality, highly trained, confident, and prepared to make a meaningful impact on student achievement. All licensed and certified teachers will receive a full week of professional development the week before school begins to review, learn, and prepare to implement the key strategies listed below. Within the academic calendar, teachers will participate in school-wide professional development for three (3) hours every 2-3 weeks. Students will be dismissed from school at 2:00 PM and teachers will participate in highly effective professional development from 2:15 – 5:15 PM. Further, each teacher will participate in a daily Professional

Learning Community (PLC) with their grade level or department colleagues. The purpose of the PLC will be to (DeFour, DeFour, Eaker, & Many, 2006)¹⁶:

- Focus on and a commitment to the learning of each student.
- Collaborate on a variety of topics that represents a systematic process in which teachers work together interdependently in order to impact their classroom practice that will lead to better results for their students, for their team, and for their school.
- Engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality including their present practices and the levels of achievement of their students.
- Move quickly and action oriented to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers.
- Constant search for a better way to achieve goals and accomplish the purpose of the organization.
- All of their efforts in these areas a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement must be assessed on the basis of results rather than intentions.

1-Hour Reading and Writing Classes

Hattie (2009)¹⁷ contends that by the time a child enters school, family, preschool, or genetic factors will have already played a major role in generating subsequent difference in school based learning. At SBCA, a majority of the population is behind their grade cohort academically in Indiana and nationwide. Of the 7th and 8th grade students, 48.8% passed the ISTEP+ English/Language Art test. Duncan et al. (2007)¹⁸ found that reading among preschool (vocabulary; knowing letters, words, and beginning and ending word sounds) predicted subsequent success in schools. Therefore, to combat the low academic achievement scores in reading and writing for students in 7th and 8th grades, each student will be assigned a one-hour writing and one-hour reading class. Students will benefit from having extended time learning reading and writing; teachers will also benefit from the extended time to ensure students comprehend and understand that information that is presented and instructed each day.

Graves (1983)¹⁹ found that young children begin writing as or even before they learn to read. Children have to find a way to communicate at an early age. The writing class will focus and teach strategies for planning, revising, and editing compositions, particularly for students who are struggling writers (Graham & Perin, 2007)²⁰. The writing class will be integrated with the reading class as they co-exist together. The students in middle school who have not developed a sufficient reading acumen are also handicapped from effectively learning the other curricula. In middle school, students have moved from learning to read to reading to learn. Hattie (2009)²¹ ascertains that a successful reading program requires the development of decoding skills; the

¹⁶ DeFour, R., DeFour, R., Eaker, R., & Many, T. (2006). *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree.

¹⁷ Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

¹⁸ Duncan, G. J., Dowcett, C. J., Claessens, A., Magnuson, K., & Hutson, A. C. (2007). School readiness and later achievement. *Developmental Psychology*, 43(6), 1428-1446.

¹⁹ Graves, D. H. (1983). *Writing: Teachers and children at work*. Exeter, NH: Heinemann.

²⁰ Graham, S., & Perin, D. (2007). *Writing next: effective strategies to improve writing of adolescents in middle and high schools - A report to Carnegie Corporation of New York*. Washington D.C.: Allianec for Excellent Education.

²¹ Hattie, J. (2009). *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

development of vocabulary and comprehension, and the learning of specific strategies and processes. The SBCA reading class will be focused on developing the student's skills and strategies to continue increase the student's proficiency in reading through middle school and into high school. As students' progress through school, it is critical the students receive the necessary and appropriate education to be at level with their like peers.

6+1 Trait Writing

The 6+1 Trait Writing model (Culham, 2003)²² emphasizes writing instruction where teachers and students analyze writing using a set of characteristics, or "traits," of written work: ideas, organization, voice, word choice, sentence fluency, conventions, and presentation. Through the implementation of 6+1 Trait Writing model, SBCA students will be able to comprehend the following traits through the instruction and support of their teachers:

- The main content and message, including supporting details;
- The structure and logical flow of the writing;
- The perspective and style of the individual writer and his or her orientation toward the audience.
- The variety, precision, and evocativeness of the language.
- The rhythm, flow, and sound patterns in the construction of sentences that may make them pleasant and interesting to read.
- Spelling, punctuation, grammar, capitalization, and other rule-based language forms.
- Page layout and formatting issues, is related to the visual aspects of publishing writing.

The 6+1 Trait Writing model includes many of the features recommended in the (Graham & Perin, 2007) meta-analysis. Through the research based practices 6+1 Trait Writing model presents, SBCA expects to raise student achievement in writing and language usage by 20% on the ISTEP+ and ECA assessments throughout the 2015-2016 school year. All licensed and certified teachers at SBCA will be trained in 6+1 Trait Writing model and will be implemented throughout the curriculum school-wide. Master teachers will be sent to training during the summer of 2014 to gain further knowledge and lead other SBCA staff members in a comprehensive professional development in regards to the beginning stages of implementing the 6+1 Trait Writing model. Teachers will continually be sent to training throughout the 2014-2015 and 2015-2016 school years to better support and impact our students.

Phil Schlechty – Working on the Work

Phil Schlechty said in an interview with the *Journal of Staff Development* (1998)²³ that "attendance can be commanded, but their attention must be earned... compliance can be insisted on, but their commitment is under their control" (p. 2). SBCA is in the process of shifting our focus away from compliance and attendance and toward attention and commitment. Schlechty (2001) explains that learning is produced by attention and commitment to the process of working on a task or activity.

All licensed and certified teachers will be trained through the Schlechty Center on the basis of the Working on the Work framework during the 2014-2015 school year. It is the mission of SBCA to have 100% of the students engaged on the work in each of their classes. The training will be broken into two segments. The first segment will be completed during the summer and each teacher will attend a week of training and professional development on Phil Schlechty's Working on the Work. Teachers will enhance the prospect of students' being

²² Culham, R. (2003). 6+1 traits of writing: The complete guide, grades 3 and up. New York: Scholastic Professional Books.

²³ Sparks, D. (1998). The educator: An interview with Phillip Schlechty. *Journal of Staff Development*, 19(3).

engaged in the tasks and activities throughout the class and provide qualities that are most likely to appeal to the values, interests, and needs of the students involved. Phil Schlechty refers to these as Design Qualities:

- Content and Substance, which refers to what is to be learned and the level of student interest in the subject or topic.
- Product Focus, which refers to the opportunity to structure tasks and activity so that what students are to learn is linked to some product, performance, or exhibition to which the student attaches personal value.
- Clear and Compelling Product Standards, which refers to the extent to which students are clear about what they are to do, what the products they produce should look like, what standards will be applied to evaluate these products and their performances, and how much value students attach to the standards that are to be used; that is, do the students believe in the standards and see them as personally compelling?
- Protection from Adverse Consequences for Initial Failures, which refers to the extent to which the task is designed so students feel free to try without fear that initial failures will bring them humiliation, implicit punishment, or negative sanctions.
- Affiliation, which refers to the possibility of designing tasks so that students are provided the opportunity to work with peers as well as with parents, outside experts, and other adults, including but not limited to the teacher.

Project Lead the Way (PLTW)

Project Lead The Way (PLTW) is a STEM-focused (Science, Technology, Engineering, Mathematics) curriculum and teacher professional development program designed to prepare middle and high school students for the global economy. Tai (2012)²⁴ noted that an estimated 80% of students who go into the science field in college became interested in science before their 10th grade year of high school. Therefore, SBCA is committed to integrating PLTW and a STEM-focused environment throughout all 7th, 8th, and high school level classes. We encourage our students to participate in one of the two primary fields within PLTW: Biomedical Sciences and Pathway to Engineering. Within these classes, students will benefit and be engaged in activities like investigating the death of a fictional person or dissecting a sheep's heart, learning content in the context of real-world cases; open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies.

SBCA will be training all appropriate instructional staff to teach Project Lead the Way (PLTW) course curriculum through grades 7th – 12th. PLTW is starting a national pilot of all its programs in a five county region in Northern Indiana (St. Joseph, La Porte, Marshall, Elkhart, and Kosciusko counties). SBCA has been chosen as the first and only non-collegiate training center for PLTW. Through this initiative, we will host training for teachers throughout both the region and country. SBCA will have onsite access to train all of the appropriate and relevant teachers at SBCA; SBCA is also committed to train all middle school teachers to teach Gateway to Technology (GTT) to all middle school students. GTT serves as a segue into high school where technology is integrated across a diverse field of careers, such as engineering, health careers, advanced manufacturing, logistics, business and entrepreneurial ventures. As a PLTW school and the regional training site for PLTW, students' education is enhanced by the STEM curriculum

²⁴ Tai, R. H. (2012, November). *An Examination of the Research Literature on Project Lead the Way*. Retrieved March 2014, from Project Lead the Way: www.pltw.org

How We Teach

All SBCA licensed and certified teachers received four hour professional development training on Hunter's (1993)²⁵ Enhancing Teaching, Instructional Theory into Practice (ITIP) model. At SBCA we have modified the process to meet our student's needs and have labeled the model, "How We Teach." Our teachers will continue to receive support and further professional development on how to effectively implement "How We Teach" into the classrooms through leadership from the master teachers and teacher evaluation/feedback system throughout the 2014-2015 academic year and beyond. With a similar approach across each classroom to deliver instruction and manage the classroom, students will become familiarized with the educational process from class to class.

Response-to-Instruction

The RtI process requires the involvement of all school personnel, parents and sometimes community service providers. The ultimate purpose of the process is to enhance the success of SBCA students with a variety of academic and/or behavior needs. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data is utilized through the PLC's to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

The SBCA core principles of RtI are:

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

(Adapted from the Alabama Department of Education, 2010)

During the spring 2014 semester, all licensed and certified teachers received training and professional development on the RtI process at SBCA. Through the structure of our Professional Learning Communities, teachers will closely work together to continually progress monitor their students achievement and appropriately place them throughout the three tier RtI system which best meets the student's needs. Our teachers will continue receive support and further professional development on how to effectively implement RtI in their classrooms through leadership from the master teachers and teacher evaluation system throughout the 2014-2015 academic year.

²⁵ Hunter, M. (1993). *Enhancing Teaching* (1 ed.). New York: MacMillan.

PRE-IMPLEMENTATION Strategies – Application Year

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

Principal changes and flexibility	<ul style="list-style-type: none"> • Principal has been replaced as of Jan. 2014. • Principal changed the leadership/administration model to best meet student needs. • Principal has exercised the authority to re-vamp the school master schedule, make meaningful curriculum, instruction, staffing changes, and budgetary re-allotments. • The new Principal, administrative team, and the school board have begun writing a new strategic plan and vision for SBCA.
Effectiveness of staff and recruitment/retaining of staff	<ul style="list-style-type: none"> • Leadership is undertaking teacher recruitment at top universities this summer via job fairs. • Web marketing efforts are underway to drive future teacher prospects to SBCA's interview table at job fair. • Highly competitive salary pay scale has been drafted with incentive for hard-to-hire staff (Math, Science) and incentives for master teachers to join SBCA. • Performance bonuses will continue and grant monies have been applied to honor effective and highly effective instructors.
Building Culture	<ul style="list-style-type: none"> • <u>Heroes Program</u> will be offered to help student motivation, talent development, school culture and character building. • <u>Project Based Learning</u>- Students are involved in the decision making processes of school, including new student advisory council to the Principal; and student participation in logistics of proposed busing routes.
Professional Development	<ul style="list-style-type: none"> • New professional development space, which includes two conjoining rooms of SBCA's award-winning school space, is now dedicated and refurbished to house professional development for teachers. • Teachers will be trained on Positive Behavior Support Systems, Steps-2-Success (homework help program), Response-to-Intervention, and Crisis Prevention & Intervention. • <u>Professional Learning Communities</u> (PLC) will be implanted school wide and each teacher will meet for one hour per day with their designated grade level or department.
Instructional Programs	<ul style="list-style-type: none"> • SBCA is in the planning stages of new course offerings driven by local medical industry partnerships; new courses in development include Pharmacy Technology and Patient Care Services. • Remediation and tutoring in core classes has been adopted this present semester. • <u>Compass Learning Software</u> was adopted to support areas of student deficiencies per state and local assessments and will create individualized learning plans for each student. • <u>Early College Program</u> research and preparation, with goal to implement fall 2015. • <u>College On Track</u> is in the beginning stages; a program to help students prepare themselves for career options through a variety of personal assessments. College On Track also serves as an aid in credit planning and college-entry exam support. • All student transcripts have been audited during the spring 2014 semester to find proper course placements for each high school student and to increase efficiency in accessing student data.
Parent and Community Involvement	<ul style="list-style-type: none"> • <u>State of the School Address</u> has been recently employed and will continue to be a venue where family, students, and staff come for dinner and engage with the SBCA administrative team and teachers concerning the school vision, plans, and instructional strategies. • SBCA has hired a new marketing firm to garner more awareness and support for our programs and offerings; marketing efforts underway include redesign of our website and the establishment and maintenance of SBCA Facebook and Twitter account to stay in touch with community. • SBCA has partnered with WorkOne and the JAG program to better serve and support our students employment needs post-graduation.

- SBCA will be the first pilot secondary school in the country to host PLTW training. Training will take place during summer 2014 for surrounding regional and nationally located schools.
- SBCA has been given approval to become a technology training center for the following classes: CompTIA, Microsoft, Dell, and CISCO certifications.
- Thomas G. Coley, Ph.D., Chancellor of Ivy Tech Community College, has recently accepted a position on the SBCA School Board of Directors.

SMART Culture Goal - Year I

SBCA will create a school culture which involves administration, faculty, staff, students and their families in partnerships of continuous learning and growth. To measure continuous learning and growth, evidence will be collected through surveys, and parent forums will be held quarterly (for a total of four times per year). This will develop a cohesive relationship with the parents and community members and allow us to share our progress in our school improvement, transformation efforts and PBIS. These forums will also provide meaningful updates on curriculum and instruction, assessments, and other pertinent information, as well as aid in assessing the resources the community has to offer that will align with our transformation needs and processes.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Principal already replaced as of January 2014 to lead school transformation efforts.</p> <p>Principal has experience in school transformation (See Appendix -Principal Resume)</p>	<p>School Board</p>	<p>Completed</p>	<p>N/A</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p>l) New Teacher evaluation system to be implemented in Fall 2014 based on student growth and assessments (see Appendix); Teachers to provide input prior to administration of these evaluations.</p> <p>la) Principal Evaluations/assessments to be administered via AdvancED for next 3-5 years during accreditation process; and internally via School Board, twice annually.</p>	<p>Paul Schlotmann Mike Parson Ronda Ross Teaching Staff</p> <p>School Board responsible for principal evaluation</p> <p>External partner (AdvancEd) provides teacher and principal evaluations</p>	<p>By September 2014 teacher input on the new evaluation system to be gathered, and approved updates to be made prior to administration.</p> <p>Teacher evaluations to be conducted once per semester; in addition each teacher receives 5 short (10 minute) observations throughout the year.</p> <p>Principal Evaluation to take place via School Board twice annually, and via AdvancED accreditation process.</p>	<p>AdvancED accreditation costs included in this budget. See attached Budget.</p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>2) Teachers will receive end of semester performance bonuses for: proven student academic achievement and growth, classroom teacher effectiveness, and school/personal goals achieved.</p> <p>3) Teachers who are rated <i>ineffective</i> or <i>improvement necessary</i> in either of their bi-annual evaluations may have the opportunity via a provided pathway to improve or be released. This corrective pathway (which shall include mentoring and other PD) shall be developed with staff input by May 30, 2014.</p>	<p>Principal</p>	<p>Bonus opportunities are provided one time per semester..</p> <p>By May 30, 2014 a pathway for <i>ineffective</i> or <i>needs improvement</i> teacher evaluation shall be established with stakeholder input (and shall include mentoring and PD) and shared with teachers before or during teacher orientation in August 2014.</p>	<p>N/A: Performance bonus is not included in this grant budget, paid out of general fund.</p>	<p>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</p>
<p>1) Schlechty Student Engagement Training</p> <p>2) 6+1 Trait Writing</p> <p>3) PLTW Training</p> <p>4) 9-Full days of PD during the school year</p> <p>5) 8-Three hour segments of PD during school year</p> <p>6) Master teachers to serve as mentors</p> <p>7) PLCs – every teacher shall be a member of a PLC</p>	<p>Chad Addie, Director of Programs and Development</p> <p>Master Teachers / Mentors</p>	<p>1) Schlechty Training – Summer 2014.</p> <p>2) 6+1 Trait Writing – Implemented throughout 2014-15 academic year.</p> <p>3) PLTW- Summer 2014</p> <p>4) Full day PD will occur once per month.</p> <p>5) Three-hour PD will occur once per month.</p> <p>6) First 2 Master teachers/Mentors to begin Fall 2014</p>	<p><u>Year 1</u></p> <p>1) Schlechty: \$20,000</p> <p>2) 6 + 1 Writing: \$7,000</p> <p>3) PLTW: \$7,000</p> <p>4) Master teacher/mentor, salary premium for 2 teachers is included in Year 1 budget at \$50,000.</p>	<p>Provide high quality, job-embedded professional development</p>

<p>1)<u>Retention</u>: PD Incentive to increase licensure and advanced certifications; Provide Master Mentor Teachers; Provide more competitive salary scale (See Appendix-Salary Scale)</p> <p>2) <u>Recruitment</u> Participate in teacher Job Fairs hosted by local prestigious colleges</p> <p>3) <u>Recruitment</u>: Use of online teacher recruitment marketing campaign in tandem with job fair and website promotion</p>	<p>Principal Asst. Principals</p>	<p>August 2014</p>	<p>1)<u>Retention/PD Incentive</u>: \$25,000 per year (See Budget).</p> <p>Master Teacher Salary Premium for Year 1, included in budget</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>1)<u>Increased Instructional Time</u>: Extended School Day and Extended School Year already in place. <i>Students scheduled to be in school 102,600 minutes as noted in Part 4.</i></p> <p>2)<u>Increased Instructional Time (S2S)</u> to help students in core class material; student needs determined by data from a variety of assessments; addition of math applied skills class for high school students, as well as and additional writing and reading class for middle school students.</p> <p>3)<u>Increased Learning Time for Staff</u> : Each teacher will be provided a schedule in which they can participate in a PLC,</p>	<p>1) Principal</p> <p>2) Core subject teaching staff</p> <p>3) PLC staff</p>	<p>All action steps to be implemented by start of 2014-15 school year and continued throughout.</p> <p>Master PD schedule to be complete by June 1, 2014</p>	<p>N/A: Not included in 1003g budget.</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>Master Teachers will be available as mentors</p> <p>4) Create a master PD schedule to provide for increased learning time for staff</p>				
<p>1) <u>Quarterly Family and Community Forums</u> to include surveys to: a) gather data on resources that could impact school improvement and b) survey community for resources to address areas of need, academic or otherwise, c) Inform stakeholders on PBSS in place at SBCA</p> <p>2) Create meaningful community surveys</p> <p>3) State of the School Address</p>	<p>1) Jessica Whitaker, Guidance Counselor Chad Addie, Dir. Of Program Development</p> <p>2) Ronda Ross, Jessie Whitaker</p> <p>3) Principal</p>	<p>1) Fall, Winter, Late Winter, and Spring (2014-2015) school year.</p> <p>2) Create surveys for Family and Community Forums (by August 31, 2014)</p> <p>3) State of School Address will occur at one of Quarterly Meetings</p>	<p>N/A: Not included in 1003g budget.</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>School board has given complete operational flexibility to Superintendent/Principal upon his hiring and flexibility reiterated in Board Letter of Assurance included in Appendix.</p>	<p>SBCA School Board</p>	<p>N/A- This item is complete.</p>	<p>N/A</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>1) Complete School Improvement ("SI") Planning Grant via AdvancED (1003a)</p> <p>2) Initiate Accreditation/Continuous School Improvement with AdvancED</p> <p>3) Principal Schlottman is an experienced</p>	<p>Principal Ronda Ross Mike Parsons SI Team</p>	<p>1) By Sept. 30, 2014</p> <p>2) By Oct. 2014</p> <p>3) Principal will provide on-going technical</p>	<p><u>Items 1, 3</u>: No budgeted items</p> <p><u>Item 2</u>: \$1,250 in Year One for Contract with AdvancED for Accreditation Process to begin</p> <p><u>Item 4</u>: PD for Schlechty, 6+1,</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

<p>turnaround leader and will provide technical support to teachers and SI team during planning and implementation of SIG.</p> <p>4) Establish teacher <u>instructional support</u> via PD (Schlechty, 6 + 1 Trait Writing, PLTW, and PLC time.</p> <p>5) Master teachers hired and serve as mentors</p> <p>6) Performance Bonuses for teachers based academic growth</p>		<p>assistance throughout 2014-2015 school year</p> <p>4) Teacher PD will provide technical assistance as early starting summer 2014</p> <p>5) Two (2) master teachers to begin Fall 2014</p> <p>6) Performance bonus opportunity provided once per semester.</p>	<p>PLTW included in the budget attached.</p> <p><u>Item 5:</u> Master teacher additional salary premium included in budget at \$25,000 x 2 teachers for a total of \$50,000.</p>	
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SMART Culture Goal - Year 2

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Completed				<i>Replace the principal who led the school prior to implementing the model</i>
Continuing Year 1 process	Same as Year 1	Same as Year 1:	Advanced Accreditation cost \$725 for Year 2, See attached Budget.	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Continuing Year 1 process	Same as Year 1	Same as Year 1		<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>

Continuing Year 1 process	Same as Year 1	Same as Year 1, with the addition of 2 more Master Teachers by August 2015, for a total of 4 at this point.	Same as Year 1, but the budget for master teachers shall increase to \$100,000 as there will now be a total of (4) master teacher premiums paid.	<i>Provide high quality, job-embedded professional development</i>
Continuing Year 1 process	Same as Year 1	August 2015	Same as Year 1, see PD Incentive for \$25,000 in Year 2 per Budget.	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Continuing Year 1 process	Same as Year 1	Continuing Year 1 process	N/A	<i>Provide increased learning time for students and staff</i>
Continuing Year 1 process 1) Staff are to revise the Family / Community Forum Survey as needed	Same as Year 1	Same as Year 1: Forums and surveys will take place quarterly.	N/A	<i>Provide mechanisms for family and community engagement</i>
Continuing Year 1 process	Same as Year 1: School Board	N/A this item is complete.	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Continuing Year 1 process	Same as Year 1	Continuing Year 1 process	Advanced accreditation fee for Year 2 decreases to \$725. All other items are the same as Year 1	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SMART Culture Goal - Year 3

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
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Completed	School Board	Completed	N/A to this budget.	<i>Replace the principal who led the school prior to implementing the model</i>
Continuing Year I process	Same as Year I	Same as Year I	AdvancED accreditation/ continuous school improvement cost for Year 3: \$725, See Budget	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Continuing Year I process	Same as Year I	Same as Year I	N/A to this budget.	<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>
Continuing Year I process with: 1) PLTW Training 2) 9-Full days of PD during the school year 3) 8-Three hour segments of PD during school year 4) Master teachers to serve as mentors 5) PLC – every teacher shall be a member of a PLC	Same as Year I	Same as Year I except Schlechty and 6+ 1 Trait Writing will have been completed in Year 2.	PLTW Training: \$7000. Master Teacher / Mentors: Addition of one (1) more master teacher, for a total of 5 by the end of the grant period: \$125,000.	<i>Provide high quality, job-embedded professional development</i>
Continuing Year I process	Same as Year I	August 2016	Same as Year I	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>

Continuing Year I process	Same as Year I	Continuing Year I process	N/A to this budget.	<i>Provide increased learning time for students and staff</i>
Continuing Year I process I) Staff to revise Family and Community Surveys as needed	Same as Year I	Same as Year I	N/A to this budget	<i>Provide mechanisms for family and community engagement</i>
Completed	Completed	N/A this item complete.	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
Continuing Year I process	Same as Year I	Continuing Year I process	AdvancED Accreditation/ Continuous School Improvement process fee: \$725 Master Teacher/ Mentor premium for a total of (5) = \$125,000	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

SUSTAINABILITY Culture Goal - Year 4

SBCA will sustain the school culture which involves administration, faculty, staff, students and their families in partnerships of continuous learning and growth. SBCA will continually to measure learning and growth. Evidence will be collected through surveys and parent forums held quarterly (for a total of four times per year). The development of a cohesive relationship with the parents and community members will allow us to share our continued and sustained progress in our school improvement and transformation efforts as well as our efforts and successes in PBSS. These forums will provide meaningful updates on the success of curriculum and instruction, assessments, and other pertinent information.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
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Completed	SBCA School Board	N/A	N/A	<i>Replace the principal who led the school prior to implementing the model</i>
Continuing Year I process	Same as Year I: Paul Schlotmann Mike Parson Ronda Ross Teaching Staff School Board responsible for principal evaluation External partner (AdvancEd) provides teacher and principal evaluations	Same as Year I	AdvancED School Board	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Continuing Year I process	Principal	Same as Year I	School Board	<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>
Continuing with 1) 9-Full days of PD during the school year 2) 8-Three hour segments of PD during school year 3) Master teachers to serve as mentors 4) PLC – every teacher shall be a member of a PLC In Year 4, and as throughout the grant period, we will	Same as Year I	Our Year 4 professional development will include but is not limited to: 1) 9-Full days of PD during the school year 2) 8-Three hour segments of PD during school year 3) Master teachers to serve as mentors	In this year we will reassess our <u>partnership needs</u> ; we anticipate PLTW will be a continuing partner, and AdvancED , as the accreditation process will still be underway. We will also actively seek PD partnering opportunities based on staff needs and student achievement data.	<i>Provide high quality, job-embedded professional development</i>

continually reassess our needs and implement interventions to continue growth.		4) PLC – every teacher shall be a member of a PLC		
Continuing Year I process as needed If budget allows in Year 4 and data dictates success, then we will seek to continue PD stipend for increased licensures and certifications for teachers	Principal Asst. Principals	August 2017	Great River Creative Marketing, Job Fairs PD partnerships	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
Continuing Year I process as needed; we will continually assess whether our interventions (e.g. Extended school day and year, and S2S are producing positive results. If we need to make adjustments we will. Further PLC time will continue to allow each staff member increased learning time.	Same as year I: 1) Principal 2) Core subject teaching staff 3) PLC staff	Throughout the 2017-18 school year.	Partnerships to be determined after data assessed via needs analysis.	<i>Provide increased learning time for students and staff</i>
1) <u>Quarterly Family and Community Forums</u> to include surveys to: a) gather data on resources that could impact school improvement and b) survey community for resources to address areas of need, academic or otherwise, c) Inform stakeholders on PBSS in place at SBCA. 2) State of the School Address	Same as Year I	Same as Year I	Continue building strong family and community connections: School Guidance Counselor (Jessie Whitaker) Internship and Business Development Director (Sarah Fine)	<i>Provide mechanisms for family and community engagement</i>

<p>This item is completed as Board has provided assurance of operational flexibility (attached.)</p> <p>Meet with board to update assurances.</p> <p>Principal and Staff continue tradition in attending monthly board meetings held on-site at SBCA to promote collaboration and understanding.</p>	<p>Principal, Staff</p>	<p>SBCA may want to update board assurances prior to start of August 2017 school year.</p> <p>Attend monthly board meetings.</p>	<p>School Board</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>Continuing Year I process which includes:</p> <ol style="list-style-type: none"> 1) Continue Accreditation/ Continuous School Improvement with AdvancED; prepare for Year 5 external review (2-3 day onsite process). 2) Principal Schlottman is an experienced turnaround leader and will provide continued technical support to teachers and SI team. 3) Teachers will be offered regular and meaningful PD to reinforce effective instructional methodologies. 4) Master teachers staff will continue to serve as mentors to enhance instruction. 5) Performance Bonuses awarded for teachers based academic growth 	<p>Same as Year I</p>	<p>PD calendars will be available prior to start of the 2017-2018 school year</p> <p>Accreditation process will continue in Year 4.</p>	<p>External PD partners to be determined based on teacher input and student achievement data.</p> <p>AdvancED partnership to continue to allow for teacher and principal self-assessments and evaluations.</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

3-Year Academic SMART Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
<p>1. By May 2015, South Bend Career Academy will raise Writing proficiency of our Middle School students as measured by ISTEP, by a minimum of 15%. An additional 10% increased achievement by May 2016 and 5% increase by May 2017.</p> <p>2. By May 2015, South Bend Career Academy will raise English 10 proficiency of our High School students as measured by End of Course Assessment (ECA) by a minimum of 15%. An additional 10% increased achievement by May 2016 and 5% increase by May 2017.</p>	<p>1. By May 2015, South Bend Career Academy will raise Math proficiency of our Middle School students as measured by ISTEP, by a minimum of 15%. An additional 10% increased achievement by May 2016 and 5% increase by May 2017.</p> <p>2. By May 2015, South Bend Career Academy will raise Alg. 1 proficiency of our students as measured by End of Course Assessment (ECA) by a minimum of 15%. An additional 10% increased achievement by May 2016 and 5% increase by May 2017.</p>	

Year 1 Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>All students will participate in Fall, Winter, and Spring NWEA testing. Data teams will be established and study trends in the data and professional development will be provided on student achievement scores after each exam.</p> <p>Students will participate in Fall and Spring Acuity testing. Data teams will be established and study trends in the data and professional development will be provided on student achievement scores after each exam.</p> <p>Students will utilize Compass Learning Odyssey Remediation Program. Students will</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Testing Coordinator</p> <p>Professional Learning Communities</p>	<p>NWEA data – October 1; February 1; May 15.</p> <p>Acuity Data – October 1; May 15.</p> <p>Compass Learning Odyssey – weekly progress monitoring.</p> <p>Schlechty Student Engagement Training- August 4-6, 2014</p> <p>6+1 Trait Writing – periodically throughout the school year. All staff trained by May 31, 2015.</p>	<p>Schlechty Training - \$20,000</p> <p>6+1 Trait Writing - \$7,000</p>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>be weekly progress monitored.</p> <p>Students will utilize Steps-2-Success program for classroom support.</p> <p>Response to Instruction. Students will be bi-weekly progress monitored.</p> <p>Three (3) day on-site Schlechty (student engagement) professional development.</p> <p>6+1 Trait Writing Training (school-wide).</p>				
<p>Nine (9) full professional development days for staff members (one per month).</p> <p>Eight (8) three-hour professional development segments (one per month).</p> <p>Every teacher will participate in a daily Professional Learning Community (1 hour per day). Master teachers will lead the PLC's and provide a high level of support and training for teachers. PLC's will focus on student data and strategies to improve student achievement and performance in the classroom.</p>	<p>Director of Programs and Development</p> <p>Principal</p> <p>Director of Curriculum</p> <p>Professional Learning Communities</p>	<p>Teacher professional development will occur throughout the school year to support teacher effectiveness and student learning in the classroom.</p> <p>PLC's will occur daily for one hour.</p>	<p>Implementation of 2 Master Teachers - \$50,000</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>PLC teams will study student data, look for trends; develop student improvement plans and actions steps to ensure students' academic needs are being met. Student</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Director of Program and Development</p>	<p>PLC data meetings will occur daily among the grade level and department PLC meetings.</p>	<p>AdvancED - \$1,125</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>goals will be generated based on student's data.</p> <p>Teachers will be trained on student data management systems: Five-Star and Harmony to access most recent student data.</p> <p>Professional development will be given each month on best practices and strategies to increase student achievement.</p> <p>AdvancED will work with SBCA through the next five years towards school accreditation.</p> <p>Teachers lesson plans will be submitted and uploaded daily on Harmony Student Information System to be viewed by students and parents off-campus.</p>	<p>AdvancED (Leslie Ballard)</p>			
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Year 2 Academic Action Steps				
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Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>All students will participate in Fall, Winter, and Spring NWEA testing. Data teams will be established and study trends in the data and professional development will be provided on student achievement scores after each exam.</p> <p>Students will participate in Fall and Spring Acuity testing. Data teams will be established and study trends in the data and professional</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Testing Coordinator</p> <p>Professional Learning Communities</p>	<p>NWEA data – October 1; February 1; May 15.</p> <p>Acuity Data – October 1; May 15.</p> <p>Compass Learning Odyssey – weekly progress monitoring.</p> <p>Schlechty Student Engagement Training- August, 2015</p> <p>6+1 Trait Writing – August, 2015</p>	<p>Schlechty Training - \$20,000</p>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>development will be provided on student achievement scores after each exam.</p> <p>Students will utilize Compass Learning Odyssey Remediation Program. Students will be weekly progress monitored.</p> <p>Students will utilize Steps-2-Success program for classroom support.</p> <p>Response to Instruction. Students will be bi-weekly progress monitored.</p> <p>Three (3) day Schlechty (student engagement) professional development for new staff members (1 day refresher course for returning staff)</p> <p>6+1 Trait Writing Training (school-wide). The training will be taught by SBCA master teachers proved highly effective in 6+1 Train Writing Model.</p>				
<p>Nine (9) full professional development days for staff members (one per month).</p> <p>Eight (8) three-hour professional development segments (one per month).</p> <p>Every teacher will participate in a daily Professional Learning Community (1 hour per day). Master teachers will lead the PLC's and provide a high level of</p>	<p>Director of Programs and Development Principal</p> <p>Director of Curriculum</p> <p>Professional Learning Communities</p>	<p>Teacher professional development will occur throughout the school year to support teacher effectiveness and student learning in the classroom.</p> <p>PLC's will occur daily for one hour.</p>	<p>Implementation of 4 Master Teachers - \$100,000</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>support and training for teachers. PLC's will focus on student data and strategies to improve student achievement and performance in the classroom.</p>				
<p>PLC teams will study student data, look for trends; develop student improvement plans and actions steps to ensure students' academic needs are being met. Student goals will be generated based on student's data.</p> <p>Teachers will be trained on student data management systems: Five-Star and Harmony to access most recent student data.</p> <p>Professional development will be given each month on best practices and strategies to increase student achievement.</p> <p>AdvancED will work with SBCA through the next three years towards school accreditation.</p> <p>Teacher's lesson plans will be submitted and uploaded daily on Harmony Student Information System to be viewed by students and parents off-campus. Teachers will also upload a video of their direct instruction to be viewed online by students and parents off-campus.</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Director of Program and Development</p> <p>AdvancED (Leslie Ballard)</p>	<p>PLC data meetings will occur daily among the grade level and department PLC meetings.</p>	<p>AdvancED - \$1,125</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>All students will participate in Fall, Winter, and Spring NWEA testing. Data teams will be established and study trends in the data and professional development will be provided on student achievement scores after each exam.</p> <p>Students will participate in Fall and Spring Acuity testing. Data teams will be established and study trends in the data and professional development will be provided on student achievement scores after each exam.</p> <p>Students will utilize Compass Learning Odyssey Remediation Program. Students will be weekly progress monitored.</p> <p>Students will utilize Steps-2-Success program for classroom support.</p> <p>Response to Instruction. Students will be bi-weekly progress monitored.</p> <p>Three (3) day Schlechty (student engagement) professional development for new staff members (1 day refresher course for returning staff)</p> <p>6+1 Trait Writing Training (school-wide). The training will be</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Testing Coordinator</p> <p>Professional Learning Communities</p>	<p>NWEA data – October 1; February 1; May 15.</p> <p>Acuity Data – October 1; May 15.</p> <p>Compass Learning Odyssey – weekly progress monitoring.</p> <p>Schlechty Student Engagement Training- August, 2016</p> <p>6+1 Trait Writing – August, 2016</p>		<p><i>Use data to implement an aligned instructional program</i></p>

<p>taught by SBCA master teachers proved highly effective in 6+1 Train Writing Model.</p>				
<p>Nine (9) full professional development days for staff members (one per month).</p> <p>Eight (8) three-hour professional development segments (one per month).</p> <p>Every teacher will participate in a daily Professional Learning Community (1 hour per day). Master teachers will lead the PLC's and provide a high level of support and training for teachers. PLC's will focus on student data and strategies to improve student achievement and performance in the classroom.</p>	<p>Director of Programs and Development</p> <p>Principal</p> <p>Director of Curriculum</p> <p>Professional Learning Communities</p>	<p>Teacher professional development will occur throughout the school year to support teacher effectiveness and student learning in the classroom.</p> <p>PLC's will occur daily for one hour.</p>	<p>Implementation of 5 Master Teachers - \$125,000</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>
<p>PLC teams will study student data, look for trends; develop student improvement plans and actions steps to ensure students' academic needs are being met. Student goals will be generated based on student's data.</p> <p>Teachers will be trained on student data management systems: Five-Star and Harmony to access most recent student data.</p> <p>Professional development will be given each month on best practices and</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Director of Program and Development</p> <p>AdvancED (Leslie Ballard)</p>	<p>PLC data meetings will occur daily among the grade level and department PLC meetings.</p>	<p>AdvancED - \$1,125</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>strategies to increase student achievement.</p> <p>AdvancED will work with SBCA through the next three years towards school accreditation.</p> <p>Teacher's lesson plans will be submitted and uploaded daily on Harmony Student Information System to be viewed by students and parents off-campus. Teachers will also upload a video of their direct instruction to be viewed online by students and parent's off-campus.</p>				
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Year 4 SUSTAINABILITY Academic Goal and Action Steps

By May 2017, all staff will be and have remained effective or highly effective. Our new leadership and our master teachers will have developed the capacity of each professional learning community to: 1) use data to accurately assess their own needs, 2) identify highly effective strategies to meet these needs, 3) develop and adapt these strategies to our school's unique environment, 3) create and implement professional development, 4) develop and assess the effectiveness of these strategies and their implementation.

By May 2017, staff would conduct their own ongoing action research to address the needs of students. Staff would themselves be fully trained and engaged in a culture of continual improvement, high expectation and professionalism. The Career Academy South Bend will be the premiere choice for students in the greater South Bend Community.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
<p>Teachers will have an in-depth training and experience in reviewing student's data, developing student action plans, studying trends, and developing/progress monitoring student academic goals.</p> <p>Teachers will be trained and able to fully utilize Compass Learning Software in the classroom and through RtI to increase</p>	<p>Principal</p> <p>Director of Curriculum</p> <p>Professional Learning Communities</p> <p>Master Teachers</p>	<p>May, 2017</p>	<p>AdvancED</p> <p>6+1 Trait Writing Model</p>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>student achievement scores and abilities.</p> <p>Students are able to stay current in academic classes through the support of Steps-2-Success. Students are given consistent, daily support on their academic assignments.</p> <p>Rtl will be implemented with fidelity school wide to ensure all students' needs are being met academically and behaviorally.</p> <p>All teachers will have been trained and will implement 6+1 Trait Writing model school wide.</p>				
<p>Through the utilization of nine (9) professional development days per year and 8 three-hour professional development segments during the school year (100 hours of professional development) teachers will be trained and able to implement data to inform and differentiate instruction in the classroom.</p> <p>Teachers will receive 3 full days (21 hours) of Schlechty Student Engagement training each school year to ensure all students are engaged in the curriculum and lesson planning.</p> <p>Each teacher will participate in one (1)</p>	<p>Director of Programs and Development</p> <p>Principal</p> <p>Director of Curriculum</p> <p>Professional Learning Communities</p>	<p>May, 2017</p>	<p>AdvancED</p> <p>Slechty Training Center</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>hour of a professional learning community each day with their peers. The PLC will focus on integrating student data into their instruction and increasing students achievement.</p>				
<p>Teachers will be trained on student data management systems: Five-Star and Harmony to access most recent student data. This will be supported through the PLC.</p> <p>AdvancED will work with SBCA through the next three years towards school accreditation.</p> <p>Teacher effectiveness will be held accountable through uploading lesson plans and a video recording of the direct instruction on to Harmony Student Information System.</p>		<p>May, 2017</p>	<p>AdvancED Harmony Student Information System</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
<p>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.</p>	x		<p>The grant planning team has produced a budget to support the chosen research-based interventions described herein. The grant planning team has also analyzed the budget against the Transformation Model and ensures alignment. The budget allows for full and effective implementation of the Transformation Model, interventions and school activities.</p> <p>See Attachment – Detailed Budget</p>
<p>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.</p> <p><i>Turnaround and Transformation models</i></p> <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 • Resumes provided • Data examined to demonstrate track record • Principal hiring process • Principal transfer procedures/policies 	x		<p>SBCA has recruited a new principal/superintendent, Mr. Paul Schlottman, as of January 6, 2014. Mr. Schlottman has a proven record in school improvement, as <u>detailed in his attached resume</u>, and is adept in how to implement the Transformation model at SBCA.</p> <p>Our new school leader has also made a three-year commitment to fully support and implement the Transformation Model.</p> <p>See Attachment - Principal's Résumé.</p> <p>See Attachment - Principal's Assurances.</p>
<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 	x		<p>The school board has been involved in the decision of SBCA to pursue the school improvement grant and has committed itself to provide full support towards its implementation.</p> <p><u>Minutes of meeting</u> with school board members have been duly recorded and are on file at SBCA with the Title I Administrator.</p> <p>See Attachment - Board Assurances.</p>
<p>4. The superintendent is fully committed to</p>	x		<p>Mr. Schlottman our school's Principal/ Superintendent has provided assurances that he will</p>

<p>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"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>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</i> 			<p>fully implement the Transformational Model along the with Director of Curriculum/Principal, Michael Parsons.</p> <p>Our superintendent’s participation and approval is documented in Title I meetings dated: 3/7/14, and 3/26/14, as cited above in the <i>Stakeholder Consultation</i> (Section 2 of this application) and are on file with SBCA’s interim Title I Administrator.</p> <p>See Attachment -Superintendent/Principal’s Assurance.</p>
<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"> • <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> 	x		<p>SBCA does not have a teacher’s union, however, current teachers have been informed on the interventions that are <u>in progress</u> and that are <u>forthcoming</u> under the SIG and they are in support of thereof.</p> <p>See Attachment- SBCA Teacher’s Letter of Support.</p> <p>The new teacher evaluation, hiring and dismissal procedures including an outline of amendment to SIG are in draft form and shall be finalized by the end of April in time for teacher <i>contract</i> renewal. At this time teachers and staff will have the opportunity to affirm their commitment to the transformation interventions or not renew their time with SBCA.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) 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> 	x		<p>Our principal has taken the initiative, ownership, and will fully participate in the staff hiring process and has committed to engage as many stakeholders to be part of the process, including parent input on the new teacher hiring process and interviews.</p> <p>New teachers will be hired through an interview with a range of school personnel and community stake holders. The principal will utilize the Venture for Excellence interview questions to better screen candidates for the open positions.</p> <p>See Attachment –SBCA Recruitment and Retention Plan</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.</p>	x		<p>Through the oversight of the newly hired Director of Title I and support of the Director of Curriculum, along with the partnership of AdvancED, SBCA will monitor the school</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>improvement plan daily to ensure the needs of the grant, students, and school building are being met.</p> <p>Teachers will receive an estimated 100 hours of professional development throughout the 2014-2015 school year. Each teacher will also spend an estimated 190 hours collaborating within their PLC. On top of this professional development, teachers will participate in either one or two week trainings on Schlechty Student Engagement, Project Lead The Way, and 6+1 Trait Writing during the summer.</p> <p>A curriculum and assessment calendar is currently being utilized for the 2013-2014 school year and a 2014-2015 calendar will be implemented to guide student assessment and breaking down student data to guide instructional strategies and engagement.</p> <p>Each classroom teacher will be observed by an administrator two times per year (one per semester). Throughout the course of the year, the teacher will also receive 5 short observations to provide helpful feedback.</p> <p>A level of support at the administrative tier has been generated through the restructuring of the administrative roles. The teachers will have an administrator overseeing curriculum, program & developments, student services, and transition services.</p> <p>The PLC teams will review and analyze data daily. They will study data received from NWEA, Acuity, ISTEP, ECA, Compass Learning, classroom assessments...etc., to develop comprehensive student action and goal plans to help them succeed.</p> <p>The Finance department is led by a business manager and supported by two assistant business managers. The business manager provides a fiscal audit and report for each monthly board meeting. Independent auditors review our financial receipts and transactions each spring.</p>
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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. <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>	<p>x</p>		<p>SBCA has decided to <u>extend its partnership with AdvancED</u> beyond the 1003(a) School Improvement Planning Grant (<i>which will include building a stronger school improvement plan and building leadership capacity to carry out the plan</i>). AdvancED will help guide SBCA towards school accreditation.</p> <p>The School Improvement Planning Grant (1003a) ends September 2014, yet beyond this period SBCA shall pursue <u>Continuous Improvement Through Accreditation with AdvancED</u>. We believe that preparing for accreditation will serve as a strong support in implementing the Transformation Model and the selected interventions.</p>
<p>(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;</p>	<p>x</p>		<p>AdvancED is an internationally-recognized accreditation granting institution that has expertise in continuous school improvement along with <u>efficient</u> technology (via Assist) that will aid us in <u>timely gathering information</u> for accreditation while helping us to ensure we are on track with our Transformation Model.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>x</p>		<p>We are committed to hiring a Title I administrator to fulfill the requirements of accreditation and transformation for the next 3-5 years.</p>
<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.</p>	<p>x</p>		<p>Accreditation will include off-site and onsite review of records, stakeholder interviews, observations of learning environments, verification of school evidence and diagnostics. The data gathered herein will be used to evaluate effectiveness, prompt deliberations and communication of findings to support continuous school improvement via accreditation.</p>



SAMPLE

School Improvement Grant (1003g)
Part 9 -- BUDGET
Alignment of Other Funding
Sources to SIG Elements

Element of the Intervention	Intervention	Resources
FEDERAL RESOURCES		

Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded staff development aligned to grant goals to assist English language learners	Turnaround Transformation Restart	Title III, Part A - LEP

Element of the Intervention	Intervention	Resources
STATE RESOURCES		

Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students	Turnaround Transformation Restart	High Ability Grant

Required Funding Alignment Section of Budget



School Improvement Grant (1003g)
Part 9 -- BUDGET
Alignment of Other Funding
Sources to SIG Elements

Element of the Intervention	Intervention	Resources
FEDERAL RESOURCES		

Use of research-based instructional practices that are vertically aligned across grade levels and the state standards	Transformation	Title I, Part A - regular and stimulus funds (schoolwide or targeted assistance programs)
Assistance with design and implementation of improvement plan including high-quality job-embedded professional development designed to assist SBCA in implementing the intervention model via AdvancED partnership.	Transformation	Title I, 1003(a) School Improvement Planning Grant
Assistance to ensure affordable telecommunications and Internet access which allows SBCA to offer a high-speed computer lab to enhance student instruction in high-tech computer applications and basic computing as needed for a variety of instructional needs.	Transformation	Erate

Element of the Intervention	Intervention	Resources
STATE RESOURCES		

Assists SBCA in funding to maintain beneficial instructional program reform (including Special Ed , CTE, and Summer School); further these grants allow us to sustain overall funding to support our infrastructure in general, which allows us to pursue the interventions described in the application.	Transformation	Basic Tuition Grant, Complexity Grant, Special Educaiton Grant, CTE grant, Textbook, Summer School grants
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School Improvement Grant (1003g)
Part 9 -- 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: Career Academy of South Bend
Corporation Number: 9880
School Name: South Bend Career Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	
1. PERSONNEL (include positions and names)							
Master Teachers	2.00	x		Master teacher incremental increase in salary	\$ 50,000.00		
Title I Administration	1.00	x		Title I administration	\$ 60,000.00		
Professional Development		x		Professional development funds for teachers to pursue advanced certifications and licensure	\$25,000.00		
					\$ -		
					\$ -		
	3.00	TOTAL SALARIES					\$ 135,000.00
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					\$ 18,000.00
3. TRAVEL: (differentiate in-state and out-of-state)							
	out-of-state	PLTW Training			\$ 1,500.00		
	out-of-state						
	in-state	PLTW Training			\$ 500.00		
	in-state						

	TOTAL TRAVEL		\$ 2,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Education Northwest	6 + 1 Trait Writing Model: On-site job-embedded professional development	\$7,000.00	
Schlechty Center	Engagement By Design: On-site job-embedded professional development on engaging students via lesson planning and curriculum	\$20,000.00	
Project Lead the Way	Training in PLTW/STEM project-based learning	\$5,000.00	
AdvancED	Accreditation/Continuous Improvement Partner	\$1,225.00	
Cook Illinois School Corporation	Cost of three (3) buses, fully-staffed and serviced per year	\$179,664.00	
	TOTAL CONTRACTED SERVICES		\$ 212,889.00
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		\$ -
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		\$ 41,704.50
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		\$0.00
	INDIRECT COST (2.07%)		\$ 7,615.30
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 417,208.80

			\$ -
			\$ -
			\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 41,704.50



School Improvement Grant (1003g)
Part 9 -- 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: Career Academy of South Bend
Corporation Number: 9880
School Name: South Bend Career Academy

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	
1. PERSONNEL (include positions and names)							
Master Teachers	4.00	x		Master teacher incremental increase in salary	\$ 100,000.00	this is a pr 2.50%	
Title I Administration	1.00	x		Title I administration	\$ 61,500.00		
Professional Development		x		Professional development funds for teachers to pursue advanced certifications and licensure	\$25,000		
					\$ -		
					\$ -		
	5.00	TOTAL SALARIES					\$ 186,500.00
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				\$ 18,450.00	
3. TRAVEL: (differentiate in-state and out-of-state)							
	out-of-state	PLTW Training			\$ 1,500.00		
	out-of-state						
	in-state	PLTW Training			\$ 500.00		
	in-state						
		TOTAL TRAVEL				\$ 2,000.00	
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)							
Education Northwest		6 + 1 Trait Writing Model: On-site job-embedded professional development			\$7,000.00		



**Indiana
Department of Education**

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

School Improvement Grant (1003g)
Section 9 - BUDGET
School Year 2016-2017
Year 3

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:	<u>Career Academy of South Bend</u>
Corporation Number:	<u>9880</u>
School Name:	<u>South Bend Career Academy</u>

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL	
1. PERSONNEL (include positions and names)							
Master Teachers	5.00	x		Master teacher incremental increase in salary	\$ 125,000.00		
Title I Administration	1.00	x		Title I administration	\$ 63,037.50		
Professional Development		x		Professional development funds for teachers to pursue advanced certifications and licensure	\$25,000.00		
					\$ -		
					\$ -		
	6.00	TOTAL SALARIES					\$ 213,037.50
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					\$ 18,911.25
3. TRAVEL: (differentiate in-state and out-of-state)							
	out-of-state	PLTW Training			\$ 1,500.00		
	out-of-state						
	in-state	PLTW Training			\$ 500.00		
	in-state						
		TOTAL TRAVEL				\$ 2,000.00	
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)							

			\$	-
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APPENDIX

1. School Board Assurances
2. Superintendent/Principal Assurances
3. Teacher's Letter of Support
4. Teacher Evaluation Rubric
5. Recruitment, Placement, and Retention Plan
6. Superintendent/Principal's Resume
7. Teacher Pay Scale
8. Assessment Calendar

-----SOUTH BEND-----
CAREER ACADEMY

March 28, 2014

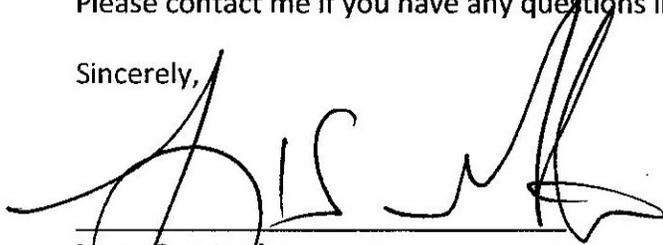
To: Indiana Department of Education

Re: Title I 1003(g) Grant_ Board Assurances

I write to inform you that the school board of South Bend Career Academy ("SBCA") is in support of SBCA's application for the Title I 1003(g) grant opportunity. We are fully committed to eliminating barriers, *such as allowing for staffing, curriculum, calendar, and operational flexibility*, to allow for full implementation of the "transformation model"

Please contact me if you have any questions in regards to our support.

Sincerely,



Larry Garatoni
School Board President
574-276-1940 cell

-----SOUTH BEND-----
CAREER ACADEMY

March 31, 2014

To: Indiana Department of Education

Re: Title I 1003(g) Grant_ Superintendent/Principal Assurance

I write to inform you that I am in full support of SBCA's application for the Title I 1003(g) School Improvement Grant opportunity. Further, I am fully committed to eliminating barriers, *such as allowing for staffing, curriculum, calendar, and operational flexibility*, to allow for full implementation of "transformation model."

Please contact me if you have any questions in regards to my support.

Sincerely,



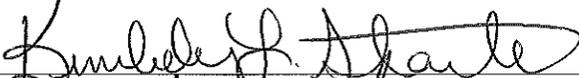
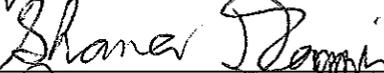
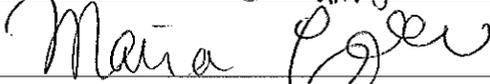
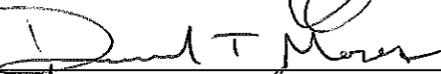
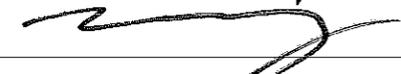
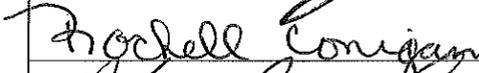
Paul Schlottman

Principal/Superintendent

CAREER ACADEMY

SBCA is in the process of competing for the Title I 1003(g) School Improvement Grant which will allow us to boldly implement selected interventions in order to affect *school wide transformation* as defined by the US DOE.

Teachers, your signature below denotes your support of SBCA's application for the 1003(g) grant and that you support eliminating barriers to allow for the full implementation of the *transformation model*.

Signature	Date
	3/31/14
	3/31/14
	3/31/14
	3/31/14
	3/31/14
	3/31/14
	3/31/14
	3/31/14
	3-31-14
	3/31/14
	3/31/14
	3/31/14
	3/31/14
	3/31/14

For Domains 1 – 8:

Highly Effective – behavior demonstrated 95-100%

Effective – behavior demonstrated 85-94%

Improvement Necessary – behavior demonstrated 75-84%

Ineffective – behavior demonstrated less than 74%

Domain 1.0: Purposeful Planning

Team leader uses Indiana content / common core area standards to develop a relevant and rigorous curriculum and assessments utilizing Project Based Learning (PBL) where applicable.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
1.1 Utilizes assessment data to inform plans	<ul style="list-style-type: none"> Consistently uses prior assessment data to direct achievement goals, unit plans, and lesson plans. Consistently incorporates differentiated learning strategies into lesson plans. 	<ul style="list-style-type: none"> Frequently uses prior assessment data to direct achievement goals, unit plans, and lesson plans. Frequently incorporates differentiated learning strategies into lesson plans. 	<ul style="list-style-type: none"> Occasionally uses prior assessment data to direct achievement goals, unit plans, and lesson plans. Occasionally incorporates differentiated learning strategies into lesson plans. 	<ul style="list-style-type: none"> Rarely uses prior assessment data to direct achievement goals, unit plans, and lesson plans. Rarely incorporates differentiated learning strategies into lesson plans. 	Acuity, NWEA, ISTEP Pre/Post, Quizzes Bell Ringer, Exit Tickets Unit Tests Achievement goals Unit and Lesson plans Lesson Objectives
1.2 Develops standards-based unit plans and assessments	<ul style="list-style-type: none"> Consistently creates unit assessments and plans that align with end of semester summative assessment which include: <ul style="list-style-type: none"> Identified content standards for each unit Formative assessments that measure progress towards mastery and learning Allocation of appropriate amount of learning time for each unit 	<ul style="list-style-type: none"> Frequently creates unit assessments and plans that align with an end of semester summative assessment which includes: <ul style="list-style-type: none"> Identified content standards for each unit Formative assessments that measure progress towards mastery and learning Allocation of appropriate amount of learning time for each unit 	<ul style="list-style-type: none"> Occasionally creates unit assessments and plans that align with an end of semester summative assessment which includes: <ul style="list-style-type: none"> Identified content standards for each unit Formative assessments that measure progress towards mastery and learning Allocation of appropriate amount of learning time for each unit 	<ul style="list-style-type: none"> Rarely creates unit assessments and plans that align with an end of semester summative assessment which includes: <ul style="list-style-type: none"> Identified content standards for each unit Formative assessments that measure progress towards mastery and learning Allocation of appropriate amount of learning time for each unit 	Lesson Plans Post Test Unit Test (either state, district, or team leader created) Pre-conference observation

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

Achievement Goals (semester / year)

Unit Plans (four – eight weeks)

Lesson Plans (daily)

Lesson objectives

Domain 2.0: Facilitate Learning – Team leader engages team members in purposeful and active learning from start to finish, using a variety of instructional strategies to focus the learning through rigor and relevant content.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
2.1 Demonstrates and effectively communicate content knowledge	<ul style="list-style-type: none"> Consistently constructs and displays an effective agenda to direct expectations for learning. Consistently demonstrates and delivers content that is factually correct, well-organized, clear and concise. Consistently incorporates relevant and differentiated instructional strategies to provide rigorous, intellectually engaging curriculum. 	<ul style="list-style-type: none"> Frequently constructs and displays an effective agenda to direct expectations for learning. Frequently demonstrates and delivers accurate content that is well-organized, clear and concise. Frequently incorporates relevant and differentiated instructional strategies to provide rigorous, intellectually engaging curriculum. 	<ul style="list-style-type: none"> Occasionally constructs and displays an agenda to direct expectations for learning. Occasionally demonstrates and delivers content that is factually correct, well-organized, clear and concise. Occasionally incorporates relevant and differentiated instructional strategies to provide rigorous, intellectually engaging curriculum. 	<ul style="list-style-type: none"> Rarely constructs and displays an effective agenda to direct expectations for learning. Rarely demonstrates and delivers content that is factually correct, well-organized, clear and concise. Rarely incorporates relevant and differentiated instructional strategies to provide rigorous, intellectually engaging curriculum. 	Informal Obsv Formal Obsv Peer Obsv
2.2 Engages team members in academic content	<ul style="list-style-type: none"> Repeatedly engages team members to be on task during class. Continuously engages team members in purposeful, collaborative, and skill area focused learning. Engages all team members in class discussions and activities. 	<ul style="list-style-type: none"> Engages most team members to be on task during class. Frequently engages team members in purposeful, collaborative, and skill area focused learning. Engages most team members in class discussions. 	<ul style="list-style-type: none"> Engages some team members to be on task during class. Occasionally engages team members in purposeful, collaborative, and skill area focused learning. Engages some team members in class discussions. 	<ul style="list-style-type: none"> Rarely engages team members to be on task during class. Rarely engages team members in purposeful, collaborative, and skill area focused learning. Engages few team members in class discussions. 	Informal Obsv Formal Obsv Check in with team members Lesson Plan Peer Obsv
2.3 Maximizes instructional time	<ul style="list-style-type: none"> Consistently engages team members at the start and throughout the class. Consistently makes smooth and purposeful transitions between classroom activities. Consistently ends class with closure and an expectation of what is to come. 	<ul style="list-style-type: none"> Frequently engages team members at the start of class. Frequently makes smooth and purposeful transitions between classroom activities. Frequently ends class with closure and an expectation of what is to come. 	<ul style="list-style-type: none"> Occasionally engages team members at the start of class. Occasionally makes smooth and purposeful transitions between classroom activities. Occasionally ends class with closure and an expectation of what is to come. 	<ul style="list-style-type: none"> Rarely engages team members at the start of class. Rarely makes smooth and purposeful transitions between classroom activities. Rarely ends class with closure and an expectation of what is to come. 	Informal Obsv Formal Obsv Peer Obsv

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

- Agenda
- Bloom wheel poster (old and revised definitions)
- Informal observation
- Peer observation
- Formal observation
- Formal pre-conference
- Formal post-conference

Domain 3.0: Project Based Learning - Team leaders facilitates instruction using the model and approach built upon authentic learning activities that engage student interest and motivation.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
3.1 Designs project structure	<ul style="list-style-type: none"> Consistently uses BIE rubric and project planning sheets as a guide for effective planning. Consistently arranges for team members to present or exhibit project work to an authentic audience from within or outside the school. 	<ul style="list-style-type: none"> Frequently uses BIE rubric and project planning sheets as a guide for effective planning. Frequently arranges for team members to present or exhibit project work to an authentic audience from within or outside the school. 	<ul style="list-style-type: none"> Occasionally uses BIE rubric and project planning sheets as a guide for effective planning. Occasionally arranges for team members to present or exhibit project work to an authentic audience from within or outside the school. 	<ul style="list-style-type: none"> Rarely uses BIE rubric and project planning sheets as a guide for effective planning. Rarely arranges for team members to present or exhibit project work to an authentic audience from within or outside the school. 	<p>Pre observation with teachers and provided copy of the rubric and planning sheet</p> <p>Informal Observation</p> <p>Peer Observation</p>
3.2 Embed need to know, voice and choice	<ul style="list-style-type: none"> Consistently posts the need to know list as the project develops. Consistently provides the opportunity for expression of voice and choice on topics to study, questions to ask, texts and resources to consult, and products to create. Consistently motivates team members to learn new content knowledge. 	<ul style="list-style-type: none"> Frequently posts the need to know list as the project develops. Frequently provides the opportunity for expression of voice and choice on topics to study, questions to ask, texts and resources to consult, and products to create. Frequently motivates team members to learn new content knowledge. 	<ul style="list-style-type: none"> Occasionally posts the need to know list as the project develops. Occasionally provides the opportunity for expression of voice and choice on topics to study, questions to ask, texts and resources to consult, and products to create. Occasionally motivates team members to learn new content knowledge. 	<ul style="list-style-type: none"> Rarely posts the need to know list as the project develops. Rarely provides the opportunity for expression of voice and choice on topics to study, questions to ask, texts and resources to consult, and products to create. Rarely motivates team members to learn new content knowledge. 	<p>Informal Observation</p> <p>Formal Observation</p> <p>Peer Observation</p> <p>Grade level collaboration</p>
3.3 Creates driving question	<ul style="list-style-type: none"> Consistently creates an open ended driving question to capture the project's main focus. Consistently designs the driving question to require team members to gain the intended knowledge skills and understanding. 	<ul style="list-style-type: none"> Frequently creates an open ended driving question to capture the project's main focus. Frequently designs the driving question to require team members to answers that gain the intended knowledge skills and understanding. 	<ul style="list-style-type: none"> Occasionally creates an open ended driving question to capture the project's main focus. Occasionally designs the driving question to require team members to answers that gain the intended knowledge skills and understanding. 	<ul style="list-style-type: none"> Rarely creates an open ended driving question to capture the project's main focus. Rarely designs the driving question to require team members to answers that gain the intended knowledge skills and understanding. 	<p>BIE projects sheets</p> <p>Informal Observation</p> <p>Formal Observation</p> <p>Peer Observation</p>
3.4 Incorporates collaboration and communication	<ul style="list-style-type: none"> Consistently incorporates collaborative work involving all group members. Consistently incorporates collaboration with people beyond the classroom. Consistently requires team members to explain tasks and solution strategies. 	<ul style="list-style-type: none"> Design frequently incorporates collaborative work involving all group members. Design frequently incorporates collaboration with people beyond the classroom. Frequently requires team 	<ul style="list-style-type: none"> Design occasionally incorporates collaborative work involving all group members. Design occasionally incorporates collaboration with people beyond the classroom. Occasionally requires team 	<ul style="list-style-type: none"> Design rarely incorporates collaborative work involving all group members. Design rarely incorporates collaboration with people beyond the classroom. Rarely requires team members to explain tasks 	<p>BIE Project Sheets</p> <p>Team Leader Collaboration</p> <p>Informal Observation</p> <p>Formal Observation</p> <p>Peer Observation</p>

		members to explain tasks and solution strategies.	members to explain tasks and solution strategies.	and solution strategies.	
3.5 Encourages in-depth inquiry	<ul style="list-style-type: none"> Consistently guides team members to pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers. 	<ul style="list-style-type: none"> Frequently guides team members in a manner to pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers. 	<ul style="list-style-type: none"> Occasionally guides team members in a manner to pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers. 	<ul style="list-style-type: none"> Rarely guides team members in a manner to pose questions, gather & interpret data, ask further questions, and develop & evaluate solutions or build evidence for answers. 	Informal Observation Formal Observation Peer Observation
3.6 Provides revision and reflection opportunities	<ul style="list-style-type: none"> Consistently provides regular, structured opportunities to give and receive feedback about the quality of the work in progress. Consistently guides team members to give constructive quality feedback. Consistently provides opportunities for the team to engage in thoughtful, comprehensive reflection about the learning, project design, and management at checkpoints and after project culmination. 	<ul style="list-style-type: none"> Frequently provides regular, structured opportunities to give and receive feedback about the quality of the work in progress. Frequently guides team members to give constructive quality feedback. Frequently provides opportunities for the team to engage in thoughtful, comprehensive reflection about the learning, project design, and management at checkpoints and after project culmination. 	<ul style="list-style-type: none"> Occasionally provides regular, structured opportunities to give and receive feedback about the quality of the work in progress. Occasionally guides team members to give constructive quality feedback. Occasionally provides opportunities for the team to engage in thoughtful, comprehensive reflection about the learning, project design, and management at checkpoints and after project culmination. 	<ul style="list-style-type: none"> Rarely provides regular, structured opportunities to give and receive feedback about the quality of the work in progress. Rarely guides team members to give constructive quality feedback. Rarely provides opportunities for the team to engage in thoughtful, comprehensive reflection about the learning, project design, and management at checkpoints and after project culmination. 	Informal Observation Formal Observation Peer Observation Homework Independent work

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

BIE rubric

Project planning sheets

Driving question guide

Domain 4.0: Progress Monitoring – Team leader ensures that team members are learning to the best of their abilities through use of monitoring strategies and techniques.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
4.1 Checks for understanding	<ul style="list-style-type: none"> Consistently solicits responses using various methods. Consistently adjusts instructional strategies to re-teach material not fully comprehended. Repeatedly states key words and points of emphasis throughout instruction to enhance understanding. 	<ul style="list-style-type: none"> Frequently solicits responses using various methods. Frequently adjusts instructional strategies to re-teach material not fully comprehended. Frequently states key words and points of emphasis throughout instruction to enhance understanding. 	<ul style="list-style-type: none"> Occasionally solicits responses using various methods. Occasionally adjusts instructional strategies to re-teach material not fully comprehended. Occasionally states key words and points of emphasis throughout instruction to enhance understanding. 	<ul style="list-style-type: none"> Rarely solicits responses using various methods. Rarely adjusts instructional strategies to re-teach material not fully comprehended. Rarely states key words and points of emphasis throughout instruction to enhance understanding. 	Informal / Formal Observations Lessons plans Peer observation
4.2 Assesses progress	<ul style="list-style-type: none"> Consistently provides measureable, academically relevant assessment documentation. Consistently checks for all team members' mastery of objectives and standards. Consistently monitors and logs progression toward mastery on a bi-weekly basis. Consistently checks that all team members self-monitor progress. 	<ul style="list-style-type: none"> Frequently provides measureable, academically relevant assessment documentation. Frequently checks for all team member mastery of objectives and standards. Consistently monitors and logs progression toward mastery every three weeks. Frequently checks that all team members self-monitor progress. 	<ul style="list-style-type: none"> Occasionally provides measureable, academically relevant assessment documentation. Occasionally checks for all team member mastery of objectives and standards. Inconsistently monitors and logs progression toward mastery. Occasionally checks that all team members self-monitor progress. 	<ul style="list-style-type: none"> Consistently provides measureable, academically relevant assessment documentation. Checks for all team member mastery of objectives and standards. Inconsistently monitors and logs progression toward mastery and has missing data. Rarely checks that all team members self-monitor progress. 	Informal/Formal Observations Peer Observation Assessments Team member checks Tracking system for team members – posted
4.3 Reinforces key concepts	<ul style="list-style-type: none"> Consistently designs independent work to reinforce and practice key concepts and skills from the lesson. 	<ul style="list-style-type: none"> Frequently designs independent work to reinforce and practice key concepts and skills from the lesson. 	<ul style="list-style-type: none"> Occasionally designs independent work to reinforce and practice key concepts and skills from the lesson. 	<ul style="list-style-type: none"> Rarely designs independent work to reinforce and practice key concepts and skills from the lesson. 	Team member checks Grade book report Lesson plans Informal/Formal Observations Peer Observations

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

Posted data format / content

Domain 5.0: Intervention – Team leader recognizes that the South Bend Career Academy at its core believes our team members can learn. Each may learn differently and at different paces; the use of interventions allows each team member the opportunity to be successful in learning.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
5.1 Implements research based interventions	<ul style="list-style-type: none"> Consistently implements research-based interventions for team members who have special learning needs including Section 504. Consistently implements research-based accommodations and/or modifications as prescribed by individual success plans in the general education classroom. 	<ul style="list-style-type: none"> Frequently implements research based interventions for team members who have special learning needs including Section 504. Frequently implements research based accommodations and/or modifications as prescribed by individual success plans in the general education classroom. 	<ul style="list-style-type: none"> Occasionally implements research based interventions for team members who have special learning needs including Section 504. Occasionally implements research based accommodations and/or modifications as prescribed by individual success plans in the general education classroom. 	<ul style="list-style-type: none"> Rarely implements research based interventions for team members who have special learning needs including Section 504. Rarely implements research based accommodations and/or modifications as prescribed by individual success plans in the general education classroom. 	PD checks Accommodation checks Informal / Formal Observations Peer Observations Success plans
5.2 Adjusts interventions based on results	<ul style="list-style-type: none"> Consistently uses progress monitoring data to determine intervention effectiveness. Consistently adjusts intervention strategy in response to progress. 	<ul style="list-style-type: none"> Frequently uses progress monitoring data to determine intervention effectiveness. Frequently adjusts intervention strategy in response to progress. 	<ul style="list-style-type: none"> Occasionally uses progress monitoring data to determine intervention effectiveness. Occasionally adjusts intervention strategy in response to progress. 	<ul style="list-style-type: none"> Rarely uses progress monitoring data to determine intervention effectiveness. Rarely adjusts intervention strategy in response to progress. 	Assessment records Tier 1,2,3 adaptations Pre-observation artifacts on data
5.3 Collaborates on performance and interventions	<ul style="list-style-type: none"> Consistently collaborates and/or co-teaches with colleagues to implement and monitor individual plans. 	<ul style="list-style-type: none"> Frequently collaborates and/or co-teaches with colleagues to implement and monitor individual plans. 	<ul style="list-style-type: none"> Frequently collaborates and/or co-teaches with colleagues to implement and monitor individual plans. 	<ul style="list-style-type: none"> Rarely collaborates and/or co-teach with colleagues to implement and monitor individual plans. 	Follow-up dialogue Informal / Formal Observations Peer Observations

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

- PD checks
- Accommodation checks
- Assessment record
- Individual success plans

Domain 6.0: Classroom Environment - Team leader fosters an environment that encompasses a broad range of educational concepts, including physical setting, socio-emotional environment, standards of safety, and urgency, with a sense of high expectation around achievement, excellence and respect towards others.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
6.1 Creates safe environment	<ul style="list-style-type: none"> Consistently demonstrates high regard in interactions reflecting a genuine and inviting classroom with sensitivity to background and levels of ability. Consistently creates a student-centered and safe classroom that is conducive to learning. 	<ul style="list-style-type: none"> Frequently demonstrates high regard in interactions reflecting a genuine and inviting classroom with sensitivity to background and levels of ability. Frequently reinforces and models respectful interactions. Frequently creates a student-centered and safe classroom that is conducive to learning. 	<ul style="list-style-type: none"> Occasionally demonstrates high regard in interactions reflecting a genuine and inviting classroom with sensitivity to background and levels of ability. Occasionally reinforces and models respectful interactions. Occasionally creates a student-centered and safe classroom that is conducive to learning. 	<ul style="list-style-type: none"> Rarely demonstrates high regard in interactions reflecting a genuine and inviting classroom with sensitivity to background and levels of ability. Rarely reinforces and models respectful interactions. Rarely creates a student-centered and safe classroom that is conducive to learning. 	Observation student centered and safe classroom forms
6.2 Utilizes Positive Behavioral Intervention System (PBIS)	<ul style="list-style-type: none"> Consistently demonstrates Level 1 of PBIS in addressing behavior. Consistently reinforces most team members in monitoring their own and peer behavior. Consistently displays visible evidence of standards of conduct. 	<ul style="list-style-type: none"> Frequently demonstrates Level 1 of PBIS in addressing behavior. Frequently reinforces some team members in monitoring their own and peer behavior. Frequently displays visible evidence of standards of conduct. 	<ul style="list-style-type: none"> Occasionally demonstrates Level 1 of PBIS in addressing behavior. Occasionally reinforces a few team members in monitoring their own and peer behavior. Occasionally displays visible evidence of standards of conduct. 	<ul style="list-style-type: none"> Rarely demonstrates Level 1 of PBIS in addressing behavior. Rarely reinforces any team members in monitoring their own and peer behavior. Rarely displays visible evidence of standards of conduct. 	PBIS document and training Informal / Formal Observations Staff handbook
6.3 Applies rules and procedures	<ul style="list-style-type: none"> Consistently reinforces school and classroom rules and procedures. Consistently reinforces and models respectful interactions. Consistently takes and submits daily attendance in a timely manner. 	<ul style="list-style-type: none"> Frequently reinforces school and classroom rules and procedures. Frequently reinforces and models respectful interactions. Frequently takes and submits daily attendance in a timely manner. 	<ul style="list-style-type: none"> Occasionally reinforces school and classroom rules and procedures. Occasionally reinforces and models respectful interactions. Occasionally takes and submits daily attendance in a timely manner. 	<ul style="list-style-type: none"> Rarely reinforces school and classroom rules and procedures. Rarely reinforces and models respectful interactions. Rarely takes and submits daily attendance in a timely manner. 	School rules and procedures Attendance records
6.4 Engages team members in the pursuit of knowledge	<ul style="list-style-type: none"> Consistently creates and maintains a culture of high expectations for rigorous learning. Consistently instills the importance and relevance of the subject. 	<ul style="list-style-type: none"> Frequently creates and maintains a culture of high expectations for rigorous learning Frequently instills the importance and relevance of the subject. 	<ul style="list-style-type: none"> Occasionally creates and maintains a culture of high expectations for rigorous learning Occasionally instills the importance and relevance of the subject. 	<ul style="list-style-type: none"> Rarely creates and maintains a culture of high expectations for rigorous learning Rarely instills the importance and relevance of the subject. 	Informal / Formal Observation Lesson plans

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

Student centered, safe classroom

PBIS Levels

School rules

Domain 7.0: Leadership - Team leader develops and sustains positive leadership within the South Bend Career Academy community to ensure the achievement of all team members academically, socially, emotionally, and vocationally.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
7.1 Contributes positively to school culture	<ul style="list-style-type: none"> Consistently contributes to setting and meeting individual and school goals. 	<ul style="list-style-type: none"> Frequently contributes to setting and meeting individual and school goals. 	<ul style="list-style-type: none"> Occasionally contributes to setting and meeting individual and school goals. 	<ul style="list-style-type: none"> Rarely contributes to setting and meeting individual and school goals. 	Individual goals School goals
7.2 Collaborates and shares knowledge	<ul style="list-style-type: none"> Consistently exhibits collaborative skills that support the PLC and other colleagues. Consistently examines relevant data to inform strategies and to achieve common goals. Consistently and openly seeks feedback from colleagues on effectiveness for continuous learning. 	<ul style="list-style-type: none"> Frequently exhibits collaborative skills that support the PLC and other colleagues. Frequently examines relevant data to inform strategies and to achieve common goals. Frequently seeks feedback from colleagues on effectiveness for continuous learning. 	<ul style="list-style-type: none"> Occasionally exhibits collaborative skills that support the PLC and other colleagues. Occasionally examines relevant data to inform strategies and to achieve common goals. Occasionally seeks feedback from colleagues on effectiveness for continuous learning. 	<ul style="list-style-type: none"> Rarely exhibits collaborative skills that support the PLC and other colleagues. Consistently examines relevant data to inform strategies and to achieve common goals. Rarely seeks feedback from colleagues on effectiveness for continuous learning. 	PLC expectations PLC common goals PLC feedback /survey
7.3 Engages families in learning	<ul style="list-style-type: none"> Consistently responds promptly to all contact from parents. Consistently engages in all forms of parent outreach required by the school. 	<ul style="list-style-type: none"> Frequently responds promptly to most contact from parents. Frequently engages in most forms of parent outreach required by the school. 	<ul style="list-style-type: none"> Occasionally responds promptly to contact from parents. Occasionally engages in some forms of parent outreach required by the school. 	<ul style="list-style-type: none"> Rarely responds to contact from parents. Does not engage in any forms of parent outreach required by the school. 	Parent outreach forms Time to respond to requests

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

- School goals
- Individual goals – process for development
- PLC expectations, common goals, feedback
- Parent outreach forms
- Relevant data

Domain 8.0: Team Member Success – Team leader incorporates team member academic career and civic achievement through explicit student success standards as facilitated by the team leader, developed by the team member, and mutually monitored with the goal of becoming a productive member within a global society.

Competency	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	Data Sources
8.1 Facilitates team member Success Plan	<ul style="list-style-type: none"> Monitors all team member Individual Success Plans to ensure significant updates on progress. Ensures all Individual Success Plans have family input and monitoring through monthly and sign-off. 	<ul style="list-style-type: none"> Monitors most team member Individual Success Plans to ensure significant updates on progress. Ensures most Individual Success Plans have family input and monitoring through monthly and sign-off. 	<ul style="list-style-type: none"> Monitors some team member Individual Success Plans to ensure significant updates on progress. Ensures some Individual Success Plans have family input and monitoring through monthly and sign-off. 	<ul style="list-style-type: none"> Monitors few team member Individual Success Plans to ensure significant updates on progress. Few Individual Success Plans have family input and monitoring through monthly and sign-off. 	Success plan Success Framework documentation Written assignments
8.2 Facilitates student career exploration and identification of career path	<ul style="list-style-type: none"> Facilitates and monitors all team member career exploration and identification of career pathway(s). 	<ul style="list-style-type: none"> Facilitates and monitors most team member career exploration and identification of career pathway(s). 	<ul style="list-style-type: none"> Facilitates and monitors some team member career exploration and identification of career pathway(s). 	<ul style="list-style-type: none"> Facilitates and monitors few team member career exploration and identification of career pathway(s). 	Career interest inventory outcomes Success plan Success Framework documentation Written assignments
8.3 Monitors Success Plan with team member	<ul style="list-style-type: none"> Consistently ensures progress is documented to guide team member discovery and action. Consistently reviews all team members' monitoring of progress toward goals. 	<ul style="list-style-type: none"> Consistently ensures progress is documented to guide team member discovery and action. Occasionally reviews all team members' monitoring of progress toward goals. 	<ul style="list-style-type: none"> Consistently ensures progress is documented to guide team member discovery and action. Frequently reviews all team members' monitoring of progress toward goals. 	<ul style="list-style-type: none"> Consistently ensures progress is documented to guide team member discovery and action. Rarely reviews all team members' monitoring of progress toward goals. 	Success plan Success Framework documentation Monitoring sign offs

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

Individual Student Success Plan

Success framework – steps / process

Team member career support flow chart

Written assignments for career exploration and identification phases

Domain 9.0: Professionalism

Team leader has a responsibility to the educational profession, South Bend Career Academy, parents, students, and community to uphold a high standard of professional care.

Competency	Meets	Does Not Meet	Data Sources
9.1 Exhibits mutual respect for colleagues	<ul style="list-style-type: none"> In public and in private, treats colleagues with respect. 	<ul style="list-style-type: none"> Little or no respect is shown to colleagues. 	Observations Surveys Peer monitor Complaints
9.2 Follows policies and procedures	<ul style="list-style-type: none"> Follows school policies and procedures. Attends school regularly and arrives on time according to policies. 	<ul style="list-style-type: none"> Lack of knowledge or willingness to follow school policies and procedures. Does not meet standards of attendance and on time arrival according to policies. 	Observations Peer Observations Complaints Sign in sheet, Absence Form
9.3 Complies with legal requirements and maintains confidentiality	<ul style="list-style-type: none"> Knows and complies with legal requirements. Maintains confidentiality. 	<ul style="list-style-type: none"> Lacks knowledge and compliance of legal requirements, Does not maintain confidentiality. 	Observation Communication samples Complaints Peer Observations
9.4 Maintains professional composure, behavior and attire	<ul style="list-style-type: none"> Demonstrates maturity, providing a good example for team members. Dresses and behaves in public in a manner which reflects a positive image for the school (including but not limited to social media). 	<ul style="list-style-type: none"> Maturity in attire and behavior is not evident. Does not dress and behave in public in a manner which reflects a positive image on the school (including but not limited to social media). 	Observations Peer Observations Social Media Checks Complaints

Development Library Performance Supports (examples, standards, rubrics, definitions, processes, resources):

School policies / procedures

Legal and confidential requirements

SBCA

Recruitment and Retention Plan

Vision: To prepare our students to become productive and contributing members of society

Beliefs:

- Excellent public education in a safe environment is the foundation of strong citizenship and a healthy society.
- Each staff member is responsible for assuring every student an excellent education
- Students are responsible for taking an active role in their educational experience.
- Meaningful and continuous professional growth of all staff members is a critical component of an excellent education.
- Effective communication, strong relationships, and participation among students, families, staff and community, are core to an excellent education.

Outcome	Activity	Accountability Measures
1.0 Recruitment		
maintain a recruitment plan to meet SBCA employment needs, both short- and long- term.	Update and maintain a recruitment plan that reflects best recruitment practices.	· Hard copy of the recruitment plan and all accompanying program evaluation documentation
SBCA Admin. & appointed staff attends recruitment events to promote interest in SBCA's employment opportunities.	Within financial constraints, host and attend job fairs to recruit support staff and to market SBCA	· Event flyers · Registration papers · Agendas
	Within financial constraints, visit in-state colleges and other educational institutions to recruit certified teachers and professionals and to market SBCA.	· Referrals indicated on applications · Registration papers · Notes
	Within financial constraints, attend out-of-state events, to recruit certified teachers and professionals; and to market SBCA.	· Referrals indicated on applications

SBCA uses materials and resources to showcase that our school effectively markets to prospective employees.	Develop and/or purchase materials and displays that depict SBCA as an attractive place to work.	<ul style="list-style-type: none"> · Materials · Displays · Job postings
SBCA offers internship and mentorship programs that are mutually beneficial to program participants and mentors alike and that serve to attract potential job candidates to the District.	Maintain and enhance student teacher internship and mentorship programs with colleges.	<ul style="list-style-type: none"> · Student teacher list · Referrals indicated on applications
	Maintain and enhance professional internship and mentorship programs with colleges and trade schools.	<ul style="list-style-type: none"> · Listing of participants · Hiring list · Referrals indicated on applications · Feedback from participants
SBCA encourages employee referrals to assist with recruitment.	Provide employees a list of SBCA job openings, and encourage them to share it with family members, friends and acquaintances who may wish to apply.	<ul style="list-style-type: none"> · Referrals indicated on applications · HR Review · Web pages
SBCA applies successful technology methods to attract highly effective employees.	Apply best practices to enhance and maintain SBCA's Web site recruitment sections in order to market SBCA and appeal to potential applicants.	<ul style="list-style-type: none"> · Web pages · Online job application software · Referrals indicated on applications · Skype (or related Web- based interview system)
	Develop and maintain social networking media to market SBCA and to appeal to potential applicants.	<ul style="list-style-type: none"> · Web pages · Referrals indicated on applications
	Continue to seek opportunities to advertise job openings and market SBCA through on-line employment Web sites, in newspapers, through business partners, etc.	<ul style="list-style-type: none"> · Advertisements
	Enhance online job applications to elicit applicant information that is relevant to the position and useful to the supervisor who reviews applications.	<ul style="list-style-type: none"> · Applications · Job postings
Build positive relationships with organizations that support SBCA's recruiting efforts.	Meet and have ongoing interaction with representatives from colleges and other educational institutions, employment agencies, etc.	<ul style="list-style-type: none"> · Superintendent participation with Universities. · E-mail correspondence
SBCA establishes an active recruitment committee to review and update recruitment plans, needs and practices, both short- and long-term.	Convene the SBCA Recruitment Committee, and schedule regular meetings of the Committee throughout the year.	<ul style="list-style-type: none"> · Agendas · Membership list · Minutes

2.0 Selection		
SBCA utilize effective applicant screening methods to successfully identify potential job candidates.	Continue to perform initial application screening to determine potential candidates and to dismiss ineligible candidates. Train administrators and appointed personnel in techniques to identify potential	<ul style="list-style-type: none"> · Active and inactive applications · Presentation materials · Sign-in sheets · Human Resources protocols and forms
SBCA applies best interview practices to screen potential job candidates.	Attend interview sessions to monitor the interview process for consistency	<ul style="list-style-type: none"> · Candidate rating recap
	Develop and refine an interview question database. Verify that each question is legal and pertains to the essential functions of the particular job.	<ul style="list-style-type: none"> · Web pages · Interview question sheets in the close-out files
	Generate a template for the interview process to promote consistent interview practices throughout.	<ul style="list-style-type: none"> · Template · Candidate rating recap form
	Continue to document appropriate interview panel practices to promote consistent hiring procedures and to ensure equal opportunity for all candidates.	<ul style="list-style-type: none"> · Create and utilize candidate rating recap form
	Review and consider teacher screening systems	<ul style="list-style-type: none"> · Screening systems research information
SBCA performs reference checks to further screen candidates based on their previous employment behaviors.	Develop and implement an internal reference check form and procedures for internal hiring.	

	Review the current external reference check form and procedures for external hiring; develop appropriate revisions, and implement the revised form.	
	Monitor reference check and separation of employment forms	
	Explore online reference check opportunities.	Explore online reference check opportunities.
	Allow applicants to attach letters of recommendation to their online applications.	
SBCA performs background and drug screenings to ensure newly hired employees are free of criminal convictions and alcohol- and drug-free.	Continue to request criminal history via the Background Check form, and perform criminal background checks of all candidates selected for hire.	
SBCA documents the screening and selection process to ensure adherence to SBCA protocol and to support possible Equal Employment Opportunity inquiries.	Continue to require that all forms and materials pertaining to the screening and hiring process of each position be submitted to Human Resources.	
3.0 Orientation and Professional Development		
SBCA provides orientations for newly hired employees to facilitate their successful transition into employment.	Schedule a support staff orientation session when applicable to orient newly hired employees.	<ul style="list-style-type: none"> · Presentation materials · Agendas · Sign-in sheets
	Continue to provide an orientation for newly hired certified teachers prior to the beginning of the school year; review and enhance the orientation annually, based on SBCA needs.	
	Continue to provide an orientation for newly hired school administrators prior to the beginning of the school year, and implement an orientation for newly hired administrators.	

SBCA offers ongoing training programs for its employees.	Provide an induction program for newly hired teachers with no more than one year of teaching experience.	<ul style="list-style-type: none"> · Agendas · Sign-in sheets
	Within financial constraints, offer employees professional development and training opportunities to enhance their skills, knowledge and productivity.	<ul style="list-style-type: none"> · Rosters · Sign-in sheets · Agendas · Presentation materials
	Continue to provide mandated trainings to all employees to ensure SBCA-wide compliance.	<ul style="list-style-type: none"> · Presentation materials · Handouts · Forms · Training videos
	Mobilize designated personnel to coach employees regarding best practices and methods to successfully meet their job expectations.	<ul style="list-style-type: none"> · Job descriptions · Data collection forms · Surveys
Train appointed staff and administrators to be successful leaders.	Continue to train all SBCA appointed staff and administrators to effectively apply approved employee evaluation protocols.	<ul style="list-style-type: none"> · Presentation materials · Handouts · Forms · Sign-in sheets
	Continue to train all SBCA appointed staff and administrators to effectively apply approved employee selection and hiring procedures.	<ul style="list-style-type: none"> · Forms · Sign-in sheets
	Continue to train all SBCA appointed staff and administrators to effectively apply approved employee discipline protocols.	
	Continue to provide mandated, compliance related trainings for all SBCA appointed staff and administrators.	
4.0 Retention		

Establishes an evaluation process for all employees to promote expected performance and behaviors.	Review and revise current evaluation systems to remain compliant, promote growth and expectations, recognize employees and ensure that effective personnel are employed by SBCA.	<ul style="list-style-type: none"> · Committee agendas · Committee minutes · Governing Board minutes indicating approval of recommended evaluation processes
	Update employees regarding the evaluation process. Provide updated evaluator training to supervisors.	<ul style="list-style-type: none"> · Presentation materials
	Provide updated evaluator training to SBCA appointed staff and administrators.	<ul style="list-style-type: none"> · Presentation materials · Handouts · Forms · Sign-in sheets
	Ensure that all employee evaluations are completed according to protocol.	<ul style="list-style-type: none"> · Copies of evaluations are placed in personnel files
	Review and consider Web-based evaluation systems.	<ul style="list-style-type: none"> · Information sheets regarding Web-based systems · Examples of reports generated by Web-based systems
SBCA administers employee discipline to change negative behaviors or, if necessary, to remove employees who do not meet the SBCA's behavioral expectations.	Continue to provide employee discipline training for all SBCA appointed staff and administrators.	<ul style="list-style-type: none"> · Presentation materials · Handouts · Forms · Sign-in sheets
	Continue to administer appropriate employee discipline when necessary and according to approved protocol.	<ul style="list-style-type: none"> · Use of FRISK framework (Facts, Rule, Impact, Suggestions, Knowledge)
SBCA promotes safety in the workplace.	Maintain a safety manual of procedures that promote a safe work environment.	<ul style="list-style-type: none"> · Safety Manual
	Broaden the scope of training for employees in the application of safety practices within the work environment.	<ul style="list-style-type: none"> · Handouts · Materials · Workplace injury/illness reports · Membership list
SBCA endorses wellness programs.	Maintain effective wellness programs for employees. Share information about wellness programs with employees.	<ul style="list-style-type: none"> · Membership list · Agendas
	Continue regular meetings of the Wellness Committee to oversee wellness programs.	<ul style="list-style-type: none"> · List of programs · Handouts · Materials

	Share information about wellness programs with employees.	<ul style="list-style-type: none"> · Handouts · Materials · Workplace injury/illness reports
SBCA establishes and promotes a productive culture.	Communicate productive culture expectations to all employees.	<ul style="list-style-type: none"> · Presentation materials · Survey results
	Request feedback from all employees regarding working conditions of their workplace and SBCA.	<ul style="list-style-type: none"> · Survey results
SBCA provides competitive health benefits to support the recruitment and retention of effective employees.	Continue to seek competitive health benefits for employees.	<ul style="list-style-type: none"> · Health benefits plan · Health benefits comparisons · Employee exit interviews
SBCA provides competitive wages to support the recruitment and retention of effective employees	Within financial constraints, continue to provide competitive compensation for employees.	<ul style="list-style-type: none"> · Compensation comparisons · Employee exit interviews · Salary schedules · Board approvals
SBCA recognizes and celebrates the contributions of members of the SBCA community in an ongoing, consistent, appropriate manner.	Continue to provide support and/or consultation for school based recognition programs.	<ul style="list-style-type: none"> · EEOC · FMLA · ADA · FLSA
	Continue to support the recognition of schools, programs, and individuals for their unique contributions to SBCA and the community.	<ul style="list-style-type: none"> · Annual Awards Recognition · Quarterly Awards · Monthly Board Meeting Recognitions
5.0 Compliance		
SBCA complies with employment policies and laws.	Review and revise SBCA's employment procedures, as necessary, to maintain compliance with federal and state mandates.	
6.0 Staffing		
SBCA operationalizes the equitable distribution of staff to ensure the most highly effective employees are placed into positions/locations where the need is greatest.	Continue to track and monitor employee certification, highly qualified status and other pertinent employee credentials.	<ul style="list-style-type: none"> · Highly Qualified Reports · SBCA Software for Human Resource recordkeeping
	Encourage employees to receive additional accreditation that will grant them more diverse employment opportunities in the.	

<p>SBCA executes an adopted reduction in force process, when needed, which supports retention of the most effective employees.</p>	<p>Establish and implement a reduction in force process for teachers and a layoff process for other staff that supports retention of the most effective employees.</p>	<p>· Staff Handbook·</p>
<p>EPSDR-3 executes an adopted excess process, when needed, which facilitates placement of the most effective employees into positions/locations where the need is greatest.</p>	<p>Establish and implement an excess process that supports the equitable distribution of highly effective instructional personnel.</p>	<p>· Memorandum of Understanding</p>
<p>SBCA administers an employee transfer process to facilitate employee placements that best meet the needs within the school .</p>	<p>Implement a protocol for voluntary employee transfers to promote effective placement of personnel.</p>	<p>· Staff Handbook</p>

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PROFESSIONAL OBJECTIVE

To serve as an educational leader who exemplifies character, integrity, effective practice and transformational decision-making. I will foster an inclusive attitude that respects the diversity of our community. I will ensure effective teaching, a guaranteed curriculum, efficient monitoring and capable leadership so all students will achieve their fullest potential and become responsible citizens.

EDUCATION and CERTIFICATION

Oakland University	Rochester, Michigan	2004 - 2006
Education Specialist Degree	K-12 Educational Administration	
Wayne State University	Detroit, Michigan	1998 - 2001
Master of Education Degree	Educational Leadership	
Western Michigan University	Kalamazoo, MI	1984 - 1988
Bachelor of Science	Secondary Education	

Indiana Licenses

License Number: 10027344	SPN No: 10251642	Highest Degree Earned: Specialist
Superintendent	Basis: REPA	Grades: Pre-K to 12 Expires: 2/3/2017
Director of Curriculum and Instruction	Basis: REPA	Grades: Pre-K to 12 Expires: 2/3/2017
Building Level Administrator	Basis: REPA	Grades: Pre-K to 12 Expires: 6/28/2020

Michigan License

Administrative Certificate Post-Masters Certificate Oakland University Certificate: CC-XUT670284320

PROFESSIONAL EMPLOYMENT

Principal, Boone Grove Middle School	2006 - Present
Porter Township School Corporation	Boone Grove, Indiana (school enrollment: 425)

- Consistently earned exemplary progress with annual improvement rates up to 5.8% - "A" rating
- Completed two AdvancEd Quality Assurance Reviews and Accreditation with no required actions
- Assisted in the development and implementation of IDOE approved Online instructional days
- Developed nationally recognized Challenge Day, Student Council and Principal's Council
- Assisted in the development of our 1-to-1 instructional technology plan
- Dramatically improved school climate, culture, diversity acceptance and empathy toward others
- Created a student-centered professional learning community (DeFour)
- Trained staff to use action research to use data in to make instructional and curricular decisions
- Created transformational leadership team to promote transparent and shared decision-making
- Decreased discipline referrals 53% with staff development Positive Discipline (Nelson) and PBIS
- Implemented comprehensive academic remediation and RTI intervention programs
- Implemented new instructional strategies: 6+1 Writing Traits (Culham), and Working on the Work (Schlecty), Differentiated Instruction (Allen, Tomlinson), Understanding by Design (Wiggins, McTighe), and Thinking Maps, Career Exploration and Service Learning
- Assessments: NWEA, ACT Engage, Acuity, in depth ISTEP data analysis and A+ Learning Link
- Developed scope and sequence curriculum and instruction strategies to ensure a guaranteed curriculum mastery of academic standards by all students

Assistant Principal, Lake Shore High School**2003 - 2006**

Lake Shore Public Schools St. Clair Shores, MI (urban suburb of Detroit) (student enrollment: 1147)

- Directed all Career and Technical Education programs, budgets and transportation
- Successfully completed two Federal Perkins Career Technical grants and audits
- Developed dual enrollment, virtual high school, distance learning, off campus programs
- Developed university articulation agreements, business partnerships and community outreach
- South East Macomb Career Tech Consortium representative (class scheduling, regional coordination, student transportation, and south-county liaison)
- Developed Michigan Model High School Reform Plan and 8th - 9th grade transitions
- Developed and implemented district community service and service learning programs
- Initiated development of International Baccalaureate and Advance Placement curriculum
- Attendance and pupil accounting (increased daily attendance by 6% to over 97% average daily)
- Founded transformational leadership group to promote transparent and shared decision-making
- Implemented Thematically Integrated Instructional Curriculum to increase student engagement
- Action research: attendance, school climate, student engagement, and professional development
- Assessed and implemented school climate surveys and improvement strategies
- Coordinated staff development and evaluations (evaluated 60% of total staff)
- Student discipline, school safety and school security (decreased disciplinary referrals by 22%)
- Developed instructional curriculum and scheduling in all curricular areas
- Supervised state testing and increased participation from 88% to 99% always making AYP
- Organized and chaired committees: Student Code of Conduct, Enrollment and Accountability, Community Service, Service Learning, Staff and Public Relations, and School Improvement

K-12 Visual and Performing Arts Coordinator**1995 - 2003**

Ferndale Public Schools Ferndale, MI (urban suburb of Detroit) (student enrollment: 4000)

- Developed one of the finest and most comprehensive fine arts programs in the Mid-West
- Managed budgets, inventories, capital projects and RFPs and negotiated vendor contracts
- Assessed, developed and implemented curriculum for all Arts areas
- Developed and implemented K-12 Master Schedules for all schools
- Administrated department of twenty-one visual, performing and dramatic arts teachers
- Founder - Arts Across the Curriculum Program integrating arts with academic disciplines
- Co-authored and administered several funded grants
- Posted, screened, interviewed, negotiated, and recommended for hire fourteen teachers
- Developed staff development and school improvement plans and evaluations
- Administered monthly department meetings and professional development in-services
- District committees: Ferndale Arts Council, Bond, Facility Design and Implementation, Ferndale Education Association, Program Development, Restructuring, Student and Staff Advisory

Director of Bands**1991 - 2003**

Ferndale Public Schools Ferndale, MI (student enrollment: 4000)

- Increased and maintained student participation up to 66% of total student population
- Coordinated budgets, accounts, purchasing, fundraising, grant writing and capital purchases
- Earned consistent superior ratings at State. and District M.S.B.O.A Band Festivals
- Directed six performing ensembles: competitive concert bands, jazz bands and marching bands

SPECIALIZED TRAINING AND EXPERIENCE

2012	Indiana School Safety Academy and National Incident Management Certification	
2012	Indiana RISE Teacher Evaluation Training	Union Township, IN
2012	Indiana Legislative and Lobbyist Training	Indianapolis, IN
2012	ACT Engage Assessment Training	Boone Grove, IN
2011, 2006	AdvanEd (NCA) Quality Assurance Review	Boone Grove, IN
2011	AdvancEd Preparing for your QAR Training	Middleberry, IN
2011	CPI School Safety, De-escalation and Restraint Training	Valparaiso, IN
2011	Leadership Northwest Indiana Education Reform Panelist	Valparaiso, IN
2010	Indiana Aspiring Superintendent Seminar	Indianapolis, IN
2009-2011	Response to Intervention (RTI) Training	Hammond, IN
2008	Assoc. for Supervision and Curriculum Dvlp. Nat'l Conference	New Orleans, LA
2006	Presenter - Model High School Reform	Michigan Assoc. of Sec. School Principals -Conference
2006	Presenter - Model High School Reform	Michigan Acad. of Sciences, Arts and Letters - Conference
2005-2006	Macomb Intermediate School District (MISD) High School Reform Steering Committee	
2005-2006	Royal Oak Curriculum Advisory Committee	Royal Oak, MI
2005-2006	Michigan Community Service and Service Learning Program	Macomb Inter. School Dist.
2005	United States Secret Service School Safety Training	Macomb Inter. School Dist.
2005	Creating Small Learning Communities Training (DeFour)	Macomb Inter. School Dist.
2005	Restorative Practices with Positive Discipline Training	Oakland Schools
2005	Disciplining Students with Disabilities Legal Training	Macomb Inter. School Dist.
2005	Redefining Michigan's High School: Beginning the Process	MDOE, Lansing, MI
2005	MDOE Focus Panel - Teacher Certification Standards	MDOE, Lansing, MI
2005	Rethinking Michigan's High Schools - Willard Daggett	Macomb Inter. School Dist
2004	MDOE Teacher Certification Administrative Advisory Committee	Lansing, MI
2004-2006	Best Practice Master Scheduling Training - Pearson	Macomb Inter. School Dist.
2004-2006	Career Development and Career Academies Develop. Training	Macomb Inter. School Dist.
2004-2006	Pupil Accounting Training	Macomb Inter. School Dist.
2004-2006	Career Cruising Training	Macomb Inter. School Dist.
2004	Career Technical Education Federal Program Audit	Macomb Inter. School Dist.
2002-2006	School Bully-Proofing Training	Ferndale, MI
2001	Author - Michigan Academic Standards - MI CLIMB	MDOE, Lansing, MI
1997-2000	President of Oakland Schools Arts Council	Oakland Schools
1998-2001	Students in the Middle Conferences	MDOE, Lansing, MI
1998-2000	Multiple Intelligence Training by Dr. Howard Gardner	Detroit, MI
2000	Differentiated Instruction Training	Ferndale, MI

PROFESSIONAL MEMBERSHIPS

2012 - Present	Indiana School Safety Academy and National Incident Management Certification(NIMS)
2013 - Present	Board of Directors - Porter County Youth Service Bureau
2012 - Present	Board of Directors - Positive Approach to Teen Health - PATH
2012 - Present	Leadership Northwest Indiana - Class 31 frequent guest and Lake Shore News speaker
2006 - Present	National Assoc. of School Principals and Indiana Association of School Principals
2006 - Present	Valparaiso University Professional Educators Partnership
2003 - 2006	Michigan Association of Secondary School Principals
1998 - Present	Association for Supervision and Curriculum Development

PROFESSIONAL REFERENCES

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**South Bend Career Academy
Teacher Salary Ranges
For the 2014-2015 School Year
Issued March 11, 2014**

Yrs	\$1,000			\$1,000			\$1,000			\$1,000			\$1,000		
	B/BS			MA/MS			MS+15			MS+30			Doctorate		
	Min	Mid	Max	Min	Mid	Max									
0	\$30,142	\$31,142	\$32,142	\$33,259	\$34,259	\$35,259	\$34,559	\$35,559	\$36,559	\$36,515	\$37,515	\$38,515	\$37,491	\$38,491	\$39,491
1	\$31,233	\$32,233	\$33,233	\$34,658	\$35,658	\$36,658	\$35,961	\$36,961	\$37,961	\$37,915	\$38,915	\$39,915	\$38,892	\$39,892	\$40,892
2	\$32,323	\$33,323	\$34,323	\$36,057	\$37,057	\$38,057	\$37,361	\$38,361	\$39,361	\$39,318	\$40,318	\$41,318	\$40,293	\$41,293	\$42,293
3	\$33,412	\$34,412	\$35,412	\$37,459	\$38,459	\$39,459	\$38,764	\$39,764	\$40,764	\$40,719	\$41,719	\$42,719	\$41,696	\$42,696	\$43,696
4	\$34,502	\$35,502	\$36,502	\$38,864	\$39,864	\$40,864	\$40,165	\$41,165	\$42,165	\$42,120	\$43,120	\$44,120	\$43,096	\$44,096	\$45,096
5	\$35,594	\$36,594	\$37,594	\$40,266	\$41,266	\$42,266	\$41,566	\$42,566	\$43,566	\$43,523	\$44,523	\$45,523	\$44,497	\$45,497	\$46,497
6	\$36,683	\$37,683	\$38,683	\$41,666	\$42,666	\$43,666	\$42,967	\$43,967	\$44,967	\$44,924	\$45,924	\$46,924	\$45,899	\$46,899	\$47,899
7	\$37,772	\$38,772	\$39,772	\$43,066	\$44,066	\$45,066	\$44,370	\$45,370	\$46,370	\$46,324	\$47,324	\$48,324	\$47,300	\$48,300	\$49,300
8	\$38,864	\$39,864	\$40,864	\$44,468	\$45,468	\$46,468	\$45,770	\$46,770	\$47,770	\$47,726	\$48,726	\$49,726	\$48,702	\$49,702	\$50,702
9	\$39,953	\$40,953	\$41,953	\$45,869	\$46,869	\$47,869	\$47,172	\$48,172	\$49,172	\$49,127	\$50,127	\$51,127	\$50,102	\$51,102	\$52,102
10	\$41,040	\$42,040	\$43,040	\$47,272	\$48,272	\$49,272	\$48,574	\$49,574	\$50,574	\$50,528	\$51,528	\$52,528	\$51,505	\$52,505	\$53,505
11	\$42,133	\$43,133	\$44,133	\$48,672	\$49,672	\$50,672	\$49,976	\$50,976	\$51,976	\$51,931	\$52,931	\$53,931	\$52,904	\$53,904	\$54,904
12	\$43,223	\$44,223	\$45,223	\$50,075	\$51,075	\$52,075	\$51,379	\$52,379	\$53,379	\$53,331	\$54,331	\$55,331	\$54,308	\$55,308	\$56,308
13	\$44,314	\$45,314	\$46,314	\$51,474	\$52,474	\$53,474	\$52,778	\$53,778	\$54,778	\$54,733	\$55,733	\$56,733	\$55,709	\$56,709	\$57,709
14	\$45,404	\$46,404	\$47,404	\$52,877	\$53,877	\$54,877	\$54,179	\$55,179	\$56,179	\$56,134	\$57,134	\$58,134	\$57,111	\$58,111	\$59,111
15	\$46,491	\$47,491	\$48,491	\$54,279	\$55,279	\$56,279	\$55,581	\$56,581	\$57,581	\$57,534	\$58,534	\$59,534	\$58,511	\$59,511	\$60,511
16	\$47,582	\$48,582	\$49,582	\$55,680	\$56,680	\$57,680	\$56,985	\$57,985	\$58,985	\$58,937	\$59,937	\$60,937	\$59,913	\$60,913	\$61,913
17	\$48,672	\$49,672	\$50,672	\$57,082	\$58,082	\$59,082	\$58,384	\$59,384	\$60,384	\$60,339	\$61,339	\$62,339	\$61,312	\$62,312	\$63,312
18	\$49,761	\$50,761	\$51,761	\$58,481	\$59,481	\$60,481	\$59,784	\$60,784	\$61,784	\$61,738	\$62,738	\$63,738	\$62,714	\$63,714	\$64,714
19	\$50,853	\$51,853	\$52,853	\$59,883	\$60,883	\$61,883	\$61,186	\$62,186	\$63,186	\$63,140	\$64,140	\$65,140	\$64,117	\$65,117	\$66,117

Yrs	Lead Teacher		
	Min	Mid	Max
5	\$54,283	\$56,283	\$58,283
6	\$55,686	\$57,686	\$59,686
7	\$57,087	\$59,087	\$61,087
8	\$58,489	\$60,489	\$62,489
9	\$59,891	\$61,891	\$63,891
10	\$61,292	\$63,292	\$65,292
11	\$62,694	\$64,694	\$66,694
12	\$64,094	\$66,094	\$68,094

Premiums	
Yrs	
0	\$4,000
1-3	\$5,000
4-6	\$6,000
7-9	\$7,000
10-12	\$8,000
13-15	\$9,000
16-18	\$10,000

September 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Labor Day No School	3 Prep Students for MAP Testing	4 MAP Testing in Math (Math Survey)	5 MAP Testing in LA (Language Usage)	6 MAP Testing in SS (Reading Survey)	7
8	9	10 MAP Testing in Science (Combined Science)	11 MAP Testing Make UP	12 MAP Testing Makeup	13 MAP Testing Makeup	14
15	16	17	18	19	20	21
22	23	24 ACUITY ELA-7&8	25 ACUITY ELA-7&8	26 ACUITY MATH-7&8	27 ACUITY MATH-7&8	28
29	30 ACUITY Makeups 7&8					

October 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 ACUITY Makeups	2 ACUITY Makeups	3 ACUITY Makeups	4 ACUITY Makeups	5
6	7	8	9	10	11 Early Dismissal	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Early Dismissal	26
27	28	29	30	31 Early Dismissal		

November 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 No School-PT Conf.	2
3	4 ACUITY ECA English (Eng 10 and retakers)	5 ACUITY ECA English (Eng 10 and retakers)	6 ACUITY ECA English (Eng 10 and retakers)	7 ACUITY ECA Algebra (Algebra and retakers)	8 ACUITY ECA Algebra (Algebra and retakers)	9
10	11 Veterans Day No School	12 ACUITY ECA makeups	13 ACUITY ECA makeups	14 ACUITY ECA makeups	15 ACUITY ECA makeups	16
17	18	19	20	21	22	23
24	25	26 ACUITY ELA-7&8	27 ACUITY ELA-7&8	28 No School Thanksgiving Break	29 No School Thanksgiving Break	30

December 2013

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3 ACUITY Math-7&8	4 ACUITY Math-7&8	5 ACUITY Makeups	6 No School	7
8	9	10 ECA Algebra Retakes	11 ECA Algebra Retakes	12 ECA English 10 Retakes	13 ECA English 10 Retakes	14
15	16 ECA Retakes Make Up	17 ECA Retakes Make Up	18 ECA Retakes Make Up	19 ECA Retakes Make Up	20 Early Dismissal	21
22	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	27 Winter Break	28
29	30 Winter Break	31 Winter Break				

January 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1 Winter Break	2 Winter Break	3 Winter Break	4
5	6 School Resumes	7	8	9	10	11
12	13	14	15	16	17	18
19	20 No School	21	22	23	24	25
26	27	28 ACUITY-ECA English Eng 10 and retakers	29 ACUITY-ECA English Eng 10 and retakers	30 ACUITY-ECA Algebra Algebra and retakers	31 ACUITY-ECA Algebra Algebra and retakers	

February 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 ACUITY ECA Makeups	4 ACUITY ECA Makeups	5 ACUITY ECA Makeups	6 ACUITY ELA-7&8	7 No School	8
9	10 ACUITY ELA-7&8	11 ACUITY Math-7&8	12 ACUITY Math-7&8	13 ACUITY Makeups	14 ACUITY Makeups	15
16	17 No School	18	19	20	21	22
23	24	25	26	27	28	

March 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4 ISTEP Applied Skills 7 & 8 ISTAR	5 ISTEP Applied Skills 7 & 8 ISTAR	6 ISTEP Applied Skills 7 th Only ISTAR	7 ISTEP Makeup ISTAR	8
9	10 ISTEP Makeup ISTAR Makeup	11 ISTEP Makeup ISTAR Makeup	12 ISTEP Makeup ISTAR Makeup	13	14 Early Dismissal	15
16	17	18	19	20	21	22
23	24	25 ACUITY-ECA English (Eng 10 & retakes)	26 ACUITY-ECA English (Eng 10 & retakes)	27 ACUITY-ECA Algebra (Algebra and retakes)	28 ACUITY-ECA Algebra (Algebra and retakes) Early Dismissal	29
30	31 SPRING Break No School					

April 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	MAP testing this month Waiting for BALL State to give testing dates**	1 SPRING BREAK NO SCHOOL	2 SPRING BREAK NO SCHOOL	3 SPRING BREAK NO SCHOOL	4 SPRING BREAK NO SCHOOL	5
6	7 Acuity-ECA makeups	8 ACUITY-ECA Makeups	9 Acuity-ECA Makeups	10 ACUITY-ECA Makeups Early Dismissal	11 No School-PT Conf.	12
13	14	15	16	17	18 Good Friday No School	19
20	21	22	23	24	25	26
27	28	29 ISTEP MC/IMAST 7 & 8	30 ISTEP MC/IMAST 7 & 8			

May 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 ISTEP MC/IMAST 7 th Only	2 ISTEP MC Makeup	3
4	5 ISTEP MC Makeup	6 ECA-Algebra (1 st time and retakers) ISTEP MC Makeup	7 ECA-Algebra (1 st time and retakers) ISTEP MC Makeup	8 ECA-Algebra (1 st time and retakes)	9 ECA Algebra makeups Early Dismissal	10
11	12 ECA Algebra Makeups	13 ECA-English (1 st time and retakers) ECA Algebra Makeups	14 ECA-English (1 st time and retakers) ECA Algebra Makeups	15 ECA-English (1 st time and retakers) ECA Algebra Makeups	16 No School	17
18	19 ECA English Makeups	20 ECA-Biology (1 st time only) ECA English Makeups	21 ECA-Biology (1 st time only) ECA English Makeups	22 ECA-Biology (1 st time only)	23 ECA Biology Makeups Early Dismissal	24
25	26 Memorial Day No School	27 ECA Biology Makeups	28 ECA Biology Makeups	29 ECA Biology Makeups	30	31

June 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13 Last Day of School	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					