



Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

LEAs must submit an application for EACH school applying for 1003(g)

Part I: Grantee Information

Applicant Information

School Corporation/Eligible Entity	East Washington School Corp	Corp #	8215		
School	East Washington Elementary School	School #	8904		
Superintendent Name	Steve Darnell	Email	sdarnell@EWSC.K12.IN.US		
Title I Administrator Name	Shari Dalton	Email	sdalton@EWSC.K12.IN.US		
Principal	Deborah Esarey	Email	desarey@EWSC.K12.IN.US		
Mailing Address	1020 N. Eastern School Road	City	Pekin	Zip Code	47165
Telephone	812-967-2929	Fax	812-967-5707		
Total Funding Request	\$1,303,564				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

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

Part 2: LEA and School Assurances and Waivers

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

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

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

- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

The LEA must check each waiver that the LEA will implement

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

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

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

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

Superintendent Signature: Steve Darnell Date: 7-7-15

Title I Administrator Signature: Shari Patton Date: 7-7-15

Principal Signature: Alvora C. Cary Date: 7-6-15

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Mrs. Deborah Esarey	Principal
Ms. Lisa Thomas	Teacher
Mrs. Shari Dalton	Title 1 Director
Mr. Steve Darnell	Superintendent
Mr. Greg Hopkins	High Ability Coordinator

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

*Due to the date of release of the guidelines, informational meetings for input were not able to be held prior to grant submission since school ended on May 28, 2015. Consultation meetings with stakeholders will be held just prior to and after the start of the 2015-16 school year. Following the informational meetings, modifications to grant will be made as needed based on input received.

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Success for All overview	6/9/15	13	1	1	5	3	6	Principal discussed elements of SIG and Whole School Reform model using Success for All with group at monthly school board meeting—opened up for public question/comment
Invitation to families and community members to participate in Success For All webinar via social media	6/9/15	300	50	2				
Presentation and overview of SIG proposal, whole school reform efforts and Success for All	6/9/15	10		3	5	3		Approval of School Board of Trustees to submit application and seek school reform
Success for All overview webinar hosted	6/11/15							Overview of Whole School Reform model Success for All —opened up for public question/comment

Title I – 1003(g) and Success for All Overview	8/18/15 and 9/8/15	50	10	2		3		Informational meetings for parents to inform them of grant and Success For All (SFA) program implementation conducted by principal and school leadership team. A minimum of two meetings will be help so that working parents have an opportunity to attend. Time will be provided for comments and questions.

Describe process and comments from Family and Community Input:

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

Family and Community Input	
Family	The informational meeting for families in August and September will include details about the need for the grant and the opportunities it provides. An overview of the proposed Success For All reading and math programs as well as the Schoolwide Solutions component (to be implemented during year one) will focus on how the program works and how it will impact their child. Goals will be shared and their support solicited. An opportunity for comments and questions will be provided. In addition to addressing concerns and questions, the comments and questions will be recorded in order that they might utilized when making changes to the grant proposal should modifications be necessary.
Community	Community input will be solicited during informational meetings held with organizations such as Chamber of Commerce, Lion's Club, Perkin Betterment Committee, and PTO. These meetings will present information about the grant and the opportunities it provides. A very brief overview of the Success for All reading, math, and Schoolwide Solutions programs will be presented along with goals for the school year. Time will be provided for comments and questions. Suggestions for ways in which they can support the school will be shared (funds for incentives, volunteer listeners, etc.)

Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed

Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
East Washington Elementary School	K-4	F	Whole school reform	

passers of ECA who pass by 12 th grade								
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Complete the table below for each available subgroup that did *not* pass in English/language Arts and/or mathematics.

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

Complete the table below for your overall student population.

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	68.1 SY 13-14 data	70%	72%	75%	77%	80%
Percent of students proficient on ISTEP (ELA) (3-8)	82.4 SY 13-14 data	84%	85%	86%	88%	90%
Percent of students proficient on ISTEP (Math) (3-8)	73.8 SY 13-14 data	75%	78%	81%	85%	87%
Percent of students proficient on IREAD (Spring Test Only) (3)	87.2%	89%	90%	91%	92%	93%
10 th grade ECA pass rate (English 10)	N/A					
10 th grade ECA pass rate (Algebra I)	N/A					
Non-Waiver Graduation Rate – HS only	N/A					
College enrollment rates – HS only	N/A					

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	59,400	59,400	59,400	59,400	59,400	59,400
2. Number of daily minutes of math instruction	60/day	60/day	60/day	60/day	60/day	60/day
3. Number of daily minutes of EL/A instruction	90/day	90/day	90/day	90/day	90/day	90/day
4. Dropout rate – HS only	N/A					
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.19	96.2	96.3	96.5	96.7	97.0
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	N/A					
7. Number of students completing dual enrollment classes – HS only	N/A					
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	N/A					
9. Types of increased learning time offered <ul style="list-style-type: none"> • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other 	BAS SS	BAS SS	BAS SS	BAS SS	BAS SS	BAS SS
10. Discipline incidents – number of suspensions and/or expulsions	94	92	90	86	80	75
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	15	14	13	11	9	5
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	HEF-2 EF-31 IN-1	HEF-3 EF-30 IN-0	HEF-5 EF-27 IN-0	HEF-7 EF-25 IN-0	HEF-9 EF-23 IN-0	HEF-11 EF-21 IN-0

13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	95.0%	95.2%	95.3%	95.4%	95.5%	95.6%
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Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

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

Instructional Programs	
LEA analysis	<p>Upon review of state and local accountability data, the root cause analysis indicates inconsistent implementation, training and monitoring of instructional strategies. Significant staff turnover with our special needs population and limited training opportunities have created knowledge gaps in instructional practices and strategies. Changes made the prior school year (SY 13-14) to the master schedule resulted in limited time for student intervention of those students in most need. Data was not driving instruction in all grade levels.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>The data and root cause analysis indicates a strong need to strengthen Tier I CORE instruction. Selected intervention supports the enhancement of an instructional framework to be implemented by ALL classroom teachers, resulting in more consistent use of research proven instructional techniques and strategies (best practices) and increased student engagement in learning. Intensive on-going professional development provided by SFAF consultants along with on-site coaching of teachers throughout the school year will help to ensure consistency and a high level of program implementation. Also, one responsibility of the on-site facilitator will be to monitor and coach teachers on a daily/weekly basis to reach a refined level of implementation.</p> <p>Success for All stresses the use of data to guide instruction. In reading, teachers and administrators have access to a data management program which allows them to monitor student growth and achievement. Teachers use the data monitor student progress on a daily/weekly basis and to guide instructional planning. School administrators can monitor student progress at the individual, classroom, and school level. In addition, formal assessments are administered every quarter to determine students' growth in reading and allows for students' acceleration in reading level.</p> <p>Students are regrouped for reading according to their instructional reading level. This allows special education students to be mainstreamed into a class at their instructional reading level. This ensures that these students' needs are met but that they are also challenged to succeed at higher levels than they might be in a regular classroom. This also lessens the impact of teacher turnover.</p> <p>Part of the SFA model assists teachers in establishing and maintaining effective classroom management and discipline (Getting Along Together and Cooperative Learning Goals). Because the strategies and techniques are implemented schoolwide, there are consistent</p>

	<p>expectations for all students in every classroom as well as in other parts of the school campus. In the classroom, the use of cooperative learning keeps student engagement high and reduces off-task behavior. This all results in reduced discipline problems and referrals. This allows teachers to spend less time disciplining and redirecting students and more time on instruction.</p>
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School Leadership

<p>LEA analysis</p>	<p>The principal at East Washington Elementary (Deborah Esarey) was an intentional placement by East Washington School Corporation made in October, 2015. The corporation placed Deborah Esarey as the principal of East Washington Elementary on the belief that she has the abilities to lead the Whole School Reform.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>The Whole School Reform model was selected as the model for school improvement because it addresses the needs of the school with an integrated replicable model that has been proven to increase student achievement in high quality research in schools like ours. The instructional approach and the data-driven leadership approach will provide us with the tools we need to continuously improve our school using data-driven SMART goals and metrics for increasing our accountability to our students. The Whole School Reform model mirrors Mrs. Esarey's leadership style and will lend itself to successful integration because of this fact.</p>

School Infrastructure

<p>LEA analysis</p>	<p>East Washington Elementary has a principal, assistant principal, school counselor, 3 full time special area teachers, one part time librarian and librarian aide, one special area teacher aide, 22 classroom teachers, one title one director, and 5 special needs teachers which includes a speech and language pathologist.</p>
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**Justification
for Selected
Interventions
(include
alignment to
model chosen)**

East Washington Elementary professional staff is in need of practical professional development focused on all aspects of teaching and learning reading and math. Regular coaching from Success For All (SFA) coaches will enable the staff to progressively improve their quality of implementation and outcomes. In addition, SFA recognizes that in high-poverty Title I schools a focus on academics is not enough. SFA will provide professional development to support non-academic interventions in order to provide wrap around services. These services should begin to eliminate some of the systemic, generational poverty that has taken root in some of our families.

Part 5: Selection of Improvement Model

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

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

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

Describe how the model corresponds to the data, findings, analysis and self-assessment.

Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>The data and root cause analysis indicates a strong need to strengthen Tier I CORE instruction. Selected intervention supports the enhancement of an instructional framework to be implemented by ALL classroom teachers. The Success For All model will provide professional development for all staff in the school to progressively improve teacher quality of implementation and outcomes. Teachers will implement proven research based strategies for effective classroom management, transitions, data analysis, responding to behavior problems without disrupting lessons and positive reinforcement for good behavior.</p> <p>East Washington Elementary will implement Success for All (SFA) whole-school reform model for K-4th grade. To implement this</p>	<p>SFA recognizes that high-poverty Title I schools a focus on academics is not enough. SFA will provide professional development to support non-academic interventions in order to provide wrap around services. These services should begin to eliminate some of the systemic, generational poverty that has taken root in some of our families. A full time Solutions Coordinator will be responsible for these services.</p> <p>All teachers will attend Professional Learning Communities Solution Tree training.</p> <p>SFA will enable teachers to strengthen Tier I CORE instruction through job-embedded professional development. This correlates with our data and the root cause analysis PAI #1 and PAI #2 low growth in all subgroups.</p>	<p>East Washington Elementary professional staff is in need of practical professional development focused on all aspects of teaching and learning reading and math. Regular coaching from Success For All (SFA) coaches will enable the staff to progressively improve their quality of implementation and outcomes thus strengthening Tier I CORE instruction. A full time facilitator will meet with staff during set established monthly PD meetings for modeling, guidance, and reflection.</p> <p>The Root cause analysis indicated that the most important why were high student teacher ratios of 1:30, highest in our school.</p>	<p>SFA will provide a structured reading, writing, and math curriculum. In addition, SFA encompasses a social skill curriculum. As students become more adept at practicing social skills and problem solving the incidence of In/Out of school suspensions will decline.</p> <p>SFA will enable Special Education teachers to strengthen and differentiate instruction to our special needs population as determined in our root cause analysis.</p>

<p>model the district will complete comprehensive planning, preparation, and partial implementation of schoolwide components addressing family and community engagement, attendance and behavior management (Schoolwide Solutions component) during Planning Year.</p>			
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Describe how the model will create teacher, principal, and student change.

The Whole School Reform Model implemented at East Washington Elementary School will create change as follows:

Principal: The principal will lead using a distributive leadership model that will guide teachers and staff to set quarterly SMART goals for improvement and to hold themselves accountable to achieving the improvement they target using a continuous improvement model. Celebration of incremental success rather than a remediation of deficits will be the frame. Principal will understand, implement, support, and monitor the data-collection and monitoring in school-wide arenas (such as the development of a collaborative school culture), as well as instructional changes generated by the implementation of Success For All. SFA will provide a mentor for the principal thus strengthening understanding and knowledge of the implementation of SFA.

Teachers: Teacher will implement a student-centered cooperative learning model of instructional that will increase student engagement and participation in their learning. Teacher training and support through SFA will provide sustained, ongoing, job-embedded professional development focused on the Success For All cooperative learning approach. Teachers will engage in 3 days of training prior to SFA implementation. Teachers will engage in 2 hours of professional development weekly that is facilitated and collaborative to analyze data and plan for instruction. An SFA coach will be in the our building to collaborate and coach teachers 28 days during the school year.

Students: Students will support each other's learning through common goal setting and challenging discussion and support designed to support the achievement of goals set. Student expectations and understandings will increase when strategies are implemented consistently throughout their instructional day. Clear, defined expectations of behaviors and achievement goals will guide student work and feedback provided on a regular basis will clarify student work.

The SFA PreK–8 comprehensive approach to school improvement focuses on ensuring grade-level performance in reading and math for every student—the key to success in school. The approach relies on these important components:

- Cooperative learning is the basis of the Cycle of Effective Instruction. Students work together productively to learn and take responsibility for one another.

- Reading approaches and materials emphasize phonemic awareness, phonics, comprehension, vocabulary, and fluency.
- Technology is deeply embedded in daily teaching and learning.
- Students are highly motivated and engaged and discuss curricular content every day.
- Proven strategies are used to support English language learners.
- The pace of instruction is fast, and students keep up with the pace.
- Every minute of teaching is well planned, exciting, and engaging.
- Learning is consistently monitored, and problems are solved immediately.
- Teachers teach the whole child—social/emotional learning, behavior, and cooperation are as important as academics.
- Professional development is high quality and continuous. Teachers know their craft and apply it with intelligence and adapt it to students' needs.
- Everyone is involved in supporting student success—teachers, parents, community members, and the students themselves.
- A facilitator from the school's own faculty helps every teacher succeed and grow in skill and sophistication.
- Teachers work in teams to help one another develop as professionals.
- A coach is assigned to each site to assist and guide each school in refining its implementation.

The SFA K–8 collaborative leadership system focuses energy in the school around continuously improving student achievement. School staff work together to set quarterly goals, select leverage points for improvement, measure progress, and celebrate successes. The Leading for Success component provides the framework for a collaborative leadership approach. Online data-management tools organize the information necessary for student success, and the online Member Center provides flexible access to this important information. Leading for Success is a collaborative leadership process that brings school staff together to focus everyone's efforts on success for every student. Together, staff members:

- assess the current status,
- set annual and quarterly goals for growth,
- identify measurable targets for short-term improvement,
- make a detailed action plan based on root causes and leverage points to ensure achievement of those targets, and
- review progress quarterly, celebrate targets met, and then plan the actions to be taken.

The Leading for Success process is built around teams of staff members who take responsibility for different aspects of building school and student success. Instructional teams examine student progress and address the implementation quality for each of the academic components. Team members support one another to improve instruction and increase student learning. Schoolwide Solutions teams, including those for attendance, intervention (which focuses on referrals of individual students from teachers), parent and family involvement, cooperative culture (Getting Along Together program), and community connections, focus on creating systems to support students, parents, and teachers. They design solutions to meet the needs of individual students. Every team makes a quarterly plan, meets regularly to put it in place, and reports progress to the entire school. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no student falls between the cracks. Schoolwide Support and Intervention Tools SFA's research-proven strategies for solutions involve a cross section of the school's community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all

barriers to individual students' success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health. The parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning. Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:

- behavior-tracking mechanisms,
 - proactive behavior management,
 - behavior-management workshops, and
 - end-of-year data reviews to update plans.
- Getting Along Together is the Success for All Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams.
- Structured individualized student interventions to help individual students who are identified as having difficulty. Online Data Tools: Member Center The Success for All Member Center allows each teacher to have an ongoing record of students' progress to facilitate differentiated instruction, celebration of students' successes, and easy communications with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students' spoken and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods. Professional Development and Coaching The SFA K-8 approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of Success for All's research-proven approach. Each Success for All partner school in the United States is assigned an area manager in its region. Additionally, each school is assigned one or more point coaches who specialize in components of the program. These individuals are the school's first points of contact with SFAF, and they ensure that other supports are available as needed. The relationship with SFAF coaches is developed through topic-specific workshops, school visits, telephone conferences, e-mail, online resources, and online data sharing. The school's SFA facilitator, Leading for Solutions coordinator, and district point staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFAF. The SFAF coaching network is comprised of more than one hundred former teachers, school leaders, principals, and superintendents. SFAF coaches monitor schools' reading-achievement data and work with school leaders to create schoolwide and individual-student achievement goals through achievement planning, data reviews, and program monitoring. Cooperative Learning and Powerful Instruction Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative-learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Teachers still initiate the learning

process with fast-paced lessons, but after the initial instruction, more of the responsibility for learning rests on students and teams, allowing teachers to spend more time working with individuals and small groups of learners. Research shows that cooperative learning provides opportunities for cognitive rehearsal, clarification, and reteaching that have a positive effect on academic achievement.

When students collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get to practice new ideas and ask questions in a small group before speaking to the whole class or finishing a written product. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. And they learn that, in the end, the responsibility for learning still rests with them. The SFA K–8 curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving. The task is not only to do something as a team, but also to learn something as a team. Because individual students compare their scores only with their own past performance, every team member is able to contribute equally to the success of the team. Differentiation and Grouping In SFA K–8 schools, all teachers of grades 1–5 teach reading for ninety minutes at the same time each day. In grades 6–8, sixty uninterrupted minutes are required. During this time, students move to reading classes in which every student is reading at one instructional level. Students are grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students’ progress in developing reading skills. Each grading period each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at low reading levels catch up to grade-level performance within a year. Programs Proposed for Implementation at Washington Elementary

Curiosity Corner (pre-kindergarten): Curiosity Corner is a comprehensive program for three- and four-year-old preschoolers designed to provide a strong foundation in language and literacy, mathematics, science, listening and social skills, creative expression, and positive self-esteem through a holistic, thematic approach to instruction. Curiosity Corner provides teachers with well-structured thematic units that are aligned with state and national early learning guidelines. The program includes detailed instructions and provides many of the materials necessary to implement a stimulating, engaging program while training and supporting the educators who are implementing it. KinderCorner (kindergarten): KinderCorner is a comprehensive kindergarten program based on research indicating that young children learn best when material is delivered holistically rather than in isolation. Using a thematic approach to learning, KinderCorner addresses all key developmental domains for early learners. KinderCorner helps children make sense of the world around them, fostering the development of their language, literacy, math, interpersonal, and self-help skills and science and social studies concepts. KinderCorner consists of thematic units that are designed to relate to children’s lives, interests, and surroundings and introduce them to concepts that are then explored and reviewed through concrete, integrated, theme-related activities. KinderCorner specifically targets language and literacy development through the discussion of thematic concepts to promote children’s phonological awareness, phonemic awareness, and oral-language development. These activities include interactive story reading and storytelling, action songs and rhymes, and verbal guessing games. Each day, children choose from among Learning Labs and engage in reflection activities to promote their problem-solving skills. The literacy development emphasized through KinderCorner also includes the development of phonics and during the second half of the school year, a formal introduction to reading phonetically controlled text through KinderRoots. KinderRoots provides kindergarten students with an introduction to reading, beginning halfway through the school year. Through structured lessons and Shared Stories, students are exposed to the use of sound blending and strategies for word recognition and text comprehension. Reading Roots (reading level 1): Reading Roots 4th Edition is a ninety-minute comprehensive program that targets the

needs of beginning readers. It provides a strong base for successful reading through systematic phonics instruction supported by decodable stories, along with instruction in fluency and comprehension. Reading Roots also fosters students' love of reading by providing rich literature experiences, extensive oral-language development, and thematically focused writing instruction. These objectives are embedded in a fast-paced, engaging, and highly effective instructional process. Students are assessed and regrouped according to their reading levels every quarter to ensure that they receive the most focused instruction. Reading Roots is built around forty-eight lessons. Separated into four levels, it supports concept development in oral-language development, phonemic awareness, phonics, word skills, fluency, and writing. Second- and third-grade nonreaders can be regrouped into Reading Roots classes. Extensive video vignettes and electronic materials for use on interactive whiteboards, computers with projectors, or DVDs include numerous presentations of letter sounds, sound blending, and vocabulary in addition to modeling of cooperative learning.

Reading Wings (reading levels 2–6): Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills. To ensure that students become proficient readers, Reading Wings uses SFA's core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both narrative and expository texts. Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a narrative or expository trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment. Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension-strategy instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts. Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and expository texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning.

PowerTeaching: PowerTeaching is an instructional multiday mathematics framework. It is composed of research-proven instructional strategies that increase student achievement. PowerTeaching provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use. The PowerTeaching professional-development series gives a fresh approach to instruction that can be directly applied to the mathematics textbook or curriculum. To ensure effective implementation, the PowerTeaching professional-development series incorporates ongoing coaching and support, both inside and outside the classroom. PowerTeaching empowers students to work together to improve their understanding of mathematics concepts and encourages students to take ownership of their learning during multiple opportunities for practice and evaluation. PowerTeaching leads to academic success by establishing a student-centered classroom through the use of compelling concept presentations, assessments for learning, and student learning teams.

Tutoring: Tutoring with Alphonie (TWA) is a web-based reading-intervention program for struggling readers. Tutors use Tutoring with Alphonie to assess students, develop instructional plans, and deliver effective, fun instruction. Tutoring with Alphonie provides the assessment, planning, and instructional tools for one-to-one tutoring with the Alphonie's Alley component and for small-group tutoring with the Team Alphonie component. Alphonie's Alley and Team Alphonie provide reading instruction and practice at the 1st-3rd grade levels and address skill development in phonemic awareness, phonics, vocabulary, fluency, and comprehension. TWA instruction is aligned to the classroom objectives being taught. East Washington Elementary proposes to implement the Success for All (SFA) whole-school reform model for Pre-Kindergarten to 5th grade.

Part 5a: Selection of Improvement Model – SMART GOALS

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

*CLOSURE schools do not need to complete SMART goals

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).
These goals will drive your entire grant.

SMART Culture Goal

By Spring of 2016 East Washington Elementary School will reduce suspensions from 94 suspensions to 92 suspensions as measured by year in data submitted to the DOE.

SMART Academic Goal

ELA Academic Goal

By Spring of 2016 East Washington Elementary School will raise ELA proficiency from 82.4 to 84.0 as measured by ISTEP results.

Math Academic Goal

By Spring of 2016 East Washington Elementary School will raise math proficiency from 73.8% to 75% as measured by ISTEP results.

Other Academic Goal (optional)

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

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

CLOSURE Planning/Implementation Year – SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
District Needs Assessment of <i>higher achieving</i> buildings and building capacity Maintaining Culture		Phase one (1 st quarter)		
Student, Parent, and Community Outreach Staff Outreach		Phase two (2 nd quarter)		
Leadership Development Instructional Goals Maintaining Culture		Phase three (3 rd quarter)		
Student, Parent, and Community Outreach Enrollment Process		Phase four (4 th quarter)		

Closure of Building		Phase five (summer 2016)		
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RESTART Planning Year - SY 2015-2016

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture		Phase one (1 st quarter)		
Effectiveness of staff and recruitment/ retainment of staff Professional Development		Phase two (2 nd quarter)		
Principal Changes and Flexibility Instructional Programs Professional Development		Phase three (3 rd quarter)		

Building Culture Family and Community Engagement		Phase four (4 th quarter)		
Effectiveness of staff and recruitment/ retainment of staff Instructional Programs Professional Development		Phase five (summer 2016)		

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility Building Culture	Principal—Post position and hire a qualified building coach (facilitator) to implement SFA Principal –Post position and hire a qualified building Solution Coordinator/Reading Specialist Principal--Contract with Success For All and schedule PD and coaching days	Phase one (1 st quarter)	Facilitator of Success for All program Success for All Solution Coordinator/Reading Specialist Success for All Contracted Services	\$98,800 \$98,800 \$75,000
Effectiveness of staff and recruitment/ retainment of staff Professional Development	Principal, facilitator, and Solutions Coordinators attend New Leaders Conference in Baltimore in July. East Washington School Corp. adopted and has utilized a modified RISE Teacher Effectiveness Rubric for the last two years.	Phase two (2 nd quarter)	Two teachers from each grade level, facilitator and principal will attend Substitutes for classroom teachers	Registrations included above. Travel expenses, \$6000.

<p>Principal Changes and Flexibility</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>Facilitator--Facilitator to attend weekly PLC team meetings during teacher prep time</p> <p>Facilitator: to conduct a curriculum audit</p> <p>Solutions Coordinator will create intervention plan for students who are behind academically.</p> <p>Facilitator: SFA research based curriculum ordered</p> <p>Facilitator—SFA PD day for all staff</p>	<p>Phase three (3rd quarter)</p>	<p>Facilitator will attend all grade level PLC meetings each week focusing on data analysis and monitoring. Facilitator and SFA Coach will conduct a curriculum audit</p> <p>Solutions Coordinator will create intervention plan for students who are behind academically. Schedule Tier 2 and Tier 3 interventions for students more than 2 years behind academically.</p> <p>All staff attend PD day on Success For All implementation on Jan. 4 or May 26</p>	<p>Professional development and coaching expenses included above.</p>
<p>Building Culture</p> <p>Family and Community Engagement</p>	<p>Solution Coordinator: to be trained by SFA</p>	<p>Phase four (4th quarter)</p>	<p>Solution Coordinator: to be trained by SFA to establish a school-wide research based positive behavioral intervention and support system. Program will focus on getting along, eliminating bullying and promoting tolerance. Will establish a system of wrap-around student services and plan out-reach to families.</p>	<p>Costs included above.</p>
<p>Effectiveness of staff and recruitment/ retainment of staff</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>Facilitator-Facilitator and principal to attend SFA School Leadership professional development</p> <p>Facilitator: SFA Professional Development</p>	<p>Phase five (summer 2016)</p>	<p>Facilitator and principal attend SFA School Leadership professional development in Baltimore MD July 2016</p>	<p>Registrations included above. Travel expenses \$6,000.</p>

	Training with all teachers prior to the start of school stipend (2 days 33 teachers)			
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Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

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

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016-2017	SY 2017-2018	SY 2018-2019	Budgeted Items
<i>Choose a reform model from USED approved models which meet What Works Clearinghouse evidence standards</i>	Principal--Contract with Success For All and schedule PD and coaching days				
	Success for All Contracted Services	\$103,000	\$54,000	\$54,000	\$211,000
	Trade books for implementation of reading instruction	\$46,000			

<p><i>Principle 1: School Leadership Ensure principal has the ability to lead the turnaround effort</i></p>	<p>Facilitator: Schedule continued SFA Leadership training in Baltimore, MD for principal and facilitator and arrange travel</p>	<p>\$2,600 registration \$6000 travel</p>			<p>\$8600</p>
<p><i>Principle 2: School Climate and Culture Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social emotional, and health needs. Provide social-emotional and community-oriented services/supports.</i></p>	<p>Hire/Retain a Solution Coordinator to be trained by SFA to establish a school-wide research based positive behavioral intervention and support system. Program will focus on getting along, eliminating bullying and promoting tolerance. Will establish a system of wrap-around student services and plan outreach to families.</p>	<p>\$98,000</p>	<p>\$98,000</p>	<p>\$98,000</p>	<p>\$294,000</p>
<p><i>Principle 3: Effective Instruction Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-</i></p>	<p>Principal: Hire/Retain Facilitator. Principal/Facilitator/SFA Coach: Utilize classroom walkthroughs on bi-weekly basis to provide feedback regarding</p>	<p>\$98,000</p>	<p>\$98,000</p>	<p>\$98,000</p>	<p>\$294,000</p>

<i>based, rigorous, and aligned with State academic content standards</i>	strategy implementation Facilitator/Coach: Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation				
<i>Principle 4: Curriculum, assessment and Intervention System Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted.</i>	Implement 4Sight Assessment Hire and support 2 half time tutors to provide research-proven small group tutoring using Tutoring with Alphie to students struggling to achieve grade level reading or math skills.	\$2200 \$50,000	\$2200 \$50,000	\$2200 \$50,000	\$6600 \$150,000
<i>Principle 5: Effective Staffing Practices Ensure that teachers are effective and able to improve instructions by (1) reviewing the quality of all staff and retaining only those</i>	Facilitator: Work in conjunction with SFA to schedule SFA training Facilitator: PLC Principal/Assistant Principal: Complete				

<p><i>who are determined to be effective and have the ability to be successful in the Transformation Model effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs</i></p>	<p>modified RISE evaluations of staff each semester. Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the East Washington School Corporation Teacher effectiveness rubric.</p>				
<p><i>Principle 6: Enabling the Effective Use of Data Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data Use data to implement an aligned instructional program; promote the use of data to inform and differentiated</i></p>	<p>Principal/Facilitator: Corporation Assessment Schedule includes state, corporation, and school-based assessments. State assessment=ISTEP+ Corporation assessments=MCLASS, AimsWeb, Acuity, STAR School assessments = Common formative assessments</p> <p>Facilitator: Schedule 2 hour PD weekly for teachers and arrange for classroom substitutes.</p>	<p>State funding of MCLASS, ACUITY District funding of AimsWeb, STAR</p> <p>\$6,000</p>	<p>State funding of MCLASS, ACUITY District funding of AimsWeb, STAR</p> <p>\$6,000</p>	<p>State funding of MCLASS, ACUITY District funding of AimsWeb, STAR</p> <p>\$6,000</p>	<p>\$18,000</p>

<i>instruction</i>	<p>Meet with teachers weekly to analyze data and plan for instruction. Substitutes for 2 hours per week for each teacher for job embedded PD focused on intentional instructional planning, data analysis</p> <p>Principal: Schedule Mastery Connect Training, a data warehouse used to form Common Formative Assessments and track student progress of mastery of State Standards</p>	District funding of Mastery Connect	District funding of Mastery Connect	District funding of Mastery Connect	
<i>Principle 7: Effective use of Time Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration</i>	<p>Principal: After school tutoring program for struggling students</p> <p>Principal: Summer school for at risk students</p>	<p>Funding by Blue River Services</p> <p>District funding</p>	<p>Funding by Blue River Services</p> <p>District funding</p>	<p>Funding by Blue River Services</p> <p>District funding</p>	\$0
<i>Principle 8: Effective Family and Community Engagement Provide an ongoing mechanism for family involvement</i>	Solutions Coordinator will support this. Cost supported above.	\$0	\$0	\$0	\$0

<i>in school decision making and understanding student progress</i>					
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Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

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

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership Maintaining Culture	Principal	Phase one (1 st quarter)	Continue leading for Success For All model	\$34,000
Effectiveness of staff and retainment of staff Professional Development	Facilitator	Phase two (2 nd quarter)	Continuous improvement support	\$98,000

Leadership Instructional Programs Professional Development	Whole school staff	Phase three (3 rd quarter)	Continued professional development with Success For All staff	Cost included above
Maintaining Culture Family and Community Engagement	Solutions Coordinator	Phase four (4 th quarter)	Continue support for school-wide systems and community connections	\$98,000
Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Principal, Facilitator, and staff	Phase five (summer 2016)	Renewal workshops with Success For All coach	Cost included above

Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership	Principal: Employ one Facilitator/Solution Coordinator	Phase one (1 st quarter)	Roles of Facilitator and Solution Coordinator will combine to employ one person	\$98,000 Title 1
	Principal: Leadership structure to continue a building-wide Leadership Team and a Schoolwide Solutions Team.		Facilitator will continue to meet with Leadership Team and Schoolwide Solutions Team quarterly.	
	Principal/Facilitator/: Utilize classroom walkthroughs to provide feedback regarding strategy implementation		Classroom walkthroughs will be conducted and feedback will be share with teachers each quarter.	
Maintaining Culture	Principal/Assistant Principal: Ensure the SFA established school-wide research based positive behavioral intervention and support system, Getting along, continues.			
Effectiveness of staff and retainment of staff	Principal: Continue to evaluate staff using modified RISE to ensure high quality staff are in classrooms.			
	Facilitator: Weekly PLC team meetings		Weekly PLC team meetings during teacher prep time to analyze data and plan for instruction facilitated by Facilitator	
Instructional Programs	Facilitator/Principal: Ensure SFA instructional		Facilitator will meet with new staff	

<p>Family and Community Engagement</p>	<p>practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach are shared with new staff members. (Reading, Writing and math instructional processes to be implemented)</p> <p>Title 1 Director: Schedule and continue implementation of parent involvement SFA component.</p> <p>Counselor: Continue Schoolwide Solutions Coordinator duties working directly with families within the established system of wrap-around student services and plan outreach to families.</p> <p>Title 1 Director: Will plan quarterly parent/student involvement activities.</p>		<p>members for PD on SFA instructional practices, understanding of schoolwide structures, data-based goal setting, and progress-monitoring. Facilitator will mentor new staff meeting quarterly.</p>	<p>Title 1 funded</p> <p>District funded</p>
<p>Professional Development</p>	<p>Title 1 Director: Will plan quarterly parent/student involvement activities.</p> <p>Principal: Schedule 2 days of professional development per year to ensure continuation of SFA instructional practices.</p> <p>Facilitator/Principal: Ensure new staff members have professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach. (Reading, Writing and math instructional processes to be implemented)</p>		<p>Title 1 director implements quarter 1 parent involvement activity.</p> <p>Principal will schedule 2 days of in-service to ensure continuation of SFA schoolwide structures continue.</p> <p>Facilitator will provide all new staff members with a minimum of one day of professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, and progress monitoring tools. Facilitator will mentor new staff throughout the</p>	<p>Title 1 funded</p>

			first year of their employment.	
Leadership	Principal: Employ one Facilitator/Solution Coordinator	Phase two (2 nd quarter)	Roles of Facilitator and Solution Coordinator will combine to employ one person	Title 1
	Principal: Leadership structure to continue a building-wide Leadership Team and a Schoolwide Solutions Team.		Facilitator will continue to meet with Leadership Team and Schoolwide Solutions Team quarterly.	
	Principal/Facilitator/: Utilize classroom walkthroughs to provide feedback regarding strategy implementation		Quarterly classroom walkthroughs will be conducted and feedback will be share with teachers.	
Maintaining Culture	Principal/Assistant Principal: Ensure the SFA established school-wide research based positive behavioral intervention and support system, Getting along, continues.			
Effectiveness of staff and retainment of staff	Principal: Continue to evaluate staff using modified RISE to ensure high quality staff are in classrooms.		Conduct staff evaluations using a modified RISE teacher rubric.	
	Facilitator: Weekly PLC team meetings		Weekly PLC team meetings during teacher prep time to analyze data and plan for instruction facilitated by Facilitator	
Instructional Programs	Facilitator/Principal: Ensure SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach		Facilitator will meet with new staff members for PD on SFA instructional practices, understanding of schoolwide structures, data- based goal setting,	

<p>Family and Community Engagement</p>	<p>are shared with new staff members. (Reading, Writing and math instructional processes to be implemented)</p> <p>Title 1 Director: Schedule and continue implementation of parent involvement SFA component.</p> <p>Counselor: Continue Schoolwide Solutions Coordinator duties working directly with families within the established system of wrap-around student services and plan out-reach to families.</p> <p>Title 1 Director: Will plan quarterly parent/student involvement activities.</p>		<p>and progress-monitoring. Facilitator will mentor new staff meeting quarterly.</p>	<p>Title 1 funded</p>
<p>Professional Development</p>	<p>Principal: Schedule 2 days of professional development per year to ensure continuation of SFA instructional practices.</p> <p>Facilitator/Principal: Ensure new staff members have professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach. (Reading, Writing and math instructional processes to be implemented)</p>		<p>Title 1 Director implements quarter 2 family involvement activities.</p> <p>Principal conducts 1 day of in-service to ensure continuation of SFA schoolwide structures continue.</p> <p>Facilitator will provide all new staff members with a minimum of one day of professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, and progress monitoring tools . Facilitator will mentor new staff throughout the first year of their employment</p>	<p>District funded</p>

<p>Leadership</p>	<p>Principal: Employ one Facilitator/Solution Coordinator</p> <p>Principal: Leadership structure to continue a building-wide Leadership Team and a Schoolwide Solutions Team.</p> <p>Principal/Facilitator/: Utilize classroom walkthroughs to provide feedback regarding strategy implementation</p>	<p>Phase three (3rd quarter)</p>	<p>Roles of Facilitator and Solution Coordinator will combine to employ one person</p> <p>Facilitator will continue to meet with Leadership Team and Schoolwide Solutions Team quarterly.</p> <p>Quarter 3 classroom walkthroughs are conducted and feedback will be share with teachers.</p>	<p>Title 1 funded</p>
<p>Maintaining Culture</p>	<p>Principal/Assistant Principal: Ensure the SFA established school-wide research based positive behavioral intervention and support system, Getting along, continues.</p>			
<p>Effectiveness of staff and retainment of staff</p>	<p>Principal: Continue to evaluate staff using modified RISE to ensure high quality staff are in classrooms.</p> <p>Facilitator: Weekly PLC team meetings</p>		<p>Weekly PLC team meetings during teacher prep time to analyze data and plan for instruction facilitated by Facilitator</p>	
<p>Instructional Programs</p>	<p>Facilitator/Principal: Ensure SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach are shared with new staff members. (Reading, Writing and math instructional processes to be implemented)</p>		<p>Facilitator will meet with new staff members for PD on SFA instructional practices, understanding of schoolwide structures, data- based goal setting, and progress-monitoring. Facilitator will mentor new staff meeting quarterly.</p>	

<p>Family and Community Engagement</p>	<p>Title 1 Director: Schedule and continue implementation of parent involvement SFA component.</p> <p>Counselor: Continue Schoolwide Solutions Coordinator duties working directly with families within the established system of wrap-around student services and plan outreach to families.</p> <p>Title 1 Director: Will plan quarterly parent/student involvement activities.</p>			<p>Title 1 funded</p> <p>District funded</p>
<p>Professional Development</p>	<p>Principal: Schedule 2 days of professional development per year to ensure continuation of SFA instructional practices.</p> <p>Facilitator/Principal: Ensure new staff members have professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach. (Reading, Writing and math instructional processes to be implemented)</p>		<p>Principal will schedule day 2 of in-service to ensure continuation of SFA schoolwide structures continue.</p> <p>Facilitator will provide all new staff members with a minimum of one day of professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, and progress monitoring tools . Facilitator will mentor new staff throughout the first year of their employment</p>	
<p>Leadership</p>	<p>Principal: Employ one Facilitator/Solution Coordinator</p> <p>Principal: Leadership structure to continue a building-wide Leadership Team and a Schoolwide Solutions Team.</p>	<p>Phase four (4th quarter)</p>	<p>Roles of Facilitator and Solution Coordinator will combine to employ one person</p> <p>Facilitator will continue to meet with Leadership Team and Schoolwide Solutions Team</p>	<p>Title 1 funded</p>

<p>Maintaining Culture</p>	<p>Principal/Facilitator/: Utilize classroom walkthroughs to provide feedback regarding strategy implementation</p>		<p>quarterly.</p> <p>Quarter 4 classroom walkthroughs will be conducted and feedback will be shared with teachers.</p>	
<p>Effectiveness of staff and retainment of staff</p>	<p>Principal/Assistant Principal: Ensure the SFA established school-wide research based positive behavioral intervention and support system, Getting along, continues.</p> <p>Principal: Continue to evaluate staff using modified RISE to ensure high quality staff are in classrooms.</p> <p>Facilitator: Weekly PLC team meetings</p>		<p>Second semester evaluations are conducted using modified RISE teacher rubric. Feedback is shared with teachers.</p> <p>Weekly PLC team meetings during teacher prep time to analyze data and plan for instruction facilitated by Facilitator</p>	
<p>Instructional Programs</p>	<p>Facilitator/Principal: Ensure SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach are shared with new staff members. (Reading, Writing and math instructional processes to be implemented)</p>		<p>Facilitator will meet with new staff members for PD on SFA instructional practices, understanding of schoolwide structures, data- based goal setting, and progress-monitoring. Facilitator will mentor new staff meeting quarterly.</p>	
<p>Family and Community Engagement</p>	<p>Title 1 Director: Schedule and continue implementation of parent involvement SFA component.</p> <p>Counselor: Continue Schoolwide Solutions Coordinator duties working directly with families within the established system of</p>		<p>Quarter 4 parent involvement activities held.</p>	<p>Title 1 funded</p> <p>District funded</p>

<p>Professional Development</p>	<p>wrap-around student services and plan out-reach to families.</p> <p>Title 1 Director: Will plan quarterly parent/student involvement activities.</p> <p>Principal: Schedule 2 days of professional development per year to ensure continuation of SFA instructional practices.</p> <p>Facilitator/Principal: Ensure new staff members have professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK-8 approach. (Reading, Writing and math instructional processes to be implemented)</p>		<p>Day 2 of professional development to ensure continuation of SFA schoolwide structures continue is held.</p> <p>Facilitator will provide all new staff members with a minimum of one day of professional development on SFA instructional practices, understanding of the schoolwide structures, including data-based goal setting, and progress monitoring tools . Facilitator will mentor new staff throughout the first year of their employment</p>	
		<p>Phase five (summer 2021)</p>		

Part 6: Outcome Artifact

Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. “Outcome Artifacts” will be due

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

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

East Washington will submit ISTEP comparison data and EOY DOE data to establish attainment of SMART goals. PLC agendas and samples of quarterly student data discussed at grade level PLC meetings will be submitted to substantiate weekly PLC meetings . Schedules for remediation and enrichment based on the data analysis will be submitted to show differentiation of instruction, as well as agendas from parent meetings to verify parent involvement activities. Leadership and Schoolwide Solutions Team notes, Leading for Success agenda, teacher self-assessments, and quarterly review of implementation of SFA and data will be submitted.

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

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

LEA Capacity Task	District Evidence
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>East Washington School Corp has a long history of successful grant implementation and sustainability. Prior implemented grants are on file.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> • <i>Statewide and national postings for administrative openings</i> • <i>External networking</i> • <i>Resumes provided</i> • <i>Data examined to demonstrate track record</i> • <i>Principal hiring process</i> • <i>Principal transfer procedures/policies</i> 	<p>East Washington School Corp. has successfully implement Reading First and Early Intervention grants in the past.</p>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	<p>On June 9, 2015 the Board of Trustees voted unanimously to support the application for the 1003g School Improvement Grant. Copy of minutes attached.</p>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility,</p>	<p>Superintendent provided full support of 1003g School Improvement Grant application. Support letter attached.</p>

<p>to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>Support letter from the East Washington Classroom Teachers Association (EWCTA) attached. Discussion with the association will continue after award of grant funds to ensure all partners are working together for the common cause of improved instruction and increased student achievement.</p>
<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> • <i>Principal ownership in staff hiring process</i> • <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>See attached EWCTA letter. Attached are East Washington School Corporation Board policy and administrative guidelines for selection of professional staff.</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following required pieces:</p> <ul style="list-style-type: none"> • <i>Monthly Monitoring of SIG Programming and Implementation</i> • <i>Evaluation System for Programming and Implementation of SIG</i> • <i>Data Review Plan</i> 	<p>SFA facilitator will support the implementation of the Whole School Model. He/She will be responsible for monthly monitoring data, completing the evaluation of the implementation of SFA, coordinating the data review plan including special populations, managing the fiscal plan, and developing a timeline and assuring all parties complete responsibilities.</p>

<ul style="list-style-type: none"> • <i>Special Populations Review Plan</i> • <i>Fiscal Monitoring Plan</i> • <i>Timeline and Responsible Parties for all above plans</i> 	
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In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment.

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

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X		Superintendent, Corp. Treasurer, Principal and Facilitator will be responsible for ensuring the projected budget is sufficient and appropriate to support SIG. Superintendent and BOE will meet all fiscal requirements for sustainability after funding ends.
2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		Principal will be assigned to oversee the SIG program. Principal has successfully overseen prior federally funded programs (Reading First grant)
3. School's SIG plan addresses needs of all students and subgroup populations.	X		Facilitator will ensure that SIG plan addresses the needs of Tier 1 population core curriculum. Schoolwide Solutions Coordinator will ensure Tier 2, Tier 3, and free/reduced populations needs are addressed. Schoolwide Solutions Coordinator will also act as math coach to instructional staff and tutor small groups in math to address the improvement of math understanding leading to improved ISTEP math scores. Facilitator/SFA Coach will work closely with special needs teachers to ensure curriculum is appropriate and students are make adequate progress toward their goals.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		Principal is responsible for parent notifications through school newsletters, Facebook page, and automatic phone messaging system to disseminate information to parents. Title 1 director is responsible for parent involvement activities and will work with Schoolwide Solutions Coordinator on the implementation of the SIG grant.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.	X		East Washington School Corp. is applying for their first SIG grant. BOE, school administrators have pledged their support to successfully implement the SIG grant and work to fully implement the Success For All school reform model.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.		X	No findings in the most recent audit concluded on June 30, 2012. Federal monitoring during the ongoing, onsite SBOA audit (as of July 7, 2015) by auditors did not identify findings with federal resources. (Report will be completed in august 2015 for audit period of July 1, 2012 – June 30, 2014.)

7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.	X		Federal monitoring during the ongoing, onsite SBOA audit (as of July 7, 2015) by auditors did not identify findings with federal resources. (Report will be completed in august 2015 for audit period of July 1, 2012 – June 30, 2014.)
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	

Part 8: Selection of External Providers

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

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

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Principal, upon examining most recent data, choose a Whole School Reform model. After reviewing each model’s documentation, it was determined to partner with Success For All.
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	June 4 2015 interview with outreach coordinator confirmed that Success For All would best meet the needs of the students.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.	
(e) Scope of work is provided, or can be provided prior to start of grant.	

If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. ***Prior to an external provider work beginning, LEA must receive approval from IDOE.***

Part 9: Budget

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

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

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

Student Achievement Plan (2014-2015)

Deborah Esarey, Principal

1020 N. Eastern School Rd.

Pekin, IN 47165

School Name: East Washington Elementary School

Corporation: East Washington School Corp.

Approved By: _____
(Principal Signature)

Date: _____
(Month, day, year)

Approved By: _____
(Superintendent Signature)

Superintendent Name

Root Cause Analysis Priority Area for Improvement – PAI #1

Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I. PAI Focus	<p><i>(Select One)</i></p> <p><input checked="" type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
II. Subject	<p><i>(Select One)</i></p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>
III. Grade(s)	Fourth Grade
IV. Subgroup or Improvement Focus	<p><i>(Select One)</i></p> <p><input checked="" type="checkbox"/> Bottom 25% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
V. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Data shows that ISTEP scores in math for 4th grade took a 30% (91% passing in 2013 and 61% passing in 2014) decline in one year. None of our student population in the bottom 25% had high growth. Our 4th grade special education students only passed math portion of ISTEP with 31% (5 students of 16). Our 3rd grade special education students only passed math portion of ISTEP with 35% (9 students of 26).</p>

<p>I. Root Cause of PAI – The Most Important WHY?</p>	<p>In the 2013-2014 school year, there were several changes that took place centered mainly around 4th grade. We implemented department teaching (which resulted in less classtime due to transitions) one-to-one with iPads (a change in instructional practice), and full inclusion in one year (which led to less one-on-one time). There were also some staffing changes at the end of the semester, with one veteran teacher retiring from the 4th grade staff. Along with this, there were student teacher ratios held at around 30 to 1, some of the highest in the school.</p> <p>With the introduction of full inclusion in the 4th grade, overall student needs were not met adequately. There was a lack of training for all staff in the functions and operations of full inclusion classroom instruction.</p>
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Root Cause Analysis Priority Area for Improvement – PAI #2

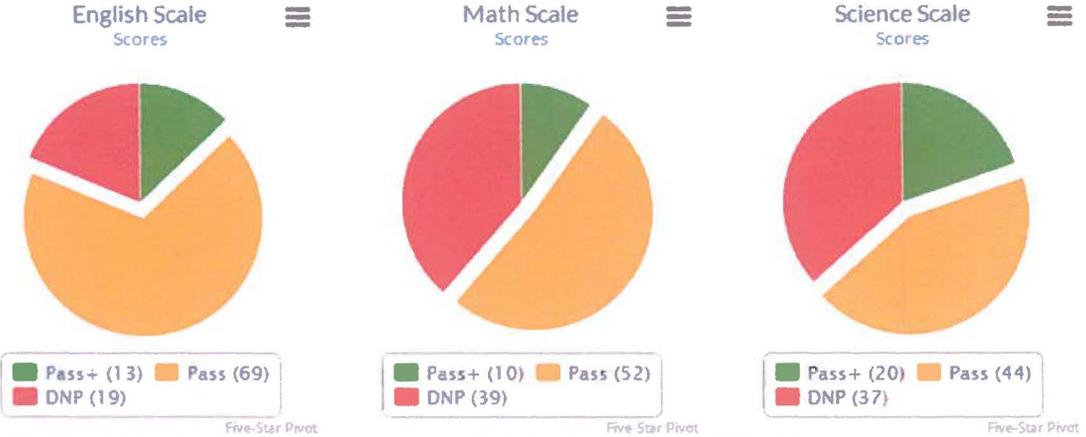
*Using the provided 2013-2014 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).*

<p>I. PAI Focus</p>	<p><i>(Select One)</i></p> <p><input type="checkbox"/> Student Proficiency (Pass Rate)</p> <p><input type="checkbox"/> Student Growth</p> <p><input type="checkbox"/> Graduation Rate</p> <p><input type="checkbox"/> College and Career Readiness</p>
<p>II. Subject</p>	<p><i>(Select One)</i></p> <p><input checked="" type="checkbox"/> Math</p> <p><input type="checkbox"/> English/Language Arts</p> <p><input type="checkbox"/> English 10</p> <p><input type="checkbox"/> Algebra I</p>

III. Grade(s)	Fourth Grade
IV. Subgroup or Improvement Focus	<p><i>(Select One)</i></p> <p>Bottom 25% (Elementary and Middle School only)</p> <p><input checked="" type="checkbox"/> Top 75% (Elementary and Middle School only)</p> <p><input type="checkbox"/> Improvement from 8th to 10th Grade (High School only)</p> <p><input type="checkbox"/> Improvement from 10th to 12th Grade (High School only)</p>
V. Description of PAI – What Do We Notice as THE PROBLEM?	<p>Data shows that ISTEP scores in math for 4th grade took a 30% (91% passing in 2013 and 61% passing in 2014) decline in one year. None of our student population had high growth in math ISTEP.</p>
VI. Root Cause of PAI – The Most Important WHY?	<p>In the 2013-2014 school year, there were several changes that took place centered mainly around 4th grade. We implemented department teaching (which resulted in less classtime due to transitions) one-to-one with iPads (a change in instructional practice), and full inclusion in one year (which led to less one-on-one time). There were also some staffing changes at the end of the semester, with one veteran teacher retiring from the 4th grade staff. Along with this, there were student teacher ratios held at around 30 to 1, some of the highest in the school.</p>

DATA

2013-2014
ISTEP data



A-F Accountability Report Card
2014 Elementary/Middle School Model-Student Report
East Washington School Corp (8215)
East Washington Elem Sch (8904)

Overall Grade

D - 1.60 Points (maximum 4.0)

Summary Data

English/Language Arts 2.00 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	166	2	12	44	25	186
Denominator	201	24	66	90	25	190
Percent	82.6%	8.3%	18.2%	48.9%	*	98.1%*
Grade Points	3.00	0.00	0.00	-1.00	0.00	0.00

Math

1.00 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	149	0	2	85	25	186
Denominator	201	23	67	90	26	189
Percent	74.1%	0.0%	3.0%	94.4%	*	98.1%*
Grade Points	2.00	0.00	0.00	-1.00	0.00	0.00

*Bottom 25% subgroup size too small for Participation calculation. Group combined with All Remaining for result.

Acuity Data

LA Acuity Form A (72%)

Year: 2013

School Year:
2013-2014

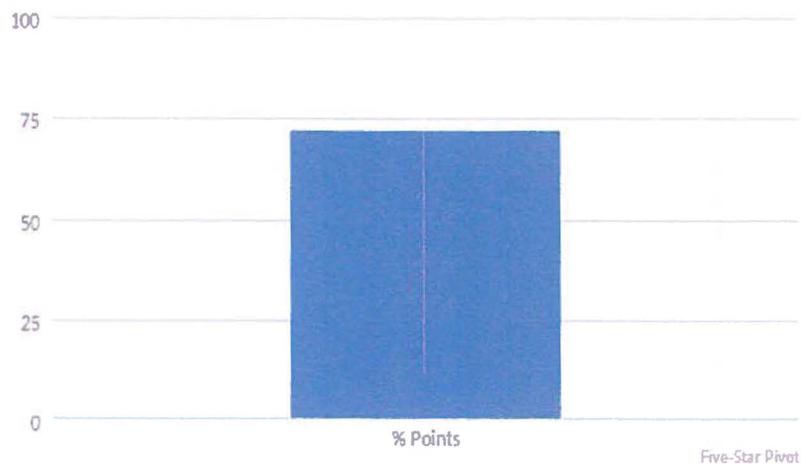
Subject:
Language Arts

Assessment:
Acuity Indiana
LA Grade 4
Predictive
Form A

School: EAST
WASHINGTON
ELEM SCH
Grade: 4th
Grade

Assessment **Acuity Indiana LA Grade 4 Predictive Form A** ▼

Acuity Indiana LA Grade 4
Predictive Form A



Show More Details

Longitudinal Data

LA Acuity Form C (58%)

Year: 2013

School Year:

2013-2014

Subject:

Language Arts

Assessment:

Acuity Indiana

LA Grade 4

Predictive

Form C

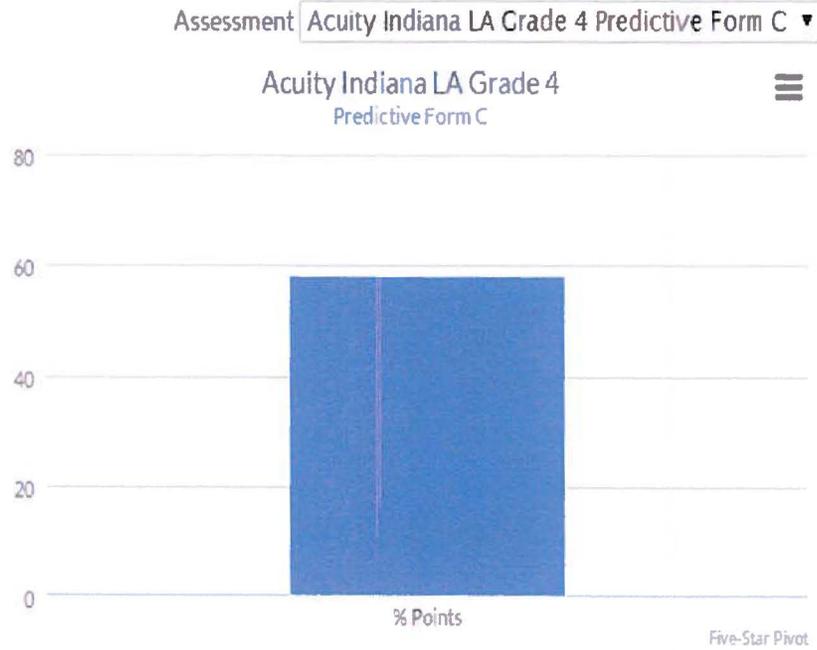
School: EAST

WASHINGTON

ELEM SCH

Grade: 4th

Grade



Math Acuity Form A (70%)

Year: 2013

Assessment: Acuity Indiana Math Grade 4 Predictive Form A ▼

School Year:

2013-2014

Subject:

Mathematics

Assessment:

Acuity Indiana

Math Grade 4

Predictive

Form A

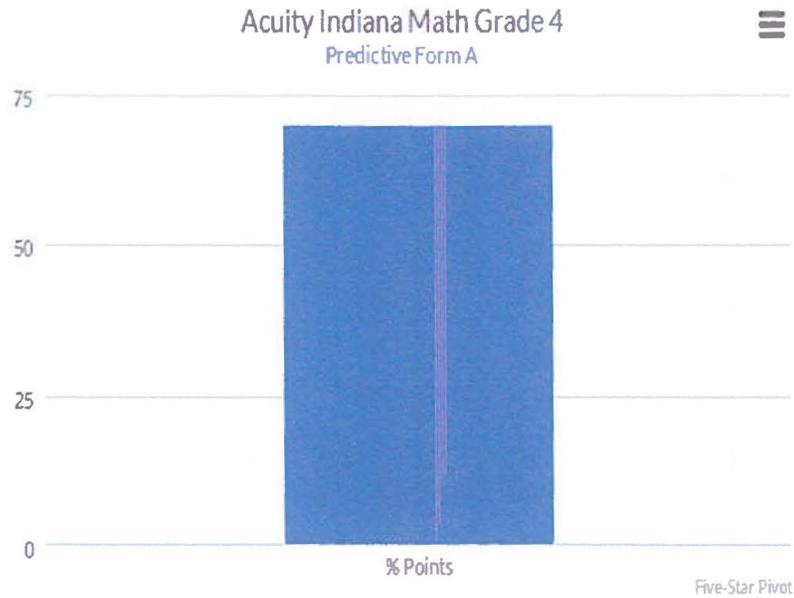
School: EAST

WASHINGTON

ELEM SCH

Grade: 4th

Grade



[Show More Details](#)

Math Acuity Form C (65%)

Year: 2013

School Year:

2013-2014

Subject:

Mathematics

Assessment:

Acuity Indiana

Math Grade 4

Predictive

Form C

School: EAST

WASHINGTON

ELEM SCH

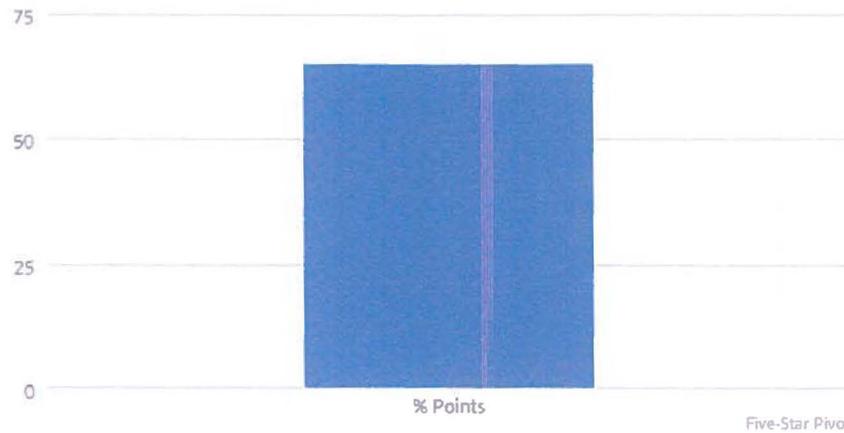
Grade: 4th

Grade

Assessment: Acuity Indiana Math Grade 4 Predictive Form C

Acuity Indiana Math Grade 4

Predictive Form C



[Show More Details](#)

SMART GOALS

Academic Achievement Goals:

1. By May 2015, East Washington Elementary School will raise 4th grade special education student math proficiency by 5% (35% Prof./Advanced to 40% Prof./Advanced, totaling 2 more students than from the previous year) as measured by ISTEP results.
2. By May 2015, East Washington Elementary School will raise 4th grade math proficiency by 14% (61% Prof./Advanced to 75% Prof./Advanced, totaling approximately 15 students) as measured by ISTEP results.

TURNAROUND PRINCIPLE #6: ENABLING THE EFFECTIVE USE OF DATA

Ensure the school-wide use of data focused on improving teaching and learning. Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA’s teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

Strategies must be included for the following:

- a. Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- b. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- c. A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.

Intervention <i>Implement weekly data meetings</i>	PAI Addressed	Driver		
	1 2 3	Debbie Esarey, Principal Chad Johnson / Assistant Principal Fourth Grade Teachers		
	Provide a brief description of your intervention			
	<i>The principal will lead the collaboration meetings on analysis and use of data to drive instruction.</i>			
Evidence – What evidence will you utilize to show success for the intervention?				
<i>Meeting agendas, schedules and minutes.</i>				
Indicator(s) – To which indicators above does this intervention align?				
<ul style="list-style-type: none"> <i>a. Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.</i> <i>b. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement</i> <i>c. A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. This includes having a scheduled collaboration time to focus on reviewing and analyzing data.</i> 				
Action Steps – Provide specific action steps to implement the intervention			Target Date	
			Status	

1.	<i>Create data meeting norms</i>	<i>Aug. 2014</i>	<i>complete</i>
2.	<i>Principal sets up a schedule for all fourth grade teachers to meet on data.</i>	<i>Aug. 2014</i>	<i>in process</i>
3.	<i>Principal creates agendas for each meeting; minutes are also recorded by a teacher.</i>	<i>Sept. 2014</i>	<i>in process</i>
4.	<i>Monthly & quarterly data meetings occur for academics, climate, culture, and teacher evaluation</i>	<i>Sept.-May</i>	<i>in process</i>

TURNAROUND PRINCIPLE #7: EFFECTIVE USE OF TIME

Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning. An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

Strategies must be included for the following:

- a. The master schedule is clearly designed and structured to meet the needs of all students.
- b. The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
- c. The master schedule is clearly structured and designed to meet the professional development needs of staff, which includes ensuring collaboration time that is aligned to schools goals and targets the needs of teachers.

	PAI Addressed	Driver
<p>Intervention</p> <p>Self-Contained Classrooms</p>	<p>1 2 3</p>	<p>Debbie Esarey / Principal</p> <p>Chad Johnson / Assistant Principal</p> <p>Fourth Grade Teachers</p>
	<p>Provide a brief description of your intervention</p> <p>Fourth grade classes will become self-contained rooms, with one teacher teaching all subject areas. Special education students will be serviced in a pull out resource environment.</p>	
	<p>Evidence – What evidence will you utilize to show success for the intervention?</p> <p>Classroom assignments</p> <p>Master schedule</p> <p>Student class list</p>	

	Indicator(s) – To which indicators above does this intervention align? a. The master schedule is clearly designed and structured to meet the needs of all students. b. The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.		
Action Steps – Provide specific action steps to implement the intervention	Target Date	Status	
			1. Adjust master and teacher schedule
2. Analyze student data in order to develop scope and sequence for double blocks of math instruction	July 2014	completed	3. Meet with grade/subject level teams
4. Analyze data from assessments and make adjustments to curriculum pacing/spiraling	August 2014- May 2015	ongoing	4. Analyze data from assessments and make adjustments to curriculum pacing/spiraling

Student Achievement Plan

SCHOOL: East Washington Elementary School
DISTRICT: East Washington School Corp.

Leadership Team Assignments
2014--2015

DATE: 11-18-2014

Student Achievement Plan (SAP)

8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	
#2: SCHOOL CLIMATE AND CULTURE	
#3: EFFECTIVE INSTRUCTION	
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	
#5: EFFECTIVE STAFFING PRACTICES	
#6: ENABLING THE EFFECTIVE USE OF DATA	<u>Mrs. Esarey, Mr. Johnson,</u> <u>Fourth Grade Teachers</u>

#7: EFFECTIVE USE OF TIME	<u>Mrs. Esarey, Mr. Johnson,</u> <u>Fourth Grade Teachers</u>
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	

Team members will represent each of the 8 Turnaround Principles listed above.

At each Leadership Team meeting, 2 groups will provide progress updates and next steps for their assigned Turnaround Principle. As tasks are accomplished, they should be checked off in the “status” column of the Student Achievement Plan.

GOAL: Review the entire document each month – 2 Turnaround Principles at a time.