



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

application for EACH school applying for 1003(g)

**Title I – 1003(g) School
Improvement Grant
2015-2016 School Year
Grant Application
LEAs must submit an**

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Greater Clark County School Corporation		Corp #	1010	
School	Bridgepoint Elementary School		School #	0865	
Superintendent Name	Dr. Andrew Melin		Email	amelin@gcs.k12.in.us	
Title I Administrator Name	Amy Schellenberg		Email	aschellenberg@gcs.k12.in.us	
Principal	Jennifer O'Brien		Email	jobrien@gcs.12.in.us	
Mailing Address	420 Ewing Lane	City	Jeffersonville	Zip Code	47130
Telephone	812-288-4858	Fax	812-288-4852		
Total Funding Request	\$573,935.00				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

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

Part 2: Greater Clark County Schools and Bridgepoint 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 (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each 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 (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).

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

The LEA must check each waiver that the LEA will implement

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

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

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

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

Superintendent Signature: _____ **Date:** _____

Title I Administrator Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Amy Schellenberg	Supervisor of Instruction and Curriculum
Kim Hartlage	Assistant Superintendent of Elementary Education
Jennifer O'Brien	Principal
Denise Ellnor	Title I Academic Improvement Coordinator
Erica Hinton	First Grade Teacher
Season Neal	Third Grade Teacher
Trish Warren	Fourth Grade Teacher
Stacy Parker	Title I Intervention Teacher

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

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
<i>Presentation of Grant to Principals</i>								<i>Review SIG requirements and Models; Assign duties</i>
<i>Presentation of Grant to Greater Clark Education Association</i>								<i>Review SIG requirements, programs/models to be put in place and role of teachers</i>
<i>Presentation of Grant to Board</i>								<i>Review SIG requirements and school board assurances</i>
<i>Presentation of Grant to Building Leadership Team and GCEA Representative</i>	04/28/15	0	5	1	0	0	0	Principal reviewed Transformation Model requirements and grant application process. Team members gave feedback as to what resources and interventions can strength our school improvement work. Discuss commitment/ responsibilities
<i>Presentation of Grant to Whole Staff: Period 0 Professional Development</i>	05/6/15	0	24	1	0	0	0	Principal reviewed Transformation Model requirements and grant application process. Grade level teams reviewed current school improvement plan and turnaround principles. Feedback provided as to what resources and interventions can strengthen the plan already in place.
<i>Presentation of Grant to Parents: Family Picnic</i>	05/29/15 11:00 a.m. to 1:00 p.m.	29	3	1	0	0	0	Principal explained to parents purpose of SIG grant and described vision for the Transformation Model. Parents provided opportunity for feedback. Signed letter of support.

<i>Grant Sharing w/ Parents: End of School Celebration</i>	06/10/15 1:30 p.m.	62	4	1	0	0	54	Principal explained to parents purpose of SIG grant and described vision for the Transformation Model. Parents provided opportunity for feedback. Signed letter of support.
<i>Grant Sharing w/ Building Leadership Team and GCEA Representative</i>			1	1				Reviewed/ discussed Webinar
<i>Grant Sharing w/ Other GCCS SIG schools [Admin Bldg]</i>	06/3/15 3:30 p.m		4	3		1		Discussed Webinar. Review Transformation Model requirements and grant application process. Team members gave feedback as to what resources and interventions can strengthen their vision for the improvement model and how it aligns to current school improvement plan. Assign responsibilities/ next steps/ timelines
<i>Commitment of Staff: Whole Staff Meeting</i>	06/11/15 9:00 a.m.	0	27	1	0	0	0	Reviewed Transformation Model and how vision for the grant relates to the turnaround principles of school improvement plan. Staff asked to sign a letter of support for the grant application.
<i>Grant Sharing with Union President</i>	06/23/15		1			1		Executive Director of Educational Services discussed components and focus of each SIG grant
<i>Grant and Budget Review</i>								Review of Grant and Budget with Staff
<i>Presentation of Grant Proposal to School Board</i>								Review of grant and school board assurances

Describe process and comments from Family and Community Input:

- How and when was information shared?

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

Family and Community Input	
Family	<p>On May 29, 2015 and June 10, 2015, Bridgepoint provide opportunities for parents to learn about the SIG grant, the Transformation Model, and were invited to share in the vision for how funds could strengthen our IMPACT program and help us better meet our students' needs. Parents were invited to provide feedback and input. During these sessions, parents were very positive about the proposed grant, and encouraged to sign the letter showing their support.</p> <p>Parents expressed that they would like more opportunities to come back to school to connect with staff and network with other Bridgepoint families. As a result of this feedback, parent friendly workshops have been added to our vision. We want to add a school/ home outreach coordinator to improve wrap-around services for our students and families. This resource person will report to the Title I Academic Improvement Coordinator and will provide an intervention for our students who may be experiencing difficulty with attendance, truancy and/or stressful situations that are impacting their achievement. This school/ home outreach coordinator will increase communication between the school [classroom teacher] and home with appropriate home visits and regular newsletters and parent support [education]. A monthly parent workshop, along with childcare, will be offered to parents to create a safe environment for networking and learning new parenting skills that align to "college and career readiness" expectations and are relevant to elementary [i.e., goal setting that prepares for the transition to middle school]. <i>Parenting the Love and Logic Way</i> will be used to train parents on how to create routines at home, how to set limits, how to teach children to learn from their mistakes, how to avoid power struggles, etc. Eight parenting workshops/ sessions will be offered throughout the school year, and teachers will be asked to attend at least four of the eight workshops. This will ensure that teachers are in attendance to assist with childcare and to continue building relationships with our Bridgepoint families.</p>
Community	In order to extend the outreach for the <i>Love and Logic</i> parenting workshops to future Bridgepoint students and families in the immediate Bridgepoint area, invitations to the <i>Love and Logic</i> workshops would be offered to daycares offering services to Bridgepoint families, Sacred Heart School families, and Jeffersonville Head Start families who transition to Bridgepoint Elementary.

Part 3: Schools to be Served by Greater Clark County Schools

Schools to be Served by LEA – ALL schools who qualify must be listed				
School Name	Grade Span	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school		
		Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Bridgepoint Elementary School	PreK-5	Priority (P)	Transformation	

Spring Hill Elementary School	PreK-5	Priority (P)	Transformation	
Parkview Middle School	6-8	Priority (P)	Transformation	
River Valley Middle School	6-8	Priority (P)	Transformation	

Part 4: Needs Assessment and Goals

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

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

Subgroup Achievement Indicators

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

Student Groups - ELA	% of this group passing SY 2013-14	# of students passing in this group SY 2013-14	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	80.0%	127	HIGH - Our overall ELA Passing Rate falls below the state average, and our Top 75% missed earning an extra point by four students.	82% passing	84% passing	86% passing	88% passing	90% passing
African American	75%	26	HIGH – Need for Tiered instruction support. Students lack the background experiences and foundational skills necessary to connect academic concepts and prior knowledge.	80% passing	84% passing	86% passing	88% passing	90% passing
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	Suppressed	<30	NA	NA	NA	NA	NA	NA
White	80.0%	82	HIGH – Need for Tiered instruction support. Students lack the background experiences and foundational skills necessary to connect academic concepts and prior knowledge.	82% passing	84% passing	86% passing	88% passing	90% passing
Students with Disabilities	Suppressed	<30	NA	NA	NA	NA	NA	NA
LEP	Suppressed	<30	NA	NA	NA	NA	NA	NA
Free/Reduced Lunch	79.05%	91	HIGH – Need for Tiered instruction support. Students lack the background experiences and foundational skills necessary to connect academic concepts and prior knowledge.	82% passing	84% passing	86% passing	88% passing	90% passing
Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal

<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	82.88%	126	High – Low Growth; Our overall Math Passing Rate falls below the state average, and our Bottom 25% missed earning an extra point by six students.	84% passing	86% passing	88% passing	90% passing	92% passing
African American	81.25%	26	High – Need for Tiered instruction support. Students lack the background experiences and foundational skills necessary to connect academic concepts and prior knowledge.	83% passing	86% passing	88% passing	90% passing	92% passing
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	Suppressed	<30	NA	NA	NA	NA	NA	NA
White	82.29%	82	HIGH – Low Growth; Need for Tiered instruction support. Students lack the background experiences and foundational skills necessary to connect academic concepts and prior knowledge.	84% passing	86% passing	88% passing	90% passing	92% passing
Students with Disabilities	Suppressed	<30	NA	NA	NA	NA	NA	NA
LEP	Suppressed	<30	NA	NA	NA	NA	NA	NA
Free/Reduced Lunch	82.08%	91	HIGH – Low Growth; Need for Tiered instruction support. Students lack the background experiences and foundational skills necessary to connect academic concepts and prior knowledge.	84% passing	86% passing	88% passing	90% passing	92% passing

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

Overall Achievement	BASELINE SY 2013-2014	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-5)	81.4% passing	82% passing	84% passing	86% passing	88% passing	90% passing
Percent of students proficient on ISTEP (ELA) (3-5)	80.0% passing	82% passing	84% passing	86% passing	88% passing	90% passing
Percent of students proficient on ISTEP (Math) (3-5)	82.9% passing	84% passing	86% passing	88% passing	90% passing	92% passing

Percent of students proficient on IREAD (Spring Test Only) (3)	88.4% passing	90% passing	91% passing	92% passing	93% passing	94% passing
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Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data above and address the subgroup needs identified.**

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	70,200	70,200	70,200	70,200	70,200	70,200
2. Number of daily minutes of math instruction	60	60	60	60	60	60
3. Number of daily minutes of EL/A instruction	90	90	90	90	90	90
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA

5. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.2%	96.5%	97%	97.5%	98%	98%
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	Gr. 3-5 by teacher recommendation (BAS) 5 days (4 hours/day) of Fall Intercession (OTH) 5 Days (4 hours/day) of Spring Intercession (OTH) 5 days (4 hours/day) of summer school (SS)	Gr. 3-5 by teacher recommendation (BAS) 5 days (4 hours/day) of Fall Intercession (OTH) 5 Days (4 hours/day) of Spring Intercession (OTH) 5 days (4 hours/day) of summer school (SS)	Gr. 1-5 by teacher recommendation (BAS) 5 days (4 hours/day) of Fall Intercession (OTH) 5 Days (4 hours/day) of Spring Intercession (OTH) 5 days (4 hours/day) of summer school (SS)	Gr. K-5 by teacher recommendation (BAS) 5 days (4 hours/day) of Fall Intercession (OTH) 5 Days (4 hours/day) of Spring Intercession (OTH) 5 days (4 hours/day) of summer school (SS)	Gr. K-5 by teacher recommendation (BAS) 5 days (4 hours/day) of Fall Intercession (OTH) 5 Days (4 hours/day) of Spring Intercession (OTH) 5 days (4 hours/day) of summer school (SS)	Gr. K-5 by teacher recommendation (BAS) 5 days (4 hours/day) of Fall Intercession (OTH) 5 Days (4 hours/day) of Spring Intercession (OTH) 5 days (4 hours/day) of summer school (SS)
10. Discipline incidents – number of suspensions and/or expulsions	14	12	10	8	6	≤5
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	41	30	25	20	15	≤10
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	IN 0 IMP 2 EF 16 HEF 6	IN 0 IMP 0 EF 16 HEF 8	IN 0 IMP 0 EF 14 HEF 10	IN 0 IMP 0 EF 12 HEF 12	IN 0 IMP 0 EF 10 HEF 14	IN 0 IMP 0 EF 8 HEF 16
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	95.7%	96.2%	96.7%	97.2%	97.7%	98%

Instructional Programs	
LEA analysis	Bridgepoint Elementary School has the status of a Priority school because students are below the state average and state goal in English/ Language Arts. On ISTEP+ Spring 2014, our overall English/ language arts proficiency score dropped 12.6%. However, students continued to demonstrate growth in overall performance in Math on the Spring 2014 ISTEP+. Bridgepoint students demonstrated overall low growth in the Top 75% subpopulation in both English/ Language Arts and Mathematics. Performance shows that Bridgepoint's White subgroup <u>did not meet</u> performance goals in English/ Language Arts. Critical subgroups and subpopulations in <u>both</u> English/ Language Arts and Mathematics:

Top 75%
White

Our yearly grade level comparison might suggest a lack of consistency in an instructional sequence/ framework and implementation of core strategies as does our yearly cohort comparison. The table below shows this comparison:

ELA	ISTEP+ 2013	ISTEP+ 2014	[Yrly Grade Level Comparison]	[Yrly Cohort Comparison]
Grade	% Passing	% Passing	Difference	Difference
3	84.7%	71.4%	-13.3	
4	75.0%	82.3%	7.3	-8.3
5	74.6%	79.3%	-28.6	-43.8

Math	ISTEP+ 2012-2013	ISTEP+ 2013-2014	[Yrly Grade Level Comparison]	[Yrly Cohort Comparison]
Grade	% Passing	% Passing	Difference	Difference
3	85.0%	78.6%	-6.4	
4	66.7%	74.6%	7.9	-10.4
5	86.4%	79.3%	-7.1	12.6

- Bridgepoint uses curriculum design [Goal Clarity Windows] for planning instruction based on the Indiana College and Career Readiness Standards for English/Language Arts and Math. Our standards-based curriculum at each grade level is mapped out by quarter using pacing guides provided at the district level. At the end of each standards-based unit of study, teachers administer learning checks to gauge the level of mastery of the standards taught. The data from those learning checks are used to focus instruction for small groups in both reading and math blocks. Student learning is also monitored through the use of STAR Early Literacy (Kindergarten), STAR Reading (Grades 1-5), and STAR Math (Grades 1-5). Teachers in grades K-3 also use Reading A-Z benchmark reading levels to track student reading progress. This reading data also helps to inform instruction for small group reading instruction.
- Our ELA scores have lagged behind the state average. As a result, all students are placed in an IMPACT group. IMPACT groups meet for 30-minutes daily to remediate, reteach, or enrich the learning of all students. The purpose of IMPACT groups is to differentiate reading instruction for all students. All students read text and learn skills specific to their learning needs each day using the LLI framework in grades K-2. Standardized assessments show that the school still struggles in comprehension standards and particularly in literary text. This creates a need for a strong literacy presence in the school.
- Data shows that we met our performance goal; however, we still lag behind the state average. Our data indicates the need for number sense and significantly increasing mathematical practices.
- The school has an Academic Instructional Coordinator whose job role and responsibilities assume many duties. While this role and person is a valuable resource, the current AIC is unable to support the implementation of PD strategies in a consistent manner. This person is able to disaggregate data to disseminate to teachers, however, the need for training and then supporting teachers in use/

	<p>application of data to change practice and impact student achievement is needed. Making our data more visible and keeping grade level progress as well as individual students falling behind in front of us and having discussions about how to problem solve and adjust for improvement is also a need.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<ul style="list-style-type: none"> • Bridgepoint Elementary teachers have routines, procedures and research-based instructional practices in place. However, many of our practices lack a consistent sequence of instruction in building mastery that shifts from model/ demonstration to student independence, and particularly at the level of transfer. Through the Gradual Release of Responsibility model, students can be taught to perform at high levels in mastering the Indiana CCR Standards. Teachers can be trained initially but ongoing PD throughout the year that gives teacher time to plan units of study and feedback on the implementation of the lessons designed from the unit of study using the Gradual Release of Responsibility model is what the research supports. This can be achieved through the use of an outside entity or an in-house instructional/ data coach that is able to provide regular contact to support analysis of data, review of units/ lessons and change in practice. • Job-embedded PD will provide teachers a better understanding of the foundational skills necessary to think conceptually and perform at high levels in math in relation to mathematical practices. Teachers need foundational knowledge of number sense and how to build number sense in students, so that students can have conceptual understandings in mathematics. • Technology that supports differentiated instruction in ELA and Math will provide support during the core and IMPACT that more closely align to INCCRS and are more rigorous than what students are currently using.

School Leadership	
<p>LEA analysis</p>	<ul style="list-style-type: none"> • Ms. O’Brien, the current principal of Bridgepoint Elementary School was hired for the 2012-13 school year. Prior to the current leadership, Bridgepoint had a high rate of principal turnover, with three different principals in the span of 7 years. In the Spring of 2015 (along with the Spring of 2014), the school/ district was able to do an analysis survey that allowed staff to evaluate the current principal. The analysis revealed that staff was satisfied with the current principal. This survey focused supportive the principal was of teacher/ staff; how the principal held teachers accountable and high expectations, and expectations and protocols for collaboration. The principal consistently links all professional development and instructional feedback to student achievement and staff found the principal to be supportive. The recommendation of the current principal came from District Principal Effectiveness Rubric, faculty and staff who felt like the collaborative, supportive qualities she possessed can continue to develop an atmosphere conducive to high expectations for learning, teaching and improving student achievement.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Greater Clark County School applied Indiana’s ESEA flexibility waiver Focus and Priority requirements. GCCS determined the current principal has the ability to lead the transformation effort at Bridgepoint Elementary School. GCCS will:</p> <ul style="list-style-type: none"> • Implement a year of pre-planning as required in this application and described in the proposal in which time Ms. O’Brien’s effectiveness will be reviewed prior to full implementation in Year 2 and every year of the SIG grant. • Evidence of program implementation, student performance and student growth will be monitored at the District, principal and teacher level to ensure a favorable response to continue SIG funding. Monthly monitoring with the Executive Director of Education

	<p>Services and Building Leadership Team and GCEA Representative will ensure the evidence of program implementation and progress monitoring of student growth.</p> <ul style="list-style-type: none"> • Provide Ms. O'Brien a mentor to meet monthly and will establish objectives and outcomes prior to each session for effective program implementation and progress monitoring of student growth. • Continue to implement the GCCS Teacher Evaluation System based on RISE. This system takes into account student growth as well. Instructional walk-throughs and observations ensure instruction is implemented with fidelity and impacting student achievement. All teachers and especially for those new teachers and those who may need additional support to show progress toward accomplishing consistency and fidelity are supported by leadership, AIC and the instructional coach. • The District will continue to support the leadership of Ms. O'Brien to promote consistency and allow the time necessary to improve the school's status in program development and academic growth. To achieve that goal, training and mentorship on innovative leadership practices and deeper understanding of successful educational models will be regularly arranged and monitored by the District. Feedback will be provided to benefit the continued learning of this principal and linked to implementation milestones and goals. • It is critical that the Building Leadership Team and GCEA Representative (including GCEA Representative) stay current in the data (school, district, and state), frameworks and strategies so they are able to support their grade level team. Key BLT / GCEA REPRESENTATIVE members and/or staff will benefit from training and/or conferences that are related to frameworks and programs [i.e., school-wide literacy and math framework; innovative classroom management strategies; using assessments to guide instruction]. BLT / GCEA REPRESENTATIVE will meet regularly with the principal and Academic Instructional Coordinator (Data Coach) to monitor student performance and the implementation of frameworks and strategies based on PD and the school improvement plan. Bridgepoint will build capacity for continuous improvement [PD for using data; PD about process using the 5-Step Process – Center for Leadership and Learning] • It is critical that the Principal and Building Leadership Team and GCEA Representative have the flexibility to determine the focus of Period 0 and develop a master schedule for maximizing Period 0.
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School Infrastructure	
LEA analysis	<ul style="list-style-type: none"> • During the 2014-2015 school year, Bridgepoint was able to do an analysis survey that allowed us to evaluate our current school scheduling framework. The analysis revealed that the scheduling framework needed to allow students a Tier 2 intervention of ELA. As a result, all students are placed in an IMPACT group. IMPACT groups meet for 30-minutes daily to remediate, reteach, or enrich the learning of all students. The purpose of IMPACT groups is to differentiate reading instruction for all students. Tier 2 instruction [IMPACT] is provided by the regular classroom teacher using instructional resources to push in for instructional support specific grade levels. All students read text and learn skills specific to their learning needs each day. Unfortunately, we need the same model for Math. Using

	<p>more rigor technology aligned to the INCCRS will provide differentiation for Math in Tier 1 and Tier 2 not only for math but for ELA as well.</p> <ul style="list-style-type: none"> • The school’s most recent survey showed that teachers would benefit from training/ inquiry that helped them better understand teaching in a setting where poverty learners were high. • Our PRIDE program is the foundation for our PBIS. PRIDE stands for Persistence, Respectfulness, Initiative, Dependability, and Efficiency. Through PRIDE, we set behavior expectations and teach character traits that we want every student to display each day. <ul style="list-style-type: none"> • Based on the PRIDE (PBIS) Survey conducted by the district in the Spring of 2015, the staff consistently indicated that the implementation of the school’s PRIDE plan has put in place the consistency of routines and procedures for classroom and school-wide behavior expectations. • School-wide data for the 2014-2015 school year demonstrates this success in the decrease of Discipline Incidents. The positive turnaround of the school learning climate is in place. Teachers communicated that the elements of a positive PRIDE (PBIS) program are in place and have set the priority for future work through the work of the PRIDE team, the BLT / GCEA REPRESENTATIVE team, and grade level teams. • Bridgepoint receives wrap around services from Communities in Schools (CIS), a grant funded organization that provides resource services to schools. CIS provides 2 counselors who meet with students during the school day and a resource person who works with students in classrooms whose behavior impacts their achievement. CIS also provides a before and after school care program in our building. • Parent requests indicate they would like some support for knowing how to access available resources for their children [i.e., what are resources and how would they help their children]. • The school’s physical infrastructure is in moderate shape. The inner office was remodeled prior to the 2014-2015 school year to provide more security for visitors entering the building.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<ul style="list-style-type: none"> • Incorporating the foundational knowledge of working with students from poverty will be critical for the Bridgepoint staff. All staff need support to understand how poverty affects child development and the way the whole brain works, so that the most effective instruction can be delivered. Cultural responsiveness to teaching, learning and behavior will be addressed through developing a more culturally competent staff and providing resources to our under-served families. By focusing our efforts on the cause of behavior, instructional time in the classroom will increase for those students most in need. • Establishing a role for a Family/ School Outreach Coordinator who works with the school’s Academic Improvement Coordinator to increase the academic success of our students who are experiencing behavioral difficulties and as a result having difficulty in the

	<p>classroom. The Coordinator will have a pro-active role by designing programs to increase family engagement and sessions for families, as well as connect families to resources that can assist them in attaining the support they need to help their child be successful in school.</p> <ul style="list-style-type: none"> Using new and rigorous technology [IXL for Math and RAZ Kids for ELA] aligned to the INCCRS will provide differentiation in Tier 1 and Tier 2, not only for Math, but for ELA as well.
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Part 5: Selection of Improvement Model

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

- Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

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

Describe how the model corresponds to the data, findings, analysis and self-assessment.			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>Bridgepoint Elementary School is a Priority school that has implemented the requirements of their Student Achievement Plan with fidelity and a sense of urgency. Efforts in this SIG 1003[g] will be closely aligned with other improvement efforts taking place at Bridgepoint. The model aligns to our current school improvement plan by continuing to focus on the instructional framework, however with more intention and fidelity. Systemic change to improve the quality of academic programming and Tier I core instructional delivery can be</p>	<p>The school has made efforts to implement principles of the Transformation Model, however, we continue to show low growth overall in both ELA and Math. Our Top 75% Students do not show growth in ELA and Math. The White subgroup is our most critical subgroup for ELA and Math.</p> <p>The model will allow Bridgepoint to enrich the Tier 1 and Tier 2 learning that correlates with INCCRS and academic achievement. Ongoing professional development for teachers supported through collaboration, use of data and</p>	<p>With ongoing support, Bridgepoint will be able to strengthen the literacy framework using the Gradual Release of Responsibility model to directly impact our instructional framework both in ELA and Math, increasing the shift from demonstrate/ model to student independence.</p>	<p>The model will support the development of principal, teacher leadership and student support services and provide a more comprehensive approach addressing all student needs academically, socially and behaviorally. This intervention will allow Bridgepoint to implement structures to improve cultural and academic success through school/ family/ community engagement programs.</p> <p>The Outreach Coordinator, strong PD for teachers and parents and PRIDE/ PBIS [behavioral system] PD will help us identify consistent structures for differentiation where effective</p>

<p>documented through structures that include:</p> <ul style="list-style-type: none"> • Period 0 job-embedded PD [3 times a week] • Daily collaborative planning block • 90-minute core instructional blocks • 30-minute daily intervention/enrichment block [Grades K-5] • Fall and Spring Intersession that includes student transportation [40 additional hours of instruction] • 1:1 Chromebook project • instructional coach assigned multiple times per week • district literacy coach <p>There are aspects of the Transformation Model that Bridgepoint Elementary School has already put into place:</p> <ol style="list-style-type: none"> 1) The District received a grant that allowed for teachers to develop and implement Goal Clarity Windows; aligning pacing guides to standards. 2) A rigorous teacher evaluation system [RISE] based on multiple observations, students' performance growth, classroom culture and respect, and content 	<p>feedback will ensure consistency of implementation across grade-levels in Tier 1. Technology will provide differentiated instruction in Tier 1 - Tier 3 that is more aligned to the INCCRS.</p>		<p>instructional strategies are varied to meet all students' needs and to make certain that all students are successful.</p>
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<p>knowledge and effective instruction was implemented.</p> <p>3) Highly effective and effective teachers are compensated for their work when developing and updating pacing guides and assessments.</p> <p>4) The model requires schools to identify and implement instructional programs that are research-based and vertically aligned to the standards. The model aligns to our current school improvement plan but also extends beyond what we need to do to improve in those critical areas of ELA and Math.</p>			
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Describe how the model will create teacher, principal, and student change.

- 1) Implementation of the model will support job-embedded professional development that supports collaboration, change in practice, and feedback/reflection on a regular basis. Staff will implement best-practices based on research to increase cultural competency in their classrooms. Leadership and staff will use data to work collaboratively with staff to maintain a safe and orderly work environment; making certain that all goals are met. Engage teachers, parents and the community in reviewing culture and climate data and discussing what needs to happen to stay on track. Involve families in a variety of school activities to increase academically focused relationships between teachers and families.
- 2) Leadership and staff will communicate high expectations for all students academically and behaviorally by implementing consistent routines and procedures in the instructional and the school-wide community. Teaching, learning and behavior will be addressed through developing a more culturally competent staff. Observation/ feedback will be used to discuss strengths; what is working; and how to revise practice to impact student outcomes [i.e. use of data to determine impact; make data visible].
- 3) Students will demonstrate high expectations academically and behaviorally inside the classroom and the larger school. Students will demonstrate traits of self-regulated learners. Students will contribute to school and/or classroom procedures and hold one another accountable for adhering to expectations; students demonstrate habits of self-discipline and self-management.
- 4) Parents will increase knowledge and skills related to supporting their child's success at school and at home both academically and behaviorally. Parents will have access to individuals who can help them find resources and ways to process and address family problems that are impacting their child's academic success.

Part 5a: Selection of Improvement Model – SMART GOALS

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

***CLOSURE schools do not need to complete SMART goals**

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

These goals will drive your entire grant.

SMART Culture Goal

Bridgepoint will take the process of “transformation” to understand how differentiating instruction is a cyclical process of finding out about the learner, both academically, socially and emotionally, and responding not only by differentiating the classroom and instruction but also our interactions with their families. The principal, Building Leadership Team and GCEA Representative, and grade level teams will work together to implement processes and change structures that improve our “cultural” competency to meet the needs of our students by:

1. Identifying, monitoring and jointly analyzing student achievement data and data impacting student performance, such as attendance, tardiness, suspensions, and expulsions; subgroups including Free and Reduced Lunch, ethnicity, and special education will also be analyzed.
2. Incorporating culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school’s Student Achievement Plan; and
3. Recommending areas in the school’s learning environment.

The professional development opportunities at Bridgepoint will help us improve and build our capacity to be a culturally competent staff. Bridgepoint will implement cultural competence strategies that consist of:

1. Acknowledging strengths and benefits that our students and staff bring with them to the classroom
2. Making connections between what students already know and what they are expected to learn
3. Including multiple perspectives in decision-making and instruction
4. Supporting students’ cultural identity in classroom practices and instructional materials
5. Acknowledging students’ differences and communities
6. Being aware of one’s own cultural identity and views and the influences those views have on classroom practices
7. Engaging families in a culturally meaningful way
8. Believing that students from culturally diverse and low-income backgrounds are capable learners

Emphasizing greater personalization, student engagement and interactions with families will improve discipline, attendance and as it results in increased levels of student engagement time for learning.

By the end of the 2018-2019 school year, Bridgepoint Elementary School as evidenced by the Leading Indicator #11 Truants will decrease the number of incidence of truancy by 10% each year.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
By the end of the 2019-2020 school year, Bridgepoint Elementary School as evidenced by the Spring 2020 State Standardized Assessment will increase the overall ELA performance total to 90% overall passing	By the end of the 2019-2020 school year, Bridgepoint Elementary School as evidenced by the Spring 2020 State Standardized Assessment will increase the overall Math performance total to 92% overall passing	By the end of the 2019-2020 school year, Bridgepoint Elementary School as evidenced by the Spring 2020 State Standardized Assessment will increase raise our Top 75% who have High Growth in ELA by 9.1%.

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

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

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility	Principal has completed Indiana Principal Leadership Institute (IPLI) Year 1 and continues to participate in IPLI Year 2. [Principal] Principal and BLT / GCEA REPRESENTATIVE will back-map the expectations for implementation of Gradual Release of Responsibility model of effective	Phase one (1 st quarter)	IPLI builds capacity for the building leader to address the current needs of the school, such as teacher evaluation model, student performance, community involvement, and shaping a school culture. Principal and BLT / GCEA REPRESENTATIVE will develop expectations for implementation, as	Travel and meal reimbursement \$250 per day (Corporation Commitment)

<p>Building Culture</p>	<p>instruction and align the use of the GRR model with the Teacher Effectiveness Rubric. [BLT / GCEA REPRESENTATIVE]</p> <p>BLT / GCEA REPRESENTATIVE members will lead a review of Balanced Math framework and set expectations for the Daily Math Review (DMR). [BLT / GCEA REPRESENTATIVE]</p> <p>Principal and BLT / GCEA REPRESENTATIVE will develop protocols for grade level team collaboration and data analysis. [Principal, BLT / GCEA REPRESENTATIVE]</p> <p>Teachers will refer students in grades 3-5 who exhibit at-risk factors for the after school program with Communities in Schools. Begin afterschool tutoring program with CIS students. [SAM, Certified staff]</p>		<p>well as an accompanying professional development timeline.</p> <p>The Balanced Math Framework has been used in Greater Clark County Schools for quite some time. Initial trainings for new staff and refresher trainings for veteran staff have not happened within the district for 3 to 4 years. Bridgepoint currently has a teacher who has been trained as a Balanced Math Trainer. Our Balanced Math Trainer's skills will be used to help grade levels and individual teachers continue to develop their skills in the use of the Balanced Math framework.</p> <p>Weekly Meeting Record Forms are kept to document the conversations held when teachers collaborate and analyze data. These Meeting Record Forms need to have a consistent agenda and essential questions for teachers to reflect on when analyzing data. The data needs to become actionable.</p> <p>CIS provides free after school care, including academic support, to students in grades 3-5 who exhibit factors for being at-risk through a 21st Century scholars program. CIS has also received supplemental grants to allow for teachers to provide tutoring after</p>	<p>\$50 per hour per teacher for after school training</p> <p>\$150 per hour to Balanced Math trainer for preparing and presenting PD</p> <p>\$1050 for the Van de Walle books <i>Teaching Student-Centered Mathematics</i> (\$50 per teacher/ 21 teachers)</p> <p>\$12,800 to pay 4 teachers \$50 per hour for 2 hours per week for tutoring services (based on 32 weeks)</p>
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	<p>Teachers will initiate an inquiry process about teaching students in poverty [Principal, Certified Staff]</p> <ul style="list-style-type: none"> • A culture of inquiry is established through the communication of high expectations when teaching students of poverty. <p>SAM and a stipend teacher will schedule, prepare, and promote monthly parent workshops focused on parenting skills. An exit slip/survey for parents to submit at the end of each workshop will be developed to inform the planning of future workshops. [Principal, SAM, Special Needs Teacher, staff members]</p>		<p>school to students participating in the after school care program.</p> <p>Bridgepoint is considered a high-poverty school with 74% of its students qualifying for free or reduced lunch. Poverty affects the culture of our students. In order to provide the best instruction possible and to build the best culture within our school, teachers must learn strategies for teaching and communicating with students and families from poverty.</p> <ul style="list-style-type: none"> • Set expectations (non-negotiables) are listed in each of the areas of study, i.e. literacy, math, behavior, intervention, collaboration, and professional development. <p>Parents expressed that they would like more opportunities to come back to school to connect with staff and network with other Bridgepoint families. Parenting workshops will be developed by one of our special needs teachers, to begin with. As our SAM works with parents to address families' needs, she will refer parents to the monthly workshops. Beginning workshops will be planned based on needs identified by the SAM. Teachers will be asked to attend 4 of the parent workshops to network with parents and respond to parent questions.</p>	<p>\$625 for copies of <i>Engaging Students with Poverty in Mind</i> by Eric Jensen for each certified staff member</p>
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Effectiveness of staff and recruitment/ retainment of staff	Teachers will conduct instructional walkthroughs to analyze current use of the GRR model of effective instruction. Discussion will be facilitated regarding alignment of GRR to the Teacher Effectiveness Rubric, Domain 2 [Certified Staff, Principal]	Phase two (2 nd quarter)	Through instructional walkthroughs teachers will gain a common understanding of how the GRR model is implemented in the classroom. Teachers will also apply the expectations of Teacher Effectiveness Rubric, Domain 2 to gain a common understanding of the evidence that must be present in a lesson to be a Level 4.	\$450 for 3 substitute teachers to cover classes while teachers conduct walkthroughs and hold facilitated discussions
Professional Development	During Period 0 Professional Development teachers will discuss video lessons and analyze them for the use the GRR model. [Principal, AIC]		By discussing videos of lessons and analyzing them for the use of gradual release, teachers gain a common understanding of the GRR model of effective instruction. Teachers will see how GRR is applied to the teaching of skills in all content areas.	
	Teachers will continue inquiry about teaching students in poverty using the book <i>Engaging Students with Poverty in Mind</i> by Eric Jensen. Staff will develop a set of belief statements that all staff recognize to be true of students from a culture of poverty. [Certified Staff]		Bridgepoint teachers have done professional development about student engagement during the 2013-14 and 2014-15 school years. The book <i>Engaging Students with Poverty in Mind</i> by Eric Jensen will be used to specifically address the needs of students from a culture of poverty. Protocol for book study will be set. Guiding Principles from our book study will be used to develop belief statements. Staff will use these belief statements as a foundation for instructional practices.	

Principal Changes and Flexibility	Professional development about GRR will continue, but in the context of independent reading. During literacy blocks, instructional walkthroughs focused on teacher use of GRR model will also continue. Teachers will continue to have facilitated conversations about the implementation of GRR. [Principal, AIC, Certified Staff]	Phase three (3 rd quarter)	Part of Gradual Release includes building stamina for independent reading. Teachers need the resources to have independent reading from authentic texts going on in their classrooms.	\$6,300 for trade books to build classroom libraries. \$300 per classroom at 21 classrooms (4 special ed. and preschool are included)
Instructional Programs	Each grade level will develop a plan for addressing the gaps in student mastery of INCCR math standards. Teachers will build foundational skills of number sense through a book study. [Principal, Certified Staff]		Full implementation of all parts of the Balanced math framework is expected. As the daily math review quiz data is analyzed at each grade level, it is expected that gaps in mastery will emerge. As those gaps emerge from data, a system must be in place for remediating and reteaching. Since number sense is at the foundation of all mathematical learning and thinking, teachers need to know how to build strong number sense in students at all grade levels.	\$700 for professional development books about number sense
Professional Development	An Outreach Coordinator will be hired to link families with needed resources. [Principal, SAM, Director of Educational Services, Assistant Superintendent of Elementary Education]		The Outreach Coordinator will establish resources for Bridgepoint, such as a food pantry and a clothes closet. The Outreach Coordinator will also assist with the planning and promoting of the monthly parenting workshops. The Outreach Coordinator will report directly to the Academic Improvement Coordinator	\$50,000 salary and benefits

	Teachers will be sent to see student engagement, rigor, and effective instructional practices in action with at-risk students at the Ron Clark Academy in Atlanta, Georgia. (Principal, 5 Certified Staff)		The Ron Clark Academy offers two-day educator workshops focused on transforming school culture at the Ron Clark Training Center. Educators observe classrooms with high rigor and high levels of engagement in action. The Ron Clark Academy focuses on students who are at-risk.	register for the 2-day educator workshop) \$3000 (travel to and from Atlanta, Georgia) \$3000 (meal reimbursements and hotel accommodations for 6 people for 2 days)
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Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

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

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
Develop and increase teacher and school leader effectiveness [IN Principle 1 and 5]	Implement process and guidelines for reviewing Principle effectiveness prior to full implementation 1) Align process w/ Principal Effectiveness System to specific indicators for the Transformation Leader 2) Provide TL w/ mentor; review role and responsibility 3) Schedule monthly District/	Implement process for Principle effectiveness 1) Analysis of Data: District, TL and Mentor will use critical indicators from 2015-2016 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths and areas for additional support	Review and revise plan for Principle effectiveness based on 2016-2017 data 1) Analysis of Data: District, TL and Mentor will use critical indicators from 2016-2017 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths	Implement plan for Principle effectiveness based on 2017-2018 data 1) Analysis of Data: District, TL and Mentor will use critical indicators from 2017-2018 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify	

	<p>Transformation Leader/ Mentor meetings and focus</p> <p>4) Identify specific indicators and data for each meeting [milestones]</p> <p>[Superintendent; Executive Director of Educational Services]</p> <p>Review and redesign the current leadership structure that focuses on:</p> <ol style="list-style-type: none"> Building leadership capacity <ul style="list-style-type: none"> Bi-annual BLT / GCEA REPRESENTATIVE retreats for planning and data analysis Implement “BLT / GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication 	<p>2) Feedback and Plan for Improvement based on 5-Step School Improvement Process: Establish tools and milestones for accomplishing goals</p> <p>Implement the leadership structure that focuses on:</p> <ol style="list-style-type: none"> Building leadership capacity <ul style="list-style-type: none"> Implement bi-annual BLT / GCEA REPRESENTATIVE retreats for planning and data analysis Implement “BLT / GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening 	<p>and areas for additional support</p> <p>2) Feedback and Plan for Improvement based on 5-Step School Improvement Process: Establish tools and milestones for accomplishing goals: increase A-F Report Card status to B</p> <p>Revise leadership structure that focuses on based on 2016-2017 implementation:</p> <ol style="list-style-type: none"> Building leadership capacity <ul style="list-style-type: none"> Bi-annual BLT / GCEA REPRESENTATIVE retreats for planning and data analysis Implement “BLT / GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling Implement master schedule for 	<p>strengths and areas for additional support</p> <p>2) Feedback and Plan for Improvement based on 5-Step School Improvement Process: Establish tools and milestones for accomplishing goals: increase A-F Report Card status to A</p> <p>Implement leadership structure that focuses on based on 2017-2018 implementation:</p> <ol style="list-style-type: none"> Building leadership capacity <ul style="list-style-type: none"> Bi-annual BLT / GCEA REPRESENTATIVE retreats for planning and data analysis Implement “BLT / GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling Implement master schedule for collaboration that 	<p>\$2800 stipends annually</p> <p>\$11,800 Total over 4 years</p>
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	<p>horizontally and vertically. Defining the documentation needed for data analysis</p> <ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member <p>2. Implement teacher leadership across the building:</p> <ul style="list-style-type: none"> • Organize for collaborative work [norms; schedules; protocols; documentation] • Build capacity for continuous improvement [PD for assessment literacy --- using data; PD about process --- 5-Step Process] 	<p>communication horizontally and vertically. Defining the documentation needed for data analysis</p> <ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member <p>2. Implement teacher leadership across the building:</p> <ul style="list-style-type: none"> • Organize for collaborative work [norms; schedules; protocols; documentation] • Build capacity for continuous improvement [PD for assessment literacy --- using data; PD about process --- 5-Step Process] 	<p>collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis</p> <ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member <p>2. Implement teacher leadership across the building:</p> <ul style="list-style-type: none"> • Organize for collaborative work [norms; schedules; protocols; documentation] • Build capacity for continuous 	<p>describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis</p> <ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member <p>2. Implement teacher leadership across the building:</p> <ul style="list-style-type: none"> • Organize for collaborative work [norms; schedules; protocols; documentation] • Build capacity for continuous improvement [PD for assessment literacy --- using data; PD about 	
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	<ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of a team and increase their capacity as a viable member • Teacher contracts and district daily schedule for certified staff allows for 45 minutes to an hour of professional development time to three times per week. • Bridgepoint’s master schedule is created to allow teachers common grade level planning time 5 days per week. [Principal, BLT / GCEA REPRESENTATIVE] 	<ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of a team and increase their capacity as a viable member • Teacher contracts and district daily schedule for certified staff allows for 45 minutes to an hour of professional development time to three times per week. • Bridgepoint’s master schedule is created to allow teachers common grade level planning time 5 days per week. [Principal, BLT / GCEA REPRESENTATIVE] 	<p>improvement [PD for assessment literacy --- using data; PD about process --- 5-Step Process]</p> <ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of a team and increase their capacity as a viable member <p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step School Improvement Process:</p> <ol style="list-style-type: none"> Step 1: Collect and chart data to identify critical needs Step 2: Analyze data for root causes and critical needs. Step 3: Develop goal[s], strategies, indicators, and action steps 	<p>process --- 5-Step Process]</p> <ul style="list-style-type: none"> • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Bridgepoint they are able to understand the infrastructure of a team and increase their capacity as a viable member • Teacher contracts and district daily schedule for certified staff allows for 45 minutes to an hour of professional development time to three times per week. • Bridgepoint’s master schedule is created to allow teachers common grade level planning time 5 days per week. [Principal, BLT / GCEA REPRESENTATIVE] <p>3. Implement continuous school improvement process with</p>	
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	<p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step School Improvement Process:</p> <p>a) Step 1: Collect and chart data to identify critical needs</p> <p>b) Step 2: Analyze data for root causes and critical needs.</p> <p>c) Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2]</p> <p>d) Step 4: Implement strategies and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning</p> <p>e) Step 5: Review data; gather evidence of implementation and impact [chart progress/ growth]</p>	<p>•</p> <p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step School Improvement Process:</p> <p>a) Step 1: Collect and chart data to identify critical needs</p> <p>b) Step 2: Analyze data for root causes and critical needs.</p> <p>c) Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2]</p> <p>d) Step 4: Implement strategies and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning</p> <p>e) Step 5: Review data; gather evidence of implementation and</p>	<p>focused on critical needs [Step 2]</p> <p>d) Step 4: Implement strategies and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning</p> <p>e) Step 5: Review data; gather evidence of implementation and impact [chart progress/ growth]</p> <p>[Evidence: Schedules; meeting records; grade level/ content data binders]</p>	<p><u>consistency and integrity</u>:</p> <p>5-Step School Improvement Process:</p> <p>a) Step 1: Collect and chart data to identify critical needs</p> <p>b) Step 2: Analyze data for root causes and critical needs.</p> <p>c) Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2]</p> <p>d) Step 4: Implement strategies and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning</p> <p>e) Step 5: Review data; gather evidence of implementation and impact [chart progress/ growth]</p> <p>[Evidence: Schedules; meeting records; grade</p>	
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	<p>[Principal; Executive Director of Educational Services; BLT / GCEA REPRESENTATIVE]</p> <p>Implement system for supporting teacher effectiveness:</p> <ol style="list-style-type: none"> 1) Teachers will adhere to belief statements regarding teaching children from poverty that were previously developed as the foundation for instruction. [Certified Staff] 2) Use RISE Teacher Evaluation system that includes student growth as a factor 3) Provide incentives for highly effective teachers 4) Provide opportunities for leadership growth 5) Provide weekly scheduled collaboration time for staff 	<p>impact [chart progress/ growth]</p> <p>[Evidence: Schedules; meeting records; grade level/ content data binders]</p> <p>Implement system for supporting teacher effectiveness:</p> <ol style="list-style-type: none"> 1) Teachers will adhere to belief statements regarding teaching children from poverty that were previously developed as the foundation for instruction. [Certified Staff] 2) Use RISE Teacher Evaluation system that includes student growth as a factor 3) Provide incentives for highly effective teachers 4) Provide opportunities for leadership growth 5) Provide weekly scheduled 	<p>Revise system for supporting teacher effectiveness based on 2016-2017 implementation:</p> <ol style="list-style-type: none"> 1) Teachers will adhere to belief statements regarding teaching children from poverty that were previously developed as the foundation for instruction. [Certified Staff] 2) Use RISE Teacher Evaluation system that includes student growth as a factor 3) Provide incentives for highly effective teachers 4) Provide opportunities for 	<p>level/ content data binders]</p> <p>Implement system for supporting teacher effectiveness based on 2017-2018 implementation:</p> <ol style="list-style-type: none"> 1) Teachers will adhere to belief statements regarding teaching children from poverty that were previously developed as the foundation for instruction. [Certified Staff] 2) Use RISE Teacher Evaluation system that includes student growth as a factor 3) Provide incentives for highly effective teachers 	
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	<p>6) Provide weekly job-embedded PD 7) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies</p> <p>[Principal; Academic Improvement Coordinator; Instructional Coach]</p>	<p>collaboration time for staff 6) Provide weekly job-embedded PD 7) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies</p> <p>Analyze Data: Student growth Teacher Effectiveness: HE: 10% increase</p>	<p>leadership growth 5) Provide weekly scheduled collaboration time for staff 6) Provide regular job-embedded PD 7) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies</p> <p>Analyze Data: Student growth Teacher Effectiveness: HE: 10% increase</p>	<p>4) Provide opportunities for leadership growth 5) Provide weekly scheduled collaboration time for staff 6) Provide weekly job-embedded PD 7) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies</p> <p>Analyze Data: Student growth Teacher Effectiveness: HE: 10% increase</p>	
<p>Comprehensive instructional reform strategies: Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with INCCRS</p>	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Culturally responsive texts will be used in classrooms in order to ensure students are reading from authentic texts during the release or “You do” step of the 	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Culturally responsive texts will be used in classrooms in order to ensure students are reading from authentic texts during the release or “You do” step of the 	<p>Revise instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Culturally responsive texts will be used in classrooms in order to ensure students are reading from authentic texts during the release or “You do” step of the GRR model. [Principal, AIC] 	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Culturally responsive texts will be used in classrooms in order to ensure students are reading from authentic texts during the release or “You do” step of the 	<p>\$6000 for the purchase of culturally responsive text sets at a variety of levels</p> <p>\$10, 080 stipends for 2015-16 school year</p> <p>\$5,040 stipends each of the</p>

<p>[IN Principle 3]</p>	<p>GRR model. [Principal, AIC]</p> <ul style="list-style-type: none"> • Teachers will plan instructional units in both ELA and Math, aligned to the INCRRS, based on the Gradual Release of Responsibility model. Units will follow the pacing of standards prescribed by the district. [Principal, Certified Staff] • Teachers will utilize rigorous technology resources (IXL Math and RAZ Kids) to differentiate instruction for student needs in both ELA and Math. [AIC, Balanced Math Trainer] • Teachers will implement independent reading in each grade level to build reading stamina and reading motivation. Accountability for students during independent reading are expected to be rigorous and consistent. [Principal, Certified Staff] • Through the Balanced Math framework, grade 	<p>GRR model. [Principal, AIC]</p> <ul style="list-style-type: none"> • Teachers will plan instructional units in both ELA and Math, aligned to the INCRRS, based on the Gradual Release of Responsibility model. Units will follow the pacing of standards prescribed by the district. [Principal, Certified Staff] • Teachers will utilize rigorous technology resources (IXL Math and RAZ Kids) to differentiate instruction for student needs in both ELA and Math. [AIC, Balanced Math Trainer] • Teachers will implement independent reading in each grade level to build reading stamina and reading motivation. Accountability for students during independent reading are expected to be rigorous and consistent. [Principal, Certified Staff] 	<ul style="list-style-type: none"> • Teachers will plan instructional units in both ELA and Math, aligned to the INCRRS, based on the Gradual Release of Responsibility model. Units will follow the pacing of standards prescribed by the district. [Principal, Certified Staff] • Teachers will utilize rigorous technology resources (IXL Math and RAZ Kids) to differentiate instruction for student needs in both ELA and Math. [AIC, Balanced Math Trainer] • Teachers will implement independent reading in each grade level to build reading stamina and reading motivation. Accountability for students during independent reading are expected to be rigorous and consistent. [Principal, Certified Staff] • Through the Balanced Math framework, grade 	<p>GRR model. [Principal, AIC]</p> <ul style="list-style-type: none"> • Teachers will plan instructional units in both ELA and Math, aligned to the INCRRS, based on the Gradual Release of Responsibility model. Units will follow the pacing of standards prescribed by the district. [Principal, Certified Staff] • Teachers will utilize rigorous technology resources (IXL Math and RAZ Kids) to differentiate instruction for student needs in both ELA and Math. [AIC, Balanced Math Trainer] • Teachers will implement independent reading in each grade level to build reading stamina and reading motivation. Accountability for students during independent reading are expected to be rigorous and consistent. [Principal, Certified Staff] • Through the Balanced Math framework, grade 	<p>following 3 school years</p> <p>\$25,200 Total over 4 years</p> <p>\$1600 per year (\$100 per classroom per school year for RAZ Kids) \$6400 Total for 4 years</p> <p>\$4000 per year (\$250 per classroom per year for IXL Math) \$16,000 Total for 4 years</p> <p>\$6,300 (\$300 per teacher for classroom library trade books)</p>
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	<p>level teams are expected to address the needs of students not meeting mastery of INCCRS by remediating and re-teaching. [Principal, Balanced Math Trainer, Certified Staff]</p> <p>[Principal; Academic Improvement Coordinator; Instructional Coach; Teachers]</p>	<ul style="list-style-type: none"> • Through the Balanced Math framework, grade level teams are expected to address the needs of students not meeting mastery of INCCRS by remediating and re-teaching. [Principal, Balanced Math Trainer, Certified Staff] <p>Conduct weekly instructional observation walkthroughs based on implementation gauge based to ensure fidelity of core strategies and is having the intended impact on student achievement</p> <p>Analysis of data – Implement 5-Step Process Analysis of implementation of core strategies reviewed every month by admin and teachers</p>	<p>level teams are expected to address the needs of students not meeting mastery of INCCRS by remediating and re-teaching. [Principal, Balanced Math Trainer, Certified Staff]</p> <p>Conduct weekly instructional observation walkthroughs based on implementation gauge based to ensure fidelity of core strategies and is having the intended impact on student achievement goal is to increase core strategies in classrooms by 50% in year 2</p> <p>Analysis of data – Implement 5-Step Process Analysis of implementation of core strategies reviewed every month by admin and teachers</p>	<p>level teams are expected to address the needs of students not meeting mastery of INCCRS by remediating and re-teaching. [Principal, Balanced Math Trainer, Certified Staff]</p> <p>Conduct weekly instructional observation walkthroughs based on implementation gauge based to ensure fidelity of core strategies and is having the intended impact on student achievement – goal is to increase core strategies in classrooms by 75% in year 3</p> <p>Analysis of data – Implement 5-Step Process Analysis of implementation of core strategies reviewed every month by admin and teachers</p>	
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<p>Promote the use of data to inform [formative; interim; summative] and differentiate instruction in order to increase rigor and authentic engagement in the instructional framework to meet the academic needs of individual students [IN Principle 2, 4 and 6]</p>	<p>Prepare and Implement report card accountability for disaggregation [first monitoring visit]</p> <p>[Principal; Executive Director of Educational Services; BLT / GCEA REPRESENTATIVE]</p> <p>Collaboration:</p> <ul style="list-style-type: none"> • Data will be analyzed by all certified staff at the end of each quarter in order to adjust interventions and use of support staff. • Focus on the 5-Step Process [use the system both horizontally and vertically] • Implement collaboration time w/in the weekly schedule • Establish tools and protocols that align w/ report card accountability • Implement “visible” dashboard for analysis of system-wide school and individual student 	<p>Implement report card accountability for disaggregation</p> <p>Implement Collaboration:</p> <ul style="list-style-type: none"> • Data will be analyzed by all certified staff at the end of each quarter in order to adjust interventions and use of support staff. • Focus on the 5-Step Process [use the system both horizontally and vertically] • Implement collaboration time w/in the weekly schedule • Use tools and protocols that align w/ report card accountability • Implement “visible” dashboard for analysis of system-wide school and individual student 	<p>Revise report card accountability for disaggregation based on feedback from IDOE</p> <p>Revise Collaboration:</p> <ul style="list-style-type: none"> • Data will be analyzed by all certified staff at the end of each quarter in order to adjust interventions and use of support staff. • Focus on the 5-Step Process [use the system both horizontally and vertically] • Implement collaboration time w/in the weekly schedule • Use tools and protocols that align w/ report card accountability • Implement “visible” dashboard for analysis of system-wide school and individual student 	<p>Implement report card accountability for disaggregation based on feedback from IDOE</p> <p>Implement Collaboration:</p> <ul style="list-style-type: none"> • Data will be analyzed by all certified staff at the end of each quarter in order to adjust interventions and use of support staff. • Focus on the 5-Step Process [use the system both horizontally and vertically] • Implement collaboration time w/in the weekly schedule • Use tools and protocols that align w/ report card accountability • Implement “visible” dashboard for analysis of system-wide school and individual student 	<p>\$14,400 stipends annually</p> <p>\$43,000 Total over 4 years</p>
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	<p>data tracking that includes:</p> <ul style="list-style-type: none"> • Academic performance [formative, interval and summative assessment] • Behavioral indicators • Subgroups and subpopulations • Family involvement <p>[Principal; Executive Director of Educational Services; AIC; Grade Level Teams]</p>	<p>data tracking that includes:</p> <ul style="list-style-type: none"> • Academic performance [formative, interval and summative assessment] • Behavioral indicators • Subgroups and subpopulations • Family involvement <p>Analysis of data – Analysis of collaboration and 5-Step Process will be reviewed each quarter by Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE</p> <p>[Evidence: Data binders; meeting records/ agenda; participants; artifacts]</p>	<p>data tracking that includes:</p> <ul style="list-style-type: none"> • Academic performance [formative, interval and summative assessment] • Behavioral indicators • Subgroups and subpopulations • Family involvement • Other [based on 2016-2017 implementation] <p>Analysis of data – Analysis of collaboration and 5-Step Process will be reviewed each quarter by Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE</p> <p>[Evidence: Data binders; meeting records/ agenda; participants; artifacts]</p>	<p>data tracking that includes:</p> <ul style="list-style-type: none"> • Academic performance [formative, interval and summative assessment] • Behavioral indicators • Subgroups and subpopulations • Family involvement • Other [based on 2017-2018 implementation] <p>Analysis of data – Analysis of collaboration and 5-Step Process will be reviewed each quarter by Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE</p> <p>[Evidence: Data binders; meeting records/ agenda; participants; artifacts]</p>	
<p>Comprehensive instructional reform strategies: Provide staff ongoing, high quality job-</p>	<p>Implement and schedule on-going PD targeting best practices determined by observation data and student achievement:</p>	<p>Implement on-going PD targeting best practices determined by observation data and student achievement:</p>	<p>Revise PD targeting best practices determined by observation data and student achievement based on 2016-2017 implementation:</p>	<p>Implement PD targeting best practices determined by observation data and student achievement based on 2017-2018 implementation:</p>	<p>\$4800 (6 staff members at \$800 per person to register for the 2-day educator workshop)</p>

<p>embedded professional development aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies [IN Principle 5]</p>	<ul style="list-style-type: none"> Teachers will attend the two-day educator workshop in Atlanta, Georgia at the Ron Clark Academy. The Ron Clark Academy focuses transforming school culture through on engagement and motivation of all students, with a focus on at-risk students. Six teachers will attend each school year until all teachers have attended. [Principal, Certified Staff] Professional development is held during the first quarter of each school year to review and discuss the domains of the Teacher Effectiveness Rubric (TER) by which teacher effectiveness is evaluated. New initiatives are presented in the context of the TER so teachers always know how new initiatives relate to staff performance expectations. [Principal] Teachers are expected to implement the Balanced Math 	<ul style="list-style-type: none"> Teachers will attend the two-day educator workshop in Atlanta, Georgia at the Ron Clark Academy. The Ron Clark Academy focuses on engagement and motivation of all students, with a focus on at-risk students. Six teachers will attend each school year until all teachers have attended. Teachers are expected to implement the Balanced Math framework during their math blocks, including a Daily Math Review. [Principal, Balanced Math Trainer, Certified Staff] <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p> <p>Implement appropriate PD to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes:</p>	<ul style="list-style-type: none"> Teachers will attend the two-day educator workshop in Atlanta, Georgia at the Ron Clark Academy. The Ron Clark Academy focuses on engagement and motivation of all students, with a focus on at-risk students. Six teachers will attend each school year until all teachers have attended. Teachers are expected to implement the Balanced Math framework during their math blocks, including a Daily Math Review. [Principal, Balanced Math Trainer, Certified Staff] Other <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p> <p>Revise PD to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes based</p>	<ul style="list-style-type: none"> Teachers will attend the two-day educator workshop in Atlanta, Georgia at the Ron Clark Academy. The Ron Clark Academy focuses on engagement and motivation of all students, with a focus on at-risk students. Six teachers will attend each school year until all teachers have attended. Teachers are expected to implement the Balanced Math framework during their math blocks, including a Daily Math Review. [Principal, Balanced Math Trainer, Certified Staff] Other <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p> <p>Implement PD to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes based</p>	<p>\$3000 (travel to and from Atlanta, Georgia) \$3000 (meal reimbursements and hotel accommodations for 6 people for 2 days)</p> <p>\$43,200 Total over 4 years</p> <p>\$1050 Van de Walle books <i>Teaching Student-Centered Mathematics</i></p>
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	<p>framework during their math blocks, including a Daily Math Review. [Principal, Balanced Math Trainer, Certified Staff]</p> <p>[Principal; BLT / GCEA REPRESENTATIVE; Executive Director of Educational Services; Outside Consultant]</p> <p>Implement and schedule appropriate PD to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes:</p> <ul style="list-style-type: none"> • Organizing for collaborative work • 5-Step Process • Talking about Data • Using data to inform Instruction [assessment literacy] • Making our data visible [knowing what to celebrate and what challenges we continue to face] 	<ul style="list-style-type: none"> • Organizing for collaborative work • 5-Step Process • Talking about Data • Using data to inform Instruction [assessment literacy] • Making our data visible [knowing what to celebrate and what challenges we continue to face] <p>Analysis of data – Analysis of PD evaluations and 5-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Organizing for collaborative work • 5-Step Process • Talking about Data • Using data to inform Instruction [assessment literacy] • Making our data visible [knowing what to celebrate and what challenges we continue to face] <p>Analysis of data – Analysis of PD evaluations and 5-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>on 2017-2018 implementation:</p> <ul style="list-style-type: none"> • Organizing for collaborative work • 5-Step Process • Talking about Data • Using data to inform Instruction [assessment literacy] • Making our data visible [knowing what to celebrate and what challenges we continue to face] <p>Analysis of data – Analysis of PD evaluations and 5-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	
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	[Principal; BLT / GCEA REPRESENTATIVE; Executive Director of Educational Services; Outside Consultant]				
Increase learning time and create community-oriented schools: Establish schedules and strategies that provide increased learning time [IN Principle 7]	<p>Student Learning Time</p> <ul style="list-style-type: none"> An Outreach Coordinator will establish resources for under-resourced families and connect families with needed resources. [Principal, SAM] Free after school care through CIS will be offered for all students in grades 1-5 with a teacher referral. [Outreach Coordinator] Teachers will provide tutoring for two hours each week to students participating in CIS after school care program. [Outreach Coordinator, Tutors] Provide intersession intervention programs <p>[Principal; AIC; Teachers]</p> <p>Analysis of Extended Learning Data –</p>	<p>Student Learning Time</p> <ul style="list-style-type: none"> An Outreach Coordinator will establish resources for under-resourced families and connect families with needed resources. [Principal, SAM] Free after school care through CIS will be offered for all students in grades 1-5 with a teacher referral. [Outreach Coordinator] Teachers will provide tutoring for two hours each week to students participating in CIS after school care program. [Outreach Coordinator, Tutors] Provide intersession intervention programs <p>[Principal; AIC; Teachers]</p>	<p>Student Learning Time</p> <ul style="list-style-type: none"> An Outreach Coordinator will establish resources for under-resourced families and connect families with needed resources. [Principal, SAM] Free after school care through CIS will be offered for all students in grades 1-5 with a teacher referral. [Outreach Coordinator] Teachers will provide tutoring for two hours each week to students participating in CIS after school care program. [Outreach Coordinator, Tutors] Continue with intersession intervention programs <p>[Principal; AIC; Teachers]</p>	<p>Student Learning Time</p> <ul style="list-style-type: none"> An Outreach Coordinator will establish resources for under-resourced families and connect families with needed resources. [Principal, SAM] Free after school care through CIS will be offered for all students in grades 1-5 with a teacher referral. [Outreach Coordinator] Teachers will provide tutoring for two hours each week to students participating in CIS after school care program. [Outreach Coordinator, Tutors] Continue with intersession intervention programs <p>[Principal; AIC; Teachers]</p>	<p>\$50,000 annual salary and benefits</p> <p>\$200,000 Total over 4 years</p> <p>\$8,100 for salary (\$15 per hour 2.5 hours per day for 180 days)</p> <p>\$32,400 Total over 4 years</p> <p>\$12,800 stipends for tutors</p> <p>\$51,200 Total over 4 years</p>

	<p>Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p> <p>Implement Collaboration/ Learning Time for Staff:</p> <ul style="list-style-type: none"> • Implement collaboration time w/in the weekly schedule • Implement Period 0 schedule in the weekly schedule • Collaboration to focus on the 5-Step Process [use the system both horizontally and vertically] and PD related to Transformation goals and needs. Focus determined by admin., AIC, and teacher leaders <p>[Principal; AIC; Teachers]</p>	<p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; SAM; Outreach Coordinator; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p> <p>Implement Collaboration/ Learning Time for Staff:</p> <ul style="list-style-type: none"> • Implement collaboration time w/in the weekly schedule • Implement Period 0 schedule in the weekly schedule • Collaboration to focus on the 5-Step Process [use the system both horizontally and vertically] and PD related to Transformation goals and needs. Focus determined by admin., AIC, and teacher leaders <p>Analysis of Extended Learning - Implementation Data –</p>	<p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; SAM; Outreach Coordinator; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p> <p>Revise Collaboration/ Learning Time for Staff based on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Implement collaboration time w/in the weekly schedule • Implement Period 0 schedule in the weekly schedule • Collaboration to focus on the 5-Step Process [use the system both horizontally and vertically] and PD related to Transformation goals and needs. Focus determined by admin., AIC, and teacher leaders <p>Analysis of Extended Learning - Implementation Data –</p>	<p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; SAM; Outreach Coordinator; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p> <p>Implement Collaboration/ Learning Time for Staff based on 2017-2018 implementation:</p> <ul style="list-style-type: none"> • Implement collaboration time w/in the weekly schedule • Implement Period 0 schedule in the weekly schedule • Collaboration to focus on the 5-Step Process [use the system both horizontally and vertically] and PD related to Transformation goals and needs. Focus determined by admin., AIC, and teacher leaders <p>Analysis of Extended Learning - Implementation Data –</p>	
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<p>Increase learning time and create community-oriented schools: Provide ongoing mechanisms for family and community engagement [IN Principle 8]</p>	<p>Implement culturally competent family and community program to increase engagement:</p> <ul style="list-style-type: none"> • Parent workshops using the <i>Parenting with Love and Logic</i> curriculum will be presented each month by the Outreach Coordinator. • Teachers will be asked to attend 4 of these workshops in order to facilitate discussions and network with parents. [Outreach Coordinator, SAM, 4 Certified Staff] • Implement annual survey to collect input about topics of 	<p>Implement culturally competent programs to increase family and community engagement:</p> <ul style="list-style-type: none"> • Parent workshops using the <i>Parenting with Love and Logic</i> curriculum will be presented each month by the Outreach Coordinator. • Teachers will be asked to attend 4 of these workshops in order to facilitate discussions and network with parents. [Outreach Coordinator, SAM, 4 Certified Staff] • Implement annual survey to collect input about topics of 	<p>Revise culturally competent family and community program to increase engagement based on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Parent workshops using the <i>Parenting with Love and Logic</i> curriculum will be presented each month by the Outreach Coordinator. • Teachers will be asked to attend 4 of these workshops in order to facilitate discussions and network with parents. [Outreach Coordinator, SAM, 4 Certified Staff] 	<p>Implement culturally competent family and community program to increase engagement based on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Parent workshops using the <i>Parenting with Love and Logic</i> curriculum will be presented each month by the Outreach Coordinator. • Teachers will be asked to attend 4 of these workshops in order to facilitate discussions and network with parents. [Outreach Coordinator, SAM, 4 Certified Staff] 	<p>\$21,600 Total over 4 years</p> <p>\$1600 (an additional 4 staff members at \$400 per person to register for Train the Trainers conference)</p> <p>\$2400 (travel to and from conference site)</p> <p>\$2600 (meal reimbursements and hotel accommodations for 4 people for 3 days)</p>

	<p>interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times]</p> <ul style="list-style-type: none"> • Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement • Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] <p>[Principal; BLT / GCEA REPRESENTATIVE]</p>	<p>interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times]</p> <ul style="list-style-type: none"> • Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement • Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] 	<ul style="list-style-type: none"> • In an effort to continue the building of capacity among our staff members in working with parents, <i>Love and Logic</i> will provide a common foundation for staff when talking to parents about establishing boundaries and routines at home. <i>Parenting with Love and Logic</i> includes a curriculum with presentation materials for staff to use for presenting parent workshops. The entire curriculum can be used through the course of a school year, or specific parts can be pulled in response to a need within our parent community. • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] 	<ul style="list-style-type: none"> • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] • Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement • Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] 	<p>\$200 stipends x 14 teachers \$2800/year \$11,200 for 4 years</p>
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		<p>Analysis of Family Involvement - Implementation Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p> <p>[Evidence: Family Involvement: Policy Compact Plan Timeline/ Calendar Agenda for Activities/ Sign-in sheets Agenda for School Improvement mtg/ Sign-in sheets/ meeting record [follow-up communication]</p>	<ul style="list-style-type: none"> • Implement evaluation to monitor the family engagement activities to inform programs and improve family engagement • Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] <p>Analysis of Family Involvement - Implementation Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]; based on data from 2016-2017 increase engagement by 10% in year 2 implementation</p> <p>[Evidence: Family Involvement: Policy Compact Plan Timeline/ Calendar Agenda for Activities/ Sign-in sheets</p>	<p>Analysis of Family Involvement - Implementation Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]; based on data from 2017-2018 increase engagement by 20% in year 3 implementation</p> <p>[Evidence: Family Involvement: Policy Compact Plan Timeline/ Calendar Agenda for Activities/ Sign-in sheets Agenda for School Improvement mtg/ Sign-in</p>	
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		Teachers document conferences/ communication]	Agenda for School Improvement mtg/ Sign-in sheets/ meeting record [follow-up communication] Teachers document conferences/ communication]	sheets/ meeting record [follow-up communication] Teachers document conferences/ communication]	
Providing operational flexibility and sustained support	<p>Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Bridgepoint Elementary School:</p> <p>1) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Transformation Leader</p> <p>2) Flexibility Plan will include:</p> <ul style="list-style-type: none"> • [i.e., calendars; PD; staffing] • Mini-grant opportunity will be offered to teachers who complete summer planning opportunity. In addition to the opportunity to receive a mini-grant for instructional supplies, teachers will also be paid for collaborative grade level planning. 	<p>Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Bridgepoint Elementary School:</p> <p>5) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Transformation Leader</p> <p>6) Flexibility Plan will include:</p> <ul style="list-style-type: none"> • [i.e., calendars; PD; staffing] • Teachers will spend a day planning collaboratively with grade level team prior to the beginning of the school year, and using data from the prior end of school year. 	<p>Revise “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Bridgepoint Elementary School:</p> <p>9) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Transformation Leader</p> <p>10) Flexibility Plan will include:</p> <ul style="list-style-type: none"> • [i.e., calendars; PD; staffing] Teachers will spend a day planning collaboratively with grade level team prior to the beginning of the school year, and using data from the prior end of school year. 	<p>Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Bridgepoint Elementary School:</p> <p>13) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Transformation Leader</p> <p>14) Flexibility Plan will include:</p> <ul style="list-style-type: none"> • [i.e., calendars; PD; staffing] • Teachers will spend a day planning collaboratively with grade level team prior to the beginning of the school year, and using data from the prior end of school year. 	<p>\$7,200 for Summer 2016 grant opportunity</p> <p>\$2400 for each following year’s grants</p> <p>\$14,400 Total mini-grant funds for teachers over 4 years</p>

	<p>[Principal, AIC, Balanced Math Trainer]</p> <ul style="list-style-type: none"> • <p>3) Ongoing, technical assistance Bridgepoint will receive to support the implementation of the Transformation model</p> <p>4) Schedule of monthly District/ Transformation Leader/ Mentor meetings and focus</p> <p>5) Specific indicators and data for each meeting [milestones]</p> <p>[Superintendent; Executive Director of Educational Services; Principal]</p>	<p>Planning will include, but is not limited to, gathering data from previous end of school year assessments and forming intervention groups for reading.</p> <p>7) Ongoing, technical assistance Bridgepoint will receive to support the implementation of the Transformation model</p> <p>8) Schedule of monthly District/ Transformation Leader/ Mentor meetings and focus</p> <p>6) Specific indicators and data for each meeting [milestones]</p> <p>Analysis of Flexibility and Sustainability Plan - Implementation Data – Analysis Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p>	<p>Planning will include, but is not limited to, gathering data from previous end of school year assessments and forming intervention groups for reading.</p> <ul style="list-style-type: none"> • <p>11) Ongoing, technical assistance Bridgepoint will receive to support the implementation of the Transformation model</p> <p>12) Schedule of monthly District/ Transformation Leader/ Mentor meetings and focus</p> <p>7) Specific indicators and data for each meeting [milestones]</p> <p>Analysis of Flexibility and Sustainability Plan - Implementation Data – Analysis Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p>	<p>Planning will include, but is not limited to, gathering data from previous end of school year assessments and forming intervention groups for reading.</p> <ul style="list-style-type: none"> • <p>15) Ongoing, technical assistance Bridgepoint will receive to support the implementation of the Transformation model</p> <p>16) Schedule of monthly District/ Transformation Leader/ Mentor meetings and focus</p> <p>8) Specific indicators and data for each meeting [milestones]</p> <p>Analysis of Flexibility and Sustainability Plan - Implementation Data – Analysis Principal; Executive Director of Educational Services and BLT / GCEA REPRESENTATIVE]</p>	<p>\$9,600 stipends in Total over 4 years</p>
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	develop a parental involvement calendar of events and communicate these events to parents, based on survey results.		a calendar of events for parents that addresses the targeted areas of concern (i.e. attendance, behavior, etc.)	
Effectiveness of staff and retention of staff	Teachers/ peers conduct instructional walkthroughs to analyze the consistency of the implementation of the grant initiatives/strategies.	Phase two (2 nd quarter)	Instructional walkthroughs provide implementation evidence of the grant initiatives/strategies: <ul style="list-style-type: none"> Evidence of the effective strategies of teaching students of poverty Effective display of the GRR model of instruction within all content areas 	\$0
Professional Development	Period 0 provides opportunities for researching and discussing instructional practices.		Teachers will engage in collaborative conversations about instructional practices, using classroom and schoolwide data to support the needs of their inquiry. Grade levels will work collaboratively to compile the evidence of fidelity of implementation, i.e. classroom video clips, lesson plans, units, etc.	
Leadership	Building Leadership Team and GCEA Representative (BLT / GCEA REPRESENTATIVE) members continue roles and responsibilities as team leaders for their designated grade level. Determine support for new teachers to sustain model/ framework; develop handbook (Principal, BLT / GCEA REPRESENTATIVE members)	Phase three (3 rd quarter)	BLT / GCEA REPRESENTATIVE members meet weekly with the principal. Members will: <ul style="list-style-type: none"> Collect and analyze the Middle of the Year (MOY) benchmark data for their grade level. Review the comprehensive plan for intervention 	District stipends for BLT / GCEA REPRESENTATIVE members

	(Principal, SAM, BLT / GCEA REPRESENTATIVE members)		Family and Community Engagement.	
Effectiveness of staff and retainment of staff	Review evaluation; staff, hire and placement of staff to ensure effective implementation of the schoolwide plan. (Principal, district personnel)	Phase five (summer 2020)	Principal and the district personnel will review the staffing practices for the school and the results from the Teacher Effectiveness Rubric (TER) to ensure effective placement of staff.	District funds Title I when applicable
Instructional Programs	School-based new teacher mentoring programs will include the shared agreements based on the learnings of our research and practice – responsive to the student population at Bridgepoint Elementary School.		Pair new teachers and current teachers. New teachers will be provided with the documentation [handbook] of our growth and learning – listing the expectations of instruction and student monitoring of achievement.	\$0
Professional Development	Survey of Professional Development efforts from the previous school year.		Collect and analyze the data from the survey of professional development efforts. Review/Refine the professional development goals of the school's improvement plan. Identify areas of growth and areas that need support. Explore opportunities provided by the district or other funding sources, such as Title I that will continue to enhance student achievement and the goals outlined in the school improvement plan.	

Professional Development	Weekly Period 0 meetings (Principal, BLT / GCEA REPRESENTATIVE members)		of the instructional programs to specifically meet the needs of the students. The agendas of the weekly Period 0 meeting will address the specific needs of the student population and the instructional needs of the teachers, based on the continued analysis of data.	
Maintaining Culture	Conduct an End of the Year data analysis of the student achievement of those students involved in the CIS after school program. (Principal, SAM, BLT / GCEA REPRESENTATIVE members)	Phase four (4 th quarter)	The results of the both the data analysis and the climate survey will be shared with stakeholders to revise our continued school improvement efforts.	0
Family and Community Engagement	Conduct a Climate Survey with parents. (Principal, SAM, BLT / GCEA REPRESENTATIVE members)		Use the survey data as continued means for a Needs Assessment to define the needs to support our Family and Community Engagement.	
Effectiveness of staff and retention of staff	Review end of year effectiveness; determine staffing needs and assignments [District; Principal]	Phase five (summer 2016)	Use results to assign highly qualified staff; recruit for highly qualified staff if needed	
Instructional Programs	Review/ analyze released State assessment reports [Principal; BLT / GCEA REPRESENTATIVE; AIC]		Analyze results and determine realignment of Student Achievement Plan	Stipends for BLT / GCEA REPRESENTATIVE [District]
Professional Development	Align PD to data [needs assessment] [Principal; BLT / GCEA REPRESENTATIVE; AIC]		Review PD needs for school year based on data	

Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due summer of each year. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. “Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. **schools may have the opportunity to change the outcome artifact after work with grant begins. IDOE will work with grantees to determine best artifact after work begins. Examples of promising practices: <http://www.doe.in.gov/titlei/promising-practices-title-i-schools>*

Briefly describe what the school will plan to submit as an “Outcome Artifact” at the end of SY 2015-16 and how this will be aligned to your grant and the key area.

The school’s Outcome Artifact for the end of the SY 2015-2016 will include a data driven display of the school improvement progress, including video highlights of the professional development, data statements, reflection statements and video clips from teachers and staff members, and the continued plan for Next Steps, for each of the key areas of the grant.

Part 7: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Provide district evidence for each capacity task below. Unless otherwise stated as **required**, evidence pieces listed below are recommended.

LEA Capacity Task	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.	<ul style="list-style-type: none"> • Budget attached • The Executive Director of Educational Services and the Principal developed and reviewed the attached budget [developed using IDOE guidance]. District and school leadership collaborated to identify areas of need and then researched

	<p>models, programs and interventions for a research-base and program effectiveness that aligned with the school’s demographics.</p> <ul style="list-style-type: none"> • District calculated salaries based on employees in comparable positions [i.e., instructional coaches; outreach coordinators; highly qualified teacher[s]] • Budget resources to support effective implementation are thoroughly calculated and aligned with each identified transformation intervention requirement/ option • All budget items are reasonable, allocable and needed in relation to the proposal. Budgets reflect standard rates for comparable work. • Proposed funded staff, extended-time opportunities, digital content, partners, professional development and all components proposed in this grant are directly linked to the improvement of student achievement • Executive Director of Educational Services, the Principal and BLT / GCEA REPRESENTATIVE have discussed and designed all components in this grant for sustainability after funding ends
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Resumes attached for: Amy Schellenberg, Executive Director of Educational Services Dr. Kimberly Hartlage, Assistant Superintendent of Elementary Education Jennifer O’Brien, Principal</p> <p>Greater Clark County Schools and Bridgepoint leadership is excited by the potential support available through the highly competitive SIG[g] grant award, and pledges their commitment through the 2019-2020 commitment to its effective and successful year of sustainability.</p> <p>Amy Schellenberg, Executive Director of Educational Services has served as director of curriculum, instruction, professional development and Title I for over 20 years. Amy has successfully managed several federal grant programs and has a strong understanding of federal compliance requirements.</p> <p>Dr. Kimberly Hartlage, Assistant Superintendent of Elementary Education as served as the leader of 12 elementary principals and approximately 5000 students since August 2013. She served in the capacity of a successful elementary principal for thirteen years for both a No Child Left Behind Blue Ribbon School in 2004 as well as an Indiana Department of Education Four Star School in 2010 and 2012 leading up to this central office position.</p>

	<p>Ms. O'Brien is the current principal at Bridgepoint Elementary School and serves as the leader of 403 students. Principal since 2012, Jennifer has implemented numerous positive changes as principal.</p> <p>Principal candidates are pursued both internally and externally through all venues, such as national publications, IDOE websites, Greater Clark County Schools [GCCS] websites, etc. While our intent is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of highly qualified candidates for leading teachers and meeting students' needs.</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> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>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</i> 	<p>Greater Clark County Schools [GCCS] has received support from the Board of Education to apply for and fully-implement the proposed SIG[g] grant proposal.</p> <p>Evidence: Board of Education Assurances signed by Board President [Mark Pavey] [SIG[g] Application]</p> <p>Minutes/ presentation from the [June 16, 2016] Greater Clark County Schools [GCCS] Board of Education Meeting [attached]</p> <p>Mark Pavey, Board President: Letter of Support [attached]</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <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>Bridgepoint Elementary School and district leadership have received support from Superintendent of Greater Clark County Schools, Dr. Andrew Melin to apply for and fully implement the proposed SIG[g] grant proposal</p> <p>Evidence: Board of Education Assurances signed by Board President Mark Pavey [SIG[g] Application]</p> <p>Board of Education Assurances signed by Superintendent, Dr. Andrew Melin [SIG[g] Application]</p> <p>Minutes/ presentation from the June 16, 2015 Greater Clark County Schools [GCCS] Board of Education Meeting [attached]</p> <p>Dr. Andrew Melin, Superintendent: Letter of Support [attached]</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> <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> 	<p>Bridgepoint Elementary School and district leadership have received support from the Greater Clark Education Association to apply for and fully-implement the proposed SIG[g] grant proposal.</p> <p>Evidence: Letter of Support from John McLaughlin, GCEA President</p> <p>Greater Clark County Schools and the Greater Clark Education Association [GCEA] have a collaborative relationship and effectively work together to improve student achievement.</p> <p>GCEA was informed of the school improvement models and the opportunity to pursue SIG[g] funding. The teachers had input, including the union leadership, in identifying interventions for this grant. Further, they have committed to eliminate any barriers to allow the full implementation of the transformation model.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>Greater Clark County Schools [GCCS] strongly believes the school principal should be responsible for hiring his/her staff. Providing the best teachers’ and school leaders has the most profound impact on our students’ success. Highly effective teachers are shown to be effective with all groups of students--- regardless of initial achievement levels, so we recruit the best and support their effectiveness through robust high-quality PD trainings.</p> <p><u>Recruitment and Hiring</u></p> <ul style="list-style-type: none"> • Located near the Louisville, KY and nearby teaching colleges enables pool of teacher applicants • Administrators participate in Indiana college and university recruitment fairs to interview new talent • Principals are adjunct faculty at nearby colleges/ universities and have access to pre-service teacher applicants • Principals post open positions on the IDOE and the District website • Application process is posted on the GCCS website • GCCS has a rigorous application process that involves a school level and central office screening • The principal reviews all applicants, creates an interview committee and selects candidates for interview. Central Office and Human Resources provide support and input in the hiring process to ensure teacher quality and dedication to the

	<p>mission and vision of the school and grant. Building teachers are part of the interview committee. Following interviews, teacher candidates selected as potential finalists are vetted through inquiries to former employers and supervisors</p> <ul style="list-style-type: none"> • With input from the interview committee and past employers/ supervisors, the principal makes the final decision for hiring teachers. <p>Retention of highly-effective teachers is crucial to the success of our students, so they are supported in a variety of ways:</p> <ul style="list-style-type: none"> • An on-site mentor is assigned at the building-level • Principals provide feedback on a regular basis, after frequent observations and walk-throughs in all teachers’ classrooms • 1st year teachers participate in a New Teacher year-long PD academy/ training series • District coaches and leaders offer PD to support district-wide initiatives • Facilitated grade-level collaboration [3 days a week] and Period 0 [5 days a week] embed the school schedule and are highly valued by both teachers new to the profession as well as seasoned veterans • Academic Improvement Coordinators in all schools offer support to teachers, as well as two District Coaches [literacy]
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>1) Monitoring of SIG Programming and Implementation: Administrator and BLT with GCEA Representative will meet monthly with the Executive Director of Educational Services, Assistant Superintendent of Elementary Education, Principal and as determined, Building Leadership Team and GCEA Representative and Grade Level Teams. The technical assistance facilitation and process will provide support for:</p> <p>2) 5-Step Improvement Process [Leadership and Learning Center, Accountability in Action, D. Reeves] The 5-Step Process has been implemented and will provide the framework for monitoring the implementation of the transformation model at Bridgepoint School. District, Principal, and Building Leadership Team and GCEA Representative will align Turnaround Principles, goals, and strategies and activities, and annually reviews, updates and approves the plan</p>

- including proposed expenditures. The plan includes:
- a) Step 1: Collect and chart data to identify critical needs [including data disaggregation for special populations and growth groups]. Central office staff, principal and grade level teams disaggregate and analyze State Assessment results to determine whether all students are learning state standards equitably. Building principals ensure the school schedule provides weekly collaboration for grade levels to meet and discuss data, collaboratively plan and share best practices. Data walls will keep the focus on student learning, with walls updated following each high-level assessment [ISTEP+; Acuity] to track progress and identify continuing needs.
 - b) Step 2: Analyze data for root causes and critical needs. District-wide, formative and performance-based assessments aligned to INCCRS and Acuity, inform our progress across the school year. After those assessments, principal and BLT / GCEA REPRESENTATIVE convene Data Meetings where each grade-level/ content team analyzes data results including special populations [subgroups] to look for patterns to determine curricular adjustments needed; track individual student progress [update Data Wall]; and adjust instruction based on data results.
 - c) Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2]
 - d) Step 4: Continue to implement strategies and action steps with consistency to achieve goal[s]; monitor fidelity of implementation and effect on changes in adult practice and student learning based on implementation gauge. Identify additional professional development and support to reach consistency.
 - e) Step 5: Review data for overall and special populations; gather evidence of implementation and impact [chart progress/ growth]. Data walls and updating/ using data dashboards will keep the focus on student learning, with walls updated following each high-level assessment [ISTEP+; Acuity] to track progress and identify continuing needs.

3) District Monitoring:

District monitoring will be conducted by the Executive Director of Educational Services. Walkthroughs will be conducted regularly by the Superintendent and the Executive Director of Educational Services and Assistant Superintendent of Elementary Education. Quarterly checks with the Superintendent, Executive Director of Educational Services and Assistant Superintendent of Elementary Education will provide the principal the

opportunity to present their progress, identify challenges and next steps toward accomplishing their goals. These checks will be used to gauge the Principal's continued ability to lead the Transformation process [**Principal Effectiveness process**]

4) Instructional Calendars/ Maps:

The District provides updated Curriculum Maps, Guides and instructional materials that are aligned with the INCCRS and used by teachers to develop their assessments [Goal Clarity Windows]. Teachers are expected to use the maps to establish the instructional focus for each day's daily learning target. Principal walkthroughs, professional development, collaboration, coaching and sharing of best practices support quality instruction aligned to INCCRS.

17) District Assessments and Timelines:

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

18) Professional Development Calendars:

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

19) Teacher Evaluation System:

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

20) Fiscal Management and Accountability:

GCCS uses Indiana SBOA fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under

	<p>the sub-grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort. Detailed budget reports are up-to-date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date. Report or listing of contracted services charged to SIG that contains the start and end dates, the GCCS's local board approval date, the vendor name, the contract amount, and the contract payment GCCS Schedule. Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees. Documentation of physical check of inventory within the past two years reconciled with inventory records. Inventory records of items purchased with state or federal categorical SIG funds that include all requirements. Report of expenditures of SIG funds to date for GCCS and GCCS School that indicate major object and sub codes for the appropriate resource codes.</p>
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment.

Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
<p>1. District has effective procedures and controls in relation to how the SIG program will be run.</p>	Yes		<p>Description of operating flexibility that SIG school has regarding SIG:</p> <ul style="list-style-type: none"> • Documentation may include, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products • Documentation outlining the criteria and evaluation process for screening and selecting new instructional programs and professional development GCCS <p>Description of its process and timeline for replacing the principal [if necessary]:</p> <ul style="list-style-type: none"> • Use rigorous, transparent, and equitable evaluation systems for principal(s) that: A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased learning time (reduced behavior incidences), and B) are designed and developed with principal involvement.

			<ul style="list-style-type: none"> • Agendas, minutes, and sign-in sheets from meetings where the evaluation system was discussed • Products of the evaluation system, such as sample teacher evaluations/ surveys <p>Copy of Service Agreement between GCCS and TA provider</p> <ul style="list-style-type: none"> • Current documentation that describes the GCCS's process and criteria for approving external provider • Evidence of TA provided to SIG school[s] • Products of or documentation reflecting GCCS site visits relating to the implementation of the SIG <p>Description of professional development activities, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching special populations</p> <ul style="list-style-type: none"> • Documentation, research, or data used to determine the types of professional development that were or will be provided • GCCS description and provide evidence of how school staff is involved in designing professional development programs and activities • GCCS memoranda, announcements, calendars, or agendas for professional development meetings • Professional development resources and materials provided by GCCS to SIG school staff relating to the school reform models and effective instruction
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	Yes		Job description and resume of: Amy Schellenberg, Executive Director of Educational Services [Officer of Transformation] Responsible for Federal programs, including Title I
3. School's SIG plan addresses needs of all students and subgroup populations.	Yes		Assessment Schedule/ Timeline Schedule Master Schedule [Job-embedded PD]
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	Yes		Parent Involvement Calendar [website] Parent Involvement Plan [website] Letters to parents, fliers, announcements, and agendas and/or minutes from parent/ community meetings Results of community surveys
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.			

<p>6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.</p>			<p>Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date</p> <p>A Position Control report in Excel format for the entire GCCS and all resource codes that includes the employee name, position number, start and end date, salary/ payroll amount, and location</p> <p>Regulations, policies, or protocols that provide evidence of GCCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation</p>
<p>7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.</p>			<p>Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date</p> <p>A Position Control report in Excel format for the entire GCCS and all resource codes that includes the employee name, position number, start and end date, salary/ payroll amount, and location</p> <p>Regulations, policies, or protocols that provide evidence of GCCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation</p>

<p>8. District has been in excess carry-over anytime in the last three fiscal year cycles.</p>			<p>Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date</p> <p>A Position Control report in Excel format for the entire GCCS and all resource codes that includes the employee name, position number, start and end date, salary/ payroll amount, and location</p> <p>Regulations, policies, or protocols that provide evidence of GCCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation</p>
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Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

The IDOE will assess the LEA’s commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:

Capacity Task	District Evidence
(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;	
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	
(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.	
(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. <i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i>	

Part 9: Budget

Complete the budget spreadsheet for each year of SIG (the yearly budget as would be completed in the application system) – COMPLETE ALL TABS in the spreadsheet (***total funding tab will populate on its own. You do not need to complete this tab.***).

Please also complete the DISTRICT Sustainability budget for SY 2020-2021, detailing the sustainability plan for AFTER SIG funding – *indicating what areas and interventions the district plans to sustain **AFTER** grant funding.* Additionally, complete the funding alignment for the DISTRICT sustainability year indicating what funds will be used.

Budget spreadsheets should be completed and turned in with the full application.