



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	Spring Hill Elementary	School #	0877		
Superintendent Name	Andrew Melin	Email	amelin@gcs.k12.in.us		
Title I Administrator Name	Amy Schellenberg	Email	aschellenberg@gcs.k12.in.us		
Principal	Virenda Cunningham-Lester	Email	Vcunningham-lester@gcs.k12.in.us		
Mailing Address	201 E. 15 th Street	City	Jeffersonville	Zip Code	47130
Telephone	812-288-4874	Fax	812-288-4876		
Total Funding Request	\$1,330,990.25				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

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

Part 2: Greater Clark County Schools and Spring Hill Elementary Assurances and Waivers

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

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).

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

The LEA must check each waiver that the LEA will implement

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

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

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

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

Superintendent Signature: _____ **Date:** _____

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

Principal Signature: _____ **Date:** _____

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Amy Schellenberg	Executive Director of Educational Services
Kimberly Hartlage	Executive Director of Elementary Education
Virenda Cunningham	Principal
Marlene Hazuga	Title I AIC
Jenny Giles	Media & Technology
Susan Clay	Special Needs Coordinator
Katie Williams	Teacher Grades 1 & 2
Deb Slentz	Teacher Grade 3

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
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Example: Student and Parent Forum	3/15/14	25	5	1	1	0	200	Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment
PD meeting	5/20/15 8:10 am	0	18	1	0	0	0	Principal discussed the opportunity for the SIG grant and solicited feedback.
Superintendent meets with parents and community	5/26/15 7:00 pm	15	5	1	3	3	0	Superintendent met with parents and community members to discuss the need for improving the situation of Spring Hill School and providing a better learning environment for its students – with school closure as one of the options.
District meeting with principals and AICs	5/28/15 2:00 pm	0	1	1	0	2	0	District administrators discussed the requirements of the grant and how each school applying could use the money to best help boost student achievement.
Staff meeting	6/1/15 8:10 am	0	18	1	0	0	0	Principal and AIC discussed elements of SIG with the group and opened up the floor for questions/comments.
Meeting with Mayor, City of Jeffersonville	6/1/15 11:50 am	1	1	0	0	0	0	Title I AIC met with the Mayor of the City of Jeffersonville to explain Spring Hill's desire to apply for the SIG grant and asked for his support.
Staff meeting for signatures	6/1/15 8:10 am	0	28	1	0	0	0	Staff met briefly to answer any remaining questions and get consensus/signatures in favor of pursuing the grant.
3 Parent informational meetings	6/5/15, 6/9/15, 6/10/15 1:00 pm 5:45 pm 9:30 am	See attachment	3	1	0	0	0	School administrator/staff informed parents of the opportunity for the SIG grant and explained what it could mean for the school, answered questions, and asked for feedback and signatures to show their support.
Presented Grant to Union President	6/23/15		1			1		Executive Director of Educational Services and GCCS Union President met to review SIG components and discuss grant models and interventions

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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	<p>On May 26, 2015, Dr. Melin, our Superintendent, met with parents and community members to discuss Spring Hill’s current student performance, the need for improving the situation of Spring Hill School and providing a better learning environment for its students. Dr. Melin presented the different options/ models. Spring Hill parents were very committed in seeing their small neighborhood school embark on a focused program of improvement. Additional parents meetings were held to inform parents about the grant and how it might improve the learning environment for students at Spring Hill.</p> <p>Parents have a “history” with Spring Hill. Many grandparents, parents and now third generation students attend Spring Hill. They know the smaller class size is appropriate for their child, however, they are concerned about split classrooms and how that affects their child who may be assigned to one split classroom.</p>
Community	<p>On June 1, 2015, our Title I AIC met with the Mayor of the City of Jeffersonville to explain Spring Hill’s desire to apply for the SIG grant and asked for his support. Community members were in agreement with Spring Hill parents. They want to improve their small neighborhood school, and were in support of pursuing this grant. They want the smaller class-size that Spring Hill offers and they also want to know that a small class- size will be supported and targeted, focused instruction will be provided.</p>

Part 3: Schools to be Served by LEA

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
Spring Hill Elementary	K-5	Priority (P)	Transformation	

Bridgepoint 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 did *not* pass in English/language Arts and/or mathematics.**

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

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

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	78.75%	63	High – Low growth rate; low engagement; lack of vocabulary and background knowledge.	82%	84%	86%	87%	90%
African American	77.14%	26	High – Low growth rate, low engagement; lack of vocabulary and background knowledge.	78%	80%	82%	84%	86%
Hispanic	Suppressed	< 30	NA	NA	NA	NA	NA	NA
White	83.67%	20	High – Higher performance than comparison group, but low growth; low engagement	85%	87%	89%	91%	93%
Students with Disabilities	Suppressed	< 30	NA	NA	NA	NA	NA	NA
LEP	Suppressed	< 30	NA	NA	NA	NA	NA	NA
Free/Reduced Lunch	77.3%	52	High – Low growth; low engagement; lack of vocabulary and background knowledge.	75%	80%	85%	88%	90%
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>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	75%	60	High – Comparison Group. Low growth rate, low engagement; lack of content vocabulary and background knowledge	79%	80%	82%	84%	86%
Students with Disabilities	Suppressed	< 30	NA	NA	NA	NA	NA	NA
Students with Disabilities	Suppressed	< 30	NA	NA	NA	NA	NA	NA
White	75.07%	18	High – Low growth; low engagement; need for identifying area of deficit and providing small group interventions	80%	82%	84%	86%	88%
Students with Disabilities	Suppressed	< 30	NA	NA	NA	NA	NA	NA
LEP	Suppressed	< 30	NA	NA	NA	NA	NA	NA
Free/Reduced Lunch	72.17%	49	High – Low growth rate, low engagement; lack of content vocabulary and background knowledge	77%	79%	81%	83%	85%
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA

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
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Percent of students proficient on ISTEP (Both ELA and Math) (3-5)	(SY 2013-14 76.9%)	80%	82%	84%	86%	88%
Percent of students proficient on ISTEP (ELA) (3-5)	(SY 2013-14 78.8%)	82%	84%	86%	87%	90%
Percent of students proficient on ISTEP (Math) (3-5)	(SY 2013-14 75.0%)	79%	80%	82%	84%	86%
Percent of students proficient on IREAD (Spring Test Only) (3)	81.5%	86%	89%	92%	95%	98%
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

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	59,250 (6 hr. 35 min. x 180 days)	59, 250	59, 250	59, 250	59, 250	59, 250
2. Number of daily minutes of math instruction	60	90	90	90	90	90
3. Number of daily minutes of EL/A instruction	120	120	120	120	120	120
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%	97%	98%	98%	98%	98%
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. Number of students completing dual enrollment classes – HS only	NA	NA	NA	NA	NA	NA
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	NA	NA	NA	NA	NA	NA
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 	BAS, SS and OTH (1-week Fall / Winter intersession)	BAS, SS and OTH (1-week Fall / Winter intersession)	BAS, SS and OTH (1-week Fall / Winter intersession)	BAS, SS and OTH (1-week Fall / Winter intersession)	BAS, SS and OTH (1-week Fall / Winter intersession)	BAS, SS and OTH (1-week Fall / Winter intersession)
10. Discipline incidents – number of suspensions and/or expulsions	14	Reduce 10%				
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	0	0	0	0	0	0
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 5.3% E 78.9% IMP IN	HE Increase 10%				
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	92%	95%	96%	97%	98%	99%

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>Spring Hill Elementary School has the status of a Priority school because students are below the state average and state goal in English/ Language Arts and Mathematics. Spring Hill Elementary School students also demonstrated low growth overall in English/ Language Arts and Mathematics and did not demonstrate high growth in the Bottom 25% and Top 75% subpopulations in English/ Language Arts and Mathematics.</p> <p>Subgroup performance shows that Spring Hill’s African American students <u>did meet</u> performance goals in English/ Language Arts and Mathematics, however, White students <u>did not meet</u> performance goals in both English/ Language Arts and Mathematics. Critical subgroups and subpopulations in <u>both</u> English/ Language Arts and Mathematics:</p> <p style="padding-left: 40px;">Top 75% Bottom 25%</p>

White

On ISTEP+ Spring 2014, our overall English/ language arts proficiency score dropped 12.6% and a decrease in growth for our Top 75% from the ISTEP+ Spring 2013. Our yearly grade level comparison might suggest a lack of consistency in an instructional sequence/ framework and implementation of core strategies as does our yearly cohort comparison. The table below shows this comparison and change:

ELA	ISTEP+ 2012-2013	ISTEP+ 2013-2014	[Yrly Grade Level Comparison]	[Yrly Cohort Comparison]
Grade	% Passing	% Passing	Difference	Difference
Overall	90.7	78.1	-12.6	
3	100.0%	92.0%	-8.0	
4	93.8%	91.7%	-2.1	-8.3
5	78.6%	50.0%	-28.6	-43.8

Applied Skills Frequency Distribution Report for ELA: Less than 30 percent of our students obtained mastery on those applied skill items [Applied Skills Frequency Distribution Report] that required them to read multiple complex passages, anchor their response with information from the text and construction a response citing evidence from the text. About 20% of our students obtained 0 points on the same items on Applied Skill ISTEP+ assessment. We see a significant gap between our overall performance and the percent of students passing compared to the percent of students obtaining mastery levels on the Reading Comprehension/ Constructed Response [writing application]. Further analysis of the Applied Skills Frequency Distribution Reports for English/ language arts suggests a lack of strategies to analyze more challenging, complex text and then construct a response on their own.

The LEA ensures that current instructional program for ELA is aligned with state standards and district level curriculum calendars. Core programs were re-aligned with INCCRS. McGraw-Hill 2014’s reading program was adopted for the 2013-14 school year. To strengthen the ELA 90 minute framework, Spring Hill stepped up its embedded professional development and worked with Navigator Learning Solutions during the 2014-15 school year to implement a school-wide literacy framework based on the model for gradual release of responsibility. Spring Hill implemented an Early Intervention grant that allowed a team of K-2 teachers to receive training in the LLI framework. K-2 Fountas and Pinnell Literacy Intervention Kits help our teachers target their small group instruction and Tier II. This professional development strengthened what we will provide for intervention in K-2 and will be used to design an intervention framework and define components in Grades 3-5 during our IMPACT time [30 minutes of additional instruction provided by the classroom teacher.

Specific academic needs based on our lack of growth in overall performance and lack of impact in the bottom 25% and top 75% :

1. Student engagement during the 90 minute instructional framework that models structures for effective whole group; collaborative work such as partner work; and structured independent work] and
2. Rigorous student activities and products within those structures to ensure that students tasks and products are at a Level 3 and 4 to accomplish the standards
3. Assessment/ checks for understanding throughout the lesson design to use the data to differentiate instruction and improve subgroups [African American; White; Free/ Reduced] and subpopulations [i.e., Bottom 25% and Top 75%] during the 90 minute literacy framework with an emphasis on growth for all students. Closure in each lesson design that uses data to plan for future lessons and differentiation.
4. Core strategies that increase deeper analysis of complex text and multiple text
5. Daily lesson structure that includes the gradual release of responsibility model and 4 critical elements: a) measurable and manageable objective [daily learning target]; b) clear sequence of instruction [gradual release from model to independence; c) rigorous activities aligned to the objective and scaffold practice/ independent practice in order to achieve mastery; and d) assessment/ checks for understanding aligned to the objective; supports differentiated instruction throughout the lesson; and guides future planning
6. Tier 2 interventions using lesson framework and components that support re-teach, prompt and reinforce based on observation and assessment. [i.e., LLI components]

ROOTCAUSES/ Lack of/ inconsistent school-wide] –

7. Text-dependent questions aligned to standards with exemplars and rubrics for students
8. Gradual release of responsibility with a sequence of instruction that intentionally shifts the focus from teach/ model to student independence and makes transfer the goal.
9. Anchor Charts that process the steps/ take-aways with students so they will be able to accomplish the standard [Anchor Charts that are procedural not always behaviorial]
10. Purposeful checks for understanding tools strategically at critical parts of the lesson for gathering and analyzing data to make decisions about the release of responsibility and/or to differentiate

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:

Math	ISTEP+ 2012-2013	ISTEP+ 2013-2014	[Yrly Grade Level Comparison]	[Yrly Cohort Comparison]
Grade	% Passing	% Passing	Difference	Difference
Overall	89.5	74.0	-15.5	
3	92.3%	80.0%	-12.0	
4	87.5%	62.5%	-25.0	-29.8

5	89.3%	79.2%	-10.1	-8.3
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Applied Skills Frequency Distribution Report for Math: Less than 30 percent of our students obtained mastery on those applied skill items that required them to analyze and solve complex problems. Common assessments and classroom practice 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.

McGraw-Hill 2014 “My Math” was adopted for the 2015-16 school year. Spring Hill is beginning to take steps to better define our math framework and intervention design similar to the process we took with the literacy framework. What we learned about “framework”; gradual release of responsibility; and aligning intervention components to critical component of instruction will support our math program. We do not provide IMPACT for math. This would improve our overall performance in math, as well as improve our performance for our subgroups and subpopulations [i.e., White; Bottom 25%; Top 75%; Overall low growth].

Specific academic needs based on our lack of growth in overall performance and lack of impact in the White; Bottom 25%; Top 75%; Overall low growth bottom 25%:

11. Student engagement during the 90 minute instructional framework that models structures for effective whole group; collaborative work such as partner work; and structured independent work] and
12. Rigorous student activities and products within those structures to ensure that students tasks and products are at a Level 3 and 4 to accomplish the math standards
13. Assessment/ checks for understanding throughout the lesson design to use the data to differentiate instruction and improve subpopulations [Bottom 25% and Top 75%] during the 90-minute math framework with an emphasis on growth for all students. Closure in each lesson that uses data to plan for future lessons and differentiation.
14. Process for solving complex, multi step problems [consistent in Grades 3-5; backward design for grades K-2 for transition]; and model and practice visual representation for transfer
15. Daily lesson structure that includes the gradual release of responsibility model and 4 critical elements: a) measurable and manageable objective [daily learning target]; b) clear sequence of instruction [gradual release from model to independence; c) rigorous activities aligned to the objective and scaffold practice/ independent practice in order to accomplish the daily learning target and standard; and d) assessment/ checks for understanding aligned to the objective/ daily learning target; supports differentiated instruction throughout the lesson; and guides future planning
16. Tier 2 intervention using lesson framework and components that support review, mastery of facts and problem solving and application.

ROOTCAUSES/ Lack of/ inconsistent school-wide] –

17. Classroom assessment aligned to standards with exemplars and rubrics for students
18. Gradual release of responsibility with a sequence of instruction that intentionally shifts the focus from teach/ model to student independence and makes transfer the goal.

	<p>19. Anchor Charts that process the steps/ take-aways with students so they will be able to solve the problem</p> <p>20. Anchor Charts that help them visually conceptualize the new learning/ take-aways with students so they will be able to accomplish the standard [Anchor Charts that are conceptual knowledge]</p> <p>21. Purposeful checks for understanding tools strategically at critical parts of the lesson for gathering and analyzing data to make decisions about the release of responsibility and/or to differentiate</p> <p>GCCS provides students and teachers a balanced calendar with a Fall, Winter and Spring Intersession. Intersessions provide students an opportunity to receive an additional 3,600 minutes [60 hours] of instruction during the regular school year. Our data supports a needs an increased learning opportunity, such as after/ before school program would provide students in standardized assessment grades 3-5 that would reinforce core strategies.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Our interventions will improve how Spring Hill Elementary School uses data to monitor the implementation of our instructional program that are grounded in research [Routman, Essential Reading, 2002; Fisher and Frey, Better Learning Through Structured Teacher, 2014; Barr & Parrett, The kids left behind..., 2007] and consistently aligned from one grade level to the next as well as increase the alignment of our assessments to the standards.</p> <p>Our literacy framework is not yet a “school-wide” framework across all classrooms with the fidelity we expect and needs more support to strengthen its implementation. However it will be the channel to accelerate and transfer our new learning and implementation for our math framework. Our interventions for transformation will provide the consistency to increase the alignment of strategies and improve the performance of all students in ELA and math by providing:</p> <ol style="list-style-type: none"> 1) Research [Routman, 2009] that recommends the gradual release of responsibility model for students who need more time and support to learn. Additional highly qualified teachers to remove split classes for this grant period so that teachers build their capacity to model and implement instructional frameworks grounded in best practice [Gradual Release of Responsibility Model; Fisher and Frey, Better Learning Through Structured Teacher, 2014]. Research recommends the gradual release of responsibility model for students who need more time and support to learn. We will be able to transfer and sustain this because of job-embedded professional development and the knowledge and practice teachers will acquire during this grant period. 2) Instructional coach that supports the implementation of the gradual release of responsibility model [Fisher and Frey, Better Learning Through Structured Teacher, 2014] with fidelity. An instructional coach will support and help us sustain core strategies that deepen student engagement beyond “compliant engagement”. Collaboratively, we can increase the alignment of activities and products to successfully achieve the standards. 3) Redesign/ align intervention to include key components of lesson design based on research for students at-risk of failure, our subgroups and subpopulations with the largest achievement gaps. 4) Regular instructional walk-throughs and observations to ensure the instruction is implemented with fidelity and is having the impact on student achievement will be supported by leadership, AIC, and the 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. 5) Technology supports and interventions that support student achievement and differentiate instruction, especially for students who are at risk [i.e. Bottom 25% and Top 75%]

	<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. A key piece of the funding of this grant will provide extra instructional staff to reduce our class sizes and eliminate the split grade level classrooms. This will allow for more focused and in-depth core instruction. The instructional coach will provide job-embedded professional development and support teachers in strengthening this core instruction. An instructional coach will deliver professional development specifically for math and in-class support, as well as to help design an intervention system for helping the struggling bottom 25% of students who are still having problems after the core instruction. Another key role will support teachers during collaboration and make our data more visible [math]. Based on our data, strong core instruction, along with a consistent focused intervention system will impact overall student growth and achievement. The professional develop will impact increased learning time [i.e., before and after-school programs; week-long fall intersession and summer school learning opportunities available to all students]. Teachers and students taking ownership of the teaching/learning process while receiving the guidance and support they need will positively impact overall student growth and achievement.</p> <p>The on-going professional development with the support from a highly qualified instructional coach will increase Spring Hill teachers' ability to manage, enrich strategies for cultural competency based on our subgroups, and differentiate instruction during the 90-minute blocks for literacy and math, therefore impacting subgroup growth [African American; SpEd; Free/ Reduced] and growth for our subpopulations [Bottom 25% and Top 75%]. The framework is grounded in responsive and responsible instruction [Fisher and Frey, Better Learning Through Structured Teacher, 2014]. Understanding and applying the gradual release of responsibility model makes it possible for all learners to succeed – students, teachers, and leaders.</p>
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School Leadership

<p>LEA analysis</p>	<p>Based on the LEA recommendation for current principal placement, the District has determined that the current principal is capable of successfully leading the transformation model and is committed to the success of the staff and students. At the time of her arrival in 2002, discipline issues were critical. Ms. Cunningham-Lester's clear focus on building a staff (within the parameters of the current Collective Bargaining Agreement) committed to the GCCS Moral Purpose of educating all students to high standards. Instruction and teacher evaluation has been the focus of her efforts. By every measure Ms. Cunningham-Lester has created a safe and orderly environment for students, staff, and community. After a careful study of student data, the Board of School Trustees for GCCS determined Ms. Cunningham-Lester has created a safe school environment and is working to create a staff committed to the GCCS and Spring Hill Transformation Model. The school/ district was able to do an analysis survey that allowed staff to evaluate the current principal. The analysis revealed that staff was satisfied with the current principal. This survey focused on leadership and instruction. Staff ratings of the principal was supportive of teacher/ staff; held teachers accountable and high expectations, and expectations and protocols for collaboration. The principal consistently links all professional development and instructional feedback to student achievement. Faculty and staff felt like the collaborative, supportive qualities she possessed can continue to develop an atmosphere conducive to high expectations for learning, teaching and improving student achievement. The District's effectiveness rating of Ms. Cunningham-Lester and instructional walk-throughs of the building also indicates she is capable and committed to successfully leading the transformation process.</p>
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<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 Spring Hill Elementary 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. Cunningham-Lester’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. Cunningham-Lester an external partner [Navigator Learning Solutions] to meet monthly. Leadership and Navigator Learning Solutions will establish monthly 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>Our interventions will develop and build the capacity of school leader and teacher effectiveness. Transformation allows Spring Hill the opportunity to examine and appropriately redesign the current leadership structure and instructional program to create a viable and vibrant building-wide team [including administrative staff and teacher leaders] and hire and assign the most highly qualified teachers. The interventions focus on improving the performance of Spring Hill by:</p> <ol style="list-style-type: none"> 1. Build leadership capacity <ul style="list-style-type: none"> • redesign the purpose of “BLT AND 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 describe 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 Spring Hill they are able to understand the infrastructure of teacher leadership and increase their capacity as a viable member 2. Develop teacher leadership and teacher capacity 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 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 Spring Hill they are able to understand the infrastructure of a team and increase their capacity as a viable member [i.e., implement a handbook for Spring Hill teachers]
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	<ul style="list-style-type: none"> • 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] <p>3. Develop and implement continuous school improvement process with <u>consistency and integrity</u>:</p> <ul style="list-style-type: none"> • Process must frame and bring to life the celebrations and challenges of Spring Hill Elementary School • 5-Step 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 <p>Based on Principal Evaluation, the District will continue to support the leadership of the current principal to promote consistency and allow the time necessary to improve the school’s status in program development and academic growth. To achieve that goal, training and mentorship on innovative leadership practices and deeper understanding of successful educational models will be regularly arranged and monitored by the District. Feedback will be provided to benefit the continued learning of this principal and linked to implementation milestones and goals.</p> <p>It is critical that the Principal and Building Leadership Team have the flexibility to determine the focus of Period 0 and develop a master schedule for maximizing Period 0 and other PD as determined by Spring Hill</p>
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School Infrastructure	
LEA analysis	<p>Spring Hill Elementary consists of the Principal, an Administrative Assistant, School Administrative Manager, and Health Assistant in the main office. A Special Education Coordinator, two self-contained special education teachers, and a part-time Speech Teacher, along with a speech assistant, two inclusion paraprofessionals, and four self-contained special needs paraprofessionals serve the special needs of Spring Hill students. Spring Hill has one preschool and nine general education teachers, along with a Title I Academic Improvement Coordinator and one intervention teacher. The general education classrooms consist of two kindergarten classrooms, one first grade classroom, a split first/second grade classroom, one second-grade classroom, one third-grade classroom, a split third/fourth grade classroom, a split fourth/fifth grade classroom, and one fifth-grade classroom. Spring Hill Elementary is a small school that has also been operating with three multi-level split grade level classrooms, which reduces the instructional time each grade level in that classroom receives and drastically reducing the teacher’s ability to give extra instructional time to struggling students.</p> <p>Our current infrastructure provides for job-embedded professional development based on 2 components: Daily Period 0 and Daily Collaboration. Period 0 takes place every morning prior to the arrival of students. This time is focused on Literacy, math or data. Daily Collaboration is where teachers plan and/or review progress data.</p>

Another significant part of the school infrastructure is our 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	3-5 3-5	District Principal Teachers Parents	State and federal accountability Inform instruction
Acuity Predictive; three times	ELA Math	Fall/ Winter/ Spring Fall/ Winter/ Spring	3-5 3-5	District Principal Teachers	State accountability Inform instruction
Acuity Predictive; two times	Science Social Studies	Winter/ Spring Winter/ Spring	4 5	District Principal Teachers	State accountability Inform instruction
WIDA [diagnostic]	ELA [reading/ writing/ speaking/ listening]	Spring	K-5	District Principal Teachers	State accountability Inform instruction
STAR	Reading Math	Fall/ Winter Spring Fall/ Winter Spring	K-5	District Principal Teachers	Local benchmark Inform instruction
Common Formative Assessment	Core [ELA; math]	4 times each quarter	K-5	District Principal Teachers Students Parents	Local benchmark Inform instruction
Report Cards	Core Subjects	Quarterly	K-5	District Principal Teachers Students Parents	Progress reporting Grade distribution
Inter-session Participation	ELA Math	Fall Spring	K-5	District Principal Teacher	Progress monitoring of interventions
District Data Dashboard	ISTEP+ Growth Model		K-5	District Principal	Data Analysis Progress Monitoring

	<table border="1" data-bbox="384 99 1969 277"> <tr> <td data-bbox="384 99 611 277"></td> <td data-bbox="611 99 814 277"> School Grade Demo Data Academic Other Leading Indicators </td> <td data-bbox="814 99 1089 277"></td> <td data-bbox="1089 99 1316 277"></td> <td data-bbox="1316 99 1566 277">Teachers</td> <td data-bbox="1566 99 1969 277">Goal Setting</td> </tr> </table> <p data-bbox="333 318 2007 527">Spring Hill Elementary School has an Academic Instructional Coordinator funded through Title I. With our high needs population, this role is not able to provide the PD, data analysis and intervention needed to meet all the needs of the teachers and students. An infrastructure and instructional intervention is needed that is focused and intentional to: 1) improve our job-embedded professional learning essential for consistent and rigorous implementation of core strategies to strengthen Tier 1 instruction, thus impacting subgroups and growth: and 2) using data/ assessment to inform decision making, differentiate instruction, and 3) analyze informal assessment and implementation data to guide instruction.</p>		School Grade Demo Data Academic Other Leading Indicators			Teachers	Goal Setting
	School Grade Demo Data Academic Other Leading Indicators			Teachers	Goal Setting		
<p data-bbox="107 527 306 727">Justification for Selected Interventions (include alignment to model chosen)</p>	<p data-bbox="333 532 1995 954">Spring Hill’s configuration does not support the ideal teaching and learning environment, especially when improvement is a must. To improve our student growth in learning, we must improve our infrastructure for the general education and inclusion population. We need enough teachers to support small class sizes at each grade level that do not include splits (more than one grade level in a single classroom). Our population includes over 90% poverty and research (Barr & Parrett, 2007) has shown that these students need extra instructional time and help if they are to close the gap in their learning deficits. Split grade level classrooms not only reduce the instructional time each grade level in that classroom receives, it also drastically reduces the teacher’s capacity to give extra instructional time to struggling students and meet the needs of different grade level expectations, particularly with a concentration of at risk students. Furthermore, although our teachers have received valuable training in reading instruction, we have not been able to provide the support needed to improve math instruction to the same degree. A highly qualified instructional coach would be a valuable asset to help with much needed professional development and support in the area of mathematics instruction and deepen use of data to change instruction. This would strengthen our core instruction and provide the extra time and support for the bottom 25% of students who continue to struggle in math, which will boost overall student growth and achievement.</p> <p data-bbox="333 995 1995 1274">By changing Spring Hill Elementary School’s infrastructure to include 2 additional teachers and an instructional coach we can:</p> <ol data-bbox="333 1032 1995 1274" style="list-style-type: none"> 1) Leverage the professional development teachers have had and focus on high quality job-embedded professional development targeting best practices and standards for a specific grade level, thus not splitting instructional time for the teacher or students. 2) Use the expertise of the instructional coach to accelerate the pace of implementation by modeling and providing feedback enabling teachers to reflect, revise and evaluate classroom practices to improve learning outcomes in both a collaborative and one-to-one setting. 3) Use the expertise of the instructional coach and Spring Hill teachers who are implementing IMPACT [30 minute intervention for reading] to design a rigorous math intervention plan for students who are behind academically. Align the intervention to the research components of the 90-minute framework, identifying a lesson framework for the intervention and key elements in the math framework. <p data-bbox="333 1317 1974 1382">More specifically, our interventions will effect change for learning, teaching and the culture of Spring Hill Elementary in 4 significant areas for school improvement:</p>						

- Improve the existing infrastructure by developing/ revising formative assessments [GCCS’s Goal Clarify Windows] and ensure they are text-dependent and align to INCCRS as well as infusing informal learning checks in lesson design [i.e., checks for understanding that are planned purposefully within the learning sequence]
- Focus on continuous improvement by including strategies such as Period 0 [whole school or grade level] and collaboration, weekly leadership meetings, instructional walk-throughs focused on core strategies based on professional development, common assessment with exemplars of expectations for mastery, professional reading/ study groups, viewing videos of effective practice with expectations of classroom application, joint analysis of data and student work, connecting INCCRS to “the work”, and ongoing daily collaboration, coaching and professional conversations at and across grade levels
- Assume responsibility for all students by implementing and working the **5-Step Process** [Center for Leadership and Learning, based on the research of D. Reeves] will be accomplished by meeting in vertical teams and grade-level teams, raising expectations at every grade level, looking at student work with the whole-staff during Period 0 knowing what reading, writing and problem solving looks like from kindergartens to exiting 5th grade and ensuring grade levels are steep enough. Making our progress visible and knowing at each interval where students are and how we are meeting goals for:
 - Grades K-5 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 [i.e., academic and decision-making]
 - Perceptual Data [conduct annual survey; develop trend data for patterns]
 - Other critical indicators [determined by teams and informed by watching students and their performance who are still not successful]
- Continue to improve the learning culture of Spring Hill Elementary by strengthen PRIDE [SW-PBIS] to align w/ vision for building culture, review PRIDE plan and align to SIG goals, interventions and strategies, implement, practice and apply effective routines and procedures based on review, conduct culture walkthroughs, provide feedback and celebrate the strengths and work to find solutions for the things that need to be improved, and joint analysis of data [i.e., behavioral data; perceptual data]

Part 5: Selection of Improvement Model

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

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

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

Describe how the model corresponds to the data, findings, analysis and self-assessment.			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>Spring Hill Elementary School is a Priority school that has implemented the requirements of their Student Achievement Plan with fidelity and a sense of urgency. Efforts in this SIG 1003[g] will be closely aligned with other improvement efforts taking place at SHES. The model aligns to our current school improvement plan by continuing to focus on the instructional framework, however with more intention and fidelity. Systemic change to improve the quality of academic programming and Tier I core instructional delivery can be documented through structures that include:</p> <ul style="list-style-type: none"> • Period 0 job-embedded PD [3 times a week] • Daily collaborative planning block • 90-minute core instructional blocks 	<p>Spring Hill Elementary School has a challenging at risk population that includes a poverty rate of 92%. Subgroup data indicates that our students with disabilities (inclusion students) and our poverty students are having the most difficulty meeting the goals on high stakes testing, especially in the area of math. Research [Routman, 2003, 2009] indicates the gradual release of responsibility as a model for students who need more time and support to learn. Strengthening the core instruction with this model, and implementing an intervention system to support those struggling students will help improve student growth in both the top 75% and bottom 25%, which will help improve overall student growth and achievement.</p>	<p>Overall student achievement data showed 78.75% meeting the goal for ELA and 75% meeting the goal for Math. However, overall student growth was very low. Only 18.8% of the top 75% had high growth in ELA and only 18.2% in Math. Only 16.7% of the bottom 25% in ELA showed high growth, and only 9.1% of the bottom 25% in Math showed high growth. The data shows a great need for strengthening our core instruction, and an even greater need to strengthen the intervention support for the bottom 25% in math.</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</p>	<p>The model will allow Spring Hill Elementary School to strengthen Tier I and provide consistent routines and procedures for high expectations academically and behaviorally inside the classroom and the larger school. Continuing to work on the behavioral system will establish high expectations from all teachers with similar expectations across all classrooms and maximize instructional and learning time.</p> <p>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 make certain that all students are successful.</p>

<ul style="list-style-type: none"> • 30-minute daily intervention/enrichment block [Grades K-5] • Fall and Spring Intersession that includes student transportation [40 additional hours of instruction] • 1:1 Technology project • instructional coach assigned multiple times per week • district literacy coach <p>Our Spring Hill teachers are committed to the mission and vision of our Student Achievement Plan, therefore, Transformation is the best model to allow Spring Hill Elementary to “transform” the current initiative in ELA and implementing a school-wide literacy framework [Routman, Reading Essentials, the specifics you need to teach reading well, and authentically, 2003] to a much deeper level with more intentional efforts. At the same time, based on our data, Spring Hill would be able to expand support in math. The transformation interventions will provide the professional development and support needed to strengthen our core framework and instruction in both ELA and Math.</p>	<p>The model will focus on strengthening Tier 1 with an emphasis on gradual release of responsibility, 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; 2) a sequence of instruction that uses frequent checks for understanding to gauge student learning and 3) <u>differentiate instruction</u> [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</p>	<p>independence and differentiate instruction will impact all students’ achievement.</p> <p>Data analysis will help us examine and enhance the use of data within classrooms and in the overall school. Spring Hill 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>	
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<p>The research [What Works Clearinghouse: Fuchs, Fuch, Craddock et al. (2008); National Council of Teachers of Mathematics 2008; C. Moynihan, Common Core Sense]] on “transformation” and interventions indicate that students learn best when they are provided visual representation and models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent review. Our literacy support has helped us to understand and implement many of these same supports for students, such as Anchor Charts that scaffold steps that help students accomplish the learning target, modeling how to making their thinking visible, and using tools to lift information from the text to help them process. Funds will allow our teachers to increase the rigor of instruction in classrooms and strengthen the math framework school-wide and design an intervention support system similar to the journey we have taken with our literacy framework. Our interventions will support teachers with experts in math, with materials that are explicit and systematic for transfer to classroom practice.</p>	<p>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 and special need areas [i.e., White; F/R; and SpEd].</p>		
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<p>Using the Transformation Model, Spring Hill Elementary School will build upon:</p> <ol style="list-style-type: none"> 1) A District grant that allowed teachers to design curriculum; aligning pacing guides to standards. Spring Hill continues to update guides and classroom assessments based on INCCRS 2) Highly effective and effective teachers compensated for their work in enhancing common formative assessments. 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>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 90 minutes of instruction in literacy and math, 			
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<p>3) use data effectively to guide instruction, target specific needs of subgroups, and monitor growth targets,</p> <p>4) improve the process of continuous improvement, and</p> <p>5) continue to develop leadership skills of administrators and staff to improve student achievement.</p>			
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Describe how the model will create teacher, principal, and student change.

The Spring Hill model will be based on three hallmarks of successful, sustainable school transformation that focuses on: building a culture of leadership, providing strong support to change our practice, and using data to guide our journey.

Our **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

Spring Hill **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

Spring Hill **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

Spring Hill **parents** will be able to:

- 1) Participate in high quality training that provides new knowledge about academic standards and expectations for their child
- 2) Engage in student conferences where they learn about the progress of their child and learn about their child's specific classroom instruction [i.e. goals; expectations; strategies to support achievement of goals and expectations]
- 3) Participate in parent meetings that support the planning and review of the Student Achievement Plan
- 4) Participate in surveys to provide feedback, receive results of this information and guide the annual update of Spring Hill's Parent Involvement Plan
- 5) Participate in planning parent activities to support the interests and needs of parents in the school and community

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

During the 2014-2015 school year the Spring Hill staff started a journey of professional growing by asking the question, *How can we create a culture of thinking for our students? What does that look like?* As a staff, we pushed ourselves to think beyond the rigid approach that emphasizes teaching a set of sub-skills and start with a bigger question, *What do we want our student to know and be able to do as readers, writer and thinkers?* instead of, *What standards do I teach?* And so the journey and growth continued as our understanding increased about the gradual release of responsibility as a model – an optimal learning model that research [Routman, 2009] recommends for effective teaching and learning. This model is especially important for our students who need more time and support to learn. By developing a framework and making our staff more knowledgeable about that model, the greater the chance there is that the standards will be embedded/ used in a manner that increases student learning [Calkins, 2012]. A significant consideration was that the essence of what we teach from grade to grade remains constant so that each year the routines and procedures and the sequence of instruction become part of the students' own learning culture. That is, we want all learners to read for interest, for understanding and to write for authentic audiences and purposes. What changes are the complexity, sophistication, variety, and length of the texts; the amount of modeling/ demonstrations of texts, resources, strategies, and self-monitoring.

We took small steps during the 2014-2015 school year to change the learning culture for students by questioning our own teaching. And we saw evidence that no matter their age, students read more, learn and retain more when they are reading something they are interested in reading, when they can apply engaging classroom instruction to activities and tasks, they can collaborate with peers, they can participate in active learning, and they are taught how to learn, not just what to learn. Continuing to strengthen the gradual release model in literacy and math and change instructional practices and emphasizing greater personalization and student engagement will improve discipline as it results in increased levels of student engagement time. Professional development and collaboration among the teaching staff will also continue to be deepened and strengthened by scheduling in more intentional planning time and vertical collaboration, therefore, increasing teacher effectiveness.

- 1) By the end of the 2019-2020 school year, Spring Hill Elementary School as evidenced by the Leading Indicator #10 Discipline, will decrease the percentage of incidence of discipline by 10% each year.
- 2) By the end of the 2019-2020 school year, Spring Hill Elementary School as evidenced by the Leading Indicator #12 Teacher Performance, will increase the percentage of highly effective teachers by 10% each year.

SMART Academic Goal

<p>ELA Academic Goal By the end of the 2019-2020 school year, Spring Hill Elementary as evidenced by the Spring 2020 State Standardized Assessment will increase the overall ELA performance to 90% in Grades 3-5.</p>	<p>Math Academic Goal By the end of the 2019-2020 school year, Spring Hill Elementary as evidenced by the Spring 2020 State Standardized Assessment will increase the overall Math performance to 86% in Grades 3-5</p>	<p>Other Academic Goal (optional) By the end of the 2019-2020 school year, Spring Hill Elementary School as evidenced by the Spring 2020 State Standardized Assessment will increase “High Growth” for the bottom 25% in Math to a minimum of 44.9%.</p>
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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
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Principal Changes and Flexibility	Ensure current Principal has the ability and support to lead the Transformation effort [Principal; Executive Director of Educational Services; Executive Director of Elementary Education]	Phase one (1 st quarter)	<p>GCCS supports the continued leadership of the current principal, Ms. Virenda Cunningham-Lester and her ability to lead the transformation efforts at Spring Hill Elementary.</p> <ul style="list-style-type: none"> • Determine milestones for reviewing implementation of the Transformation Model with Ms. Cunningham-Lester and her staff. • Describe and assign technical assistance [Navigator Learning Solutions]: Determine the schedule and support for Ms. Cunningham-Lester • Identify data/ evidence for each meeting • Identify the data used to establish vision 	Navigator Learning Solutions \$43,788
Building Culture	<p>Establish a school environment that supports the social, emotional and learning needs of students and teachers:</p> <p>1. Recruit and hire highly qualified staff to support Transformation Model: 2 Highly Qualified Teachers 1 Highly Qualified Instructional/ Data Coach [Principal; Executive Director for Educational Services; Executive Director for Elementary Education; BLT AND GCEA REPRESENTATIVE]</p> <p>2. Develop and support a common process for improving core instruction and core strategies, and that values the professional and collegial growth of staff</p>		<p>Determine roles and responsibilities for HQ teachers and Instructional Coach Identify and provide “new” staff PD needed Assign mentors to new staff</p> <p>Process for Improving Instruction:</p> <ul style="list-style-type: none"> • Building Leadership Team [BLT AND GCEA 	(BLT AND GCEA REPRESENTATIVE)

	<ol style="list-style-type: none"> 1. Roles and Responsibilities of Building Leadership Team 2. Master Schedule for Monitoring Implementation and Impact 3. Master Schedules for: Period 0 and focus; Grade Level Collaboration; Cross-grade Level Articulation; Transformation/ School Improvement Monitoring; PD 4. Expectations and procedures for collaboration 5. Opportunities and expectations for PD <p>(Principal, BLT AND GCEA REPRESENTATIVE)</p>		<p>REPRESENTATIVE] consisting of the Principal, teachers who lead the Instructional Teams, and other key professional staff meet regularly (twice a month or more for an hour each meeting.) Principal will keep a focus on instructional improvement and student learning outcomes.</p> <ul style="list-style-type: none"> • Principal and BLT AND GCEA REPRESENTATIVE will monitor curriculum, classroom instruction and implementation of PD regularly to discuss/review school-wide decisions affecting student achievement and professional development needs of staff. • Principal and staff are engaged in reviewing/analyzing data [i.e., culture and climate; achievement and performance; multiple methods] to continuously monitor and discuss high quality instruction is present in every classroom 	<p>stipends covered by GCCS)</p>
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	<p>3. Implement PBIS school-wide to support a school community that is safe, orderly and equitable learning environment (PBIS team)</p>		<p>Positive Behavior Intervention System will assist in the improvement of climate and culture by making expectations visible to all students, teaching expectations, rewarding positive behavior, and building in interventions for those who need more help.</p> <ul style="list-style-type: none"> • PBIS District Trainer will support the PRIDE/ PBIS Spring Hill Team. PRIDE/ PBIS school team will develop/ update a discipline system that is integrated with District's Code of Conduct that includes routines and procedures for outside the classroom [community areas in the school] and this conduct will be discussed and consensus will be reached with staff. • PRIDE/ PBIS Team will support grade levels/ individual teachers in understanding how to develop and implement a classroom Code of Conduct with their students. • Provide incentives for teachers/staff and students, who in implementing this model, 	<p>Covered by GCCS</p> <p>\$2,000 Materials (Incentives, ribbons, medals, trophies, etc.)</p>
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			<p>have increased student achievement.</p> <ul style="list-style-type: none"> • When problem behavior occurs, students are provided with supports to address the behavior. • Parents will be an important part of the PRIDE/ PBIS. Information will be provided to parents. Sharing with parents purpose and how the implementation will be used to develop parent training [w/ parent input based on what we learn the next few months] 	
Effectiveness of staff and recruitment/ retention of staff	Principal uses informal and formal observation data [RISE Evaluation and Development System] to improve classroom practices [core instructional strategies], inform professional development and support for teachers, and increase learning outcomes (Principal; AIC; Instructional/ Data Coach)	Phase two (2 nd quarter)	RISE Evaluation and Development System GCCS and Spring Hill leadership communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning.	GCCS [general fund]

<p>Job-Embedded Professional Development</p>	<p>Provide PD that develops leadership skills, enables teachers to continuously reflect, revise, and evaluate classroom practices to improve learning outcomes in both a structured collaborative setting and individually</p> <p>Period 0 Schedule and Focus (LEA, Principal, Scheduling Committee)</p>		<ul style="list-style-type: none"> • All staff is observed on a weekly basis to ensure that teachers are teaching lessons aligned to INCCRS across classrooms and on pace with their grade level sequence • Leader walk-throughs are scheduled and adhered to, to identify support for implementation of PD strategies and support teachers • Principal, AIC and Instructional/ Data Coach monitor and analyzes implementation data for feedback, to inform instructional improvement and guide PD and support. • All new teachers, and when applicable, teachers with improvement plans will be assigned to and mentored by highly skilled teachers • Spring Hill provides all staff high quality, ongoing, job-embedded, professional development. (Master Schedule for Collaboration; Period 0; Timeline Schedule) • Monitoring for implementation and effectiveness conducted through Principal walkthroughs, observation/ feedback and evaluations. <p>Professional Development</p>	<p>\$2,500 PD materials (books, handouts, etc.)</p>
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	<p>Protocol and Master Schedule for Weekly Collaboration</p>	<p>Period 0 is established at the beginning of the day to allow 45 minutes of PD time before students enter the building.</p> <p>As a part of our vision to establish a comprehensive system to support struggling teachers with content and pedagogy, an Instructional Coach will support the instructional design and continued implementation of our Literacy Framework through in-house/job-embedded professional development, providing the peer support and assistance teachers need on a daily basis, and implementing a comprehensive induction program for new teachers.</p> <p>PLCs: grade level teachers and/or cross-grade level teams meet for support and on-going embedded professional development [i.e., lesson study; book study; analysis of student work; data analysis].</p> <ul style="list-style-type: none"> • Teams meet for blocks of time sufficient to develop and refine units/ lessons and review student learning data. • Spring Hill ensures teachers use extra time effectively when regularly scheduled each week or extended for collaboration and articulation. 	
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	Timeline Schedule [Professional Development; Assessments] (Principal & Scheduling Committee)		Job-embedded professional development occurs twice weekly to support teachers' ongoing growth.	
Principal Changes and Flexibility	Review the schedule to ensure the master schedule is intentionally aligned with school improvement plan in order to meet Transformation goals and school improvement learning outcomes	Phase three (3 rd quarter)	Principal and BLT AND GCEA REPRESENTATIVE review schedules and data that prioritizes time for core strategies and includes time for literacy and math instruction as well as intervention <ul style="list-style-type: none"> Review data management system [is it visible/ transparent] and the tools to gain insight into how students are performing, how to design ongoing instruction, and monitors teachers' use during collaboration time 	No Cost
Instructional Programs	Implement comprehensive instructional reform strategies; ensure that teachers utilize research-based, rigorous, and effective instruction to meet the needs of all students and aligned with INCCRS (LEA, Adoption Committees)		An instructional framework is infused into every lesson and staff consistently model routines and procedures that shift instruction from demonstrate/ model to student independence in grades K-5: <ul style="list-style-type: none"> Teachers use core instructional strategies and response strategies that engage and meet student learning needs Gradual Release of Responsibility [continue to deepen and strengthen gradual 	No Cost (Research year)

	<p>Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning. (Principal & Scheduling committee)</p>		<p>release in the Literacy Framework;</p> <ul style="list-style-type: none"> • Plan for best practices K-5 in the Math Framework, planning for transferrable GRR strategies] • Aligned Measurable Objectives are specific, measurable, attainable, realistic and timely [daily learning targets] • Anchor Charts [visual representation to support students accomplishing the Anchor Standard] • Text-Dependent Questions and Responses • Rigorous text and tasks to meet INCCRS in both ELA and Math • Checks for understanding throughout lesson that inform/ guide instruction • Plan for 1:1 technology initiative for Grades K-2 (GCCS currently provides 1:1 initiative for Grades 3-5 at Spring Hill) to improve student engagement, provide background knowledge for content, and develop writing skills. <p>Master schedule is clearly designed and structured to provide an extra 30 minutes of instruction in addition to the core block for those struggling bottom 25% students.</p>	
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<p>Professional Development</p>	<p>Intervention plan/ design to meet the learning needs of students in ELA and Math and is planned, monitored, and evaluated for effectiveness based on defined student learning goals. [all staff]</p> <p>Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p> <p>Provide teachers PD that promotes independent, collaborative, and shared reflection opportunities for professional growth (Principal, BLT AND GCEA REPRESENTATIVE)</p>	<ul style="list-style-type: none"> • Intervention framework will be used for lesson design • Key components are included in the lesson design for Grades K-5 • LLI kits are used in Grades K-2 [PD received on use of kits] <p>1. PD includes observation protocol/ practice supported by peers and/or Instructional/ Data Coach that promotes individual teacher development areas and as identified by data.</p> <p>2. Continue professional develop to framework [rigor; evidence and characteristics of a culture of thinking] Professional development focused on instructional practices to build instructional capacity and increase effectiveness. Identify professional development related to school goals and teacher and student needs [books; articles, etc].</p> <ul style="list-style-type: none"> • Gradual Release of Responsibility • Aligned Measurable Objectives [daily learning targets] • Anchor Charts [visual representation to support students accomplishment of the Anchor Standard] • Text-Dependent Questions and Responses 	<p>\$1,702.25 Subs for teacher release (11 teachers, 2x year for ½ day)</p> <p>\$6,800 for consultant (3x @\$2,200 + \$200 expenses)</p>
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		<ul style="list-style-type: none"> • Rigorous text and tasks to meet INCCRS • Helping to increase achievement in students of poverty/minority students • Balanced Math strategies and framework for teaching the core. • Helping teachers understand and teach the 8 standards for mathematical Practices, especially focusing on gaining a solid foundation in number sense and problem solving: <ul style="list-style-type: none"> - understanding the problem - understanding what is asked - course of action - answer • Book – <u>Common Core Sense</u> by Christine Moynihan • Strategies for math intervention • PD to help teachers in planning how to include the 1:1 technology learning into their teaching practices (pedagogy) – and what materials and programs will be used in conjunction with it. <p>3. Multiple approaches to job embedded professional development built into the weekly scheduled collaboration time</p>	
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		<p>within the contract for all staff are part of the effort to align curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • District Elementary Literacy Coach will provide professional development, modeling, and support to teachers. Funds from this grant would allow teachers to be released to collaborate with district coach. • Feedback from District Coaches, AIC [Academic Instructional Coordinators] for teachers. • Continue contract with outside professional consultant on strengthening core framework and core strategies [aligning lesson design to key elements; aligning sequence of instruction to the gradual release of responsibility; anchor charts that include 1 or more procedures aligned to standard; aligning intervention to key components]. • Instructional/ Data Coach will know the building routines and procedures, will be available every day to step seamlessly into classrooms while teachers are involved in short instructional feedback opportunities. This procedure will be especially helpful in 	
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			working with staff members needing additional opportunities to improve the literacy and math models based on the gradual release of responsibility model and making thinking visible.	
Building Culture	Analyze where we are and how we are doing [Principal; BLT AND GCEA REPRESENTATIVE]	Phase four (4 th quarter)	<p>Review / reflect/ and revise the work: 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</p> <p>5-Step School Improvement Process (Data Teams) [Leadership and Learning Center]:</p> <ol style="list-style-type: none"> 1. Step 1: Collect and chart data to identify critical needs 2. Step 2: Analyze data for root causes and critical needs. 3. Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2] 4. 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 5. Step 5: Review data; gather evidence of 	<p>\$6,000</p> <p>Data Leadership Team on site data training</p>

<p>Family and Community Engagement</p>	<p>Principal and BLT AND GCEA REPRESENTATIVE use data and research-based practices to work with staff, families, families and community to increase academically-focused family and community engagement</p> <p>Engage families and community groups in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students [advance how parents and potentially the community are involved in supporting PBIS] (All staff)</p>		<p>implementation and impact [chart progress/growth]</p> <p>Based on the implementation of the PBIS plan [what we have learned], Spring Hill will gather input from parents to develop training for appropriate for parents.</p> <ul style="list-style-type: none"> Engage parents/ families/ community in the PBIS celebration, then.....gather their input to make decisions about developing parent and community training <p>Engage families in academically related activities, school decision-making and an exchange of information regarding student progress to increase student learning:</p> <p>1. In an effort to increase parent involvement, we will implement the following activities and/or strategies:</p> <ul style="list-style-type: none"> Include parents in the development and implementation of the school's Transformation Plan Continue to elect parents to serve on the PSO Advisory Board, as well as attend PSO meetings, to discuss school improvement projects, as well as school and student needs 	<p>\$1,000</p> <p>Materials (Charts, paper, books, incentives, presentation materials)</p>
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	<p>Increase academically focused family and community and engagement (All staff)</p>		<ul style="list-style-type: none"> • Invite parents to attend parent/ teacher conferences and meetings to review student performance and discuss ways to improve student achievement • Offer academic sessions/ information meetings for parents and students to attend together so that parents can stay involved and learn ways to help their children at home • Encourage parents to volunteer at the school in a variety of ways, including assisting with school-related activities and events as appropriate <p>2. Spring Hill will develop/ revise a Parent Involvement Plan that</p> <ul style="list-style-type: none"> • Includes strategies to increase parental involvement [such as family literacy services] • Describes how the school will provide individual student academic assessment results, including an interpretation of those results • Makes the comprehensive school-wide plan available to the LEA, parents, and the public, [internet, meetings, newsletters] • Policy and Compact required [both in English and Spanish] 	<p>\$900 Monthly (9) information/teaching sessions (1 hr each) x \$50/hr for presenter + 1 hour prep for each = 18x50 = 900</p> <p>\$900 Materials for Parent information/training sessions</p>
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			<ul style="list-style-type: none"> • Parent Involvement Timeline • Includes Parent Survey conducted <p>3. Spring Hill will provide individual academic assessment results to parents:</p> <ul style="list-style-type: none"> • Assessment data are articulated throughout the school year using various means of communication. • A system of communication is maintained that allows parents to be informed on student progress and test data results. This information is made available by means of weekly signed papers [homework folder], telephone calls, student agendas, progress reports, classroom performance on report cards, and individual parent conferences scheduled regularly by the teacher and/or on request by the teacher and/or parent. In addition, “test-talks/ conferences” are held throughout the year with students. During “test-talks” every student is assigned a certified staff who meets with him/her and reviews the test results, as well as established new goals to meet for the current year. 	
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			<ul style="list-style-type: none"> • Grade level teachers establish reading goals with each student at the beginning of the year and meet on a regular basis to monitor the student’s reading goal and discuss strategies that support how the student can meet their reading goal. • Goals are shared and explained to parents during conferences, but also sent home throughout the year so that students can review their progress with their parents. Parents who still have questions or would like for the teacher to explain it to them are asked to request a parent conference. • Parents are encouraged to attend regularly scheduled parent-teacher conferences, as this allows for teachers and parents to discuss student progress toward meeting his/ her individual goals. • Parents may request conferences at any time by calling the school or by sending the teacher a written request. • Parents are kept informed of their children’s progress via the student agenda, weekly signed papers [homework 	<p>\$500 Homework folders for communication with parents</p>
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			<p>folder], Parent Portal [which is a way that parents can monitor grades online], Principal's Newsletter, progress report cards, etc.</p> <ul style="list-style-type: none"> • In addition, meetings will be scheduled by the teacher and appropriate support teachers for all students who are persistently struggling to perform on grade-level so they may receive additional support. • Parents are invited to attend these meetings, as well as the instructional interventionist and behavior interventionist. <p>4.Spring Hill will provide strategies to involve parents in the planning, review and improvement of the Transformational Plan.</p> <ul style="list-style-type: none"> • Student Achievement Plan is updated on a yearly basis in an effort to ensure the data included in the report is the most recent data available. • This data is used to help make decisions regarding staffing and professional development, as well as set new goals for the upcoming school year. • All stakeholders, including administrators, teachers, other school staff, and parents 	
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			<p>who will carry out the plan play an active role in the development of the plan to obtain ownership and ensure they thoroughly understood it and agreed with its contents.</p> <ul style="list-style-type: none"> An electronic copy of the plan is included on the school's website, and a hard copy of it is available in the school's media center for parents, as well as the public, to view when desired. 	
Effectiveness of staff and recruitment/ retention of staff	Hiring timelines and processes allow Spring Hill to competitively recruit effective and highly qualified teachers to support the school improvement plan and the Transformation Model	Phase five (summer 2016)	<p>Conduct review process to hire highly qualified teachers to strengthen core instruction and core strategies by reducing class sizes and eliminating multi-level split classrooms:</p> <ul style="list-style-type: none"> Selection process includes input of key stakeholders [i.e., grade level team etc.] Spring Hill develops intensive recruitment/ selection [demo lesson, formal interview, interview w/ panel] induction and mentoring processes for any new staff Principal includes grade level and other instructional leaders to informal staff selection based on needs of school [all present at demo lessons and formal interviews] 	<p>Implementation SY 2016-2017 Salary and benefits: \$104,000 for Instructional Coach</p> <p>Implementation SY 2016-2017 \$90,000 (\$45,000 x 2 teachers)</p> <p>\$12,430 Classroom set-up (x2) Prom. Board \$4,200; Computer \$1,000; Document camera \$665; Easel \$150; Materials \$500 (\$6,215 x 2 teachers)</p>

<p>Instructional Programs</p>	<p>Principal and staff/ BLT AND GCEA REPRESENTATIVE use disaggregated data and on-going student learning outcome data to monitor, improve and make decisions about the school improvement plan to ensure the achievement of learning goals for all students. [all staff]</p>		<p>Principal and BLT AND GCEA REPRESENTATIVE have and use on-demand access to a comprehensive set of disaggregated data to identify and monitor key school-wide priorities for instructional improvement that are foundational for the School Improvement and Transformation model.</p> <ol style="list-style-type: none"> 1. Review implementation data with staff and Instructional Coach [building instructional capacity and increase effectiveness of core instructional strategies in both ELA and Math as well as implement an effective math intervention system]. 2. Use data to identify, plan for, and implement best practices K-5 for Math Framework: <ul style="list-style-type: none"> • Gradual Release of Responsibility • Aligned Measurable Objectives [daily learning targets] • Anchor Charts [visual representation to support students accomplishing the Anchor Standard] • Rigorous tasks, written responses and reflections to meet INCCRS • Checks for understanding throughout lesson that inform/ guide instruction 	
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<p>Professional Development</p>	<p>Provide PD that enables teachers to improve learning outcomes in both a structured collaborative setting and individually</p>		<p>3. Plan for 1:1 technology initiative for Grades K-2 (GCCS currently provides 1:1 initiative for Grades 3-5 at Spring Hill) to improve student engagement, provide background knowledge for content, and develop writing skills.</p> <p>Review the master schedule to provide an extra 30 minutes of instruction in addition to the core block for those struggling bottom 25% students in Math.</p> <p>Explore/discuss/identify framework for Math Intervention. Research for programs and/or resources to align with the core math program and INCCRS.</p> <p>Conduct extensive research to find the best technology to effectively implement a 1:1 technology initiative in grade K-2 (ipads or mini-ipads). Plan for appropriate PD to accompany this initiative.</p> <p>Differentiate Professional Learning for Teachers: Professional Growth mini-grants/ choice options based on Student Achievement Plan/ Transformation goals [i.e., develop unit of study; book study w/ protocol; organize SW leveled literacy library; develop parent</p>	<p>\$3,000 Stipends for teachers to conduct the research (3 teachers for 3 days, \$300 per day, plus travel @ .57/mile)</p> <p>\$5,000.00 Mini-grants</p>
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			<p>resource center; develop parent training]:</p> <ul style="list-style-type: none"> • Teachers operate in self-directed PD communities focused on student learning outcomes • Individual or grade level grant • Leadership and BLT AND GCEA REPRESENTATIVE develop the protocol/ application • Teacher[s] share mini-project; outcomes with whole staff and how it improves instruction based on goals of Transformation Model and School Improvement goals <p>Professional Development focused on instructional practices to build instructional capacity in Math and increase effectiveness. Identify professional development related to school goals and teacher and student needs [books; articles, etc.</p> <ol style="list-style-type: none"> 4. Gradual Release of Responsibility 5. Aligned Measurable Objectives [daily learning targets] 6. Anchor Charts [visual representation to support students accomplishment of the Anchor Standard] 7. Rigorous tasks, written responses and reflections to meet INCCRS 	
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			8. Helping to increase achievement in students of poverty/minority students 9. Balanced Math strategies and framework for teaching the core. 10. Helping teachers understand and teach the 8 standards for mathematical Practices, especially focusing on gaining a solid foundation in number sense and problem solving: <ul style="list-style-type: none"> - understanding the problem - understanding what is asked - course of action - answer 11. Book – <u>Common Core Sense</u> by Christine Moynihan 12. Strategies for math intervention	
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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.

This plan follows the *Transformation Model Menu of Interventions**

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
<p>*Principle 1: Developing and increasing teacher and school leader effectiveness</p>	<ul style="list-style-type: none"> Use the GCCS principal selection process and evaluation criteria to assign the transformation principal Required year of pre-implementation/ planning in which principal effectiveness will be reviewed prior to full implementation Assign the principal to technical assistance [Navigator Learning Solutions] (Superintendent) <p>Communicate high expectations</p> <ul style="list-style-type: none"> Principal and teachers are systematically engaged in PD/ 	<ul style="list-style-type: none"> Use the current principal selection Provide the principal with technical assistance [Navigator Learning Solutions] principal effectiveness will be reviewed at the end of Year 1 <p>Implementation (Superintendent)</p> <p>Communicate high expectations</p> <ul style="list-style-type: none"> Implement master schedule for PD/ collaboration about instructional 	<ul style="list-style-type: none"> Use the current principal selection Continue to provide the principal with technical assistance [Navigator Learning Solutions] principal effectiveness will be reviewed at the end of Year 2 <p>Implementation (Superintendent)</p> <p>Communicate high expectations</p> <ul style="list-style-type: none"> Revise master schedule for PD/ collaboration about instructional 	<ul style="list-style-type: none"> Use the current principal selection Evidence of the ability to lead beginning in year 3 Evaluate the need continue to provide the principal with technical assistance [Navigator Learning Solutions]. <p>(Superintendent)</p> <p>Communicate high expectations</p> <ul style="list-style-type: none"> Implement master schedule for PD/ collaboration about instructional 	<p>GCCS [general fund]</p> <p>Mentor costs reflected in Flexibility section</p>

	<p>collaboration about instructional improvement; monitoring to improve instruction in all classrooms [Principal and Instructional/ Data Coach]</p> <ul style="list-style-type: none"> • All staff is observed on a weekly basis to ensure that teacher are teaching lessons designed aligned to the key elements and on pace with the grade level sequence [Principal; AIC; Instructional/ Data Coach] • Principal and/or Instructional/ Data Coach provides teachers w the data management system and tools to gain insight into how students are progressing, how to design ongoing instruction, and monitors teachers use during collaboration time. [Principal; AIC; 	<p>improvement; monitoring to improve instruction in all classrooms [Principal and Instructional/ Data Coach] [evidence: master schedule; grade level binder – electronic binder that includes meeting record with agenda, summary notes and next steps; participants]</p> <ul style="list-style-type: none"> • Implement weekly observations/ feedback basis to ensure that teacher are teaching lessons designed aligned to the key elements and on pace with the grade level sequence [Principal; AIC; Instructional/ Data Coach] [master schedule; feedback notes; focus of walk-through/ implementation gauge] [evidence: walk-through data; 50% of classrooms have posted 	<p>improvement; monitoring to improve instruction in all classrooms [Principal and Instructional/ Data Coach] [evidence: master schedule; grade level binder – electronic binder that includes meeting record with agenda, summary notes and next steps; participants]</p> <ul style="list-style-type: none"> • Revise weekly observations/ feedback based on PD/ core strategies to ensure that teacher are teaching lessons designed aligned to the key elements and on pace with the grade level sequence [Principal; AIC; Instructional/ Data Coach] [master schedule; feedback notes; focus of walk-through/ implementation gauge] [evidence: walk-through data; 	<p>improvement; monitoring to improve instruction in all classrooms [Principal and Instructional/ Data Coach] [evidence: master schedule; grade level binder – electronic binder that includes meeting record with agenda, summary notes and next steps; participants]</p> <ul style="list-style-type: none"> • Implement weekly observations/ feedback based on PD/ core strategies to ensure that teacher are teaching lessons designed aligned to the key elements and on pace with the grade level sequence [Principal; AIC; Instructional/ Data Coach] [master schedule; feedback notes; focus of walk-through/ implementation gauge] [evidence: walk-through data; 	
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	Instructional/ Data Coach]	<p>rigorous AMOs/ I CANs]</p> <ul style="list-style-type: none"> Implement data management system and tools to gain insight into how students are progressing, how to design ongoing instruction, and monitors teachers use during collaboration time. [Principal; AIC; Instructional/ Data Coach] [evidence: grade level binders/ electronic binders using consistent protocol and tools] 50% of teachers and grade levels have established binders for collaboration 	<p>75% of classrooms have posted rigorous AMOs/ I CANs]</p> <ul style="list-style-type: none"> Revise data management system and tools to gain insight into how students are progressing, how to design ongoing instruction, and monitors teachers use during collaboration time. [Principal; AIC; Instructional/ Data Coach] [evidence: grade level binders/ electronic binders using consistent protocol and tools] 75% of teachers and grade levels have established binders for collaboration 	<p>100% of classrooms have posted rigorous AMOs/ I CANs]</p> <ul style="list-style-type: none"> Implement data management system and tools to gain insight into how students are progressing, how to design ongoing instruction, and monitors teachers use during collaboration time. [Principal; AIC; Instructional/ Data Coach] [evidence: grade level binders/ electronic binders using consistent protocol and tools] 100% of teachers and grade levels have established binders for collaboration 	
<p>Principle 5: Developing and increasing teacher and school leader effectiveness; Implement rigorous, transparent, and equitable evaluation and support system for teachers and principals</p>	<ul style="list-style-type: none"> Implement a teacher evaluation system which takes student growth into account (Executive Director for Educational Services, Principal) 	<ul style="list-style-type: none"> Implement a teacher evaluation system which takes student growth into account (Executive Director for Educational Services, Principal) 	<ul style="list-style-type: none"> Revise teacher evaluation system which takes student growth into account (Executive Director for Educational Services, Principal) Provide financial incentives or 	<ul style="list-style-type: none"> Implement teacher evaluation system which takes student growth into account (Executive Director for Educational Services, Principal) Provide financial incentives or 	<p>\$15,000 (\$5,000 x 3 years)</p>

	<ul style="list-style-type: none"> • Provide financial incentives or additional resources in classrooms via teacher mini-grants or rewards (Principal) Review and Redesign the Current Leadership Structure • Provide staff with opportunities for leadership growth in the building (Principal) • Provide collaboration time for staff (Principal, BLT AND GCEA REPRESENTATIVE) • Establish a comprehensive system to support struggling teachers with content and pedagogy (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) • Implement a comprehensive induction program for new teachers (Principal, Instructional Coach) 	<ul style="list-style-type: none"> • Provide financial incentives or additional resources in classrooms via teacher mini-grants or rewards (Principal) Review and Redesign the Current Leadership Structure • Provide staff with opportunities for leadership growth in the building (Principal) • Provide collaboration time for staff (Principal, BLT AND GCEA REPRESENTATIVE) • Establish a comprehensive system to support struggling teachers with content and pedagogy (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) • Implement a comprehensive induction program for new teachers (Principal, Instructional Coach) 	<p>additional resources in classrooms via teacher mini-grants or rewards (Principal) Review and Redesign the Current Leadership Structure</p> <ul style="list-style-type: none"> • Provide staff with opportunities for leadership growth in the building (Principal) • Provide collaboration time for staff (Principal, BLT AND GCEA REPRESENTATIVE) • Continue with a system to support struggling teachers with content and pedagogy (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) • Continue comprehensive induction program for new teachers (Principal, Instructional Coach) • Continue the system of peer support and 	<p>additional resources in classrooms via teacher mini-grants or rewards (Principal) Review and Redesign the Current Leadership Structure</p> <ul style="list-style-type: none"> • Provide staff with opportunities for leadership growth in the building (Principal) • Provide collaboration time for staff (Principal, BLT AND GCEA REPRESENTATIVE) • Continue with a system to support struggling teachers with content and pedagogy (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) • Continue comprehensive induction program for new teachers (Principal, Instructional Coach) • Continue the system of peer support and 	<p>\$600 for new teacher training materials (\$200 x 3 years for materials)</p>
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	<ul style="list-style-type: none"> Implement a system of peer support and assistance to foster the needs of educators (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) 	<ul style="list-style-type: none"> Implement a system of peer support and assistance to foster the needs of educators (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) 	<p>assistance to foster the needs of educators (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach)</p>	<p>assistance to foster the needs of educators (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach)</p>	
<p>Principle 3: 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 State academic standards</p>	<ul style="list-style-type: none"> School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal) Hire and implement the use of an instructional coach to build instructional capacity and increase effectiveness of core instruction in both ELA and Math as well as implement an effective math intervention system. 	<ul style="list-style-type: none"> School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal) Continue the use of an instructional coach Hire two additional highly qualified teachers to reduce class sizes and eliminate multi-level split classrooms (Executive Director for Educational Services, Principal) Instructional coach lesson modeling (Instructional Coach) 	<ul style="list-style-type: none"> School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal) Continue the use of an instructional coach Continue the contract with two additional highly qualified teachers to reduce class sizes and eliminate multi-level split classrooms (Executive Director for Educational Services, Principal) Instructional coach lesson modeling 	<ul style="list-style-type: none"> School leaders verify the curriculum being delivered is aligned to the IAS by frequent classroom walk-throughs and reflective feedback to teachers (Principal) Continue the use of an instructional coach Continue the contract with two additional highly qualified teachers to reduce class sizes and eliminate multi-level split classrooms (Executive Director for Educational Services, Principal) Instructional coach lesson modeling 	<p>\$416,000 (SY 2015-16 thru SY 2018-19: \$104,000 per year for Instructional Coach x 3 years)</p> <p>SY 2016-17 \$90,000 (\$45,000 x 2 teaches)</p> <p>SY 2017-18 \$92,000 \$46,000 x 2 teachers)</p> <p>SY 2018-19 \$94,000 (\$47,000 x 2 teachers)</p>

	<ul style="list-style-type: none"> Hire two additional highly qualified teachers to reduce class sizes and eliminate multi-level split classrooms (Executive Director for Educational Services, Principal) Instructional coach lesson modeling (Instructional Coach) Create an intervention plan for students who are behind academically (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) Using and integrating technology-based supports and interventions as part of the instructional program (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) 	<ul style="list-style-type: none"> Implement intervention plan for students who are behind academically (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) Purchasing and integrating technology-based supports and interventions as part of the instructional program (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) 	<p>(Instructional Coach)</p> <ul style="list-style-type: none"> Continue intervention plan for students who are behind academically (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) Using and integrating technology-based supports and interventions as part of the instructional program (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) 	<p>(Instructional Coach)</p> <ul style="list-style-type: none"> Continue intervention plan for students who are behind academically (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) Using and integrating technology-based supports and interventions as part of the instructional program (Principal, BLT AND GCEA REPRESENTATIVE, Instructional Coach) 	<p>\$60,000 Estimate SY 2016-17 start-up for 1:1 technology initiative in grades K-2: \$500 per pupil (120 x \$500)</p> <p>\$20,000 On-going support for SY 2017-18 and 2018-19: \$10,000 x 2 years (materials/programs)</p>
<p>Principle 2 & 6: Comprehensive instructional reform strategies; promote the</p>	<ul style="list-style-type: none"> Report card accountability disaggregation presented and 	<ul style="list-style-type: none"> Report card accountability disaggregation presented and 			<p>BLT AND GCEA REPRESENTATIVE stipends – covered by GCCS</p>

<p>continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students</p>	<p>provided to IDOE at first monitoring visit (Principal, BLT AND GCEA REPRESENTATIVE)</p> <ul style="list-style-type: none"> • 5-Step Process: Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement: 1)locally developed or IDOE provided; 2)academic and behavior data 3)subgroups and subpopulations 4)parental involvement focus (Principal, BLT AND GCEA REPRESENTATIVE, all staff) • Provide staff with collaborative opportunities to analyze data and respond to learning needs of students (PLCs) (Principal, BLT AND GCEA REPRESENTATIVE) • Create a system-wide approach to tracking school data 	<p>provided to IDOE at first monitoring visit (Principal, BLT AND GCEA REPRESENTATIVE)</p> <ul style="list-style-type: none"> • 5-Step Process: Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement: 1)locally developed or IDOE provided; 2)academic and behavior data 3)subgroups and subpopulations 4)parental involvement focus (Principal, BLT AND GCEA REPRESENTATIVE, all staff) • Implement collaborative opportunities to analyze data and respond to learning needs of students (PLCs) (Principal, BLT AND GCEA REPRESENTATIVE) • Implement a system-wide approach to tracking school data 	<ul style="list-style-type: none"> • 5-Step Process: Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement: 1)locally developed or IDOE provided; 2)academic and behavior data 3)subgroups and subpopulations 4)parental involvement focus (Principal, BLT AND GCEA REPRESENTATIVE, all staff) • Revise collaborative opportunities to analyze data and respond to learning needs of students (PLCs) (Principal, BLT AND GCEA REPRESENTATIVE) • Revise system-wide approach to tracking school data and individual student data 	<ul style="list-style-type: none"> • 5-Step Process: Regular utilization and analysis by all staff of data dashboard and/or early warning system at the local level for continuous improvement: 1)locally developed or IDOE provided; 2)academic and behavior data 3)subgroups and subpopulations 4)parental involvement focus (Principal, BLT AND GCEA REPRESENTATIVE, all staff) • Implement collaborative opportunities to analyze data and respond to learning needs of students (PLCs) (Principal, BLT AND GCEA REPRESENTATIVE) • Implement system-wide approach to tracking school data and individual student data 	<p>\$28,800 Data Leadership Team stipends (\$300 each, 8 teachers x 4 extended meeting yearly = \$9,600 yearly)</p> <p>Embedded daily planning time [general fund]</p>
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	<p>and individual student data (Principal, BLT AND GCEA REPRESENTATIVE)</p> <ul style="list-style-type: none"> Analyze formative and summative assessments to respond to student academic, behavioral, and social needs (Principal & all staff) Continue to strengthen PRIDE [SW-PBIS] program to eliminate bullying and teach tolerance (Principal & all staff) Implement a school-wide “response-to-intervention” model (Principal & all staff) 	<p>and individual student data (Principal, BLT AND GCEA REPRESENTATIVE)</p> <ul style="list-style-type: none"> Analyze formative and summative assessments to respond to student academic, behavioral, and social needs (Principal & all staff) Implement PRIDE [SW-PBIS] program to eliminate bullying and teach tolerance [reduce incidence of bullying by 15%] (Principal & all staff) Implement a school-wide “response-to-intervention” model (Principal & all staff) 	<p>(Principal, BLT AND GCEA REPRESENTATIVE)</p> <ul style="list-style-type: none"> Analyze formative and summative assessments to respond to student academic, behavioral, and social needs (Principal & all staff) Revise PRIDE [SW-PBIS] program to eliminate bullying and teach tolerance [reduce incidence of bullying by 25%] (Principal & all staff) Revise school-wide “response-to-intervention” model (Principal & all staff) 	<p>(Principal, BLT AND GCEA REPRESENTATIVE)</p> <ul style="list-style-type: none"> Analyze formative and summative assessments to respond to student academic, behavioral, and social needs (Principal & all staff) Implement PRIDE [SW-PBIS] program to eliminate bullying and teach tolerance [reduce incidence of bullying by 50%] (Principal & all staff) Implement school-wide “response-to-intervention” model (Principal & all staff) 	<p>\$600 (\$200 per year x 3 years) Materials on bullying and tolerance</p>
<p>Turnaround Principle 5: Comprehensive instructional reform strategies; provide staff ongoing, high-quality job-embedded professional development that is aligned with the school’s comprehensive instructional program</p>	<ul style="list-style-type: none"> Develop PD Plan for on-going professional development targeting best practices determined by classroom walk-thru data, teacher observation data 	<ul style="list-style-type: none"> Implement professional development targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data 	<ul style="list-style-type: none"> Revise professional development plan targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data 	<ul style="list-style-type: none"> Implement professional development plan targeting best practices determined by classroom walk-thru data, teacher observation data and student achievement data 	<p>\$7,500 (\$2,500 per year for PD books & materials x 3 years)</p>

<p>and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies</p>	<p>and student achievement data (Principal, BLT AND GCEA REPRESENTATIVE, all teachers)</p> <ul style="list-style-type: none"> Teachers intentionally communicate learning objectives to students which are aligned to IAS (All teachers) Provide PD with an emphasis on core instructional strategies to support identified/critical subgroups [i.e. Top 75% showing no High Growth; Free/Reduced (Principal, BLT AND GCEA REPRESENTATIVE, all teachers) Provide additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to 	<p>(Principal, BLT AND GCEA REPRESENTATIVE, all teachers)</p> <ul style="list-style-type: none"> Communicate learning objectives to students which are aligned to IAS [implemented/observed in 50% of classrooms] (All teachers) Implement PD with an emphasis on core instructional strategies to support identified/critical subgroups [i.e. Top 75% showing no High Growth; Free/Reduced][core strategies observed in 50% of classrooms] (Principal, BLT AND GCEA REPRESENTATIVE, all teachers) Implement supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive 	<p>(Principal, BLT AND GCEA REPRESENTATIVE, all teachers)</p> <ul style="list-style-type: none"> Communicate learning objectives to students which are aligned to IAS [implemented/observed in 75% of classrooms] (All teachers) Revise PD with an emphasis on core instructional strategies to support identified/critical subgroups [i.e. Top 75% showing no High Growth; Free/Reduced][core strategies observed in 75% of classrooms] (Principal, BLT AND GCEA REPRESENTATIVE, all teachers) Revise supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive 	<p>(Principal, BLT AND GCEA REPRESENTATIVE, all teachers)</p> <ul style="list-style-type: none"> Communicate learning objectives to students which are aligned to IAS [implemented/observed in 100% of classrooms] (All teachers) Implement PD with an emphasis on core instructional strategies to support identified/critical subgroups [i.e. Top 75% showing no High Growth; Free/Reduced] [core strategies observed in 100% of classrooms] (Principal, BLT AND GCEA REPRESENTATIVE, all teachers) Implement supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in 	<p>No Cost</p> <p>Period 0/ Daily Collaboration [general fund]</p>
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	<p>ensure that English learners acquire language skills to master academic content (Executive Director for Educational Services)</p>	<p>environment and to ensure that English learners acquire language skills to master academic content [increase performance in all subgroups by 5%] (Executive Director for Educational Services)</p>	<p>environment and to ensure that English learners acquire language skills to master academic content [increase performance in all subgroups by 5%] (Executive Director for Educational Services)</p>	<p>the least restrictive environment and to ensure that English learners acquire language skills to master academic content [increase performance in all subgroups by 5%] (Executive Director for Educational Services)</p>	
<p>Principle 7: Increasing learning time and creating community-oriented schools; establish schedules and strategies that provide increased learning time, meaning using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: a) instruction in one or more core academic subjects... b) instruction in other subjects and enrichment activities... c) teachers to collaborate, plan, and engage in PD within and across grades and subjects</p>	<ul style="list-style-type: none"> Develop master schedule for increased learning time for students (as defined in (a) and (b)) (Executive Director for Educational Services, Principal, BLT AND GCEA REPRESENTATIVE) Ensure the schedule is designed to meet the professional development needs of staff (as defined above in (c)) (Principal, BLT AND GCEA REPRESENTATIVE) Develop protocol and tools to analyze 	<ul style="list-style-type: none"> Implement master schedule for increased learning time for students (as defined in (a) and (b)) [reduce the # of students needing intervention by 15%] (Executive Director for Educational Services, Principal, BLT AND GCEA REPRESENTATIVE) Implement the master schedule to meet the professional development needs of staff (as defined above in (c)) (Principal, BLT AND GCEA REPRESENTATIVE) Implement protocol and tools to analyze 	<ul style="list-style-type: none"> Use data to revise master schedule for increased learning time for students (as defined in (a) and (b)) [reduce the # of students needing intervention by 25%] (Executive Director for Educational Services, Principal, BLT AND GCEA REPRESENTATIVE) Revise the master schedule to meet the professional development needs of staff (as defined above in (c)) (Principal, BLT AND GCEA REPRESENTATIVE) Revise protocol and tools to analyze 	<ul style="list-style-type: none"> Implement master schedule for increased learning time for students (as defined in (a) and (b)) [reduce the # of students needing intervention by 50%] (Executive Director for Educational Services, Principal, BLT AND GCEA REPRESENTATIVE) Implement the master schedule to meet the professional development needs of staff (as defined above in (c)) (Principal, BLT AND GCEA REPRESENTATIVE) 	<p>Impact Time [GCCS general fund]</p>

	<p>of extended learning time [data] (Principal, BLT AND GCEA REPRESENTATIVE, all staff)</p> <ul style="list-style-type: none"> Develop plan prior to implementation year, including: 1) activities, 2) staffing, 3) transportation, 3) academic subjects covered, 4) details of any partnerships, vendors, or external partners <p>(Executive Director of Educational Services, Principal)</p> <ul style="list-style-type: none"> Develop master schedule to increase common planning time and implement a system for its effective utilization, both horizontally and vertically <p>(Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee)</p> <ul style="list-style-type: none"> Develop plan and schedule for before/after/summer/ weekend school enrichment 	<p>extended learning time [data] (Principal, BLT AND GCEA REPRESENTATIVE, all staff)</p> <ul style="list-style-type: none"> Implement master schedule for common planning time and a system for its effective utilization, both horizontally and vertically <p>(Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee)</p> <ul style="list-style-type: none"> Implement the plan for before/after/summer/ weekend school enrichment and/or intervention programs 	<p>extended learning time [data] (Principal, BLT AND GCEA REPRESENTATIVE, all staff)</p> <ul style="list-style-type: none"> Revise the schedule for common planning time and the system for its effective utilization, both horizontally and vertically <p>(Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee)</p> <ul style="list-style-type: none"> Revise plan and schedule for before/after/summer/ weekend school enrichment and/or intervention programs 	<ul style="list-style-type: none"> Implement protocol and tools to analyze extended learning time [data] <p>(Principal, BLT AND GCEA REPRESENTATIVE, all staff)</p> <ul style="list-style-type: none"> Implement the schedule for common planning time and improve the system for its effective utilization, both horizontally and vertically <p>(Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee)</p> <ul style="list-style-type: none"> Implement plan and schedule for before/after/summer/ weekend school enrichment and/or intervention programs 	<p>Period 0 and Daily Collaboration [GCCS general fund]</p>
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	<p>and/or intervention programs (Executive Director of Educational Services, Principal)</p> <ul style="list-style-type: none"> Plan to restructure the academic schedule to increase core content or remediation time (Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee) 	<p>(Executive Director of Educational Services, Principal)</p> <ul style="list-style-type: none"> Implement the revised academic schedule to increase core content or remediation time (Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee) 	<p>(Executive Director of Educational Services, Principal)</p> <ul style="list-style-type: none"> Revise the academic schedule to increase core content or remediation time (Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee) 	<p>(Executive Director of Educational Services, Principal)</p> <ul style="list-style-type: none"> Revise the academic schedule to increase core content or remediation time (Principal, BLT AND GCEA REPRESENTATIVE, scheduling committee) 	
<p>Principle 8: Increasing learning time and creating community-oriented schools; providing ongoing mechanisms for family and community engagement</p>	<p>Increasing Role of Parents in Decision-making and Outcomes for School Improvement:</p> <ul style="list-style-type: none"> Develop parent/family involvement plan that includes/outlines process for involving family members in school decision-making (Principal, BLT AND GCEA REPRESENTATIVE) Communicate intentionally with families on a regular basis to share data, student progress, and areas needing support 	<p>Increasing Role of Parents in Decision-making and Outcomes for School Improvement:</p> <ul style="list-style-type: none"> Implement strategies outlined in Parent/ Family Involvement Plan for involving family members in school decision-making [evidence: Parent Involvement Plan] (Principal, BLT AND GCEA REPRESENTATIVE) Communicate intentionally with families on a regular basis to share data, student progress, 	<p>Increasing Role of Parents in Decision-making and Outcomes for School Improvement:</p> <ul style="list-style-type: none"> Revise and update strategies outlined in Parent/ Family Involvement Plan for involving family members in school decision-making [evidence: Parent Involvement Plan] (Principal, BLT AND GCEA REPRESENTATIVE) Communicate intentionally with families on a regular basis to share data, student progress, 	<p>Increasing Role of Parents in Decision-making and Outcomes for School Improvement:</p> <ul style="list-style-type: none"> Implement strategies outlined in Parent/ Family Involvement Plan for involving family members in school decision-making [evidence: Parent Involvement Plan] (Principal, BLT AND GCEA REPRESENTATIVE) Communicate intentionally with families on a regular basis to share data, student progress, 	<p>\$2,700 (\$900 per year for Monthly (9) informational/teaching sessions (1 hr each) x \$50/hr for presenter + 1 hour prep for each = 18x50 = 900 x 3yrs)</p> <p>\$2,700 (\$900 per year Materials for Parent Sessions x 3 yrs)</p> <p>\$1,500 (\$500 per year for Homework communication folders x 3 years)</p>

	<p>(Principal, all staff)</p> <ul style="list-style-type: none"> Utilize a method for gathering stakeholder feedback that informs goals and on-going progress monitoring <p>(Principal, BLT AND GCEA REPRESENTATIVE)</p>	<p>and areas needing support [evidence: parent involvement binder; communication; surveys; evaluations; agenda/ sign-ins]</p> <p>(Principal, all staff)</p> <ul style="list-style-type: none"> Surveys are given to all stakeholders. Response rates are above 50% Survey results are discussed as a school-wide community and plans for improvement are developed and implemented [evidence: needs assessment; key findings shared/ public] <p>(Principal, BLT AND GCEA REPRESENTATIVE)</p>	<p>and areas needing support [evidence: parent involvement binder; communication; surveys; evaluations; agenda/ sign-ins]</p> <p>(Principal, all staff)</p> <ul style="list-style-type: none"> Surveys are given to all stakeholders. Response rates are above 75% Survey results are discussed as a school-wide community and plans for improvement are developed and implemented [evidence: needs assessment; key findings shared/ public] <p>(Principal, BLT AND GCEA REPRESENTATIVE)</p>	<p>and areas needing support [evidence: parent involvement binder; communication; surveys; evaluations; agenda/ sign-ins]</p> <p>(Principal, all staff)</p> <ul style="list-style-type: none"> Surveys are given to all stakeholders. Response rates are above 90% Survey results are discussed as a school-wide community and plans for improvement are developed and implemented [evidence: needs assessment; key findings shared/ public] <p>(Principal, BLT AND GCEA REPRESENTATIVE))</p>	
<p>Providing operational flexibility and sustained support: a) give the school operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive</p>	<ul style="list-style-type: none"> LEA must provide the principal: 1) flexibility over people, time, program, and dollars; 2) an opportunity to present updates 	<ul style="list-style-type: none"> LEA must provide the principal: 1) flexibility over people, time, program, and dollars; 2) an opportunity to present updates 	<ul style="list-style-type: none"> LEA must provide the principal: 1) flexibility over people, time, program, and dollars; 2) an opportunity to present updates 	<ul style="list-style-type: none"> LEA must provide the principal: 1) flexibility over people, time, program, and dollars; 2) an opportunity to present updates 	<p>No cost</p>

<p>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</p>	<p>and progress to the local school board at least twice a year in a pre and post manner (Superintendent, Executive Director For Educational Services)</p> <ul style="list-style-type: none"> LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s): <ol style="list-style-type: none"> 1) defined district role in the school SIG planning process; 2) designated central office staff member, Amy Schellenberg, Executive Director of Educational Services, to be part of the SIG process; 3) District has assigned technical assistance [Navigator Learning Solutions] to support the interventions of the 	<p>and progress to the local school board at least twice a year in a pre and post manner (Superintendent, Executive Director For Educational Services)</p> <p>LEA implements effective oversight and support for implementation of interventions in their school:</p> <ol style="list-style-type: none"> 1) defined district role in the school SIG planning process; 2) designated central office staff member, Amy Schellenberg, Executive Director of Educational Services, to be part of the SIG process; 3) District has assigned technical assistance [Navigator Learning Solutions] to support the interventions of the Transformation model 4) written support and commitment 	<p>and progress to the local school board at least twice a year in a pre and post manner (Superintendent, Executive Director For Educational Services)</p> <p>LEA revises plan for effective oversight and support for implementation of interventions in their school:</p> <ol style="list-style-type: none"> 1) defined district role in the school SIG planning process; 2) designated central office staff member, Amy Schellenberg, Executive Director of Educational Services, to be part of the SIG process; 3) District has assigned technical assistance [Navigator Learning Solutions] to support the interventions of the Transformation model 4) written support and commitment 	<p>and progress to the local school board at least twice a year in a pre and post manner (Superintendent, Executive Director For Educational Services)</p> <p>LEA must have in place the following pieces to demonstrate how they will provide effective oversight and support for implementation of interventions in their school(s):</p> <ol style="list-style-type: none"> 1) defined district role in the school SIG planning process; 2) designated central office staff member, Amy Schellenberg, Executive Director of Educational Services, to be part of the SIG process; 3) District has assigned technical assistance [Navigator Learning Solutions] to support the interventions of the 	<p>No Cost</p> <p>Navigator Learning Solutions 2016-2017 \$28,672</p> <p>2017-2018 \$19,408</p>
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	<p>Transformation model 4) written support and commitment from local teacher's association regarding flexibility for SIG implementation; 5) monthly monitoring of SIG programming and implementation w/ the technical assistance [Navigator Learning Solutions]; 6) evaluation system for programming and implementation of SIG; 7) data review plan; 8) special populations review plan; 9) fiscal monitoring plan; 10) timeline and responsible parties for all above plans (Superintendent, Executive Director For Educational Services)</p>	<p>from local teacher's association regarding flexibility for SIG implementation; 5) monthly monitoring of SIG programming and implementation w/ the technical assistance [Navigator Learning Solutions]; 6) evaluation system for programming and implementation of SIG; 7) data review plan; 8) special populations review plan; 9) fiscal monitoring plan; 10) timeline and responsible parties (Superintendent, Executive Director For Educational Services)</p>	<p>from local teacher's association regarding flexibility for SIG implementation; 5) monthly monitoring of SIG programming and implementation w/ the technical assistance [Navigator Learning Solutions]; 6) evaluation system for programming and implementation of SIG; 7) data review plan; 8) special populations review plan; 9) fiscal monitoring plan; 10) timeline and responsible parties (Superintendent, Executive Director For Educational Services)</p> <p>Based on SY 2016-2017 review of effectiveness</p>	<p>Transformation model 4) written support and commitment from local teacher's association regarding flexibility for SIG implementation; 5) monthly monitoring of SIG programming and implementation w/ the technical assistance [Navigator Learning Solutions]; 6) evaluation system for programming and implementation of SIG; 7) data review plan; 8) special populations review plan; 9) fiscal monitoring plan; 10) timeline and responsible parties (Superintendent, Executive Director For Educational Services)</p> <p>Based on SY 2017-2018 review of effectiveness</p>	<p>2018-2019 \$14,996</p> <p>2019-2020 10 hrs/ no charge</p>
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	Review effectiveness of mentor plan and process [Executive Director of Educational Services, Leadership]	Implement and review/ evaluation of effectiveness of mentor	of mentor, revise/ adjust support for principal. Continue to review/ evaluate mentor and mentor plan.	of mentor, revise/ adjust support for principal. Continue to review/ evaluate mentor and mentor plan.	
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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
Leadership	Implement the sustainability plan that is intentionally aligned with school improvement plan in order to meet goals and school improvement learning outcome: <ul style="list-style-type: none"> Transition Plan for Principal 	Phase one (1 st quarter)	Support continued leadership of the current principal, Ms. Virenda Cunningham-Lester and her ability to lead Spring Hill Elementary. <ul style="list-style-type: none"> Determine monthly milestones for reviewing sustainability of the Transformation and continuous improvement plan. Identify data/ evidence for each meeting 	
Maintaining Culture	Process for maintaining high quality Instruction <ol style="list-style-type: none"> Roles and Responsibilities of Building Leadership Team Master Schedule for Monitoring 		Process for monitoring Instruction: <ul style="list-style-type: none"> Building Leadership Team [BLT AND GCEA REPRESENTATIVE] consisting of the Principal, teachers 	BLT AND GCEA REPRESENTATIVE stipends – GCCS corporation commitment

	<p>(Principal, BLT AND GCEA REPRESENTATIVE)</p> <p>PBIS continued support school-wide (PBIS team)</p>		<p>who lead the Instructional Teams, and other key professional staff continue to meet regularly (twice a month or more for an hour each meeting.) Principal will keep a focus on instructional practices and student learning outcomes.</p> <ul style="list-style-type: none"> • Principal and BLT AND GCEA REPRESENTATIVE will monitor curriculum, classroom instruction and professional development regularly to discuss/review school-wide decisions affecting student achievement and continued professional development needs of staff. <p>Positive Behavior Intervention System will continue to support climate and culture by making continuing to make expectations visible to all students, teaching expectations, rewarding positive behavior, and continuing interventions for those who need more help.</p> <p>Positive Behavior Intervention System will assist in the improvement of climate and culture by making expectations visible to all students, teaching expectations, rewarding positive</p>	
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			<p>behavior, and building in interventions for those who need more help.</p> <ul style="list-style-type: none"> • PBIS District Trainer will support the PRIDE/ PBIS Spring Hill Team. PRIDE/ PBIS school team will develop/ update a discipline system that is integrated with District's Code of Conduct that includes routines and procedures for outside the classroom [community areas in the school] and this conduct will be discussed and consensus will be reached with staff. • PRIDE/ PBIS Team will support grade levels/ individual teachers in understanding how to develop and implement a classroom Code of Conduct with their students. • Provide incentives for teachers/staff and students, who in implementing this model, have increased student achievement. • When problem behavior occurs, students are provided with supports to address the behavior. 	<p>\$5,000 for reward, grants for classroom, incentives</p>
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			<ul style="list-style-type: none"> Parents will be an important part of the PRIDE/ PBIS. Information will be provided to parents. Sharing with parents purpose and how the implementation will be used to develop parent training [w/ parent input based on what we learn the next few months] <p>Continue to support an educational program to eliminate bullying and teach tolerance to help support the PBIS efforts</p>	<p>\$200 for consumable materials to continue program</p>
Effectiveness of staff and retainment of staff	RISE Evaluation and Development System (Principal)	Phase two (2 nd quarter)	<p>RISE Evaluation and Development System (ongoing)</p> <p>GCCS and Spring Hill leadership communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation.</p> <ul style="list-style-type: none"> Spring Hill provides all staff high quality, ongoing, job-embedded, professional development. (Master Schedule for Collaboration; Period 0; Timeline Schedule) Monitoring for implementation and effectiveness conducted through Principal 	GCCS [general fund]

			<p>support and on-going embedded professional development [i.e., lesson study; book study; analysis of student work; data analysis].</p> <ul style="list-style-type: none"> • Teams meet for blocks of time sufficient to develop and refine units/ lessons and review student learning data. • Spring Hill ensures teachers use extra time effectively when regularly scheduled each week or extended for collaboration and articulation. <p>Job-embedded professional development occurs twice weekly to support teachers' ongoing growth.</p>	<p>Subs for teacher release (11 teachers, 2x year for ½ day)</p>
<p>Timeline Schedule [Professional Development; Assessments] (Principal & Scheduling Committee)</p>				
<p>Leadership</p> <p>Instructional Programs</p>	<p>No change in principal</p> <p>Continued use of research-based strategies; Ensure teachers have the instructional materials aligned to INCCRS (LEA, Adoption Committees)</p>	<p>Phase three (3rd quarter)</p>	<p>Use data to identify, plan for, and continue best practices K-5:</p> <p>13. Gradual Release of Responsibility [continued use and refinement of gradual release in the Literacy Framework];</p> <p>14. Continued transfer and implementation of Gradual Release of Responsibility in the Math Framework.</p>	

<p>Professional Development</p>	<p>Ensure extra time is allotted to help increase overall student growth and achievement by addressing the needs of struggling students. (Principal & Scheduling committee)</p> <p>Job Embedded Professional Development scheduled in the Master Calendar twice weekly. (Principal, BLT AND GCEA REPRESENTATIVE)</p>		<ol style="list-style-type: none"> 15. Aligned Measurable Objectives [daily learning targets] 16. Anchor Charts [visual representation to support students accomplishing the Anchor Standard] 17. Text-Dependent Questions and Responses 18. Rigorous text and tasks to meet INCCRS 19. Increasing achievement in students of poverty/minority students 20. Balanced Math strategies and framework for teaching the core. 21. Strategies for effective math intervention 22. Continue 1:1 technology initiative for Grades K-2 <p>Maintain an extra 30 minutes of instruction in addition to the core block in the master schedule for those struggling bottom 25% students.</p> <p>Professional Development continues to focus on instructional practices twice weekly to build instructional capacity and increase effectiveness. Identify professional development related to school</p>	<p>\$10,000 for ongoing technology support (materials/programs)</p> <p>Impact Time [GCCS general fund]</p> <p>\$4,520 PD Consultant \$2,200/ per day [2 days] plus travel for 2 rd trips = \$120]</p> <p>\$1,702.00</p>
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		<p>goals and teacher and student needs [books; articles, etc].</p> <p>23. Gradual Release of Responsibility</p> <p>24. Aligned Measurable Objectives [daily learning targets]</p> <p>25. Anchor Charts [visual representation to support students accomplishment of the Anchor Standard]</p> <p>26. Text-Dependent Questions and Responses</p> <p>27. Rigorous text and tasks to meet INCCRS</p> <p>28. Increasing achievement in students of poverty/minority students</p> <p>29. Balanced Math strategies and framework for teaching the core.</p> <p>30. Helping teachers understand and teach the 8 standards for mathematical Practices, especially focusing on gaining a solid foundation in number sense and problem solving:</p> <ul style="list-style-type: none"> - understanding the problem - understanding what is asked - course of action - answer <p>31. Book – <u>Common Core Sense</u> by Christine Moynihan</p> <p>32. Strategies for most effective math intervention</p>	<p>Subs for teacher release (11 teachers, 2x year for ½ day)</p>
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			<p>33. Technology PD for continued up-to-date technology strategies & programs</p> <p>Multiple approaches to job embedded professional development built into the weekly scheduled collaboration time within the contract for all staff are part of the continued effort to align curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • District Elementary Literacy Coach will continue to provide professional development, modeling, and support to teachers. Funds from this grant would allow teachers to be released to collaborate with district coach. • Feedback from District Coaches, AIC [Academic Instructional Coordinators] for teachers. • The Instructional Coach will know the building routines and procedures, will be available every day to step seamlessly into classrooms while teachers are involved in short instructional feedback opportunities. This procedure will be especially helpful in working with staff members needing additional opportunities to improve the literacy and math models 	
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	Evaluate the effectiveness and transfer of PD. [all staff]		based on the gradual release of responsibility model and making thinking visible.	
Maintaining Culture	Analyze where we are and how we are doing [Principal; BLT AND GCEA REPRESENTATIVE]	Phase four (4 th quarter)	Review / reflect/ and revise the work: 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 5-Step School Improvement Process (Data Teams) [Leadership and Learning Center]: <ol style="list-style-type: none"> 1. Step 1: Collect and chart data to identify critical needs 2. Step 2: Analyze data for root causes and critical needs. 3. Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2] 4. 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 5. Step 5: Review data; gather evidence of implementation and 	\$2,400 Data Leadership Team Stipends (4 teachers x \$300 x 2 meetings) \$1,000 Materials (Charts, paper, books, incentives, presentation materials)
Family and Community Engagement				

	<p>PBIS initiative continues school-wide (PBIS team)</p> <p>Provide an ongoing mechanism for family involvement in <u>school decision-making</u> and <u>understanding student progress</u>. (All staff)</p>		<p>impact [chart progress/growth]</p> <p>Continue to review and implement PRIDE/ Positive Behavior Intervention System will assist in the improvement of climate and culture by making expectations visible to all students, teaching expectations, rewarding positive behavior, and building in interventions for those who need more help.</p> <p>1. Involving parents in their children’s education is a critical component of ensuring student success. In an effort to continue to increase parent involvement, we will continue the following activities and/or strategies:</p> <ul style="list-style-type: none"> • Include parents in the ongoing implementation of the school’s Transformation Plan • Continue to elect parents to serve on the PSO Advisory Board, as well as attend PSO meetings, to discuss school improvement projects, as well as school and student needs • Invite parents to attend parent/ teacher conferences and meetings to review student performance and 	
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			<p>discuss ways to improve student achievement</p> <ul style="list-style-type: none"> • Continue to offer academic sessions/ information meetings for parents and students to attend together so that parents can stay involved and learn ways to help their children at home • Encourage parents to volunteer at the school in a variety of ways, including assisting with school-related activities and events as appropriate <p>2. Spring Hill will maintain a Parent Involvement Plan that</p> <ul style="list-style-type: none"> • Includes strategies to increase parental involvement [such as family literacy services] • Describes how the school will provide individual student academic assessment results, including an interpretation of those results • Makes the comprehensive school-wide plan available to the LEA, parents, and the public, [internet, meetings, newsletters] • Policy and Compact required [both in English and Spanish] • Parent Involvement Timeline • Includes Parent Survey conducted 	<p>\$900 Monthly (9) information/teaching sessions (1 hr each) x \$50/hr for presenter + 1 hour prep for each = 18x50 = 900</p> <p>\$900 Materials for Parent information/training sessions</p>
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			<p>3.Spring Hill will provide individual academic assessment results to parents:</p> <ul style="list-style-type: none"> • Assessment data are articulated throughout the school year using various means of communication. • A system of communication is maintained that allows parents to be informed on student progress ad test data results. This information is made available by means of weekly signed papers [homework folder], telephone calls, student agendas, progress reports, classroom performance on report cards, and individual parent conferences scheduled regularly by the teacher and/or on request by the teacher and/or parent. In addition, “test-talks/ conferences” are held throughout the year with students. During “test-talks” every student is assigned a certified staff who meets with him/her and reviews the test results, as well as established new goals to meet for the current year. • Grade level teachers establish reading goals with each student at the beginning of the year and meet on a 	<p>\$500 Homework folders for communication with parents</p>
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			<p>regular basis to monitor the student's reading goal and discuss strategies that support how the student can meet their reading goal.</p> <ul style="list-style-type: none"> • Goals are shared and explained to parents during conferences, but also sent home throughout the year so that students can review their progress with their parents. Parents who still have questions or would like for the teacher to explain it to them are asked to request a parent conference. • Parents are encouraged to attend regularly scheduled parent-teacher conferences, as this allows for teachers and parents to discuss student progress toward meeting his/her individual goals. • Parents may request conferences at any time by calling the school or by sending the teacher a written request. • Parents are kept informed of their children's progress via the student agenda, weekly signed papers [homework folder], Parent Portal [which is a way that parents can monitor grades online], 	
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			<p>Principal’s Newsletter, progress report cards, etc.</p> <ul style="list-style-type: none"> • In addition, meetings will be scheduled by the teacher and appropriate support teachers for all students who are persistently struggling to perform on grade-level so they may receive additional support. • Parents are invited to attend these meetings, as well as the instructional interventionist and behavior interventionist. <p>4.Spring Hill will provide strategies to involve parents in the planning, review and improvement of the Transformational Plan.</p> <ul style="list-style-type: none"> • Student Achievement Plan is updated on a yearly basis in an effort to ensure the data included in the report is the most recent data available. • This data is used to help make decisions regarding staffing and professional development, as well as set new goals for the upcoming school year. • All stakeholders, including administrators, teachers, other school staff, and parents who will carry out the plan play an active role in the development of the plan to 	
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	<p>Evaluate the effectiveness of our Parent Involvement Program. [Parent Involvement Committee]</p>		<p>obtain ownership and ensure they thoroughly understood it and agreed with its contents.</p> <ul style="list-style-type: none"> An electronic copy of the plan is included on the school's website, and a hard copy of it is available in the school's media center for parents, as well as the public, to view when desired. <p>Administer annual parent survey to assess/ evaluate effectiveness, interests and concerns of parents. Gather input.</p> <p>Analyze and summary data to re-evaluate the effectiveness of parent involvement program. Share results with parents and get input.</p> <p>Identify related PD/ training to meet school, parents and students goals. Draft parent involvement calendar. Make revision to Parent Involvement Plan</p>	<p>No cost</p>
<p>Effectiveness of staff and retainment of staff</p>	<p>Evaluate the need for retention of additional highly qualified teachers & continued contract with Instructional Coach</p>	<p>Phase five (summer 2020)</p>	<p>Re-evaluate and decide on continued need for the two additional highly qualified teachers to reduce class sizes and eliminate multi-level split classrooms; decide on continuance of contract with Instructional Coach to help sustain instructional capacity and continue to increase effectiveness of core</p>	

Instructional Programs	Revise expectations/ non-negotiables instructional programs for implementation [Leadership and staff]		instruction and support the intervention for the bottom 25%. Describe expectations of the foundations of our instructional frameworks based on implementation gauges/ indicators. Revise guides to reflect instructional programs at Spring Hill.	Stipends – covered by GCCS
Professional Development	Finalize professional development plan [Leadership and staff]		Continue to build into the schedule multiple approaches to job embedded professional for all staff as part of the continued effort to align curriculum, instruction, and assessment. Provide summer opportunities for professional growth [i.e., whole staff; teams; individual]	

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	LEA will evaluate principal for effectiveness and decisions made on continued leadership role.	Phase one (1 st quarter)		GCCS

<p>Maintaining Culture</p>	<p>Process for maintaining high quality Instruction</p> <p>5. Roles and Responsibilities of Building Leadership Team</p> <p>6. Master Schedule for Monitoring</p> <p>(Principal, BLT AND GCEA REPRESENTATIVE)</p> <p>PRIDE/ PBIS continued support school-wide (PBIS team)</p>		<p>Process for monitoring Instruction:</p> <ul style="list-style-type: none"> • Building Leadership Team [BLT AND GCEA REPRESENTATIVE] consisting of the Principal, teachers who lead the Instructional Teams, and other key professional staff continue to meet regularly (twice a month or more for an hour each meeting.) Principal will keep a focus on instructional practices and student learning outcomes. • Principal and BLT AND GCEA REPRESENTATIVE will monitor curriculum, classroom instruction and professional development regularly to discuss/review school-wide decisions affecting student achievement and continued professional development needs of staff. <p>PRIDE/ Positive Behavior Intervention System will continue to support climate and culture by making continuing to make expectations visible to all students, teaching expectations, rewarding positive behavior, and continuing interventions for those who need more help.</p>	<p>GCCS Cost [BLT AND GCEA REPRESENTATIVE stipends]</p> <p>GCCS cost</p> <p>\$200 for consumable materials to continue program</p>
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			Continue to support an educational program to eliminate bullying and teach tolerance to help support the PBIS efforts	
Effectiveness of staff and retainment of staff	RISE Evaluation and Development System (Principal)	Phase two (2 nd quarter)	<p>RISE Evaluation and Development System (ongoing)</p> <p>GCCS and Spring Hill leadership communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation.</p> <ul style="list-style-type: none"> • Spring Hill provides all staff high quality, ongoing, job-embedded, professional development. (Master Schedule for Collaboration; Period 0; Timeline Schedule) • Monitoring for implementation and effectiveness conducted through Principal walkthroughs, observation/feedback and evaluations. 	0
Professional Development	<p>Period 0 (LEA, Principal, Scheduling Committee)</p> <p>Protocol and Master Schedule for Weekly Collaboration</p>		<p>Professional Development Period 0 is established at the beginning of the day to allow 45 minutes of PD time before students enter the building.</p> <p>PLCs: grade level teachers and/or cross-grade level teams meet for support and on-going embedded</p>	

			<p>professional development [i.e., lesson study; book study; analysis of student work; data analysis].</p> <ul style="list-style-type: none"> • Teams meet for blocks of time sufficient to develop and refine units/ lessons and review student learning data. • Spring Hill ensures teachers use extra time effectively when regularly scheduled each week or extended for collaboration and articulation. <p>A Professional Development plan district-wide includes a common weekly focus for two periods each week. Job-embedded professional development occurs twice weekly to support teachers' ongoing growth.</p>	
	<p>Timeline Schedule [Professional Development; Assessments] (Principal & Scheduling Committee)</p>			
Leadership	<p>Use of data to inform LEA about leadership and sustainability of the model</p>	<p>Phase three (3rd quarter)</p>	<p>Administration continues its support of principal; principal provides updates on professional development and collaboration related to goals and progress</p>	
Instructional Programs	<p>Continued use of research-based strategies; Ensure teachers have the instructional materials aligned to INCCRS (LEA, Adoption Committees)</p>		<p>Use data to identify, plan for, and continue best practices K-5:</p> <ol style="list-style-type: none"> 34. Gradual Release of Responsibility in the Literacy Framework); 35. Gradual Release of Responsibility in the Math Framework. 36. Aligned Measurable Objectives [daily learning targets] 37. Anchor Charts [visual representation to support 	<p>GCCS [general fund] Curriculum Guides/ Pacing Maps Curriculum Materials aligned to INCCRS PIVOT</p>

	<p>Evaluate the effectiveness of our Instructional Framework for 90 minute blocks in Literacy and Math. [all staff]</p>	<p>students accomplishing the Anchor Standard]</p> <ul style="list-style-type: none"> 38. Text-Dependent Questions and Responses 39. Rigorous text and tasks to meet INCCRS 40. Increasing achievement in students of poverty/minority students 41. Balanced Math strategies as a framework around core math instruction 42. Strategies for most effective math intervention 43. Continued support for 1:1 technology project 44. Technology PD for continued up-to-date technology strategies & programs <p>Administer annual teacher survey to assess curriculum, instruction and assessment.</p> <p>Analyze data [i.e., student performance that includes our subgroups and subpopulations; walkthrough data; teacher effectiveness data; teacher survey] to re-evaluate the effectiveness of our Instructional Framework.</p> <p>Evaluate the framework for intervention. If needed, research for new programs and/or resources to align with the core math program and INCCRS.</p>	<p>\$10,000 for ongoing technology support (materials/programs)</p>
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<p>Professional Development</p>	<p>Ensure extra time is allotted to help increase overall student growth and achievement by addressing the needs of struggling students. (Principal & Scheduling committee)</p> <p>Job Embedded Professional Development scheduled in the Master Calendar twice weekly. (Principal, BLT AND GCEA REPRESENTATIVE)</p>		<p>Evaluate the need for continuing with an extra 30 minutes of instruction in addition to the core block for those struggling bottom 25% students in Math.</p> <p>Maintain an extra 30 minutes of instruction in addition to the core block in the master schedule for those struggling bottom 25% students.</p> <p>Professional Development continues to focus on instructional practices twice weekly to build instructional capacity and increase effectiveness. Identify professional development related to school goals and teacher and student needs [books; articles, etc].</p> <p>45. Gradual Release of Responsibility</p> <p>46. Aligned Measurable Objectives [daily learning targets]</p> <p>47. Anchor Charts [visual representation to support students accomplishment of the Anchor Standard]</p> <p>48. Text-Dependent Questions and Responses</p> <p>49. Rigorous text and tasks to meet INCCRS</p> <p>50. Increasing achievement in students of poverty/minority students</p>	<p>\$1,702</p> <p>Subs for teacher release (11 teachers, 2x year for ½ day)</p>
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			<p>51. Balanced Math strategies and framework for teaching the core.</p> <p>52. Helping teachers understand and teach the 8 standards for mathematical Practices, especially focusing on gaining a solid foundation in number sense and problem solving:</p> <ul style="list-style-type: none"> - understanding the problem - understanding what is asked - course of action - answer <p>53. Book – <u>Common Core Sense</u> by Christine Moynihan</p> <p>54. Strategies for most effective math intervention</p> <p>55. Technology PD for continued up-to-date technology strategies & programs</p> <p>Multiple approaches to job embedded professional development built into the weekly scheduled collaboration time within the contract for all staff are part of the continued effort to align curriculum, instruction, and assessment.</p> <ul style="list-style-type: none"> • District Elementary Literacy Coach will continue to provide professional development, modeling, and support to teachers. Teachers will be 	
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	Evaluate the effectiveness of our PD. [all staff]		<p>released to collaborate with district coach.</p> <ul style="list-style-type: none"> Feedback from District Coaches, AIC [Academic Instructional Coordinators] for teachers. <p>Administer annual PD survey to assess/ evaluate effectiveness of PD. Gather input.</p> <p>Review and summary multiple sources of data to identify PD [i.e., walkthrough data; student performance; subgroups and subpopulations; survey].</p> <p>Identify related PD/ training to meet school improvement goals. Draft PD calendar. Make revision to Professional Development Plan</p>	
Maintaining Culture	Analyze where we are and how we are doing [Principal; BLT AND GCEA REPRESENTATIVE]	Phase four (4 th quarter)	<p>Review / reflect/ and revise the work: 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</p> <p>5-Step School Improvement Process (Data Teams) [Leadership and Learning Center]:</p> <ol style="list-style-type: none"> Step 1: Collect and chart data to identify critical needs Step 2: Analyze data for root causes and critical needs. 	<p>BLT AND GCEA REPRESENTATIVE stipends – GCCS corporation commitment</p> <p>\$1,000 Materials (Charts, paper, books, incentives, presentation materials, homework folders)</p>

<p>Family and Community Engagement</p>	<p>PRIDE/ PBIS initiative continues school-wide (PBIS team)</p>		<ol style="list-style-type: none"> 3. Step 3: Develop goal[s], strategies, indicators, and action steps focused on critical needs [Step 2] 4. 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 5. Step 5: Review data; gather evidence of implementation and impact [chart progress/ growth] <p>PRIDE/ Positive Behavior Intervention System will continue to support climate and culture by making continuing to make expectations visible to all students, teaching expectations, rewarding positive behavior, and continuing interventions for those who need more help.</p> <ol style="list-style-type: none"> 1. Involving parents in their children’s education is a critical component of ensuring student success. In an effort to continue to increase parent involvement, we will continue the following activities and/or strategies: 	
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	<p>Provide an ongoing mechanism for family involvement in <u>school decision-making</u> and <u>understanding student progress</u>. (All staff)</p>		<ul style="list-style-type: none"> • Include parents in the ongoing implementation of the school's Transformation Plan • Continue to elect parents to serve on the PSO Advisory Board, as well as attend PSO meetings, to discuss school improvement projects, as well as school and student needs • Invite parents to attend parent/ teacher conferences and meetings to review student performance and discuss ways to improve student achievement • Continue to offer academic sessions/ information meetings for parents and students to attend together so that parents can stay involved and learn ways to help their children at home • Encourage parents to volunteer at the school in a variety of ways, including assisting with school-related activities and events as appropriate <p>2. Spring Hill will maintain a Parent Involvement Plan that</p> <ul style="list-style-type: none"> • Includes strategies to increase parental involvement [such as family literacy services] • Describes how the school will provide individual student academic assessment results, 	<p>\$900 Monthly (9) information/teaching sessions (1 hr each) x \$50/hr for presenter + 1 hour prep for each = 18x50 = 900</p> <p>\$900 Materials for Parent sessions</p>
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			<p>including an interpretation of those results</p> <ul style="list-style-type: none"> • Makes the comprehensive school-wide plan available to the LEA, parents, and the public, [internet, meetings, newsletters] • Policy and Compact required [both in English and Spanish] • Parent Involvement Timeline • Includes Parent Survey conducted <p>3.Spring Hill will provide individual academic assessment results to parents:</p> <ul style="list-style-type: none"> • Assessment data are articulated throughout the school year using various means of communication. • A system of communication is maintained that allows parents to be informed on student progress ad test data results. This information is made available by means of weekly signed papers [homework folder], telephone calls, student agendas, progress reports, classroom performance on report cards, and individual parent conferences scheduled regularly by the teacher and/or on request by the teacher and/or parent. In addition, “test-talks/ 	<p>\$500 Homework folders for communication with parents</p>
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			<p>conferences” are held throughout the year with students. During “test-talks” every student is assigned a certified staff who meets with him/her and reviews the test results, as well as established new goals to meet for the current year.</p> <ul style="list-style-type: none">• Grade level teachers establish reading goals with each student at the beginning of the year and meet on a regular basis to monitor the student’s reading goal and discuss strategies that support how the student can meet their reading goal.• Goals are shared and explained to parents during conferences, but also sent home throughout the year so that students can review their progress with their parents. Parents who still have questions or would like for the teacher to explain it to them are asked to request a parent conference.• Parents are encouraged to attend regularly scheduled parent-teacher conferences, as this allows for teachers and parents to discuss student progress toward meeting his/ her individual goals.	
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			<ul style="list-style-type: none"> • Parents may request conferences at any time by calling the school or by sending the teacher a written request. • Parents are kept informed of their children’s progress via the student agenda, weekly signed papers [homework folder], Parent Portal [which is a way that parents can monitor grades online], Principal’s Newsletter, progress report cards, etc. • In addition, meetings will be scheduled by the teacher and appropriate support teachers for all students who are persistently struggling to perform on grade-level so they may receive additional support. • Parents are invited to attend these meetings, as well as the instructional interventionist and behavior interventionist. <p>4. Spring Hill will provide strategies to involve parents in the planning, review and improvement of the Transformational Plan.</p> <ul style="list-style-type: none"> • Student Achievement Plan (if applicable) is updated on a yearly basis in an effort to ensure the data included in 	
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	<p>Evaluate the effectiveness of our Parent Involvement Program. [Parent Involvement Committee]</p>		<p>the report is the most recent data available.</p> <ul style="list-style-type: none"> • This data is used to help make decisions regarding staffing and professional development, as well as set new goals for the upcoming school year. • All stakeholders, including administrators, teachers, other school staff, and parents who will carry out the plan play an active role in the development of the plan to obtain ownership and ensure they thoroughly understood it and agreed with its contents. • An electronic copy of the plan is included on the school's website, and a hard copy of it is available in the school's media center for parents, as well as the public, to view when desired. <p>Administer annual parent survey to assess/ evaluate effectiveness, interests and concerns of parents. Gather input.</p> <p>Analyze and summary data to re-evaluate the effectiveness of parent involvement program. Share results with parents and get input.</p>	
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			Identify related PD/ training to meet school, parents and students goals. Draft parent involvement calendar. Make revision to Parent Involvement Plan	
Effectiveness of staff and retainment of staff	LEA decisions based on data	Phase five (summer 2021)	Evaluate the enrollment numbers and need for staff to allow best delivery of high quality instruction.	No cost
Instructional Programs	Revise expectations/ non-negotiables instructional programs for implementation [Leadership and staff]		Describe expectations of the foundations of our instructional frameworks based on implementation gauges/ indicators. Revise guides to reflect instructional programs at Spring Hill.	No cost
Professional Development	Finalize professional development plan [Leadership and staff]		Continue to build into the schedule multiple approaches to job embedded professional for all staff as part of the continued effort to align curriculum, instruction, and assessment. Provide summer opportunities for professional growth [i.e., whole staff; teams; individual]	No cost

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.

Spring Hill Elementary School’s Outcome Artifact will focus on Effective Instruction. Our “Outcome Artifact” will provide videos of how we are strengthening our instructional framework using the gradual release of responsibility model. Based on our new learning, our video will share specific elements of lesson design how we are working to improve our sequence of instruction [GRR] and impact student learning. Videos will include artifacts and how we are supporting students in making their thinking more visible and how our classrooms model cultures of thinking. Videos will include our professional development sessions and collaboration and how we use implementation data to reflect on classroom practice, coaching support in the classroom, and how interventions align to core strategies.

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"> • Budget attached • The Executive Director of Educational Services and the Principal developed and reviewed the attached budget [developed using IDOE guidance]. District and school leadership collaborated to identify areas of need and then researched 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. • 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 AND GCEA REPRESENTATIVE have discussed and designed all components in this grant for sustainability after funding ends
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>Resumes attached for: Amy Schellenberg, Executive Director of Educational Services Dr. Kimberly Hartlage, Executive Director of Elementary Education Virenda Cunningham-Lester, Principal</p> <p>Greater Clark County Schools and Spring Hill 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.....</p> <p>Dr. Kimberly Hartlage, Executive Director of Elementary Education, has served as the leader of 12 elementary principals and approximately 5000 students since August of 2013. She served in the capacity of a successful elementary principal for 13 years for both a No Child Left Behind Blue Ribbon School as well as an Indiana Department of Education Four Star School leading up to this central office position.</p>

	<p>Ms. Cunningham-Lester is the current principal at Spring Hill Elementary School and serves as the leader of 230 students. Principal since 2002, Virenda has implemented numerous positive changes as principal.</p> <p>Principal candidates are pursued both internally and externally through all venues, such as national publications, IDOE websites, Greater Clark County Schools [GCCS] websites, etc. While our intent is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of highly qualified candidates for leading teachers and meeting students' needs.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>Greater Clark County Schools [GCCS] has received support from the Board of Education to apply for and fully-implement the proposed SIG[g] grant proposal.</p> <p>Evidence: Board of Education Assurances signed by Board President [name] [SIG[g] Application]</p> <p>Minutes from the [June 16, 2015] Greater Clark County Schools [GCCS] Board of Education Meeting [attached]</p> <p>[Mr. 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>Spring Hill Elementary School and district leadership have received support from Superintendent of Greater Clark County Schools, Dr. Andrew Melin to apply for and fully implement the proposed SIG[g] grant proposal</p> <p>Evidence: Board of Education Assurances signed by Board President [Mr. Mark Pavey] [SIG[g] Application]</p> <p>Minutes from the [June 16, 2015] Greater Clark County Schools [GCCS] Board of Education Meeting [attached]</p> <p>Assignment/ appointment of district transformation leader [attachment]</p> <p>[Mr. Mark Pavey], Board President: Letter of Support [attached]</p>

<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>Spring Hill Elementary School and district leadership have received support from the Greater Clark Education Association to apply for and fully-implement the proposed SIG[g] grant proposal.</p> <p>Evidence: Letter of Support from John McLaughlin, GCEA President</p> <p>Greater Clark County Schools and the Greater Clark Education Association [GCEA] have a collaborative relationship and effectively work together to improve student achievement.</p> <p>GCEA was informed of the school improvement models and the opportunity to pursue SIG[g] funding. The teachers had input, including the union leadership, in identifying interventions for this grant. Further, they have committed to eliminate any barriers to allow the full implementation of the transformation model.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>Greater Clark County Schools [GCCS] strongly believes the school principal should be responsible for hiring his/her staff. Providing the best teachers’ and school leaders has the most profound impact on our students’ success. Highly effective teachers are shown to be effective with all groups of students--- regardless of initial achievement levels, so we recruit the best and support their effectiveness through robust high-quality PD trainings.</p> <p><u>Recruitment and Hiring</u></p> <ul style="list-style-type: none"> • Located near the Louisville, KY and nearby teaching colleges enables pool of teacher applicants • Administrators participate in Indiana college and university recruitment fairs to interview new talent • Principals are adjunct faculty at nearby colleges/ universities and have access to pre-service teacher applicants • Principals post open positions on the IDOE and the District website • Application process is posted on the GCCS website • GCCS has a rigorous application process that involves a school level and central office screening • The principal reviews all applicants, creates an interview committee and selects candidates for interview. Central Office and Human Resources provide support and input in the hiring process to ensure teacher quality and dedication to the

	<p>mission and vision of the school and grant. Building teachers are part of the interview committee. Following interviews, teacher candidates selected as potential finalists are vetted through inquiries to former employers and supervisors</p> <ul style="list-style-type: none"> • With input from the interview committee and past employers/ supervisors, the principal makes the final decision for hiring teachers. <p>Retention of highly-effective teachers is crucial to the success of our students, so they are supported in a variety of ways:</p> <ul style="list-style-type: none"> • An on-site mentor is assigned at the building-level • Principals provide feedback on a regular basis, after frequent observations and walk-throughs in all teachers’ classrooms • 1st year teachers participate in a New Teacher year-long PD academy/ training series • District coaches and leaders offer PD to support district-wide initiatives • Facilitated grade-level collaboration [3 days a week] and Period 0 [5 days a week] embed the school schedule and are highly valued by both teachers new to the profession as well as seasoned veterans • Academic Improvement Coordinators in all schools offer support to teachers, as well as two District Coaches [literacy]
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, <i>at minimum</i>, the following <i>required</i> pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	<p>1) Monthly Monitoring of SIG Programming and Implementation: Navigator Learning Solutions will meet monthly with the Executive Director of Educational Services, Principal and as determined, Building Leadership Team and Grade Level Teams. The Navigator Learning Solution facilitation and process will provide support for:</p> <ul style="list-style-type: none"> • Collecting, organizing, and analyzing data [student achievement; perceptual data/ surveys; implementation] • Use of student data (such as diagnostic, formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of subgroups and overall growth. Focus of staff collaboration around student data, that may include, but is not limited to, schedules, agendas, and products/ artifacts of collaboration • Observation Feedback: Executive Director for Educational Services, Principal and Navigator Learning Solutions [BLT AND GCEA REPRESENTATIVE when determined by Principal] will conduct instructional walk-throughs aligned to specific core strategies and the turnaround indicators to gauge

implementation. Feedback will be provided using the **Navigator Implementation Gauge™**. **Navigator Implementation Gauge™** is framed in terms of the expectations for trying out a new strategy or instructional process, after professional development. The gauge identifies for teachers the levels of implementation based on characteristics/ indicators and provides a risk free environment for practicing and implementing instructional changes based on professional development received. The beginning level describes what the first few attempts might look like before feedback from principal, colleagues or self-reflection. Accomplished implementation is the obvious target. Teachers receive **Plus** feedback for what they are doing well [strength] and **Delta** feedback for the one thing that needs to change to make the implementation even stronger.

- Using each review to establish next steps and job-embedded professional development, specifically regarding planning and/or implementing core and/or new instructional strategies.
- Executive Director of Educational Services, Principal and Navigator Learning Solutions will review feedback from IDOE/SIG feedback monitoring and Outreach Coordinators to determine 30 day checklist for next steps/ implementation

2) **5-Step Improvement Process** [Leadership and Learning Center, Accountability in Action, D. Reeves]

The 5-Step Process has been implemented and will provide the framework for monitoring the implementation of the transformation model at Spring Hill. 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. The plan include:

- a) Step 1: Collect and chart data to identify critical needs [including data disaggregation for special populations and growth groups]. Central office staff, principal and grade level teams disaggregate and analyze State Assessment results to determine whether all students are learning state standards equitably. Building principals ensure the school schedule provides weekly collaboration for grade levels to meet and discuss data, collaboratively plan

- and share best practices. Data walls will keep the focus on student learning, with walls updated following each high-level assessment [ISTEP+; Acuity] to track progress and identify continuing needs.
- b) Step 2: Analyze data for root causes and critical needs. District-wide, formative and performance-based assessments aligned to INCCRS and Acuity, inform our progress across the school year. After those assessments, principal and BLT AND 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.

1) District Monitoring:

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

2) Instructional Calendars/ Maps:

The District provides updated Curriculum Maps, Guides and instructional materials that are aligned with the INCCRS and used by teachers to develop their 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.

1) **District Assessments and Timelines:**

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

2) **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.

3) **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.

4) **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
1. District has effective procedures and controls in relation to how the SIG program will be run.	Yes		<p>Description of operating flexibility that SIG school has regarding SIG:</p> <ul style="list-style-type: none"> • Documentation may include, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products • Documentation outlining the criteria and evaluation process for screening and selecting new instructional programs and professional development GCCS <p>Description of its process and timeline for replacing the principal [if necessary]:</p> <ul style="list-style-type: none"> • Use rigorous, transparent, and equitable evaluation systems for principal(s) that: A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased learning time (reduced behavior incidences), and B) are designed and developed with principal involvement. • 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 <p>Professional development resources and materials provided by GCCS to SIG school staff relating to the school reform models and effective instruction</p>
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	Yes		Job description and resume of: Amy Schellenberg, Executive Director of Educational Services [Officer of Transformation] Responsible for Federal programs, including Title I
3. School’s SIG plan addresses needs of all students and subgroup populations.	Yes		Assessment Schedule/ Timeline Schedule Master Schedule [Job-embedded PD]
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	Yes		Parent Involvement Calendar [website] Parent Involvement Plan [website] Letters to parents, fliers, announcements, and agendas and/or minutes from parent/ community meetings Results of community surveys
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.	YES		
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.			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.			<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.			<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>Evidence-based Effectiveness, Experience, Expertise: Marjorie R. Simic, Consultant, Navigator Learning Solutions. Ms. Simic has worked with our Title I schools for over 8 years. She has had experience at the school, district, university and state level. She held the position of State Title I Director at the Indiana Department of Education and provided support to schools planning and implementing school-wides, Comprehensive School Reform Demonstration grants and many schools in improvement status across the state. In the role of Title I Director she developed many systems of support for schools and districts. [see attached resume]</p> <p>In her current role as consultant and facilitator, she works with schools and districts to provide support for continuous improvement, professional development focused on core strategies related to literacy, and data analysis specific to student achievement and monitoring core strategies for consistency and fidelity of program implementation. Ms. Simic uses research-based practices, strong facilitation skills and analysis to meet the objectives of each on-site visit as well as the overall goals for improvement.</p> <p>Documentation to Assure Quality and Efficiency: Navigator Learning Solutions routines and procedures provide contact with the principal with pre-planning measures to set-up the objectives and go over materials and data [work samples/ artifacts] teachers need to bring or prepare prior to their meeting with her. A meeting record is sent in-advance with finalized objectives and a description of the preparation teachers/ grade levels need for each meeting.</p> <p>On-sites are followed-up with a summary of the meeting, revised materials based on teacher input and additional material requests from principal and/or grade level teams. Ms. Simic also conducts Period 0 and after school faculty meetings to increase the learning time for teachers and cover the material necessary during her on on-sites as requested.</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>Because of the commitment to GCCS and Navigator Learning Solution’s work with us in the past, Ms. Simic has assured GCCS that Navigator Learning Solutions can commit the necessary time needed to effectively meet the school’s needs and goals. Tentative dates have been assigned for GCCS. It is GCCS’s and Navigator Learning Solutions understanding that dates may need to be changed once approval is received. Navigator Learning Solutions has always been flexible with GCCS in</p>

	<p>rescheduling days due to school cancellations [weather] or if there are a number of teachers out due to PD and/or personal reasons.</p> <p>Prior to each visit, Navigator Learning Solutions, the principal, AIC and Executive Director of Educational Services establish the objectives for the meeting and plan the site visit based on the expectations set-forth by SIG requirements/ checkpoints; feedback from previous IDOE checkpoints and/or communication; and the needs of the principal in order to stay on track and move the SIG plan forward with fidelity. Following each visit, Navigator Learning Solutions prepares a summary/ follow-up correspondence with the principal and Executive Director of Educational Services describing outcomes of the meeting and specifying steps to be accomplished prior to the next meeting. Navigator Learning Solutions is available for consultation via email or phone in-between visits.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>GCCS is on a balanced calendar. This calendar allows for summer, fall, winter and spring professional development trainings offered through our external providers. In addition, GCCS is committed to providing other AICs opportunities to attend sessions, when appropriate, during external provider school visits across the school year.</p> <p>Prior to scheduling the training, principals and AICs commit to attend the training/ grade level meetings. They also commit to continuing to use the information in Period 0, collaboration and ongoing building staff meetings to ensure transfer of the PD into practice and/or expected outcomes.</p> <p>SY 2015-2016:</p> <ul style="list-style-type: none"> • Building Leadership [collecting, organizing and summarizing data; capturing performance data and perceptual data; organizing data for schema/ representation] • Grade Level Teams [increase capacity for effective implementation of gradual release; aligned measurable objectives; clear sequence of instruction w/ rigorous activities and products to accomplish the objective successfully; increasing checks for understanding to guide differentiation throughout the lesson; closure ending w/ viable assessment to guide future lesson] <p>SY 2016-2017:</p> <ul style="list-style-type: none"> • Building Leadership: Continue capacity building for using data to inform instruction and identify key strategies [5-Step Process];

- Grade Level Teams [continue implementation of gradual release; aligning measurable objectives; clear sequence of instruction w/ rigorous activities and products to accomplish the objective successfully; increasing checks for understanding to guide differentiation throughout the lesson; closure ending w/ viable assessment to guide future lesson]; participating in on-going job-embedded PD [examine data - subgroups and subpopulations – Is our implementation of the framework reducing the need for intervention? How is our intervention design aligned to our framework?

SY 2017-2018:

- Continue capacity building for using data; continue effective implementation of the 90-minute block and participating in on-going job-embedded PD
- Grade Level Teams: Implementation of core strategies and culturally relevant reaching strategies; differentiated instruction [aligned to subgroups and subpopulations]; rigor in our activities and product in order to accomplish the standard at Level 3 and 4

SY 2018-2019:

- Building Leadership: Continue capacity building for using data to inform instruction and identify key strategies [5-Step Process];
- Continue job-embedded PD on effective implementation of 90-minute block [daily learning target; increasing student engagement and checking for understanding within the sequence of instruction; CFU to differentiate instruction throughout lesson and guide planning for future lesson

SY 2019-2020:

- Sustain improvement process [5-Step process] collecting, organizing and summarizing data; capturing performance data and perceptual data; organizing data for schema/ representation]
- Sustain job-embedded PD on implementation and monitoring of core strategies; keeping the intervention design and alignment to the core instruction/ framework in focus

This plan carefully considered time, resources and personnel.

District initiatives are shared with the consultant/ facilitator. The principal and consultant discuss the current implementation focus of the school and how the district initiatives align with the school’s Student Achievement Plan. Navigator

	<p>Learning Solutions makes connections to District initiatives and new learning when applicable. At the end of each grade level meeting/ session teacher discuss how the new learning will transfer into practice [next steps] and what evidence teachers [grade levels] will bring back to the next meeting to share as evidence of the implementation.</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>GCCS central office leadership participates in external technical assistance and trainings. The Greater Clark Teacher Association President frequently attends external assistance and trainings [receives copies of handouts]. During the Principal's meeting, Executive Director of Educational Services monitor school progress, receive feedback and problem-solve issues. GCCS is a continuous improvement district that makes adjustments required to ensure needs are being met.</p> <p>Communication with Navigator Learning Solutions and other providers is ongoing. Navigator Learning Solutions prepares a summary/ follow-up correspondence with the principal and Executive Director of Educational Services describing outcomes of the meeting and specifying steps to be accomplished prior to the next meeting. Navigator Learning Solutions is available for consultation via email or phone in-between visits. Evidence cited in teacher evaluations and transfer of practices learned through trainings being implemented during instruction.</p> <p>GCCS and the Executive Director for Educational Services [also responsible for Title I] will utilize the services of Technology Services for data collection and analysis and monitoring of school improvement goals for the durations of the SIG[g]. Executive Director of Educational Services will monitor records and formative data in consultation with Spring Hill principal, AIC, instructional coach, grade level teams and Navigator Learning Solutions.</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.