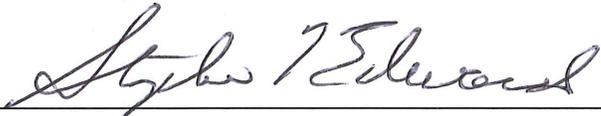


**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

| | | |
|--|---|------------------------------------|
| Corporation Name: Marion Community Schools | | Corporation Number: 2865 |
| Contact for the School Improvement Grant: Steve Edwards | | |
| Position and Office: Superintendent | Contact's Mailing Address: 1240 S Adams Street Marion, IN 46953 | |
| Telephone: 765-662-2546 | Fax: 765-651-4691 | |
| Email Address: sedwards@marion.k12.in.us | | |
| Superintendent (Printed name) Steve Edwards | Telephone: 765-662-2546 | |
| Signature of Superintendent X  | Date: 6-05-13 | |

- ➔ **Complete and submit this form one time only.**
- ➔ **Complete a second form, "Priority Application" for each school applying for a school improvement grant.**

2. Explanation if LEA is Not Applying to Serve Each Priority School

We will serve all of our Priority schools.

We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

NA

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA’s intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*). **SEE APPENDIX I – COMMUNITY STAKEHOLDER SUPPORT**

School Name: Allen Elementary School

School Number: 2369

| Stakeholder Group | Mode of Communication | Date |
|---|-----------------------------|--|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/17/2013, 05/20/2013, 05/21/2013, 05/23/2013, 05/24/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/20/2013, 05/21/2013 |
| Community Members | Letters | 05/21/2013 |
| Teachers and Staff | Meetings/Letters | 05/21/2013 |

School Name: Frances Slocum Elementary

School Number: 2409

| Stakeholder Group | Mode of Communication | Date |
|---|-----------------------------|--|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/17/2013, 05/18/2013, 05/19/2013, 05/20/2013, 05/21/2013, 05/23/2013, 05/24/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/31/2013, 05/21/2013 |
| Community Members | Letters | 05/21/2013, 05/23/2013 |
| Teachers an Staff | Meetings/Letters | 05/21/2013 |

School Name: Justice Intermediate School

School Number: 2350

| Stakeholder Group | Mode of Communication | Date |
|---|------------------------------|--|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/18/2013, 05/23/2013, 05/24/2013, 05/29/2013, 05/30/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/21/2013 |
| Community Members | Letters | 05/21/2013 |
| Teachers and Staff | Meetings/Letters | 05/31/2013 |

School Name: McCulloch Junior High School

School Number: 2357

| Stakeholder Group | Mode of Communication | Date |
|---|------------------------------|--|
| School Leadership Team (including Administrators, Teachers, and Central Office Staff) | Meetings/Phone Calls/Emails | 05/16/2013, 05/19/2013, 05/24/2013, 06/04/2013 |
| Parents/Guardians | Meetings/Letters | 05/20/2013, 05/21/2013, 05/23/2013, 05/24/2013, 05/28/2013, 05/29/2013, 05/30/2013 |
| Community Members | Letters | 05/21/2013, |
| Teachers and Staff | Meetings/Letters | 05/23/2013, 05/24/2013, 05/28/2013, 05/29/2013 |

**IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.*

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

SEE APPENDIX 2 – MARION TEACHERS ASSOCIATION LETTER OF SUPPORT

E. Assurances

Marion Community Schools _____ assures that it will:

Corporation/Charter School Name

- _____ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- X _____ (2) 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 in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- X _____ (3) If it implements a restart model in a Priority, Tier I or Tier II 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;
- X _____ (4) 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;
- X _____ (5) 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; and
- X _____ (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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

**Appendix G: LEA Application for Each Priority School
School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for *each* Priority school
applying for a school improvement grant.**

School Corporation: Marion Community Schools Number 2865

School Name: Allen Elementary School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

Turnaround

Restart

Transformation

Closure

**Appendix G: LEA Application for Each Priority School
School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for each Priority school
applying for a school improvement grant.**

School Corporation: Marion Community Schools Number 2865

School Name: Frances Slocum Elementary School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

Turnaround

Restart

Transformation

Closure

**Appendix G: LEA Application for Each Priority School
School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for *each* Priority school
applying for a school improvement grant.**

School Corporation: Marion Community Schools Number 2865

School Name: John L. McCulloch Junior High School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

Turnaround

Restart

Transformation

Closure

**Appendix G: LEA Application for Each Priority School
School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for each Priority school
applying for a school improvement grant.**

School Corporation: Marion Community Schools Number 2865

School Name: Justice Thurgood Marshal Intermediate School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |
-

E. Assurances

Marion Community Schools assures that it will:
Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II 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;
- (4) 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;
- (5) 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; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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

A. LEA Analysis of School Needs

➤ *Instructions:*

- 1) With an **LEA improvement team** that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) **Develop findings from the data** - short phrases and sentences that indicate the facts revealed by the data.
- 3) **Complete a root cause analysis of the findings** - the underlying reason for the finding.
- 4) **Consider overall the meaning of the data**, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

Allen Elementary School

Appendix B: ALLEN ELEMENTARY SCHOOL

See Appendix 3: Collaborative Quality Analysis for Allen Elementary School

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that **did not pass** in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------|---|--|--|
| Example: LEP | 75% | 52 | High - have been in U.S. 3 or more years | High - no prior formal schooling; from non-Western culture |

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------|---|---|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Black | 85.7% | 12 | High – the DNP rate for this sub-group is double the school's DNP rate (41.4%); and well below both the LEA (62.4%) and state performance levels (79.4%); | High – chronic absenteeism from school, limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student literacy/achievement levels |

Allen Elementary School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|---|---|---|
| ENGLISH LANGUAGE ARTS | | | | |
| Hispanic | 54.5% | 6 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; does not receive same level of services and interventions that LEP designated students receive |
| Multi/Racial | 48.4% | 15 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; targeted literacy interventions lacking for this sub-group |
| Free/Reduced | 43.6% | 48 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student literacy/achievement levels |
| Special Education | 81.3% | 13 | High – the DNP rate for this sub-group is extremely high compared to the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – chronic absenteeism from school and suspensions, limiting exposure to curriculum content and materials; gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; lack of time with teacher due to case conference responsibilities |

Allen Elementary School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---|--|--|--|--|
| MATHEMATICS | | | | |
| Black | 50.0% | 7 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student numeracy skills and achievement levels |
| Hispanic | 36.4% | 4 | Medium/Low – the DNP rate for this sub-group is slightly lower than that of the school's DNP rate (42.2%); and only slightly below the LEA (64.5%) but still well below the state pass level (81.2%); | Medium/Low – The needs of this group can be addressed by targeting the factors that are standing in the way of their acquisition of grade level skills (i.e. attendance, targeted remediation) |
| White | 32.4% | 23 | Medium/Low – the DNP rate for this sub-group is about 10% lower than that of the school's DNP rate (42.2%); and only slightly above the LEA (64.5%) but still well below the state pass level (81.2%); | Medium/Low – The needs of this group can be addressed by targeting the factors that are standing in the way of their acquisition of grade level skills (i.e. attendance, targeted remediation) |
| Multi/Racial | 61.3% | 19 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – chronic absenteeism from school, limiting exposure to curriculum content and materials; instruction is not presented using scaffolding methods to accommodate struggling students |

Allen Elementary School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|---|--|---|
| MATHEMATICS | | | | |
| Free/Reduced | 45.5% | 50 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – chronic absenteeism from school, limiting exposure to curriculum content and materials; targeted interventions are not being developed and implemented |
| Special Education | 81.3% | 13 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (42.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – chronic absenteeism from school and suspensions, limiting exposure to curriculum content and materials; gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; lack of time with teacher due to case conference responsibilities |

KEY FINDINGS – ANALYSIS OF STUDENT AND SCHOOL DATA

| | |
|---|---|
| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p> | <p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.</p> |
| <p>I. Curriculum: The curriculum was poorly implemented resulting in student disengagement and lack of instructional rigor</p> | <ul style="list-style-type: none">• Lack of focus on student and school outcomes due to the minimal use of leadership teams involving all school stakeholders for curriculum implementation and evaluation;• Lack of teacher ownership for students' outcomes which led to blaming students for their poor academic achievement levels;• Teachers were not consistently using TAP professional development training in class to deliver curricula content and present materials;• Instruction and assessment not consistently designed using the rigor/relevance framework that would enable students to both gain knowledge and develop their critical thinking/problem solving skills. |

Allen Elementary School

| | |
|---|--|
| <p>2. Instruction: Curriculum and instructional methods needs updating to reflect the continual building of students' literacy and numeracy skills and the review and maintenance of those skills</p> | <ul style="list-style-type: none">• Teaching teams by grade-level and content areas were not used consistently to build teacher effectiveness and foster professional growth that would produce positive student outcomes;• A variety of instructional methods were not utilized to organize and present instructional content and materials to accommodate students' learning styles, achievement levels, and meet their individual achievement goals;• There was inconsistent alignment of curriculum to intended outcomes which directly led to student disengagement at each grade level;• While teachers received professional development training via the TAP program, there was not a concerted effort to implement the curriculum with the end goal of increasing achievement levels for all students. |
| <p>3. Assessment: While class- and student-level data for student cohort groups were available; data was not being used to inform instruction and teacher professional development plans; select students for interventions; and develop targeted individualized interventions</p> | <ul style="list-style-type: none">• Large amounts of class- and student-level data are captured during the school year but teachers find themselves spending too much time assessing students and self-teaching on how to analyze the data that they are not teaching nor using data analysis to inform instruction;• A school-wide formative data assessment system has not been implemented that would align actual classroom instruction with intended outcomes;• There was not a school improvement team in place tasked with continuously reviewing school and instructional practices, and operation data to ensure that intended outcomes are met;• Teachers did not receive adequate and appropriate professional development training on how to use data to improve instruction, individual teacher effectiveness, and student outcomes. |

Allen Elementary School

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|---|---|
| <p>4. Professional Development: There appears to be inadequate planning/instructional time during the school day to accommodate teacher conferences (discipline referrals); deliver effective differentiated instruction; teacher collaborative planning; and parent conferences</p> | <ul style="list-style-type: none">• Teachers are not assigned to classes that maximized their likelihood of success with students;• Given current present levels of student achievement (sometimes 2 and 3 grades levels behind), daily schedule/instructional time with students is not sufficient to meet their needs• Inconsistent use of existing teacher professional development periods during the school day/week;• Currently, there are no scheduled parent-teacher conferences on the school's annual calendar though parents can arrange a conference with their child's teacher. |
| <p>5. School Leadership: School leader is new and needs to implement a shared (leadership) model at the school to ensure the effectiveness of the school's improvement team as well as its instructional and operational practices</p> | <ul style="list-style-type: none">• Currently, teachers do not have the opportunity to have dialogue with the School Improvement Team or School Leadership Team to provide input for measuring progress towards school-wide achievement goals;• Prior principals' turnover along with their authoritative or laissez-faire leadership styles have led to mistrust between staff and leadership team, overall teacher frustration from inaction, and general feelings of being unsupported by the administration;• There is little evidence that the school's vision, mission and values are well articulated and consistently reviewed and revised across the school in displays and at events. |
| <p>6. Students: Chronic absences among the various subgroups are above 20%, which means less days of instruction for those students</p> | <ul style="list-style-type: none">• There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success;• There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year; |

Allen Elementary School

| | |
|--|--|
| | <ul style="list-style-type: none">• There is no family support services in place to (i) assist families with parenting skills and setting home conditions to support children as students; (ii) to equip faculty and staff with a better understanding of families; (iii) involve families with their children on homework and other curriculum-related activities and decisions;• Families are not consistently and effectively involved in school decisions and parent-leaders and representatives are not being developed through either a Local School Council or Parent-Teacher Association. |
|--|--|

Allen Elementary School

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| INDICATORS | 2011-2012 | 2012-2013 |
|---|------------------------|--------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 70,200 minutes | 70,200 minutes |
| 2. Dropout rate* | NA | NA |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 94.9% | 94.74 As of 05/15/13 |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | NA | NA |
| 5. Number of students completing dual enrollment classes | NA | NA |
| 6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other | AS SS | AS SS |

Allen Elementary School

| INDICATORS | 2011-2012 | 2012-2013 |
|---|--|--|
| 7. Discipline incidents* | 536 | 660 |
| 8. Truants (# of unduplicated students, enter as a whole number) | <p style="text-align: center;">70</p> <p># of students referred to the prosecutor's office for exceeding the number of absences allowed by state law.</p> | <p style="text-align: center;">55</p> <p># of students referred to the prosecutor's office for exceeding the number of absences allowed by state law.</p> |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective-0 Needs Improvement-3 Effective-16 Highly Effective-4 | Ineffective-2 Needs Improvement-4 Effective-17 Highly Effective-4 |
| 10 Teacher attendance rate | 96.10% | <p style="text-align: center;">94.46%</p> <p style="text-align: center;">As of 05/15/13</p> |

KEY FINDINGS – ANALYSIS OF STUDENT LEADING INDICATORS

| <p>What are key findings or summaries from the student leading indicators data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p> | <p>What is the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p> |
|---|--|
| <p>I. Teacher Performance:</p> <p>a. Approximately ¼ of the school’s teaching staff has been evaluated as Needs Improvement or Ineffective</p> | <ul style="list-style-type: none"> • Teacher mentoring program is not in place that could provide teachers with (i) opportunities for reflection and improved practice through cognitive coaching; (ii) information about the cultural norms of the school; and (iii) encouragement and emotional support to colleagues in a collegial setting. |
| <p>b. Teachers unskilled in use of data analysis</p> | <ul style="list-style-type: none"> • Teacher have not been provided with adequate and consistent professional development training on how to administer, collect, analyze and use student data (on all levels) to increase student achievement levels and meet school-wide achievement goals. |
| <p>c. Teachers, particularly in the 3rd and 4th grades, need additional professional development training as well as coaching and mentoring in the areas of: (i) presenting instructional content (PIC); and (ii) incorporating standards and objectives (S&O) into lesson plans and daily classroom activities</p> | <ul style="list-style-type: none"> • Lack of follow-through and support for both new and veteran teachers in areas such as retraining for technology use in the classroom, incorporating differentiated instruction, classroom managements, data driven instruction, and student engagement; • Professional learning communities are not in place that could allow teachers to work collaboratively to enhance their teaching techniques and strategies, reflect on their teaching practices, and share case studies and resources in a collegial environment. |

Allen Elementary School

| | |
|--|--|
| <p>2. Teacher attendance rate is currently at 94.46%, which is down from 96% last year; and can adversely affect the learning of the students in the classroom</p> | <ul style="list-style-type: none">• Teacher concerns related to student conduct and behavior are not addressed in a timely nor consistent manner;• The overall quality and setup of the physical environment does not promote teacher collaboration and student learning;• Lack of shared (distributed) leadership process for making instructional and operational decisions that directly impact teachers. |
| <p>3. Increased number of discipline referrals for the 2012-2013 school year</p> | <ul style="list-style-type: none">• Student engagement in classroom instruction is low and they are not given the responsibility for their own learning;• Inconsistent application of discipline policy;• Inconsistent use of classroom management strategies;• There is no defined process for students to receive and complete classroom work that they have missed as a result of a discipline referral which could be either in-school or out-of-school suspension. |
| <p>4. Student attendance slightly lower than previous year's attendance rate with about 30% of the student population categorized as chronically absent</p> | <ul style="list-style-type: none">• There is no organized and sustained student-school engagement process that creates a welcoming school environment and engages students in ways that support their achievement goals and success;• There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success;• There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. |

Appendix B: FRANCES SLOCUM ELEMENTARY SCHOOL
See Appendix 3: Collaborative Quality Analysis for Frances Slocum Elementary School

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that **did not pass** in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------|---|--|--|
| <i>Example: LEP</i> | 75% | 52 | <i>High - have been in U.S. 3 or more years</i> | <i>High - no prior formal schooling; from non-Western culture</i> |

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------|---|--|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Black | 56.4% | 22 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (48.3%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – program lacks targeted intervention plans that could accommodate learning style needs and cultural barriers with the aim of increasing student literacy achievement levels; |

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| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|---|--|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Hispanic | 53.8% | 7 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (48.3%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – students appear to have little exposure to formal schooling; program needs more intentional vocabulary instruction to acquire grade level skills; High need for targeted intervention plans that could accommodate learning style needs and cultural barriers with the aim of increasing student literacy achievement levels; |
| White | 38.5% | 10 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (48.3%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – lack of traditional family support structure to support student learning; High need for targeted intervention plans that could accommodate learning style needs with the aim of increasing student literacy achievement levels; |
| Free/Reduced | 48.2% | 42 | Medium – the DNP rate for this sub-group is about the same as the school's DNP rate (48.3%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – lack of traditional family support structure to support student learning; High need for targeted intervention plans that could accommodate learning style needs with the aim of increasing student literacy achievement levels; |

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| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---|--|--|--|--|
| MATHEMATICS | | | | |
| Black | 56.4% | 22 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (50.0%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – program lacks targeted intervention plans that could accommodate learning style needs and cultural barriers with the aim of increasing student numeracy achievement levels; |
| Hispanic | 46.2% | 6 | High – the DNP rate for this sub-group is slightly lower than that of the school's DNP rate (50.0%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – students appear to have little exposure to formal schooling; program needs more intentional vocabulary instruction to acquire grade level skills; High need for targeted intervention plans that could accommodate learning style needs and cultural barriers with the aim of increasing student numeracy achievement levels; |
| White | 48.1% | 13 | High – the DNP rate for this sub-group is slightly lower than that of the school's DNP rate (50.0%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – lack of traditional family support structure to support student learning; High need for targeted intervention plans that could accommodate learning style needs with the aim of increasing student numeracy achievement levels; |
| Free/Reduced | 51.2% | 45 | High – the DNP rate for this sub-group is slightly higher than the school's DNP rate (50.0%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – lack of traditional family support structure to support student learning; High need for targeted intervention plans that could accommodate learning style needs with the aim of increasing student numeracy achievement levels; |

KEY FINDINGS – ANALYSIS OF STUDENT AND SCHOOL DATA

| | |
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| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p> | <p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p> |
| <p>I. Curriculum: A rigorous and engaging curriculum that is designed to achieve mastery of all relevant standards is not in place and the current curriculum is not aligned to school-wide, and student achievement goals</p> <p>ELA</p> <ul style="list-style-type: none"> • 48.2% of students with free and reduced lunch did not pass ISTEP+ in E/LA • 44% of students did not pass ISTEP+ in the E/LA strand of ‘vocabulary’ • 41.8% of students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’ • 38% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘nonfiction/informational text | <ul style="list-style-type: none"> • The ELA program does not have a core reading curriculum; • The ELA instructional time block only allows for limited instruction from informational text; • Access to ELA informational text across all grades and reading levels is limited; • Instruction and assessment not consistently designed using the rigor/relevance framework that would enable students to both gain knowledge and develop their critical thinking/problem solving skills; • Lack of focus on student and school outcomes due to the minimal use of leadership teams involving all school stakeholders for curriculum implementation and evaluation; |

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| <p>Mathematics</p> <ul style="list-style-type: none">• 51.2% of our students with free and reduced lunch did not pass ISTEP+ in Mathematics.• 41.8% of our students with free and reduced lunch did not pass ISTEP+ in the mathematics strand of 'measurement'• 39.9% of our students with free and reduced lunch did not pass ISTEP+ in the mathematics strand of 'problem-solving' | <ul style="list-style-type: none">• Lack of consistency with the implementation and use of the newly adopted common core mathematics curriculum across all grade levels;• Newly adopted common core math curriculum was a shift to the Common Core Standards which resulted in teacher reluctance to implement and use the new curricular materials;• District curriculum maps did not reflect the new common core math standards and curriculum; however, use of these maps is a district requirements;• Lack of teacher ownership for students' outcomes which led to blaming students for their poor academic achievement levels; |
| <p>2. Instruction: Curriculum and instructional methods needs updating to reflect the continual building of students' literacy and numeracy skills as well as their problem solving/critical thinking skills</p> | <ul style="list-style-type: none">• Teachers do not consistently use a structured planning framework to prepare and deliver lessons that address students' differing achievement levels, skills and learning styles, while incorporating technology, instructional materials, and activities to create a highly engaging experience;• A variety of instructional methods were not utilized to organize and present instructional content and materials to accommodate students' learning styles, achievement levels, and meet their individual achievement goals;• Lack of consistency in the use of the newly adopted common core mathematics curriculum across all grade levels;• Leadership team places less emphasis on students being engaged in daily problem-solving instruction;• All teachers do not use consistent grading practices to provide accurate, specific, and timely student feedback that is designed to improve student performance; |

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| <p>3. Assessment: While class- and student-level data for student cohort groups were available; data was not being used to inform instruction and teacher professional development plans; select students for interventions; and develop targeted individualized interventions</p> | <ul style="list-style-type: none">• Teachers conduct basic data assessment and analysis but that class and student level data is not used to modify the curriculum and/or inform instruction;• Data collection in the 8-step process in mathematics is not uniform and the subsequent analysis of assessments is inconsistent;• Teachers do not use multiple strategies to assess student achievement and inform instructional planning;• Students rarely have time or guidance to reflect on what they are learning and practice critical thinking and problem solving skills;• Teachers did not receive adequate and appropriate professional development training on how to use data to improve instruction, individual teacher effectiveness, and student outcomes; |
| <p>4. Professional Development: There appears to be inadequate planning/instructional time during the school day to accommodate teacher planning to deliver effective differentiated instruction; teacher collaborative planning; and parent conferences</p> | <ul style="list-style-type: none">• Teachers have limited professional development in teaching vocabulary, informational text, and how to use formative and summative assessments within their classrooms;• Lack of professional development on the newly adopted math curriculum.• Our teachers have limited professional development in teaching problem-solving.• While a professional development system is in place that is driven by school evaluation structures and systems, there appears to be limited time for when teachers can participate;• Currently, there are no scheduled parent-teacher conferences on the school's annual calendar though parents can arrange a conference with their child's teacher; |

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5. **School Leadership:** the principal and leadership team need to implement a shared (leadership) model at the school to ensure the effectiveness of the school's improvement team as well as its instructional and operational practices

- Leadership responsibilities are not distributed (shared) and the principal and leadership team act as the primary decision makers of the school;
- There is little evidence that the school's vision, mission and values are well articulated and consisted reviewed and revised across the school in displays and at events;
- The majority of the leadership meeting are spent discussing TAP which leaves little time to address other school improvement plan goals and progress monitoring;
- Currently, the principal and leadership team does not plan collaboratively with teachers to improve student achievement; review and monitor school improvement initiatives; and build a professional development plan for teachers;

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Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| INDICATORS | 2011-2012 | 2012-2013 |
|---|------------------------|---------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 70,200 minutes | 70,200 minutes |
| 2. Dropout rate* | NA | NA |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 95.5% | 95.73% As of 05/15/13 |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | NA | NA |
| 5. Number of students completing dual enrollment classes | NA | NA |
| 6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other | AS SS | AS SS |

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| INDICATORS | 2011-2012 | 2012-2013 |
|---|--|--|
| 7. Discipline incidents* | 508 | 407 |
| 8. Truants (# of unduplicated students, enter as a whole number) | 96 | 147 |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective-0 Needs Improvement-8 Effective-11 Highly Effective-2 | Ineffective-2 Needs Improvement-3 Effective-20 Highly Effective-0 |
| 10 Teacher attendance rate | 96.65% | 95.36% As of 05/15/13 |

KEY FINDINGS – ANALYSIS OF STUDENT LEADING INDICATORS

| <p>What are key findings or summaries from the student leading indicators data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p> | <p>What is the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p> |
|--|---|
| <p>I. Teacher Performance:</p> <p>a. 3 staff members are on “Needs Improvement” on the LEA teacher evaluation.</p> | <ul style="list-style-type: none"> • Ongoing teacher professional development is lacking in (i) lesson planning – structure and pacing; (ii) organizing and presenting curriculum content and instructional materials and activities; and (iii) using multiple instructional methods to differentiate instruction to meet the learning needs of all students; • Teacher mentoring program is not in place that could provide teachers with (i) opportunities for reflection and improved practice through cognitive coaching; (ii) information about the cultural norms of the school; and (iii) encouragement and emotional support to colleagues in a collegial setting |
| <p>b. 0% of teachers are “Highly Effective” on the LEA teacher evaluation.</p> | <ul style="list-style-type: none"> • Ongoing teacher professional development for communicating learning and achievements goals and objectives to students as well as setting clear expectations for student performance and behavior is lacking; • Lack of follow-through and support for both new and veteran teachers in areas such as retraining for technology use in the classroom, incorporating differentiated instruction, classroom managements, data driven instruction, and student engagement; |

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| | <ul style="list-style-type: none">• Professional learning communities are not in place that could allow teachers to work collaboratively to enhance their teaching techniques and strategies, reflect on their teaching practices, and share case studies and resources in a collegial environment |
| <p>2. Teacher Attendance: Teacher attendance rate is currently at 95.36%, which is down from 96.65% last year, which if left unchecked can adversely affect the learning outcomes the students in the classroom</p> | <ul style="list-style-type: none">• Teachers are concerned over the number of assessments required by the district and that the process is not adding value to the instructional program;• Teachers indicated a desire for consistency, clarity and intentional communication between them and the principal and the leadership team to minimize the frustrations that comes from change;• Teacher concerns related to student conduct and behavior [while improving] are not addressed in a timely and consistent manner;• Lack of shared (distributed) leadership process for making instructional and operational decisions that directly impact teachers; |
| <p>3. Discipline Referrals while improving are still very high for the 2012-2013 school year</p> | <ul style="list-style-type: none">• Inconsistent application of discipline policy;• Inconsistent use of Positive Behavior Interventions and Supports (PBIS) as well as classroom management strategies;• Student rewards system is not clearly communicated to students in terms of its relationships to their levels of academic achievement and success in meeting academic goals;• Lack of set classroom/school procedures that are implemented and followed consistently by students, teachers, staff and visitors; |

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| <p>4. Student Attendance has remained consistent from last school year to the 2012-2013 school year</p> | <ul style="list-style-type: none">• Students feel welcomed when they enter the school building and their classrooms which has resulted in about an 0.25% increase in student attendance this school year;• While the school encourages families to participate in school events, there is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success;• Progress monitoring is provided for most students but there is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year; |
|---|---|

Appendix B: JUSTICE THURGOOD MARSHALL INTERMEDIATE SCHOOL
See Appendix 3: Collaborative Quality Analysis for Justice Thurgood Marshall Intermediate School

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that **did not pass** in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|---|--|---|
| <i>Example: LEP</i> | 75% | 52 | <i>High - have been in U.S. 3 or more years</i> | <i>High - no prior formal schooling; from non- Western culture</i> |

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|---|--|---|
| ENGLISH LANGUAGE ARTS | | | | |
| Black | 58.3% | 70 | High – the DNP rate for this sub-group is higher than the school's DNP rate (44.7%); and well below both the LEA (62.4%) and state performance levels (79.4%); | High – lack of variety and highly engaging books for students to select from in school, limiting exposure to rigorous literature; lacks strategic intervention plan to increase student literacy/achievement levels |

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| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---|--|--|--|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Hispanic | 59.6% | 31 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (44.7%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – needs more ESL classroom time to practice and build fluency and vocabulary in the English Language in order to acquire grade level skills; does not receive same level of services and interventions that LEP designated students receive |
| Free/Reduced | 46.7% | 205 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (44.7%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – increased and consistent level of curriculum and instructional rigor is needed for student success; lacks strategic intervention plan to increase student literacy/achievement levels |
| Limited English Proficient (LEP) | 72.2% | 13 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (44.7%); and well below both the LEA (62.4%) and state pass levels (79.4%); | High – needs more ESL classroom time to practice and build fluency and vocabulary in the English Language in order to acquire grade level skills |
| Special Education | 82.5% | 66 | High – the DNP rate for this sub-group is significantly higher when compared to the school's DNP rate (44.7%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – there is lack of fidelity with the implementation of the READ180 program to close the achievement gap between sub-group and traditional classroom students; gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services |

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| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---|--|--|--|---|
| MATHEMATICS | | | | |
| Black | 53.3% | 65 | High – the DNP rate for this sub-group is higher than that of the school's DNP rate (35.9%) and is more than half of the black student population; and below both the LEA (64.5%) and state pass levels (81.2%); | High – student disengagement resulting in limiting exposure to curriculum content and materials; lacks strategic intervention plan to increase student numeracy skills and achievement levels |
| Hispanic | 40.4% | 21 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (35.9%); and just below the LEA (64.5%) pass level but still well below the state pass level (81.2%); | Medium – needs more ESL classroom time to practice and build fluency and vocabulary in the English Language in order to acquire grade level skills; lacks strategic intervention plan to increase student numeracy skills and achievement levels |
| Free/Reduced | 39.2% | 174 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (35.9%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – increased and consistent level of curriculum and instructional rigor is needed for student success; lack of student engagement results in limited exposure to curriculum content and materials; targeted interventions are not being developed and implemented |
| Limited English Proficient (LEP) | 66.7% | 12 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (35.9%); and well below both the LEA (64.5%) and state pass levels (81.2%); | High – needs more ESL classroom time to practice and build fluency and vocabulary in the English Language in order to acquire grade level skills |

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| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------------|---|--|--|
| MATHEMATICS | | | | |
| Special Education | 65.9% | 56 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (35.9%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – there is lack of fidelity with the implementation of the System 44 program to close the achievement gap between sub-group and traditional classroom students; gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services |

KEY FINDINGS – ANALYSIS OF STUDENT AND SCHOOL DATA

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| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p> | <p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p> |
| <p>I. Curriculum : Justice began its first year as a “turnaround” school (2012-13) with the intent to implement a curriculum designed to improve classroom practices, develop necessary teacher skills; and develop a culture of high expectations and student engagement. Certain elements of the curriculum still need to be fully implemented and others need continuous review and improvement.</p> | <ul style="list-style-type: none"> • Instruction and assessment not consistently designed using the rigor/relevance framework that would enable students to both gain knowledge and develop their critical thinking/problem solving skills; • There is no evidence of a common template for lesson planning that has an explicit focus on meeting the needs of all learners; • Instruction delivery varies in quality and rigor across classrooms and grade levels; • There is no comprehensive approach to professional development; • There is a lack of quality and rigor due to the inconsistent implementation of the TAP model of teacher development. |

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| <p>2. Instruction: Curriculum and instructional methods needs refining to engage students in deeper and more rigorous learning and school-wide student expectations for behavior has to be consistently established, communicated and reinforced</p> | <ul style="list-style-type: none">• Lack of fidelity (teacher implementation) of the Read 180 and System 44 intervention programs;• Lack of strand and skill analysis for individual students with IEPs which demonstrates a lack of planning with the general education teacher for appropriate interventions and accommodations;• Lack of differentiated instruction for students based on their level of cognitive and development disabilities;• It is a challenge to provide instruction given the discipline issues; however, teachers noted that while school climate has not been great in prior years, it was a lot better in the current year;• Currently, cross-grade planning is not being done to increase rigor and increase student achievement levels as well as to build teacher effectiveness and foster professional growth that would produce positive student outcomes;• There was inconsistent alignment of curriculum to intended student outcomes that were not communicated to students. |
| <p>3. Assessment: While class- and student-level data for student cohort groups were available; data was not being used to inform instruction and teacher professional development plans; select students for interventions; and develop targeted individualized interventions</p> | <ul style="list-style-type: none">• Many teachers were simply using informal classroom assessments to inform instruction; however, assessments were not created, administered and analyzed consistently across classrooms;• The school has not adopted a systematic approach and established expectations for the use of data to drive student instruction and school-wide operational decisions;• Teachers are not adequately training to analyze the student data they collected; and many teachers were not using student data in the special education setting to design lesson plans with specific individual needs in mind;• Student data was not used to develop individual learning goals for students as a result support for higher achieving students and at-risk students were not being planned for in the delivery of curricula content and learning materials and activities; |

Justice Thurgood Marshall Intermediate School

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| | <ul style="list-style-type: none">• There is no formal system for assessing student understanding of curricula content over time and student portfolios were not consistently and frequently updated. |
| <p>4. Professional Development: There appears to be a needs for additional planning/instructional time during the school day as well as systems that support the planning and delivery of instruction/intervention for all students</p> | <ul style="list-style-type: none">• Teachers did not receive adequate and appropriate professional development regarding school improvement and how to continuously review school and instructional practices, and operation data to ensure that intended outcomes are met;• Teachers did not receive adequate and appropriate professional development training on how to use data to improve instruction, individual teacher effectiveness, and student outcomes;• Teachers indicated that they needed more time for training in the use of the various classroom technology equipment as well as lesson plan integration with technology;• The provision of academic specialists by the district to work with teachers to implement interventions are inconsistent and their roles are not clearly defined and understood by teachers;• The student support team (SST) chairperson only met three times during the prior school year and provided no staff training for problem identification, analysis and short-term intervention. |
| <p>5. School Leadership: The school leader is new and needs to implement a shared (leadership) model at the school to ensure the effectiveness of the school's improvement team as well as its instructional and operational practices</p> | <ul style="list-style-type: none">• There is little consensus around the vision, mission, and goals that reflect the collective focus on student achievement for intermediate level students;• Current teacher meeting schedule does not afford regular team time to discuss and plan for student needs;• The current structure of the leadership and cluster team meetings does not support efficient solution planning, independent action taking, and review by the school teams; |

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| | <ul style="list-style-type: none">• Intentional training around cohorts of students and their needs are not in place;• Currently, teachers do not have the opportunity to have dialogue with the School Improvement Team or School Leadership Team to provide input for measuring progress towards school-wide achievement goals. |
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Justice Thurgood Marshall Intermediate School

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| INDICATORS | 2011-2012 | 2012-2013 |
|---|-----------------------|---------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 73,800 minutes | 73,800 minutes |
| 2. Dropout rate* | NA | NA |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 95.5% | 95.36% As of 05/15/13 |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | NA | NA |
| 5. Number of students completing dual enrollment classes | NA | NA |
| 6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other | AS | AS SS |

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| INDICATORS | 2011-2012 | 2012-2013 |
|---|--|--|
| 7. Discipline incidents* | 3091 | 1591 |
| 8. Truants (# of unduplicated students, enter as a whole number) | 0 | 8 |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective-1 Needs Improvement-6 Effective-25 Highly Effective-1 | Ineffective-0 Needs Improvement-1 Effective-28 Highly Effective-4 |
| 10 Teacher attendance rate | 95.41% | 95.49% As of 05/15/13 |

KEY FINDINGS – ANALYSIS OF STUDENT LEADING INDICATORS

| <p>What are key findings or summaries from the student leading indicators data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p> | <p>What is the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p> |
|--|--|
| <ul style="list-style-type: none"> • Teacher Performance: only four teachers in the entire school are considered to be highly effective | <ul style="list-style-type: none"> • Teacher mentoring program is not in place that could provide teachers with (i) opportunities for reflection and improved practice through cognitive coaching; (ii) information about the cultural norms of the school; and (iii) encouragement and emotional support to colleagues in a collegial setting. • Lack of follow-through and support for both new and veteran teachers in areas such as retraining for technology use in the classroom, incorporating differentiated instruction, classroom managements, data driven instruction, and student engagement; • Professional learning communities are not in place that could allow teachers to work collaboratively to enhance their teaching techniques and strategies, reflect on their teaching practices, and share case studies and resources in a collegial environment; |
| <ul style="list-style-type: none"> • Student Attendance: currently at 95.36 % attendance rate for students and the goal of 97% has not been reached even though student incentives are in place for achievement | <ul style="list-style-type: none"> • There is no organized and sustained student-school engagement process that creates a welcoming school environment and engages students in ways that support their achievement goals and success; |

Justice Thurgood Marshall Intermediate School

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| | <ul style="list-style-type: none">• There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success;• There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year; |
| <ul style="list-style-type: none">• Discipline Referrals have been significantly reduced from the 2011-12 school year to 2012-13 school year and is down by approximately 54%. | <ul style="list-style-type: none">• Although referrals have decreased by 54%, 1591 referrals are still represent a significant number of students receiving referrals;• Student engagement in classroom instruction is low and they are not given the responsibility for their own learning;• The school does not have an alternative to out-of-school suspension and students miss valuable instructional time;• There is no defined process for students to receive and complete classroom work that they have missed in as a result of a discipline referral which could be either in-school or out-of-school suspension; |

John L. McCulloch Junior High School

Appendix B: JOHN L. McCULLOCH JUNIOR HIGH SCHOOL

See Appendix 3: Collaborative Quality Analysis for John L. McCulloch Junior High School

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that **did not pass** in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------|---|--|--|
| Example: LEP | 75% | 52 | High - have been in U.S. 3 or more years | High - no prior formal schooling; from non-Western culture |

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---------------------------------------|-----------------------------|---|---|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Black | 45.6% | 57% | High – the DNP rate for this subgroup is higher than the school's DNP rate (38.0%); and well below both the LEA (62.4%) and state performance levels (79.4%); | High – lacks strategic intervention plan to increase student literacy/achievement levels with an emphasis on vocabulary skills development |

John L. McCulloch Junior High School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|---|--|--|---|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Hispanic | 40.9% | 18 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (38.0%); and about the same as the LEA (62.4%) but still well below the state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; does not receive same level of services and interventions that LEP designated students receive |
| Multiracial | 41.1% | 39 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group |
| Free/Reduced | 49.4% | 179 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group |
| Special Education | 80.8% | 63 | High – the DNP rate for this sub-group is extremely high compared to the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; targeted literacy interventions lacking for this sub-group |

John L. McCulloch Junior High School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|--|------------------------------------|--|---|---|
| MATHEMATICS | | | | |
| Black | 47.2% | 59 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (37.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |
| Hispanic | 40.9% | 18 | Medium/Low – the DNP rate for this sub-group is slightly lower than that of the school's DNP rate (37.2%); and only slightly below the LEA (64.5%) but still well below the state pass level (81.2%); | Medium/Low – lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |
| White | 32.5% | 90 | Medium – the DNP rate for this sub-group is lower than that of the school's DNP rate (37.2%); and is slightly above the LEA (64.5%) pass level but still well below the state pass level (81.2%); | Medium – lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |
| Multiracial | 38.7% | 36 | High – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (37.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |

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| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|--|------------------------------------|--|---|---|
| MATHEMATICS | | | | |
| Free/Reduced | 47.4% | 171 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (37.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one tutorials |
| Special Education | 71.1% | 54 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (37.2%); and well below both the LEA (64.5%) and state pass levels (81.2%); | High – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |

KEY FINDINGS – ANALYSIS OF STUDENT AND SCHOOL DATA

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| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p> | <p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p> |
| <p>I. Curriculum: All elements of the curriculum were not fully implemented resulting in student disengagement and lack of instructional rigor</p> | <ul style="list-style-type: none">• A structured planning framework is not being used and current planning does not reflect that explicit planning is done to address students' differing achievement levels, skills and learning styles;• School-wide grading practices are not consistent and do not reflect specific feedback to improve student performance;• Most students do not experience a rigorous and engaging curriculum that is designed for mastery of all relevant standards;• Most teachers do not collaborate to align and plan instruction within and across grades and subject areas;• Teachers were not consistently using TAP professional development training in class to deliver highly engaging curricula content and present instructional materials and activities. |

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| <p>2. Instruction: Curriculum and instructional methods needs updating to reflect the continual building of students' literacy and numeracy skills and the review and maintenance of those skills</p> | <ul style="list-style-type: none">• Teaching teams by grade-level and subject areas were not used consistently to build teacher effectiveness and foster professional growth that would produce positive student outcomes;• A variety of instructional methods were not utilized to organize and present instructional content and materials to accommodate students' learning styles, achievement levels, and meet their individual achievement goals;• There was inconsistent alignment of curriculum to intended outcomes which directly led to student disengagement at each grade level;• While teachers received professional development training via the TAP program, there was not a concerted effort to implement the curriculum with the end goal of increasing achievement levels for all students. |
| <p>3. Assessment: While class- and student-level data for student cohort groups were available; data was not being used to inform instruction and teacher professional development plans; select students for interventions; and develop targeted individualized interventions</p> | <ul style="list-style-type: none">• A system for analyzing and responding to data on a consistent basis has not been established across all school team as a result it has not translated into classroom practice;• Multiple assessment strategies to assess achievement have not been implemented in most classrooms;• Students are not receiving consistent formative feedback that will enable them to learn; as well next steps in learning are also not communicated to them;• Teachers do not consistently clarify lesson objectives by using student-friendly language with their students so they know and understand the objectives for each lesson; |

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| | <ul style="list-style-type: none">• Achievement teams do not know how their cohort of students are performing and do not effectively use data analysis to regularly conduct meaningful meetings that produce measurable and actionable results for all students at regular intervals. |
| <p>4. Professional Development: while provided and appreciated by the teaching staff, they have very little input in determining and developing their professional development needs</p> | <ul style="list-style-type: none">• While resources are available for teachers to attend professional development training outside the building, they feel that it is difficult to be away from their classrooms due to the pressure of improving standardized test scores and lack of effective substitutes;• While teachers appreciate the feedback they receive as a result of the TAP program, they have expressed some frustration with the current structure and the pressure they feel to address all 19 TAP indicators during each lesson;• New teachers were not fully trained on the use and implementation of the TAP model;• Teachers are not assigned to classes that maximized their likelihood of success with students;• Inconsistent use of existing teacher professional development periods during the school day/week. |
| <p>5. School Leadership: School leader is new and needs to implement a shared (leadership) model at the school to ensure the effectiveness of the school's improvement team as well as its instructional and operational practices</p> | <ul style="list-style-type: none">• The vision, mission, values and school goals are not defined and consistently articulated to clearly reflect a collective focus on student learning and achievement;• Leadership is not consistently distributed throughout the school will clearly defined roles and responsibilities, effective delegation, efficient solution planning, independent action-taking and review by school teams; |

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| | <ul style="list-style-type: none">• Teachers are not currently involved in monitoring and measuring progress toward achievement of school-wide goals, which should be done at least quarterly;• There is not an intentional school-wide communication system implemented so that all members of the school community can articulate what needs to be done, how it will be accomplished, and their specific role in the implementation process;• The principal and key leaders do not routinely develop and review action plans and evaluate the impact of implementation in order to communicate short-term gains/wins to staff and build on these successes toward long-term sustainable change. |
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John L. McCulloch Junior High School

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| INDICATORS | 2011-2012 | 2012-2013 |
|---|------------------------|---------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 73,800 minutes | 73,800 minutes |
| 2. Dropout rate* | NA | NA |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 95.6% | 95.33% As of 05/15/13 |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | NA | NA |
| 5. Number of students completing dual enrollment classes | NA | NA |
| 6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other | AS SS | AS SS |

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| INDICATORS | 2011-2012 | 2012-2013 |
|---|--|---|
| 7. Discipline incidents* | 2551 | 2893 |
| 8. Truants (# of unduplicated students, enter as a whole number) | 21 | 59 |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective-0 Needs Improvement-8 Effective-21 Highly Effective-1 | Ineffective-0 Needs Improvement-10 Effective-23 Highly Effective-0 |
| 10 Teacher attendance rate | 94.24% | 95.35% As of 05/15/13 |

KEY FINDINGS – ANALYSIS OF STUDENT LEADING INDICATORS

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| <p>What are key findings or summaries from the student leading indicators data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p> | <p>What is the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p> |
| <p>Student attendance slightly lower than previous year’s attendance rate and remains below the school-wide target</p> | <ul style="list-style-type: none"> • There is no organized and sustained student-school engagement process that creates a welcoming school environment and engages students in ways that support their achievement goals and success; • There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success; • There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. |
| <p>Discipline Incidents: Increased number of discipline referrals for the 2012-2013 school year by about 13.4%</p> | <ul style="list-style-type: none"> • There is no defined process for students to receive and complete classroom work that they have missed in as a result of a discipline referral which could be either in-school or out-of-school suspension; • Student engagement in classroom instruction is low and they are not given the responsibility for their own learning; |

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| | <ul style="list-style-type: none">• Inconsistent application of discipline policy;• Inconsistent use of classroom management strategies. |
| <p>Teacher Performance: need ongoing professional development and a collaborative planning and development environment</p> | <ul style="list-style-type: none">• Approximately one quarter of the teachers have been identified as “ineffective” and there are no teachers identified as “highly effective”<ul style="list-style-type: none">○ Teacher mentoring program is not in place that could provide teachers with (i) opportunities for reflection and improved practice through cognitive coaching; (ii) information about the cultural norms of the school; and (iii) encouragement and emotional support to colleagues in a collegial setting.○ Lack of follow-through and support for both new and veteran teachers in areas such as the TAP model, retraining for technology use in the classroom, incorporating differentiated instruction, classroom managements, data driven instruction, and student engagement;○ Professional learning communities are not in place that could allow teachers to work collaboratively to enhance their teaching techniques and strategies, reflect on their teaching practices, and share case studies and resources in a collegial environment;• Teacher have not been provided with adequate and consistent professional development training on how to administer, collect, analyze and use student data (on all levels) to increase student achievement levels and meet school-wide achievement goals;• Teachers have not been provided with adequate and consistent professional develop training on how to use a variety of instructional methods to meet the individual needs of each student through differentiation; |

John L. McCulloch Junior High School

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| | <ul style="list-style-type: none">• Seventy-five minutes a week are given for Professional Development, but only a small portion of this PD is used for Managing Student Behavior training and support. |
| <p>Teacher Attendance has increased by about 1 percent but is still below the school-wide target.</p> | <ul style="list-style-type: none">• Teacher concerns related to student conduct and behavior are not addressed in a timely nor consistent manner;• The overall quality and setup of the physical environment does not promote teacher collaboration and student learning;• Lack of shared (distributed) leadership process for making instructional and operational decisions that directly impact teachers. |

Worksheet #2: Self-Assessment of Practices High-Performing Schools

ALLEN ELEMENTARY SCHOOL

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---|---|---|---|---|--|
| 1. Spends most of the time managing the school. | X | | | | Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | | | | | Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | | X | | | Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | X | | | | Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | X | | | | Is not bound by seniority rules in hiring and placement of teachers. |
| | | X | | | |
| Instruction | | | | | Instruction |
| 1. Is primarily lecture-style and teacher-centered. | X | | | | Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | | | | | Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | X | | | | Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | X | | | | Includes frequent use of technology. |

X

Allen Elementary School

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| Instruction continued | | | | | Instruction continued |
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | | | | Works in teams, discussing student learning and instructional ideas |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | X | | | X | Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. Instruction is not increased to allow for more student learning time. | | X | | | Schedules and strategies provide for increased student learning time. |
| Curriculum | | | | | Curriculum |
| 1. Leadership does not observe or evaluate teachers for use of the curriculum | | | | X | Is observed by school leadership that it is being taught. |
| 2. Is considered to be the textbook or the state standards. | | | | | Is developed by the district/teachers based on unpacking the state standards |
| 3. Is not aligned within or across grade levels. | X | | | | Is aligned within and across grade levels. |
| 4. Is not rigorous or cognitively demanding. | X | | | | Is rigorous and cognitively demanding. |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | | X | | | Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. Is not differentiated for struggling students. | | | | | Is differentiated for struggling students. |
| Data – Formative Assessments | X | | | | Data – Formative Assessments |
| 1. Are not regularly used by teachers. | | | | | Are used to implement an aligned instructional program. |
| 2. Are not routinely disaggregated by teachers. | X | | | | Are used to provide differentiated instruction. |
| 3. Are not used to determine appropriate instructional strategies. | X | | | | Are discussed regularly in teacher groups to discuss student work |

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| Professional Development | | | | | Professional Development |
| 1. Is individually selected by each teacher; includes conferences and conventions. | | | X | | Is of high quality and job-embedded. |
| 2. Is not related to curriculum, instruction, or assessment. | | | | | Is aligned to the curriculum and instructional program. |
| 3. Is short, i.e., one-shot sessions. | X | | | | Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. |
| 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | X | | | | Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | X | | | | Parents, Family, Community |
| 1. Does not provide extended supports. | | | | | Provides social and emotional supports from school and community organizations. |
| 2. Does not ensure a safe school and community environment for children. | | | X | | Creates a safe learning environment within the school and within the community. |
| | X | | | | Includes use of advisory periods to build student-adult relationships. |
| Cultural Competency | X | | | | Cultural Competency |
| 1. Holds the belief that all students learn the same way. | | | | | Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | X | | | | Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | X | | | | Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | X | | | | Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

| Cultural Competency continued | | Cultural Competency continued | |
|---|---|-------------------------------|--|
| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | X | | Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

KEY FINDINGS – SELF-ASSESSMENT OF PRACTICES OF HIGH-POVERTY, HIGH-PERFORMING SCHOOL

| What are the key findings from the self-assessment of high-performing schools? | What is at the “root” of the findings? What is the underlying cause? |
|--|--|
| <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.” | <i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.” |
| <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “ | <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.” |
| <p>The principal and leadership: While there is a TAP leadership team in place, overall leadership is not distributed among all members of the school team.</p> <p>Staff feels directed to implement changes at the school. There is no followed-up on new initiatives which are usually dropped before full implementation is realized. There are limited opportunities for staff to lead initiatives or have their voices represented.</p> <p>The principal has not worked with the staff to refine/define the school’s mission, vision, values and strategic goals so that everyone is on board and on the same page regarding school improvement plans and initiatives.</p> | <ul style="list-style-type: none"> • The TAP leadership team is newly formed this school year and is itself developing; • Leadership is not distributed using a team structure approach where teams are given roles and responsibilities, and meet regularly to problem solve around school concerns; • Currently there is no system in place to select or offer teachers opportunities to participate in school leadership roles; • Similarly, teachers do not have a forum from which to participate in school discussions and decision-making; • There is some mistrust between teachers and the principal stemming from principal turnover over the last few years; |

Allen Elementary School

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| | <ul style="list-style-type: none">• There has been fewer teacher evaluations of performance, overall mentoring and coaching, and supervision and support as a result of the frequent changes in leadership. |
| <p>Instruction: Classroom instruction is primarily lecture-style and teacher-centered and not delivered in a technology rich teaching and learning environment. Content is not delivered in a variety of modalities, linked to students’ strengths and learning goals.</p> | <ul style="list-style-type: none">• Cooperative learning is not promoted among students who work in small group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills;• Most teachers do not set [and communicate] specific and measurable academic targets for student learning at the start of the school year for students to strive to achieve by the end;• Most teachers are not fully engaged in helping and supporting students as instruction is not systematically and strategically aligned with school and district initiatives for improving student achievement;• Most teachers do not consistently use supplemental instructional materials such as manipulatives to increase student learning that supports them in moving from simple to complex ideas and from concrete to abstract understanding;• Most teachers indicated that instructional time and the structure of the school day was not conducive to student learning and raising achievement levels, for example, teaching periods last for only 45 minutes, recess has been eliminated, daily teacher planning time was not respected and used for other school meetings, etc. |
| <p>Curriculum: A review of lesson plans and classroom observations indicated that most students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills.</p> | <ul style="list-style-type: none">• The current curriculum is not mapped or connected across grade levels or subject areas;• A rigorous research-based curriculum along with a variety of teaching strategies have not been implemented; |

Allen Elementary School

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| <p>Most teachers do not employ consistent grading practices which provide accurate, specific, and timely feedback. Feedback provided to students is not consistent and focused on helping them understand what is needed to improve their performance. Students are not able to track and articulate their progress against standards.</p> <p>Most teachers are not consistently using a structured planning framework to create lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience.</p> | <ul style="list-style-type: none">• There is a lack of a structured planning framework to deliver lesson plans to address students' differing achievement levels and varied learning styles (e.g., special education);• Teacher lack of knowledge of what to do with collected data which impacts their ability to plan appropriately and to teach prescriptively to meet the needs of their students;• Most teachers do not actively plan for student engagement and independence in learning. |
| <p>Data – Formative Assessments: While student data is scheduled to be collected as part of the school's achievement plan, the data is inconsistently monitored. The TAP leadership team does not have regular input in the data or strategy monitoring within the school achievement plan.</p> <p>Additionally, staff does not feel empowered to use the data outside their anecdotal data and are dependent on the principal to provide the data. Regular review of student data beginning with the TAP leadership team is not in place.</p> <p>The school has a number of standardized tests that are administered throughout the year but they are used primarily to look at past performance rather than for planning future success. The trend continues at the classroom level where most assessments are summative with almost no evidence of the use of formative assessments.</p> <p>The use of the TAP program is a starting point for including assessment in teacher planning but at this time the culture of data driven instruction has not expanded beyond the TAP leadership team meetings</p> | <ul style="list-style-type: none">• Teachers have not received training on how to analyze student data and translate their inferences into lesson planning to deliver differentiated instruction;• A culture of using data to drive instruction has not been developed as teachers are not routinely administering formative assessments;• Assessment results are not used to guide instructional decisions or intervention strategies or grouping, nor are results used to evaluate decisions made within the school;• Teachers are not involved in the collection and analysis of student data which is inconsistently monitored and data analysis results are provided solely by the principal;• Teachers do not identify areas of improvement based upon assessments nor do they have input in putting together their professional development plans. |

Allen Elementary School

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| <p>Professional Development: The school does not have a comprehensive professional development plan, inclusive of coaching and mentoring, for teachers that was developed with their input and goals for school improvement.</p> <p>Neither formal nor informal professional learning communities have been established where teachers can reflect and improve their practice through peer-to-peer dialogue and discussions as well as provide encouragement and emotional support to colleagues.</p> | <ul style="list-style-type: none">• Lack of follow-through and support for both new and veteran teachers on initiatives started with the TAP leadership team;• Outside of TAP regular team meetings are not held on a consistent basis and those meetings that have been held since January have been housekeeping in nature;• Consistent and effective professional development for teachers in retraining in technology for the classroom, differentiated instruction, classroom managements, data driven instruction, student engagement, etc. have not been provided;• While professional development is available through the TAP program, teachers have difficulty with timing and finding effective substitute teachers;• Teachers were unsure what the current school improvement goals are and don't usually have input in the development of these goals and felt like they did not know what they were supposed to be doing. |
| <p>Parents, Family, Community: The school does not promote a shared set of values articulated by the total school community. Few staff or students can articulate a shared set of values that connect day to day life in the school.</p> <p>There is little evidence of an intentional implementation of a school wide community code, explicitly connected to a set of shared valued and underpinned with positive language, attitudes, and behavior within the school.</p> <p>There is little evidence of the value placed on learner voice through a range of intentional practices that provide opportunities for students to demonstrate high levels of engagement and motivation, take ownership of their learning and to act as change agents.</p> | <ul style="list-style-type: none">• There is not a system in place for teaching and reinforcing a community code for the school throughout the school year;• More rules and procedures have been put in place to help with creating a safe and supportive teaching and learning environment for students;• There is not a system in place for seeking students' views, including the development of classroom protocols and procedures;• While the school culture overall has been more positive this school year, it appears that the student reward and recognition program is perceived as only rewarding "bad" students while the "good" students are not recognized; |

Allen Elementary School

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| <p>Currently, the school does not have partnerships to provide nor facilitate the provision of support services to help meet the needs of the students and their families and the greater community it serves.</p> | <ul style="list-style-type: none">• Parents have observed that teachers do not participate in school-wide activities outside of the classroom, which include the PTA, the school skating or valentines’ day parties, etc.;• Parents are allowed to visit with their child during lunch but not many parents take advantage of this opportunity and many others offered throughout the school year;• The school has not been able to consistently and successfully communicate and collaborate with families and lacks the resources and trained personnel to help and support families with the diverse need they face. |
| <p>Cultural Competency: Overall the cultural gap between students and their teachers is significant and has become a contributing factor hindering students’ achievement and increasing the achievement gap among different student groups.</p> | <ul style="list-style-type: none">• The school is not intentionally communicating the acceptance and respect for different cultural backgrounds and customs represented at the school;• The lack of a “community code” is indicative of the fact that the school does not understand [or have defined] its own culture – history, background, mission and vision, core values – that shape the sense of what it means to be at Allen Elementary School and how all stakeholders interact with each other;• There has not been any training for school-wide teachers and staff on understanding the dynamics of cultural interactions and understanding the factors that affect interactions across cultures;• The school has not intentionally designed educational services based on an understanding of students’ culture so that the teaching and learning environment at the school can adapt to and better the diverse populations at the school. |

Worksheet #2: Self-Assessment of Practices High-Performing Schools

FRANCES SLOCUM ELEMENTARY SCHOOL

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---|----------|----------|----------|----------|--|
| 1. Spends most of the time managing the school. | | | | | Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | X | | | X | Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | | | | | Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | | | | | Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | X | | X | | Is not bound by seniority rules in hiring and placement of teachers. |
| Instruction | | | | | Instruction |
| 1. Is primarily lecture-style and teacher-centered. | X | | | | Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | X | | | | Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | | | | | Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | X | X | | | Includes frequent use of technology. |

Frances Slocum Elementary School

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| Instruction continued | | | | | Instruction continued |
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | | | | Works in teams, discussing student learning and instructional ideas |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | X | | | | Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. Instruction is not increased to allow for more student learning time. | | | X | | Schedules and strategies provide for increased student learning time. |
| Curriculum | | | | | Curriculum |
| 1. Leadership does not observe or evaluate teachers for use of the curriculum | | | | | Is observed by school leadership that it is being taught. |
| 2. Is considered to be the textbook or the state standards. | | | X | | Is developed by the district/teachers based on unpacking the state standards |
| 3. Is not aligned within or across grade levels. | X | | | | Is aligned within and across grade levels. |
| 4. Is not rigorous or cognitively demanding. | X | | | | Is rigorous and cognitively demanding. |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | | X | | | Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. Is not differentiated for struggling students. | X | | | | Is differentiated for struggling students. |
| Data – Formative Assessments | | | | | Data – Formative Assessments |
| 1. Are not regularly used by teachers. | | | | | Are used to implement an aligned instructional program. |
| 2. Are not routinely disaggregated by teachers. | X | | | | Are used to provide differentiated instruction. |
| 3. Are not used to determine appropriate instructional strategies. | X | | | | Are discussed regularly in teacher groups to discuss student work |

Frances Slocum Elementary School

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| Professional Development | | | | | Professional Development |
| 1. Is individually selected by each teacher; includes conferences and conventions. | | | X | | Is of high quality and job-embedded. |
| 2. Is not related to curriculum, instruction, or assessment. | | | | | Is aligned to the curriculum and instructional program. |
| 3. Is short, i.e., one-shot sessions. | X | | | | Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. |
| 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | X | | | | Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | X | | | | Parents, Family, Community |
| 1. Does not provide extended supports. | | | | | Provides social and emotional supports from school and community organizations. |
| 2. Does not ensure a safe school and community environment for children. | | | X | | Creates a safe learning environment within the school and within the community. |
| | X | | | | Includes use of advisory periods to build student-adult relationships. |
| Cultural Competency | X | | | | Cultural Competency |
| 1. Holds the belief that all students learn the same way. | | | | | Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | X | | | | Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | X | | | | Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | X | | | | Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

| Cultural Competency continued | | | | | Cultural Competency continued |
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| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | X | | | | Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

KEY FINDINGS – SELF-ASSESSMENT OF PRACTICES OF HIGH-POVERTY, HIGH-PERFORMING SCHOOL

| What are the key findings from the self-assessment of high-performing schools? | What is at the “root” of the findings? What is the underlying cause? |
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| <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.” | <i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.” |
| <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “ | <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.” |
| <p>The Principal and Leadership: While there is a TAP leadership team in place, overall teachers want a principal (with a leadership team) that is consistent whom they can follow.</p> <p>The teachers feel that there are too many initiatives going on at the school but they do not see how they are all connected and express the need for a strong school leader to pull everything together.</p> <p>The principal has not worked with the staff to refine/define the school’s mission, vision, values and strategic goals so that everyone is on board and on the same page regarding school improvement plans and initiatives.</p> | <ul style="list-style-type: none"> • The school has experienced much turnover in leadership over the last few years resulting in the staff “going through the motions” but having no clear direction in terms of vision, mission and goals for the school; • While the leadership team has done a great job implementing the TAP model decision making is done in isolation; • While the principal has established lead teachers at each grade level their roles and responsibilities and expectations are unclear as well there is no time for them to meet as a leadership team to be part of the ongoing school improvement process; |

Frances Slocum Elementary School

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| <p>Currently, teachers feel overwhelmed and while the principal and leadership team listens to their concerns there is no follow up with action.</p> <p>TAP appears to consume the majority of their time both as leaders and teachers, leaving very little time to work on improving other areas of the school.</p> | <ul style="list-style-type: none">• There are no systems at the school to empower staff to know their goals and do their part toward achieving the school's goals;• Connections are not made and articulated to teachers among and between TAP, PBIS, achievement data collection, and the 8-step process.• Initiatives perceived as activities which teachers must comply with and they are given no clear understanding of how they drive school improvement or are aligned to support the school in meeting its goals; |
| <p>Instruction: Classroom instruction is primarily lecture-style and teacher-centered and not delivered in a technology rich teaching and learning environment. Content is not delivered in a variety of modalities, linked to students' strengths and learning goals.</p> <p>There is confusion among teachers related to the districts grading policy and they were unable to articulate how their grades translated to the 3-point scale on report cards.</p> <p>Teachers were not able to articulate how formative and summative assessments were used within their classrooms, which was also evident in their planning.</p> <p>The school is focused on providing timely and meaningful feedback to students and parents.</p> | <ul style="list-style-type: none">• Cooperative learning is not promoted among students who work in small group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills;• Most teachers do not set [and communicate] specific and measurable academic targets for student learning at the start of the school year for students to strive to achieve by the end;• Most teachers are not fully engaged in helping and supporting students as instruction is not systematically and strategically aligned with school and district initiatives for improving student achievement;• Most teachers do not consistently use supplemental instructional materials such as manipulatives to increase student learning that supports them in moving from simple to complex ideas and from concrete to abstract understanding;• Both administrators and teachers acknowledge that they have been focused on testing and getting the discipline issues under control that they neglected to encourage students to take ownership for their learning and to be part of the decision-making process at the school; |

Frances Slocum Elementary School

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| | <ul style="list-style-type: none">• Teachers are relying on the district assessments, for example, DIBELS, rather than building formative assessment strategies into their lessons.• Student work was posted in only a handful of classrooms, and of those posted works only a few reflected the standard, objective, student work, and feedback provided by the teacher.• All teachers do not use consistent grading practices to provide accurate, specific, and timely feedback that is designed to improve student performance; |
| <p>Curriculum: A review of lesson plans and classroom observations indicated that most students do not experience a rigorous and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills.</p> <p>Most teachers are not consistently using a structured planning framework to create lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience.</p> <p>Feedback provided to students is not consistent and focused on helping them understand what is needed to improve their performance. Students are not able to track and articulate their progress against standards.</p> | <ul style="list-style-type: none">• Teachers are frustrated with the lack of curriculum guidance from the district in core content areas;• There is a lack of common planning time between and among teachers across content areas and grade levels so that instruction is developed and leveled;• Lesson plans lacked consistency in referring to the appropriate standards and it is evident that teachers are not co-planning with their grade level partner;• Most teachers do not actively plan for student engagement and independence in learning;• A rigorous research-based curriculum along with a variety of instructional methods have not been implemented to facilitate differentiated instruction and mastery of all relevant standards;• While teachers use student data in lesson planning and content delivery, the incorporation of enrichment activities and technology is lacking; |

Frances Slocum Elementary School

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| <p>Data – Formative Assessments: There are teams in place to review achievement data; however, there is no evidence that this information is used to differentiate instruction or monitor student progress.</p> <p>Lessons plan do indicate small group activities but actual classroom visits show that all groups receive the same instruction.</p> <p>In order for the school to use assessment for learning it must focus on building teacher capacity to analyze data, establish meeting protocols and expected outcomes, and involve students in their own learning.</p> | <ul style="list-style-type: none">• Basic analysis of achievement data is apparent but it is not used to modify curriculum or instruction due to the lack of time and knowledge to drive instruction with formative assessments;• Teachers have not received training on how to continuously analyze student data to inform decisions around curriculum and instruction, interventions, and professional development;• Students rarely have time or guidance to reflect upon their learning;• Students are not actively participating in their learning by tracking their results and identifying actions for improvement based on feedback from teachers• Teachers are not using multiple strategies to assess student achievement to determine effective and ineffective instructional practices and motivate students by them giving multiple opportunities to demonstrate learning; |
| <p>Professional Development: The TAP model is in its second year of implementation and provides structure for classroom observations, data collection and professional development planning.</p> <p>Using the TAP model the master and mentor teachers have put in place school-wide systems and structures to support teacher development.</p> <p>Teachers acknowledge the value-add of the TAP model but feel that most of the recent professional development has been focused only on learning about TAP and not on improving their practice.</p> <p>Neither formal nor informal professional learning communities have been established where teachers can reflect and improve their practice through peer-to-peer dialogue and discussions as well as provide encouragement and emotional support to colleagues.</p> | <ul style="list-style-type: none">• Lack of follow-through and support for both new and veteran teachers on district initiatives especially with curriculum guidance connected to student outcomes;• Teachers have not received professional development training on how to use a structured planning framework to deliver lessons that address students’ differing achievement levels, skills and learning styles, while incorporating technology, supplemental instructional materials, and activities to create a highly-engaging experience for students;• Professional development training on common core standards have not been provided for assisting teachers with deciding what to teach and for collectively developing pacing guides; |

Frances Slocum Elementary School

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| | <ul style="list-style-type: none">• All teachers should have access to materials that support their understanding of what good and outstanding teaching and learning looks like for their students; |
| <p>Parents, Family, Community: There is little evidence of the intentional implementation of a school wide set of core values, explicitly connected to and underpinned with positive language, attitudes, and behaviors within the school.</p> <p>There is little evidence of the value placed on learner voice through a range of intentional practices that provide opportunities for students to demonstrate high levels of engagement and motivation, take ownership of their learning and to act as change agents.</p> <p>A culture of high expectations that includes college and career readiness is not evident.</p> <p>Currently, the school does not have partnerships to provide nor facilitate the provision of support services to help meet the needs of the students and their families and the greater community it serves.</p> | <ul style="list-style-type: none">• There is not a system in place for teaching and reinforcing a community code for the school throughout the school year;• More rules and procedures have been put in place to help with creating a safe and supportive teaching and learning environment for students;• There is not a system in place for seeking students' views, including the development of classroom protocols and procedures;• While the school culture overall has been more positive this school year, it appears that the student reward and recognition program is perceived as only rewarding "bad" students while the "good" students are not recognized;• Parents have observed that teachers do not participate in school-wide activities outside of the classroom, which include the PTA, the school skating or valentines' day parties, etc.;• Parents are allowed to visit with their child during lunch but not many parents take advantage of this opportunity and many others offered throughout the school year;• The school has not been able to consistently and successfully communicate and collaborate with families and lacks the resources and trained personnel to help and support families with the diverse need they face; |

Frances Slocum Elementary School

Cultural Competency: Overall the cultural gap between students and their teachers is significant and has become a contributing factor hindering students' achievement and increasing the achievement gap among different student groups.

- The school is not intentionally communicating the acceptance and respect for different cultural backgrounds and customs represented at the school;
- There has not been any training for school-wide teachers and staff on understanding the dynamics of cultural interactions and understanding the factors that affect interactions across cultures;
- The lack of a “set of core values” is indicative of the fact that the school does not understand [or have defined] its own culture – history, background, mission and vision – that shape the sense of what it means to be at Frances Slocum Elementary School and how all stakeholders interact with each other;
- The school has not intentionally designed educational services based on an understanding of students' culture so that the teaching and learning environment at the school can adapt to and better the diverse populations at the school.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

JUSTICE THURGOOD MARSHALL INTERMEDIATE SCHOOL

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---|----------|----------|----------|----------|--|
| 1. Spends most of the time managing the school. | | | X | | Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | | | | X | Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | | | | | Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | | X | | | Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | | X | | | Is not bound by seniority rules in hiring and placement of teachers. |
| | | X | | | |
| Instruction | | | | | Instruction |
| 1. Is primarily lecture-style and teacher-centered. | | | | | Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | | X | | | Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | | X | | | Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | X | | X | | Includes frequent use of technology. |

Justice Thurgood Marshall Intermediate School

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| Instruction continued | | | | | Instruction continued |
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | | | | Works in teams, discussing student learning and instructional ideas |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | | X | | | Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. Instruction is not increased to allow for more student learning time. | | X | X | | Schedules and strategies provide for increased student learning time. |
| Curriculum | | | | | Curriculum |
| 1. Leadership does not observe or evaluate teachers for use of the curriculum | | | | | Is observed by school leadership that it is being taught. |
| 2. Is considered to be the textbook or the state standards. | | X | | | Is developed by the district/teachers based on unpacking the state standards |
| 3. Is not aligned within or across grade levels. | X | | | | Is aligned within and across grade levels. |
| 4. Is not rigorous or cognitively demanding. | X | | | | Is rigorous and cognitively demanding. |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | X | | | | Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. Is not differentiated for struggling students. | | | | | Is differentiated for struggling students. |
| Data – Formative Assessments | | X | | | Data – Formative Assessments |
| 1. Are not regularly used by teachers. | | | | | Are used to implement an aligned instructional program. |
| 2. Are not routinely disaggregated by teachers. | | X | | X | Are used to provide differentiated instruction. |
| 3. Are not used to determine appropriate instructional strategies. | | | | X | Are discussed regularly in teacher groups to discuss student work |

Justice Thurgood Marshall Intermediate School

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| Professional Development | | | | | Professional Development |
| 1. Is individually selected by each teacher; includes conferences and conventions. | | | X | | Is of high quality and job-embedded. |
| 2. Is not related to curriculum, instruction, or assessment. | | | | | Is aligned to the curriculum and instructional program. |
| 3. Is short, i.e., one-shot sessions. | | X | | | Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. |
| 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | X | | | | Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | | X | | | Parents, Family, Community |
| 1. Does not provide extended supports. | | | | | Provides social and emotional supports from school and community organizations. |
| 2. Does not ensure a safe school and community environment for children. | | X | X | | Creates a safe learning environment within the school and within the community. |
| | | | | | Includes use of advisory periods to build student-adult relationships. |
| Cultural Competency | | X | | | Cultural Competency |
| 1. Holds the belief that all students learn the same way. | | | X | | Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | | | | | Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | X | X | | | Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | X | | | | Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

Justice Thurgood Marshall Intermediate School

| Cultural Competency continued | | | | Cultural Competency continued |
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| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | | | X | Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

KEY FINDINGS – SELF-ASSESSMENT OF PRACTICES OF HIGH-POVERTY, HIGH-PERFORMING SCHOOL

| What are the key findings from the self-assessment of high-performing schools? | What is at the “root” of the findings? What is the underlying cause? |
|---|--|
| <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> | <p><i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.”</p> |
| <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p> | <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p> |
| <p>The Principal and Leadership: A new principal was hired at the start of the 2012 school year and all indicators suggest that the school is at the beginning stages with leadership development and capacity building. The principal has begun to lead and manage change but has not yet established distributive leadership protocols to ensure all staff are included in the change management process.</p> <p>While there has been improvement in the overall culture of the school related to implementation of a positive behavior system, there is no established system-wide celebration of staff and student achievement for behavior and academics.</p> <p>The TAP leadership team does not include team leaders for cohorts of teachers and students and so a distributed leadership model has not been implemented.</p> <p>The principal and leadership team need to clarify roles and responsibilities across the school as well as establish a school-wide process for effective meetings, effective delegation, implementation, and follow through by staff-led team.</p> <p>The principal has not worked with the staff to refine/define the school’s mission, vision, values and strategic goals so that everyone is on board and on the same page regarding school improvement plans and initiatives.</p> | <ul style="list-style-type: none"> • School stakeholders have not reached consensus around the vision, mission, and goals that reflect a collective focus on student achievement for intermediate level students; • The current structure of the leadership and cluster team meetings does not support efficient solution planning, independent action taking, and progress monitoring by team; • There has been fewer teacher evaluations of performance, overall mentoring and coaching, and supervision and support as a result of the frequent changes in leadership; • At this time, the teaching teams are not organized around students and their needs • Currently, teacher meeting schedules does not allow for regular and consistent team meetings with ample time to discuss and plan for students’ needs; • Communication between and among the principal, teachers, and staff are not consistent, open and transparent from the top-down and bottom-up; • School leaders and teachers do not appear to know the cycle of continuous improvement (plan-do-study-act), or are making little to no effort to implement it; |

Justice Thurgood Marshall Intermediate School

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| | <ul style="list-style-type: none">• The school improvement plan has not yet been revised for the school year by the leadership team to include measurable objectives, actions and documented accountabilities. Nor is there a schedule for the staff to continuously review and revise the plan throughout the school year;• The leadership team is not using school and student data to drive their decisions which is limiting their ability to manage and embed a cycle of continuous improvement to advance the school;• School goals are limited to the state's adequate yearly progress (AYP) benchmarks under NCLB, and staff and students do not understand/know what the school goals are and what is their role in the attainment of these goals; |
| <p>Instruction: Classroom instruction is primarily lecture-style and teacher-centered and not delivered in a technology rich teaching and learning environment. Content is not delivered in a variety of modalities, linked to students' strengths and learning goals.</p> <p>School leadership has implemented a Positive Behavior Intervention and Support (PBIS) program to help with the discipline problems and this year the students are calmer and more ready to learn. Teachers are reinforcing positive behavior with an incentive system and appropriate language for learning.</p> | <ul style="list-style-type: none">• Behavior expectations have been clearly articulated to students and staff and posters can be found throughout the school; and the school has begun to implement core values with their initial focus around respect and responsibility;• There is not a process whereby every student has an advocate who reviews and monitors with them their learning and goal achievement on a regular basis and provide them with timely and meaningful feedback on next steps and how to improve their current level of academic achievement;• Most teachers are not fully engaged in helping and supporting students as instruction is not systematically and strategically aligned with school and district initiatives for improving student achievement;• Most teachers do not set [and communicate] specific and measurable academic targets for student learning at the start of the school year for students to strive to achieve by the end; |

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| | <ul style="list-style-type: none">• Most teachers do not consistently use supplemental instructional materials such as manipulatives to increase student learning that supports them in moving from simple to complex ideas and from concrete to abstract understanding;• Student voice and high levels of engagement are not evident throughout the school;• High expectations for all students are not clearly evident throughout the school; |
| <p>Curriculum: A review of lesson plans and classroom observations indicated that most students do not experience a rigorous, challenging, and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills.</p> <p>Most teachers do not employ consistent grading practices which provide accurate, specific, and timely feedback. Feedback provided to students is not consistent and focused on helping them understand what is needed to improve their performance. Students are not able to track and articulate their progress against standards.</p> <p>Most teachers are not consistently using a structured planning framework to create lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience.</p> | <ul style="list-style-type: none">• While there is a school-wide focus on improving literacy achievement, the current curriculum is not mapped or connected across grade levels or subject areas; and a rigorous research-based curriculum along with a variety of teaching strategies have not been fully implemented;• Cooperative learning has not been fully implemented to effectively promote learning among students who work in small group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills;• There is a lack of a structured planning framework to deliver lesson plans to address students' differing achievement levels and varied learning styles (e.g., special education);• Most teachers do not actively plan for student engagement and independence in learning;• Teachers lack of knowledge of what to do with collected data impacts their ability to plan appropriately and to teach prescriptively to meet the needs of their students; |

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| <p>Data – Formative Assessments: While student data is scheduled to be collected as part of the school’s achievement plan, the data is inconsistently monitored and used to inform instruction and meet students’ needs.</p> <p>The use of the TAP program is a starting point for including assessment in teacher planning but at this time the culture of data driven instruction has not expanded beyond the TAP leadership team meetings.</p> <p>Otherwise, teachers do not have common assessments or a benchmark data system that provides skills data on each student.</p> <p>As well, teachers could not discuss summative data collected on their students and were waiting on the administration to provide that information.</p> | <ul style="list-style-type: none">• Teachers have received training on how to analyze student but lack the understanding on how to translate the data and their inferences into lesson planning to deliver differentiated instruction;• A culture of using data to drive instruction has not been developed as teachers are not routinely administering formative assessments which has led to undefined expectations of students and teachers;• Assessment results are not used to guide instructional decisions or intervention strategies or grouping, nor are results used to evaluate decisions made within the school;• Teachers are not involved in the collection and analysis of student data which is inconsistently monitored and data analysis results are provided by the administration;• Teachers do not identify areas of improvement based upon assessments nor do they have input in putting together their professional development plans; |
| <p>Professional Development: The school does not have a comprehensive professional development plan, inclusive of coaching and mentoring, for teachers that was developed with their input and goals for school improvement.</p> <p>The principal and leadership team have to determine and provide support for the required elements for all lesson plans to reflect explicit planning that addresses student engagement and learning levels and skills.</p> <p>Overall, the quality of instruction has to be improved and the level of rigor has to be increased through effective implementation of the TAP model.</p> | <ul style="list-style-type: none">• The TAP program generates data that highlights teaching strengths and focuses on professional development;• Instructional delivery varies in quality and rigor across classrooms;<ul style="list-style-type: none">○ Teachers demonstrated use of relevant standards for their subject areas in both their lesson planning and in lesson presentation however there is not a consistent lesson plan template that drives instructional planning;○ Most staff planning is done independently, teachers share their work with grade level colleagues for planning, and instructional team planning is usually done after work hours; |

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| <p>Neither formal nor informal professional learning communities have been established where teachers can reflect and improve their practice through peer-to-peer dialogue and discussions as well as provide encouragement and emotional support to colleagues.</p> | <ul style="list-style-type: none"> ○ Just a few lesson plans addressed standards and objectives, the cycle of instruction, checking for understanding and higher order thinking questions while many others only covered some components; ○ Lesson plan lacked consideration for the levels of proficiency that students will need to demonstrate in order to meet or exceed standards; ● Consistent and effective professional development for teachers in retraining in technology for the classroom, differentiated instruction, classroom managements, data driven instruction, student engagement, etc. have not been provided; ● While professional development is available through the TAP program, teachers have difficulty with timing and finding effective substitute teachers; ● Teachers were unsure what the current school improvement goals are and don't usually have input in the development of these goals and felt like they did not know what they were supposed to be doing ; |
| <p>Parents, Family, Community: Overall the school climate has improved with the implementation of the PBIS program and students are calmer and ready to learn.</p> <p>The school has just begun promoting shared values (respect and responsibility) and they are yet to be completely articulated by the total school community. Few staff or students can articulate how these shared of values connect to the day-to-day life in the school.</p> <p>There is some evidence of an intentional implementation of a school wide set of shared values, explicitly connected to and underpinned with positive language, attitudes, and behavior within the school.</p> <p>There is little evidence of the value placed on learner voice through a range of intentional practices that provide opportunities for students</p> | <ul style="list-style-type: none"> ● A new Student Support Team chair has been identified and hired but they have not yet had the opportunity to train teachers and staff on the SST process; and teachers don't refer students to the SST process because of the paperwork ; ● More rules and procedures have been put in place to help with creating a safe and supportive teaching and learning environment for students and teachers; ● There is not a system in place for seeking students' views, including the development of classroom protocols and procedures; |

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| <p>to demonstrate high levels of engagement and motivation, take ownership of their learning and to act as change agents.</p> <p>Currently, the school does not have partnerships to provide nor facilitate the provision of support services to help meet the needs of the students and their families and the greater community it serves.</p> | <ul style="list-style-type: none">• Parents have observed that teachers do not participate in school-wide activities outside the classroom, e.g, the PTA.;• Parents are allowed to visit with their child during lunch but not many parents take advantage of this opportunity and many others offered throughout the school year;• The school has not been able to consistently and successfully communicate and collaborate with families and lacks the resources and trained personnel to help and support families with the diverse need they face; |
| <p><u>Cultural Competency:</u> Overall the cultural gap between students and their teachers is significant and has become a contributing factor hindering students’ achievement and increasing the achievement gap among different student groups.</p> | <ul style="list-style-type: none">• The school is not intentionally communicating the acceptance and respect for different cultural backgrounds and customs represented at the school;• The lack of a set of “share values” is indicative of the fact that the school does not understand [or have defined] its own culture – history, background, mission and vision – that shape the sense of what it means to be at Justice Thurgood Marshall Intermediate School and how all stakeholders interact with each other;• There has not been any school-wide training for teachers and staff on understanding the dynamics of cultural interactions and understanding the factors that affect interactions across cultures;• The school has not intentionally designed educational services based on an understanding of students’ culture so that the teaching and learning environment at the school can adapt to and better the diverse populations at the school. |

Worksheet #2: Self-Assessment of Practices High-Performing Schools

JOHN L. McCULLOCH JUNIOR HIGH SCHOOL

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | 1 | 2 | 3 | 4 | The Principal and Leadership |
|---|----------|----------|----------|----------|--|
| 1. Spends most of the time managing the school. | | | | | Spends great deal of time in classrooms. |
| 2. Is rarely in the classrooms. | X | | | X | Conducts frequent walk-throughs. |
| 3. Is not knowledgeable about English/ language arts or mathematics instruction. | X | | | | Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. Serves as lone leader of the school | | | | | Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | X | | X | | Is not bound by seniority rules in hiring and placement of teachers. |
| Instruction | | | | | Instruction |
| 1. Is primarily lecture-style and teacher-centered. | | | | | Includes a variety of methods that are student-centered. |
| 2. Places the same cognitive demands on all learners (no differentiation). | X | | | | Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. Is primarily textbook-oriented. | X | | | | Uses multiple sources beyond textbooks. |
| 4. Does not include technology. | | | | | Includes frequent use of technology. |

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| Instruction continued | | | | | Instruction continued |
| 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | | | | Works in teams, discussing student learning and instructional ideas |
| 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | X | | | | Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. Instruction is not increased to allow for more student learning time. | X | | | | Schedules and strategies provide for increased student learning time. |
| Curriculum | | | | | Curriculum |
| 1. Leadership does not observe or evaluate teachers for use of the curriculum | | | | | Is observed by school leadership that it is being taught. |
| 2. Is considered to be the textbook or the state standards. | | | X | | Is developed by the district/teachers based on unpacking the state standards |
| 3. Is not aligned within or across grade levels. | X | | | | Is aligned within and across grade levels. |
| 4. Is not rigorous or cognitively demanding. | X | | | | Is rigorous and cognitively demanding. |
| 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | X | | | | Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. Is not differentiated for struggling students. | X | | | | Is differentiated for struggling students. |
| Data – Formative Assessments | | | | | Data – Formative Assessments |
| 1. Are not regularly used by teachers. | | | | | Are used to implement an aligned instructional program. |
| 2. Are not routinely disaggregated by teachers. | X | | | | Are used to provide differentiated instruction. |
| 3. Are not used to determine appropriate instructional strategies. | X | | | | Are discussed regularly in teacher groups to discuss student work |

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| Professional Development | | | | | Professional Development |
| 1. Is individually selected by each teacher; includes conferences and conventions. | | | X | | Is of high quality and job-embedded. |
| 2. Is not related to curriculum, instruction, or assessment. | | | | | Is aligned to the curriculum and instructional program. |
| 3. Is short, i.e., one-shot sessions. | X | | | | Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. |
| 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | X | | | | Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | | | | | Parents, Family, Community |
| 1. Does not provide extended supports. | | | | | Provides social and emotional supports from school and community organizations. |
| 2. Does not ensure a safe school and community environment for children. | X | | | | Creates a safe learning environment within the school and within the community. |
| | X | | | | Includes use of advisory periods to build student-adult relationships. |
| Cultural Competency | | | | | Cultural Competency |
| 1. Holds the belief that all students learn the same way. | X | | | | Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. Uses the textbook to determine the focus of study. | | | | | Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | X | X | | | Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | X | | | | Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

| Cultural Competency continued | | | | Cultural Competency continued |
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| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | | X | | Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

KEY FINDINGS – SELF-ASSESSMENT OF PRACTICES OF HIGH-POVERTY, HIGH-PERFORMING SCHOOL

| What are the key findings from the self-assessment of high-performing schools? | What is at the “root” of the findings? What is the underlying cause? |
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| <i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.” | <i>Appropriate example:</i> “We don’t know how to align our curriculum across grade levels.” |
| <i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “ | <i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.” |
| <p>The Principal and Leadership: The school is at the beginning stage of leadership development and has a TAP leadership team that is established and functioning.</p> <p>The principal is the instructional leader and along with other leaders possesses a clear understanding of key competencies and meets regularly with teachers as a means to develop good practice.</p> <p>The principal is a “learning leader” and the leadership team and cluster teams review data on a monthly basis and the results to drive school-wide priorities.</p> <p>The principal has not yet established distributive leadership protocols to ensure all staff are included in the school improvement process. There needs to be clearly defined roles and responsibilities, effective delegation, independent action-taking and review by teams.</p> | <ul style="list-style-type: none"> • Stakeholders have not consistently articulated the school’s vision, mission, and goals to clearly reflect a collective focus on student learning and achievement; • School improvement goals have been established around the TAP rubric but not everyone can clearly articulate them; • There is a Positive Behavior Interventions and Support (PBIS) program team and established expectations for student behavior, however, not all staff members buy into and reinforce the school-wide plan for reinforcing positive behavior; • Teachers do not understand the cycle of continuous improvement (plan-do-study-act), or are making little to no effort to implement it; |

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| <p>Intentional communication systems are not implemented so that all members of the school community can articulate what needs to be done, how it will be accomplished, and their specific role in the implementation process.</p> <p>Celebrations are not intentionally planned for students and teachers that are tied directly to the school's mission, vision, core values and school-wide improvement goals.</p> <p>The principal has not worked with the staff to refine/define the school's mission, vision, values and strategic goals so that everyone is on board and on the same page regarding school improvement plans and initiatives.</p> | <ul style="list-style-type: none">• While cluster teams meet weekly, the agenda is driven by TAP priorities, with no additional time allocated for teams to engage in the solution finding process, independent action taking, and progress monitoring by team;• Teachers analyze their STI data every six weeks, but there is little evidence that it is altering instructional practices in the classroom;• A structure is not in place for staff to continuously review and revise their school improvement plan throughout the year;• The principal and key leaders are not regularly reviewing action plans and evaluating the impact of implementation to communicate short term successes to staff and in order to build long term sustainable change;• The leadership teams have not defined roles and responsibilities for its membership and implemented a regular reporting process. |
| <p>Instruction: Classroom instruction is primarily lecture-style and teacher-centered and not delivered in a technology rich teaching and learning environment. Content is not delivered in a variety of modalities, linked to students' strengths and learning goals.</p> <p>The school complements traditional learning by offering some experiential and enrichment learning opportunities and the physical spaces in the building allow for multiple configurations and uses but they are not being fully utilized to meet a variety of learning needs and pedagogical approaches.</p> | <ul style="list-style-type: none">• Cooperative learning is not promoted among students who work in small group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills;• Although there is a set of shared values, they are not intentionally being implemented to impact language, attitudes and behaviors within the school;• Student voice is not present limiting opportunities for students to demonstrate high levels of engagement and motivation, and to take ownership for their learning;• Most teachers are not fully engaged in helping and supporting students as instruction is not systematically and strategically aligned with school and district initiatives for improving student achievement;• Most teachers do not set [and communicate] specific and |

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| | <p>measurable academic targets for student learning at the start of the school year for students to strive to achieve by the end;</p> <ul style="list-style-type: none">• Most teachers do not consistently use supplemental instructional materials such as manipulatives to increase student learning that supports them in moving from simple to complex ideas and from concrete to abstract understanding;• A variety of after school enrichment activities are offered but are limited to those students who are able to stay after school to participate;• There is not a process for every student can review and monitor their learning and goal achievement on a regular basis;• There is not a system in place to provide students with timely and meaningful feedback on next steps and how to improve their current level of academic achievement;• Teachers have expressed that more instructional time during the school day would be beneficial via a restructuring or extension of the school day. |
| <p>Curriculum: A review of lesson plans and classroom observations indicated that most students do not experience a rigorous, challenging, and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills.</p> <p>The overall curriculum is poorly implemented resulting in student disengagement and lack of instructional rigor and is primarily textbook-oriented and does not incorporate the use of technology in the delivery of content and interventions;</p> | <ul style="list-style-type: none">• The current curriculum is not mapped or connected across grade levels or subject areas; and a rigorous research-based curriculum along with a variety of teaching strategies have not been fully implemented;• Most teachers are not consistently using a structured planning framework to create lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience;• Teachers lack of knowledge of what to do with collected data impacts their ability to plan appropriately and to teach prescriptively to meet the needs of their students;• Cooperative learning has not been fully implemented to effectively promote learning among students who work in small |

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| | <p>group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills;</p> <ul style="list-style-type: none">• Most teachers do not actively plan for student engagement and independence in learning. |
| <p>Data – Formative Assessments: While the school has a comprehensive data room with behavioral, academic, attendance, survey and TAP data, a system for analyzing and responding to data on a consistent basis has not been established across all school teams and translated into classroom practice.</p> <p>The use of multiple assessments strategies by teachers are not implemented in most classrooms because of the emphasis placed on STI (benchmark assessments).</p> | <ul style="list-style-type: none">• Teachers have received training on how to analyze student but lack the understanding on how to translate the data and their inferences into lesson planning to deliver differentiated instruction;• Teachers do not meet with curriculum leaders to analyze data and develop action plans to modify classroom instruction based on students’ needs;• Achievement Teams are not meeting consistently (at least monthly) and do not know how their cohort of students are performing nor are they performing and effectively using data analysis protocols to conduct meaningful meetings that produce measurable and actionable results for all students;• Assessment results are not used to guide instructional decisions or intervention strategies or grouping, nor are results used to evaluate decisions made within the school;• Students are not receiving consistent feedback that will enable them to grow as learners and demonstrate attainment of the learning goals. |
| <p>Professional Development: As a TAP school, teachers are involved in an ongoing professional development program, however, they have little input into determining their professional development needs.</p> | <ul style="list-style-type: none">• The TAP program generates data that highlights teaching strengths and focuses on professional development;• While professional development is available through the TAP program, teachers have difficulty with timing and finding effective substitute teachers; |

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| <p>All teachers receive the same training and expressed a desire to see professional development training differentiated in order to meet their individual needs.</p> <p>Neither formal nor informal professional learning communities have been established where teachers can reflect and improve their practice through peer-to-peer dialogue and discussions as well as provide encouragement and emotional support to colleagues.</p> | <ul style="list-style-type: none">• Consistent and effective professional development for teachers in retraining in technology for the classroom, differentiated instruction, classroom managements, data driven instruction, student engagement, etc. have not been provided;• Teachers are observed formally four times each year and classroom observations occur on a regular basis;• While teachers appreciate the constructive feedback from these assessments, they are frustrated with its current structure and pressure to address all 19 TAP indicators during each lesson;• New teachers were not fully trained in the TAP model;• Teachers do not have extended time outside of instruction collaborate and engage in shared planning with other teachers by content area and across grade levels. |
| <p>Parents, Family, Community: The school needs to find ways that seek out input, feedback and participation from parents and the community, inclusive of the staff.</p> <p>School climate has grown negative and student behaviors have become increasingly problematic.</p> <p>The school hosts monthly Title I parenting night, publishes a quarterly newsletter, and the principal has appointed a Student Support Team (SST) chair.</p> <p>Currently, the school does not have partnerships to provide nor facilitate the provision of support services to help meet the needs of the students and their families and the greater community it serves</p> | <ul style="list-style-type: none">• The school's SST process does not identify the current needs of all students and to train teachers and staff on the SST process;• Parent-student-teacher conferences are not held to review learning progress, goal setting, and achievement;• The school does not administer a climate survey annually and stakeholders want a system in place for having their voices hear on a regular basis;• Students are not regularly asked for their feedback on their learning experience for teachers and administration to take action in response to their input;• Students are not integrated into the analysis, decision-making and planning of the school's various school improvement goals;• The external school image is poor and, overall, morale is low;• Parents have observed that teachers do not participate in school-wide activities outside of the classroom, including PTA.; |

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| | <ul style="list-style-type: none">• The school has not been able to consistently and successfully communicate and collaborate with families and lacks the resources and trained personnel to help and support families with the diverse need they face. |
| <p>Cultural Competency: Overall the cultural gap between students and their teachers is significant and has become a contributing factor hindering students' achievement and increasing the achievement gap among different student groups.</p> | <ul style="list-style-type: none">• The school is not intentionally communicating the acceptance and respect for different cultural backgrounds and customs represented at the school;• The lack of a set of “share values” is indicative of the fact that the school does not understand [or have defined] its own culture – history, background, mission and vision – that shape the sense of what it means to be at John L. McCulloch Junior High School and how all stakeholders interact with each other;• There has not been any school-wide training for teachers and staff on understanding the dynamics of cultural interactions and understanding the factors that affect interactions across cultures;• The school has not intentionally designed educational services based on an understanding of students' culture so that the teaching and learning environment at the school can adapt to and better the diverse populations at the school. |

B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

| TURNAROUND MODEL | TRANSFORMATION MODEL |
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| <i>Required Elements</i> | <i>Required Elements</i> |
| <p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p> <p>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> <p>Promote the use of student data to inform and differentiate instruction.</p> | <p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff. |
| <p>Establish schedules and implement strategies that provide increased learning time.</p> | <p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement. |
| <p>Provide appropriate social-emotional and community-oriented services and supports for students</p> | <p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. 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. 2. Promote the continuous use of student data to inform and differentiate instruction. |

| TURNAROUND MODEL | TRANSFORMATION MODEL |
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| <i>Permissible Elements</i> | <i>Permissible Elements</i> |
| | <p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization |
| <p>New school model (e.g., themed, dual language academy)</p> <p>Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.</p> | <p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model. |
| | <p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems |

| TURNAROUND MODEL | TRANSFORMATION MODEL |
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| <i>Permissible Elements</i> | <i>Permissible Elements</i> |
| | <u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten. |
| | <u>Operational Flexibility and Sustained Support</u> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs. |
| RESTART MODEL | SCHOOL CLOSURE MODEL |
| <i>Permissible Elements</i> | <i>Permissible Elements</i> |
| <p>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</p> <p>Must enroll within the grades it serves, any former student who wishes to attend.</p> <p>May implement any of the required or permissible activities of a turnaround model or a transformation model.</p> | <p>Close the school and enroll the students in other schools in the LEA that are higher achieving.</p> |

II. Selection of Improvement Model

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

- | | |
|--|----------------------------------|
| <input checked="" type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and 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.

Intervention model selected Turnaround Model

JUSTICE THURGOOD MARSHALL INTERMEDIATE SCHOOL

Intervention model selected Transformation Model

ALLEN ELEMENTARY SCHOOL

FRANCES SLOCUM ELEMENTARY SCHOOL

JOHN L. McCULLOCH JUNIOR HIGH SCHOOL

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

Build school leader capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes. The interventions of school improvement call for greater school-level autonomy, more flexibility in staffing, scheduling, and budgeting along with greater accountability for results. Thereby expanding the principal's opportunity to make sound decision while simultaneously developing a leadership team with shared responsibilities to accelerate change and sustain positive reforms.

Marzano (2003)¹ points out that leadership should not reside with one individual and a team approach to planning and decision-making allows for shared leadership. As well, Schmoker (1996)² recommends that teams of teachers implement, assess and adjust instruction in short-term cycles of improvement – not annually, but continuously. Common team tasks will include intensive efforts to align curriculum content across grade levels and administer assessments using EdisonLearning's **eEvaluate™** (See Appendix 13: EdisonLearning eEvaluate™) and the TAP system to monitor student and staff progress on a continuing basis.

¹ Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

² Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Restructure teaching to foster and encourage individual teacher and team effectiveness, professional growth, and contribution that produce positive student academic outcomes. Critical to the improvement of a low-performing school into a high-performing school is a robust personnel strategy coupled with high-quality, innovative interventions. Having a highly effective principal and instructional staff ensure that the school can successfully deliver higher levels of student achievement. As well, research consistently finds teachers to be the most important school-level factor that affects student achievement. Therefore, the principal at the school will be charged with implementing a comprehensive and systemic personnel plan to develop and retain effective teachers to support the needs of all students. This systemic approach addresses teacher quality policies (Behrstock & Meyer, 2009)³ inclusive of orientation and ongoing professional development, opportunities for career growth, compensation and incentives, performance management, etc. To achieve this goal, the principal will work closely with the district to align teacher quality policies with district supports. Throughout this process EdisonLearning provides guidance and support to the principal including the implementation of the performance management system for teachers **(see Appendix 7: EdisonLearning School Leader Development Model)**.

The EdisonLearning School Collaborative Quality Analysis is a holistic school needs assessment designed to measure school strengths and areas of improvement across its research-based five strand framework for school improvement **(see Appendix3: Collaborative Quality Analysis)**. The process will collect data from multiple site visits to the school, which include: classroom observations, school climate walk, stakeholder focus groups, student support analysis, review of lesson plans and student work samples, analysis of student achievement data, and analysis of school planning documentation.

Extend the learning day (teacher and student) and redesign the school day to increase instructional and collaborative planning time as well as opportunities for community-based enrichment activities. The 180 six-hour day schedule used in most schools is not based on the needs and learning styles of students, but rather on the 19th century agrarian system (Farbman & Kaplan, 2005)⁴. The school has considered several options to change this outdated way that time is spent in school and have settled on (i) transforming the day schedule; and (ii) extending the school day including providing after school remediation and enrichment opportunities. Ultimately, simply extending the time students are in school is not enough but it should be combined with increasing the time students engage in productive, academic learning (Silva, 2005)⁵. To achieve this end, the district has partnered with EdisonLearning to provide guidance and support for developing the school's improvement plan.

The block scheduling being implemented at the school will engage students in learning for longer periods of time. Block scheduling has been effective in San Diego's Blueprint for Student Success program, where double and triple length reading classes boosted student achievement enough to narrow school achievement gaps by about 15 percent over two years (Public Policy Institute of California, 2005)⁶.

³ Behrstock, E., & Meyer, C. (2009). *Managing educator talent: A research-based framework for district and state policymakers*. Naperville, IL: Learning Point Associates.

⁴ Farbman, D., & Kaplan, C. (2005). *Time for a change: The promise of extended-time schools for promoting student achievement*. Boston, MA.

⁵ Silva, E. (2007). *On the clock: Rethinking the way schools use time*. Washington, DC: Education Sector.

⁶ Public Policy Institute of California. (2005). *Research brief: The success of San Diego school reforms could serve as a blueprint for the state*. San Francisco, CA: Public Policy Institute of California.

It is noted that the success of block scheduling depends on how well teachers are trained to use the extra time effectively. Teachers at the school receive TAP professional development training weekly and EdisonLearning will provide additional professional development and implement a performance management system **(See Appendix 6: EdisonLearning School Leader Development Model)** for both the principal and teachers to assure that the school's instructional team will use the additional time effectively. It has also been shown that when students attend core classes for longer time periods than other classes during the day, it improve academic achievement (Kennelly & Monrad, 2007)⁷. A study of high performing high schools in Massachusetts found that all top performing schools had expanded school days (The Rennie Center for Education Research and Policy, 2003)⁸. The most important aspect of extending the school day is to ensure that the additional time with students is spent on core academic classes and students are provided with after-school remediation and enrichment opportunities.

Develop a framework for teaching and learning, aligned to state standards and TAP, consisting of a set of coherent research-based materials designed to improve classroom practice by focusing on necessary skills that all teachers need to develop; and structured around planning and assessment processes, pedagogy, the culture and climate of learning, and the foundations of quality teaching. Curriculum and instructional strategies contribute to school improvement and increase student learning. Student performance data are important to both. Grade-level student data identify and support the implementation of research-based instructional programs. Student- and class-level data inform instructional change and serve the academic needs of individual students. This data is collected using EdisonLearning's **eEvaluate™** to inform instructional changes at the classroom and grade levels and student placement. It will also provide additional data about teachers' instructional practices which can help determine the fidelity of implementation in instructional programs and can supply information about professional development practices.

The EdisonLearning Framework for Teaching and Learning is aligned to TAP **(see Appendix 9: How TAP Relates to Key Themes of EdisonLearning's Five Strand Design)** and will support a more robust implementation of TAP processes due to the additional professional development and focus on Teaching and Learning structures that make a difference in learner outcomes. When instruction is aligned to standards and implemented in classrooms, students should be able to perform at higher levels of proficiency on assessments. The analysis of student performance data then becomes a useful tool to provide powerful guidance when the school introduces changes in curricula emphasis, select instructional materials, establish connections across grades and content areas, develop processes for building professional capacity, etc. (Bhola, Impara, & Buchendahl, 2003; Gamoran, Porter, Smithson, & White, 1997; LaMarca, Redfield, & Winter, 2000; Blank, Porter, & Smithson, 2001)⁹.

⁷ Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions*. Washington, DC: National High School Center at the American Institutes for Research.

⁸ The Rennie Center for Education Research and Policy. (2003). *Head of the class: Characteristics of higher performing urban high schools in Massachusetts*.

⁹ Bhola, D. S., Impara, J. C., & Buchendahl, C. W. (2003). Aligning tests with states' content standards: Methods and issues. *Educational Measurement: Issues and Practice*, 22(3), 21-29.

~Gamoran, A., Porter, A. C., Smithson, J., & White, P. A. (1997). Upgrading high school mathematics instruction: Improving learning opportunities for low-achieving, low-income youth. *Educational Evaluation and Policy Analysis*, 19(4), 325-338.

~LaMarca, P. M, Redfield, D., Winter, P. C., Bailey, A. & Despriet, L. H. (2000). *State standards and state assessment systems: A guide to alignment*. Washington, DC: Council of Chief State School Officers.

~Blank, R. K., Porter, A., & Smithson, J. (2001). *New tools for analyzing teaching, curriculum, and standards in mathematics & science: Results from survey of enacted curriculum final report*. Washington, DC: Council of Chief State School Officers.

The EdisonLearning Framework for Teaching and Learning aligns standards to assessments assuring that students demonstrate proficiency on state standards, exercise cognitive demand, and master classroom content.

Employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; and maintain a school improvement team to engage in continuous examination of school practices and operational data. Data systems allow for the collection, interpretation, and use of student data. A standard assessment system can be used, for example, at the beginning and middle of the school year to identify students who are academically on-track and those who are at-risk for difficulties in key critical content areas, such as reading and mathematics. At-risk students are selected to receive research-based interventions.

Then, use progress monitoring data (collected on a frequent basis) to gauge students' progress (response to intervention) towards critical academic outcomes (Tilly, 2008)¹⁰. EdisonLearning's **eValuate**TM collects formative assessment data to give teachers feedback about students' understanding of the material presented and what adjustments to their instruction may be needed to improve student's understanding.

The school will also use the **eValuate**TM data in broader decision-making by reviewing state testing results to evaluate the effectiveness of the system. The principal and EdisonLearning will focus on:

- 1) Identifying which students are at-risk for difficulties with certain subjects and provide more intense instruction to students identified as at-risk (Hamilton, Halverson, 3. Jackson, Mandinach, Supovitz, & Wayman, 2009)¹¹.
- 2) Employing efficient, easy-to-use progress monitoring measures to track the progress of students receiving intervention services towards critical academic outcomes (National Center on Response to Intervention)¹².

Using formative assessments to evaluate learning and determine what minor adjustments can be made to instruction to enhance student understanding (The National Center for Fair and Open Testing, 2007)¹³.

¹⁰ Tilly, W. D. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V* (Vol. 1 pp. 17-35). Bethesda, MD: The National Association of School Psychologists.

¹¹ Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). *Using student achievement data to support instructional decision making* (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

¹² National Center on Response to Intervention *Progress monitoring tool chart*.

¹³ National Center for Fair and Open Testing. (2007). *The value of formative assessment*.

Build a safe and supportive learning environment that fosters and encourages the development of positive teacher-student relationships and the use of effective classroom management strategies that enhance the academic and behavioral competence of all students in all grade levels. A safe, orderly school climate is one of several characteristics of schools that consistently show good achievement gains (Redding, 2006)¹⁴. When considering school climate, the evidence of the close relationship between academic and behavioral difficulties calls for integrating intervention efforts through a single system that can monitor progress in both areas and respond accordingly with intervention as needed (Center on Instruction, 2008)¹⁵.

EdisonLearning will work with the principal to create a positive environment that fosters a joy of learning and a culture that values accountability and responsibility and makes certain that the school is oriented around the needs of students through the implementation of a comprehensive program to build a positive learning environment, including the EdisonLearning Core Values: wisdom, justice, courage, compassion, hope, respect, responsibility, and integrity. These values will be nurtured and modeled through every set of relationships within the school community.

The Positive Behavior Intervention and Supports (PBIS) plan will be implemented along with classroom management techniques linked to the school-wide behavioral support system; and school-wide student management plans (including codes of conduct, rules and procedure, and model school handbooks).

The Core Learning Skills program explicitly teaches social and emotional learning skills and contributes to an overall climate of inclusion, warmth, and respect, which can help with preventing bullying and promote educational success (Ragozzino & Utne O'Brien, 2009)¹⁶. Additional actions include:

- 1) Using effective classroom management practices for all students and determine which students need additional and more individualized interventions
- 2) Ensuring that the relationships between and among students and adults in the school are grounded in respect and trust by providing high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional, and academic skills
- 3) Collecting and using data regarding discipline and school climate to guide decision making

¹⁴ Redding, S. (2006). *The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school*. Lincoln, IL: Academic Development Institute.

¹⁵ Center on Instruction. (2008). *A synopsis of "The use of reading and behavior screening measures to predict non-response to school-wide positive behavior support: A longitudinal analysis."* Portsmouth, NH: RMC Research Corporation

¹⁶ Ragozzino, K., & Utne O'Brien, M. (2009). *Social and emotional learning and bullying prevention* [Issue Brief].

Develop a family-school partnership program that engage families directly in their child's academic progress and includes specific plans for structured communications and consistent interaction with parents at various points and venues during the school year. Research shows that schools can improve their students' learning by engaging parents in ways that directly related to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (Epstein, 1995; Henderson & Mapp, 2002)¹⁷.

These echo the conclusions of Swap (1993)¹⁸ that effective parent engagement must be comprehensive in nature, with the school consistently interfacing with parents at many points, at different events over the school year and as evidenced by the school's plan to hire a Parent Involvement Coordinator and scheduling a minimum of eight family events for the upcoming school year.

This is crucial for all students at all grade levels, in all settings and even more so for those students with disabilities and who are English Language Learners. Epstein's typology for family involvement in education has become the standard of the field and appears in various adaptations, including the National Standards for Family-School Partnerships from the national parent teacher association.

A comprehensive family-school partnership, which Epstein defines as an ongoing relationship rather than a program or event, addresses all six types of family involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community.

¹⁷ Epstein, J. L. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 76(9), 701-712.

Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: SEDL.

¹⁸ Swap, S. (1993). *Developing home-school partnerships: From concepts to practice*. New York, NY: Teachers' College Press.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|---|----------|----|---|
| 1. The budget includes attention to each element of the selected intervention. <i>All models</i> | X | | <p>The school team has analyzed the budget with each element of the SIG turnaround models and assures alignment between each element of the transformation and turnaround models to the budget.</p> <p>See Attachment C – Detailed Budget for each school.</p> |
| 3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i> | X | | <p>All projected budget items are supplemental to the general education program provided at this school. Each budget item reasonably supports the ongoing turnaround efforts at this school. Salaries are based upon the district’s master salary schedule and are consistent with other similar state and federally funded positions.</p> <p>See Attachment C – Detailed Budget for each school.</p> |
| 4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i> | X | | <p>The projected budget for these transformation efforts are safely within the bounds of the grant’s allowable expenses.</p> <p>See Attachment C – Detailed Budget for each school.</p> |
| 5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i> | X | | <p>Superintendent, Assistant Superintendent, Curriculum Coordinator, District TAP Coordinator, and the Collaborative Partnership with EdisonLearning will all work together to support the turnaround efforts of MCS priority schools.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|---|-----------------|----|--|
| | | | <p>See Appendix 6: EdisonLearning Five Strand Design</p> <p>See Appendix 7: School Leader Development Model</p> <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 9: How TAP Relates to Key Themes of EdisonLearning’s Five Strand Design</p> <p>See Appendix 12: MCS Board Policies to Support School Flexibility</p> |
| <p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement | <p>X</p> | | <p>All requested items of the projected budget are necessary and supportive of the proposed turnaround activities.</p> <p>Justice Thurgood Marshall Intermediate School: As this application is for the continuation of an already approved 1003(a) turnaround application, the budget items provide for a seamless transition into the next school year with the same level of support that has seen positive change at the school this past school year.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|--|----------|----|---|
| <p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> | X | | <p>MCS has partnered with EdisonLearning to serve as its academic and instructional advisor in this Turnaround Initiative and they bring over 20 years of school management experience to bear.</p> <p>See Appendix 6: EdisonLearning Five Strand Design</p> <p>See Appendix 16: EdisonLearning Achievement Team Members Resumes</p> <p>See Appendix 4: Principals' Resumes</p> |
| <p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> | X | | <p>MCS received support from the teachers to implement the SIG 1003(g) grant.</p> <p>See Appendix 17: Staff Support for SIG 1003(g)</p> |
| <p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> | X | | <p>MCS received the support of parents and the community at-large to support and implement the SIG 1003(g) grant.</p> <p>Additional community support came from Rep. Behning and Rep. Mahan.</p> <p>See Appendix 1: Community Stakeholder Support</p> |
| <p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> | X | | <p>MCS has received support from the Board to support the SIG 1003(g) grant.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|--|-----------------|----|---|
| <p>All models</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Support 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 | | | <p>See Appendix 15: MCS Board Approval for 1003(g)</p> <p>See Appendix 12: MCS Board Policies to Support School Flexibility</p> |
| <p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p>All models</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools | | | <p>See Appendix 18: MCS Superintendent Approval for 1003(g)</p> |
| <p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> | <p>X</p> | | <p>See Appendix 2: Marion Teachers Association Letter of Support</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|---|----------|----|---|
| <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> <p><i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></p> | | | |
| <p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> | X | | <p>The district has a demonstrated ability to recruit highly qualified individuals from within the district, state, and nationally. A national search was conducted to replace Frances Slocum’s leadership position two years ago, and the current principal was identified through this process as the lead candidate for the position.</p> <p>The district has a proven ability to recruit new principals when new leadership is necessary. This is evidenced by recent replacements at three of the district’s other priority schools. However, a determination was made that the current leader at McCulloch Junior High School is well-equipped and skilled to lead these transformation efforts. A new Assistant Principal will be hired to assist in the leadership efforts under this grant.</p> <p>See Appendix 4: Principals’ Resumes</p> <p>See Appendix 4: Principals’ Job Descriptions</p> |
| <p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>Principal and staff recruitment, placement and retention procedures</i> | X | | <p>See Appendix 19: MCS Principal Recruitment Process</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|--|----------|----|---|
| <p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> | X | | <p>Justice: As a continuation of the ongoing turnaround efforts, in place at Justice Intermediate, the timeline is not only detailed and realistic, but it is proven and already occurring.</p> <p>The timeline for the other three schools are also detailed and realistic. See Turnaround Model for Justice and Transformation Model for Allen, Slocum and McCulloch.</p> |
| <p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> | X | | <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 20: Master/Mentor Teacher Job Description and TAP Meeting Protocols</p> |
| <p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (newspaper,</i> | X | | <p>See Appendix 21: Parent Support for SIG 1003(g)</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|--|----------|----|--|
| <p><i>district website, parent newsletters, public flyers)</i></p> <ul style="list-style-type: none"> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> <p><i>Documentation of mailings</i></p> | | | |
| <p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> | X | | <p>Multiple funding sources will be utilized to support the implementation of these efforts and monies. Title I and TAP both support the TAP system, providing for an additional Master Teacher at this school and performance based compensation for teachers rated highly effective and effective.</p> <p>See Section II: Budget of the grant proposal to see how the LEA will align federal, state and local funding sources with grant activities.</p> |
| <p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a</i> | X | | <p>An afterschool program will be provided increased instructional time and opportunities. The program will begin at the end of the school day. Only highly qualified teachers are hired to provide afterschool instruction.</p> <p>This grant's funding will provide for the salary of teachers providing afterschool instruction and transportation for students.</p> |

| CAPACITY TASK | YES | NO | DISTRICT EVIDENCE |
|--|-----|----|-------------------|
| <p><i>vehicle to support differentiated learning (ex)</i></p> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> ● <i>Compensation for extended day is identified by the LEA</i> | | | |

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
|---|--|
| <p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, | <p>See Appendix 3: Collaborative Quality Analysis</p> <p>The EdisonLearning School Collaborative Quality analysis is a holistic school needs assessment designed to measure school strengths and areas of improvement across its research-based five strand framework for school improvement (see Appendix 6: EdisonLearning Five Strand Design). The process collected data from multiple site visits to each school, which included: classroom observations, school climate walk, stakeholder focus groups, student support analysis, review of lesson plans and student work samples, analysis of student achievement data, and analysis of school planning documentation.</p> <p>The subsequent data analysis helped to inform and answer five critical questions regarding each school:</p> <ol style="list-style-type: none"> 1) How well is the school set for leading and managing change? Leadership 2) How well does each school promote and foster environments that support learning and motivation? Learning Environment 3) How well does each school use assessment, data and feedback to promote learning? Assessment for Learning 4) How good are opportunities for learning and developing learners? Pedagogy and Curriculum 5) How well does each school use its internal and external resources to meet the spectrum of need for all learners? Student and Family Support |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
|---|---|
| | <p>The diagnostic data and findings from the EdisonLearning School Collaborative Quality Analysis is being used to develop each school's working strategic improvement plan and the teacher professional development plan to assure individual teacher and instructional team effectiveness, professional growth, and contribution that produce positive student academic outcomes.</p> <p>Each of the schools will align their resources to the chosen turnaround model/plan. Through the TAP system, each school will draw on the strengths of its instructional leadership team, with support from EdisonLearning, to implement the systems of data management described throughout the grant proposal.</p> <p>See Appendix 8: TAP Rubric</p> <p>See Appendix 3: Collaborative Quality Analysis</p> <p>AP Master/Mentor Teacher Job Description and TAP Meeting Protocols</p> |
| <p>2) The LEA has or will recruit, screen, selects and support appropriate external providers.</p> <p><i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> | <p>The LEA has selected EdisonLearning to be its academic and instructional advisors to provide support and assistance to each of its turnaround schools. EdisonLearning will have an Achievement Team dedicated to each school to provide on-the-ground support to the school's leadership team. The team will be led by an EdisonLearning Director of Achievement.</p> <p>The LEA will also draw support from TAP through the district coordinator. EdisonLearning will also assist each school with TAP implementation support.</p> <p>See Appendix 6: EdisonLearning Five Strand Design</p> <p>See Appendix 7: School Leader Development Model</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>(b) 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>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication 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>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> | <p>See Appendix 9: How TAP Relates to Key Themes of EdisonLearning's Five Strand Design</p> <p>See Appendix 14: EdisonLearning eEvaluate</p> <p>See Appendix 16: EdisonLearning Achievement Team Members Resumes</p> <p>As the two main external partners in the turnaround effort, the district expects that the SIG Leadership Team at school will work with them to:</p> <p>(I) Develop the school improvement plan;</p> <p>(ii) Define the specific measures of performance for each partner; and</p> <p>(iii) Then monitor, through weekly meetings with the administrative team, their progress in implementing the school improvement plan.</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE.</p> <p>Intervention and school improvement activity providers will be held to the same criteria as external providers.</p> | |
| <p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p> <p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <p>(a) Identifying resources currently being utilized in an academic support capacity;</p> <p>(b) Identifying additional and/or potential resources that may be utilized in an academic support capacity;</p> <p>(c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions;</p> <p>(d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time</p> | <p>See Section II: Budget of the grant proposal to see how the LEA will align federal, state and local funding sources with grant activities.</p> <p>Currently, the schools are using Title I, Part A funds for:</p> <ul style="list-style-type: none"> • Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards • Curriculum and supplemental resources for high needs/high risk children • Reduction of class size in Math and ELA • 21st Century technology to support Blended Learning, resource rooms and individualized education plans • Intervention programs • Tutors <p>Justice Intermediate School is using 1003(a) funds for:</p> <ul style="list-style-type: none"> • Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model • Leadership development • Safe & Secure environment that promotes a positive learning experience and behavior • Data Driven assessments and analysis • 21st Century Technology (computers, White Boards, peripherals) • Tutors |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| | <p>All schools are also utilizing Title II, Part A funds for:</p> <ul style="list-style-type: none"> • Recruitment of Highly Qualified teaching staff with skills and experience to effectively implement the selected intervention models • Professional development across the curriculum that is subject specific, focused on learning modalities and interventions <p>These local, state, and federal funding sources will continue to be used to improve these priority schools in MCS district. The schools leaders will work diligently with their leadership teams to review funding availability for ongoing program implementation and enhancements. They will also meet weekly to review SIG implementation to ensure that the necessary supports are in place to facilitate full implementation, up to and including obtaining approval for redirecting funds or changing elements of the program.</p> |
| <p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively. The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(b) Assessing, designing, and implementing a policy modification protocol that includes input that may</p> | <p>See Appendix 1: Community Stakeholder Support</p> <p>See Appendix 2: Marion Teachers Association Letter of Support</p> <p>See Appendix 12: MCS Board Policies to Support School Flexibility</p> <p>See Appendix 15: MCS Board Approval for 1003(g)</p> <p>See Appendix 17: Staff Support for SIG 1003(g)</p> <p>See Appendix 18: MCS Superintendent Approval for 1003(g)</p> <p>See Appendix 19: MCS Principal Recruitment Process</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
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| | <p>The LEA fully supports the SIG process and grant implementation as evidenced by:</p> <p>(i) The partnership with EdisonLearning to provide instructional and operational support to the school’s leadership team and build their capacity to educate students in a safe and supportive teaching and learning environment.</p> <p>(ii) The implementation of the TAP model that gives the school’s leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal will have final authority for removing teachers.</p> <p>The MCS Board of Education has also approved the following policies:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>LEA supports are further evidenced through the provision of funds from TAP, Title I, Title II, TIF, and Performance in Excellence to support school improvement.</p> |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
|---|--|
| <p>5. Sustain the model after the funding period ends.</p> <p>The IDOE will assess the LEA’s commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; | <p>The LEA provides supports through the following partners:</p> <ul style="list-style-type: none"> • TAP Regional Coordinator • TAP District Coordinator • EdisonLearning Director of Student Achievement • Elementary Curriculum Coordinator • Master and Mentor Teacher Support <p>Combined these supports will ensure that each school builds their leadership and operational teams’ capacities to sustain the programs and initiatives of this school improvement process. Each school will:</p> <ul style="list-style-type: none"> • Build school leader capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes. <ul style="list-style-type: none"> ○ Shared Leadership ○ Ongoing and reflective professional development ○ Understanding and confident in each of the roles of school leadership: instructional leader, organizational leader, culture builder, site manager, and school executive • Implement and promote teacher management systems that engages in: <ul style="list-style-type: none"> ○ Annual goal setting ○ Formal and informal classroom observations ○ Information observations of non-classroom teacher responsibilities ○ A self-evaluation ○ A summative assessment by the principal |

| INDICATORS OF LEA COMMITMENT | DESCRIPTION OF HOW THIS COMMITMENT WAS OR WILL BE COMPLETED |
|------------------------------|--|
| <p>- - -</p> <p>- - -</p> | <ul style="list-style-type: none"> • Develop a culture for continuously restructuring teaching to foster and encourage individual teacher and team effectiveness, professional growth, and contribution that produce positive student academic outcomes. These are all driven by: <ul style="list-style-type: none"> ○ Leadership ○ Learning environment ○ Pedagogy and curriculum ○ Assessment for learning ○ Student and family support • Utilize a framework for teaching and learning, aligned to state standards and TAP, consisting of a set of coherent research-based materials designed to improve classroom practice by focusing on necessary skills that all teachers need to develop; and structured around planning and assessment processes, pedagogy, the culture and climate of learning, and the foundations of quality teaching. • Use systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; and maintain a school improvement team to engage in continuous examination of school practices and operational data. <p>To complement these of capacity building strategies and others described in the grant application, each school will develop a growth plan with accountability measures that ensures the effective oversight of the implementation of the improvement plans at each school.</p> |

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Justice Thurgood Marshall Intermediate School

Turnaround Model

We will implement this model. We will not implement this model - move to next model.
 If implementing the turnaround model, complete the table below.

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|---|------------------------|
| <p>I. <i>Replace the principal and grant principal operational flexibility.</i></p> | <p>A new principal was hired for the start of the 2012-2013 school year and currently works with EdisonLearning implementing the initiatives of the School Improvement Turnaround Model. Justice is well into its first year of school improvement funding through a 1000(a) grant.</p> <p>The district facilitated the partnership with EdisonLearning to provide instructional and operational support to the school’s leadership team to build their capacity for educating students in a safe and supportive teaching and learning environment.</p> <p>As well, the TAP model gives the school’s leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal has final authority for removing teachers.</p> <p>See Appendix 6: EdisonLearning Five Strand Design</p> <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 9: How TAP Relates to Key Themes of EdisonLearning’s Five Strand Design</p> | <p>Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>Completed</p> |

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| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|--|------------------------|
| | <p>Justice is fully supported by the district on this school improvement effort.</p> <p>See Appendix 12 – MCS Board Policies to Support School Flexibility</p> <p>Attachments Include:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>The school also has the support of the Marion Teachers Association.</p> <p>See Appendix 2 – Marion Teachers Association Letter Of Support</p> | | |
| <p>2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</p> | <p>Justice completed its staff evaluation and hiring prior to the start of school year 2012-2013 as required by the Turnaround Model. The school is looking to add three teachers for the upcoming school year and will work with EdisonLearning to recruit highly talented and qualified teachers.</p> <p>The school will continue to use the TAP rubric to evaluate and support teachers in areas of needs, and to replace those teachers if they are unable to improve sufficiently.</p> | <p>Principal Assistant Principal TLT</p> | <p>Completed</p> |

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| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|---|--|------------------------|
| <p>3. Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</p> | <p>The TAP model offers multiple career paths for teachers who aspire to grow in areas other than administrative. This school improvement grant is aligned to the TAP model as it is structured to reward (performance-based compensation) individuals in leadership positions tied to student performance and professional responsibilities.</p> <p>The TAP model includes career pathways for teachers to choose from and opportunities for growth and leadership development to include: career, mentor and master teacher. Mentor teachers have one period less of classroom instruction than career teachers, their release time consists of:</p> <ul style="list-style-type: none"> • Conducting a formal observation • Pre/Post conference • Observing, co-teaching, modeling the cluster strategy(based on student achievement data) • Conducting walk-throughs to support teachers area of refinement • Reading and providing teachers feedback to reflections • Participating in or scripting of the field testing the cluster strategy • Meeting with master teacher to discuss new findings <p>Master teachers have same responsibility as mentor teachers plus the addition of cluster planning. A master teacher has 100% flexible time to complete their responsibilities and also supervises mentor teacher.</p> | <p>HR, District Administrator, Principal TAP District Coordinator, TLT</p> | <p>Ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>The TAP model rewards system for teachers is guided by three key principles for performance-based compensation:</p> <ul style="list-style-type: none"> • The system should balance the payout percentages between student achievement gains and performance. • The performance portion may contain a score for how the teachers carry out their TAP responsibilities. • The award should be dependent upon the individual's performance as well as the school's performance. <p>MCS continues to only hires highly qualified teachers. Additionally, the corporation has begun the process of attending career fairs to screen potential candidates and utilizing a team interview process for new candidates. Teachers are provided with a financial incentive through performance based compensation to ensure that they are providing high quality instruction to their students in order to ensure student growth.</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>The framework ensures that school leaders and staff have a clear and common understanding of the key competencies that teachers need for effective teaching. And, it supports the school through the process of developing and implementing consistent school-wide professional practices, which then enables the school to:</p> <ul style="list-style-type: none"> • Increase the consistency of teaching quality across the school • Improve the overall standard of teaching • Create a school-specific quality-assured approach to the monitoring and development of outstanding learning and teaching <p>Additionally, EdisonLearning will support the implementation of the TAP model through the implementation of achievement teams at each grade level. The team will meet for 30 minutes weekly to discuss field testing data with an achievement team leader. This will allow teachers to accurately identify areas for reinforcement and differentiate instruction.</p> <p>Teachers will be evaluated both on TAP and using EdisonLearning School Leader Development Model for performance based management for teachers and principals.</p> <p>For the principal: The Performance Management System is designed to support the principal as they execute the five leadership roles of: Instructional Leader, Organizational Leader, Culture Builder, Site Manager and School Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.</p> <p>Performance management is an ongoing, reflective process beginning at the start of each school year with a review of the previous year's performance results, including the extent to which achievement and</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>professional goals were reached. From these findings and working closely with the principal, performance and professional growth goals for the coming year are set, and strategies to achieve them are identified and captured.</p> <p>Throughout the year, the principal is actively involved in ongoing professional development, peer group and action research activities that are aligned to their performance and professional growth goals. Every other month, the principal meets with EdisonLearning to review progress being made towards goal achievement and completes the Bi-monthly Leadership Review. Discussion is focused on what the principal has done since the last meeting to move forward in meeting goals, what challenges they faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving their goals.</p> <p>Towards the end of the academic year, the summative review between EdisonLearning and the principal takes place. This formal review by EdisonLearning provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out.</p> <p>For the Teachers: The teacher performance evaluation process at EdisonLearning partnership schools is designed to ensure all teachers have identified specific performance goals for the school year and to promote greater accountability in education. The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting - At the beginning of the school year, each teacher will work with the principal to identify specific, individualized performance goals tied closely to the school's goals. They may also reflect the teacher's individual needs. <p>Performance goals are designed to help the teacher focus on areas that are most important and should reflect targets that are</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>achievable and relevant to the teacher and school. Since the goals will be used as part of the year end teacher evaluation they should also be specific and measurable.</p> <p>Each teacher will develop four performance goals to be pursued during the course of a single school year. The goals, as well as how they will be measured, will be agreed upon with the principal during the first month of school.</p> <ul style="list-style-type: none"> • Formal and informal classroom observations – Informal observation is continual and unscheduled and will be completed by the principal and master and/or mentor teachers. All observations are documented and will help to inform the summative assessment of each teacher’s work. <p>Formal observations provides an additional opportunity to asses each teacher’s strengths and areas in need of improvement that will be used to guide their professional growth. Before the formal observation begins, the principal or supervisor and teacher will discuss expectations and the context for the observation.</p> <p>After the observation session, the principal or supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the teaching rubric standards related to the lesson. The principal will keep the original report in the employee’s personnel file. After the first observation, the principal or supervisor will complete the teaching rubric, which will be placed in the employee’s personnel file.</p> <p>This rubric will be revisited one or two more times throughout the year, to be updated as more information and evidence of the teacher’s skill level and ability is gathered. The rubric will be</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>used, along with other gathered evidence from formal and informal classroom observations, as the basis for the final ratings on the summative evaluation.</p> <ul style="list-style-type: none"> <p>Informal observations of non-classroom teacher responsibilities – Teachers have other responsibilities in addition to their core instructional duties which are important to their success as a teacher and to the school’s success overall. During the course of the school year, the principal or supervisor will have the opportunity to observe the teacher exhibiting these other skills. These will include the teacher’s ability to: collaborate with colleagues to accomplish team/school goals; communicate effectively with parents and staff; meet deadlines, follow school policies and procedures; and, use technology tools effectively.</p> <p>By gathering evidence through mostly informal observations, the principal or supervisor will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee’s personnel file, and will be considered by the principal as part of the teacher’s summative evaluation.</p> <p>A self-evaluation – At the end of the year, each teacher will be asked to complete a self-evaluation. This reflective document will consist of three pieces: the teacher’s comments regarding their achievement of goals, the teacher’s self -rating using the teaching standards rubric, as well as a self-rating using the summative evaluation form.</p> <p>These documents, completed independently by the teacher, and will be submitted to the principal by April 30th. They will</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|---|--------------------------------|------------------------|
| | <p>become part of the teacher’s personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher’s supervisor or principal.</p> <ul style="list-style-type: none"> • A summative assessment by the principal – Each year the principal or supervisor will draw upon information gathered from observations, student performance data, the final teaching standard rubric results and an evaluation of the teacher’s achievement of their goals to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating based on the principal’s or supervisor’s assessment of the teacher’s achievement of goals as well as their demonstration of progress toward the teaching standards outlined in the rubric. <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>5. Adopt a new governance structure (i.e., turnaround office, turnaround leader).</p> | <p>A new principal was hired for the start of the 2012-2013 school year and currently works with Edison Learning implementing the initiatives of the School Improvement Turnaround Model. Justice is in its first year of school improvement.</p> <p>The school will continue funding an additional Assistant Principal who will work closely with the principal to build leadership capacity to initiate, lead and maintain school-wide improvement initiatives. The school has implemented a distributed leadership model with Achievement Teams at each grade level. These teams work with the TAP leadership Team review and analyze student, teacher and school-wide data.</p> | <p>TLT, Achievement Teams,</p> | <p>ongoing</p> |

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| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>Beginning the 2011-12 school-year Marion Community Schools (MCS) implemented TAP™: the System for Teacher and Student Advancement partially funded by the Indiana Department of Education’s federal Teacher Incentive Fund (TIF) grant. This model appropriately identifies teachers’ strengths, needs, areas of refinement, and is also a tool for rewarding effective and highly effective teachers, and providing remediation to teachers in need of improvement, and ultimately may inform the teacher removal process. Prior to the implementation of TAP, both the Marion Teachers Association and 89% of MCS teachers and principals agreed to implement the TAP system.</p> <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 9: How TAP Relates to Key Themes of EdisonLearning’s Five Strand Design</p> <p>The principal is evaluated annually with the RISE Evaluation and Development System. The RISE evaluation rubric concentrates on the administrators’ responsibility to give guidance and drive student growth and achievement through their leadership skills and ability to manage teacher effectiveness.</p> <p>MCS adopted these researched-based evaluation systems that rigorously differentiate all certified staff across levels that can correspond to the new state required categories: ineffective, improvement necessary, effective, and highly-effective.</p> <p>See Appendix 10: RISE Principal Effectiveness Rubric</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|--|--------------------------------|------------------------|
| <p>6. Use data to implement an aligned instructional program</p> | <p>Working with EdisonLearning, the school will employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; with the school improvement team engaged in continuous examination of school practices and operational data. The school will (See Appendix I4: EdisonLearning eEvaluate):</p> <ul style="list-style-type: none"> • Implement eEvaluate™ a proven, formative assessment system from EdisonLearning that allows teachers and the principal to assess students online and track student progress towards achievement goals • Teachers are trained to use eEvaluate™ assessment data to inform instruction and determine student placement • Promote student ownership of learning • Continue with TAP weekly training focused on instruction, designing and planning instruction, the learning environment, and responsibilities in the teaching and learning environment <p>eEvaluate™ facilitates the use of progress monitoring data (collected on frequent basis) to gauge students' progress (response to intervention) towards critical academic outcomes. EdisonLearning's eEvaluate™ collects formative assessment data to give teachers feedback about students understanding of the material presented and what adjustments to their instruction may be needed to improve student's understanding.</p> <p>Additionally, instructional and operational strategies identified by the TAP Leadership Team through the analysis of multiple sources of student data including: ISTEP+, SPI, SRI, Acuity, STI, mClass, Dibels, TRC, and mClass Math-Benchmarks, etc. will be implemented.</p> | <p>TLT, Achievement Teams,</p> | <p>ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|---|--------------------------------|------------------------|
| | <p>All data will be utilized school-wide to provide continuity of instruction and a familiarity between staff and students of a common language.</p> <p>Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instruction and teacher professional development needs.</p> <p>Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) assessment results help the school determine which students need Read 180 and System 44 interventions.</p> | | |
| <p>7. Promote the use of data to inform and differentiated instruction.</p> | <p>Data collected through eValue™, M-Class assessments, Acuity, STI assessments, ISTEP, etc. will be used to identify common areas of strengths and weaknesses among students and teachers at the student, classroom, grade, and school-wide levels.</p> <p>Teachers meet collaboratively by grade level for 45 minutes weekly to analyze data and formulate next steps or to share successes that others can learn from. During these meetings the data is disaggregated and trends and implications are identified. From the identified trends/implications the following should occur:</p> <ul style="list-style-type: none"> 1) Areas of strength identified <ul style="list-style-type: none"> a. Is the area of strength evident across the grade level? b. Is the area of strength specific to one teacher? <ul style="list-style-type: none"> i. If yes, what is that teacher doing differently that can be transferred to all of the classrooms in that grade level? 2) Areas of weakness identified <ul style="list-style-type: none"> a. Is the area of weakness evident across the grade level? | <p>TLT, Achievement Teams,</p> | <p>ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> i. What foundational skills are missing that impact that area? ii. Where do we need to focus our instruction to make the greatest impact on this area? iii. Does this area affect other areas of weakness? iv. Are there implications for other grade levels (can be lower grades or higher grades) <ul style="list-style-type: none"> b. Is there area of weakness specific to one teacher? <ul style="list-style-type: none"> i. Who can offer that teacher specific strategies to impact this area? ii. How will we monitor future growth in that area for this class? <p>3) From the discussion of data, identify what we are doing well and what we need to improve and develop GOALS in line with what the data suggests students need & develop a method of measurement of progress toward the goals.</p> <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>Data will be collected using EdisonLearning's eEvaluate™ to inform instructional changes in the classroom, at grade levels and for student placement. The system will also provide additional data on teachers' instructional practices to help determine the fidelity of implementation in instructional programs and supply information about professional</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|--------------------------|------------------------|
| | <p>development practices. This data will also be discussed during the Achievement Teams' weekly meeting.</p> <p>EdisonLearning will provide professional development training for teachers on how to administer, collect and analyze student formative assessment data. Working with the TLT, EdisonLearning will also provide training on how to use student data to drive classroom instruction through lesson planning, appropriate instructional methods; and supplemental materials. EdisonLearning and the TAP leadership team will have a core focus on differentiated instruction and its implementation in the classroom by training teachers in a variety of instructional methods and how to determine which methods works best for individual, small groups, and entire classrooms of students.</p> <p>Teachers and students will set goals for attaining levels of academic achievement for each content area and their respective units of study. Students' work will be posted in their classrooms with the Standards, Objectives, Rubric, and teacher feedback. Students will be provided with timely and meaningful feedback on their current levels of academic achievement followed by next steps so they understand what is expected of them to achieve their academic goals. Student goals should be revisited throughout the year as they make progress.</p> | | |
| <p>8. Provide increased learning time for students and staff.</p> | <p>Justice administrators and leadership teams have already partnered with EdisonLearning to review and extend the learning day (teacher and student) and increase instructional time and collaborative planning time as well as opportunities for community-based enrichment. These modification included:</p> <ul style="list-style-type: none"> • Extending the school day and modify the daily schedule to: <ul style="list-style-type: none"> ○ Provide students with 120-minutes blocks of instructional time daily for Mathematics and English Language Arts and Reading | <p>Principal</p> | <p>Ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Provide teachers with 60 minutes block of professional development time daily for teacher development and collaborative planning ● Identify and engage at-risk students and provide individualized academic instruction and enrichment activities ● Provide after school remediation and enrichment opportunities as an extension to the regular school day <p>Students participate daily in 120 minutes of English Language Arts and Reading instruction. Students reading below grade level are provided with additional remedial instruction that is differentiated for each of their needs through small group instruction centered on SRI, SPI or Dibels data. These groups are referred to as Tier groups that meet 30 minutes daily based upon individual student needs.</p> <p>Students are provided 120 minutes daily for Mathematics core instruction. Students' learning time is increased through an additional small group instruction period in math in the daily 30 minutes success block.</p> <p>Students' learning time will be increased through an Extended Day tutoring program for an additional 120 minutes per week. Extended day students are identified as at-risk students based on multiple assessments and provide individualized academic instruction in either reading or math. Transportation will be provided. They will utilize instructional support materials such as the Scholastic Reading Inventory (SRI) and the Scholastic Phonic Inventory (SPI).</p> <p>Identify and engage at-risk students and provide individualized academic instruction and enrichment activities (Read 180/Systems 44) in 90 minutes blocks of instructional time.</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|--|--------------------------|------------------------|
| | <p>Staff learning time is increased including a 50-minute teacher professional development period each week for TAP cluster professional development that is developed by master/mentor teachers and tied to students' needs.</p> <p>Staff learning time is increased through a daily 60 minute block of professional development time daily for teacher development and collaborative planning. Teams of teachers (usually divided by grade levels) meet to discuss the most recent data for students. This data may come from M-Class, Dibels, classroom assessment, strategy implementation from TAP, STI, etc. During these meetings the data is disaggregated and trends and implications are identified.</p> <p>It is important to note that this process is a TEAM process with all members having input. Administrators participate merely as facilitators in order for teachers to own their classroom data and work collaboratively toward student centered goals.</p> | | |
| <p>9. Provide social-emotional and community-oriented services/supports.</p> | <p>The school working with EdisonLearning has already developed a family-school partnership program that is being implemented to engage families directly in their child's academic progress and include specific plans for structured communications and consistent interaction with parents at various points and venues during the school year.</p> <p>The school hired a Parent Involvement Coordinator. This individual will support the parent-school relationship by:</p> <ul style="list-style-type: none"> • Managing the parent resource room • Planning and organizing family nights • Hosting workshops to teach: | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Parenting skills; ○ Setting home conditions to support children as students; ○ Involving families with children on homework and other curriculum-related activities and decisions; ● Assist with planning school-wide parents-students-teachers events not related to academics (e.g., skate nights, movie nights, etc.) <p>The school hired a Guidance Counselor. This individual will support the transformation school improvement process by providing counseling services to students, ensuring a positive learning environment for students, individually and as a whole school community. Both positions will continue to be funded in year two.</p> <p>These two positions working in concert are implementing the school's community outreach plan that is beginning to:</p> <ul style="list-style-type: none"> ● Create a welcoming school environment for students and families; ● Engages families in ways that support student achievement and success; ● Consistently involve parents in school-decision that impact students; and, ● Ensures consistent interactions from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. <p>In partnership with EdisonLearning, the Parent Involvement Coordinator and the Counselor have developed plans and protocols to empower</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>parents/guardians to become partners in the decision-making surrounding their child’s education to include:</p> <ul style="list-style-type: none"> • Quarterly student learning conferences • Student focused learning contract plan of improvement for each quarter • Parent outreach via instructional links and home visits • Face-to-face connections among members of the school community – Justice will host at least eight family – events each school year <p>Working with EdisonLearning, the Parent Involvement Coordinator and the Counselor created a family outreach communications plan consisting of the following elements, which have been disseminated to parents in various forms such as the Parent-Student Handbook:</p> <ul style="list-style-type: none"> • What parents can expect from the school – programs, curriculum, activities, procedures and policies (e.g. homework, parent meetings with staff, school improvement plan • What the school can expect from parents • How the parents/ child is progressing • How the school can help the parents • How the parents can help the school • Educational opportunities for teachers to build their skills in working with parents • Provide forum for parents to share experiences and increase their understanding of the school’s purpose | | |

Justice Thurgood Marshall Intermediate School

- **If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.**

NA – The principal was replaced at the start of the 2012-2013 school year.

Justice Thurgood Marshall Intermediate School

Pre-Implementation - NA

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|--|-----|----|
| 1. All the elements of the selected intervention model are included. | X | |
| 2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive. | X | |
| 3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year. | X | |

Allen Elementary School

Transformation Model

We will implement this model. We will not implement this model – move to next model.
 If implementing the transformation model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|---|---------------------------|
| <p><i>1. Replace the principal who led the school prior to implementing the model.</i></p> | <p>Allen Elementary School has an unfortunate trend of low student performance, with ISTEP+ scores below both the district and state average. Leadership has been inconsistent and fragmented, with four principals in the school the last five years. A critical element of the transformation desired for Allen is an effective, consistent school leader who possesses the skills to lead school personnel, classroom teachers, students, and families out of this period of poor performance.</p> <p>Recognizing the importance of a strong, consistent leader, district administrators made the decision to begin the 2013-2014 school year with a new principal at Allen Elementary School. An extensive search commenced in the spring of 2013, with both in-state and out-of-state candidates responding and interviewed. Over 40 applications were received and reviewed, with 12 individuals being extended an initial interview. Emphasis was placed on candidates' ability to lead the school improvement process.</p> <p>Following second interviews with the Superintendent, Assistant Superintendent, and K-12 Curriculum Coordinator, an offer was extended to an Assistant Principal at a turnaround school within the district. This individual has been instrumental in leading that school's turnaround efforts, specifically leading the school's disciplinary team. Under his leadership, the school has seen a reduction of student referrals by 50%.</p> <p>See Appendix 4: Principals' Resumes See Appendix 5: Principals' Job Descriptions</p> | <p>Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>Completed May 2013</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|---|---|
| | <p>The district acknowledges the importance and evolving role of the AP who acts in the capacity of disciplinarian and school operations manager to now having a significant role in instructional leadership, added to their job description. The AP will work closely with the principal to build leadership capacity to initiate, lead and maintain school-wide improvement initiatives.</p> <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>The district partnership with EdisonLearning (see Appendix 6: EdisonLearning Five Strand Design) will use their <i>Alliance</i> program that will send a team of education professionals directly to the school to work closely with administrators and teachers to develop leadership and operational capacity. <i>Alliance</i> operates under a whole school approach, combining leadership development, curriculum improvements, and a proven assessment system targeting all components of the learning process. EdisonLearning will work with the school to build the school leader’s capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes through the development of an implementation plan with the following element:</p> <ul style="list-style-type: none"> • The principal, working with EdisonLearning, will develop a working strategic school improvement/achievement plan(SI/AP) that: <ul style="list-style-type: none"> ○ Establish clear and focused mission and vision for improving student achievement ○ Establish decision-making structures to monitor progress and adapt practices to achieve the best results | <p>Principal, Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> <p>Principal, Assistant Principal, TAP Leadership Team (TLP) EdisonLearning Director of Achievement,</p> | <p>August 2013</p> <p>July 2013 – Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Establish data processes that provide frequent and reliable measures of student learning and operational information ○ Establish academic achievement and operational goals ○ Establish evaluation system to strengthen the knowledge, skills, dispositions, and classroom practices of instructional staff to promote student learning and growth, while inspiring teachers to excel <ul style="list-style-type: none"> • EdisonLearning will support the principal, using its performance management system (See Appendix 7 EdisonLearning School Leader Development Model) to: (i) execute their five leadership roles of: instructional leader, organizational leader, culture builder, site manager, and school executive; and (ii) assist the principal with developing a distributive leadership team structure. <p>Additionally, the interventions of school improvement call for greater school-level autonomy, more flexibility in staffing, scheduling, and budgeting along with greater accountability for results. Thereby expanding the principal’s opportunity to make sound decision while simultaneously developing a distributive leadership team with shared responsibilities to accelerate change and sustain positive reforms. During the school improvement implementation period, EdisonLearning will support the principal in:</p> <ul style="list-style-type: none"> • Engaging the leadership team and instructional staff in discussions about effective teaching and learning • Implementing the processes that support the alignment of the curriculum, pedagogy, assessment, and reporting to ensure that the curriculum reflects the goals of the improvement plan | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Articulating the importance of feedback to support continuous improvement in teaching and learning • Promoting the use of multiple forms of data to determine starting points and goals for teaching and learning • Creating opportunities for the leadership team and instructional staff to use their expertise to enhance their practice by identifying strengths and areas for improvement; and • Promoting intellectual exploration, using research based practices, and relevant data to determine priorities for school improvement <p>The Allen working strategic improvement plan will be developed using the diagnostic data and findings from the EdisonLearning School Collaborative Quality Analysis (April 2013). This document will serve as a guide for implementing changes at Allen that result in effective and efficient operations and rapid improvement in student learning.</p> <p>See Appendix 3: Collaborative Quality Analysis for Allen Elementary School.</p> | | |
| <p>2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</p> | <p>Allen Elementary will utilize a number of evaluation systems to assess and monitor its teachers and the principal to ensure instructional coherence and effective instructional practice.</p> <p>Administrators and teachers are involved in aligning curriculum, instruction, and the goals of the school’s improvement plan to create the context for highly-engaging and highly-effective teaching and learning experiences. They are also involved in setting their personal, student, and classroom goals based on the school’s improvement/achievement plan.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|--|---|------------------------|
| | <p>The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting • Formal & informal classroom observations • Informal observations of non-classroom teacher responsibilities • A self-evaluation • A summative assessment by the principal <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not shown growth.</p> | <p>The TAP System will be the centerpiece of the school’s reward system for school leaders and teachers. It rewards (performance-based compensation) teachers in multiple ways for their effectiveness and is guided by three key principles.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> | <p>Administrators, Master and Mentor teachers, District TAP Coordinator</p> | <p>Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>For teachers in ISTEP+ tested subjects and grade levels, 30% of the performance-based compensation is based on individual classroom growth, 20% based on school-wide growth, and 50% on the teacher's Skills, Knowledge, and Responsibilities score, which includes the classroom evaluations using TAP rubrics and TAP Responsibilities Survey. For teachers in non-tested subjects and grade levels, 50% of the performance-based compensation is based on school-wide growth and 50% on the classroom evaluation scores from the TAP rubrics. Teachers in non-tested subjects can also base part of their pay on a voluntary association with a partner-tested grade or subject.</p> <p>Effectiveness for the classroom level growth score is defined by the percentage of students achieving at least one academic year of growth. Career teachers receive support from master and mentor teachers in areas such as co-planning, co-teaching and best practice suggestions. This support occurs more regularly for teachers who score below 2.75 on the 19 indicators on the TAP rubric. When a teacher scores below a 2.49 on the TAP rubric an improvement plan is put into place by the administrators specifying specific areas for improvement</p> <p>The improvement plan may last up to 90 school days. At the conclusion of the plan the teacher is reevaluated. If it is determined that the teacher scores "effective" then they are removed from the improvement plan. If a teacher scores "needs-improvement" or "ineffective" then is plan is revised and continues for up to an additional 90 school days. If a teacher receives "ineffective" rating their contract is non-renewed or if a teacher receives 3 out of 5 needs improvement the contract is non-renewed.</p> <p>The Principal Rubric total comprises 75% of the principal's comprehensive rating with an additional 5% from the school's A-F Accountability Grade and 20% coming from the achievement of Administrative Student Learning Objectives. By incorporating the teacher effectiveness in the Principal Effectiveness Rubric, Marion</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>developing and implementing consistent school-wide professional practices, which than enables the school to:</p> <ul style="list-style-type: none"> • Increase the consistency of teaching quality across the school • Improve the overall standard of teaching • Create a school-specific quality-assured approach to the monitoring and development of outstanding learning and teaching <p>Additionally, EdisonLearning will support the implementation of the TAP model through the implementation of achievement teams at each grade level. The team will meet for 30 minutes weekly to discuss field testing data with an achievement team leader. This will allow teachers to accurately identify areas for reinforcement and differentiate instruction.</p> <p>Teachers will be evaluated both on TAP and using EdisonLearning School Leader Development Model for performance based management for teachers and principals.</p> <p>For the principal: The Performance Management System is designed to support the principal as they execute the five leadership roles of: Instructional Leader, Organizational Leader, Culture Builder, Site Manager and School Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.</p> <p>Performance management is an ongoing, reflective process beginning at the start of each school year with a review of the previous year’s performance results, including the extent to which achievement and professional goals were reached. From these findings and working closely with the principal, performance and professional growth goals for the coming year are set, and strategies to achieve them are identified and captured.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>Throughout the year, the principal is actively involved in ongoing professional development, peer group and action research activities that are aligned to their performance and professional growth goals. Every other month, the principal meets with EdisonLearning to review progress being made towards goal achievement and completes the Bi-monthly Leadership Review. Discussion is focused on what the principal has done since the last meeting to move forward in meeting goals, what challenges they faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving their goals.</p> <p>Towards the end of the academic year, the summative review between EdisonLearning and the principal takes place. This formal review by EdisonLearning provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out.</p> <p>For the Teachers: The teacher performance evaluation process at EdisonLearning partnership schools is designed to ensure all teachers have identified specific performance goals for the school year and to promote greater accountability in education. The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting - At the beginning of the school year, each teacher will work with the principal to identify specific, individualized performance goals tied closely to the school's goals. They may also reflect the teacher's individual needs. <p>Performance goals are designed to help the teacher focus on areas that are most important and should reflect targets that are achievable and relevant to the teacher and school. Since the goals will be used as part of the year end teacher evaluation they should also be specific and measurable.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>Each teacher will develop four performance goals to be pursued during the course of a single school year. The goals, as well as how they will be measured, will be agreed upon with the principal during the first month of school.</p> <ul style="list-style-type: none"> • Formal and informal classroom observations – Informal observation is continual and unscheduled and will be completed by the principal and master and/or mentor teachers. All observations are documented and will help to inform the summative assessment of each teacher’s work. <p>Formal observations provides an additional opportunity to asses each teacher’s strengths and areas in need of improvement that will be used to guide their professional growth. Before the formal observation begins, the principal or supervisor and teacher will discuss expectations and the context for the observation.</p> <p>After the observation session, the principal or supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the teaching rubric standards related to the lesson. The principal will keep the original report in the employee’s personnel file. After the first observation, the principal or supervisor will complete the teaching rubric, which will be placed in the employee’s personnel file.</p> <p>This rubric will be revisited one or two more times throughout the year, to be updated as more information and evidence of the teacher’s skill level and ability is gathered. The rubric will be used, along with other gathered evidence from formal and informal classroom observations, as the basis for the final ratings on the summative evaluation.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> <p>Informal observations of non-classroom teacher responsibilities – Teachers have other responsibilities in addition to their core instructional duties which are important to their success as a teacher and to the school’s success overall. During the course of the school year, the principal or supervisor will have the opportunity to observe the teacher exhibiting these other skills. These will include the teacher’s ability to: collaborate with colleagues to accomplish team/school goals; communicate effectively with parents and staff; meet deadlines, follow school policies and procedures; and, use technology tools effectively.</p> <p>By gathering evidence through mostly informal observations, the principal or supervisor will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee’s personnel file, and will be considered by the principal as part of the teacher’s summative evaluation.</p> <p>A self-evaluation – At the end of the year, each teacher will be asked to complete a self-evaluation. This reflective document will consist of three pieces: the teacher’s comments regarding their achievement of goals, the teacher’s self -rating using the teaching standards rubric, as well as a self-rating using the summative evaluation form.</p> <p>These documents, completed independently by the teacher, and will be submitted to the principal by April 30th. They will become part of the teacher’s personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher’s supervisor or principal.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|--|------------------------|
| | <ul style="list-style-type: none"> A summative assessment by the principal – Each year the principal or supervisor will draw upon information gathered from observations, student performance data, the final teaching standard rubric results and an evaluation of the teacher’s achievement of their goals to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating based on the principal’s or supervisor’s assessment of the teacher’s achievement of goals as well as their demonstration of progress toward the teaching standards outlined in the rubric. <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).</p> | <p>The TAP model offers multiple career paths for teachers who aspire to grow in areas other than administrative. This school improvement grant is aligned to the TAP model as it is structured to reward (performance-based compensation) individuals in leadership positions tied to student performance and professional responsibilities.</p> <p>The TAP model includes career pathways for teachers to choose from and opportunities for growth and leadership development to include: career, mentor and master teacher. Mentor teachers have one period less of classroom instruction than career teachers, their release time consists of:</p> <ul style="list-style-type: none"> Conducting a formal observation Pre/Post conference Observing, co-teaching, modeling the cluster strategy (based on student achievement data) | <p>HR, District Administrator, Principal TAP District Coordinator, TLT</p> | <p>Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Conducting walk-throughs to support teachers area of refinement • Reading and providing teachers feedback to reflections • Participating in or scripting of the field testing the cluster strategy • Meeting with master teacher to discuss new findings <p>Master teachers have same responsibility as mentor teachers plus the addition of cluster planning. A master teacher has 100% flexible time to complete their responsibilities and also supervises mentor teacher.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>The TAP model rewards system for teachers is guided by three key principles for performance-based compensation:</p> <ul style="list-style-type: none"> • The system should balance the payout percentages between student achievement gains and performance. • The performance portion may contain a score for how the teachers carry out their TAP responsibilities. • The award should be dependent upon the individual's performance as well as the school's performance. | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|--|------------------------|
| | <p>MCS continues to only hire highly qualified teachers. Additionally, the corporation has begun the process of attending career fairs to screen potential candidates and utilizing a team interview process for new candidates. Teachers are provided with a financial incentive through performance based compensation to ensure that they are providing high quality instruction to their students in order to ensure student growth.</p> | | |
| <p>6. Provide increased learning time for students and staff.</p> | <p>Students participate daily in 90 minutes of Reading instruction (at least). Students reading below grade level are provided with additional remedial instruction that is differentiated for each of their needs through small group instruction centered on SRI, SPI or Dibels data. These groups are referred to as Tier groups that meet 30 minutes daily based upon individual student needs.</p> <p>Students are provided 75 minutes daily for math (15 minutes fluency, 60 minutes core instruction). Students' learning time is increased through an additional small group instruction period in math in the daily 30 minutes success block.</p> <p>Students' learning time will be increased through an Extended Day tutoring program for an additional 120 minutes per week. Extended day students are identified as at-risk students based on multiple assessments and provide individualized academic instruction in either reading or math. Transportation will be provided. They will utilize instructional support materials such as the Scholastic Reading Inventory (SRI) and the Scholastic Phonic Inventory (SPI).</p> <p>Staff learning time is increased including a 50-minute teacher professional development period each week for TAP cluster professional development that is developed by master/mentor teachers and tied to students' needs.</p> | <p>TLT Lead Teachers Edison Learning Director of Achievement</p> | <p>August 2013</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|---|------------------------|
| | <p>Staff learning time is increased through weekly 45 minute collaboration meetings where teams of teachers (usually divided by grade levels) meet to discuss the most recent data for students. This data may come from M-Class, Dibels, classroom assessment, strategy implementation from TAP, STI, etc. During these meetings the data is disaggregated and trends and implications are identified.</p> <p>It is important to note that this process is a TEAM process with all members having input. Administrators participate merely as facilitators in order for teachers to own their classroom data and work collaboratively toward student centered goals.</p> <p>EdisonLearning will work the administrators and leadership teams at the school to review and extend the learning day (teacher and student) and provide recommendations for redesigning the school day to increase instructional time and collaborative time as well as opportunities for community-based enrichment. Recommendations may include:</p> <ul style="list-style-type: none"> • Extend the school day and modify the daily schedule to: <ul style="list-style-type: none"> ○ Provide students with 120-minutes blocks of instructional time daily for Mathematics and English Language Arts and Reading ○ Provide teachers with 70 minutes block of professional development time daily for teacher development and collaborative planning • Identify and engage at-risk students and provide individualized academic instruction and enrichment activities • Provide after school remediation and enrichment opportunities as an extension to the regular school day | <p>Principal Assistant Principal Leadership Team TLT EdisonLearning Director of Achievement</p> | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|--|---|------------------------|
| | <p>To capitalize on the potential for improving student academic outcomes provided from extending the school day and the restructuring of Justice's daily schedule, the principal working with EdisonLearning will focus on:</p> <ul style="list-style-type: none"> • Implementing professional development to ensure that teachers use extra time effectively • Providing students who need the most support with additional instructional opportunities • Monitoring the progress of the extended learning time initiatives as well as for continuous improvement. | | |
| <p>7. Use data to implement an aligned instructional program.</p> | <p>Working with EdisonLearning, the school will employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; with the school improvement team engaged in continuous examination of school practices and operational data. The school will (See Appendix 14: EdisonLearning eEvaluate):</p> <ul style="list-style-type: none"> • Implement eEvaluate™ a proven, formative assessment system from EdisonLearning that allows teachers and the principal to assess students online and track student progress towards achievement goals • Teachers are trained to use eEvaluate™ assessment data to inform instruction and determine student placement • Promote student ownership of learning • Continue with TAP weekly training focused on instruction, designing and planning instruction, the learning environment, and responsibilities in the teaching and learning environment | <p>Principal TLT EdisonLearning Director of Achievement</p> | <p>August 2013</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|--|---|
| | <p>eValue™ facilitates the use of progress monitoring data (collected on frequent basis) to gauge students’ progress (response to intervention) towards critical academic outcomes. EdisonLearning’s eValue™ collects formative assessment data to give teachers feedback about students understanding of the material presented and what adjustments to their instruction may be needed to improve student’s understanding.</p> <p>Additionally, instructional and operational strategies identified by the TAP Leadership Team through the analysis of multiple sources of student data including: ISTEP+, SPI, SRI, Acuity, STI, mClass, Dibels, TRC, and mClass Math-Benchmarks, etc. will be implemented.</p> <p>All data will be utilized school-wide to provide continuity of instruction and a familiarity between staff and students of a common language.</p> <p>Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instruction and teacher professional development needs.</p> <p>Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) assessment results help the school determine which students need Read 180 and System 44 interventions.</p> | | |
| <p>8. Promote the use of data to inform and differentiate instruction.</p> | <p>Data collected through eValue™, M-Class assessments, Acuity, STI assessments, ISTEP, etc. will be used to identify common areas of strengths and weaknesses among students and teachers at the student, classroom, grade, and school-wide levels .</p> <p>Teachers meet collaboratively by grade level for 45 minutes weekly to analyze data and formulate next steps or to share successes that others can learn from. During these meetings the data is disaggregated and trends</p> | <p>Administrators, TLT member EdisonLearning Director of Achievement</p> | <p>Weekly throughout the year</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>and implications are identified. From the identified trends/implications the following should occur:</p> <ul style="list-style-type: none"> 1) Areas of strength identified <ul style="list-style-type: none"> a. Is the area of strength evident across the grade level? b. Is the area of strength specific to one teacher? <ul style="list-style-type: none"> i. If yes, what is that teacher doing differently that can be transferred to all of the classrooms in that grade level? 2) Areas of weakness identified <ul style="list-style-type: none"> a. Is the area of weakness evident across the grade level? <ul style="list-style-type: none"> i. What foundational skills are missing that impact that area? ii. Where do we need to focus our instruction to make the greatest impact on this area? iii. Does this area affect other areas of weakness? iv. Are there implications for other grade levels (can be lower grades or higher grades) b. Is there area of weakness specific to one teacher? <ul style="list-style-type: none"> i. Who can offer that teacher specific strategies to impact this area? ii. How will we monitor future growth in that area for this class? 3) From the discussion of data, identify what we are doing well and what we need to improve and develop GOALS in line with what the data suggests students need & develop a method of measurement of progress toward the goals. | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>Data will be collected using EdisonLearning’s eEvaluate™ to inform instructional changes in the classroom, at grade levels and for student placement. The system will also provide additional data on teachers’ instructional practices to help determine the fidelity of implementation in instructional programs and supply information about professional development practices. This data will also be discussed during the Achievement Teams’ weekly meeting.</p> <p>EdisonLearning will provide professional development training for teachers on how to administer, collect and analyze student formative assessment data. Working with the TLT, EdisonLearning will also provide training on how to use student data to drive classroom instruction through lesson planning, appropriate instructional methods; and supplemental materials. EdisonLearning and the TAP leadership team will have a core focus on differentiated instruction and its implementation in the classroom by training teachers is a variety of instructional methods and how to determine which methods works best for individual, small groups, and entire classrooms of students.</p> <p>Teachers and students will set goals for attaining levels of academic achievement for each content area and their respective units of study. Students’ work will be posted in their classrooms with the Standards, Objectives, Rubric, and teacher feedback. Students will be provided with timely and meaningful feedback on their current levels of academic achievement followed by next steps so they understand what is expected of them to achieve their academic goals. Student goals should be revisited throughout the year as they make progress.</p> | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
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| <p>9. Provide mechanisms for family and community engagement.</p> | <p>The school working with EdisonLearning to develop a family-school partnership program that engage families directly in their child’s academic progress and include specific plans for structured communications and consistent interaction with parents at various points and venues during the school year.</p> <p>The school will hire a Parent Involvement Coordinator (a new position). This individual will support the parent-school relationship by:</p> <ul style="list-style-type: none"> • Managing the parent resource room • Planning and organizing family nights • Hosting workshops to teach: <ul style="list-style-type: none"> ○ Parenting skills; ○ Setting home conditions to support children as students; ○ Involving families with children on homework and other curriculum-related activities and decisions; • Assist with planning school-wide parents-students-teachers events not related to academics (e.g., skate nights, movie nights, etc.) <p>The school will hire a Guidance Counselor (a new position). This individual will support the transformation school improvement process by providing counseling services to students, ensuring a positive learning environment for students, individually and as a whole school community.</p> <p>These two positions working in concert will develop an intentional community outreach plan that:</p> <ul style="list-style-type: none"> • Create a welcoming school environment for students and families; • Engages families in ways that support student achievement and success; | <p>Principal Assistant Principal TLT Parent Involvement Coordinator Counselor EdisonLearning Director of Achievement</p> | <p>August 2013 Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Consistently involve parents in school-decision that impact students; and, • Ensures consistent interactions from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. <p>These two new positions working together will help to bridge the gap between the school and families – related to community resources and to provide additional structures and supports for students and their families – by partnering with a host of community organizations such as:</p> <ul style="list-style-type: none"> • Kids Hope – 19 mentors • Boys and Girls Club • Learn to Swim Program • Family Service Society – parenting curriculum and counselors <p>In partnership with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop plans and protocols to empower parents/guardians to become partners in the decision-making surrounding their child’s education including:</p> <ul style="list-style-type: none"> • Quarterly student learning conferences • Student focused learning contract plan of improvement for each quarter • Parent outreach via instructional links and home visits • Face-to-face connections among members of the school community | | |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|--|------------------------|
| | <p>Working with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop a family outreach communications plan:</p> <ul style="list-style-type: none"> • What parents can expect from the school – programs, curriculum, activities, procedures and policies (e.g. homework, parent meetings with staff, school improvement plan • What the school can expect from parents • How the parents/ child is progressing • How the school can help the parents • How the parents can help the school • Educational opportunities for teachers to build their skills in working with parents • Provide forum for parents to share experiences and increase their understanding of the school's purpose | | |
| <p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p> | <p>Partnered with EdisonLearning to provide instructional and operational support to the school's leadership team and build their capacity to educate students in a safe and supportive teaching and learning environment.</p> <p>As well, the TAP model gives the school's leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal will have final authority for removing teachers.</p> <p>See Appendix 12 – MCS Board Policies to Support School Flexibility</p> | <p>LEA Support Community Stakeholders Principal TAP District Coordinator</p> | <p>Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|---|------------------------|
| | <p>Attachments Include:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>The school also has the support of the Marion Teachers Association.</p> <p>See Appendix 2 – Marion Teachers Association Letter Of Support</p> | | |
| <p><i>II. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> | <p>The SEA supports comes through the Office of Turnaround and the district and school have been provided with the “Theory of Action” Model for High-Poverty Schools that are moving towards High-Performance. The model was used as a guide for putting the school’s School Improvement Grant Proposal together.</p> <p>The model is focused on Student Achievement with first tier supports related to: curriculum, instruction, and data (formative); second tier supports are connected to: school mission, vision and goals; shared leadership; professional development; and parent, family and community involvement. The final tier of supports is linked to cultural competency in the school community – students, classroom, school and district.</p> <p>LEA supports are evidenced throughout the application as they provide funds for TAP, Title I, Title II, TIF, and Performance in Excellence. The LEA provides supports through the following partners:</p> | <p>LEA Support Principal TAP District Coordinator</p> | <p>Ongoing</p> |

Allen Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-----------------|--|----------------------------------|--------------------------------|
| | <ul style="list-style-type: none">• TAP Regional Coordinator• TAP District Coordinator• EdisonLearning Director of Student Achievement• Elementary Curriculum Coordinator• Master and Mentor Teacher Support | | |

Allen Elementary School

➤ **If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.**

This past spring, Marion Community Schools conducted an intense search to fill our principal vacancy at Allen Elementary. Over 40 applicants submitted their application. All applications were screened by current Allen teachers and the central office administrative team. Through our current partnership with EdisonLearning, MCS was able to extend our pool of applicants to include individuals currently serving as administrators in Turnaround Schools in other states.

After careful review, 12 applicants were selected for initial interviews with the K-12 Instructional Coordinator, TAP District Coordinator, and a current elementary principal. Three finalists were selected for second round interviews with the Superintendent, Assistant Superintendent and the K-12 Instructional coordinator. At the conclusion of our search, Mr. Anthony Williams was recommended for the position of principal at Allen Elementary for the 2013-14 school year.

For the past year, Mr. Williams has served as the Assistant Principal of Justice Thurgood Marshall Intermediate School. While at Justice and while working under the EdisonLearning model, Mr. Williams has been instrumental in the leadership team's turnaround efforts. Mr. Williams has been charged with the responsibility of leading the school's disciplinary team. Through his collaborative efforts and extensive knowledge of Positive Behavior Interventions and Supports (PBIS), Mr. Williams and his team have reduced disciplinary referrals at Justice by 50% (as compared to 2011-12 school year). By improving the student culture at Justice, Mr. Williams and Mrs. Richards have been able to utilize the TAP system and focus their attention on improving instruction and learning which have resulted in significant gains on their school's formative assessment data (as measured by eValuate)

While a student at Ball State, Mr. Williams was recognized three times on the Dean's list and was the recipient of the Alumni Association Legacy Scholarship and the Collier Teachers College scholarship. Prior to serving as the Assistant Principal at Justice, Mr. Williams was an elementary teacher and coach at Muncie Community Schools.

Allen Elementary School

Pre-Implementation - NA

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|--|------------|-----------|
| 1. All the elements of the selected intervention model are included. | X | |
| 2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive. | X | |
| 3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year. | X | |

Frances Slocum Elementary School

Transformation Model

We will implement this model. We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|---|----------------------------------|
| <p><i>1. Replace the principal who led the school prior to implementing the model.</i></p> | <p>Like many other priority schools, Frances Slocum is a school that has a history of being identified as needing improvement. Various efforts and initiatives have been put into place over recent years to support efforts to do so. One of these initiatives was replacing the school leader.</p> <p>It became evident to district leaders that a new principal was needed prior to the 2011-2012 school year, and an extensive nationwide search for a new leader was conducted. Approximately ten ideal candidates were slated for interviews, and an out-of-state candidate with a proven record of school improvement was selected for the position. Unfortunately this individual did not make a solid commitment to this school and community and left prior to the completion of that school year.</p> <p>In quick need of another school principal, the district selected another ideal candidate, one from within the system with a commitment to this community, to lead the school beginning with the 2012-2013 school year. This principal demonstrated key leadership skills for effective school improvement. It should be noted that this school is identified as a priority school as a result of the 2011-2012 school year data; this principal was selected after that time period and therefore is a replacement of the principals that led this school prior to the current transformation implementation.</p> <p>See Appendix 4: Principals' Resumes See Appendix 5: Principals' Job Descriptions</p> | <p>Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>Completed August 2012</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--|---|
| | <p>The district acknowledges the importance and evolving role of the AP who acts in the capacity of disciplinarian and school operations manager to now having a significant role in instructional leadership, added to their job description. The AP will work closely with the principal to build leadership capacity to initiate, lead and maintain school-wide improvement initiatives.</p> <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> | <p>Principal, Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>August 2013</p> |
| | <p>The district partnership with EdisonLearning (see Appendix 6: EdisonLearning Five Strand Design) will use their <i>Alliance</i> program that will send a team of education professionals directly to the school to work closely with administrators and teachers to develop leadership and operational capacity. <i>Alliance</i> operates under a whole school approach, combining leadership development, curriculum improvements, and a proven assessment system targeting all components of the learning process. EdisonLearning will work with the school to build the school leader's capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes through the development of an implementation plan with the following element:</p> <ul style="list-style-type: none"> • The principal, working with EdisonLearning, will develop a working strategic school improvement/achievement plan(SI/AP) that: <ul style="list-style-type: none"> ○ Establish clear and focused mission and vision for improving student achievement ○ Establish decision-making structures to monitor progress and adapt practices to achieve the best results | <p>Principal, Assistant Principal, TAP Leadership Team (TLP) EdisonLearning Director of Achievement,</p> | <p>July 2013 – Ongoing</p> <p>SI/AP reviewed and revised annually</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Establish data processes that provide frequent and reliable measures of student learning and operational information ○ Establish academic achievement and operational goals ○ Establish evaluation system to strengthen the knowledge, skills, dispositions, and classroom practices of instructional staff to promote student learning and growth, while inspiring teachers to excel <ul style="list-style-type: none"> • EdisonLearning will support the principal, using its performance management system (See Appendix 7 EdisonLearning School Leader Development Model) to: (i) execute their five leadership roles of: instructional leader, organizational leader, culture builder, site manager, and school executive; and (ii) assist the principal with developing a distributive leadership team structure. <p>Additionally, the interventions of school improvement call for greater school-level autonomy, more flexibility in staffing, scheduling, and budgeting along with greater accountability for results. Thereby expanding the principal’s opportunity to make sound decision while simultaneously developing a distributive leadership team with shared responsibilities to accelerate change and sustain positive reforms. During the school improvement implementation period, EdisonLearning will support the principal in:</p> <ul style="list-style-type: none"> • Engaging the leadership team and instructional staff in discussions about effective teaching and learning • Implementing the processes that support the alignment of the curriculum, pedagogy, assessment, and reporting to ensure that the curriculum reflects the goals of the improvement plan | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Articulating the importance of feedback to support continuous improvement in teaching and learning • Promoting the use of multiple forms of data to determine starting points and goals for teaching and learning • Creating opportunities for the leadership team and instructional staff to use their expertise to enhance their practice by identifying strengths and areas for improvement; and • Promoting intellectual exploration, using research based practices, and relevant data to determine priorities for school improvement <p>The school's working strategic improvement plan will be developed using the diagnostic data and findings from the EdisonLearning School Collaborative Quality Analysis (April 2013). This document will serve as a guide for implementing changes at the school that result in effective and efficient operations and rapid improvement in student learning.</p> <p>See Appendix 3: Collaborative Quality Analysis for Frances Slocum Elementary School.</p> | | |
| <p>2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</p> | <p>The school will utilize a number of evaluation systems to assess and monitor its teachers and the principal to ensure instructional coherence and effective instructional practice.</p> <p>Administrators and teachers are involved in aligning curriculum, instruction, and the goals of the school's improvement plan to create the context for highly-engaging and highly-effective teaching and learning experiences. They are also involved in setting their personal, student, and classroom goals based on the school's improvement/achievement plan.</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|---|------------------------|
| | <p>The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting • Formal & informal classroom observations • Informal observations of non-classroom teacher responsibilities • A self-evaluation • A summative assessment by the principal <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not shown growth.</p> | <p>The TAP System will be the centerpiece of the school’s reward system for school leaders and teachers. It rewards (performance-based compensation) teachers in multiple ways for their effectiveness and is guided by three key principles.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>For teachers in ISTEP+ tested subjects and grade levels, 30% of the performance-based compensation is based on individual classroom</p> | <p>Administrators, Master and Mentor teachers, District TAP Coordinator</p> | <p>Ongoing</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>growth, 20% based on school-wide growth, and 50% on the teacher’s Skills, Knowledge, and Responsibilities score, which includes the classroom evaluations using TAP rubrics and TAP Responsibilities Survey. For teachers in non-tested subjects and grade levels, 50% of the performance-based compensation is based on school-wide growth and 50% on the classroom evaluation scores from the TAP rubrics. Teachers in non-tested subjects can also base part of their pay on a voluntary association with a partner-tested grade or subject.</p> <p>Effectiveness for the classroom level growth score is defined by the percentage of students achieving at least one academic year of growth. Career teachers receive support from master and mentor teachers in areas such as co-planning, co-teaching and best practice suggestions. This support occurs more regularly for teachers who score below 2.75 on the 19 indicators on the TAP rubric. When a teacher scores below a 2.49 on the TAP rubric an improvement plan is put into place by the administrators specifying specific areas for improvement</p> <p>The improvement plan may last up to 90 school days. At the conclusion of the plan the teacher is reevaluated. If it is determined that the teacher scores “effective” then they are removed from the improvement plan. If a teacher scores “needs-improvement” or “ineffective” then is plan is revised and continues for up to an additional 90 school days. If a teacher receives “ineffective” rating their contract is non-renewed or if a teacher receives 3 out of 5 needs improvement the contract is non-renewed.</p> <p>The Principal Rubric total comprises 75% of the principal’s comprehensive rating with an additional 5% from the school’s A-F Accountability Grade and 20% coming from the achievement of Administrative Student Learning Objectives. By incorporating the teacher effectiveness in the Principal Effectiveness Rubric, Marion</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>developing and implementing consistent school-wide professional practices, which than enables the school to:</p> <ul style="list-style-type: none"> • Increase the consistency of teaching quality across the school • Improve the overall standard of teaching • Create a school-specific quality-assured approach to the monitoring and development of outstanding learning and teaching <p>Additionally, EdisonLearning will support the implementation of the TAP model through the implementation of achievement teams at each grade level. The team will meet for 30 minutes weekly to discuss field testing data with an achievement team leader. This will allow teachers to accurately identify areas for reinforcement and differentiate instruction.</p> <p>Teachers will be evaluated both on TAP and using EdisonLearning School Leader Development Model for performance based management for teachers and principals.</p> <p>For the principal: The Performance Management System is designed to support the principal as they execute the five leadership roles of: Instructional Leader, Organizational Leader, Culture Builder, Site Manager and School Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.</p> <p>Performance management is an ongoing, reflective process beginning at the start of each school year with a review of the previous year’s performance results, including the extent to which achievement and professional goals were reached. From these findings and working closely with the principal, performance and professional growth goals for the coming year are set, and strategies to achieve them are identified and captured.</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>Throughout the year, the principal is actively involved in ongoing professional development, peer group and action research activities that are aligned to their performance and professional growth goals. Every other month, the principal meets with EdisonLearning to review progress being made towards goal achievement and completes the Bi-monthly Leadership Review. Discussion is focused on what the principal has done since the last meeting to move forward in meeting goals, what challenges they faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving their goals.</p> <p>Towards the end of the academic year, the summative review between EdisonLearning and the principal takes place. This formal review by EdisonLearning provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out.</p> <p>For the Teachers: The teacher performance evaluation process at EdisonLearning partnership schools is designed to ensure all teachers have identified specific performance goals for the school year and to promote greater accountability in education. The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting - At the beginning of the school year, each teacher will work with the principal to identify specific, individualized performance goals tied closely to the school's goals. They may also reflect the teacher's individual needs. <p>Performance goals are designed to help the teacher focus on areas that are most important and should reflect targets that are achievable and relevant to the teacher and school. Since the goals will be used as part of the year end teacher evaluation they should also be specific and measurable.</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>Each teacher will develop four performance goals to be pursued during the course of a single school year. The goals, as well as how they will be measured, will be agreed upon with the principal during the first month of school.</p> <ul style="list-style-type: none"> • Formal and informal classroom observations – Informal observation is continual and unscheduled and will be completed by the principal and master and/or mentor teachers. All observations are documented and will help to inform the summative assessment of each teacher’s work. <p>Formal observations provides an additional opportunity to asses each teacher’s strengths and areas in need of improvement that will be used to guide their professional growth. Before the formal observation begins, the principal or supervisor and teacher will discuss expectations and the context for the observation.</p> <p>After the observation session, the principal or supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the teaching rubric standards related to the lesson. The principal will keep the original report in the employee’s personnel file. After the first observation, the principal or supervisor will complete the teaching rubric, which will be placed in the employee’s personnel file.</p> <p>This rubric will be revisited one or two more times throughout the year, to be updated as more information and evidence of the teacher’s skill level and ability is gathered. The rubric will be used, along with other gathered evidence from formal and informal classroom observations, as the basis for the final ratings on the summative evaluation.</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Informal observations of non-classroom teacher responsibilities – Teachers have other responsibilities in addition to their core instructional duties which are important to their success as a teacher and to the school’s success overall. During the course of the school year, the principal or supervisor will have the opportunity to observe the teacher exhibiting these other skills. These will include the teacher’s ability to: collaborate with colleagues to accomplish team/school goals; communicate effectively with parents and staff; meet deadlines, follow school policies and procedures; and, use technology tools effectively. <p>By gathering evidence through mostly informal observations, the principal or supervisor will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee’s personnel file, and will be considered by the principal as part of the teacher’s summative evaluation.</p> <ul style="list-style-type: none"> • A self-evaluation – At the end of the year, each teacher will be asked to complete a self-evaluation. This reflective document will consist of three pieces: the teacher’s comments regarding their achievement of goals, the teacher’s self -rating using the teaching standards rubric, as well as a self-rating using the summative evaluation form. <p>These documents, completed independently by the teacher, and will be submitted to the principal by April 30th. They will become part of the teacher’s personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher’s supervisor or principal.</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|--|------------------------|
| | <ul style="list-style-type: none"> A summative assessment by the principal – Each year the principal or supervisor will draw upon information gathered from observations, student performance data, the final teaching standard rubric results and an evaluation of the teacher’s achievement of their goals to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating based on the principal’s or supervisor’s assessment of the teacher’s achievement of goals as well as their demonstration of progress toward the teaching standards outlined in the rubric. <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).</p> | <p>The TAP model offers multiple career paths for teachers who aspire to grow in areas other than administrative. This school improvement grant is aligned to the TAP model as it is structured to reward (performance-based compensation) individuals in leadership positions tied to student performance and professional responsibilities.</p> <p>The TAP model includes career pathways for teachers to choose from and opportunities for growth and leadership development to include: career, mentor and master teacher. Mentor teachers have one period less of classroom instruction than career teachers, their release time consists of:</p> <ul style="list-style-type: none"> Conducting a formal observation Pre/Post conference Observing, co-teaching, modeling the cluster strategy (based on student achievement data) | <p>HR, District Administrator, Principal TAP District Coordinator, TLT</p> | <p>Ongoing</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Conducting walk-throughs to support teachers area of refinement • Reading and providing teachers feedback to reflections • Participating in or scripting of the field testing the cluster strategy • Meeting with master teacher to discuss new findings <p>Master teachers have same responsibility as mentor teachers plus the addition of cluster planning. A master teacher has 100% flexible time to complete their responsibilities and also supervises mentor teacher.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>The TAP model rewards system for teachers is guided by three key principles for performance-based compensation:</p> <ul style="list-style-type: none"> • The system should balance the payout percentages between student achievement gains and performance. • The performance portion may contain a score for how the teachers carry out their TAP responsibilities. • The award should be dependent upon the individual's performance as well as the school's performance. | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|--|------------------------|
| | <p>MCS continues to only hires highly qualified teachers. Additionally, the corporation has begun the process of attending career fairs to screen potential candidates and utilizing a team interview process for new candidates. Teachers are provided with a financial incentive through performance based compensation to ensure that they are providing high quality instruction to their students in order to ensure student growth.</p> | | |
| <p>6. Provide increased learning time for students and staff.</p> | <p>Students participate daily in 90 minutes of Reading instruction (at least). Students reading below grade level are provided with additional remedial instruction that is differentiated for each of their needs through small group instruction centered on SRI, SPI or Dibels data. These groups are referred to as Tier groups that meet 30 minutes daily based upon individual student needs.</p> <p>Students are provided 75 minutes daily for math (15 minutes fluency, 60 minutes core instruction). Students' learning time is increased through an additional small group instruction period in math in the daily 30 minutes success block.</p> <p>Students' learning time is increased though an Extended Day tutoring program for an additional 120 minutes per week. Extended day students are identified as at-risk students based on multiple assessments and provide individualized academic instruction in either reading or math. Transportation will be provided. They will utilize instructional support materials such as the Scholastic Reading Inventory (SRI) and the Scholastic Phonic Inventory (SPI).</p> <p>Staff learning time is increased including a 50-minute teacher professional development period each week for TAP cluster professional development that is developed by master/mentor teachers and tied to students' needs.</p> | <p>TLT Lead Teachers Edison Learning Director of Achievement</p> | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|---|------------------------|
| | <p>Staff learning time is increased through weekly 45 minute collaboration meetings where teams of teachers (usually divided by grade levels) meet to discuss the most recent data for students. This data may come from M-Class, Dibels, classroom assessment, strategy implementation from TAP, STI, etc. During these meetings the data is disaggregated and trends and implications are identified.</p> <p>It is important to note that this process is a TEAM process with all members having input. Administrators participate merely as facilitators in order for teachers to own their classroom data and work collaboratively toward student centered goals.</p> <p>EdisonLearning will work the administrators and leadership teams at the school to review and extend the learning day (teacher and student) and provide recommendations for redesigning the school day to increase instructional time and collaborative time as well as opportunities for community-based enrichment. Recommendations may include:</p> <ul style="list-style-type: none"> • Extend the school day and modify the daily schedule to: <ul style="list-style-type: none"> ○ Provide students with 120-minutes blocks of instructional time daily for Mathematics and English Language Arts and Reading ○ Provide teachers with 70 minutes block of professional development time daily for teacher development and collaborative planning • Identify and engage at-risk students and provide individualized academic instruction and enrichment activities • Provide after school remediation and enrichment opportunities as an extension to the regular school day | <p>Principal Assistant Principal Leadership Team TLT EdisonLearning Director of Achievement</p> | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|--|---|------------------------|
| | <p>To capitalize on the potential for improving student academic outcomes provided from extending the school day and the restructuring of Justice’s daily schedule, the principal working with EdisonLearning will focus on:</p> <ul style="list-style-type: none"> • Implementing professional development to ensure that teachers use extra time effectively • Providing students who need the most support with additional instructional opportunities • Monitoring the progress of the extended learning time initiatives as well as for continuous improvement. | | |
| <p>7. Use data to implement an aligned instructional program.</p> | <p>Working with EdisonLearning, the school will employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; with the school improvement team engaged in continuous examination of school practices and operational data. The school will (See Appendix 14: EdisonLearning eEvaluate):</p> <ul style="list-style-type: none"> • Implement eEvaluate™ a proven, formative assessment system from EdisonLearning that allows teachers and the principal to assess students online and track student progress towards achievement goals • Teachers are trained to use eEvaluate™ assessment data to inform instruction and determine student placement • Promote student ownership of learning • Continue with TAP weekly training focused on instruction, designing and planning instruction, the learning environment, and responsibilities in the teaching and learning environment | <p>Principal TLT EdisonLearning Director of Achievement</p> | <p>August 2013</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|--|---|
| | <p>eValuate™ facilitates the use of progress monitoring data (collected on frequent basis) to gauge students’ progress (response to intervention) towards critical academic outcomes. EdisonLearning’s eValuate™ collects formative assessment data to give teachers feedback about students understanding of the material presented and what adjustments to their instruction may be needed to improve student’s understanding.</p> <p>Additionally, instructional and operational strategies identified by the TAP Leadership Team through the analysis of multiple sources of student data including: ISTEP+, SPI, SRI, Acuity, STI, mClass, Dibels, TRC, and mClass Math-Benchmarks, etc. will be implemented.</p> <p>All data will be utilized school-wide to provide continuity of instruction and a familiarity between staff and students of a common language.</p> <p>Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instruction and teacher professional development needs.</p> <p>Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) assessment results help the school determine which students need Read 180 and System 44 interventions.</p> | | |
| <p>8. Promote the use of data to inform and differentiate instruction.</p> | <p>Data collected through eValuate™, M-Class assessments, Acuity, STI assessments, ISTEP, etc. will be used to identify common areas of strengths and weaknesses among students and teachers at the student, classroom, grade, and school-wide levels.</p> <p>Teachers meet collaboratively by grade level for 45 minutes weekly to analyze data and formulate next steps or to share successes that others can learn from. During these meetings the data is disaggregated and trends</p> | <p>Administrators, TLT member EdisonLearning Director of Achievement</p> | <p>Weekly throughout the year</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>and implications are identified. From the identified trends/implications the following should occur:</p> <ul style="list-style-type: none"> 1) Areas of strength identified <ul style="list-style-type: none"> a. Is the area of strength evident across the grade level? b. Is the area of strength specific to one teacher? <ul style="list-style-type: none"> i. If yes, what is that teacher doing differently that can be transferred to all of the classrooms in that grade level? 2) Areas of weakness identified <ul style="list-style-type: none"> a. Is the area of weakness evident across the grade level? <ul style="list-style-type: none"> i. What foundational skills are missing that impact that area? ii. Where do we need to focus our instruction to make the greatest impact on this area? iii. Does this area affect other areas of weakness? iv. Are there implications for other grade levels (can be lower grades or higher grades) b. Is there area of weakness specific to one teacher? <ul style="list-style-type: none"> i. Who can offer that teacher specific strategies to impact this area? ii. How will we monitor future growth in that area for this class? 3) From the discussion of data, identify what we are doing well and what we need to improve and develop GOALS in line with what the data suggests students need & develop a method of measurement of progress toward the goals. | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>Data will be collected using EdisonLearning’s eEvaluate™ to inform instructional changes in the classroom, at grade levels and for student placement. The system will also provide additional data on teachers’ instructional practices to help determine the fidelity of implementation in instructional programs and supply information about professional development practices. This data will also be discussed during the Achievement Teams’ weekly meeting.</p> <p>EdisonLearning will provide professional development training for teachers on how to administer, collect and analyze student formative assessment data. Working with the TLT, EdisonLearning will also provide training on how to use student data to drive classroom instruction through lesson planning, appropriate instructional methods; and supplemental materials. EdisonLearning and the TAP leadership team will have a core focus on differentiated instruction and its implementation in the classroom by training teachers is a variety of instructional methods and how to determine which methods works best for individual, small groups, and entire classrooms of students.</p> <p>Teachers and students will set goals for attaining levels of academic achievement for each content area and their respective units of study. Students’ work will be posted in their classrooms with the Standards, Objectives, Rubric, and teacher feedback. Students will be provided with timely and meaningful feedback on their current levels of academic achievement followed by next steps so they understand what is expected of them to achieve their academic goals. Student goals should be revisited throughout the year as they make progress.</p> | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|--|--------------------------------|
| <p>9. Provide mechanisms for family and community engagement.</p> | <p>The school will work with EdisonLearning to develop a family-school partnership program that engage families directly in their child’s academic progress and include specific plans for structured communications and consistent interaction with parents at various points and venues during the school year.</p> <p>The school will hire a Parent Involvement Coordinator (a new position). This individual will support the parent-school relationship by:</p> <ul style="list-style-type: none"> • Managing the parent resource room • Planning and organizing family nights • Hosting workshops to teach: <ul style="list-style-type: none"> ○ Parenting skills; ○ Setting home conditions to support children as students; ○ Involving families with children on homework and other curriculum-related activities and decisions; • Assist with planning school-wide parents-students-teachers events not related to academics (e.g., skate nights, movie nights, etc.) <p>The school will hire a Guidance Counselor (a new position). This individual will support the transformation school improvement process by providing counseling services to students, ensuring a positive learning environment for students, individually and as a whole school community.</p> <p>These two positions working in concert will develop an intentional community outreach plan that:</p> <ul style="list-style-type: none"> • Create a welcoming school environment for students and families; • Engages families in ways that support student achievement and success; | <p>Principal Assistant Principal TLT Parent Involvement Coordinator Counselor EdisonLearning Director of Achievement</p> | <p>August 2013 Ongoing</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Consistently involve parents in school-decision that impact students; and, • Ensures consistent interactions from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. <p>These two new positions working together will help to bridge the gap between the school and families – related to community resources and to provide additional structures and supports for students and their families – by partnering with a host of community organizations such as:</p> <ul style="list-style-type: none"> • Kids Hope – 19 mentors • Boys and Girls Club • Learn to Swim Program • Family Service Society – parenting curriculum and counselors <p>In partnership with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop plans and protocols to empower parents/guardians to become partners in the decision-making surrounding their child’s education including:</p> <ul style="list-style-type: none"> • Quarterly student learning conferences • Student focused learning contract plan of improvement for each quarter • Parent outreach via instructional links and home visits • Face-to-face connections among members of the school community | | |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|--|------------------------|
| | <p>Working with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop a family outreach communications plan:</p> <ul style="list-style-type: none"> • What parents can expect from the school – programs, curriculum, activities, procedures and policies (e.g. homework, parent meetings with staff, school improvement plan • What the school can expect from parents • How the parents/ child is progressing • How the school can help the parents • How the parents can help the school • Educational opportunities for teachers to build their skills in working with parents • Provide forum for parents to share experiences and increase their understanding of the school's purpose | | |
| <p><i>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i></p> | <p>Partnered with EdisonLearning to provide instructional and operational support to the school's leadership team and build their capacity to educate students in a safe and supportive teaching and learning environment.</p> <p>As well, the TAP model gives the school's leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal will have final authority for removing teachers.</p> <p>See Appendix 12 – MCS Board Policies to Support School Flexibility</p> | <p>LEA Support Community Stakeholders Principal TAP District Coordinator</p> | <p>Ongoing</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|---|------------------------|
| | <p>Attachments Include:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>The school also has the support of the Marion Teachers Association.</p> <p>See Appendix 2 – Marion Teachers Association Letter Of Support</p> | | |
| <p><i>II. LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p> | <p>The SEA supports comes through the Office of Turnaround and the district and school have been provided with the “Theory of Action” Model for High-Poverty Schools that are moving towards High-Performance. The model was used as a guide for putting the school’s School Improvement Grant Proposal together.</p> <p>The model is focused on Student Achievement with first tier supports related to: curriculum, instruction, and data (formative); second tier supports are connected to: school mission, vision and goals; shared leadership; professional development; and parent, family and community involvement. The final tier of supports is linked to cultural competency in the school community – students, classroom, school and district.</p> <p>LEA supports are evidenced throughout the application as they provide funds for TAP, Title I, Title II, TIF, and Performance in Excellence. The LEA provides supports through the following partners:</p> | <p>LEA Support Principal TAP District Coordinator</p> | <p>Ongoing</p> |

Frances Slocum Elementary School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|-----------------|--|----------------------------------|--------------------------------|
| | <ul style="list-style-type: none">• TAP Regional Coordinator• TAP District Coordinator• EdisonLearning Director of Student Achievement• Elementary Curriculum Coordinator• Master and Mentor Teacher Support | | |

Frances Slocum Elementary School

➤ **If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.**

Like many other priority schools, Frances Slocum is a school that has a history of being identified as needing improvement. Various efforts and initiatives have been put into place over recent years to support efforts to do so. One of these initiatives was replacing the school leader. It became evident to district leaders that a new principal was needed prior to the 2011-2012 school year, and an extensive nationwide search for a new leader was conducted.

Approximately ten ideal candidates were slated for interviews, and an out-of-state candidate with a proven record of school improvement was selected for the position. Unfortunately this individual did not make a solid commitment to this school and community and left prior to the completion of that school year.

In quick need of another school principal, the district selected another ideal candidate, one from within the system with a commitment to this community, to lead the school beginning with the 2012-2013 school year. This principal demonstrated key leadership skills for effective school improvement. It should be noted that this school is identified as a priority school as a result of the 2011-2012 school year data; this principal was selected after that time period and therefore is a replacement of the principals that led this school prior to the current transformation implementation.

Frances Slocum Elementary School

Pre-Implementation - NA

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|--|------------|-----------|
| 1. All the elements of the selected intervention model are included. | X | |
| 2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive. | X | |
| 3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year. | X | |

John L. McCulloch Junior High School

Transformation Model

We will implement this model. We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|---|------------------------|
| <p><i>1. Replace the principal who led the school prior to implementing the model.</i></p> | <p>After careful consideration of Edison’s Collaborative Quality Assessment (CQA) findings and principal evaluations, the school, district, and community leaders agree that the current principal should not be replaced.</p> <p>According to the school’s CQA, “It is evident that the principal is a learning leader” and “School leaders are confident in their roles.” (CQA, page 17). At this time, the decision that the current principal is the right individual to lead the transformation efforts at McCulloch.</p> <p>Through external evaluator evidence McCulloch’s Principal was rated highly effective and through the RISE evaluation he was rated as highly effective as well.</p> <p>The leadership team at McCulloch is comprised of the principal, one Assistant Principal, two master teachers, and four mentor teachers. Four of the eight TAP Leadership Team (TLT) members will be new for the 2013-2014 school year.</p> <p>See Appendix 4: Principals’ Resumes</p> <p>See Appendix 5: Principals’ Job Descriptions</p> <p>See Appendix 13: McCulloch Principal Evaluations</p> | <p>Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>Completed</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--|----------------------------|
| | <p>The district acknowledges the importance and evolving role of the AP who acts in the capacity of disciplinarian and school operations manager to now having a significant role in instructional leadership, added to their job description. The AP will work closely with the principal to build leadership capacity to initiate, lead and maintain school-wide improvement initiatives.</p> <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> | <p>Principal, Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>August 2013</p> |
| | <p>The district believes that the school leader’s capacity to initiate, lead and maintain instructional improvements that produce positive academic and operational outcomes can be developed further. So, in partnership with EdisonLearning (see Appendix 6: EdisonLearning Five Strand Design), the district will use their Alliance program that will send a team of education professionals directly to the school to work closely with administrators and teachers to develop leadership and operational capacity at the school. Alliance operates under a whole school approach, combining leadership development, curriculum improvements, and a proven assessment system targeting all components of the learning process. The summary implementation plan for task #3 includes:</p> <ul style="list-style-type: none"> • The principal, working with EdisonLearning, will develop a working strategic school improvement/achievement plan(SI/AP) that: <ul style="list-style-type: none"> ○ Establish clear and focused mission and vision for improving student achievement ○ Establish decision-making structures to monitor progress and adapt practices to achieve the best results | <p>EdisonLearning, Principal, Assistant Principal, TAP Leadership Team (TLP)</p> | <p>July 2013 – Ongoing</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Establish data processes that provide frequent and reliable measures of student learning and operational information ○ Establish academic achievement and operational goals ○ Establish evaluation system to strengthen the knowledge, skills, dispositions, and classroom practices of instructional staff to promote student learning and growth, while inspiring teachers to excel <ul style="list-style-type: none"> ● EdisonLearning will support the principal, using its performance management system (See Appendix 7 EdisonLearning School Leader Development Model) to: (i) execute their five leadership roles of: instructional leader, organizational leader, culture builder, site manager, and school executive; and (ii) assist the principal with developing a distributive leadership team structure. <p>Additionally, the interventions of school improvement call for greater school-level autonomy, more flexibility in staffing, scheduling, and budgeting along with greater accountability for results. Thereby expanding the principal’s opportunity to make sound decision while simultaneously developing a distributive leadership team with shared responsibilities to accelerate change and sustain positive reforms. During the school improvement implementation period, EdisonLearning will support the principal in:</p> <ul style="list-style-type: none"> ● Engaging the leadership team and instructional staff in discussions about effective teaching and learning ● Implementing the processes that support the alignment of the curriculum, pedagogy, assessment, and reporting to ensure that the curriculum reflects the goals of the improvement plan | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Articulating the importance of feedback to support continuous improvement in teaching and learning • Promoting the use of multiple forms of data to determine starting points and goals for teaching and learning • Creating opportunities for the leadership team and instructional staff to use their expertise to enhance their practice by identifying strengths and areas for improvement; and • Promoting intellectual exploration, using research based practices, and relevant data to determine priorities for school improvement <p>The school's working strategic improvement plan will be developed using the diagnostic data and findings from the EdisonLearning School Collaborative Quality Analysis (April 2013). This document will serve as a guide for implementing changes at the school that result in effective and efficient operations and rapid improvement in student learning.</p> <p>See Appendix 3: Collaborative Quality Analysis for Frances Slocum Elementary School.</p> | | |
| <p>2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</p> | <p>The school will utilize a number of evaluation systems to assess and monitor its teachers and the principal to ensure instructional coherence and effective instructional practice.</p> <p>Administrators and teachers are involved in aligning curriculum, instruction, and the goals of the school's improvement plan to create the context for highly-engaging and highly-effective teaching and learning experiences. They are also involved in setting their personal, student, and classroom goals based on the school's improvement/achievement plan.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|---|------------------------|
| | <p>The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting • Formal & informal classroom observations • Informal observations of non-classroom teacher responsibilities • A self-evaluation • A summative assessment by the principal <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>3. Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not shown growth.</p> | <p>The TAP System will be the centerpiece of the school’s reward system for school leaders and teachers. It rewards (performance-based compensation) teachers in multiple ways for their effectiveness and is guided by three key principles.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>For teachers in ISTEP+ tested subjects and grade levels, 30% of the performance-based compensation is based on individual classroom</p> | <p>Administrators, Master and Mentor teachers, District TAP Coordinator</p> | <p>Ongoing</p> |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>growth, 20% based on school-wide growth, and 50% on the teacher’s Skills, Knowledge, and Responsibilities score, which includes the classroom evaluations using TAP rubrics and TAP Responsibilities Survey. For teachers in non-tested subjects and grade levels, 50% of the performance-based compensation is based on school-wide growth and 50% on the classroom evaluation scores from the TAP rubrics. Teachers in non-tested subjects can also base part of their pay on a voluntary association with a partner-tested grade or subject.</p> <p>Effectiveness for the classroom level growth score is defined by the percentage of students achieving at least one academic year of growth. Career teachers receive support from master and mentor teachers in areas such as co-planning, co-teaching and best practice suggestions. This support occurs more regularly for teachers who score below 2.75 on the 19 indicators on the TAP rubric. When a teacher scores below a 2.49 on the TAP rubric an improvement plan is put into place by the administrators specifying specific areas for improvement</p> <p>The improvement plan may last up to 90 school days. At the conclusion of the plan the teacher is reevaluated. If it is determined that the teacher scores “effective” then they are removed from the improvement plan. If a teacher scores “needs-improvement” or “ineffective” then is plan is revised and continues for up to an additional 90 school days. If a teacher receives “ineffective” rating their contract is non-renewed or if a teacher receives 3 out of 5 needs improvement the contract is non-renewed.</p> <p>The Principal Rubric total comprises 75% of the principal’s comprehensive rating with an additional 5% from the school’s A-F Accountability Grade and 20% coming from the achievement of Administrative Student Learning Objectives. By incorporating the teacher effectiveness in the Principal Effectiveness Rubric, Marion</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>developing and implementing consistent school-wide professional practices, which than enables the school to:</p> <ul style="list-style-type: none"> • Increase the consistency of teaching quality across the school • Improve the overall standard of teaching • Create a school-specific quality-assured approach to the monitoring and development of outstanding learning and teaching <p>Additionally, EdisonLearning will support the implementation of the TAP model through the implementation of achievement teams at each grade level. The team will meet for 30 minutes weekly to discuss field testing data with an achievement team leader. This will allow teachers to accurately identify areas for reinforcement and differentiate instruction.</p> <p>Teachers will be evaluated both on TAP and using EdisonLearning School Leader Development Model for performance based management for teachers and principals.</p> <p>For the principal: The Performance Management System is designed to support the principal as they execute the five leadership roles of: Instructional Leader, Organizational Leader, Culture Builder, Site Manager and School Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.</p> <p>Performance management is an ongoing, reflective process beginning at the start of each school year with a review of the previous year’s performance results, including the extent to which achievement and professional goals were reached. From these findings and working closely with the principal, performance and professional growth goals for the coming year are set, and strategies to achieve them are identified and captured.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>Throughout the year, the principal is actively involved in ongoing professional development, peer group and action research activities that are aligned to their performance and professional growth goals. Every other month, the principal meets with EdisonLearning to review progress being made towards goal achievement and completes the Bi-monthly Leadership Review. Discussion is focused on what the principal has done since the last meeting to move forward in meeting goals, what challenges they faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving their goals.</p> <p>Towards the end of the academic year, the summative review between EdisonLearning and the principal takes place. This formal review by EdisonLearning provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out.</p> <p>For the Teachers: The teacher performance evaluation process at EdisonLearning partnership schools is designed to ensure all teachers have identified specific performance goals for the school year and to promote greater accountability in education. The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting - At the beginning of the school year, each teacher will work with the principal to identify specific, individualized performance goals tied closely to the school's goals. They may also reflect the teacher's individual needs. <p>Performance goals are designed to help the teacher focus on areas that are most important and should reflect targets that are achievable and relevant to the teacher and school. Since the goals will be used as part of the year end teacher evaluation they should also be specific and measurable.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>Each teacher will develop four performance goals to be pursued during the course of a single school year. The goals, as well as how they will be measured, will be agreed upon with the principal during the first month of school.</p> <ul style="list-style-type: none"> Formal and informal classroom observations – Informal observation is continual and unscheduled and will be completed by the principal and master and/or mentor teachers. All observations are documented and will help to inform the summative assessment of each teacher’s work. <p>Formal observations provides an additional opportunity to asses each teacher’s strengths and areas in need of improvement that will be used to guide their professional growth. Before the formal observation begins, the principal or supervisor and teacher will discuss expectations and the context for the observation.</p> <p>After the observation session, the principal or supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the teaching rubric standards related to the lesson. The principal will keep the original report in the employee’s personnel file. After the first observation, the principal or supervisor will complete the teaching rubric, which will be placed in the employee’s personnel file.</p> <p>This rubric will be revisited one or two more times throughout the year, to be updated as more information and evidence of the teacher’s skill level and ability is gathered. The rubric will be used, along with other gathered evidence from formal and informal classroom observations, as the basis for the final ratings on the summative evaluation.</p> | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> <p>• Informal observations of non-classroom teacher responsibilities – Teachers have other responsibilities in addition to their core instructional duties which are important to their success as a teacher and to the school’s success overall. During the course of the school year, the principal or supervisor will have the opportunity to observe the teacher exhibiting these other skills. These will include the teacher’s ability to: collaborate with colleagues to accomplish team/school goals; communicate effectively with parents and staff; meet deadlines, follow school policies and procedures; and, use technology tools effectively.</p> <p>By gathering evidence through mostly informal observations, the principal or supervisor will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee’s personnel file, and will be considered by the principal as part of the teacher’s summative evaluation.</p> <p>• A self-evaluation – At the end of the year, each teacher will be asked to complete a self-evaluation. This reflective document will consist of three pieces: the teacher’s comments regarding their achievement of goals, the teacher’s self -rating using the teaching standards rubric, as well as a self-rating using the summative evaluation form.</p> <p>These documents, completed independently by the teacher, and will be submitted to the principal by April 30th. They will become part of the teacher’s personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher’s supervisor or principal.</p> | | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|--|------------------------|
| | <ul style="list-style-type: none"> A summative assessment by the principal – Each year the principal or supervisor will draw upon information gathered from observations, student performance data, the final teaching standard rubric results and an evaluation of the teacher’s achievement of their goals to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating based on the principal’s or supervisor’s assessment of the teacher’s achievement of goals as well as their demonstration of progress toward the teaching standards outlined in the rubric. <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> | | |
| <p>5. Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time).</p> | <p>The TAP model offers multiple career paths for teachers who aspire to grow in areas other than administrative. This school improvement grant is aligned to the TAP model as it is structured to reward (performance-based compensation) individuals in leadership positions tied to student performance and professional responsibilities.</p> <p>The TAP model includes career pathways for teachers to choose from and opportunities for growth and leadership development to include: career, mentor and master teacher. Mentor teachers have one period less of classroom instruction than career teachers, their release time consists of:</p> <ul style="list-style-type: none"> Conducting a formal observation Pre/Post conference Observing, co-teaching, modeling the cluster strategy (based on student achievement data) | <p>HR, District Administrator, Principal TAP District Coordinator, TLT</p> | <p>Ongoing</p> |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Conducting walk-throughs to support teachers area of refinement • Reading and providing teachers feedback to reflections • Participating in or scripting of the field testing the cluster strategy • Meeting with master teacher to discuss new findings <p>Master teachers have same responsibility as mentor teachers plus the addition of cluster planning. A master teacher has 100% flexible time to complete their responsibilities and also supervises mentor teacher.</p> <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>The TAP model rewards system for teachers is guided by three key principles for performance-based compensation:</p> <ul style="list-style-type: none"> • The system should balance the payout percentages between student achievement gains and performance. • The performance portion may contain a score for how the teachers carry out their TAP responsibilities. • The award should be dependent upon the individual's performance as well as the school's performance. | | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|--|---|------------------------|
| | <p>MCS continues to only hires highly qualified teachers. Additionally, the corporation has begun the process of attending career fairs to screen potential candidates and utilizing a team interview process for new candidates. Teachers are provided with a financial incentive through performance based compensation to ensure that they are providing high quality instruction to their students in order to ensure student growth.</p> | | |
| <p>6. Provide increased learning time for students and staff.</p> | <p>Students participate daily in 45 minutes of English Language Arts core instruction. Identified students below grade level are provided additional 45 minutes of remedial instruction that is differentiated for each of their needs through small group instruction centered on SRI, SPI, STI, or ISTEP+ data. This remedial instruction is offered through READ180 or System 44 supplemental programs.</p> <p>Students are provided 45 minutes daily for core math instruction. Identified students below grade level are provided an additional 45 minutes of remedial instruction that is differentiated for each of their needs through small group instruction centered on SMI, STI, or ISTEP+ data. This remedial instruction is offered through MATH180 supplemental programs.</p> <p>In addition to the math and ELA additional remedial time, Tier groups meet 30 minutes daily based upon individual student needs during success block.</p> <p>Students' learning time is increased though an Extended Day tutoring program for an additional 120 minutes per week. Extended day students are identified as at-risk students based on multiple assessments and provided with individualized academic instruction in either reading or math. Transportation will be provided.</p> | <p>TLT Lead Teachers EdisonLearning Director of Achievement</p> | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--|------------------------|
| | <p>They will utilize instructional support materials such as the Scholastic Reading Inventory (SRI); the Scholastic Phonic Inventory (SPI); Scholastic Math Inventory (SMI); and STI assessments.</p> <p>Enrichment opportunities students will be offered through live taught courses and PLATO online courses. Students during the regular and summer term have the opportunity to earn High School Credit in Biology I, Algebra I, Spanish I, and Geometry I. Online Plato courses will be implemented the 2013-14 school year include: Information Communications Tech Computer Applications, Life Science, Health and Wellness, Citizenship and Civics, and Art History.</p> <p>Staff learning time is increased including a 50-minute teacher professional development period each week for TAP cluster professional development that is developed by master/mentor teachers and tied to students' needs. Staff learning time is also increased through weekly 45 minute collaboration meetings where teams of teachers (usually divided by grade levels) meet to discuss the most recent data for students. This data will come from a variety of sources inclusive of strategy implementation from TAP, STI, etc. During these meetings the data is disaggregated and trends and implications are identified.</p> <p>It is important to note that this process is a TEAM process with all members having input. Administrators participate merely as facilitators in order for teachers to own their classroom data and work collaboratively toward student centered goals</p> <p>EdisonLearning will work the administrators and leadership teams at the school to review and extend the learning day (teacher and student) and provide recommendations for redesigning the school day to increase instructional time and collaborative time as well as opportunities for community-based enrichment. Recommendations may include:</p> | <p>Principal Assistant Principal Leadership Team</p> | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|--|--|------------------------|
| | <ul style="list-style-type: none"> • Extend the school day and modify the daily schedule to: <ul style="list-style-type: none"> ○ Provide students with 120-minutes blocks of instructional time daily for Mathematics and English Language Arts and Reading ○ Provide teachers with 70 minutes block of professional development time daily for teacher development and collaborative planning • Identify and engage at-risk students and provide individualized academic instruction and enrichment activities • Provide after school remediation and enrichment opportunities as an extension to the regular school day <p>To capitalize on the potential for improving student academic outcomes provided from extending the school day and the restructuring of Justice’s daily schedule, the principal working with EdisonLearning will focus on:</p> <ul style="list-style-type: none"> • Implementing professional development to ensure that teachers use extra time effectively • Providing students who need the most support with additional instructional opportunities • Monitoring the progress of the extended learning time initiatives as well as for continuous improvement. | TLT EdisonLearning Director of Achievement | |
| <p>7. Use data to implement an aligned instructional program.</p> | <p>Working with EdisonLearning, the school will employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; with the school improvement team engaged in continuous examination of school practices and operational data. The school will (See Appendix 14: EdisonLearning eEvaluate):</p> | Principal TLT EdisonLearning Director of Achievement | August 2013 |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Implement eValuate™ a proven, formative assessment system from EdisonLearning that allows teachers and the principal to assess students online and track student progress towards achievement goals • Teachers are trained to use eValuate™ assessment data to inform instruction and determine student placement • Promote student ownership of learning • Continue with TAP weekly training focused on instruction, designing and planning instruction, the learning environment, and responsibilities in the teaching and learning environment <p>eValuate™ facilitates the use of progress monitoring data (collected on frequent basis) to gauge students’ progress (response to intervention) towards critical academic outcomes. EdisonLearning’s eValuate™ collects formative assessment data to give teachers feedback about students understanding of the material presented and what adjustments to their instruction may be needed to improve student’s understanding.</p> <p>Study Island supports the learning process and builds off of students’ interest through technology with engaging, interactive lessons and activities. As well as a snapshot of student proficiencies anytime throughout the year with added benchmarking. Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instructional.</p> <p>Utilize Finish Line ISTEP+ Math and ELA lessons to focus on a Core Standards and reinforce skills and strategies using a three-part process: Instruction, Guided Practice, and assessments. Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instructional.</p> | | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|---|---|---|
| | <p>STI-Benchmark assessment to allow for instruction to be modified based on results. Utilized during success classes to evaluate how well the students are proficient in standards. Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instruction.</p> <p>Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) assessment results help the school determine which students need Read 180 and System 44 interventions.</p> | | |
| <p>8. Promote the use of data to inform and differentiate instruction.</p> | <p>Data collected through eValuate™, M-Class assessments, Acuity, STI assessments, ISTEP, etc. will be used to identify common areas of strengths and weaknesses among students and teachers at the student, classroom, grade, and school-wide levels.</p> <p>Teachers meet collaboratively by grade level for 45 minutes weekly to analyze data and formulate next steps or to share successes that others can learn from. During these meetings the data is disaggregated and trends and implications are identified. From the identified trends/implications the following should occur:</p> <ul style="list-style-type: none"> 1) Areas of strength identified <ul style="list-style-type: none"> a. Is the area of strength evident across the grade level? b. Is the area of strength specific to one teacher? <ul style="list-style-type: none"> i. If yes, what is that teacher doing differently that can be transferred to all of the classrooms in that grade level? 2) Areas of weakness identified <ul style="list-style-type: none"> a. Is the area of weakness evident across the grade level? | <p>Administrators, TLT, Achievement Teams, EdisonLearning Director of Achievement</p> | <p>Weekly throughout the year</p> |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> i. What foundational skills are missing that impact that area? ii. Where do we need to focus our instruction to make the greatest impact on this area? iii. Does this area affect other areas of weakness? iv. Are there implications for other grade levels (can be lower grades or higher grades) <ul style="list-style-type: none"> b. Is there area of weakness specific to one teacher? <ul style="list-style-type: none"> i. Who can offer that teacher specific strategies to impact this area? ii. How will we monitor future growth in that area for this class? <p>3) From the discussion of data, identify what we are doing well and what we need to improve and develop GOALS in line with what the data suggests students need & develop a method of measurement of progress toward the goals.</p> <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>Data will be collected using EdisonLearning’s eEvaluate™ to inform instructional changes in the classroom, at grade levels and for student placement. The system will also provide additional data on teachers’ instructional practices to help determine the fidelity of implementation in instructional programs and supply information about professional development practices. This data will also be discussed during the Achievement Teams’ weekly meeting.</p> | | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|--|---|--|--------------------------------|
| | <p>EdisonLearning will provide professional development training for teachers on how to administer, collect and analyze student formative assessment data. Working with the TLT, EdisonLearning will also provide training on how to use student data to drive classroom instruction through lesson planning, appropriate instructional methods; and supplemental materials. EdisonLearning and the TAP leadership team will have a core focus on differentiated instruction and its implementation in the classroom by training teachers is a variety of instructional methods and how to determine which methods works best for individual, small groups, and entire classrooms of students.</p> <p>Teachers and students will set goals for attaining levels of academic achievement for each content area and their respective units of study. Students' work will be posted in their classrooms with the Standards, Objectives, Rubric, and teacher feedback. Students will be provided with timely and meaningful feedback on their current levels of academic achievement followed by next steps so they understand what is expected of them to achieve their academic goals. Student goals should be revisited throughout the year as they make progress.</p> | | |
| <p>9. Provide mechanisms for family and community engagement.</p> | <p>The school will work with EdisonLearning to develop a family-school partnership program that engage families directly in their child's academic progress and include specific plans for structured communications and consistent interaction with parents at various points and venues during the school year.</p> <p>The school will hire a Parent Involvement Coordinator (a new position). This individual will support the parent-school relationship by:</p> <ul style="list-style-type: none"> Managing the parent resource room | <p>Principal Assistant Principal TLT Parent Involvement Coordinator Counselor EdisonLearning Director of</p> | <p>August 2013 Ongoing</p> |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> • Planning and organizing family nights • Hosting workshops to teach: <ul style="list-style-type: none"> ○ Parenting skills; ○ Setting home conditions to support children as students; ○ Involving families with children on homework and other curriculum-related activities and decisions; • Assist with planning school-wide parents-students-teachers events not related to academics (e.g., skate nights, movie nights, etc.) <p>The school will hire a Guidance Counselor (a new position). This individual will support the transformation school improvement process by providing counseling services to students, ensuring a positive learning environment for students, individually and as a whole school community. These two positions working in concert will develop an intentional community outreach plan that:</p> <ul style="list-style-type: none"> • Create a welcoming school environment for students and families; • Engages families in ways that support student achievement and success; • Consistently involve parents in school-decision that impact students; and, • Ensures consistent interactions from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. <p>These two new positions working together will help to bridge the gap between the school and families – related to community resources and to provide additional structures and supports for students and their families – by partnering with a host of community organizations.</p> | Achievement | |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>In partnership with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop plans and protocols to empower parents/guardians to become partners in the decision-making surrounding their child’s education including:</p> <ul style="list-style-type: none"> • Quarterly student learning conferences • Student focused learning contract plan of improvement for each quarter • Parent outreach via instructional links and home visits • Face-to-face connections among members of the school community <p>Working with EdisonLearning, the Parent Involvement Coordinator and the Counselor will develop a family outreach communications plan:</p> <ul style="list-style-type: none"> • What parents can expect from the school – programs, curriculum, activities, procedures and policies (e.g. homework, parent meetings with staff, school improvement plan • What the school can expect from parents • How the parents/ child is progressing • How the school can help the parents • How the parents can help the school • Educational opportunities for teachers to build their skills in working with parents • Provide forum for parents to share experiences and increase their understanding of the school’s purpose | | |

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| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|--|------------------------|
| <p>10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</p> | <p>Partner with EdisonLearning to provide instructional and operational support to the school’s leadership team and build their capacity to educate students in a safe and supportive teaching and learning environment.</p> <p>As well, the TAP model gives the school’s leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal will have final authority for removing teachers.</p> <p>See Appendix 12 – MCS Board Policies to Support School Flexibility</p> <p>Attachments Include:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>The school also has the support of the Marion Teachers Association.</p> <p>See Appendix 2 – Marion Teachers Association Letter Of Support</p> | <p>LEA Support Community Stakeholders Principal TAP District Coordinator</p> | <p>Ongoing</p> |
| <p>11. LEA and, SEA supports school with ongoing, intensive</p> | <p>The SEA supports comes through the Office of Turnaround and the district and school have been provided with the “Theory of Action” Model for High-Poverty Schools that are moving towards High-Performance. The</p> | <p>LEA Support Principal</p> | <p>Ongoing</p> |

John L. McCulloch Junior High School

| Elements | Tasks | Lead Person/ Position | Time Period (month) |
|---|--|---------------------------------|------------------------|
| <p>technical assistance and support.</p> | <p>model was used as a guide for putting the school’s School Improvement Grant Proposal together.</p> <p>The model is focused on Student Achievement with first tier supports related to: curriculum, instruction, and data (formative); second tier supports are connected to: school mission, vision and goals; shared leadership; professional development; and parent, family and community involvement. The final tier of supports is linked to cultural competency in the school community – students, classroom, school and district.</p> <p>LEA supports are evidenced throughout the application as they provide funds for TAP, Title I, Title II, TIF, and Performance in Excellence. The LEA provides supports through the following partners:</p> <ul style="list-style-type: none"> • TAP Regional Coordinator • TAP District Coordinator • EdisonLearning Director of Student Achievement • Elementary Curriculum Coordinator • Master and Mentor Teacher Support | <p>TAP District Coordinator</p> | |

John L. McCulloch Junior High School

➤ **If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.**

NA – the Principal will not be replaced. See description under Element #1.

However, if the school does need to hire a new school leader they will work jointly with EdisonLearning utilizing the following recruitment strategies for high performing school leaders. Critical to any school's success is identifying a school leader who will hire, develop, and lead the staff towards academic excellence. Particularly critical to this opportunity is to identify and select a principal who can successfully lead a school through a transformation process. The leader will need to have the experience of building a culture of academic success.

The search for that individual must begin immediately. It would be highly preferable for the principal to be hired first and therefore be able to participate in the hiring of any additional staff.

In EdisonLearning's experience when we begin a targeted search for a School Leader we use a multi-pronged approach to reach the broadest population of potential candidates.

- Promote position at National and Regional School Leadership Conferences
- Recruitment advertisements in strategic sources including but not limited to TopJobs.com; CareerBuilder; local newspapers and Ed Week
- Reach to alumni departments of universities
- Promote to the alumni networks of New Leaders for New Schools
- Direct source passive leadership candidates through professional databases
- Direct source candidates through the operator's extensive network of school leadership talent.

By simultaneously using this multi-prong approach, the district will build a significant pool of interested candidates who can then be screened for current and future school leadership roles.

John L. McCulloch Junior High School

Pre-Implementation - NA

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|--|------------|-----------|
| 1. All the elements of the selected intervention model are included. | X | |
| 2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive. | X | |
| 3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year. | X | |

Restart Model

We will implement this model. We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

| | Tasks | Lead Person/ Position | Time Period (month) |
|---|-------|--------------------------|------------------------|
| 1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i> | | | |
| 2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i> | | | |

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|---|------------|-----------|
| 1. <i>All</i> the elements of the selected intervention model are included. | | |
| 2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | | |
| 3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year. | | |

School Closure

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

| | Tasks | Lead Person/ Position | Time Period (month) |
|---|-------|--------------------------|------------------------|
| 1. <i>Close the school.</i> | | | |
| 2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i> | | | |

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

| Requirement | Yes | No |
|---|------------|-----------|
| 1. <i>All</i> the elements of the selected intervention model are included. | | |
| 2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | | |
| 3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year. | | |

5. Annual Goals for Priority Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable.

ALLEN ELEMENTARY SCHOOL

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals – Allen | | |
|--|---|---|---|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| <i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| ELA-58.6% of all students are proficient on ISTEP+ ELA | 77% of all students are proficient on ISTEP+ ELA | 81% of all students are proficient on ISTEP+ ELA | 85% of all students are proficient on ISTEP+ ELA |
| MATH-57.8% of all students are proficient on ISTEP+ mathematics | 74% of all students are proficient on ISTEP+ mathematics | 78% of all students are proficient on ISTEP+ mathematics | 82% of all students are proficient on ISTEP+ mathematics |
| | | | |
| | | | |
| | | | |

FRANCES SLOCUM ELEMENTARY SCHOOL

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals – Slocum | | |
|--|---|---|---|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| <i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| ELA: 51.7% of all students are proficient on ISTEP+ ELA | 72% of all students are proficient on ISTEP+ ELA | 76% of all students are proficient on ISTEP+ ELA | 80% of all students are proficient on ISTEP+ ELA |
| MATH: 50% of all students are proficient on ISTEP+ mathematics | 70% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 80% of all students are proficient on ISTEP+ mathematics |
| | | | |
| | | | |
| | | | |

JOHN L. McCULLOCH JUNIOR HIGH SCHOOL

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals – McCulloch | | |
|--|---|---|---|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| <i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| ELA-58% - of all students are proficient on ISTEP+ ELA | 70% of all students are proficient on ISTEP+ ELA | 80% of all students are proficient on ISTEP+ ELA | 90% of all students are proficient on ISTEP+ ELA |
| MATH-66.5% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| | | | |
| | | | |
| | | | |

JUSTICE THURGOOD MARSHALL INTERMEDIATE SCHOOL

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals – Justice | | |
|--|---|---|---|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| <i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| ELA 58.9% of all students are proficient on ISTEP+ ELA | 68% of all students are proficient on ISTEP+ ELA | 74% of all students are proficient on ISTEP+ ELA | 80% of all students are proficient on ISTEP+ ELA |
| MATH 66.3% of all students are proficient on ISTEP+ mathematics | 76% of all students are proficient on ISTEP+ mathematics | 81% of all students are proficient on ISTEP+ mathematics | 86% of all students are proficient on ISTEP+ mathematics |
| | | | |
| | | | |
| | | | |

II: Budget

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.
- 3) **The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.**

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment E for suggestions)

| Element of the Intervention | Intervention | Resource |
|--|-------------------------------|--|
| Federal Resources | | |
| <ul style="list-style-type: none"> • Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards • Curriculum and supplemental resources for high needs/high risk children • Reduction of class size in Math and ELA • 21st Century technology to support Blended Learning, resource rooms and individualized education plans • Intervention programs • Tutors | Turnaround and Transformation | Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs) |

| Element of the Intervention | Intervention | Resource |
|---|-------------------------------|--|
| <ul style="list-style-type: none"> • Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model • Leadership development • Safe & Secure environment that promotes a positive learning experience and behavior • Data Driven assessments and analysis • 21st Century Technology (computers, Interactive White Boards, peripherals) • Tutors | Turnaround and Transformation | 1003(a) School Improvement Grant – FY12 only |
| <ul style="list-style-type: none"> • Recruitment of Highly Qualified teaching staff with skills and experience to effectively implement the selected intervention models • Professional development across the curriculum that is subject specific, focused on learning modalities and interventions | Turnaround and Transformation | Title II, Part A |
| <ul style="list-style-type: none"> • Supplements intervention strategies in ELA, Math, Graduation and College & Career Readiness • Professional Development • Tutors • Consulting services | Turnaround and Transformation | SPED Part B (IDEA) |
| Discounts on Communications – Internet, phone, technology equipment that support 21 st Learning strategies, safety and security and normal communications | Turnaround and Transformation | Erate |
| <ul style="list-style-type: none"> • Career and Technology Education • Technology equipment • Professional development • Software/programs that support career development | Turnaround and Transformation | Perkins |

| Element of the Intervention | Intervention | Resource |
|---|-------------------------------|--|
| <i>State Resources</i> | | |
| Support of all aspects of Turnaround | Turnaround and Transformation | Base Funding |
| Supports “excess cost” for special needs students in all aspects of education and supplemental services | Turnaround and Transformation | General Special Education Funding (IDEA) |
| Alternative Education program | Turnaround and Transformation | Alternative Education |
| Purchase of Textbooks | Turnaround and Transformation | Textbook Aid |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---------|-----------------------|----------|--|------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | ██████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | ██████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | ██████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | ██████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | ██████████ |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | ██████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | ██████████ |
| | | TOTAL SALARIES | | | ██████████ | \$ 262,002 |

Attachment C: Budget – Allen Elementary School

| | | | |
|--|--|------------|-------------------|
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 40,300 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | | \$ 10,000 |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 675,473 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Allen Elementary School

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 25,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | | | |
| | TOTAL SUPPLIES COSTS | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| 2 | iPad device Carts | \$ 1,400 | \$ 2,800 |
| 60 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | \$ 625 | \$ 37,500 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 40,300 |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2014 - 2015

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---------|-------|----------|--|------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | ██████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | ██████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | ██████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | ██████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | ██████████ |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | ██████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | ██████████ |
| TOTAL SALARIES | | | | | ██████████ | \$ 262,002 |
| | | | | | | |

Attachment C: Budget – Allen Elementary School

| | | | |
|--|--|------------|-------------------|
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | ██████████ | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | ██████████ |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | ██████████ |
| | TOTAL TRAVEL | ██████████ | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | ██████████ |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | ██████████ |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | |
| | TOTAL SUPPLIES | ██████████ | \$ 38,600 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | ██████████ | \$ 12,000 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | ██████████ | \$ 10,000 |
| | TOTAL OTHER SERVICES | ██████████ | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 647,173 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Allen Elementary School

| <i>QUANTITY</i> | <i>DESCRIPTION</i> | <i>UNIT PRICE</i> | <i>TOTAL PRICE</i> |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 2 5,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | | | |
| | TOTAL SUPPLIES COSTS | 37,500.00 | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| <i>QUANTITY</i> | <i>DESCRIPTION</i> | <i>UNIT PRICE</i> | <i>TOTAL PRICE</i> |
|-----------------|---|-------------------|--------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – Allen Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2015 - 2016

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Allen Elementary (2369)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---------|-----------------------|----------|--|----------------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | ████████████████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | ████████████████████ |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | ████████████████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | ████████████████████ |
| | | TOTAL SALARIES | | | ████████████████████ | \$ 262,002 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above | | | | | | |

Attachment C: Budget – Allen Elementary School

| | | | |
|---|---|------------|-------------------|
| <i>and only for the percentage of time devoted to this project.</i> | | | |
| | <i>Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends</i> | | \$ 119,571 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 12,000 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | |
| | <i>Mileage for extended day tutoring</i> | \$ 10,000 | |
| | | | |
| | | | |
| | | | |
| | | | |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 647,173 |

Attachment C: Budget – Allen Elementary School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 2 5,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | TOTAL SUPPLIES COSTS | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – *Allen Elementary School*

LEA/GOVERNANCE: *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

NA

Attachment C: Budget – Frances Slocum Elementary School

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Frances Slocum Elementary (2409)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---------|-----------------------|----------|--|------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | ██████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | ██████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | ██████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | ██████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | ██████████ |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | ██████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | ██████████ |
| | | TOTAL SALARIES | | | ██████████ | \$ 262,002 |

Attachment C: Budget – Frances Slocum Elementary School

| | | | |
|--|--|------------|-------------------|
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | |
| | TOTAL SUPPLIES | | \$ 42,200 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 45,400 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | | \$ 10,000 |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 684,173 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Frances Slocum Elementary School

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 25,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 4 | Carbo Supplemental Reading Program for Grade 1-3 | \$ 600 | \$ 2,400 |
| 1 | Power Reading Program-A supplemental reading instruction program including reading packs | \$ 1,200 | \$ 1,200 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30 | \$ 3,600 |
| | | | |
| | TOTAL SUPPLIES COSTS | | \$ 42,200 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|-------------|
| 2 | iPad device Carts | \$ 1,400 | \$ 2,800 |
| 60 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | \$ 625 | \$ 37,500 |
| 3 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 3,600 |
| 3 | LCD Projectors | \$ 500 | \$ 1,500 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 45,400 |

Attachment C: Budget – Frances Slocum Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2014 - 2015

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Frances Slocum Elementary (2409)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL | |
|---|---------|-----------------------|----------|--|------------|-----------------|--|
| 1. PERSONNEL (include positions and names) | | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | ██████████ | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | ██████████ | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | ██████████ | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | ██████████ | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | ██████████ | |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | ██████████ | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | ██████████ | |
| | | TOTAL SALARIES | | | ██████████ | \$ 262,002 | |
| | | | | | | | |

Attachment C: Budget – Frances Slocum Elementary School

| | | | |
|--|--|------------|-------------------|
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | ██████████ | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | ██████████ |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | ██████████ |
| | TOTAL TRAVEL | ██████████ | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | ██████████ |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | ██████████ |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | |
| | TOTAL SUPPLIES | ██████████ | \$ 38,600 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | ██████████ | \$ 12,000 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | ██████████ | \$ 10,000 |
| | TOTAL OTHER SERVICES | ██████████ | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 650,773 |

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

Attachment C: Budget – Frances Slocum Elementary School

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 25,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | | | |
| | TOTAL SUPPLIES COSTS | 37,100.00 | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – Frances Slocum Elementary School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2015 - 2016

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Frances Slocum Elementary (2409)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|---------|-----------------------|----------|--|----------------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$ 64,474 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$ 4,000 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$ 71,014 | ████████████████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$ 19,500 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$ 61,014 | ████████████████████ |
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$ 22,000 | ████████████████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights.- | \$ 20,000 | ████████████████████ |
| | | TOTAL SALARIES | | | ████████████████████ | \$ 262,002 |

Attachment C: Budget – Frances Slocum Elementary School

| | | | |
|--|--|------------|------------|
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | |
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | \$ 119,571 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 5,000 | |
| | TOTAL TRAVEL | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| | TOTAL CONTRACTED SERVICES | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | |
| | TOTAL SUPPLIES | | \$ 38,600 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY | | \$ 12,000 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | |
| | Mileage for extended day tutoring | \$ 10,000 | |
| | | | |
| | | | |
| | | | |
| | TOTAL OTHER SERVICES | | \$ 10,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | \$ 650,773 |

Attachment C: Budget – Frances Slocum Elementary School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 25,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 120 | Read 180 and System 44 supplemental books and instructional materials for 3 rd and 4 th grade reading intervention | \$ 30.00 | \$ 3,600 |
| | TOTAL SUPPLIES COSTS | | \$ 38,600 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – Frances Slocum Elementary School

LEA/GOVERNANCE: *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

NA

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Justice Intermediate School (2350)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a continued position from Justice's current 1003(a) School Improvement Grant. | \$77,369.00 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | ████████████████████ |
| Read 180 Teacher | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate reading levels. | \$61,014.00 | ████████████████████ |
| System 44 Teacher | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate reading levels. | \$61,014.00 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a continued position from Justice's current 1003(a) School Improvement Grant. | \$61,014.00 | ████████████████████ |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

| | | | | | | |
|---|--|---|---|---|-------------|------------|
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$22,000.00 | ██████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | ██████████ |
| TOTAL SALARIES | | | | | ██████████ | \$ 377,425 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | | | ██████████ | \$ 157,600 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | | \$ 10,000 | ██████████ |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | | \$ 5,000 | ██████████ |
| TOTAL TRAVEL | | | | | ██████████ | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | | | | \$ 180,000 | ██████████ |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | | | | \$ 10,000 | ██████████ |
| TOTAL CONTRACTED SERVICES | | | | | | \$ 190,000 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| TOTAL SUPPLIES | | | | | ██████████ | \$ 51,000 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | ██████████ | \$ 72,450 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| Mileage for extended day tutoring | | | | | ██████████ | \$ 14,000 |
| TOTAL OTHER SERVICES | | | | | ██████████ | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | | \$ 877,475 |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/reading intervention | \$ 30 | \$ 6,000 |
| | | | |
| | | | |
| | | | |
| | TOTAL SUPPLIES COSTS | \$ 17,100.00 | \$ 51,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|-------------|
| 3 | iPad device Carts | \$ 1,400 | \$ 4,200 |
| 90 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | \$ 625 | \$ 56,250 |
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 72,450 |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2014 - 2015

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Justice Intermediate School (2350)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a continued position from Justice’s current 1003(a) School Improvement Grant. | \$77,369.00 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | ████████████████████ |
| Read 180 Teacher | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate reading levels. | \$61,014.00 | ████████████████████ |
| System 44 Teacher | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate reading levels. | \$61,014.00 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a continued position from Justice’s current 1003(a) School Improvement Grant. | \$61,014.00 | ████████████████████ |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

| | | | | | | |
|--|--|---|---|---|-------------|-------------------|
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$22,000.00 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | |
| TOTAL SALARIES | | | | | | \$ 377,425 |
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | | | | |
| Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | | | | \$ 157,600 |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | \$ 10,000 | | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | \$ 5,000 | | |
| TOTAL TRAVEL | | | | | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | | | \$ 180,000 | | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | | | \$ 10,000 | | |
| TOTAL CONTRACTED SERVICES | | | | | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | | | | |
| TOTAL SUPPLIES | | | | | | \$ 51,000 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | | \$ 12,000 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | | | | |
| Mileage for extended day tutoring | | | | | \$ 14,000 | |
| TOTAL OTHER SERVICES | | | | | | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | | \$ 817,025 |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/reading intervention | \$ 30.00 | \$ 6,000 |
| | | | |
| | TOTAL SUPPLIES COSTS | 17,000.00 | \$ 51,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2015 - 2016

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: Justice Intermediate School (2350)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a continued position from Justice’s current 1003(a) School Improvement Grant. | \$77,369.00 | ██████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | ██████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | ██████████ |
| Read 180 Teacher | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate reading levels. | \$61,014.00 | ██████████ |
| System 44 Teacher | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate reading levels. | \$61,014.00 | ██████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a continued position from Justice’s current 1003(a) School Improvement Grant. | \$61,014.00 | ██████████ |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

| | | | | | | |
|---|---|---|---|---|-------------|-------------------|
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$22,000.00 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | |
| TOTAL SALARIES | | | | | | \$ 377,425 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | | | | \$ 157,600 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | | | | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | | | | \$ 5,000 | |
| TOTAL TRAVEL | | | | | | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | | | | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | | | | \$ 10,000 | |
| TOTAL CONTRACTED SERVICES | | | | | | \$ 190,000 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| TOTAL SUPPLIES | | | | | | \$ 51,000 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | | \$ 7,200 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| Mileage for extended day tutoring | | | | | \$ 14,000 | |
| TOTAL OTHER SERVICES | | | | | | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | | \$ 812,225 |

Attachment C: Budget – *Justice Thurgood Marshall Intermediate School*

SUPPLIES: *The following list represents the anticipated materials and supplies purchases.*

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 3 5,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/reading intervention | \$ 30.00 | \$ 6,000 |
| | TOTAL SUPPLIES COSTS | | \$ 51,000 |

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------|---|-------------------|--------------------|
| 6 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 7,200 |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 7,200 |

Attachment C: Budget – Justice Thurgood Marshall Intermediate School

LEA/GOVERNANCE: *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

| |
|------------------|
| <p>NA</p> |
|------------------|

Attachment C: Budget – John L. McCulloch Junior High School

School Improvement Grant (1003g)

Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: McCulloch Junior High School (2357)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$77,369.00 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | ████████████████████ |
| ELA Interventionist | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate grade levels. | \$61,014.00 | ████████████████████ |
| Math Interventionist | 1.0 | X | | A licensed teacher will provide support in a MATH 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below grade level. | \$61,014.00 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$61,014.00 | ████████████████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$19,500.00 | ████████████████████ |

Attachment C: Budget – John L. McCulloch Junior High School

| | | | | | | |
|---|--|---|---|---|-------------|-------------------|
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$22,000.00 | ██████████ |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | ██████████ |
| TOTAL SALARIES | | | | | ██████████ | \$ 396,925 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | | | ██████████ | \$ 177,600 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | | \$ 10,000 | ██████████ |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | | \$ 5,000 | ██████████ |
| TOTAL TRAVEL | | | | | ██████████ | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | | | | \$ 180,000 | ██████████ |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | | | | \$ 10,000 | ██████████ |
| TOTAL CONTRACTED SERVICES | | | | | | \$ 190,000 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| TOTAL SUPPLIES | | | | | ██████████ | \$ 63,000 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | ██████████ | \$ 99,650 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| Mileage for extended day tutoring | | | | | ██████████ | \$ 14,000 |
| TOTAL OTHER SERVICES | | | | | ██████████ | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | | \$ 956,175 |

Attachment C: Budget – John L. McCulloch Junior High School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|--------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/Reading intervention | \$ 30 | \$ 6,000 |
| 200 | MATH 180 supplemental books and instructional materials for math intervention | \$ 30 | \$ 6,000 |
| 600 | Finish Line ISTEP Books for success class (7 th and 8 th Grade ELA and Math) | \$ 10 | \$ 6,000 |
| | | | |
| | TOTAL SUPPLIES COSTS | \$ 17,100.00 | \$ 63,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|-------------|
| 3 | iPad device Carts | \$ 1,400 | \$ 4,200 |
| 90 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | \$ 625 | \$ 56,250 |
| 8 | Interactive TouchBoards (78"), with cable, and touchboard pens | \$ 1,200 | \$ 9,600 |
| 16 | Notebook Laptop, HP Care, and Docking Station | \$ 1,100 | \$ 17,600 |
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 99,650 |

Attachment C: Budget – John L. McCulloch Junior High School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2014 - 2015

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: McCulloch Junior High School (2357)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$77,369.00 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | ████████████████████ |
| ELA Interventionist | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate grade levels. | \$61,014.00 | ████████████████████ |
| Math Interventionist | 1.0 | X | | A licensed teacher will provide support in a MATH 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below grade level. | \$61,014.00 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$61,014.00 | ████████████████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$19,500.00 | ████████████████████ |

Attachment C: Budget – John L. McCulloch Junior High School

| | | | | | | |
|---|--|--|---|---|-------------|------------|
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$22,000.00 | |
| Teacher Stipends | Stipend | | X | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | |
| TOTAL SALARIES | | | | | | \$ 396,925 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | | | | \$ 177,600 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | \$ 10,000 | | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | | | \$ 5,000 | | |
| TOTAL TRAVEL | | | | | | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | | | \$ 180,000 | | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | | | \$ 10,000 | | |
| TOTAL CONTRACTED SERVICES | | | | | | \$ 190,000 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| TOTAL SUPPLIES | | | | | | \$ 63,000 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | | \$ 12,000 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| Mileage for extended day tutoring | | | | | \$ 14,000 | |
| TOTAL OTHER SERVICES | | | | | | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | | \$ 868,525 |

Attachment C: Budget – John L. McCulloch Junior High School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------------|-------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/Reading intervention | \$ 30 | \$ 6,000 |
| 200 | MATH 180 supplemental books and instructional materials for math intervention | \$ 30 | \$ 6,000 |
| 600 | Finish Line ISTEP Books for success class (7 th and 8 th Grade ELA and Math) | \$ 10 | \$ 6,000 |
| | | | |
| | TOTAL SUPPLIES COSTS | 17,100.00 | \$ 63,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|-------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| | | | |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 12,000 |

Attachment C: Budget – John L. McCulloch Junior High School

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2015 - 2016

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: McCulloch Junior High School (2357)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|----------------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$77,369.00 | ████████████████████ |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | ████████████████████ |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | ████████████████████ |
| ELA Interventionist | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate grade levels. | \$61,014.00 | ████████████████████ |
| Math Interventionist | 1.0 | X | | A licensed teacher will provide support in a MATH 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below grade level. | \$61,014.00 | ████████████████████ |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$61,014.00 | ████████████████████ |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$19,500.00 | ████████████████████ |

Attachment C: Budget – John L. McCulloch Junior High School

| | | | | | | |
|---|---|---|---|---|-------------|------------|
| Bus Driver | Stipend | | X | Provides transportation services during extended day tutoring. | \$22,000.00 | |
| Teacher Stipends | Stipend | X | | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | |
| TOTAL SALARIES | | | | | | \$ 396,925 |
| 2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project. | | | | | | |
| Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | | | | \$ 177,600 |
| 3. TRAVEL: (differentiate in-state and out-of-state) | | | | | | |
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | | | | \$ 10,000 | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | | | | \$ 5,000 | |
| TOTAL TRAVEL | | | | | | \$ 15,000 |
| 4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.) | | | | | | |
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | | | | \$ 180,000 | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | | | | \$ 10,000 | |
| Study Island | Study Island subscription to use in success class | | | | \$ 7,000 | |
| TOTAL CONTRACTED SERVICES | | | | | | \$ 197,000 |
| 5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.) | | | | | | |
| TOTAL SUPPLIES | | | | | | \$ 63,000 |
| 6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year". | | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | | \$ 3,600 |
| 7. OTHER SERVICES: (Include a specific description of services.) | | | | | | |
| Mileage for extended day tutoring | | | | | \$ 14,000 | |
| TOTAL OTHER SERVICES | | | | | | \$ 14,000 |

Attachment C: Budget – John L. McCulloch Junior High School

| | |
|---|-------------------|
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | \$ 860,125 |
|---|-------------------|

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/Reading intervention | \$ 30 | \$ 6,000 |
| 200 | MATH 180 supplemental books and instructional materials for math intervention | \$ 30 | \$ 6,000 |
| 600 | Finish Line ISTEP Books for success class (7 th and 8 th Grade ELA and Math) | \$ 10 | \$ 6,000 |
| | TOTAL SUPPLIES COSTS | | \$ 63,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|----------|---|------------|-----------------|
| 3 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 3,600 |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | \$ 3,600 |

Attachment C: Budget – *John L. McCulloch Junior High School*

LEA/GOVERNANCE: *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

NA

**Appendix G: LEA Application for Each Priority School
School Improvement Grant (1003g)
2013-2014**

LEA School Application: Priority

**The LEA must complete this form for each Priority school
applying for a school improvement grant.**

School Corporation: Marion Community Schools Number 2865

School Name: Justice Thurgood Marshal Intermediate School

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

- Turnaround Restart
 Transformation Closure

Appendix B: JOHN L. MCCULLOCH JUNIOR HIGH SCHOOL
See Appendix 3: Collaborative Quality Analysis for John L. McCulloch Junior High School

Worksheet #1A: Analysis of Student and School Data
 Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013
 Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that **did not pass** in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|--|--|
| Example: LEP | 75% | 52 | High - have been in U.S. 3 or more years | High - no prior formal schooling; from non-Western culture |

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|---|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Black | 45.6% | 57% | High – the DNP rate for this subgroup is higher than the school's DNP rate (38.0%); and well below both the LEA (62.4%) and state performance levels (79.4%); | High – lacks strategic intervention plan to increase student literacy/achievement levels with an emphasis on vocabulary skills development |

John L. McCulloch Junior High School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|---|--|
| ENGLISH LANGUAGE ARTS | | | | |
| Hispanic | 40.9% | 18 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (38.0%); and about the same as the LEA (62.4%) but still well below the state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; does not receive same level of services and interventions that LEP designated students receive |
| Multiracial | 41.1% | 39 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group |
| Free/Reduced | 49.4% | 179 | Medium – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | Medium – needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group |
| Special Education | 80.8% | 63 | High – the DNP rate for this sub-group is extremely high compared to the school's DNP rate (41.4%); and below both the LEA (62.4%) and state pass levels (79.4%); | High – gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; targeted literacy interventions lacking for this sub-group |

John L. McCulloch Junior High School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|--|--|
|------------------------------------|-----------------------------|---|--|--|

MATHEMATICS

| | | | | |
|-------------|-------|----|---|---|
| Black | 47.2% | 59 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (37.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | Medium – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |
| Hispanic | 40.9% | 18 | Medium/Low – the DNP rate for this sub-group is slightly lower than that of the school's DNP rate (37.2%); and only slightly below the LEA (64.5%) but still well below the state pass level (81.2%); | Medium/Low – lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |
| White | 32.5% | 90 | Medium – the DNP rate for this sub-group is lower than that of the school's DNP rate (37.2%); and is slightly above the LEA (64.5%) pass level but still well below the state pass level (81.2%); | Medium – lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |
| Multiracial | 38.7% | 36 | High – the DNP rate for this sub-group is slightly higher than that of the school's DNP rate (37.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |

John L. McCulloch Junior High School

| Student groups (list groups below) | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? | How unique are the learning needs of this group? (high, medium, low) |
|------------------------------------|-----------------------------|---|--|--|
|------------------------------------|-----------------------------|---|--|--|

MATHEMATICS

| | | | | |
|-------------------|-------|-----|---|---|
| Free/Reduced | 47.4% | 171 | Medium – the DNP rate for this sub-group is higher than that of the school's DNP rate (37.2%); and below both the LEA (64.5%) and state pass levels (81.2%); | High – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one tutorials |
| Special Education | 71.1% | 54 | High – the DNP rate for this sub-group is extremely high when compared to the school's DNP rate (37.2%); and well below both the LEA (64.5%) and state pass levels (81.2%); | High – lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-on-one or small group tutoring |

KEY FINDINGS – ANALYSIS OF STUDENT AND SCHOOL DATA

| <p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> | <p>What is at the “root” of the findings? What is the underlying cause?</p> |
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| <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing ELA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the ELA strand of ‘vocabulary’.”</p> <p>1. Curriculum: All elements of the curriculum were not fully implemented resulting in student disengagement and lack of instructional rigor</p> | <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p> <ul style="list-style-type: none"> • A structured planning framework is not being used and current planning does not reflect that explicit planning is done to address students' differing achievement levels, skills and learning styles; • School-wide grading practices are not consistent and do not reflect specific feedback to improve student performance; • Most students do not experience a rigorous and engaging curriculum that is designed for mastery of all relevant standards; • Most teachers do not collaborate to align and plan instruction within and across grades and subject areas; • Teachers were not consistently using TAP professional development training in class to deliver highly engaging curricula content and present instructional materials and activities. |

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| <p>2. Instruction: Curriculum and instructional methods needs updating to reflect the continual building of students' literacy and numeracy skills and the review and maintenance of those skills</p> | <ul style="list-style-type: none"> • Teaching teams by grade-level and subject areas were not used consistently to build teacher effectiveness and foster professional growth that would produce positive student outcomes; • A variety of instructional methods were not utilized to organize and present instructional content and materials to accommodate students' learning styles, achievement levels, and meet their individual achievement goals; • There was inconsistent alignment of curriculum to intended outcomes which directly led to student disengagement at each grade level; • While teachers received professional development training via the TAP program, there was not a concerted effort to implement the curriculum with the end goal of increasing achievement levels for all students. |
| <p>3. Assessment: While class- and student-level data for student cohort groups were available; data was not being used to inform instruction and teacher professional development plans; select students for interventions; and develop targeted individualized interventions</p> | <ul style="list-style-type: none"> • A system for analyzing and responding to data on a consistent basis has not been established across all school team as a result it has not translated into classroom practice; • Multiple assessment strategies to assess achievement have not been implemented in most classrooms; • Students are not receiving consistent formative feedback that will enable them to learn; as well next steps in learning are also not communicated to them; • Teachers do not consistently clarify lesson objectives by using student-friendly language with their students so they know and understand the objectives for each lesson; |

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| | <ul style="list-style-type: none"> • Achievement teams do not know how their cohort of students are performing and do not effectively use data analysis to regularly conduct meaningful meetings that produce measurable and actionable results for all students at regular intervals. |
| <p>4. <u>Professional Development:</u> while provided and appreciated by the teaching staff, they have very little input in determining and developing their professional development needs</p> | <ul style="list-style-type: none"> • While resources are available for teachers to attend professional development training outside the building, they feel that it is difficult to be away from their classrooms due to the pressure of improving standardized test scores and lack of effective substitutes; • While teachers appreciate the feedback they receive as a result of the TAP program, they have expressed some frustration with the current structure and the pressure they feel to address all 19 TAP indicators during each lesson; • New teachers were not fully trained on the use and implementation of the TAP model; • Teachers are not assigned to classes that maximized their likelihood of success with students; • Inconsistent use of existing teacher professional development periods during the school day/week. |
| <p>5. <u>School Leadership:</u> School leader is new and needs to implement a shared (leadership) model at the school to ensure the effectiveness of the school's improvement team as well as its instructional and operational practices</p> | <ul style="list-style-type: none"> • The vision, mission, values and school goals are not defined and consistently articulated to clearly reflect a collective focus on student learning and achievement; • Leadership is not consistently distributed throughout the school will clearly defined roles and responsibilities, effective delegation, efficient solution planning, independent action-taking and review by school teams; |

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| | <ul style="list-style-type: none">• Teachers are not currently involved in monitoring and measuring progress toward achievement of school-wide goals, which should be done at least quarterly;• There is not an intentional school-wide communication system implemented so that all members of the school community articulate what needs to be done, how it will be accomplished, and their specific role in the implementation process;• The principal and key leaders do not routinely develop and review action plans and evaluate the impact of implementation in order to communicate short terms gains/wins to staff and build on these successes toward long-term sustainable change. |
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John L. McCulloch Junior High School

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

| INDICATORS | 2011-2012 | 2012-2013 |
|---|-----------------------|---------------------------------|
| 1. Number of minutes within the school year that students are required to attend school | 73,800 minutes | 73,800 minutes |
| 2. Dropout rate* | NA | NA |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 95.6% | 95.33% As of 05/15/13 |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | NA | NA |
| 5. Number of students completing dual enrollment classes | NA | NA |
| 6. Types of increased learning time offered | AS SS | AS SS |

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| INDICATORS | 2011-2012 | 2012-2013 |
|---|--|---|
| 7. Discipline incidents* | 2551 | 2893 |
| 8. Truants (# of unduplicated students, enter as a whole number) | 21 | 59 |
| 9. Distribution of teachers by performance level on LEA's teacher evaluation system | Ineffective-0 Needs Improvement-8 Effective-21 Highly Effective-1 | Ineffective-0 Needs Improvement-10 Effective-23 Highly Effective-0 |
| 10 Teacher attendance rate | 94.24% | 95.35% As of 05/15/13 |

KEY FINDINGS – ANALYSIS OF STUDENT LEADING INDICATORS

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| <p>What are key findings or summaries from the student leading indicators data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p> | <p>What is the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Teachers don’t feel like coming to school”</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p> |
| <p>Student attendance slightly lower than previous year’s attendance rate and remains below the school-wide target</p> | <ul style="list-style-type: none"> • There is no organized and sustained student-school engagement process that creates a welcoming school environment and engages students in ways that support their achievement goals and success; • There is no organized and sustained family-school partnership program that creates a welcoming school environment and engages families in ways that support student achievement and success; • There is not an effective communication system for consistent interaction from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. |
| <p>Discipline Incidents: Increased number of discipline referrals for the 2012-2013 school year by about 13.4%</p> | <ul style="list-style-type: none"> • There is no defined process for students to receive and complete classroom work that they have missed in as a result of a discipline referral which could be either in-school or out-of-school suspension; • Student engagement in classroom instruction is low and they are not given the responsibility for their own learning; |

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| | <ul style="list-style-type: none"> • Inconsistent application of discipline policy; • Inconsistent use of classroom management strategies. |
| <p>Teacher Performance: need ongoing professional development and a collaborative planning and development environment</p> | <ul style="list-style-type: none"> • Approximately one quarter of the teachers have been identified as “ineffective” and there are no teachers identified as “highly effective” <ul style="list-style-type: none"> ○ Teacher mentoring program is not in place that could provide teachers with (i) opportunities for reflection and improved practice through cognitive coaching; (ii) information about the cultural norms of the school; and (iii) encouragement and emotional support to colleagues in a collegial setting. ○ Lack of follow-through and support for both new and veteran teachers in areas such as the TAP model, retraining for technology use in the classroom, incorporating differentiated instruction, classroom managements, data driven instruction, and student engagement; ○ Professional learning communities are not in place that could allow teachers to work collaboratively to enhance their teaching techniques and strategies; reflect on their teaching practices, and share case studies and resources in a collegial environment; • Teacher have not been provided with adequate and consistent professional development training on how to administer, collect, analyze and use student data (on all levels) to increase student achievement levels and meet school-wide achievement goals; • Teachers have not been provided with adequate and consistent professional develop training on how to use a variety of instructional methods to meet the individual needs of each student through differentiation; |

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| | <ul style="list-style-type: none">• Seventy-five minutes a week are given for Professional Development, but only a small portion of this PD is used for Managing Student Behavior training and support. |
| <p>Teacher Attendance has increased by about 1 percent but is still below the school-wide target.</p> | <ul style="list-style-type: none">• Teacher concerns related to student conduct and behavior are not addressed in a timely nor consistent manner;• The overall quality and setup of the physical environment does not promote teacher collaboration and student learning;• Lack of shared (distributed) leadership process for making instructional and operational decisions that directly impact teachers. |

Worksheet #2: Self-Assessment of Practices High-Performing Schools

JOHN L. MCCULLOCH JUNIOR HIGH SCHOOL

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

| The Principal and Leadership | | 1 | 2 | 3 | 4 | The Principal and Leadership |
|-------------------------------------|--|----------|----------|----------|----------|--|
| 1. | Spends most of the time managing the school. | | X | | | Spends great deal of time in classrooms. |
| 2. | Is rarely in the classrooms. | | | | X | Conducts frequent walk-throughs. |
| 3. | Is not knowledgeable about English/ language arts or mathematics instruction. | | X | | | Knows E/LA and mathematics instruction well and is able to assist teachers. |
| 4. | Serves as lone leader of the school | | X | | | Utilizes various forms of leadership teams and fosters teachers' development as leaders. |
| 5. | Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom. | | | X | | Is not bound by seniority rules in hiring and placement of teachers. |
| Instruction | | | | | | Instruction |
| 1. | Is primarily lecture-style and teacher-centered. | | X | | | Includes a variety of methods that are student-centered. |
| 2. | Places the same cognitive demands on all learners (no differentiation). | | X | | | Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). |
| 3. | Is primarily textbook-oriented. | X | | | | Uses multiple sources beyond textbooks. |
| 4. | Does not include technology. | | X | | | Includes frequent use of technology. |

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| Instruction continued | | | | | | Instruction continued |
| 5. | Works alone, rarely meeting in or across grade-level teams to discuss and improve. | | X | | | Works in teams, discussing student learning and instructional ideas |
| 6. | Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. | | X | | | Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. |
| 7. | Instruction is not increased to allow for more student learning time. | X | | | | Schedules and strategies provide for increased student learning time. |
| Curriculum | | | | | | Curriculum |
| 1. | Leadership does not observe or evaluate teachers for use of the curriculum | | | X | | Is observed by school leadership that it is being taught. |
| 2. | Is considered to be the textbook or the state standards. | | X | | | Is developed by the district/teachers based on unpacking the state standards |
| 3. | Is not aligned within or across grade levels. | X | | | | Is aligned within and across grade levels. |
| 4. | Is not rigorous or cognitively demanding. | X | | | | Is rigorous and cognitively demanding. |
| 5. | Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. | | X | | | Is accessible to all students through placement in regular classroom during instruction of the core curriculum. |
| 6. | Is not differentiated for struggling students. | X | | | | Is differentiated for struggling students. |
| Data – Formative Assessments | | | | | | Data – Formative Assessments |
| 1. | Are not regularly used by teachers. | | X | | | Are used to implement an aligned instructional program. |
| 2. | Are not routinely disaggregated by teachers. | X | | | | Are used to provide differentiated instruction. |
| 3. | Are not used to determine appropriate instructional strategies. | X | | | | Are discussed regularly in teacher groups to discuss student work |

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| Professional Development | | | | Professional Development | |
|-----------------------------------|--|---|---|---------------------------------|---|
| 1. | Is individually selected by each teacher; includes conferences and conventions. | | | X | Is of high quality and job-embedded. |
| 2. | Is not related to curriculum, instruction, or assessment. | X | | | Is aligned to the curriculum and instructional program. |
| 3. | Is short, i.e., one-shot sessions. | X | | | Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities. |
| 4. | Does not include follow-up assistance, mentoring, or monitoring of classroom implementation. | | X | | Is developed long-term; focuses on improving curriculum, instruction, and formative assessments. |
| Parents, Family, Community | | | | | Parents, Family, Community |
| 1. | Does not provide extended supports. | | X | | Provides social and emotional supports from school and community organizations. |
| 2. | Does not ensure a safe school and community environment for children. | | X | | Creates a safe learning environment within the school and within the community. |
| | | X | | | Includes use of advisory periods to build student-adult relationships. |
| Cultural Competency | | | | | Cultural Competency |
| 1. | Holds the belief that all students learn the same way. | | X | | Holds the belief that students learn differently and provides for by using various instructional practices. |
| 2. | Uses the textbook to determine the focus of study. | | | X | Combines what learners need to know from the standards and curriculum with the needs in their lives. |
| 3. | "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. | X | | | Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. |
| 4. | Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. | X | | | Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. |

| Cultural Competency continued | | | Cultural Competency continued |
|---|----------|--|--|
| 5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class. | X | | Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class. |

KEY FINDINGS – SELF-ASSESSMENT OF PRACTICES OF HIGH-POVERTY, HIGH-PERFORMING SCHOOL

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| <p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> "We don't have a curriculum aligned across grade levels."</p> <p><i>Appropriate example:</i> "We only teach flags, festivals and foods with our students."</p> | <p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i> "We don't know how to align our curriculum across grade levels."</p> <p><i>Appropriate example:</i> "Connecting curriculum to students' lives takes longer to prepare lessons."</p> |
| <p>The Principal and Leadership: The school is at the beginning stage of leadership development and has a TAP leadership team that is established and functioning.</p> <p>The principal is the instructional leader and along with other leaders possesses a clear understanding of key competencies and meets regularly with teachers as a means to develop good practice.</p> <p>The principal is a "learning leader" and the leadership team and cluster teams review data on a monthly basis and the results to drive school-wide priorities.</p> <p>The principal has not yet established distributive leadership protocols to ensure all staff are included in the school improvement process. There needs to be clearly defined roles and responsibilities, effective delegation, independent action-taking and review by teams.</p> | <ul style="list-style-type: none"> • Stakeholders have not consistently articulated the school's vision, mission, and goals to clearly reflect a collective focus on student learning and achievement; • School improvement goals have been established around the TAP rubric but not everyone can clearly articulate them; • There is a Positive Behavior Interventions and Support (PBIS) program team and established expectations for student behavior, however, not all staff members buy into and reinforce the school-wide plan for reinforcing positive behavior; • Teachers do not understand the cycle of continuous improvement (plan-do-study-act), or are making little to no effort to implement it; |

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| <p>Intentional communication systems are not implemented so that all members of the school community can articulate what needs to be done, how it will be accomplished, and their specific role in the implementation process.</p> <p>Celebrations are not intentionally planned for students and teachers that are tied directly to the school's mission, vision, core values and school-wide improvement goals.</p> <p>The principal has not worked with the staff to refine/define the school's mission, vision, values and strategic goals so that everyone is on board and on the same page regarding school improvement plans and initiatives.</p> | <ul style="list-style-type: none"> • While cluster teams meet weekly, the agenda is driven by TAP priorities, with no additional time allocated for teams to engage in the solution finding process, independent action taking, and progress monitoring by team; • Teachers analyze their STI data every six weeks, but there is little evidence that it is altering instructional practices in the classroom; • A structure is not in place for staff to continuously review and revise their school improvement plan throughout the year; • The principal and key leaders are not regularly reviewing action plans and evaluating the impact of implementation to communicate short term successes to staff and in order to build long term sustainable change; • The leadership teams have not defined roles and responsibilities for its membership and implemented a regular reporting process. |
| <p><u>Instruction:</u> Classroom instruction is primarily lecture-style and teacher-centered and not delivered in a technology rich teaching and learning environment. Content is not delivered in a variety of modalities, linked to students' strengths and learning goals.</p> <p>The school complements traditional learning by offering some experiential and enrichment learning opportunities and the physical spaces in the building allow for multiple configurations and uses but they are not being fully utilized to meet a variety of learning needs and pedagogical approaches.</p> | <ul style="list-style-type: none"> • Cooperative learning is not promoted among students who work in small group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills; • Although there is a set of shared values, they are not intentionally being implemented to impact language, attitudes and behaviors within the school; • Student voice is not present limiting opportunities for students to demonstrate high levels of engagement and motivation, and to take ownership for their learning; • Most teachers are not fully engaged in helping and supporting students as instruction is not systematically and strategically aligned with school and district initiatives for improving student achievement; • Most teachers do not set [and communicate] specific and |

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| | <p>measurable academic targets for student learning at the start of the school year for students to strive to achieve by the end;</p> <ul style="list-style-type: none"> • Most teachers do not consistently use supplemental instructional materials such as manipulatives to increase student learning that supports them in moving from simple to complex ideas and from concrete to abstract understanding; • A variety of after school enrichment activities are offered but are limited to those students who are able to stay after school to participate; • There is not a process for every student can review and monitor their learning and goal achievement on a regular basis; • There is not a system in place to provide students with timely and meaningful feedback on next steps and how to improve their current level of academic achievement; • Teachers have expressed that more instructional time during the school day would be beneficial via a restructuring or extension of the school day. |
| <p>Curriculum: A review of lesson plans and classroom observations indicated that most students do not experience a rigorous, challenging, and engaging curriculum designed to ensure mastery of all relevant standards and develop cooperative learning skills.</p> <p>The overall curriculum is poorly implemented resulting in student disengagement and lack of instructional rigor and is primarily textbook-oriented and does not incorporate the use of technology in the delivery of content and interventions;</p> | <ul style="list-style-type: none"> • The current curriculum is not mapped or connected across grade levels or subject areas; and a rigorous research-based curriculum along with a variety of teaching strategies have not been fully implemented; • Most teachers are not consistently using a structured planning framework to create lessons that reflect explicit planning to address students' differing levels, skills and learning styles while incorporating activities to create a highly-engaging experience; • Teachers lack of knowledge of what to do with collected data impacts their ability to plan appropriately and to teach prescriptively to meet the needs of their students; • Cooperative learning has not been fully implemented to effectively promote learning among students who work in small |

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| | <ul style="list-style-type: none"> group to complete classroom assignments and projects to maximize their learning by sharing prior knowledge and using their best skills; Most teachers do not actively plan for student engagement and independence in learning. |
| <p>Data – Formative Assessments: While the school has a comprehensive data room with behavioral, academic, attendance, survey and TAP data, a system for analyzing and responding to data on a consistent basis has not been established across all school teams and translated into classroom practice.</p> <p>The use of multiple assessments strategies by teachers are not implemented in most classrooms because of the emphasis placed on STI (benchmark assessments).</p> | <ul style="list-style-type: none"> Teachers have received training on how to analyze student but lack the understanding on how to translate the data and their inferences into lesson planning to deliver differentiated instruction; Teachers do not meet with curriculum leaders to analyze data and develop action plans to modify classroom instruction based on students' needs; Achievement Teams are not meeting consistently (at least monthly) and do not know how their cohort of students are performing nor are they performing and effectively using data analysis protocols to conduct meaningful meetings that produce measurable and actionable results for all students; Assessment results are not used to guide instructional decisions or intervention strategies or grouping, nor are results used to evaluate decisions made within the school; Students are not receiving consistent feedback that will enable them to grow as learners and demonstrate attainment of the learning goals. |
| <p>Professional Development: As a TAP school, teachers are involved in an ongoing professional development program, however, they have little input into determining their professional development needs.</p> | <ul style="list-style-type: none"> The TAP program generates data that highlights teaching strengths and focuses on professional development; While professional development is available through the TAP program, teachers have difficulty with timing and finding effective substitute teachers; |

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| <p>All teachers receive the same training and expressed a desire to see professional development training differentiated in order to meet their individual needs.</p> <p>Neither formal nor informal professional learning communities have been established where teachers can reflect and improve their practice through peer-to-peer dialogue and discussions as well as provide encouragement and emotional support to colleagues.</p> | <ul style="list-style-type: none"> • Consistent and effective professional development for teachers in retraining in technology for the classroom, differentiated instruction, classroom managements, data driven instruction, student engagement, etc. have not been provided; • Teachers are observed formally four times each year and classroom observations occur on a regular basis; • While teachers appreciate the constructive feedback from these assessments, they are frustrated with its current structure and pressure to address all 19 TAP indicators during each lesson; • New teachers were not fully trained in the TAP model; • Teachers do not have extended time outside of instruction collaborate and engage in shared planning with other teachers by content area and across grade levels. |
| <p>Parents, Family, Community: The school needs to find ways that seek out input, feedback and participation from parents and the community, inclusive of the staff.</p> <p>School climate has grown negative and student behaviors have become increasingly problematic.</p> <p>The school hosts monthly Title I parenting night, publishes a quarterly newsletter, and the principal has appointed a Student Support Team (SST) chair.</p> <p>Currently, the school does not have partnerships to provide nor facilitate the provision of support services to help meet the needs of the students and their families and the greater community it serves</p> | <ul style="list-style-type: none"> • The school's SST process does not identify the current needs of all students and to train teachers and staff on the SST process; • Parent-student-teacher conferences are not held to review learning progress, goal setting, and achievement; • The school does not administer a climate survey annually and stakeholders want a system in place for having their voices heard on a regular basis; • Students are not regularly asked for their feedback on their learning experience for teachers and administration to take action in response to their input; • Students are not integrated into the analysis, decision-making and planning of the school's various school improvement goals; • The external school image is poor and, overall, morale is low; • Parents have observed that teachers do not participate in school-wide activities outside of the classroom, including PTA.; |

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| | <ul style="list-style-type: none"> • The school has not been able to consistently and successfully communicate and collaborate with families and lacks the resources and trained personnel to help and support families with the diverse need they face. |
| <p>Cultural Competency: Overall the cultural gap between students and their teachers is significant and has become a contributing factor hindering students' achievement and increasing the achievement gap among different student groups.</p> | <ul style="list-style-type: none"> • The school is not intentionally communicating the acceptance and respect for different cultural backgrounds and customs represented at the school; • The lack of a set of "share values" is indicative of the fact that the school does not understand [or have defined] its own culture – history, background, mission and vision – that shape the sense of what it means to be at John L. McCulloch Junior High School and how all stakeholders interact with each other; • There has not been any school-wide training for teachers and staff on understanding the dynamics of cultural interactions and understanding the factors that affect interactions across cultures; • The school has not intentionally designed educational services based on an understanding of students' culture so that the teaching and learning environment at the school can adapt to and better the diverse populations at the school. |

Justice Thurgood Marshall Intermediate School

Turnaround Model

We will implement this model. We will not implement this model - move to next model.
 If implementing the turnaround model, complete the table below.

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|---|---|------------------------|
| <p>1. Replace the principal and grant principal operational flexibility.</p> | <p>A new principal was hired for the start of the 2012-2013 school year and currently works with EdisonLearning implementing the initiatives of the School Improvement Turnaround Model. Justice is well into its first year of school improvement funding through a 1000(a) grant.</p> <p>The district facilitated the partnership with EdisonLearning to provide instructional and operational support to the school's leadership team to build their capacity for educating students in a safe and supportive teaching and learning environment.</p> <p>As well, the TAP model gives the school's leadership team the ability to provide support where teachers need it and sets up a path for removing teachers from classroom positions when they are unable to meet expectations jointly set with the leadership team. The principal has final authority for removing teachers.</p> <p>See Appendix 6: Edison Learning Five Strand Design</p> <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 9: How TAP Relates to Key Themes of EdisonLearning's Five Strand Design</p> | <p>Superintendent, Assistant Superintendent, K-12 Instructional Coordinator</p> | <p>Completed</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|--|------------------------|
| | <p>Justice is fully supported by the district on this school improvement effort.</p> <p>See Appendix 12 – MCS Board Policies to Support School Flexibility</p> <p>Attachments Include:</p> <ul style="list-style-type: none"> • Board Policy 2110-Statement of Philosophy • Board Policy 2131-Educational Outcome Goals • Board Policy 2210-Curriculum Development • Board Policy 2220-Adoption of Courses of Study <p>The school also has the support of the Marion Teachers Association.</p> <p>See Appendix 2 – Marion Teachers Association Letter Of Support</p> | | |
| <p>2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</p> | <p>Justice completed its staff evaluation and hiring prior to the start of school year 2012-2013 as required by the Turnaround Model. The school is looking to add three teachers for the upcoming school year and will work with EdisonLearning to recruit highly talented and qualified teachers.</p> <p>The school will continue to use the TAP rubric to evaluate and support teachers in areas of needs, and to replace those teachers if they are unable to improve sufficiently.</p> | <p>Principal Assistant Principal TLT</p> | <p>Completed</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|--|------------------------|
| <p>3. Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</p> | <p>The TAP model offers multiple career paths for teachers who aspire to grow in areas other than administrative. This school improvement grant is aligned to the TAP model as it is structured to reward (performance-based compensation) individuals in leadership positions tied to student performance and professional responsibilities.</p> <p>The TAP model includes career pathways for teachers to choose from and opportunities for growth and leadership development to include: career, mentor and master teacher. Mentor teachers have one period less of classroom instruction than career teachers, their release time consists of:</p> <ul style="list-style-type: none"> • Conducting a formal observation • Pre/Post conference • Observing, co-teaching, modeling the cluster strategy (based on student achievement data) • Conducting walk-throughs to support teachers area of refinement • Reading and providing teachers feedback to reflections • Participating in or scripting of the field testing the cluster strategy • Meeting with master teacher to discuss new findings <p>Master teachers have same responsibility as mentor teachers plus the addition of cluster planning. A master teacher has 100% flexible time to complete their responsibilities and also supervises mentor teacher.</p> | <p>HR, District Administrator, Principal TAP District Coordinator, TLT</p> | <p>Ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>A balance of \$2,500 per eligible teacher is budgeted to provide significant incentive to all TAP teachers. On an annual basis, all teachers can qualify to earn incentives for increasing school-wide student academic growth. Teachers are also eligible for performance awards based on the growth of students in their individual classrooms and on the results of their multiple classroom evaluations. Student growth is measured in elementary and middle schools using ISTEP+ data.</p> <p>The TAP model rewards system for teachers is guided by three key principles for performance-based compensation:</p> <ul style="list-style-type: none"> • The system should balance the payout percentages between student achievement gains and performance. • The performance portion may contain a score for how the teachers carry out their TAP responsibilities. • The award should be dependent upon the individual's performance as well as the school's performance. <p>MCS continues to only hires highly qualified teachers. Additionally, the corporation has begun the process of attending career fairs to screen potential candidates and utilizing a team interview process for new candidates. Teachers are provided with a financial incentive through performance based compensation to ensure that they are providing high quality instruction to their students in order to ensure student growth.</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|--|--|---|
| <p>4. Provide high quality, job-embedded professional development.</p> | <p>The TAP model is well-suited to provide high quality job-embedded professional development for the instructional staff at the school. In keeping with the TAP structure, we expect to employ one additional master teacher who will be responsible for coaching, modeling, and co-teaching effective instructional strategies throughout the school year based on teachers' instructional needs and the academic needs of their students.</p> <p>The ongoing, job-embedded professional development in a TAP school is structured through cluster meetings, which occur once per week and functions as a focused, aligned, and purposeful professional learning community. During cluster meetings the team (i) analyzes student data (ISTEP, Acuity, and STI assessments); (ii) refine curricula and instructional strategies; (iii) determine if teaching strategies have translated into improved student outcomes; and (iv) evaluate teacher effectiveness.</p> <p>Professional development is further embedded through collaboration meetings that are teacher-led and occur weekly in 45-minute sessions. Teachers receive added professional development through peer-to-peer discussions and presentations related to student data disaggregated by grade level. One of these meeting each month is led by the principal.</p> <p>This district is providing additional support to administrators and teachers through its partnership with EdisonLearning to ensure that ongoing, job-embedded professional development is being informed by teacher evaluations and support systems that are tied to teacher and student needs. EdisonLearning offer this instructional support because teachers have different strengths and weaknesses, and it is implemented through its Learning and Teaching Framework.</p> | <p>TLT TAP District Coordinator TAP Regional Coordinator</p> | <p>Ongoing Weekly cluster meetings throughout entire school year</p> <p>July 2013 Weekly team meetings through entire school year</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>The framework ensures that school leaders and staff have a clear and common understanding of the key competencies that teachers need for effective teaching. And, it supports the school through the process of developing and implementing consistent school-wide professional practices, which than enables the school to:</p> <ul style="list-style-type: none"> • Increase the consistency of teaching quality across the school • Improve the overall standard of teaching • Create a school-specific quality-assured approach to the monitoring and development of outstanding learning and teaching <p>Additionally, Edison Learning will support the implementation of the TAP model through the implementation of achievement teams at each grade level. The team will meet for 30 minutes weekly to discuss field testing data with an achievement team leader. This will allow teachers to accurately identify areas for reinforcement and differentiate instruction.</p> <p>Teachers will be evaluated both on TAP and using Edison Learning School Leader Development Model for performance based management for teachers and principals.</p> <p>For the principal: The Performance Management System is designed to support the principal as they execute the five leadership roles of: Instructional Leader, Organizational Leader, Culture Builder, Site Manager and School Executive, and measures their progress and success in achieving their annual achievement and professional growth goals.</p> <p>Performance management is an ongoing, reflective process beginning at the start of each school year with a review of the previous year's performance results, including the extent to which achievement and</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>professional goals were reached. From these findings and working closely with the principal, performance and professional growth goals for the coming year are set, and strategies to achieve them are identified and captured.</p> <p>Throughout the year, the principal is actively involved in ongoing professional development, peer group and action research activities that are aligned to their performance and professional growth goals. Every other month, the principal meets with EdisonLearning to review progress being made towards goal achievement and completes the Bi-monthly Leadership Review. Discussion is focused on what the principal has done since the last meeting to move forward in meeting goals, what challenges they faced in achieving goals, and what alternate or additional plans can be made to support the principal in achieving their goals.</p> <p>Towards the end of the academic year, the summative review between EdisonLearning and the principal takes place. This formal review by EdisonLearning provides a final snapshot of the extent to which the principal has accomplished the goals that were laid out.</p> <p>For the Teachers: The teacher performance evaluation process at EdisonLearning partnership schools is designed to ensure all teachers have identified specific performance goals for the school year and to promote greater accountability in education. The teacher evaluation process consists of the following components:</p> <ul style="list-style-type: none"> • Annual goal setting - At the beginning of the school year, each teacher will work with the principal to identify specific, individualized performance goals tied closely to the school's goals. They may also reflect the teacher's individual needs. <p>Performance goals are designed to help the teacher focus on areas that are most important and should reflect targets that are</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>achievable and relevant to the teacher and school. Since the goals will be used as part of the year end teacher evaluation they should also be specific and measurable.</p> <p>Each teacher will develop four performance goals to be pursued during the course of a single school year. The goals, as well as how they will be measured, will be agreed upon with the principal during the first month of school.</p> <ul style="list-style-type: none"> • Formal and informal classroom observations – Informal observation is continual and unscheduled and will be completed by the principal and master and/or mentor teachers. All observations are documented and will help to inform the summative assessment of each teacher’s work. <p>Formal observations provides an additional opportunity to assess each teacher’s strengths and areas in need of improvement that will be used to guide their professional growth. Before the formal observation begins, the principal or supervisor and teacher will discuss expectations and the context for the observation.</p> <p>After the observation session, the principal or supervisor and the teacher will discuss the observed lesson and the teacher’s effectiveness in meeting the teaching rubric standards related to the lesson. The principal will keep the original report in the employee’s personnel file. After the first observation, the principal or supervisor will complete the teaching rubric, which will be placed in the employee’s personnel file.</p> <p>This rubric will be revisited one or two more times throughout the year, to be updated as more information and evidence of the teacher’s skill level and ability is gathered. The rubric will be</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>used, along with other gathered evidence from formal and informal classroom observations, as the basis for the final ratings on the summative evaluation.</p> <ul style="list-style-type: none"> <p>Informal observations of non-classroom teacher responsibilities – Teachers have other responsibilities in addition to their core instructional duties which are important to their success as a teacher and to the school's success overall. During the course of the school year, the principal or supervisor will have the opportunity to observe the teacher exhibiting these other skills. These will include the teacher's ability to:</p> <ul style="list-style-type: none"> collaborate with colleagues to accomplish team/school goals; communicate effectively with parents and staff; meet deadlines, follow school policies and procedures; and, use technology tools effectively. <p>By gathering evidence through mostly informal observations, the principal or supervisor will write notes using the Teacher Professional Attributes Rubric and provide feedback to the teacher in these critical supporting areas. Those notes and rubric results will be kept as part of the employee's personnel file, and will be considered by the principal as part of the teacher's summative evaluation.</p> <ul style="list-style-type: none"> <p>A self-evaluation – At the end of the year, each teacher will be asked to complete a self-evaluation. This reflective document will consist of three pieces: the teacher's comments regarding their achievement of goals, the teacher's self-rating using the teaching standards rubric, as well as a self-rating using the summative evaluation form.</p> <p>These documents, completed independently by the teacher, and will be submitted to the principal by April 30th. They will</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|--|--------------------------------|------------------------|
| <p>5. Adopt a new governance structure (i.e., turnaround office, turnaround leader).</p> | <p>become part of the teacher's personnel file, and will be used as a basis of discussion for the final evaluation conversation with the teacher's supervisor or principal.</p> <ul style="list-style-type: none"> A summative assessment by the principal – Each year the principal or supervisor will draw upon information gathered from observations, student performance data, the final teaching standard rubric results and an evaluation of the teacher's achievement of their goals to produce a summative evaluation of each teacher. The summative evaluation also includes a summary performance rating based on the principal's or supervisor's assessment of the teacher's achievement of goals as well as their demonstration of progress toward the teaching standards outlined in the rubric. <p>See Appendix 7 Edison Learning School Leader Development Model</p> <p>Appendix 11: EL Learning and Teaching Observation Template</p> <p>A new principal was hired for the start of the 2012-2013 school year and currently works with Edison Learning implementing the initiatives of the School Improvement Turnaround Model. Justice is in its first year of school improvement.</p> <p>The school will continue funding an additional Assistant Principal who will work closely with the principal to build leadership capacity to initiate, lead and maintain school-wide improvement initiatives. The school has implemented a distributed leadership model with Achievement Teams at each grade level. These teams work with the TAP leadership Team review an analyze student, teacher and school-wide data.</p> | <p>TLT, Achievement Teams,</p> | <p>ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <p>Beginning the 2011-12 school-year Marion Community Schools (MCS) implemented TAP™: the System for Teacher and Student Advancement partially funded by the Indiana Department of Education's federal Teacher Incentive Fund (TIF) grant. This model appropriately identifies teachers' strengths, needs, areas of refinement, and is also a tool for rewarding effective and highly effective teachers, and providing remediation to teachers in need of improvement, and ultimately may inform the teacher removal process. Prior to the implementation of TAP, both the Marion Teachers Association and 89% of MCS teachers and principals agreed to implement the TAP system.</p> <p>See Appendix 8: TAP Rubrics</p> <p>See Appendix 9: How TAP Relates to Key Themes of Edison Learning's Five Strand Design</p> <p>The principal is evaluated annually with the RISE Evaluation and Development System. The RISE evaluation rubric concentrates on the administrators' responsibility to give guidance and drive student growth and achievement through their leadership skills and ability to manage teacher effectiveness.</p> <p>MCS adopted these researched-based evaluation systems that rigorously differentiate all certified staff across levels that can correspond to the new state required categories: ineffective, improvement necessary, effective, and highly-effective.</p> <p>See Appendix 10: RISE Principal Effectiveness Rubric</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|---|--------------------------------|------------------------|
| <p>6. Use data to implement an aligned instructional program</p> | <p>Working with EdisonLearning, the school will employ systematic approaches to align actual classroom instruction with intended outcomes through the use of accurate diagnostic feedback on student progress towards learning objectives; with the school improvement team engaged in continuous examination of school practices and operational data. The school will (See Appendix 14: Edison Learning eEvaluate):</p> <ul style="list-style-type: none"> • Implement eEvaluate™ a proven, formative assessment system from EdisonLearning that allows teachers and the principal to assess students online and track student progress towards achievement goals • Teachers are trained to use eEvaluate™ assessment data to inform instruction and determine student placement • Promote student ownership of learning • Continue with TAP weekly training focused on instruction, designing and planning instruction, the learning environment, and responsibilities in the teaching and learning environment <p>eEvaluate™ facilitates the use of progress monitoring data (collected on frequent basis) to gauge students' progress (response to intervention) towards critical academic outcomes. EdisonLearning's eEvaluate™ collects formative assessment data to give teachers feedback about students understanding of the material presented and what adjustments to their instruction may be needed to improve student's understanding.</p> <p>Additionally, instructional and operational strategies identified by the TAP Leadership Team through the analysis of multiple sources of student data including: ISTEP+, SPL, SRI, Acuity, STL, mClass, Dibels, TRC, and mClass Math-Benchmarks, etc. will be implemented.</p> | <p>TLT, Achievement Teams,</p> | <p>ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|--------------------------------|------------------------|
| | <p>All data will be utilized school-wide to provide continuity of instruction and a familiarity between staff and students of a common language.</p> <p>Assessment results will be utilized during cluster, collaboration, and teacher success times to inform instruction and teacher professional development needs.</p> <p>Scholastic Reading Inventory (SRI) and the Scholastic Phonics Inventory (SPI) assessment results help the school determine which students need Read 180 and System 44 interventions.</p> | | |
| <p>7. Promote the use of data to inform and differentiated instruction.</p> | <p>Data collected through eValueate™, M-Class assessments, Acuity, STI assessments, ISTEP, etc. will be used to identify common areas of strengths and weaknesses among students and teachers at the student, classroom, grade, and school-wide levels.</p> <p>Teachers meet collaboratively by grade level for 45 minutes weekly to analyze data and formulate next steps or to share successes that others can learn from. During these meetings the data is disaggregated and trends and implications are identified. From the identified trends/implications the following should occur:</p> <ol style="list-style-type: none"> 1) Areas of strength identified <ol style="list-style-type: none"> a. Is the area of strength evident across the grade level? b. Is the area of strength specific to one teacher? <ol style="list-style-type: none"> i. If yes, what is that teacher doing differently that can be transferred to all of the classrooms in that grade level? 2) Areas of weakness identified <ol style="list-style-type: none"> a. Is the area of weakness evident across the grade level? | <p>TLT, Achievement Teams,</p> | <p>ongoing</p> |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <ul style="list-style-type: none"> i. What foundational skills are missing that impact that area? ii. Where do we need to focus our instruction to make the greatest impact on this area? iii. Does this area affect other areas of weakness? iv. Are there implications for other grade levels (can be lower grades or higher grades) b. Is there area of weakness specific to one teacher? <ul style="list-style-type: none"> i. Who can offer that teacher specific strategies to impact this area? ii. How will we monitor future growth in that area for this class? 3) From the discussion of data, identify what we are doing well and what we need to improve and develop GOALS in line with what the data suggests students need & develop a method of measurement of progress toward the goals. <p>A school secretary will also be hired to provide support to the principal and AP with specific responsibilities for managing and disseminating student and teacher data with guidance from the TLT and EdisonLearning.</p> <p>Data will be collected using EdisonLearning's eValueate™ to inform instructional changes in the classroom, at grade levels and for student placement. The system will also provide additional data on teachers' instructional practices to help determine the fidelity of implementation in instructional programs and supply information about professional</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|--|--|--------------------------|------------------------|
| | <p>development practices. This data will also be discussed during the Achievement Teams' weekly meeting.</p> <p>EdisonLearning will provide professional development training for teachers on how to administer, collect and analyze student formative assessment data. Working with the TLT, EdisonLearning will also provide training on how to use student data to drive classroom instruction through lesson planning, appropriate instructional methods; and supplemental materials. EdisonLearning and the TAP leadership team will have a core focus on differentiated instruction and its implementation in the classroom by training teachers is a variety of instructional methods and how to determine which methods works best for individual, small groups, and entire classrooms of students.</p> <p>Teachers and students will set goals for attaining levels of academic achievement for each content area and their respective units of study. Students' work will be posted in their classrooms with the Standards, Objectives, Rubric, and teacher feedback. Students will be provided with timely and meaningful feedback on their current levels of academic achievement followed by next steps so they understand what is expected of them to achieve their academic goals. Student goals should be revisited throughout the year as they make progress.</p> | | |
| <p>8. Provide increased learning time for students and staff.</p> | <p>Justice administrators and leadership teams have already partnered with EdisonLearning to review and extend the learning day (teacher and student) and increase instructional time and collaborative planning time as well as opportunities for community-based enrichment. These modification included:</p> <ul style="list-style-type: none"> • Extending the school day and modify the daily schedule to: <ul style="list-style-type: none"> ○ Provide students with 120-minutes blocks of instructional time daily for Mathematics and English Language Arts and Reading | Principal | Ongoing |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Provide teachers with 60 minutes block of professional development time daily for teacher development and collaborative planning ● Identify and engage at-risk students and provide individualized academic instruction and enrichment activities ● Provide after school remediation and enrichment opportunities as an extension to the regular school day <p>Students participate daily in 120 minutes of English Language Arts and Reading instruction. Students reading below grade level are provided with additional remedial instruction that is differentiated for each of their needs through small group instruction centered on SRL, SPI or Dibels data. These groups are referred to as Tier groups that meet 30 minutes daily based upon individual student needs.</p> <p>Students are provided 120 minutes daily for Mathematics core instruction. Students' learning time is increased through an additional small group instruction period in math in the daily 30 minutes success block.</p> <p>Students' learning time will be increased through an Extended Day tutoring program for an additional 120 minutes per week. Extended day students are identified as at-risk students based on multiple assessments and provide individualized academic instruction in either reading or math. Transportation will be provided. They will utilize instructional support materials such as the Scholastic Reading Inventory (SRI) and the Scholastic Phonic Inventory (SPI).</p> <p>Identify and engage at-risk students and provide individualized academic instruction and enrichment activities (Read 180/Systems 44) in 90 minutes blocks of instructional time.</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|---|--|--------------------------|------------------------|
| | <p>Staff learning time is increased including a 50-minute teacher professional development period each week for TAP cluster professional development that is developed by master/mentor teachers and tied to students' needs.</p> <p>Staff learning time is increased through a daily 60 minute block of professional development time daily for teacher development and collaborative planning. Teams of teachers (usually divided by grade levels) meet to discuss the most recent data for students. This data may come from M-Class, Dibels, classroom assessment, strategy implementation from TAP, STL, etc. During these meetings the data is disaggregated and trends and implications are identified.</p> <p>It is important to note that this process is a TEAM process with all members having input. Administrators participate merely as facilitators in order for teachers to own their classroom data and work collaboratively toward student centered goals.</p> | | |
| <p>9. Provide social-emotional and community-oriented services/supports.</p> | <p>The school working with Edison Learning has already developed a family-school partnership program that is being implemented to engage families directly in their child's academic progress and include specific plans for structured communications and consistent interaction with parents at various points and venues during the school year.</p> <p>The school hired a Parent Involvement Coordinator. This individual will support the parent-school relationship by:</p> <ul style="list-style-type: none"> • Managing the parent resource room • Planning and organizing family nights • Hosting workshops to teach: | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|--|--------------------------|------------------------|
| | <ul style="list-style-type: none"> ○ Parenting skills; ○ Setting home conditions to support children as students; ○ Involving families with children on homework and other curriculum-related activities and decisions; • Assist with planning school-wide parents-students-teachers events not related to academics (e.g., skate nights, movie nights, etc.) <p>The school hired a Guidance Counselor. This individual will support the transformation school improvement process by providing counseling services to students, ensuring a positive learning environment for students, individually and as a whole school community. Both positions will continue to be funded in year two.</p> <p>These two positions working in concert are implementing the school's community outreach plan that is beginning to:</p> <ul style="list-style-type: none"> • Create a welcoming school environment for students and families; • Engages families in ways that support student achievement and success; • Consistently involve parents in school-decision that impact students; and, • Ensures consistent interactions from school-to-home and from home-to-school about programs and student progress at key milestones/benchmarks during the school year. <p>In partnership with Edison Learning, the Parent Involvement Coordinator and the Counselor have developed plans and protocols to empower</p> | | |

Justice Thurgood Marshall Intermediate School

| Elements | Tasks/Steps | Lead Person/ Position | Time Period (month) |
|----------|---|--------------------------|------------------------|
| | <p>parents/guardians to become partners in the decision-making surrounding their child's education to include:</p> <ul style="list-style-type: none"> • Quarterly student learning conferences • Student focused learning contract plan of improvement for each quarter • Parent outreach via instructional links and home visits • Face-to-face connections among members of the school community – Justice will host at least eight family – events each school year <p>Working with Edison Learning, the Parent Involvement Coordinator and the Counselor created a family outreach communications plan consisting of the following elements, which have been disseminated to parents in various forms such as the Parent-Student Handbook:</p> <ul style="list-style-type: none"> • What parents can expect from the school – programs, curriculum, activities, procedures and policies (e.g. homework, parent meetings with staff, school improvement plan • What the school can expect from parents • How the parents/ child is progressing • How the school can help the parents • How the parents can help the school • Educational opportunities for teachers to build their skills in working with parents • Provide forum for parents to share experiences and increase their understanding of the school's purpose | | |

Justice Thurgood Marshall Intermediate School

- **If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.**

NA – The principal was replaced at the start of the 2012-2013 school year.

Justice Thurgood Marshall Intermediate School

Pre-Implementation - NA

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

| | |
|--|--|
| | |
|--|--|

Check Your Work - Additional Requirements for All Models

| | Requirement | | Yes | No |
|---|-------------|--|----------|----|
| 1. All the elements of the selected intervention model are included. | | | X | |
| 2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive. | | | X | |
| 3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year. | | | X | |

JUSTICE THURGOOD MARSHALL INTERMEDIATE SCHOOL

| SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals) | Annual Goals – Justice | | |
|--|---|---|---|
| | SY 2013-2014 | SY 2014-2015 | SY 2015-2016 |
| Example: 50% of all students are proficient on ISTEP+ mathematics | 75% of all students are proficient on ISTEP+ mathematics | 85% of all students are proficient on ISTEP+ mathematics | 95% of all students are proficient on ISTEP+ mathematics |
| ELA 58.9% of all students are proficient on ISTEP+ ELA | 68% of all students are proficient on ISTEP+ ELA | 74% of all students are proficient on ISTEP+ ELA | 80% of all students are proficient on ISTEP+ ELA |
| MATH 66.3% of all students are proficient on ISTEP+ mathematics | 76% of all students are proficient on ISTEP+ mathematics | 81% of all students are proficient on ISTEP+ mathematics | 86% of all students are proficient on ISTEP+ mathematics |
| | | | |
| | | | |
| | | | |

Attachment C: Budget – John I. McCulloch Junior High School

School Improvement Grant (1003¢)
Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total *no less than \$50,000* and *no greater than \$2,000,000* per year.

Corporation Name:
Corporation Number:
School Name:

Marion Community Schools
2865
McCulloch Junior High School (2357)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$77,369.00 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | |
| ELA Interventionist | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate grade levels. | \$61,014.00 | |
| Math Interventionist | 1.0 | X | | A licensed teacher will provide support in a MATH 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below grade level. | \$61,014.00 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$61,014.00 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$19,500.00 | |

Attachment C: Budget – John L. McCulloch Junior High School

| | | | | | |
|--|---------------------|---|---|-------------------|-------------------|
| Bus Driver | Stipend | X | Provides transportation services during extended day tutoring. | \$22,000.00 | |
| Teacher Stipends | Stipend | X | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | |
| TOTAL SALARIES | | | | | \$ 396,925 |
| <p>2. Benefits: <i>Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</i></p> | | | | | |
| <p>Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends</p> | | | | | |
| | | | | \$ 177,600 | |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | | | |
| | out-of-state | | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | |
| | in-state | | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | |
| TOTAL TRAVEL | | | | | \$ 15,000 |
| <p>4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | | | |
| | Edison Learning | | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eEvaluate Student Benchmark System. | \$ 180,000 | |
| | Substitute Teachers | | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| TOTAL CONTRACTED SERVICES | | | | | \$ 190,000 |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | | | |
| TOTAL SUPPLIES | | | | | \$ 63,000 |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | | \$ 99,650 |
| <p>7. OTHER SERVICES: (Include a specific description of services.)</p> | | | | | |
| <i>Mileage for extended day tutoring</i> | | | | | \$ 14,000 |
| TOTAL OTHER SERVICES | | | | | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | | \$ 956,175 |

Attachment C: Budget – John L. McCulloch Junior High School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------------------|---|------------|------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/Reading intervention | 30 | \$ 6,000 |
| 200 | MATH 180 supplemental books and instructional materials for math intervention | 30 | \$ 6,000 |
| 600 | Finish Line ISTEP Books for success class (7 th and 8 th Grade ELA and Math) | 10 | \$ 6,000 |
| TOTAL SUPPLIES COSTS | | | \$ 63,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---|---|------------|------------------|
| 3 | iPad device Carts | 1,400 | \$ 4,200 |
| 90 | iPad2 16GB, smart case, and apple care-to be utilize with technology based assessments for students | 625 | \$ 56,250 |
| 8 | Interactive TouchBoards (78"), with cable, and touchboard pens | 1,200 | \$ 9,600 |
| 16 | Notebook Laptop, HP Care, and Docking Station | 1,100 | \$ 17,600 |
| 10 | Touch Boards 78" with cable and touchboard pens | 1,200 | \$ 12,000 |
| TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | | \$ 99,650 |

Attachment C: Budget – John L. McCulloch Junior High School

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2014 - 2015

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2865
 School Name: McCulloch Junior High School (2357)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|-----------------|
| 1. PERSONNEL (include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$77,369.00 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | |
| ELA Interventionist | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate grade levels. | \$61,014.00 | |
| Math Interventionist | 1.0 | X | | A licensed teacher will provide support in a MATH 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below grade level. | \$61,014.00 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$61,014.00 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$19,500.00 | |

Attachment C: Budget – John L. McCulloch Junior High School

| | | | | |
|-----------------------|---------|---|---|-------------------|
| Bus Driver | Stipend | X | Provides transportation services during extended day tutoring. | \$22,000.00 |
| Teacher Stipends | Stipend | X | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 |
| TOTAL SALARIES | | | | \$ 396,925 |

2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.

| | | | | |
|--|---|--|--|-------------------|
| | Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends | | | \$ 177,600 |
|--|---|--|--|-------------------|

3. TRAVEL: (differentiate in-state and out-of-state)

| | | | | |
|---------------------|--|-----------|--|------------------|
| out-of-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 10,000 | | |
| in-state | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site visits, and TAP training. | \$ 5,000 | | |
| TOTAL TRAVEL | | | | \$ 15,000 |

4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)

| | | | | |
|----------------------------------|--|------------|--|-------------------|
| Edison Learning | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, evaluate Student Benchmark System. | \$ 180,000 | | |
| Substitute Teachers | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | | |
| TOTAL CONTRACTED SERVICES | | | | \$ 190,000 |

5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)

| | | | | |
|--|--|--|--|------------------|
| | | | | \$ 63,000 |
|--|--|--|--|------------------|

6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".

| | | | | |
|--|--|--|--|------------------|
| | | | | \$ 12,000 |
|--|--|--|--|------------------|

7. OTHER SERVICES: (Include a specific description of services.)

| | | | | |
|---|-----------------------------------|--|--|-------------------|
| | Mileage for extended day tutoring | | | \$ 14,000 |
| | TOTAL OTHER SERVICES | | | \$ 14,000 |
| TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). | | | | \$ 868,525 |

Attachment C: Budget – John I. McCulloch Junior High School

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------------------|---|------------|------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/Reading intervention | 30 | \$ 6,000 |
| 200 | MATH 180 supplemental books and instructional materials for math intervention | 30 | \$ 6,000 |
| 600 | Finish Line ISTEP Books for success class (7 th and 8 th Grade ELA and Math) | 10 | \$ 6,000 |
| TOTAL SUPPLIES COSTS | | | \$ 63,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---|---|------------|------------------|
| 10 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 12,000 |
| TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | | \$ 12,000 |

Attachment C: Budget – John L. McCulloch Junior High School

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2015 - 2016

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Marion Community Schools
 Corporation Number: 2855
 School Name: McCulloch Junior High School (2357)

| ACCOUNT NO. | FTE | Cert. | Noncert. | EXPENDITURE DESCRIPTION | SUBTOTAL | LINE ITEM TOTAL |
|---|------|-------|----------|--|-------------|-----------------|
| 1. PERSONNEL (Include positions and names) | | | | | | |
| Assistant Principal | 1.0 | X | | Builds additional school leadership capacity to initiate, lead and maintain instructional improvements. This is a NEW position. | \$77,369.00 | |
| Parent Involvement Coordinator | 0.16 | | X | Provides parents with access to a wide variety of materials in the parent resource room, plans and organizes family nights and parenting workshops. This is a NEW position. | \$4,000.00 | |
| Master Teacher | 1.0 | X | | The Master Teacher analyzes student data, creates and institutes an academic achievement plan for the school, and leads cluster groups. This position provides job-embedded professional development through demonstration lessons, coaching, and teacher evaluations. | \$71,014.00 | |
| ELA Interventionist | 1.0 | X | | A licensed teacher will provide support in a READ 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below appropriate grade levels. | \$61,014.00 | |
| Math Interventionist | 1.0 | X | | A licensed teacher will provide support in a MATH 180 classroom setting. This program utilizes technology and direct instruction components to support gains for students below grade level. | \$61,014.00 | |
| Guidance Counselor | 1.0 | X | | Will provide counseling services to students to ensure a positive learning environment that nurtures and protects students. Communicates expectations of students, parents, and faculty relationships. Supports students' success. This is a NEW position. | \$61,014.00 | |
| Secretary | 1.0 | | X | This will provide additional support to the Leadership team to calculate and provide students and teacher data. | \$19,500.00 | |

Attachment C: Budget – John L. McCulloch Junior High School

| | | | | | |
|--|---------|---|--|-------------------|------------|
| Bus Driver | Stipend | X | Provides transportation services during extended day tutoring. | \$22,000.00 | |
| Teacher Stipends | Stipend | X | Provides opportunity for collaboration time, professional development, attendance, instruct during monthly parent nights. | \$20,000.00 | |
| TOTAL SALARIES | | | | \$ 396,925 | |
| <p>2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.</p> | | | | | |
| <p>3. TRAVEL: (differentiate in-state and out-of-state)</p> | | | | | |
| <p><i>Benefits for the following positions: Ass. Principal, Parent Involvement Coordinator, Master Teacher, Secretary, Bus Drivers, Guidance Counselor and Teachers stipends</i></p> | | | | | |
| | | | | | \$ 177,600 |
| out-of-state | | | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 10,000 | |
| in-state | | | Registration and travel expenses related to Edison Learning professional development, TAP Conferences, School Site Visits, and TAP training. | \$ 5,000 | |
| TOTAL TRAVEL | | | | \$ 15,000 | |
| <p>4. CONTRACTED SERVICES: (list the type of contracted services to be provided, including the vendor's name, if applicable.)</p> | | | | | |
| Edison Learning | | | Contracted Services to provide Collaborative Quality Assessment, professional development, on-site support, eValue Student Benchmark System. | \$ 180,000 | |
| Substitute Teachers | | | To provide teacher release time for Parent/teacher conferences, to allow for PD time, etc. | \$ 10,000 | |
| Study Island | | | Study Island subscription to use in success class | \$ 7,000 | |
| TOTAL CONTRACTED SERVICES | | | | \$ 197,000 | |
| <p>5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)</p> | | | | | |
| TOTAL SUPPLIES | | | | \$ 63,000 | |
| <p>6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".</p> | | | | | |
| TOTAL EQUIPMENT AND TECHNOLOGY | | | | \$ 3,600 | |
| <p>7. OTHER SERVICES: (include a specific description of services.)</p> | | | | | |
| Mileage for extended day tutoring | | | | \$ 14,000 | |
| TOTAL OTHER SERVICES | | | | \$ 14,000 | |

Attachment C: Budget – John I. McCulloch Junior High School

TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM). \$ 860,125

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|-----------------------------|---|------------|------------------|
| varies | Funds will be used to purchase supplemental, instructional supplies, and may include manipulatives, chart paper, markers, post-it notes, highlighters | varies | \$ 35,000 |
| varies | Miscellaneous supplies to be used in PD activities, cluster embedded professional development, collaboration professional development, including chart paper, markers, binders, PD books, and plotter paper | varies | \$ 7,500 |
| varies | Funds will be used to purchase materials for school-sponsored parent events, including parent instruction nights. | varies | \$ 2,500 |
| 200 | Read 180 and System 44 supplemental books and instructional materials for ELA/Reading intervention | \$ 30 | \$ 6,000 |
| 200 | MATH 180 supplemental books and instructional materials for math intervention | \$ 30 | \$ 6,000 |
| 600 | Finish Line ISTEP Books for success class (7 th and 8 th Grade ELA and Math) | \$ 10 | \$ 6,000 |
| TOTAL SUPPLIES COSTS | | | \$ 63,000 |

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

| QUANTITY | DESCRIPTION | UNIT PRICE | TOTAL PRICE |
|---|---|------------|-----------------|
| 3 | Touch Boards 78" with cable and touchboard pens | \$ 1,200 | \$ 3,600 |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| | | \$ - | \$ - |
| TOTAL EQUIPMENT AND TECHNOLOGY COSTS | | | \$ 3,600 |

Attachment C: Budget – John L. McCulloch Junior High School

LEA/GOVERNANCE: List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.

NA

| |
|--|
| |
|--|

| Justice Thurgood Marshall Intermediate School <i>About the School</i> | |
|---|--|
| School address & zip code | 720 North Miller Avenue Marion, Indiana 46952 |
| School telephone number | (765) 664-0507 |
| School Website | www.marion.k12.in.us/jtm.cfm |
| Principal | Mrs. Melissa Richards |
| Grades served | 5 th – 6 th |
| Number of students enrolled | 571 |



Overview and Synthesis

In September 2012, EdisonLearning was selected by the Marion County School District to assist in a major initiative to improve educational opportunities and outcomes for students. EdisonLearning conducted an in-depth analysis of the systems and capacities of the Justice Thurgood Marshall Intermediate School. The plan for extensive data collection at the school was one aspect of the work. Additionally, a Collaborative Quality Analysis, focused on features evident in outstanding schools, was conducted. That effort was supported with feedback from staff, students and parents. A team of highly experienced educational leaders entered into this Collaborative Quality Analysis process in order to identify areas of strength and areas for development.

As presumed by the initiative to improve the school, the achievement results are in need of improvement. Intentional lesson planning, driven to engage and meet the individual needs of students, is not in place. Structured lesson planning, including addressing the needs of differing levels and learning styles, as well as actively and explicitly planning for student engagement are not sufficient to achieve the rate of progress to which Justice Thurgood Marshall Intermediate aspires. Upon conducting collaborative classroom observations, the team found the majority of classroom lessons to be at the beginning level, the lowest rating on the rubric scale.

Based on a range of audit activities the school was benchmarked against 50 features of outstanding schools on a four point scale of Beginning-Developing-Proficient-Exemplary, linked to the five research questions detailed within this report. Forty of these were rated as 'Beginning', ten as 'Developing', and zero as 'Proficient'. This indicates that the school is at an early stage of effectiveness on most fronts. In order to improve the school's performance a major focus needs to be placed on improving the quality of pedagogy but this is unlikely to show benefit without strengthening a number of related processes and structures- notably the distribution and clear assignment of leadership responsibilities, the use of targets and data to focus activity, developing student voice and self assessment strategies and the strategic deployment of support staff.

Three Year Trend Data

An essential part of the Collaborative Quality Analysis process is to analyze and compare recent data sets from the school. The patterns of growth or decline at Justice Thurgood Marshall Intermediate School are indicated below for the years 2010, 2011, and 2012. Positive trends are indicated with green arrows, while negative trends are indicated with red arrows.

| | 2010 | 2011 | 2012 | Three year trend | Three year trend | Comparison with Indiana |
|--|--|-------|-------|------------------|------------------|--------------------------|
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ | 34.3% | 50.4% | 46.3% | 12.0% | 2012 Score: 73.3% (-27%) |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - ELA | 64.4% | 57.4% | 57.4% | -7.0% | 2012 Score: 78% (-20.6%) |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - Social Studies | 13.0% | 34.9% | 34.6% | 21.6% | 2012 Score: 67% (-32%) |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - Mathematics | 59.7% | 69.7% | 64.3% | 4.6% | 2012 Score: 84% (-19.7%) |
| Percent of students Meeting or Exceeding State Standards | Average of proficiency levels on the ISTEP+ - Science | 0.0% | 39.6% | 28.9% | 28.9% | 2012 Score: 64% (-35.1%) |
| Student Attendance | % of enrolled students daily average attendance Rate | 94.1% | 95.2% | 95.5% | 1.4% | 2012 Rate: 96.7% (-1.2%) |

School Development Rubric - Evidence Base

EdisonLearning's School Development Rubric is designed to provide an objective perspective on school development. The rubric is intended to help schools at all levels of performance to assess the strengths and limitations of their instructional practices and organizational conditions. The rubric is *not* intended to be used for evaluation of school staff. Instead, the focus is on analyzing the effectiveness of the school for the purpose of sustained improvement in student achievement.

The developmental stages of the school are evaluated through the making of judgments against descriptors in the School Development Rubric that are based on evidence collected and reviewed in the school by the EdisonLearning team. The data collected in relation to the School Development Rubric is linked to EdisonLearning's research-based analysis of an outstanding school in relation to five research questions:

- How well is the school set for leading and managing change?
- How well does the school promote and foster environments that support learning and motivation?
- How good are opportunities for learning and developing learners?
- How well does the school use assessment, data, and feedback to promote learning?
- How well does the school use its internal and external resources to meet the spectrum of need for all learners?

It is important that all judgments for a school using this rubric are evidence-based. In order to get a valid perspective, multiple data sources are used to provide evidence that can be used to support a categorical and numerical judgment rating on the stage that best characterizes the school's current status—**Beginning (1)**, **Developing (2)**, **Proficient(3)**, or **Exemplary (4)**. Judgments are underpinned through a set of audit activities that cover structured observations, key school plans, focus groups, student work samples and teacher and student planning documentation.

| School Development Rubric Scale | | | |
|---------------------------------|----------------|----------------|---------------|
| Beginning – 1 | Developing – 2 | Proficient – 3 | Exemplary – 4 |

As a culminating part of the CQA process, all of the school development rubrics are evaluated and given a category rating and numerical score (as noted above). The EdisonLearning team then tabulates all of the rubric scores from each rubric, across all five research areas, and computes the mean for each rubric category. This average allows the team and the school's stakeholders to see where the school stands overall in relation to the school development categories: Leadership, Learning Environment, Assessment for Learning, Pedagogy and Curriculum, and Student and Family Support.

On the following pages you will find the *Master Collection Form for the School Development Rubric* and the average ratings against *Features of an Outstanding School*.

Leadership

How well is the school set for leading and managing change?

Summary Statement – Stakeholder Perceptions

Students:

The 5th and 6th grade students were very engaging in their responses. In describing Justice Thurgood Marshall Intermediate School, they used the following words: interesting, odd, different, unique, complicated, big, huge, colorful, confusing, kind of scary, boring, dull, difficult, fast-going, educational, exciting, complicated, always quiet, sometimes very loud, messy, crazy, cold, friendly, improved, and more strict.

The students said that their accomplishments were celebrated in the 2011-2012 school year by being chosen to attend the Starlight Café or use the school store. Some students cited recess as an award for being good, along with popcorn, candy and pop. The students were in agreement that this year there had been no mention yet of how their achievements would be celebrated.

Teachers:

Teachers said that student accomplishments were celebrated by posting honor roll in the hallway but that it was up to the teachers. They also referenced the previous school year when they had Starlight Café where students could eat and community organizations came in and helped. Teachers said that in 2011-12, it was difficult for them to celebrate because they didn't know if they were an elementary school or a secondary school citing birthday parties as an example of an elementary celebration but not a type of celebration for secondary schools.

The teachers said that staff accomplishments are not celebrated and teachers' voices aren't taken into consideration so they try to celebrate together.

When asked what systems are in place to offer feedback to school leadership about what is happening in the school, they said there are none. They also stated that they felt ignored and needed to feel empowered. Some teachers said there is more communication this year than ever before while others said it was too heavily weighted toward email communication only.

When asked to name the current school improvement goals, a few teachers said they only have to focus on one goal for TAP and it is to have a 5% increase on Reading ISTEP+. Others added that there was a general school improvement goal for math and it was being addressed through the 8-step process.

Parents:

The parent focus group indicated that the school had a variety of methods to communicate with them and cited specific examples such as direct email with their child's teacher, automated emails and text messages about activities or notification of upcoming events, direct access to teachers' voicemail boxes, and weekly emails about behavior and upcoming lessons. Parents also said that the Principal was very accessible.

Summary Statement – School Development Rubric

In the area of Leadership, all of the features indicate that the school is at the beginning level. The administrative team needs to clarify roles and responsibilities across the school. While there is a TAP leadership team, it does not include team leaders for cohorts of teachers and students and thus leadership is not distributed. There is no school-wide process established for effective meetings, effective delegation, implementation, and follow through by staff-led teams.

The vision, mission, and goals of the school have not been clearly articulated and communicated. Nor are they posted throughout the school as part of an established culture of achievement. While there has been improvement in the overall culture of the school related to implementation of a positive behavior system, there is no established system-wide celebration of staff and student achievements for behavior and academics.

A regular schedule for grade level/achievement team meeting and planning is not present. There is little evidence that the school engages in the use of data to drive their decisions, which prohibits their ability to manage and embed a cycle of continuous improvement to advance the school. School goals are restricted to the state's AYP (Average Yearly Progress, NCLB) and there is little evidence that staff and students understand and know the school goals, or their role in attainment of the goals. Data is being collected but it is not consistently reviewed or acted upon. There was little to no evidence that leaders or teachers know the cycle of continuous improvement (plan-do-study-act), or are making efforts to implement it.

The principal has begun to lead and manage change but has not yet established distributive leadership protocols to ensure all staff are included in the change management process. The school improvement plan has not yet been revised for 2012-13 by the Leadership Team to include measureable objectives, actions and documented accountabilities. Nor is there a schedule for the staff to continuously review and revise the plan throughout the school year.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|---|--|---|--|
| How well is the school set for leading and managing change? | <ul style="list-style-type: none"> • School leadership has implemented a Positive Behavior Intervention Support System. • School leadership is directing and managing change efforts and is working to build capacity beyond the leadership team by empowering more leaders. • School leadership recognizes the value of collaborative teams driving student achievement. | <ul style="list-style-type: none"> • Little consensus around the vision, mission, and goals that reflect a collective focus on student achievement for intermediate level students. • The current structure of the leadership and cluster team meetings does not support efficient solution planning, independent action taking, and review by school teams. • Intentional teaming around cohorts of students and their needs is not in place. | <ul style="list-style-type: none"> • The principal, in conjunction with the school staff should work together to renew or recreate the vision, mission, and goals of the school. • A distributive leadership structure should be implemented in order to ensure effective bottom-up and top-down communication that positively impacts student achievement. • The teacher meeting schedule should afford regular team time to discuss and plan for student needs. |
| <p>Overall Rating: Beginning, 1.00</p> | | | |

Learning Environment

How well does the school promote and foster environments that support learning and motivation?

Summary Statement – Stakeholder Perceptions

Students:

Students described their best learning experiences as those that are hands-on experiences. They cited examples such as sink or float experiments and bobby pin and spring-scale system activities in Science; multiplying whole numbers by decimals, simplifying fractions and playing Fraction Frog in Math; partner reading and spelling games in Language Arts; and activities such as National Pirate Day and learning about their favorite sports in PE.

When asked if they could change one thing about the spaces in the school or how teachers behave they said they need more time for passing periods, a key to get in/out of their locker faster, and more bathroom breaks/drinks. They want to increase their use of the IPAD for reading and math games and add Spanish as a subject to study. The students said that some teachers judge students and make assumptions about them that are not true while others clearly have favorites and treat them differently from the rest of the class. The students also expressed concern that some teachers don't explain the lesson well enough and need to make sure that everyone is learning.

Teachers:

When asked how well teachers think the learning environment at Justice Intermediate helps shape school culture and supports student achievement, they said it was hard to do that when there are so many discipline issues. Others admitted that while the climate hasn't been great in the past, it is better this year because the students are calmer and more ready to learn. Other teachers acknowledged that they were all doing the same things procedurally this year which has helped and which hadn't happened in the past. Teachers cited the differences between 5th and 6th graders as challenges and some said the training on differentiation had helped with that. Other teachers expressed a need for cross-grade planning in order to increase rigor so that IST EP++ scores would not continue to decrease.

Parents:

The parent focus group indicated the school culture is improving and felt this was due to the new principal and administration having laid out expectations. They said that in the past it seemed that teachers weren't following policy but this year they were being held more accountable. Parents felt that things were being addressed much more quickly and the tone was set early with more conversations with parents and a consistent discipline approach that applies to everyone. They also liked the new pledge and felt it was motivating for the students and more evidence of the work being done by the new administration.

Summary Statement – School Development Rubric

The school has made progress this year in establishing school-wide expectations for behavior and these expectations are posted throughout the school and differentiated by location. Other than the focus on Respect and Responsibility for PBIS, there is not a set of core values. Many of the school's learning spaces were arranged for a "one size fits all" approach for learning and teaching. The majority of the physical spaces were clean, safe, and in good repair. The school had some displays of student work and bulletin boards.

There was little evidence that students share their opinions about teaching and learning with their teachers. Throughout many classrooms, students appeared bored and during the student focus group, students reported that they needed to be challenged with more engaging lessons. There were no intentional mentoring structures or opportunities for students to contribute to school improvement.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|--|---|---|--|
| How well does the school promote and foster environments that support learning and motivation? | <ul style="list-style-type: none"> • School leadership has implemented a Positive Behavior Intervention Support System. • In many classrooms, teachers are reinforcing positive behavior with incentive systems and appropriate language of learning. • A new school-wide creed is embraced by students, staff, and parents and sets a positive tone for the start of the day. • There are many spaces in the building where behavioral expectations are posted. • The school has begun to implement core values with their focus on respect and responsibility. | <ul style="list-style-type: none"> • A clearly articulated set of shared values are not present. • Student voice and high levels of engagement are not evident throughout the school. • High expectations for all are not clearly evident throughout the school. • There is not a process whereby every student has an advocate that reviews and monitors their learning and goal achievement on a regular basis. | <ul style="list-style-type: none"> • The school should consider adopting a set of core values that underpin positive language, attitudes, and behavior throughout the school. • The school should put systems in place to seek students' views. • Teachers need to implement processes where they regularly ask students for feedback on their learning experiences. • Create a culture of high expectations where all staff provide clear and consistent messaging in the area of academic and behavioral performance, and celebrate when student and staff goals are achieved. • The school should ensure that all students have a mentor who regularly dialogues with the student about learning needs, strategies, and goals. |
| Overall Rating: Beginning, 1.40 | | | |

Pedagogy and Curriculum

How good are opportunities for learning and developing learners?

Summary Statement – Impact/Proxy Measures

An essential part of the Collaborative Quality Analysis process is conducting classroom observations. During the CQA visit at Justice Intermediate, 27 classroom observations were conducted across all grade levels and content areas. Each observation was completed in a partner team consisting of a school leader and an EdisonLearning partner. Each observation focused on four rubric categories that are part of EdisonLearning's CQA process: Assessment for Planning and Learning, Strategies for Learning, Climate and Culture and The Foundations for Teaching and Learning. Each classroom was rated on the rubric and a final summary of the findings can be found below:

| Theme AP | Progress is assessed in the lesson and strategies adapted for learner achievement | | | |
|--------------|--|------------|------------|-----------|
| | Beginning | Developing | Proficient | Exemplary |
| ALL SCHOOL % | 70% | 30% | 0% | 0% |
| Theme BP | Intentional use of strategies lead to progression within the subject | | | |
| | Beginning | Developing | Proficient | Exemplary |
| ALL SCHOOL % | 74% | 26% | 0% | 0% |
| Theme CP | The classroom climate and culture enable learners to be challenged and motivated | | | |
| | Beginning | Developing | Proficient | Exemplary |
| ALL SCHOOL % | 78% | 22% | 0% | 0% |
| Theme F | Theme F1: A focus on the well-being, development and progress of all learners Theme F3: Learner Behavior Management | | | |
| | Met | Not Met | | |
| ALL SCHOOL % | 85% | 15% | | |

Summary Statement – Stakeholder Perceptions

Students:

Three groups of students described Justice Intermediate as a school where students wanted to learn but as a school where students did not always feel challenged. Students expressed their desire to be exposed to more rigorous instruction. Students shared the consistent message was that too much time was spent in the review of concepts most all students had previously mastered. Observations of lessons by the diagnostic team support the statements made by the students. Students felt the highest levels of engagement in science lessons. Students could identify that standards for each lesson are posted in most all of the classrooms.

Teachers:

Teachers indicated that Justice Intermediate is benefiting from the PBIS strategies implemented at the school this year. The staff recognizes that the administrative team has been effective in turning around the discipline concerns but there remains an underlying concern that discipline may fall off. Teachers had concerns around providing too much freedom for students when considering student tasks. While some teachers plan in teams, the majority of staff use a variety of lesson plan templates. Many teachers spoke to "the TAP lesson plan" as the guide for their planning for instruction. Several teachers were able to speak to the literacy focus the school has set for this year.

Parents:

Parents feel communication regarding their child is appropriate. While conferences are not currently being held across the district, parents expressed a responsive on the part of the school and the individual teachers if a conference is requested by the parent. Parents expressed that regular conferences would help engage more parents who may not be proactively requesting their own student conference. It was generally accepted that a majority of the community is not as engaged in monitoring their child's learning as they should be. The parent focus group reported hearing from their child about core learning skills this year, with particular examples related to respect and responsibility. Evidence of direct instruction in core values included the repeating of specific conversations as their child shared examples at home. Generally, parents felt that the record card contained standards based feedback but there was not a overall ability to speak to the monitoring or tracking of their child's particular strengths and weaknesses.

Summary Statement – School Development Rubric

Teachers demonstrated use of the relevant standards for their subject areas in both their lesson planning and in lesson presentation. There is not a consistent lesson plan template that drives instructional planning. Staff shared that they plan their instruction independently, guided by the district's alignment work during the summer of 2012. Most of the teachers were comfortable with using the guides as some had contributed to the writing of the documents and the compilation of the resources to assist with planning. Many teams shared they work with their grade level team members to plan. This planning time is normally arranged by teams committed to stay after work hours to meet together.

Just a few lesson plans addressed standards and objectives, the cycle of instruction, checking for understanding and higher order thinking questions while many others covered some components. In most classrooms, teachers referenced the objective at the beginning of the lesson. Support with the research behind the use of learning objectives, posted in kid-friendly language would help teachers and students alike monitor and clarify learning as well as establish a purpose for learning. Two key questions for teachers would be to address "Does the learning objective have a measurable behavior?" and "Does the lesson introduction explain why it is important?" Lesson closure and a review of whether the learning outcomes were achieved with students is not a regular practice. A few classes afforded students the opportunity to demonstrate what they had learned in the lesson but many other lessons closed without that opportunity.

While most teachers identified an objective in their plans, the lesson plans lack consideration of the levels of proficiency that students will need to demonstrate to meet or exceed standards. Varied levels of proficiency are not addressed in the planning as planning is approached as a "one size fits all" model. There is little evidence to support explicit plans to engage students nor for providing adaptations or accommodations for all learners. While many teachers plan together, they may opt to choose activities that look different in each classroom. Teachers should be asked to ensure that each grade level is teaching the same content, using the same academic language, along with many of the same practices for consistency in content delivery of the Student Learning Outcomes. Learning Outcomes should address the level of proficiency students will need to demonstrate and be measurable. To improve planning, teachers should articulate what each student should know within the state standards, understand and be able to do at the end of the lesson or series of lessons.

Teachers elected direct instruction in lecture format or small group activities in most classrooms for the instructional delivery model. Enhancing the use of instructional strategies to engage students, including strategies such as think/pair/share, small group discussions, Think Time, popsicle sticks, etc, would improve engagement. Teachers regularly called on students one by one and focused on students who raised their hands rather than using some sort of randomized strategy designed to check for understanding. Classrooms ran smoothly as most all students were aware of routines and needed little teacher direction. Teachers expressed genuine concern over their students and

there were infrequent redirections needed that interfered with learning activities. Class meetings were not evident in classroom routines. The schedule did not reflect opportunity for this dedicated time in day.

Justice has a high adult to child ratio with the infusion of Academic Specialists. As a specialist group, they will need extensive support in driving targeted skill interventions that truly provide academic intervention for the Tier 2 and 3 students, and will need effective co-planning sessions with the teachers. Effective use of resources, rich with hands-on manipulatives, could greatly enhance the ability to provide good activities for differentiation if the specialists are directed to target specific skills for specific students.

Classrooms would benefit from celebrations of student work. Classrooms consistently did not display excellent models of student work nor rubrics that assessed them. Models of exemplary student work, when posted in the learning environment, enable students to refer to them in order to improve their own work. The majority of classrooms contained generic posters or evidence of wallpaper connections to the content area in a broad way but not in a thematic connection to current studies or learning objectives. Grading rubrics, when provided to students help them to understand outcome expectations for each assignment, to assist them in self-assessing their own work and their ability to improve the finished product or presentation. Rubrics for projects should be evident in the environment as tools for assessing the learning process. When used well, classroom walls can both guide and celebrate student work, sending a clear message to students what level their work should be at and that their work is valued, along with the supporting resources to gauge progress, such as rubrics. Teacher feedback that pushes a student highlights the next steps a student needs to take to move to the next level in his/her work. There was little evidence of project based learning.

Teacher questioning was regular occurrence in most all classrooms although higher order questions posed to stimulate students' thinking skills was not as evident. Students did not have the opportunity to discuss questions with their classmates but rather chorally responded to the questions posed by the teacher, or raised their hands to respond as the teacher called on individuals. While teachers respected student responses, opportunities to explore new learning or dig for more depth was not always actively pursued. Wait time for those who passively chose not to respond or needed additional think time should be monitored. More opportunities for teaching communication skills could happen through cooperative learning responses in the direct instruction time. Developing thinking skills and modeling how to problem solve are good opportunities to practice these skills.

Planning for independent learning was not observed. Students rely heavily on teachers for direct instruction. Because teachers were leading the discussion, it was not evident that clear and focused feedback was driving differentiated learning opportunities. Specific academic praise was not observed by the team.

Student engagement was low in many of the classrooms. Students would benefit from more interaction with their worksheet content. Group discussion facilitates processing of the information. It is also suggested that a menu of items be offered to students to maximize the use of time. Those that finish early should always have a choice of what to do while waiting. Many classes use silent reading time for the early finishers.

Although teachers were using small groups, not all the assigned jobs in every station had direct connections to the lesson at hand or the SOL. Some center worksheets were low level, pulled from teacher resources. An example the team observed was a word search. Focusing on core curriculum resources could improve the rigor.

In the most effective classrooms, the pace of learning is brisk and purposeful. Teachers did a great job of starting class on time and students were present and ready to commence learning. It was observed that instructional time is lost through some lessons that are not planned with bell to bell instruction in mind.

In most classes, students made good choices. Students know what the behavior expectations are. When questioned how this happened so effectively, teachers shared that the new administrative team is supportive of their classroom teaching so students know they mean business. While some students are not actively engaged in the lessons, they

are not disruptive. In some classes teachers made verbal interventions to adjust behavior and refocus individual students on direct instruction. Little use of non-verbal interventions by the teacher was observed. Aside from morning announcements, there were no announcements made over the PA system that disrupted instruction. Some teachers discussed using a reward system in the past but a school-wide collective effort to build a positive behavior support system has been effective in moving towards effective management. While the school recognizes attendance and achievement through various avenues, classroom rewards are not heavily considered.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|--|--|---|---|
| How good are opportunities for learning and developing learners? | <ul style="list-style-type: none"> • The Teacher Advancement Program (TAP) generates data that highlights teaching strengths and focuses on professional development • There is a school-wide focus on improving literacy achievement • Teachers consistently begin lessons with a review of the objective. | <ul style="list-style-type: none"> • There is no evidence of a common template for lesson planning that has an explicit focus on meeting the needs of all learners. • Instructional delivery varies in quality and rigor across classrooms. • There is no comprehensive approach to professional development | <ul style="list-style-type: none"> • The principal and the Leadership Team should determine and support the required elements for all lesson plans that reflect explicit planning to address student engagement and learning levels. • Improve the quality of instruction and increase rigor through effective implementation of the TAP model. • A clearly articulated professional development plan and delivery structure should be developed to meet teacher needs and improve student learning. |
| <p>Overall Rating: Beginning, 1.50</p> | | | |

Assessment for Learning

How well does the school use assessment, data, and feedback to promote learning?

Summary Statement – Stakeholder Perceptions

Students:

Students described their dreams of achieving good grades and exhibited a desire to do well in school. Students could not speak to specific goals that were driven from their academic progress. Students were not able to speak to specific academic feedback from their teachers that drove their learning or gave them targets for improvement.

Teachers:

Teachers indicated that informal data drives their lesson planning and is the route they use to determine student success. Teachers do not have common assessments or a benchmark data system that provides skill data on each student. Teachers were not able to readily speak to their prior IST EP++ data and many were waiting for the administrative team to provide the data.

Parents:

The parent focus group indicated that data is shared via the quarterly report card. Some reports capture for the parent what the child needs to work on but generally speaking, parents could not speak to a standards based approach to understanding their student's progress.

Summary Statement – School Development Rubric

Teachers feel most comfortable in using their own informal assessments such as informal observation data, question responses, and quizzes or tests. Teachers do not have access to regular data driven conversations that analyze multiple data points being collected. Teachers shared that they do not feel adequately trained to analyze their HST data. It was not evident that data was used to tailor instruction to the needs of individual students or smaller groups of students. Reflective practice to assess progress and plan teaching for learning and differentiation to meet group and individual needs should be discussed and planned for with the support of the academic specialists. While the school has students with special needs, many teachers were not cognizant of designing lessons with individual needs in mind.

Individual learning goals for students are not established. Students benefit from activities that are planned to meet individual learning plans. Support for higher achieving students, at-risk students and special education needs is not planned for in the instructional delivery. When asked to reflect on if they feel they are learning and making academic progress, several students probed in classrooms stated that they are concerned about their level of academic preparedness, as evidenced by statements such as the following –

“We just review stuff we already know.”

“We would do better with more challenging lessons.”

While several teachers were using exit tickets to assess student understanding, there is no formal system for capturing student learning represented over time. While a few teachers have student folders where some work is housed, the folders were at the beginning level and contained a few worksheets. Authentic work that documents performance growth and that affords students the opportunity to self-reflect and set goals for themselves will improve student ownership in their learning.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|--|---|--|---|
| How well does the school use assessment, data, and feedback to promote learning? | <ul style="list-style-type: none"> Many teachers use informal classroom assessments to inform instruction. | <ul style="list-style-type: none"> The school lacks a systematic approach and expectations for the use of data. | <ul style="list-style-type: none"> The principal and Leadership Team should implement a systematic approach to analyzing and responding to achievement data, as well as attendance and behavior data, that impacts instruction and delivery of targeted interventions. |
| <p>Overall Rating: Beginning, 1.10</p> | | | |

Student and Family Support Systems

How well does the school use its internal and external resources to meet the spectrum of need for all learners?

Summary Statement – Stakeholder Perceptions

Students:

Students described Justice Thurgood Marshall Intermediate School as a positive place to learn. When asked in what ways they are included in discussions about their learning, students indicated that teachers will assist them through test review as well as one on one. Students also shared that they are not usually involved in discussions about their learning goals. However, students did state that they receive grades as evidence of their achievement. When asked where students can get extra help students indicated that they get help from their parents, teachers or through after school tutoring, including the Center for Success.

Teachers:

When asked what systems are in place to support you with planning and delivering instruction/intervention for students who are struggling academically and/or behaviorally, teachers indicated that there is a district coordinator for high-ability learners housed in the school. Teachers also shared that they need more than time for technology training to learn how to integrate it into their daily routine. Additionally, teachers shared that they use intervention programs such as Read 180. Teachers also expressed concern about the inconsistent use of academic specialists and needed clarification for their roles.

Parents:

The parent focus group indicated there have been few invitations for parent conferences. One parent stated that the last time she had a teacher conference was in 2nd grade. Parents indicated that if they want a conference they have to schedule them with the teacher. Parents also shared that student government and sports activities are provided to help students achieve academically and develop personally. Additionally, several parents communicated that the school needs to employ more alternative solutions to out of school suspension.

Summary Statement – School Development Rubric

The school's new administration has identified a new Student Support Team chair. However, the chair has not had an opportunity to train teachers and staff on the SST process. The school does not have a universal model to meet the academic needs of students. Students can be referred to the Student Support Team for problem identification, analysis and short-term intervention. The SST chair shared that teachers "don't refer students because the teachers have said there is too much paperwork and effort required." The Student Support Team only met three times during the 2011-12 school year. A new chairperson has been appointed and she is reorganizing the SST process for the school, with the assistance of the principal.

The school staff has not previously utilized formative assessments such as universal screening or benchmark assessments to identify students at risk of underachievement. There is no schoolwide data management system that houses academic and behavioral data.

Schoolwide parent conferences have not been a part of the Student and Family Support System at the school. Previous conferences have been left to the discretion of individual teachers. The new principal would like to host parent conferences this year. No additional structures or formats were observed to share ongoing student data with parents. The school has limited community partnerships; however, the school administration plans to increase community partnerships during the 2012-13 school year.

The school does not currently employ a guidance counselor. However, using new grant funding, the principal is in the process of hiring a guidance counselor. The school does have a social worker that works with families that are self-referred or referred by a teacher.

School teams have operated on an ad hoc or spontaneous basis. Several teachers (i.e. 6th grade science and math) have chosen to meet to review their curriculum and pacing for the year. There is no evidence that the teachers/staff meet in a structured way on a consistent basis to meet or plan for the diverse needs of students.

Main Findings

| Key Question | What the school does well | Areas for Potential Development | Recommendations |
|---|--|---|--|
| How well does the school use its internal and external resources to meet the spectrum of need for all learners? | <ul style="list-style-type: none"> • A new chairperson has been appointed to revitalize the Student Support Team process. • A Positive Behavior Intervention Support program has been initiated this year. | <ul style="list-style-type: none"> • The staff lacks buy-in for the Student Support Team process. • A universal model to provide well-targeted interventions for at-risk students is not in place. • Student support personnel are not being utilized to ensure maximum support for vulnerable learners. | <ul style="list-style-type: none"> • The Student Support Team process should be well articulated and employed for the school. Teachers should receive training and ongoing support for the process. • The school should implement a universal student support model to meet the spectrum of needs for all learners. • The school should restructure how student support personnel are deployed with an emphasis on integrated student support services. |
| Overall Rating: Beginning, 1.00 | | | |

The Team

The success of the EdisonLearning Collaborative Quality Analysis process is largely dependent on the skill and expertise of the EdisonLearning team who work with the schools to gather and analyze data and then generate the Collaborative Quality Analysis report. EdisonLearning's geographic reach and extensive history with school reform and improvement afford an unparalleled ability to identify and recruit highly-talented educators who have school leadership experience and have demonstrated the ability to drive achievement gains in the schools they serve. Each EdisonLearning Collaborative Quality Analysis team goes through a rigorous training program on our Collaborative Quality Analysis processes, effective change management, and our Five Strand design. The Justice Thurgood Marshall Intermediate School Collaborative Quality Analysis process was completed by the following EdisonLearning educational leaders:

Jodie Beckley, Senior Vice President of School Improvement Solutions, taught Spanish in grades K-12 for nine years before joining EdisonLearning in 1996 where she served 6th, 7th, and 8th grade students as Academy Director at Jardine-Edison Junior Academy in Wichita, Kansas. In 1999, Jodie moved to Detroit, Michigan to open a K-8 EdisonLearning school. During her three-year tenure as principal of Edison Oakland Public School Academy, her focus on strong student achievement earned the school a Golden Apple Award, the state's highest recognition for outstanding achievement gains on the MEAP at that time. Since 2002, Jodie has served in a variety of roles at EdisonLearning including VP of Achievement, Executive Director of Achievement Management, and Regional General Manager for Ohio, Michigan, and Indiana. Jodie is currently the Senior Vice-President for School Improvement Solutions whereby she determines the product and service offers related to improving student achievement and building site capacity in underperforming schools, quality assures implementation of the field staff, and develops life cycle plans for new and existing contracts. Jodie received her bachelor's degrees in International Studies and in Spanish from Wichita State University in 1986. She also received a Master's of Education in Curriculum and Instruction from Wichita State University in 1997. More recently, Jodie earned an executive MBA from Michigan State University in 2010. When not at work, Jodie enjoys spending time outdoors in Michigan, whether it's working in her perennial gardens in the summer or snow skiing up north in the winter.

Vanessa Ronketto, Senior Director of Achievement, East is working side by side with principals, teachers and children in the Michigan, Indiana and Ohio region. She has 28 years of teaching and administrative experience and has been a classroom teacher, preschool administrator, a K-8 administrator and the superintendent for Recovery High Schools in Ohio. Vanessa holds degrees from Oakland University in Rochester, MI; a bachelor's degree in elementary education, a Master's in Reading and Language Arts, and a post graduate administrative certificate, along with her superintendent license. Vanessa joined an EdisonLearning school in 1999 as the school opened and was a crucial driver of implementing the EdisonLearning Design that resounded throughout the school community. The school was the recipient of the Golden Apple Award in Michigan as student achievement increased. After spending 5 years in an EdisonLearning school, she joined the benchmark assessment team as an Achievement Advisor in 2004. Working side by side with teachers, principals and central office administrators on the use of benchmark data to inform instruction is a true passion for Vanessa. She moved into a VPES role in 2006 and was promoted to VP of Operations for the Midwest in 2010, where her focus became the support of the

regional team and the principals, along with the start-up operations of eight recovery high schools in Ohio. Vanessa enjoys serving as a mentor and coach to principals in their achievement and reform efforts. She believes all students should have excellent teachers who help them build their skills towards becoming a confident, productive and contributing member of society.

Heath Branham, Executive Director, Product Development & Training previously served as the Senior Vice President of Educational Services for South Carolina for two years. Prior to his role with EdisonLearning he was the Director of Elementary Schools for a large school district in Columbia, South Carolina. Heath spent over fifteen years in the public schools of South Carolina as an elementary and middle school teacher, as well as the principal of three, high poverty Title I elementary schools. His schools received recognition for academic achievement and school culture including Palmetto Gold and Silver Awards, the Exemplary Writing School award, and South Carolina Red Carpet Schools. He received his Bachelor of Science degree in Education and Sociology from Newberry College and his Masters Degree in Administration and Supervision from Clemson University. He is currently working toward his doctorate in Educational Leadership for Teaching and Learning. Heath has served as an adjunct instructor for the Education Department at Newberry College and Piedmont Technical College. Additionally, he has been a leader in the South Carolina International Reading Association serving as a former President of the association. Heath has presented at many local, regional, and national conferences on the topics of instructional leadership, professional learning communities, data teams, RtI, and literacy. He is currently an active member of the South Carolina Association for School Administrators, the Association for Supervision and Curriculum Development, and the National Staff Development Council.

Melissa M. Richards

6115 E. 10th Street, Indianapolis, Indiana 46219

Phone: 317-695-0089

richardscm@iquest.net

www.leadyou.com/mrichardsresume

Elementary School Principal

Offering 16 years of creating productive student centered learning environments for the success of all students.

Dedicated, enthusiastic, goal orientated professional who sees the potential in each student, faculty and staff person. Ensuring quality lessons, student discipline, professionalism, open communication, safety and first and foremost student achievement.

Education

Masters in Administration/Supervision - Butler University - Indianapolis, IN

B.A. in Music Education K-12 - Edinboro University of Pennsylvania - Edinboro, PA

Qualifications

- Promotes a high level of rigor and relevance for student achievement
- Demonstrates drive, motivation and organizational skills to reach all levels of school community; building, district and corporation levels
- Dedicated to all facets of student education; creative lesson planning, positive classroom management, safety, extra-curricular activities, individual education plans, professional development
- Engaged in Traditional and Science/Math Magnet curriculum development
- Generates community/corporate support for school/district; \$30,000 for Science Lab at Minnie Hartmann Elementary and over \$50,000 in public donations for 4th grade students to attend an annual YMCA camp

Acquired Skills

- Develop an environment that encourages open communication with students, faculty, staff and community
- Effective leadership and modeling for a successful school environment
- Create and maintain community and corporate relationships
- Ability to identify appropriate strategies to impact at risk youth
- Translate data into positive outcome-based results from students

Work Experience

William A. Bell, Indianapolis Public Schools #60 ~ Principal

08/08-present

Administrator for an elementary school with 415 students and 30 faculty/staff members.

- Successful balance of annual school budget.
- 11% reduction in student suspension rate by implementation of Positive Behavioral Supports
- Increase in AYP passing percentage in consecutive years
- Created/implemented new Science/Math Magnet curriculum/lessons with district consultants

Work Experience- Continued

- Corporate sponsorship of Positive Behavioral Supports exceeded \$30,000
- Continued support of 4th grade camping project for inner-city students to have camping experience. Continues to be funded by private donors
- Committees: Site-Based Decision Making, Magnet Schools Principal Cadre, District Full-Purpose Partnership Principal Cadre, Superintendent Budget Cost Cutting Principal Liaison Group, District Committee Standards Based Report Card

Minnie Hartmann, Indianapolis Public Schools #78 ~ Principal **08/99-08/08**
Administrator for an elementary school with 400 students and 25 faculty/staff members.

- Academic progress made for 3 consecutive years
- Raised AYP status from academic probation to proficient
- 17% reduction in student discipline referrals each year of PBIS implementation
- Coordinating Principal - Pilot school for Positive Behavioral Supports.
- Development of Science Lab for students, faculty and staff with donations in excess of \$30,000 from local corporate sponsor.
- Supported fourth grade camping project for inner-city students to have camping experience, funded by private donors

Indiana University-Purdue University of Indianapolis, Adjunct Professor **08/03- 08/06**

- Taught "Management Skills for an Effective Classroom"

Riverside, Indianapolis Public Schools #44 **08/96-08/99**

- Assistant Principal

Avon Community Schools, White Oak Elementary **08/92-08/96**

- Music Teacher K-6 / General Music, Choir

Southeastern Community Schools, South Charleston, Ohio **08/89 - 08/92**

- Music Teacher K-8 / General Music, Elem, MS, HS Choir

Professional Development

Positive Behavior Intervention Supports/ TESA
 Science/Math Magnet Curriculum Development
 Rubicon/Curriculum Mapping
 Pacing Guide Development
 IPad Pilot
 Project SEED

Scholastic Reading Inventory
 DIBELS Training
 Site-Based-Decision Making
 Action Based Learning
 Acuity/McGraw Hill

Community Involvement

Community Council at School 60 and 78
 Indiana Principal Leadership Association
 READUp of Central Indiana
 Humane Society of Indianapolis
 P.A.L. Club/Indianapolis Police Department
 Courts Catalyzing Change Committee on Disproportionally

Stephen L. Edwards
Superintendent
Marion Community Schools



Education Service Center
1240 S. Adams Street
Marion, IN 46953
Phone: 765-662-2546
Fax: 765-651-2043

TO: Parent Involvement Committee

FROM: Stephen L. Edwards
Superintendent

DATE: May 21, 2013

SUBJECT: Grant Opportunity

The purpose of this memorandum is for Marion Community Schools (MCS) to reach out to its community stakeholders to solicit support for the submission of a grant application for the 1003 (g) Federal School Improvement Grant. It is our intent to use this grant funding to fund school improvement partnerships with Edison Learning, a well-respected school improvement entity, at Allen and Frances Slocum Elementary Schools and McCulloch Junior High School as well to continue the partnership Justice Thurgood Marshall Intermediate School has already established with Edison Learning.

The school improvement partnership Justice has had this year with Edison Learning has been extremely beneficial. Our faculty is once again happy with their work, whereas a year ago teachers were asking to transfer from Justice. The word is out in our school district and we have some teachers now asking to transfer to Justice from other schools. Our students are engaged in learning and even though it is too early to be certain about the ISTEP+ scores, we can say Justice is a different school and much improved. The entire culture of the school has changed. Edison Learning is not solely responsible for the turnaround, but they are a big part of it.

We have said many times that school improvement is not a quick process. It is slow, methodical, hard work. Our intent in working with Edison Learning is to bring in well-respected professionals in the field of school improvement to help us identify and implement major school improvement initiatives to make our schools the best they can be.

Please respond by email to Ms. Patty Barney at pbarney@marion.k12.in.us by Friday, May 24, 2013 if you support MCS making application for the 1003 (g) grant to fund Edison Learning partnerships at the aforementioned schools. Or, if you do not have email, simply sign on the signature line below and return to Ms. Patty Barney, ESC, 1240 S. Adams St., Marion.


Signature

Stephen L. Edwards
Superintendent
Marion Community Schools



Education Service Center
1240 S. Adams Street
Marion, IN 46953
Phone: 765-662-2546
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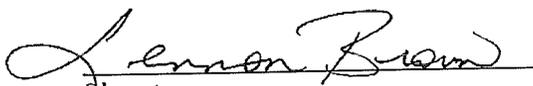
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Signature

Stephen L. Edwards
Superintendent
Marion Community Schools



Education Service Center
1240 S. Adams Street
Marion, IN 46953
Phone: 765-662-2546
Fax: 765-651-2043

TO: Parent Involvement Committee

FROM: Stephen L. Edwards
Superintendent

DATE: May 21, 2013

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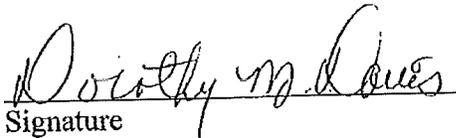
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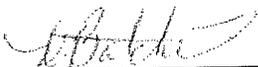
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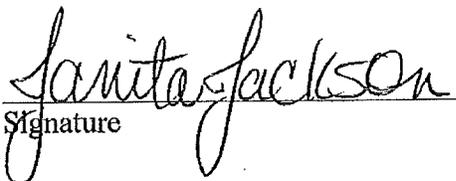
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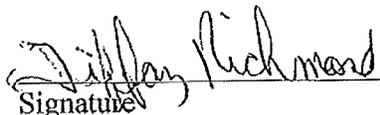
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13-106.1
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TO: Board of School Trustees

FROM: Stephen L. Edwards
Superintendent

DATE: May 21, 2013

SUBJECT: Grant Opportunity

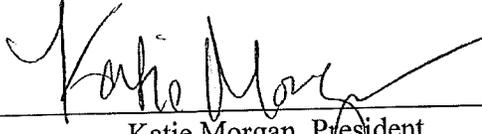
The purpose of this memorandum is to seek the Board's approval for the submission of an application for the submission of a Federal 1003 (g) School Improvement Grant. It is our intent to use this grant funding to fund school improvement partnerships with Edison Learning, a well-respected school improvement entity, at Allen and Frances Slocum Elementary Schools and McCulloch Junior High School, as well to continue the Edison partnership at Justice Thurgood Marshall Intermediate School. The grant is three-year grant.

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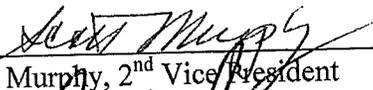
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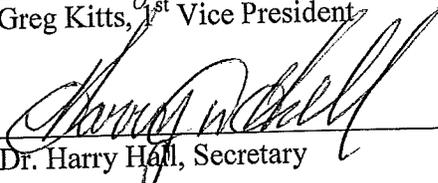
With the grant submission, we should forward a copy of our Board minutes informing the grant reviewers of the fact that the Marion Community Schools Board of School Trustees has approved submission of the grant application. Our grant application must be submitted by June 3, 2013 and our Board minutes for the meeting of May 22, 2013 will not available until June 12, 2013. Therefore, I ask that you sign below signifying the fact, that as a body, you approved the

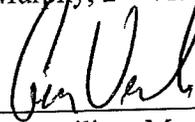
1003 (g) grant submission during the Board meeting of May 22, 2013. We can submit a copy of the Board minutes at a later date.

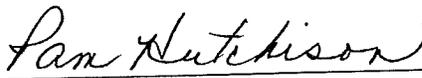

Katie Morgan, President

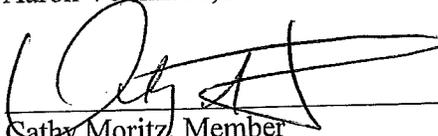

Greg Kitts, 1st Vice President


Scott Murphy, 2nd Vice President


Dr. Harry Hall, Secretary


Aaron Vermilion, Member


Pam Hutchison, Member


Cathy Moritz, Member

MARION COMMUNITY SCHOOLS

Marion, IN

Job Description

Position Title: Junior High School Principal

FSLA Status: Exempt

Responsible to: Superintendent/Assistant Superintendent

Supervises: Students and staff of school building

Evaluated by: Superintendent/Assistant Superintendent

Terms of Employment: 230 days

Evaluation Period:

- Formative evaluations throughout the school year as per MCS Performance and Assessment procedures
- Annual summative evaluation prior to July 1

Purpose of the Position: Direct and coordinate educational, administrative, and counseling activities of Jr. high school by performing the following duties personally or through subordinate supervisors.

Classified as Confidential Employee: Functional responsibilities or knowledge in connections with the issues involved in dealings between the school corporation and its employees require strict adherence to confidentiality.

Minimum Requirements: The following qualifications represent the minimum requirements necessary for an individual to perform this position effectively.

- Certification in administration
- Master's degree in education
- Minimum two years' teaching experience

Essential Functions of the Position: The following functions have been determined by Marion Community Schools to be essential to the successful performance of this position.

- Serve as instructional leader of a middle school facility.
- Plan, design, and conduct follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the needs of students and the educational facility.
- Manage a comprehensive physical facility, identifying needs and recommending additions, modifications and services.
- Screen, select, direct and evaluate performance of certificated and classified staff members.
- Plan, develop, and implement budget planning and expenditure control procedures.
- Supervise, direct, and coordinate the assignment of instructional and pupil support personnel.
- Assess the school facility educational and program offering needs, and develop planning strategies for maintaining an optimal educational program.
- Implements and monitors special programs.
- Establish and maintain procedures for the resolution of conflict in an effort to maintain a high level of staff morale.
- Design a master calendar of programs and activities to implement the facility goals and objectives.
- Serve as co-chair of PL 221 committee, participate actively in school improvement planning maintain budget of school improvement funds.
- Plan, develop, organize and administer a variety of support systems, which aid in allowing the student population to achieve at maximum potential.
- Plan, develop, and implement effective administrative support systems, and delegate appropriate areas of responsibility to subordinates.
- Assure compliance with all local, state, and federal rules and guidelines.
- Participate in the formation and functions of district and site advisory groups and committees.
- Coordinate student and family assistance programs with social service agencies.

Secondary Functions of the Position: The following functions, while important and necessary to the position, have been determined by Marion Community Schools to be marginal to the successful performance of this position.

- Supervise student extracurricular activities.
- Maintain appropriate student records and personnel records on all staff.
- Perform evaluation of students using most accurate data available.
- Report to Superintendent and Board of School Trustees as requested.
- Perform other duties and responsibilities as directed by the Superintendent.

Knowledge of:

- Policies, procedures and functions of school building leadership and management practices
- Best practice instructional methods
- Applicable software and applications
- Adolescent Development

Ability to:

- Plan, organize, and schedule priorities.
- Use independent judgment and initiative in making sound decisions and in developing solutions to problems.
- Discreetly handle confidential and politically sensitive matters.
- Make independent decisions in accordance with established policies and procedures.
- Tactfully and courteously respond to requests and inquiries/complaints from the general public and staff.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with students, staff and the community.

Equipment Used:

- Proficiency in use of personal computer and office software
- Proficiency in use of school management software

Place Where Work is Performed:

- School building
- Education Service Center
- Site of any school activity

Physical Demands:

- Must be able to sit and/or stand for long periods of time.
- Must be able to stoop, kneel or crouch.
- Must be able to hear and speak clearly.
- Must be able to lift items of 20 lbs. occasionally.

How this Job Description was developed:

This job description was developed by the HR Department in conjunction with the building principal.

Marion Community Schools assures Equal Employment Opportunities for job candidates and employees. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks. This job description is intended to accurately reflect the position activities and requirements. However, management and administration reserves the right to modify, add, or remove duties and assign other duties as necessary. It is not intended to be and should not be construed as an all-inclusive list of all the responsibilities, skills, or working conditions associated with the position.