



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 Schools		Corp #	1010	
School	Parkview Middle School		School #	0853	
Superintendent Name	Andrew Melin		Email	amelin@gcs.k12.in.us	
Title I Administrator Name	Amy Schellenberg		Email	aschellenberg@gcs.k12.in.us	
Principal	Amy Hasselbring		Email	ahasselbring@gcs.k12.in.us	
Mailing Address	1600 Brigman Avenue	City	Jeffersonville	Zip Code	47130
Telephone	812-288-4844	Fax	812-288-2849		
Total Funding Request	1,210,769.00				

Application Type:

<input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Early Learning <input type="checkbox"/> Whole School Reform <input type="checkbox"/> Restart <input type="checkbox"/> 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 Parkview Middle School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application.

The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (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
Amy Schellenberg	Executive Director for Educational Services
Amy Hasselbring	Principal
Melissa Bower	Asst. Principal
Barb Tull	Academic Improvement Coordinator
Diane Davis	6 th grade ELA teacher
Steve Tull	6 th grade Science teacher
Susan Wilcox	7 th grade Social Studies teacher
Carrie Howe	7 th grade Math teacher
Kim Meador	8 th grade ELA teacher
Nancy Ellioitt	6 th grade Special Ed teacher
Tara Spiehs	Counselor

Adam Lord	Counselor
Pam Hall	Behavior Improvement Coordinator

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 and BLT WITH GCEA REPRESENTATIVE</i>	4/20/15		4	4		2		<i>Review SIG requirements and Models; Draft Planning Calendar</i>
<i>Planning SIG with Principals and AICs</i>	5/28/15		4	4		2		<i>Review SIG requirements and Models; Finalize Planning Calendar</i>
<i>Presentation of Grant to Board</i>								<i>Review SIG requirements and school board assurances</i>
Presentation of Grant with Staff Meeting and Building Union Rep present	6/02/15	0	35 + 1 teacher/ building rep	2	0	0	0	Principal discussed SIG grant opportunity and gave teachers time to discuss and record ideas regarding to staffing, after school, PD/Materials, technology, and Parent/Community Involvement
Building Leadership Team	6/02/15	0	12	2	0	0	0	Principal led SIG Grant discussion and shared ideas from staff meeting. BLT WITH GCEA REPRESENTATIVE members reviewed

								and edited list of academic/building needs generated by the staff.
Principal and AIC meeting	6/03/15	0	1	4	0	2	0	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
AIC planning meeting	6/09/15	0	4	1	0	2	0	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
Technical Assistance for Prospective Schools: Meeting in Indianapolis	6/18/15	0		1	0	1	0	Team met with IDOE Consultant. Asked questions related to grant application and focus of the schools model.
<i>Presentation of Grant to Union</i>	6/23/15		1			1		<i>Review SIG requirements, programs/ models to be put in place and role of teachers</i>
Presentation of Grant Proposal at School Board Meeting	6/16/15	50	10	4	5	7		Review of grant requirements, focus of the school's model and assurances, approval for application
Grant and Budget Review	7/6/15			3		3		Review of Grant and Budget with District Team and open review for staff and parents
Grant and Budget Review	7/7/15					7		Review of Grant and Budget with Executive Team

School Board Realignment of Office of Transformation	7/7/15				7	7		Executive Director for Educational Services
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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	During end of year family and community Open Houses and activities, potential grant initiatives were reviewed and shared with stakeholders. Primary focus is to improve core instruction and to extend student services to expand beyond the school day and to connect agencies to increase accessibility to resources. Upon final draft completion – School Messenger was sent to provide opportunity for parents to read and provide feedback.
Community	The SIG opportunity was shared to community members and elements of the grant were discussed. There was agreement that the grant will provide opportunities for community engagement and support for Parkview Middle School.

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

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

Bridgepoint Elementary School	K-5	Priority (P)	Transformation	
Spring Hill Elementary	K-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 passed 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	# 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	67.8%	464	MED RISK: Comparison group	71%	75%	79%	83%	88%
African American	50.9%	85	HIGH RISK: subgroup impacting overall 75% w/ low growth – academic vocabulary barriers; reading below grade level; lack transfer of strategies and skills to read &/or comprehend complex grade level text and anchoring response to text dependent question	54%	57%	61%	65%	70%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	76.9%	30	MED RISK: higher % passed than overall, however, subgroup impacting overall 75% w/ low growth – academic vocabulary barriers; reading below grade level; lack transfer of strategies and skills to read &/or comprehend complex grade level text and anchoring response to text dependent question	81%	84%	88%	92%	95%
White	70.0%	322	MED RISK: higher % passed than overall, however, subgroup impacting overall 75% w/ low growth – reading below grade level; lack transfer of strategies and skills to read &/or comprehend complex grade level text and anchoring response to text dependent question	73%	77%	81%	85%	88%
Students with Disabilities	22.2%	22	HIGH RISK: reading below grade level; lack strategies and skills to read &/or	25%	28%	31%	34%	37%

			comprehend complex grade level text and developing and anchoring response to text dependent question. Lack skill in identifying and using features in text to help them independently glean information.					
LEP	Suppressed [<30]	Suppressed [<30]	NA	NA	NA	NA	NA	NA
Free/Reduced Lunch	60.1%	265	MED RISK: subgroup impacting overall 75% w/ low growth – reading below grade level; lack transfer of strategies and skills to read &/or comprehend complex grade level text and anchoring response to text dependent question	63%	67%	71%	75%	80%
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA
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>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	76.3%	524	MED RISK: Comparison group	80%	84%	88%	91%	93%
African American	59.9	100	MED RISK: math vocabulary; lack of mathematical practices, concepts and skills to understand and apply strategies for solving problems and finding solutions.	64%	67%	71%	75%	80%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	89.7%	35	LOW RISK: higher % passed than overall	92%	94%	95%	96%	96%
White	76.7%	352	MED RISK: same % passed as overall, however, subgroup is impacting overall 75% w/ low growth	80%	83%	86%	89%	92%
Students with Disabilities	41.6%	42	HIGH RISK: inconsistent use of or lack of strategies and process for attaching mathematical practices, concepts and skills to understand and apply strategies for solving problems and finding solutions.	44%	47%	50%	53%	56%
LEP	Suppressed [<30]	Suppressed [<30]	NA	NA	NA	NA	NA	NA
Free/Reduced Lunch	68.9%	306	MED RISK: math vocabulary; lack of mathematical practices, concepts and skills	72%	76%	80%	84%	88%

			to understand and apply strategies for solving problems and finding solutions.					
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA

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

Overall Achievement	BASELINE SY 2014-2015	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) (6-8)	[SY 2013-2014] 59.5%	63%	68%	73%	75%	79%
Percent of students proficient on ISTEP + (ELA) (6-8)	[SY 2013-2014] 67.8%	71%	75%	79%	83%	88%
Percent of students proficient on ISTEP+ (Math) (6-8)	[SY 2013-2014] 76.3%	80%	84%	88%	91%	93%
Percent of students proficient on IREAD (Spring Test Only) (3)	NA	NA	NA	NA	NA	NA
10 th grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA
10 th grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA
Non-Waiver Graduation Rate – HS only	NA	NA	NA	NA	NA	NA

College enrollment rates – HS only	NA	NA	NA	NA	NA	NA
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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	75,600	75,600	75,600	75,600	75,600	75,600
2. Number of daily minutes of math instruction	80	80	80	80	80	80
3. Number of daily minutes of EL/A instruction	80	80	80	80	80	80
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)	96.0%	96.0%	97.0%	97.0%	97.0%	97.0%
6. <i>Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only</i>	NA	NA	NA	NA	NA	NA
7. <i>Number of students completing dual enrollment classes – HS only</i>	NA	NA	NA	NA	NA	NA
8. <i>Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class.</i>	NA	NA	NA	NA	NA	NA

(This number should not exceed the either category total.) – HS only						
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 	OTH: Fall Intersession (5 days/4 hrs per day) Spring Intersession SS Summer School	OTH: Fall & Spring Intersession (5 days/4 hrs per day) SS Summer School (5 days/4 hrs each day)	OTH: Fall & Spring Intersession (5 days/4 hrs per day) SS Summer School (5 days/4 hrs each day)	OTH: Fall & Spring Intersession (5 days/4 hrs per day) SS Summer School (5 days/4 hrs each day)	OTH: Fall & Spring Intersession (5 days/4 hrs per day) SS Summer School (5 days/4 hrs each day)	OTH: Fall & Spring Intersession (5 days/4 hrs per day) SS Summer School (5 days/4 hrs each day)
10. Discipline incidents – number of suspensions and/or expulsions	44	40	36	32	28	25
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	25	23	20	18	16	12
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].)	HE: 17.6% E: 80.4% IN NE	HE: 20% E: 78% IN NE	HE: 22% E: 76% IN NE	HE: 24% E: 74% IN NE	HE: 26% E: 72% IN NE	HE: 28% E: 70% IN NE
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	95.1%	96%	97%	97%	98%	98%

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.**

Instructional Programs	
LEA analysis	<p>Parkview Middle School has been a Priority School for three consecutive years. Students are showing overall performance below the state average and the state goal in English/ language arts and Mathematics. Parkview remained a Priority School as a result of students showing low growth over all in English/language arts and Mathematics and low growth in all subgroups [i.e., African American; Hispanic; White; SpEd; ELL; F/R]; and subpopulations [i.e., Bottom 25% and Top 75%].</p> <p>On ISTEP+ Spring 2014, our overall English/ language arts proficiency score dropped 5.7% from the ISTEP+ Spring 2013. Our yearly grade level comparison might suggest inconsistency in implementation of core instruction, strategies, and assessment as does our yearly cohort comparison. The table below shows this comparison and change:</p>

ELA	ISTEP+ 2012-2013	ISTEP+ 2013-2014	[Yrly Grade Level Comparison]	[Yrly Cohort Comparison]
Grade	% Passing	% Passing	Difference	Difference
6	80.2%	65.0%	-15.2	
7	64.7%	72.9%	+8.2	-7.3
8	71.2%	61.0%	-10.2	-3.7

Further analysis of the Applied Skills Frequency Distribution Reports for English/ language arts suggests a lack of strategies to analyze and respond to more challenging text. Less than 40 percent of our students obtained mastery on those applied skill items that required them to read multiple complex passages, anchor their response with information from the text and construct a response citing evidence from the text. A third of our students obtained 0 points on those same Applied Skill ISTEP+ items. We reviewed our own common assessments and levels of questions we currently use with our students. When we analyzed learning check questions for rigor based on Norman Webb, we are consistently asking students to recall information more than use it in all content areas. We also found similar patterns of in-class questioning in our walkthrough data. Most questions are targeted in the DOL level 1 and 2 range, with some indicators of level 3 types of analysis. We are not asking students to use information to form ideas and conclusions, annotate text for more understanding, and complete consistent reader's logs about information gleaned from a text.

On ISTEP+ Spring 2014, our overall Mathematics proficiency score dropped 4.6% from the ISTEP+ Spring 2013. Our yearly grade level comparison in Math mirrors English/ language arts and again suggests inconsistency in implementation of core instruction, strategies, and assessment as does our yearly cohort comparison. The table below shows this comparison and change:

Math	ISTEP+ 2012-2013	ISTEP+ 2013-2014	[Yrly Grade Level Comparison]	[Yrly Cohort Comparison]
Grade	% Passing	% Passing	Difference	Difference
6	84.0%	84.9%	.9	
7	73.9%	66.5%	-7.4	-17.5
8	75.7%	64.4%	-3.6	-9.5

The same picture can be described for our Applied Skills in Math. Less than 40 percent of our students obtained mastery on those applied skill items that required them to analyze and solve complex problems. Common assessments consist of low level questions, not requiring student to think critically about mathematical problem solving and practices. The school schedule also reduced the amount of minutes per day for intervention from 50 to 30 minutes for student below grade level. During daily instruction, students were not exposed to higher levels of questioning and application of mathematical problem solving strategies on a consistent basis.

	<p>Parkview Middle School has redesigned the school calendar to incorporate 40-60 additional hours of learning time per year available for all students. It offers all 685 students a balance of academics and enrichment, while providing more time for teachers to work together to improve instruction and better meet student needs. A comprehensive update of Parkview Middle School instructional programs occurred in 2013. The update, designed to provide consistency in academic offerings, aligns all course offering with INCCRS. The instructional framework includes additional time for planning and delivery of instruction:</p> <ol style="list-style-type: none"> 1) The Parkview Middle School instructional program includes: <ul style="list-style-type: none"> • 80 minutes of ELA • 80 minutes of Math • 80 minutes of science/ social studies [alternating day] • 80 minutes related arts rotation that includes art, music, PE, and 6th grade careers, 7th grade PLTW Medical Detectives, and 8th grade PLTW Gateway to Technology [automation, robotics, design and modeling]. 2) School data trends indicate that overall student achievement fails to meet expected performance levels. Given the framework implemented, Tier I core instruction must address core instruction and strategy instruction; increase student engagement; and align the rigor of activities and products/ tasks to the level of the standard. Having the professional learning focused on an instructional framework and the gradual release of responsibility model would push our overall performance and growth for subgroups and subpopulations into an exceptional range and help us reach our goal of becoming a high performing middle school. 3) Parkview conducted a survey that assessed our instructional programs. The analysis suggested that teachers feel they are adequately prepared for maximizing and adjusting instruction in the extended design of 80-minute classes [86%], however, student performance results do not correlate.
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Our interventions will improve how Parkview Middle School uses data to monitor the implementation of our instructional program that are grounded in research and consistently aligned from one grade level to the next as well as increase the alignment of our assessments to the standards.</p> <p>While blocks of learning time have been used as a catalyst to accelerate learning, it is not yet a school-wide success in terms of maximizing instructional time within the block. The interventions will provide teachers with:</p> <ol style="list-style-type: none"> 1) Professional development and training for developing formative assessment [GCCS’s Goal Clarity Windows] that are text-dependent and align to INCCRS as well informal learning checks [i.e., checks for understanding that are planned purposefully within the learning sequence] 2) Job-embedded and extended time opportunities for professional learning that increases teachers’ capacity to improve the instructional framework and core instructional strategies from a research base [i.e., Fisher and Frey, Better Learning Through Structured Teaching, 2014]. 3) Instructional coach that supports the implementation of the gradual release of responsibility model [Fisher and Frey, Better Learning Through Structured Teaching, 2014] with fidelity and core strategies that deepen student engagement beyond “compliant engagement”, and aligning the activities and products to successfully achieve the standards.

	<p>4) Regular instructional walk-throughs and observations to ensure the instruction is implemented with fidelity and having the impact on student achievement will be supported by leadership, AIC, and an instructional coach for all teachers and especially for those new teachers and those who may need additional support to show progress toward accomplishing consistency and fidelity.</p> <p>5) 5-Step Process [Center for Leadership and Learning, based on the research of D. Reeves] for monitoring student progress and adjusting instruction, lessons and assessments based on continuous analysis and reflections</p> <p>Parkview Middle School has the structure but lacks leverage to increase the quality of the learning time school-wide. On-going professional development with regular and consistent support from an instructional coach will increase teachers’ ability to manage, enrich strategies for cultural competencies based on our subgroups, and differentiate the instruction during the 80-minute block, therefore impacting subgroup growth [African American; Hispanic; White; LEP; SpEd Free/ Reduced; Bottom 25% and Top 75%] in both ELA and math. Our instructional focus on the instructional framework is grounded in responsive and responsible instruction [Fisher and Frey, Better Learning Through Structured Teaching, 2014]. Understanding and applying the gradual release of responsibility makes it possible for all learners– students, teachers, and leaders --- to succeed.</p> <p>Focusing on Tier I will help staff strengthen the instructional infrastructure and its focused attention on student learning, the instructional sequence and teacher skill-building will be a work in progress across the grant period. We know during the first year, teachers will offer a flurry of ideas about problems, refinements and innovations. It will be important to discuss a strategy for managing the revision process. We propose a lean start-up model that will quickly test out initiatives and strategies before implementing them school-wide. We are confident our intervention model is measurable in terms of increasing teacher effectiveness, reducing the need for intervention, improving student performance, and it is sustainable.</p>
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School Leadership	
LEA analysis	<p>Parkview principal, Amy Hasselbring, has just completed her third year as the school administrator. Mrs. Hasselbring was previously at New Washington Elementary where she led the school accountability grade to an A over a 3-year period. Based on Mrs. Hasselbring’s previous work, LEA strategically assigned her to Parkview beginning in the 2012 school year. The District is confident Mrs. Hasselbring is capable of leading the transformation of Parkview Middle School and is committed to the success of the staff and students. Instruction and teacher evaluation has been the focus of her efforts. Mrs. Hasselbring has implemented structure to create a safe and orderly environment for students, staff, and community since her arrival. After a careful study of student data and other formal and informal data, the Superintendent for GCCS determined Mrs. Hasselbring has the expertise and skill set to lead the Parkview Middle School Transformation Model.</p> <p>The principal links all professional development and instructional feedback to student achievement. The recommendation for the continued contract of the current principal came from District [RISE Principal Effectiveness rubric] who felt the qualities she possessed will continue to develop an atmosphere conducive to high expectations for learning, teaching and improving student achievement.</p>

<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 Parkview Middle School. GCCS will:</p> <ol style="list-style-type: none"> 1) Implement a year of pre-planning as required in this application and described in the proposal in which time Mrs. Hasselbring’s effectiveness will be reviewed prior to full implementation in Year 2 and every year of the SIG grant. 2) 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 Services and Building Leadership Team will ensure the evidence of program implementation and progress monitoring of student growth. 3) Provide Mrs. Hasselbring a mentor [Rhonda Roos] to meet [5 times per year]. Leadership and [Rhonda Roos] will establish objectives and outcomes prior to each session for effective program implementation and progress monitoring of student growth. 4) 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. <p>PVMS interventions will develop and increase teacher and school leader effectiveness. Transformation allows Parkview Middle School the opportunity to examine and appropriately redesign the current leadership structure to create a viable and vibrant building-wide team [including administrative staff and teacher leaders] that focus on:</p> <ol style="list-style-type: none"> 1. Building leadership capacity <ul style="list-style-type: none"> • Redesign the purpose of “BLT WITH GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Develop master schedule for collaboration that describes protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis to meet the requirements of a data dashboard as well as meeting our needs for learning to talk about data and making data visible • Develop and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to PVMS they are able to understand the infrastructure of teacher leadership and increase their capacity as a viable member 2. Developing teacher leadership across the building: <ul style="list-style-type: none"> • Organize for collaborative work --- Daily Period 0 and daily collaboration [norms; schedules; protocols; documentation] • Build capacity for continuous improvement [PD for assessment literacy --- using data; PD about process --- 5-Step Process – Center for Leadership and Learning] • Develop and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of a team and increase their capacity as a viable member • Differentiate learning opportunities for teachers by providing mini-grants [i.e., alternative PD inquiry projects aligned to the SIG missions and goals; individual or grade-level/ small group focused on areas of inquiry or need related to special student needs to close the achievement gap and/or enrich classroom environment for differentiated instruction] 3. Developing and implementing continuous school improvement process with <u>consistency and integrity</u>:
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- Process must frame and bring to life the celebrations and challenges of Parkview Middle School
- 8-Step Process [System-wide Approach for School Improvement] and 5-Step Data Analysis Process [Center for Leadership and Learning, based on the research of D. Reeves] will help us engage in a focused and deliberate effort to analyze data from a range of sources in order to understand all our students not just those who are struggling
- Process will help us sustain the requirement of the data dashboard, increase our ability to talk about data and make our data visible to reduce the achievement gap

School Infrastructure

LEA analysis	All teachers at Parkview Middle School have time for individual planning, collaboration with colleagues [grade level or by content], and professional development built into their expanded weekly schedule [Period 0; grade level collaboration]. The table below provides a visual of what the meetings are used primarily for				
Period 0	Monday Parent Contact	Tuesday Professional Development – Focus areas: Literacy, Balanced Math, Pedagogy, College and Career Readiness Technology Integration	Wednesday Professional Development – Focus areas: Literacy, Balanced Math, Pedagogy, College and Career Readiness Technology Integration	Thursday Focus Groups: PBIS Intervention	Friday Parent Contacts
Collab Planning	Unit Design Calendar Planning	Assessment Development Data Discussion and Disaggregation	Instructional Strategies	Instructional Strategies Data Discussion and Disaggregation	Unit Design Calendar Planning

In addition to a structure for job-embedded planning and learning, a significant part of the school infrastructure is PVMS's assessment system. Data are warehoused in an accessible program (PIVOT) for teachers to gather longitudinal performance pictures of students' achievement on state and local benchmark assessments. Our current inventory for having access to data is shown in the table below:

Data Source	Content Area	Dates of Collection	Grade Levels	Accessibility	Current Data Use
ISTEP+ [state accountability assessment]	ELA Math Science Social Studies	Spring Spring Spring Spring	6-8 6-8	District Principal Teachers Parents	State and federal accountability Inform instruction
Acuity Predictive; three times	ELA Math	Fall/ Winter/ Spring Fall/ Winter/ Spring	6-8 6-8	District Principal Teachers	State accountability Inform instruction
Acuity Predictive; two times	Science Social Studies	Winter/ Spring Winter/ Spring	6 7	District Principal Teachers	State accountability Inform instruction
Acuity Predictive; three times	Algebra	Fall/ Winter Spring	8	District Principal Teachers	State accountability Inform instruction
WIDA [diagnostic]	ELA [reading/ writing/ speaking/ listening]	Spring	6-8	District Principal Teachers	State accountability Inform instruction
STAR	Reading Math	Fall/ Winter Spring Fall/ Winter Spring	6-8	District Principal Teachers	Local benchmark Inform instruction
Common Quarterly Assessment	Core [ELA; math; SS; Science]	4 times each quarter	6-8	District Principal Teachers Students Parents	Local benchmark Inform instruction
Formative Assessments	All courses	2 times each quarter minimum	6-8	District Principal Teachers	School benchmark Inform instruction

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

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

Parkview Middle School has an Academic Improvement Coordinator [AIC] funded through Title I. With a building the size of Parkview Middle School, this role is not able to provide the PD, intervention and data analysis needed to meet all the needs of the 64 teachers and 785 students. On-going, effective support afforded through coaching, classroom modeling and/or co-teaching is critical for: improving teacher practice essential for consistent and rigorous implementation of core strategies that strengthen Tier 1 instruction, thus impacting subgroups and growth of subpopulations and 2) supporting teacher teams in using data to inform decision making, differentiate instruction, and using informal assessment and implementation data to analyze implementation of core strategies.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Parkview Middle School’s interventions will include: 1) On-going, high quality job-embedded professional development targeting best practices aligned with the instructional program [Tier I/ gradual release of responsibility; core strategies] and designed based on classroom walkthroughs/ observations data and achievement data 2) Using data to inform and differentiate instruction in order to increase rigor and authentic engagement in the instructional framework and meet the academic needs of individual students [subgroup growth; overall growth]; and 3) Providing staff with appropriate professional development that enables them to reflect, revise and evaluate classroom practices to improve learning outcomes in both a collaborative and individual setting.</p> <p>More specifically, our interventions will support learning, teaching and the building culture of Parkview Middle School leadership and teachers in 5 critical areas that are the foundation for our SIG proposal:</p> <ol style="list-style-type: none"> 1) Redesign the Building Leadership Team <ul style="list-style-type: none"> • Establish and organize team structures; purpose, roles and responsibilities • Key processes: Identify, practice and apply norms of effective professional learning communities • Develop, implement and practice a consistent PLC agenda: Use protocols to engage, reflect and assess job-embedded sessions • Implement, operationalize and embed the 5-Step Process [Center for Leadership and Learning, based on the research of D. Reeves] for collection, analysis, and reflection for impacting school-wide improvement 2) Digging Deeper into Data: leverage information we have access to [data dashboard/ PIVOT] that includes: <ul style="list-style-type: none"> • 6-8 Academic performance data [overall; grade level] • Behavior Data [leading indicators impacting teaching and learning] • Disaggregating for subgroups and subpopulations [growth patterns impacting performance] • Family Involvement participation and focus • Perceptual Data [surveys and self-assessment] • Other critical indicators [determined by teams and informed by watching students and their performance who are still not successful] 3) Continue to increase “assessment literacy” that will include: <ul style="list-style-type: none"> • Develop/ revise formative assessment [GCCS’s Goal Clarity Windows] that are text-dependent and align to INCCRS as well informal learning checks [i.e., checks for understanding that are planned purposefully within the learning sequence] • learning to talk about data/ assessment • learning to use data/ assessment • learning to make it visible [analyze it and make statements about progress of students and meeting goals] • operationalizing the 5-Step Process as a continuous improvement process and practice for leaders and teachers 4) Develop Responsive Instruction, Feedback and Assessment <ul style="list-style-type: none"> • Learn, practice and apply the Gradual Release of Responsibility Model • Learn, practice and apply core strategies to improve achievement and student growth • Use effective feedback to build professional trust between leader and teachers • Use effective feedback to support the leader 5) Continue to strengthen PRIDE [SW-PBIS] to align w/ vision for building culture and increasing student and family outreach
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| | <ul style="list-style-type: none">• Hire position [at-risk community mentor] to support student and family outreach• Review and revise PRIDE plan aligned to SIG goals, interventions and strategies• Implement, practice and apply effective routines and procedures based on review• Monitor for consistency and fidelity [i.e., walkthroughs]• Survey [behavioral data; perceptual data] |
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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:

X 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>Parkview Middle School is a third year Priority school that has implemented the requirement of their Student Achievement Plan with fidelity and a sense of urgency: Parkview Middle School PL221 History</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">09-10</th> <th style="width: 10%;">10-11</th> <th style="width: 10%;">11-12</th> <th style="width: 10%;">12-13</th> <th style="width: 10%;">13-14</th> </tr> </thead> <tbody> <tr> <td style="font-size: small;">PL221 Status</td> <td style="background-color: #FFD700;">AP</td> <td style="background-color: #FFA500;">C [AP]</td> <td style="background-color: #FF4500;">D</td> <td style="background-color: #FF4500;">D</td> <td style="background-color: #FF4500;">D</td> </tr> </tbody> </table> <p>Efforts in this SIG 1003[g] will be closely aligned with other improvement efforts taking place at PVMS. The model aligns to our current school improvement plan by extending/ redesigning the learning time. However, our analysis indicates we have the model for “redesigned” learning time, but we lack capacity “to maximize the time” and “shift from “compliant engagement” to “authentic” engagement. Systemic change to improve the quality of academic programming and Tier I core instructional delivery can be documented through structures that include:</p> <ul style="list-style-type: none"> Period 0 job-embedded PD [3 times a week] 		09-10	10-11	11-12	12-13	13-14	PL221 Status	AP	C [AP]	D	D	D	<p>We persistently see the same subgroups with low performance in ELA and Math. We know the low performance of these subgroups and subpopulations are impacting our lack of growth:</p> <ul style="list-style-type: none"> African-American Hispanic White SpEd Free/ Reduced Bottom 25% Top 75% <p>We have a Tier I problem when we see how many subgroups are identified as “critical”/ no growth. The model will focus on strengthening Tier 1 with an emphasis on lesson design and understanding how to include key elements to instruct for student independence:</p> <ol style="list-style-type: none"> 1) aligned measurable and attainable objectives; 	<p>PVMS has committed to implementing principles and key strategies of the School Improvement Plan, however, Parkview Middle School persistently demonstrates low growth overall in both ELA and Math and growth for the Bottom 25% and the Top 75%.</p> <p>Focused, intentional PD and coaching [including implementation walkthroughs with feedback] will directly impact our instructional framework both in ELA and math. Focus on improving the Gradual Release of Responsibility Model [Fisher and Frey, Better Learning Through Structured Teaching], increase the shift from demonstrate/ model to student independence and differentiate instruction will impact all students’ achievement.</p>	<p>The model will allow Parkview Middle School to strengthen Tier I intervention and provide consistent routines and procedures for high expectations academically and behaviorally inside the classroom and the larger school. Improving the behavioral system will establish high expectations from all teachers with similar expectations across all classrooms and maximize instructional and learning time.</p> <p>Our PRIDE/ PBIS [behavioral system] PD will help us identify consistent structures for differentiation where effective instructional strategies are varied to meet all students’ needs and to</p>
	09-10	10-11	11-12	12-13	13-14										
PL221 Status	AP	C [AP]	D	D	D										

<ul style="list-style-type: none"> • Daily collaborative planning block • 80-minute core instructional blocks • 30-minute daily intervention/enrichment block [Grades 6-8] • Fall and Spring Intersession that includes student transportation [40 additional hours of instruction] • 1:1 Chromebook project • e-learning coach assigned multiple times per week • district literacy coach <p>The Transformation Model strengthens that foundation and accelerates the capacity for improving systems that are essential for achieving our goals. The Transformation Model will help us:</p> <ol style="list-style-type: none"> 1) build from common assessments and improve the alignment to INCCRS, text-based assessments and items at DOK 3 and 4; 2) strengthen effective instruction across the 80 minutes of instruction, 3) use data effectively to guide instruction, target specific needs of subgroups, and monitor growth targets, 4) improve the process of continuous improvement, and 5) continue to develop leadership skills of administrators and staff to improve student achievement. <p>Using the Transformation Model, Parkview Middle School will build upon:</p>	<ol style="list-style-type: none"> 2) a sequence of instruction that uses frequent checks for understanding to gauge student learning and 3) <i>differentiate instruction</i> [support for small groups/ subgroup needs and accelerate for those at the top] and 4) use of multiple strategies and responses to increase student interaction [heterogeneous groups for shared learning; homogeneous small groups for guided instruction]. <p>Tier 2 learning correlates with INCCRS [daily learning target] and reinforces core strategies by scaffolding the learning from Tier 1 with small group instruction.</p> <p>1:1 technology will provide support for differentiated instruction in Tier 1-3.</p> <p>Ongoing professional development focused on core instructional strategies and cultural competency to enrich and target specific needs for diverse learners [i.e., GRR; strategies for cultural competency and authentic engagement; implementing characteristics for a culture of thinking] for all teachers supported through collaboration, use of data and feedback will ensure consistency of implementation across grade-levels</p>	<p>Parkview Middle School data analysis will help us examine and enhance the use of data within classrooms and in the overall school. PVMS will continue to examine data in new and effective ways during the regularly scheduled monitoring visits from a consultant and core team of teachers to review student growth and monitor goals.</p> <p>Parkview Middle School Culture Study will support inquiry and discussion of the latest scientific research and professional consensus of culture building in a middle school setting. Surveys, observations and collaboration will engage the staff in continuous reflection of best practices in improving school culture.</p>	<p>make certain that all students are successful.</p> <p>Parent involvement begins to decline at middle school. The expertise of a newly hired at-risk community mentor will focus on individual students and families; reaching out to families; focusing on increasing family engagement and improving student outcomes. This role will be able to work with the AIC and SAM to implement culturally competent family and community engagement programs focused on study skills, instruction and academic performance.</p>
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<p>1) A District grant that allowed teachers to design curriculum; aligning pacing guides to standards. PVMS continues to update guides and classroom assessments based on INCCRS</p> <p>2) Highly effective and effective teachers compensated for their work in enhancing common formative assessments.</p> <p>3) A rigorous teacher evaluation system [RISE] based on multiple observations, students' performance growth, classroom culture and respect, and content knowledge and effective instruction was implemented.</p>	<p>and special need areas [i.e., ELL and SpEd].</p>		
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Describe how the model will create teacher, principal, and student change.

Title I support in secondary schools is a new intervention for the Greater Clark County Schools. Parkview Middle School became a Title I school in 2013-2014. The support of this grant will accelerate our vision of becoming a high performing school. With this grant the:

Principal will be able to:

- 1) Communicate high expectations to staff, students and families. Implement master schedules that maximize learning time for students and teachers. Provide staff with the flexibility for acquiring the critical knowledge to engage in inquiry and professional growth [offering choice related to training; collaboration; peer observations of classroom instruction for implementation of PD strategies; mini-grants for special inquiry] that align to the achievement goals and continuously improve to become a high performing middle school.
- 2) Make data visible using assessment to ensure that classroom level instruction is adjusted to meet the needs of subgroups. Develop and implement with teachers a data management system [observation walkthroughs; formative and summative assessment results] with tools to gain insight into how students and subgroups are performing and then design instruction based on what we know about the data.
- 3) Use data to work collaboratively with staff to maintain a safe and orderly work environment; making certain that are goals are met. Engage teachers, parents and the community in reviewing culture and climate data and discussing what needs to happen to stay on track. Involve families in a variety of school activities to increase academically focused relationships between teachers and families.
- 4) Apply effective staffing practices in order to continuously improve instruction and meet student goals

Teachers will be able to:

- 1) Communicate high expectations for all students academically and behaviorally by implementing consistent routines and procedures in the instructional and the school-wide community
- 2) Plan for and implement into every lesson an instructional framework that shifts from demonstrate/ model and increases student independence

- 3) Appropriately model and use [transfer] multiple instructional strategies and multiple response strategies that authentically engage students and meet learning needs of all students
- 4) Collaborate and use multiple sources of data [assessment] to monitor progress and differentiate instruction to improve student achievement

Students will be able to:

- 1) Demonstrate high expectations academically and behaviorally inside the classroom and the larger school.
- 2) Be authentically engaged in their learning and seek out the support of the teacher as a critical guide while learning.
- 3) Students demonstrate critical thinking skills and use accountable talk when engaged in partner, cooperative and/or collaborative structures. Students demonstrate processes and procedures that help them persevere when analyzing and arriving at solutions.
- 4) Demonstrate traits of self-regulated learners. Students contribute to school and/or classroom procedures and hold one another accountable for adhering to expectations; students demonstrate habits of self-discipline and self-management

Parents will:

- 1) increase knowledge and skills related to supporting their child's success at school and at home
- 2) 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

By the end of the 2019-2020 school year, Parkview Middle School as evidence by the leading Indicator #10 Discipline, will decrease the number of Discipline Incidence 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, Parkview Middle School as evidenced by the Spring 2020 State Standardized Assessment will increase the overall ELA performance to 88% overall passing in Grades 6-8.	By the end of the 2019-2020 school year, Parkview Middle School as evidenced by the Spring 2020 State Standardized Assessment will increase the overall Math performance to 93% overall passing in Grades 6-8.	By the end of the 2019-2020 school year, Parkview Middle School as evidenced by the Spring 2020 State Standardized Assessment will increase the Top 75% students who have High Growth in ELA to 45% (from 24.4% to 45%) in Grades 6-8.

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																		
<p>Note: We have a job embedded professional development period that occurs each day prior to students arriving. Additionally, we have a daily collaborative planning period in addition to personal planning period. These structures will support the work during the Planning Year and are sustainable after grant funding is no longer available and we have successfully moved out of Priority School Status.</p> <p>Principal Changes and Flexibility</p>	<p>Job-embedded Professional Development and Collaborative Planning Schedule Template</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Period 0</td> <td>Change in Practice Reflection Conference w/ ind. teachers</td> <td>PD</td> <td>PD</td> <td>PD</td> <td>Change in Practice Reflection Conference w/ ind. teachers</td> </tr> <tr> <td>Coll. Planning</td> <td>(Facilitated) Lesson Design</td> <td>(Collab) Lesson Design</td> <td>(Facilitated) Lesson Design</td> <td>(Collab) Lesson Design</td> <td>(Facilitated) Data Analysis</td> </tr> </tbody> </table> <p>All Period 0 times are facilitated by Administrators, coaches, or BLT WITH GCEA REPRESENTATIVE members</p> <p>All Collaborative Planning periods are either facilitated by Administrators or coaches, or are collaborative opportunities with peers.</p> <p>All of these job-embedded professional growth opportunities include protocols for monitoring and supporting teacher efforts.</p> <p>Implement process and guidelines for reviewing Transformation Principal roles, responsibilities and effectiveness prior to full implementation [Superintendent; Executive Director of Educational Services]</p>		Monday	Tuesday	Wednesday	Thursday	Friday	Period 0	Change in Practice Reflection Conference w/ ind. teachers	PD	PD	PD	Change in Practice Reflection Conference w/ ind. teachers	Coll. Planning	(Facilitated) Lesson Design	(Collab) Lesson Design	(Facilitated) Lesson Design	(Collab) Lesson Design	(Facilitated) Data Analysis	<p>2015-2016 Planning Year</p> <p>Phase one (1st quarter)</p>	<p>For the Planning Year, we have set Essential Questions to guide our work each quarter. The questions focus on our vision of becoming a Title 1 Distinguished School by the end of the grant process.</p> <p>1) Align process w/ Principal Effectiveness System to specific indicators for the</p>	<p>Corporation Commitment</p> <p>Rhonda Roos, consultant \$10,000.00 for five sessions</p>
	Monday	Tuesday	Wednesday	Thursday	Friday																	
Period 0	Change in Practice Reflection Conference w/ ind. teachers	PD	PD	PD	Change in Practice Reflection Conference w/ ind. teachers																	
Coll. Planning	(Facilitated) Lesson Design	(Collab) Lesson Design	(Facilitated) Lesson Design	(Collab) Lesson Design	(Facilitated) Data Analysis																	

			<p>that when new teachers come to Parkview they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member</p> <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 --- 8-Step Process] • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of a team and increase their capacity as a viable member] • Establish norms and protocols for effective collaborative work • Engage in common book study of "Fundamental Five"(Cain / Laird) to create common language 	
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			<p>to guide teacher instructional design</p> <ul style="list-style-type: none"> Review overall understandings of Gradual Release of Responsibility model (Better Learning Through Structured Teaching – Fisher/Frey) 	
<p>Effectiveness of staff and recruitment/ retainment of staff</p> <p><i>EQ: What would it take to make Parkview Middle School somewhere no one wants to leave and everyone wants to come?</i></p>	<p>Implement system for supporting teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Provide opportunities for leadership incentives [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Support effective job-embedded PD for all teachers [Principal; Academic Improvement Coordinator; Instructional Coach]</p>	Phase two (2 nd quarter)	<ol style="list-style-type: none"> 1) Use RISE Teacher Evaluation system that includes student growth as a factor 2) Provide incentives for highly effective teachers 3) Provide opportunities for leadership growth 4) Provide weekly scheduled collaboration time for staff 5) Provide weekly job-embedded PD 6) Provide extended PD opportunities 7) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies 	<p>PVMS Leadership Academy Monthly Stipends 30 staff, 7 months \$35,000</p> <p>Registrations -ASCD Conference of Educational Leadership, October 30-November 1, 2015, 4 staff \$10,000</p> <p>Mini grants for teachers for classroom supplies \$100 / 50 staff = \$5,000</p>
<p>Professional Development</p> <p><i>EQ: What supports do we need to redefine our sense of urgency from a state of panic to a committed journey?</i></p>	<p>Implement system for supporting teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<ol style="list-style-type: none"> 1) Continue common book study on “Fundamental Five” 2) Target collaborative planning work on the design of the Focus 	

	<p>Model effective inquiry process [best practices based on research] [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Implement best practices and strategies based on inquiry [Teachers]</p> <p>Support implementation of strategies [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<p>Lesson (Better Learning Through Structured Teaching – Fisher/Frey)</p> <ol style="list-style-type: none"> 3) Develop walkthrough “look-for’s for Focus Lesson 4) Participate in peer observations of Focus Lessons 5) Provide teacher opportunities through individual or small group conferencing with Principal to share feedback regarding initial efforts and communicate any misunderstandings or additional supports needed 6) Reflect and share on new learnings that impact change in practice 	
<p>Principal Changes and Flexibility</p> <p><i>EQ: How has work to date influenced, changed or revised the Principal’s role or needs?</i></p>	<p>Implement process and guidelines for reviewing Transformation Principal roles, responsibilities and effectiveness prior to full implementation [Superintendent; Executive Director of Educational Services]</p> <p>Discuss and review support [TA] for principal/ PVMS [Executive Director of Educational Services; Principal; TA]</p> <p>Review checklist; develop next checklist [90 days] [Executive Director of Educational Services; Principal; TA]</p>	<p>Phase three (3rd quarter)</p>	<ol style="list-style-type: none"> 1.) Continue to refine process w/ Principal Effectiveness System to specific indicators for the Principal 2.) Provide Principal with feedback regarding data and milestones 3.) Continue monthly District/ Transformation Leader/ Mentor meetings and focus 	

<p>Instructional Programs</p> <p><i>EQ: How do we effectively monitor the implementation of the Gradual Release of Responsibility model?</i></p>	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; • sequence of instruction [GRR]; and • multiple strategies and activities appropriately aligned to achieve the objective <p>[Principal; Academic Improvement Coordinator; Instructional Coach; Teachers]</p> <p>Identify and use indicators for conducting instructional audit [Executive Director of Educational Services; Principal; BLT; TA]</p> <p>Review instructional audit w/ staff [Executive Director of Educational Services; Principal; BLT; TA]</p>		<ol style="list-style-type: none"> 1. Conduct an instructional audit to determine baseline of specific instructional practices including: engagement, checks for understanding, aligned objectives (daily learning target), sequence of instruction 2. Analyze results of audit to determine professional development supports/resources needed 3. Analyze student performance data 	
<p>Professional Development</p> <p><i>EQ: How do we differentiate our Professional Development to ensure individual teacher's needs are met?</i></p>	<p>Implement system for supporting teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Conduct "implementation" walkthrough [Principal; Academic Improvement Coordinator; Instructional Coach; TA]</p> <p>Support implementation of core strategies</p>		<ol style="list-style-type: none"> 1. Conduct classroom walkthroughs to determine extent of implementation of instructional framework (GRR) 2. Survey teachers regarding individual preferred delivery models 	<p>-Instructional Coach (1/2 year) \$35,000 salary \$10,000 benefits</p> <p>-Instructional Coach training (Fisher/Frey FIT Teaching = \$5,000)</p>

	Principal; Academic Improvement Coordinator; Instructional Coach Provide differentiated PD Academic Improvement Coordinator; Instructional Coach;		3. Research appropriate supports for professional development 4. Advertise and hire Instructional Coach to provide additional professional development supports	
Building Culture <i>EQ: Where are we now in terms of our quest to become a school where no one wants to leave and everyone wants to come?</i>	Review and redesign the current leadership structure [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE] Review and reflect on implementation of collaboration [Principal; BLT AND GCEA REPRESENTATIVE] Review and reflect on implementation of BLT [Principal; BLT AND GCEA REPRESENTATIVE] Review and reflect on PD/ job-embedded opportunities [Principal; BLT AND GCEA REPRESENTATIVE]	Phase four (4 th quarter)	1. Build leadership capacity 2. Review / reflect/ and revise the work of “BLT WITH GCEA REPRESENTATIVE” to analyze data from a range of resources in order to ensure that the work being done acknowledges who our students are and why they are struggling 3. Review / reflect / and revise master schedule and analyze collaboration ensuring that protocols and tools for collaboration were used consistently horizontally and vertically. Review all documentation needed for data analysis 4. Review / reflect / and revise guidelines of roles and responsibilities of “BLT WITH GCEA REPRESENTATIVE” members. Complete a self-reflection to identify success and needs for	-ASCD National Conference April 2-4, 2016, 4 staff, \$10,000 -Data Teams training, The Leadership and Learning Center \$6,000 (onsite)

			<p>professional development and support. Survey new teachers to Parkview asking to make sure they understand the infrastructure of teacher leadership and see themselves as a viable member</p> <ol style="list-style-type: none"> 5. Celebrate teacher leadership across the building: 6. Review schedules and norms for collaboration looking for areas that need revision/support 7. Review continuous improvement. Survey staff for information concerning PD for assessment literacy --- using data; provide summer PD calendar 8. Plan summer professional development on school improvement process to ensure <u>consistency and integrity</u>: <p>Data Analysis: Data Teams)</p> <ol style="list-style-type: none"> 9. Step 1: Collect and chart data to identify critical needs 10. Step 2: Analyze data for root causes and critical needs. 	
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<p>Family and Community Engagement <i>What will make Parkview Middle School a place where students and parents want to be involved and are proud to be a Parkview Devil?</i></p>	<p>Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Conduct survey [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Use feedback/ survey and data to: Revise Plan Increase/ improve PI Identify needs [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Identify PD needs [Principal; BLT AND GCEA REPRESENTATIVE]</p>		<ol style="list-style-type: none"> 11. Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2] 12. 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 13. Step 5: Review data; gather evidence of implementation and impact [chart progress/ growth] 14. Develop a plan for changing the culture of parent involvement at Parkview Middle School and how parents are involved in the Student Achievement mission and process [i.e., school-decision making] 15. Develop annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] 16. Implement evaluation to monitor the family engagement activities to inform programs and 	<p>Stipends for additional Parent/Teacher conferences \$300 for 50 staff for six additional hours of parent/teacher conferences during semester 2, \$15,000</p> <p>Stipends for additional home visits in seventh and eighth grades; 12 staff members, 3 hours, \$500</p> <p>At-Risk Home/Student Mentor, classified position, 195 days \$19,000 salary</p>
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			<p>improve family engagement</p> <p>17. Implement plan for disseminating student progress/ achievement and how the school is meeting our mission and achievement goals [i.e., share areas of challenge]</p>	\$6,000 benefits
<p>Instructional Programs</p> <p><i>EQ: What has our year-end data revealed to us about instructional adjustments needed?</i></p>	<p>Organize and Analyze formative and summative assessments [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Summarize Key Findings --- Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>	Phase five (summer 2016)	<p>Data Analysis: Data Teams)</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>Stipends for data work and collaboration</p> <p>-Two days at the end of the teacher contract and two days prior to the start of the teacher contract, \$12,000</p>

<p>Professional Development</p> <p><i>EQ: What has our year-end data revealed to us about implementation of schoolwide initiatives and staff understandings?</i></p> <p>Effectiveness of staff and recruitment/ retainment of staff</p> <p><i>EQ: How will we continue improving communication and feedback with staff in an effort to support efforts?</i></p>	<p>Organize and Analyze Perceptual Data [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Summarize Key Findings --- Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<ul style="list-style-type: none"> f) Collect and summarize data from surveys [i.e., curriculum, instruction, assessment, climate, culture; walkthroughs; effectiveness] g) Analyze data for patterns, trends and critical needs. h) Identify barriers/ root causes that are roadblocks i) Identify/ strengthen PD strategies j) 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 	
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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]	<p>Leadership Implement process and guidelines for reviewing Transformation Principal effectiveness prior to full implementation</p> <p>6) Align process w/ Principal Effectiveness System to specific indicators for the Transformation Leader</p> <p>7) Provide TL w/ TA [Dr. Rhonda Roos]; review role and responsibility</p> <p>8) Schedule monthly District/ Transformation Leader/ Mentor meetings and focus</p> <p>9) Identify specific indicators and data</p>	<p>Leadership Implement process for Transformation Principal effectiveness</p> <p>1) Analysis of Data: District, Principal and Dr. Rhonda Roos 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</p> <p>2) Feedback and Plan for Improvement based on 8-Step School Improvement Process: Establish tools and</p>	<p>Leadership Review and revise plan for Transformation Principal effectiveness based on 2016-2017 data</p> <p>1) Analysis of Data: District, Principal and Dr. Rhonda Roos will use critical indicators from 2016-2017 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths and areas for additional support</p> <p>2) Feedback and Plan for Improvement based on 8-Step School Improvement Process: Establish tools and</p>	<p>Leadership Implement plan for Transformation Principal effectiveness based on 2017-2018 data</p> <p>1) Analysis of Data: District, Principal and Dr. Rhonda Roos will use critical indicators from 2017-2018 Principle Effectiveness and implementation data [implementation gauge; walkthrough observations; artifacts] to identify strengths and areas for additional support</p> <p>2) Feedback and Plan for Improvement based on 8-Step</p>	<p>\$10,000 each year with Dr. Rhonda Roos consulting (\$40,000 total 4 years)</p> <p>PVMS Leadership Academy Monthly Stipends 30 staff, 7 months \$35,000 (\$140,000 – 4 years)</p> <p>Registrations -ASCD Conference of Educational Leadership, October, 4 staff \$10,000 (\$40,000 – 4 years)</p>

	<p>for each meeting [milestones] [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"> 1. Building leadership capacity <ul style="list-style-type: none"> • Implement “BLT WITH GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis 	<p>milestones for accomplishing goals</p> <p>Implement the leadership structure that focuses on:</p> <ol style="list-style-type: none"> 1. Building leadership capacity <ul style="list-style-type: none"> • Implement “BLT WITH GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis • Implement and model roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to 	<p>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"> 1. Building leadership capacity <ul style="list-style-type: none"> • Implement “BLT WITH GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis • Implement and model roles, 	<p>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"> 1. Building leadership capacity <ul style="list-style-type: none"> • Implement “BLT WITH GCEA REPRESENTATIVE” in a more strategic effort to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation 	<p>Mini grants for teachers for classroom supplies \$100 / 50 staff = \$5,000 (\$20,000 – 4 years)</p> <p>ASCD National Conference April - 4 staff, \$10,000 (\$40,000 – 4 years)</p> <p>Stipends for additional Parent/Teacher conferences \$300 for 50 staff for six additional hours of parent/teacher conferences during semester 2, \$15,000 (\$60,000 – 4 years)</p> <p>Stipends for additional home visits in seventh and eighth grades; 12 staff members, 3 hours, \$500 (\$3,000 – 4 years)</p>
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	<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 Parkview 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 --- 8-Step Process] • Implement and model roles, 	<p>Parkview they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member</p> <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 --- 8-Step Process] • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of a team and increase their capacity as a viable member 	<p>responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member</p> <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 --- 8-Step Process] • Implement and model roles, responsibilities and goals of team members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of a 	<p>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 Parkview 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 --- 8-Step Process] • Implement and model roles, responsibilities and goals of team 	<p>Stipends for data work and collaboration</p> <p>-Two days at the end of the teacher contract and two days prior to the start of the teacher contract, \$12,000 (\$48,000 – 4 years)</p>
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	<p>responsibilities and goals of team members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of a team and increase their capacity as a viable member</p> <p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step Data Analysis Process:</p> <p>k) Step 1: Collect and chart data to identify critical needs</p> <p>l) Step 2: Analyze data for root causes and critical needs.</p> <p>m) Step 3: Develop goal[s], strategies, indicators, and action steps</p>	<p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step Data Analysis 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>team and increase their capacity as a viable member</p> <p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step Data Analysis 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</p>	<p>members [developing guidelines so that when new teachers come to Parkview they are able to understand the infrastructure of a team and increase their capacity as a viable member</p> <p>3. Implement continuous school improvement process with <u>consistency and integrity</u>:</p> <p>5-Step Data Analysis 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</p>	
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	<p>focused on critical needs [Step 2]</p> <p>n) 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>o) Step 5: Review data; gather evidence of implementation and impact [chart progress/ growth]</p> <p>[Principal; Executive Director of Educational Services; BLT WITH GCEA REPRESENTATIVE]</p> <p>Implement system for supporting teacher effectiveness:</p> <p>8) Use RISE Teacher Evaluation system that includes student growth as a factor</p> <p>9) Provide incentives for highly effective teachers</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) Use RISE Teacher Evaluation system that includes student growth as a factor 2) Provide incentives for highly effective teachers 3) Provide opportunities for leadership growth 4) Provide weekly scheduled collaboration time for staff 5) Provide weekly job-embedded PD 6) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies 	<p>implementation and impact [chart progress/ growth]</p> <p>[Evidence: Schedules; meeting records; grade level/ content data binders]</p> <p>Revise system for supporting teacher effectiveness based on 2016-2017 implementation:</p> <ol style="list-style-type: none"> 1) Use RISE Teacher Evaluation system that includes student growth as a factor 2) Provide incentives for highly effective teachers 3) Provide opportunities for leadership growth 4) Provide weekly scheduled collaboration time for staff 5) Provide regular job-embedded PD 6) Provide weekly observation/ feedback based 	<p>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>Implement system for supporting teacher effectiveness based on 2017-2018 implementation:</p> <ol style="list-style-type: none"> 1) Use RISE Teacher Evaluation system that includes student growth as a factor 2) Provide incentives for highly effective teachers 3) Provide opportunities for leadership growth 	<p>\$6000 certification training each year for 4 years - \$24,000</p> <p>Instructional Coach</p> <p>\$80,000 salary \$20,000 benefits</p> <p>Each year for 4 years = \$400,000</p>
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	<p>10) Provide opportunities for leadership growth</p> <p>11) Provide weekly scheduled collaboration time for staff</p> <p>12) Provide weekly job-embedded PD</p> <p>13) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies</p> <p>[Principal; Academic Improvement Coordinator; Instructional Coach]</p>	<p>Analyze Data: Student growth Teacher Effectiveness: HE: Increases 10% each year</p>	<p>on implementation gauge aligned to core strategies</p> <p>Analyze Data: Student growth Teacher Effectiveness: HE: Increases 10% each year</p>	<p>4) Provide weekly scheduled collaboration time for staff</p> <p>5) Provide weekly job-embedded PD</p> <p>6) Provide weekly observation/ feedback based on implementation gauge aligned to core strategies</p> <p>Analyze Data: Student growth Teacher Effectiveness: HE: Increases 10% each year</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 [IN Principle 3]</p>	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; 	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; • sequence of instruction [GRR]; and 	<p>Revise instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; • sequence of instruction [GRR]; and 	<p>Implement an instructional framework based on key elements of lesson design that includes:</p> <ul style="list-style-type: none"> • Aligned measurable and attainable objectives [daily learning target]; • assessment [frequent checks] to gauge student learning, and to inform, monitor and differentiate instruction; 	

	<ul style="list-style-type: none"> • sequence of instruction [GRR]; and • multiple strategies and activities appropriately aligned to achieve the objective <p>[Principal; Academic Improvement Coordinator; Instructional Coach; Teachers]</p>	<ul style="list-style-type: none"> • multiple strategies and activities appropriately aligned to achieve the objective <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 8-Step Process Analysis of implementation of core strategies reviewed every month by admin and teachers</p>	<ul style="list-style-type: none"> • multiple strategies and activities appropriately aligned to achieve the objective <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 60% in year 2</p> <p>Analysis of data – Implement 8-Step Process Analysis of implementation of core strategies reviewed every month by admin and teachers</p>	<ul style="list-style-type: none"> • sequence of instruction [GRR]; and • multiple strategies and activities appropriately aligned to achieve the objective <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 80% in year 3</p> <p>Analysis of data – Implement 8-Step Process Analysis of implementation of core strategies reviewed every month by admin and teachers</p>	
<p>Promote the use of data to inform [formative; interim; summative] and differentiate instruction in order to increase rigor and authentic</p>	<p>Prepare and Implement report card accountability for disaggregation [first monitoring visit]</p> <p>[Principal; Executive Director of Educational</p>	<p>Implement report card accountability for disaggregation</p> <p>Implement Collaboration:</p>	<p>Revise report card accountability for disaggregation based on feedback from IDOE</p> <p>Revise Collaboration:</p>	<p>Implement report card accountability for disaggregation based on feedback from IDOE</p> <p>Implement Collaboration:</p>	

<p>engagement in the instructional framework to meet the academic needs of individual students [IN Principle 2, 4 and 6]</p>	<p>Services; BLT WITH GCEA REPRESENTATIVE]</p> <p>Collaboration:</p> <ul style="list-style-type: none"> • Redesign collaboration to focus on the 8-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 data tracking that includes: <ul style="list-style-type: none"> • Academic performance [formative, interval and summative assessment] • Behavioral indicators 	<ul style="list-style-type: none"> • Collaboration to focus on the 8-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 data tracking that includes: <ul style="list-style-type: none"> • Academic performance [formative, interval and summative assessment] • Behavioral indicators • Subgroups and subpopulations • Family involvement <p>Analysis of data –</p>	<ul style="list-style-type: none"> • Ramp-up collaboration to focus on the 8-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 data tracking that includes: <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] 	<ul style="list-style-type: none"> • Ramp-up collaboration to focus on the 8-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 data tracking that includes: <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] 	
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	<ul style="list-style-type: none"> • Subgroups and subpopulations • Family involvement <p>[Principal; Executive Director of Educational Services; AIC; Instructional Coach; Grade Level Teams]</p>	<p>Analysis of collaboration and 8-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE</p> <p>[Evidence: Data binders; meeting records/ agenda; participants; artifacts]</p>	<p>Analysis of data – Analysis of collaboration and 8-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE</p> <p>[Evidence: Data binders; meeting records/ agenda; participants; artifacts]</p>	<p>Analysis of data – Analysis of collaboration and 8-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE</p> <p>[Evidence: Data binders; meeting records/ agenda; participants; artifacts]</p>	
<p>Comprehensive instructional reform strategies: Provide staff ongoing, high quality job-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</p>	<p>Implement and schedule on-going PD targeting best practices determined by observation data and student achievement:</p> <ul style="list-style-type: none"> • Lesson Design aligned to key elements • Instructional Framework and the Gradual Release of Responsibility Model <p>[Principal; BLT WITH GCEA REPRESENTATIVE; Executive Director of Educational Services; Outside Consultant]</p>	<p>Implement on-going PD targeting best practices determined by observation data and student achievement:</p> <ul style="list-style-type: none"> • Lesson Design aligned to key elements • Instructional Framework and the Gradual Release of Responsibility Model <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>Revise PD targeting best practices determined by observation data and student achievement based on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Lesson Design aligned to key elements • Instructional Framework and the Gradual Release of Responsibility Model • Other <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>Implement PD targeting best practices determined by observation data and student achievement based on 2017-2018 implementation:</p> <ul style="list-style-type: none"> • Lesson Design aligned to key elements • Instructional Framework and the Gradual Release of Responsibility Model • Other <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	

<p>learning and have the capacity to successfully implement school reform strategies [IN Principle 5]</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 • 8-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>[Principal; BLT WITH GCEA REPRESENTATIVE; Executive Director of Educational Services; Outside Consultant]</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"> • Organizing for collaborative work • 8-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 8-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE</p> <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 on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Organizing for collaborative work • 8-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 8-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>implementation steps; walkthrough data]</p> <p>Implement PD to support staff in reflecting, revising and evaluating classroom practices to improve learning outcomes based on 2017-2018 implementation:</p> <ul style="list-style-type: none"> • Organizing for collaborative work • 8-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 8-Step Process will be reviewed every month by Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE</p> <p>[Evidence: Master schedule; agenda;</p>	
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				participants; action/ implementation steps; walkthrough data]	
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"> Implement a comprehensive program for students at-risk of failure or subgroups w/ the largest achievement gaps Provide intersession intervention programs [Principal; AIC; Teachers] <p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>Draft Intervention Plan</p> <ul style="list-style-type: none"> Academic subjects covered [lesson components] Description of Core Strategies Assessment/ Monitoring 	<p>Student Learning Time</p> <ul style="list-style-type: none"> Implement a comprehensive program for students at-risk of failure or subgroups w/ the largest achievement gaps Provide intersession intervention programs [Principal; AIC; Teachers] <p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>Intervention Plan:</p> <ul style="list-style-type: none"> Academic subjects covered [lesson components] Description of Core Strategies Assessment/ Monitoring 	<p>Student Learning Time</p> <ul style="list-style-type: none"> Revise comprehensive program for students at-risk of failure or subgroups w/ the largest achievement gaps [based on 2016-2017 implementation] Continue with intersession intervention programs [Principal; AIC; Teachers] <p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>Revise Intervention Plan [based on SY 2016-2017:</p> <ul style="list-style-type: none"> Academic subjects covered [lesson components] Description of Core Strategies Assessment/ Monitoring 	<p>Student Learning Time</p> <ul style="list-style-type: none"> Implement comprehensive program for students at-risk of failure or subgroups w/ the largest achievement gaps based on 2017-2018 implementation Continue with intersession intervention programs [Principal; AIC; Teachers] <p>Analysis of Extended Learning Data – Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>Formalize Intervention Plan [based on SY 2017-2019:</p> <ul style="list-style-type: none"> Academic subjects covered [lesson components] Description of Core Strategies Assessment/ Monitoring 	

	<ul style="list-style-type: none"> • Routines and Procedures [if applicable] • Staffing • Transportation [Principal; AIC; Interventionists] <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 8-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 [Principal; AIC; Teachers] 	<ul style="list-style-type: none"> • Routines and Procedures [if applicable] • Staffing • Transportation <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 8-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>	<ul style="list-style-type: none"> • Routines and Procedures [if applicable] • Staffing • Transportation <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 8-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 – Analysis at the end of each quarter Principal; Executive Director of</p>	<ul style="list-style-type: none"> • Routines and Procedures [if applicable] • Staffing • Transportation <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 8-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>Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	<p>Analysis at the end of each quarter Principal; Executive Director of Educational Services and BLT WITH GCEA REPRESENTATIVE]</p> <p>[Evidence: Master schedule; agenda; participants; action/ implementation steps; walkthrough data]</p>	
<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"> • Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] • Implement evaluation to monitor the family 	<p>Implement culturally competent programs to increase family and community engagement:</p> <ul style="list-style-type: none"> • Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] • Implement evaluation to monitor the family engagement activities 	<p>Revise culturally competent family and community program to increase engagement based on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] 	<p>Implement culturally competent family and community program to increase engagement based on 2016-2017 implementation:</p> <ul style="list-style-type: none"> • Implement a plan for involving parents in the school improvement process/ planning and implementation [i.e., school-decision making] • Implement annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] 	<p>At Risk Community Liaison Classified 195 days \$19,000 salary \$6,000 benefits</p> <p>Total for 4 years = \$100,000</p>

	<p>engagement activities to inform programs and improve family engagement</p> <ul style="list-style-type: none"> • Implement plan for disseminating student progress and how the school is meeting goals [i.e., share areas of challenge] <p>[Principal; BLT WITH GCEA REPRESENTATIVE]</p>	<p>to inform programs and improve family engagement</p> <ul style="list-style-type: none"> • 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 WITH 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</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 WITH 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 Agenda for School Improvement mtg/ Sign-in</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 WITH 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</p>	
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		[follow-up communication] Teachers document conferences/ communication]	sheets/ meeting record [follow-up communication] Teachers document conferences/ communication]	Agenda for School Improvement mtg/ Sign-in sheets/ meeting record [follow-up communication] Teachers document conferences/ communication]	
Providing operational flexibility and sustained support: a) give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes... b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization	Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Parkview Middle School: 1) Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2) Flexibility Plan will include: <ul style="list-style-type: none"> • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] 3) Ongoing, technical assistance [Rhonda	Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Parkview Middle School: 1. Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2. Flexibility Plan will include: <ul style="list-style-type: none"> • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] 3. Ongoing, technical assistance [Rhonda Roos] Parkview will receive to support the	Revise “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Parkview Middle School based on Implementation Year 1 [2016-2017 data]: 1. Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2. Flexibility Plan will include: <ul style="list-style-type: none"> • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning Time [students] 3. Ongoing, technical assistance [Rhonda	Implement “flexibility” plan identifying and describing guidelines and activities to sustain the Transformation model at Parkview Middle School based on Implementation Year 2 [2017-2018 data]: 1. Align flexibility plan w/ Principal Effectiveness System to specific indicators for the Principal 2. Flexibility Plan will include: <ul style="list-style-type: none"> • Hiring Staff • Master Calendars • Professional Development • Increased Learning Time [teachers] • Increased Learning 	

	<p>Roos] Parkview will receive to support the implementation of the Transformation model</p> <p>4) Schedule of monthly District/ Principal/ 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>implementation of the Transformation model</p> <p>4. Schedule of monthly District/ Principal/ Mentor meetings and focus</p> <p>5. 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 WITH GCEA REPRESENTATIVE]</p>	<p>Roos] Parkview will receive to support the implementation of the Transformation model</p> <p>4. Schedule of monthly District/ Principal/ Mentor meetings and focus</p> <p>5. 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 WITH GCEA REPRESENTATIVE]</p>	<p>Time [students]</p> <p>3. Ongoing, technical assistance [Rhonda Roos] Parkview will receive to support the implementation of the Transformation model</p> <p>4. Schedule of monthly District/ Principal/ Mentor meetings and focus</p> <p>5. 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 WITH GCEA REPRESENTATIVE]</p>	
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Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

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

Complete the table below detailing the last year of SIG funding – the Sustainability Year.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
<p>Leadership <i>EQ: What does effective collaboration at Parkview Middle School look like?</i></p>	<p>Review the System for Leadership [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Finalize master schedule for collaboration [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Finalize master schedule for BLT [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Determine PD needs/ inquiry needs [Principal; BLT AND GCEA REPRESENTATIVE]</p>	<p>Phase one (1st quarter)</p>	<p>1. Continue to support and strengthen leadership capacity</p> <ul style="list-style-type: none"> • Implement the strategic efforts of “BLT AND GCEA REPRESENTATIVE” to analyze data from a range of resources in order to understand who our students are and why they are struggling • Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis • Implement and model roles, responsibilities and goals of all leadership members [use guidelines with our new teachers at Parkview so they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member • Review foundations for continuous improvement [PD 	

<p>Maintaining Culture <i>EQ: How does our school operate like an organizational system that is inter-related?</i></p> <p><i>EQ: What do our school/classrooms look like? Feel like?</i></p>	<p>Review and strengthen the instructional cultural [System for Instruction/ Pedagogy] [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Implement an instructional framework based on core strategies [Principal; Academic Improvement Coordinator; Instructional Coach; BLT]</p> <p>Identify and use indicators for conducting instructional walkthrough [Principal; Academic Improvement Coordinator; Instructional Coach; BLT]</p> <p>Review instructional walkthrough w/ staff [Principal; Academic Improvement Coordinator; Instructional Coach; BLT]</p>		<p>for assessment literacy --- using data; PD about system for improvement [8-Step Process] and process for data analysis [5-Step process]</p> <p>2. Continue to support leadership capacity for strengthening our instructional model/ framework:</p> <ul style="list-style-type: none"> • Review overall foundations of our instructional model and accomplished indicators (Fundamental 5, Cain/ Laird; Better Learning Through Structured Teaching – Fisher/Frey) • Identify core strategies for implementation • Describe levels of implementation using Implementation Gauge • Discuss w/ grade level teams for input • Conduct walkthrough • Analyze findings • Identify strengths and gaps • Provide support for teachers/ grade levels to improve implementation • 	
<p>Effectiveness of staff and retention of staff <i>EQ: How do we work together to accomplish our goals? How do we celebrate our successes?</i></p>	<p>Review and strengthen teacher effectiveness [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p>	<p>Phase two (2nd quarter)</p>	<p>1. Implement and strengthen teacher leadership across the building:</p>	<p>½ Instructional Coach \$35,000 salary \$10,000 benefits (other half picked up by corporation)</p>

	<p>Provide opportunities for leadership incentives [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Support effective job-embedded PD for all teachers [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<ul style="list-style-type: none"> • Use the 8-Step Process to review and strengthen Systems for: <ul style="list-style-type: none"> • Continuous Improvement • Curriculum [maps/ pacing guides] • Assessment [Goal Clarity Window] • Review collaborative work [look for: norms; schedules; protocols; goal setting; celebrations; documentation] • Use 5-Step Process to chart and analyze student performance and perceptual data • Implement responsibilities and goals of team members [review and adjust guidelines to support new teachers] and increase capacity of team members <p>2. Use RISE Teacher Evaluation system that includes student growth as a factor</p> <ul style="list-style-type: none"> • Provide incentives for highly effective / effective teachers • Provide opportunities for leadership growth • Provide weekly scheduled collaboration time for staff 	<p>\$10,000 for Professional Development Materials and or Conferences to continue work</p>
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<p>Professional Development <i>EQ: What supports do we need to maintain/ sustain our perseverance and commitment to our journey?</i></p>	<p>Review and strengthen the System for Professional Development [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Implement system for supporting teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Model effective inquiry process [best practices based on research] [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Implement best practices and strategies based on inquiry [Teachers]</p> <p>Support implementation of strategies [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<ul style="list-style-type: none"> • Provide weekly job-embedded PD • Provide extended PD opportunities • Provide weekly observation/ feedback based on implementation gauge aligned to core strategies <ol style="list-style-type: none"> 3. Continue to support leadership and teachers in the implementation instructional model/ framework: 4. Review overall foundations of our instructional model and accomplished indicators (Fundamental 5, Cain/ Laird; Better Learning Through Structured Teaching – Fisher/Frey) 5. Support new teachers or teachers who may need/ want support in understanding the foundations of our instructional and how we “gauge” progress toward consistency and fidelity aligned to PD 6. Engage in common book study that expands the foundations of: “quality instruction” and “gradual release” to embed common language and guide teacher instructional design [or reread critical parts of these 	
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			books for deeper understanding and application] 7. Support teachers with model lessons, coaching and peer observations that expand the application and transfer of: “quality instruction” and “gradual release” to increase consistency, fidelity and guide teacher instructional design	
<p>Leadership <i>EQ: How has our work to date influenced or changed the Principal’s and/or BLT AND GCEA REPRESENTATIVE role or needs?</i></p>	<p>Review and strengthen System for Leadership [Principal roles, responsibilities and effectiveness to sustain implementation] [Superintendent; Executive Director of Educational Services]</p> <p>Discuss and review support for principal/ PVMS [Executive Director of Educational Services; Principal; TA]</p> <p>Review checklist; develop next checklist [90 days] [Executive Director of Educational Services; Principal; TA]</p>	Phase three (3 rd quarter)	<p>1. Continue to refine process w/ Principal Effectiveness System to identify specific indicators for the Principal</p> <ul style="list-style-type: none"> • Provide Principal with feedback regarding data and milestones • Continue monthly District/ Transformation Leader • Continue TA support and focus <p>2. Conduct an instructional audit to compare baseline [SY 2015-2016] and current instructional practices including: engagement, checks for understanding, aligned objectives (daily learning target), sequence of instruction</p> <ul style="list-style-type: none"> • Analyze results of audit to determine gaps and identify 	
<p>Instructional Programs <i>EQ: How do we effectively monitor the implementation of the instructional model [i.e., Gradual Release of Responsibility; core strategies]?</i></p>	<p>Identify and use indicators for conducting instructional audit [Executive Director of Educational Services; Principal; BLT; TA]</p> <p>Review instructional audit w/ staff [Executive Director of Educational Services; Principal; BLT; TA]</p> <p>Identify Implementation Gaps</p>			

<p>Professional Development <i>EQ: How do we differentiate our Professional Development to ensure individual teacher's needs are met?</i></p>	<p>[Principal; Academic Improvement Coordinator; Instructional Coach; Teachers]</p> <p>Review and strengthen system for teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Schedule Walkthroughs [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Use Walkthrough Data [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Differentiate PD based on Walkthrough Data [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<p>professional development supports/resources needed</p> <ul style="list-style-type: none"> Analyze student performance data <ol style="list-style-type: none"> Conduct classroom walkthroughs to determine extent of implementation of instructional framework (GRR) Survey teachers regarding individual preferred delivery models Continue to provide appropriate supports for professional development Discuss and use Instructional Coach to provide additional professional development supports 	
<p>Maintaining Culture <i>EQ: Where are we now in terms of our quest to become a school where no one wants to leave and everyone wants to come?</i></p>	<p>System for Leadership: Review and strengthen the current leadership structure [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Review and reflect on implementation of collaboration [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Review and reflect on implementation of BLT</p>	<p>Phase four (4th quarter)</p>	<ol style="list-style-type: none"> Review / reflect/ and revise the work of "BLT AND GCEA REPRESENTATIVE" to analyze data from a range of resources in order to ensure that the work being done acknowledges who our students are and why they are struggling <i>Celebrate teacher leadership and progress across the building:</i> Review and reflect on master schedule and analyze collaboration ensuring that 	

<p>Family and Community Engagement <i>EQ: Where are we now in terms of making Parkview Middle School a place where</i></p>	<p>[Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Review and reflect on PD/ job-embedded opportunities [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>System for Family and Community: Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p>		<p>protocols and tools for collaboration were used consistently horizontally and vertically. Review all documentation needed for data analysis</p> <ol style="list-style-type: none"> 4. Review and reflect on guidelines of roles and responsibilities of “BLT AND GCEA REPRESENTATIVE” members. Complete a self-reflection to identify success and needs for professional development and support. Survey new teachers to Parkview asking for their first year and the support structures that were beneficial and other support needed. Share results/ findings w/ staff 5. Review schedules and norms for collaboration looking for areas that need revision/support 6. Review continuous improvement. Survey staff for information concerning PD; using 5-Step process to improve data collection and analysis; provide summer PD opportunities and calendar 1. Review and revise plan for parent involvement at Parkview Middle School and how parents are involved in the Student Achievement mission 	
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<p><i>students and parents want to be involved and are proud to be a Parkview Devil?</i></p>	<p>Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Conduct survey [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Use feedback/ survey and data to: Revise Plan Increase/ improve PI Identify needs [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Identify PD needs [Principal; BLT AND GCEA REPRESENTATIVE]</p>		<p>and process [i.e., school-decision making]</p> <ol style="list-style-type: none"> 2. Conduct annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times] 3. Revise evaluation to monitor the family engagement activities to inform programs and improve family engagement 4. Review and revise plan for disseminating student progress/ achievement and how the school is meeting our mission and achievement goals [i.e., share areas of challenge] 	
<p>Effectiveness of staff and retainment of staff <i>EQ: How will we continue improving communication and feedback with staff in an attempt to support efforts?</i></p> <p>Instructional Programs <i>EQ: What does our year-end data reveal to us about</i></p>	<p>Review Systems of Organization: Effectiveness of staff and retainment of staff. Establish Timeline Schedule for SY 2016-2017 [Principal; BLT; Academic Improvement Coordinator]</p> <p>Revise/ update Teacher Guidance Materials/ resources [Principal; BLT; Academic Improvement Coordinator]</p> <p>Organize and Analyze formative and summative assessments</p>	<p>Phase five (summer 2016)</p>	<p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-20120:</p> <ol style="list-style-type: none"> 1. Review components of 8-Step process and identify current status and areas where support is needed <p>Review and Revise Systems work based on data [student</p>	

<p><i>instructional effectiveness and the adjustments needed?</i></p> <p>Professional Development EQ: What does our year-end data reveal to us about implementation of school-wide initiatives and staff understandings?</p>	<p>[Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Summarize Key Findings --- Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Organize and Analyze Perceptual Data [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Summarize Key Findings --- Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p> <p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>performance and perceptual] and analysis from SY 2019-20120: System for Pedagogy Determine teacher assignments/ placements based on highly qualified and student needs</p> <ol style="list-style-type: none"> 1. Revise master schedules 2. Determine PD needs to strengthen and continuously improve model/ framework <p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-20120: System for Professional</p> <ol style="list-style-type: none"> 1. Revise schedule for collaboration and communicate norms, protocols and tools for collaboration be used consistently horizontally and vertically. Revise and communicate all documentation needed for data analysis 2. Identify PD needs based on student achievement, perceptual data and HQ data. 3. Draft PD Plan: focus, opportunities and calendar 	
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			4. Identify and tentatively determine how PD topics/ focus of training for PI that supports the PD plan [if appropriate]	
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Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

Complete the table below detailing the sustainability plan for AFTER SIG funding – *indicate what areas and interventions the district plans to sustain AFTER grant funding, and with what funds the district plans to sustain said interventions.*

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership <i>EQ: What does effective collaboration at Parkview Middle School look like?</i>	Review the System for Leadership [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE] Finalize master schedule for collaboration [Principal; BLT AND GCEA REPRESENTATIVE] Finalize master schedule for BLT [Principal; BLT AND GCEA REPRESENTATIVE] Determine PD needs/ inquiry needs [Principal; BLT AND GCEA REPRESENTATIVE]	Phase one (1 st quarter)	3. Continue to support and strengthen leadership capacity <ul style="list-style-type: none"> Implement the strategic efforts of “BLT AND GCEA REPRESENTATIVE” to analyze data from a range of resources in order to understand who our students are and why they are struggling Implement master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis Implement and model roles, responsibilities and goals of all leadership members [use guidelines with our new 	

<p>Maintaining Culture <i>EQ: How does our school operate like an organizational system that is inter-related?</i></p> <p><i>EQ: What do our school/classrooms look like? Feel like?</i></p>	<p>Review and strengthen the instructional cultural [System for Instruction/ Pedagogy] [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Implement an instructional framework based on core strategies [Principal; Academic Improvement Coordinator; Instructional Coach; BLT]</p> <p>Identify and use indicators for conducting instructional walkthrough [Principal; Academic Improvement Coordinator; Instructional Coach; BLT]</p> <p>Review instructional walkthrough w/ staff [Principal; Academic Improvement Coordinator; Instructional Coach; BLT]</p>		<p>teachers at Parkview so they are able to understand the infrastructure of teacher leadership and increase capacity as a viable member</p> <ul style="list-style-type: none"> • Review foundations for continuous improvement [PD for assessment literacy --- using data; PD about system for improvement [8-Step Process] and process for data analysis [5-Step process] <p>4. Continue to support leadership capacity for strengthening our instructional model/ framework:</p> <ul style="list-style-type: none"> • Review overall foundations of our instructional model and accomplished indicators (Fundamental 5, Cain/ Laird; Better Learning Through Structured Teaching – Fisher/Frey) 	
<p>Effectiveness of staff and retainment of staff <i>EQ: How do we work together to accomplish our goals? How do we celebrate our successes?</i></p>	<p>Review and strengthen teacher effectiveness [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p>	<p>Phase two (2nd quarter)</p>	<p>8. Implement and strengthen teacher leadership across the building:</p>	<p>\$10,000 for Professional Development Materials</p>

	<p>Provide opportunities for leadership incentives [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Support effective job-embedded PD for all teachers [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<ul style="list-style-type: none"> • Use the 8-Step Process to review and strengthen Systems for: <ul style="list-style-type: none"> • Continuous Improvement • Curriculum [maps/ pacing guides] • Assessment [Goal Clarity Window] • Review collaborative work [look for: norms; schedules; protocols; goal setting; celebrations; documentation] • Use 5-Step Process to chart and analyze student performance and perceptual data • Implement responsibilities and goals of team members [review and adjust guidelines to support new teachers] and increase capacity of team members <p>9. Use RISE Teacher Evaluation system that includes student growth as a factor</p> <ul style="list-style-type: none"> • Provide incentives for highly effective / effective teachers • Provide opportunities for leadership growth • Provide weekly scheduled collaboration time for staff 	<p>and or Conferences to continue work</p>
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<p>Professional Development <i>EQ: What supports do we need to maintain/ sustain our perseverance and commitment to our journey?</i></p>	<p>Review and strengthen the System for Professional Development [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Implement system for supporting teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Model effective inquiry process [best practices based on research] [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Implement best practices and strategies based on inquiry [Teachers]</p> <p>Support implementation of strategies [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<ul style="list-style-type: none"> • Provide weekly job-embedded PD • Provide extended PD opportunities • Provide weekly observation/ feedback based on implementation gauge aligned to core strategies <p>10. Continue to support leadership and teachers in the implementation instructional model/ framework:</p> <p>11. Review overall foundations of our instructional model and accomplished indicators (Fundamental 5, Cain/ Laird; Better Learning Through Structured Teaching – Fisher/Frey)</p> <p>12. Support new teachers or teachers who may need/ want support in understanding the foundations of our instructional and how we “gauge” progress toward consistency and fidelity aligned to PD</p> <p>13. Engage in common book study that expands the foundations of: “quality instruction” and “gradual release” to embed common language and guide teacher instructional design [or reread critical parts of these</p>	
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			books for deeper understanding and application] 14. Support teachers with model lessons, coaching and peer observations that expand the application and transfer of: “quality instruction” and “gradual release” to increase consistency, fidelity and guide teacher instructional design	
<p>Leadership <i>EQ: How has our work to date influenced or changed the Principal’s and/or BLT AND GCEA REPRESENTATIVE role or needs?</i></p>	<p>Review and strengthen System for Leadership [Principal roles, responsibilities and effectiveness to sustain implementation] [Superintendent; Executive Director of Educational Services]</p> <p>Discuss and review support for principal/ RVMS [Executive Director of Educational Services; Principal; TA]</p> <p>Review checklist; develop next checklist [90 days] [Executive Director of Educational Services; Principal; TA]</p>	Phase three (3 rd quarter)	<p>7. Continue to refine process w/ Principal Effectiveness System to identify specific indicators for the Principal</p> <ul style="list-style-type: none"> • Provide Principal with feedback regarding data and milestones • Continue monthly District/ Transformation Leader • Continue TAsupport and focus 	
<p>Instructional Programs <i>EQ: How do we effectively monitor the implementation of the instructional model [i.e., Gradual Release of Responsibility; core strategies]?</i></p>	<p>Identify and use indicators for conducting instructional audit [Executive Director of Educational Services; Principal; BLT; TA]</p> <p>Review instructional audit w/ staff [Executive Director of Educational Services; Principal; BLT; TA]</p> <p>Identify Implementation Gaps</p>		<p>8. Conduct an instructional audit to compare baseline [SY 2015-2016] and current instructional practices including: engagement, checks for understanding, aligned objectives (daily learning target), sequence of instruction</p>	

<p>Professional Development EQ: <i>How do we differentiate our Professional Development to ensure individual teacher's needs are met?</i></p>	<p>[Principal; Academic Improvement Coordinator; Instructional Coach; Teachers]</p> <p>Review and strengthen system for teacher effectiveness [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Schedule Walkthroughs [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Use Walkthrough Data [Principal; Academic Improvement Coordinator; Instructional Coach]</p> <p>Differentiate PD based on Walkthrough Data [Principal; Academic Improvement Coordinator; Instructional Coach]</p>		<ul style="list-style-type: none"> • Analyze results of audit to determine gaps and identify professional development supports/resources needed • Analyze student performance data <ol style="list-style-type: none"> 9. Conduct classroom walkthroughs to determine extent of implementation of instructional framework (GRR) 10. Survey teachers regarding individual preferred delivery models 11. Continue to provide appropriate supports for professional development 12. Discuss and use Instructional Coach to provide additional professional development supports 	
<p>Maintaining Culture EQ: <i>Where are we now in terms of our quest to become a school where no one wants to leave and everyone wants to come?</i></p>	<p>System for Leadership: Review and strengthen the current leadership structure [Principal; Executive Director of Educational Services; BLT AND GCEA REPRESENTATIVE]</p> <p>Review and reflect on implementation of collaboration [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Review and reflect on implementation of BLT</p>	<p>Phase four (4th quarter)</p>	<ol style="list-style-type: none"> 7. Review / reflect/ and revise the work of “BLT AND GCEA REPRESENTATIVE” to analyze data from a range of resources in order to ensure that the work being done acknowledges who our students are and why they are struggling 8. Celebrate teacher leadership and progress across the building: 9. Review and reflect on master schedule and analyze collaboration ensuring that 	

<p>Family and Community Engagement <i>EQ: Where are we now in terms of making Parkview Middle School a place where</i></p>	<p>[Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Review and reflect on PD/ job-embedded opportunities [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>System for Family and Community: Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p>		<p>protocols and tools for collaboration were used consistently horizontally and vertically. Review all documentation needed for data analysis</p> <ol style="list-style-type: none"> 10. Review and reflect on guidelines of roles and responsibilities of “BLT AND GCEA REPRESENTATIVE” members. Complete a self-reflection to identify success and needs for professional development and support. Survey new teachers to Parkview asking for their first year and the support structures that were beneficial and other support needed. Share results/ findings w/ staff 11. Review schedules and norms for collaboration looking for areas that need revision/support 12. Review continuous improvement. Survey staff for information concerning PD; using 5-Step process to improve data collection and analysis; provide summer PD opportunities and calendar <ol style="list-style-type: none"> 5. Review and revise plan for parent involvement at Parkview Middle School and how parents are involved in the Student Achievement mission 	
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<p><i>students and parents want to be involved and are proud to be a Parkview stakeholder?</i></p>	<p>Develop culturally competent family and community program to increase engagement: [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Conduct survey [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Use feedback/ survey and data to: Revise Plan Increase/ improve PI Identify needs [Principal; BLT AND GCEA REPRESENTATIVE]</p> <p>Identify PD needs [Principal; BLT AND GCEA REPRESENTATIVE]</p>		<p>and process [i.e., school- decision making]</p> <p>6. Conduct annual survey to collect input about topics of interest and how those topics might be accessible for them [i.e. onsite; webinars; flexible times]</p> <p>7. Revise evaluation to monitor the family engagement activities to inform programs and improve family engagement</p> <p>8. Review and revise plan for disseminating student progress/ achievement and how the school is meeting our mission and achievement goals [i.e., share areas of challenge]</p>	
<p>Effectiveness of staff and retainment of staff <i>EQ: How will we continue improving communication and feedback with staff in an attempt to support efforts?</i></p> <p>Instructional Programs <i>EQ: What does our year-end data reveal to us about</i></p>	<p>Review Systems of Organization: Effectiveness of staff and retainment of staff. Establish Timeline Schedule for SY 2016-2017 [Principal; BLT; Academic Improvement Coordinator]</p> <p>Revise/ update Teacher Guidance Materials/ resources [Principal; BLT; Academic Improvement Coordinator]</p> <p>Organize and Analyze formative and summative assessments</p>	<p>Phase five (summer 2016)</p>	<p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-20120:</p> <p>2. Review components of 8-Step process and identify current status and areas where support is needed</p> <p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-20120:</p>	

<p><i>instructional effectiveness and the adjustments needed?</i></p>	<p>[Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>System for Pedagogy Determine teacher assignments/ placements based on highly qualified and student needs</p>	
<p>Professional Development <i>EQ: What does our year-end data reveal to us about implementation of school-wide initiatives and staff understandings?</i></p>	<p>Summarize Key Findings --- Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>3. Revise master schedules 4. Determine PD needs to strengthen and continuously improve model/ framework</p>	
	<p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>Review and Revise Systems work based on data [student performance and perceptual] and analysis from SY 2019-20120: System for Professional</p>	
	<p>Organize and Analyze Perceptual Data [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>5. Revise schedule for collaboration and communicate norms, protocols and tools for collaboration be used consistently horizontally and vertically. Revise and communicate all documentation needed for data analysis</p>	
	<p>Summarize Key Findings --- Data Statements [Strengths and Challenges] [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>6. Identify PD needs based on student achievement, perceptual data and HQ data.</p>	
	<p>Update Student Achievement Plan [Principal; Academic Improvement Coordinator; Instructional Coach; Data Teams]</p>		<p>7. Draft PD Plan: focus, opportunities and calendar 8. Identify and tentatively determine how PD topics/ focus of training for PI that supports the PD plan [if appropriate]</p>	

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.

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

Quarter 1:

Principal Changes and Flexibility

EQ: How does the Principal’s role at Parkview need to change to effectively lead the Transformation Model?

Building Culture

EQ: What should our school/classrooms look like? Feel like?

EQ: How do we work? What does effective collaboration at Parkview Middle School look like?

EQ: What should our school/classrooms look like? Feel like?

EQ: How do we work? What does effective collaboration at Parkview Middle School look like?

Quarter 2:

Effectiveness of staff and recruitment/ retainment of staff

EQ: What would it take to make Parkview Middle School somewhere no one wants to leave and everyone wants to come?

Professional Development

EQ: What supports do we need to redefine our sense of urgency from a state of panic to a committed journey?

Quarter 3:

Principal Changes and Flexibility

EQ: How has work to date influenced, changed or revised the Principal’s role or needs?

Instructional Programs

EQ: How do we effectively monitor the implementation of the Gradual Release of Responsibility model?

Professional Development

EQ: How do we differentiate our Professional Development to ensure individual teacher’s needs are met?

Quarter 4:

Building Culture

EQ: Where are we now in terms of our quest to become a school where no one wants to leave and everyone wants to come?

Family and Community Engagement

EQ: What will make Parkview Middle School a place where students and parents want to be involved and are proud to be a Parkview Devil?

**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
<p>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.</p>	<ul style="list-style-type: none"> • See attached Budget • The Executive Director of Educational Services and the Principal developed and reviewed the attached budget [developed using IDOE guidance]. District and school leadership collaborated to identify areas of need and then researched models, programs and interventions for a research-base and program effectiveness that aligned with the school’s demographics. • District calculated salaries based on employees in comparable positions [i.e., instructional coaches; outreach coordinators; highly qualified 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.

	<ul style="list-style-type: none"> • Proposed funded staff, extended-time opportunities, digital content, partners, professional development and all components proposed in this grant are directly linked to the improvement of student achievement • Executive Director of Educational Services, the Principal and BLT WITH GCEA REPRESENTATIVE have discussed and designed all components in this grant for sustainability after funding ends
<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>Attached Resumes for: Amy Schellenberg, Executive Director of Educational Services Amy Hasselbring, Principal Melissa Bower, Assistant Principal</p> <p>Greater Clark County Schools and Parkview 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>Amy Hasselbring is the current principal at Parkview Middle School and serves as the leader of 780 students. Principal since 2009 with Greater Clark County Schools, Amy has implemented numerous positive changes since her first year as principal at Parkview Middle School in 2012.</p> <p>Melissa Bower is the current Assistant Principal at Parkview Middle School and is primarily responsible for student services, including our PRIDE/ PBIS, overseeing student discipline and attendance initiatives.</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 hope is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of highly qualified candidates for leading teachers and meeting students' needs.</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 1003[g] grant proposal.</p> <p>Evidence: Board of Education Assurances signed by Board President Mark Pavey [1003[g] Application]</p> <p>Minutes from the June 16, 2015 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>Parkview Middle School and district leadership have received support from Superintendent of Greater Clark County Schools, Dr. Andrew Melin to apply for and fully implement the proposed 1003[g] grant proposal. GCCS will begin SY 2015-2016 under reorganization to increase District support for elementary and middle/secondary curriculum and instruction. Under this reorganization, Amy Schellenberg, Executive Director of Educational Services is assigned as the transformation leader for school improvement.</p> <p>Evidence: LEA Assurances signed by Superintendent, Dr. Andrew Melin [1003[g] Application]</p> <p>Dr. Andrew Melin, Superintendent: Letter of Support [attached]</p> <p>Board of Education Assurances signed by Board President Mark Pavey [1003[g] Application]</p> <p>Minutes/ presentation from the June 16, 2015 Greater Clark County Schools [GCCS] Board of Education Meeting [attached]</p> <p>Appointment of transformation leader by the LEA [attached] July, 7 2015 public meeting</p>
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p>	<p>Parkview Middle School and district leadership have received support from the Greater Clark Education Association [union] to apply for and fully-implement the proposed SIG[g] grant proposal.</p> <p>Evidence:</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>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 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

	<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> 	<ol style="list-style-type: none"> 1) Monitoring of SIG Programming and Implementation: the Executive Monthly meetings with Executive Director of Educational Services, Principal and as determined, District Literacy Coach, Building Leadership Team and Grade Level Teams to review implementation and monitoring data. 2) 8-Step Process: System-wide Approach for School Improvement has been implemented and will provide the framework for monitoring the implementation of the transformation model at Parkview Middle School. In addition, Implementation Gauge will be used to monitor the transfer of core strategies that align to the Turnaround rubric and identified indicators in the Student Achievement Plan/ Transformation Model. District, Principal, and Building Leadership Team will align Turnaround Principles, goals, and strategies and activities, and annually reviews, updates and approves the plan including proposed expenditures. 3) The 5-Step Data Analysis Process will be used for checkpoint monitoring [Leadership and Learning Center, Accountability in Action, D. Reeves]. The data analysis process includes: <ol style="list-style-type: none"> a) Step 1: Collect and chart data to identify critical needs [<u>including data disaggregation for special populations and growth groups</u>]. 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 assessment, principal and BLT WITH GCEA REPRESENTATIVE convene Data Meetings where each grade-level/ content team analyzes data results including special populations [subgroups] to look for patterns to determine curricular adjustments needed; track individual student progress [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.

4) District Monitoring:

District monitoring will be conducted by the Executive Director of Educational Services. Walkthroughs will be conducted regularly by the Superintendent and the Executive Director of Educational Services. Quarterly checks with the Superintendent and Executive Director of Educational Services will provide the principal the opportunity to present their progress, identify challenges and next steps toward accomplishing their goals. These checks will be used to gauge the Principal's continued ability to lead the Transformation process [**Principal Effectiveness process**]

5) Instructional Calendars/ Maps:

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

6) 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]; look for patterns to determine curriculum adjustments needed; track individual student progress [update Data Wall]; and adjust instruction/ groups.

7) 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.

8) 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.

9) Fiscal Management and Accountability:

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

	<p>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>	<p>Yes</p>		<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. • 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 Executive Director of Educational Services [Officer of Transformation]
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.	Yes		District applications on file from previous grant applications. District has procured Reading First Grants and isolated SIG grants in last 10 years.
6. District has 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.		No	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>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>
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		No	<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>
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		No	<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>

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
<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	<p>Through the corporation's involvement with IPLI, continued coaching provided through mentor relationship established through initial 2-year training.</p> <p>Dr. Rhonda Roos is a consultant and current director for Middle Schools at New Albany / Floyd County Schools</p>
<p>(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	<p>Dr. Roos will provide 5 onsite visits as well as phone consultation and data review.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>Dr. Roos, Dr. Steve Griffin (Asst. Superintendent for Secondary Schools), Amy Schellenberg (Executive Director for Educational Services) will coordinate visits and ensure monthly corporation monitoring meetings are communicated.</p>
<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs.</p>	<p>Dr. Rhonda Roos – Personal Coaching for Principals includes improving communication with stakeholders, organization, implementation and leadership within a middle school setting.</p> <p>Resume / Targeted Issues attached</p>
<p>(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></p>	<p><i>Greater Clark County Schools understands that we must receive prior approval from IDOE regarding contracts for external providers related to this proposal. Upon approval of this proposal, Greater Clark County Schools will provide appropriate contracts to IDOE prior to an external provider work beginning.</i></p>

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.