



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I – 1003(g) School Improvement Grant Application SY 2017-2018

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	New Albany Floyd County Schools		Corp #	2400	
School	Green Valley Elementary		School #	1961	
Superintendent Name	Dr. Bradley J. Synder		Email	bsynder@nafcs.k12.in.us	
Title I Administrator Name	Mr. Tony Duffy		Email	tduffy@nafcs.k12.in.us	
Principal	Dr. Brian Kehrer		Email	bkehrer@nafcs.k12.in.us	
Mailing Address	2230 Green Valley Rd	City	New Albany	Zip Code	47150
Telephone	812-542-5503	Fax	812-542-4785		
Total Funding Request	\$1,172,495				

Select Application Type: ☒ Transformation ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Part 2: Grant Award Information

1003(g) LEA application released	August 25, 2017
Technical assistance training through a live webinar. Join the webinar through this link . Number: (877) 422-1931 Pin: 140 029 8577	September 6, 2017 3:00 – 4:00 p.m. EST
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 140 029 8577	September 15, 2017 9:00-10:00 a.m. EST AND September 29, 2017 2:00-3:00 p.m. EST
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotformpro.com/72344844115959	October 12, 2017 9:00 am- 4:00 p.m. EST AND October 23, 2017 9:00 am- 4:00 p.m. EST
LEA applications due	October 27, 2017 4:30 p.m. EST
Preliminary Award Notification	December 1, 2017
Planning/Technical Assistance	December 1, 2017 – December 31, 2017
Early Implementation	January 1, 2018 – June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A160015

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
Example: Mrs. Joan Smith	Example: Title I Resource Teacher
Mr. Tony Duffy	Director of Title I and Elementary Education
Dr. Brian Kehrer	Principal
Dr. Heather Finn	Assistant Principal; Title I Coordinator
Latoya Rhinvil	Grade 4 Teacher
Sarah Herley	Reflex Math Coordinator
Barbara Hoover	District Literacy Coach
Debbie Finchum	Literacy Coach
Mary Pat Currin	Grade 1 Teacher
Anjeannette Shontee	Kindergarten Teacher
Jennifer Reifsnider	Grade 3 Teacher
Christy Heiligenberg	School Counselor
Luann Turnage	Building Rep for Education Association
Chris Street	Chief Financial Officer

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/ Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Example: Student and Parent Forum	3/15/17	25	5	1	1	0	200	Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment
Grade level meetings	8/29/17 9:50, 10:45, 11:25, 12:50, 1:40		18	2				Suggestions made for Conscious Discipline support and more 1:1 technology; iPads. Discussed opportunity for PD aligned to needs assessment: based on strengthening core foundations of instructional and behavioral frameworks --- digging deeper [i.e., literacy – reading and writing; math; self-regulation; data analysis and reflection.
Collaboration	9/6/17		18	2				Discussed interventions: including Merla Braune for TA/ Literacy support and Go Green program in multiple grade levels in the school wide plan for the school year.
IDOE TA	9-11-17; 9-13-17; 9-25-17			1				Dr. Heather Finn, Assistant Principal accessed IDOE sources of technical assistance and support: correspondence/ email w/ N. Williamson; webinars; slide presentations; Q&As; SIG documents/ guidelines
School Board Meeting	9-18-17	30		15	7	8	2	The tentative plan was shared with the School Board and input was sought. Approval and support was given.
Building Committee Meeting	9-20-17		7	2				Initiatives and interventions reviewed key aspects/ elements, finalized and moving forward with application process in place.

SIG/ 1003[g] Mtg	9-25-17			4		1		Both eligible schools and leadership team [principal and assistant principal] met with the Director of Title I and Elementary Education to collaborate and discuss where we are in the application process to: 1) expand/ broaden ideas of our initiatives and interventions based on needs assessment; 2) integrate and strengthen core instruction to reduce the need for intervention; and 3) build capacity to maximize school improvement [i.e., cohesive programing; leverage resources as two SIG applicants and viable SIG schools from NAFC for sustainability -- - discuss requests for funds that are reasonable, allocable and necessary]
Leadership Team Mtg	9-26-17		15	2				After the collaborative meeting w/ GVES, Principal & Assistant Principal, shared outcomes of the 9-25 meeting and met w/ BLT to get input; focusing and drafting the interventions of the grant.
Staff meeting	9-27-17		18	2				BLT and Administration took outcomes from the 9-25 and 9-26 meeting to whole staff to discuss and receive input, clarify and focus interventions critical for staff SIG support and implementation.
Student Meeting	9-27-17		6	2			105	Principal met and surveyed with students about school culture and climate and asked for input.
Principal shared final grant w/ staff	10/18/17	0	18	2	0	1	0	Presented final grant and plan to staff at collaboration. Full support and positive feedback received

Principal collaborated/shared grant w/parents	10/20/17	12		2		1		Positive comments were provided by parents and clarifying statements were presented by principal.
Principal collaborated with NAFCS Pre-School Director	10-20-17			2		1		Discussed concerns for pre-school children and how pre-school can help Green Valley reach their academic goals.
Principal met with CFO Chris Street	10-25-17			1		1		Discussed and reviewed budget of SIG.
Principal/Assistant Principal discussed with Mr. Williamson (IDOE)	10-25-17			2				Discussion focused on key parts of the grant. Dr. Kehrer shared thoughts with Mr. Williamson who offered advice/suggestions.
Principal met with school's building committee	10-25-27		5	1				Discussion focused on how to make sure all students could receive extra time after school for tutoring.

Instructions: Describe the process and comments from family and community input (1 page maximum):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

Family	<p>Initial information about the SIG grant was shared with Green Valley family in the following formats:</p> <ul style="list-style-type: none">• During Open House/ back to school night and family nights at Green Valley Elementary, parents learned more about SIG. Discussion included need for early childhood education opportunities, need for after school opportunities and transportation would be important for students to attend, interest in having more time, support, and more support from staff regarding behavioral and discipline issues that can reduce disruptions to instructional time. Parents were pleased to see proposed interventions to address behavioral disruptions as well as support for parents.• Surveys and discussions showed an interest in parent activities that can help them understand their child's academic progress and support their child. They have concern for all core areas, but especially mathematics and understanding what students really need to know how to do with the new standards focused on College and Career Readiness.• Many of our parents work and have concern about limited time they have to help their children with school work. Parents would like to see increase in opportunities for student to receive support outside school hours. Many parents expressed a need for increased opportunities, but they also expressed that transportation would be a key factor if their child would be able to attend• Impact on the grant-Parent input gathered was included in our SIG as after school (extended day/ increase learning time) opportunities (extended day) are included as well as transportation. Social worker/mental health therapist, and parent training in Conscious Discipline as well as interventions for core subjects/ foundations in reading and especially in math is a critical need. <p>Follow up information was given to parents during the October Parent Café. The opportunities and supports that the grant would provide was well received. Parents were ask for addition concerns.</p>
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Community	<p>Last year, a proposal was share with our School Board and members of the community. There was support for the possibility of providing additional support at one of our most struggling schools. This fall, [2017] input was gathered again from stakeholders of Green Valley related to our application for the 2017-2018 School Improvement Grant:</p> <ul style="list-style-type: none">• Leadership Team Meetings: Principal met with member of the Leadership team to discuss re-applying for the SIG 1003[g]. Leadership team members began to review the 2016-2017 proposal, data, gather feedback from others and compile ideas.• Staff Meetings and grade level collaboration: Principal and Assistant Principal met with grade level teams to discuss and share the work of the BLT and gather feedback and compile more ideas about the proposal• Central Office and Collaboration with S. Ellen Jones: Principal and Assistant Principal met to discuss needs and how to potentially focus interventions and initiatives in similar areas based on high-priority needs.• School Board: Director of Title I and Principal met with Board to explain the intent of the grant and gain support of Board• NAFC Education Association Building Committee: Principal met for building level discussion and shared the intent to apply for the SIG 1003[g] grant. Building representative was in support, gave input and gathered input from other GVES family events [i.e., open house/ back to school; family events; parent community fair]• Discussions with parents and community partners: Principal and Leadership Team members and when available staff, held discussions with parents and community stakeholders to gather input related to the needs of the school. <p>With Green Valley's high poverty rate also comes the condition of high student mobility. Some of this mobility occurs across state lines since NAFC is situated close to the Kentucky state line and a large urban city [Louisville, KY] but also within three of our highest poverty schools: Green Valley; Fairmont; S. Ellen Jones. Green Valley and S. Ellen Jones reached out to each other for input. While this is not part of the request for input, Green Valley and S. Ellen Jones are both eligible schools for SIG and both are going is through this application process. After both schools completed the comprehensive needs assessment, we decided to meet and discuss our initial plans for initiatives and interventions and gather input from each other. Both eligible schools and leadership team [principal and assistant principal] met with the Director of Title I and Elementary Education to collaborate and discuss where we are in the application process to: 1) expand/ broaden ideas of our initiatives and interventions based on needs assessment; 2) integrate and strengthen core instruction to reduce the need for intervention; and 3) build capacity to maximize school improvement [i.e., cohesive programing; leverage resources as two SIG applicants and viable SIG schools from NAFC for sustainability --- discuss requests for funds that are reasonable, allocable and necessary]. This was beneficial in that it helped each school look outside the box of their current SIP plan as well as clearly think about how our same/ similar initiatives and interventions can be sustained, and how we might share resources since our needs assessments are similar [i.e., high poverty; at-risk students in crisis; preponderance of low performance in ELA and math].</p> <p>Analyzing the data and gathering input allowed us to identify high-priority problems that need to be addressed during Year 1. The analysis and input allowed people and stakeholders [everyone] involved to know specifically what we need to do differently. This to some degree allows us to focus on changing what we do, rather than worrying about impending change. We anticipate concentrating on a few changes to achieve early, visible wins. We believe we can do this in Year 1 to achieve success in an important area of the school climate and culture, and keep the organization focused on high expectations for instruction and student achievement.</p> <p>Impact of these discussions indicate that in order for Green Valley to address the low student performance in ELA and math and remove the barriers that inhibit their ability to achieve at high levels, we will need to: 1) offer more time, support, and opportunities for students to learn during the school day and after school hours; 2) teachers will need support and more time to</p>
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	<p>learn strategies for the classroom that help students in these at-risk/ subgroup population; 3) students will need additional support socially and emotionally to learn strategies that can help them learn to cope socially and emotionally inside and outside the school/ classroom environment; and 4) teachers indicated [focus group discussions] a need for continued work on our ELA and Math curriculum [i.e., Literacy Framework; Writing Workshop; and Balanced Math]. Teachers expressed [focus group discussions] a need for more professional development outside the regular school day and/ or calendar, especially related to mathematics and writing and ongoing support for teachers related to the rigor, purposeful work, and engagement in the classroom. They also expressed a need for additional support for Year 1 and 2 Teachers and desire to have time devoted to strengthening their knowledge and skills related to specific content related programs, professional goals and student achievement. Input from community stakeholders included looking for ways to strengthen the school climate, and outreach with family connections. It was felt that increasing/ extending after school learning support could include some flexibility [time commitment and allow all students to participate] to make it different from the typical/ traditional after-school programs. It was also felt that transportation should be provided so that students can stay.</p>
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Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

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 Focus or 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 Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or 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 Focus or 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 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
- School Improvement Grant 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 School Improvement Grant 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 the School Improvement Grant. 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 School Improvement Grant 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 Focus or 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 Focus or 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:	Dr. Bradley J. Snyder	Date:	10/27/2017
Title I Administrator Signature:	Tony Duffy	Date:	10/27/2017
Principal Signature	Dr. Brian Kehrer	Date:	10/27/2017

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5: School Needs Assessment and Goals.

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 Focus or Priority School
S Ellen Jones Elementary	Kdg-04	F	Transformation	We selected Green Valley because it is one of our schools with the highest need. It has one of the highest poverty rates [81%] in our district. Many of the students experience crisis in their lives. The interventions we selected for GVES align with systems for continuous improvement we are building district-wide. By increasing/ intensifying the focused support, aligned with research behind the models, blended learning, ELA and math education and POSITIVE BEHAVIOR SYSTEM, we can improve the achievement and culture at GVES and build upon the successes district-wide.
Green Valley Elementary	Kdg-04	F	Transformation	Green Valley is a high need school in the district, and was selected for SIG. It has one of the highest poverty rates [83%] in our district. GVES selected interventions that align with systems for continuous improvement that NAFC is implementing district-wide. By increasing/ intensifying the focused support, aligned with research behind the models, support for effective instruction in ELA and math, and POSITIVE BEHAVIOR SYSTEM, we can close the significant gaps and improve the achievement and culture at GVES
Mount Tabor	Kdg-04	P		No SIG model was implemented. The district has confidence in the principal's capacity to lead the school and work effectively with building teachers to increase academic achievement. During SY2016-2017, the principal convened BLT: analyzed data and matched key strategies to overall needs and specific subgroups. Because of the action plan, the school's Improvement status changed from F to A based on Spring 2017 ISTEP. A quality review was conducted Fall 2017 by central office staff, principal and literacy coaches. Based on the results of the review, the school has put new practices into place to sustain and continue improvement.

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (*1 page maximum per section*)

With systems in place for continuous improvement, New Albany-Floyd County Schools implements a continuous improvement process and uses System to System to collect, analyze and use relevant school data to personalize student learning and meet individual needs. Elementary administration to share data on common formative assessments to detect strengths and areas of concern. With our system for assessment, in the initial phase of implementing a districtwide 1:1 initiative at elementary, infrastructure for use of technology and data warehousing, real time data makes it possible to intervene when a student is struggling. We no longer wait until a student falls further and further behind to discover that she/he did not understand the material that was covered weeks before. District-funded technology [iPads, laptops] helps to engage at-risk students. Although the district has worked over the past 8 years to provide each of our students at the elementary with the level of personalized instruction they need to be successful, additional support is desperately needed at Green Valley. This elementary is one of our highest need schools [both in poverty, incidences of at-risk students, and levels of low student achievement]. District administrators, building staff, community, and Green Valley parents all recognize the higher level of support needed to help Green Valley meet the comprehensive needs of its students, staff and families. They have contributed their thoughts on how the SIG grant could most effectively be used to leverage this needed support.

Green Valley uses a variety of assessments on a regular basis to inform instructional decisions and practices. Common formative assessments are utilized in grades 2-4 in English Language Arts and Math. Pre-tests are given to students to determine what the students already know and can pinpoint standards that may require more time and support for the whole class and/or individual students. After scoring the pretests, teachers use this information to inform core instruction. A time outside of core instruction is scheduled consistently every day to ensure students receive timely interventions or acceleration without missing core instruction. During this intervention/acceleration block, we utilize an "all-hands-on-deck" approach to meet the individual needs of as many students as possible. Special education teachers and interventionists push in to each grade level during the intervention/acceleration block; either reinforcing standards or providing a specific intervention based on student need. After a 4-6 week-period, a post-test is given to measure growth individually, by class, and by grade level. Teachers meet to analyze the results. Discussions take place regarding which instructional strategies were most successful and what tactics are not. This "pruning and growing" process has helped GV staff begin to focus limited resources where they are showing results.

ISTEP+ data are analyzed to determine strengths and weaknesses. Those results impact modifications to curriculum pacing and planning guides, as well as PD that is identified and focused on needs. When ISTEP+ data are reviewed, students are grouped and offered appropriate interventions; gaps identified for all groups inform staff of interventions needed to ensure growth. Teachers use ISTEP+ results to inform lesson planning and small group instruction. Similarly, IREAD3 data are disaggregated by subgroups to further target needs. For students not passing IREAD3 in the spring, a plan is developed to strengthen areas of weakness.

English proficiency levels are collected via WIDA and shared with the staff, as appropriate [suppressed subgroup for ISTEP+]. The district EL Coordinator works with the school and provides PD as needed to increase students' proficiency levels; many of these same strategies are appropriate for other students who are struggling [i.e., providing visual representation; 2-, 3-column comparison charts; scaffolding; chunking the text]. Teachers use these data for instructional purposes with students by examining language growth and areas that need focus.

Curriculum pacing and planning guides are aligned with Indiana's assessment guide. NAFCS has district level assessments that are used as checkpoints. This allows teachers to know which students have gaps in their learning. However, teachers still have time to reinforce skills before the end of the unit assessment. Teachers use "I Can Statements" to make certain that students are clear on the skills that they are to be learning. Students monitor their own progress towards mastering the grade level standards by tracking their performance in a data binder. They compare pretest to post test results and identify areas that may need to be practiced. Students strive for at least 80% mastery on each post-test while celebrating any improvements that are made in the 4-6 week-period of time. We use the DRA 2 results three times per year to analyze/monitor group students by level and by need for guided reading. Reading groups are continually modified to meet student needs. Running records are used in the interim to ensure that students are grouped appropriately and are progressing in a timely manner.

One of the focus areas for the district is a positive behavior system. GVES has also aligned their behavior system with Conscious Discipline (social and emotional program). The district conducts their System to System for monitoring overall district/ progress on student achievement and student indicators. During BLT meetings, the disaggregated behavioral data are shared and discussed with teachers during weekly collaboration. The Conscious Discipline/ behavior team, along with the principal, assistant principal and student support staff [counselor; social worker; Conscious Discipline Action Team], are responsible for gathering and sharing the data. GVES will develop data-driven action steps to address behavioral concerns [i.e., intentional strategies for students and adults for de-escalating incidents of disruptive behavior and applications of consistent language and routines] thereby reducing disruptions that interfere with learning.

Attendance data are monitored and analyzed on a weekly basis. Based on trend data, kindergarten and Grade 1 fall below the cut-off than the other grade levels. Our .5FTE social worker meets with parents of students who have frequent absences or tardiness to ensure that students regularly attend school and to ascertain whether family support is needed.

The central office team for school improvement reviews data on a regular basis to keep a pulse on the schools, and to determine needed support. Data are disaggregated and subgroups to identify achievement gaps or anomalies that may be occurring within individual buildings. Data finding are used to make curricular and instructional adjustments, as well as to inform district professional development.

Operation support from each department [e.g., Transportation; Building and Grounds; Business Office and Technology] meet with principals to discuss needs, policies, procedures and processes. As necessary, steps are taken and developed based on these meetings. This structure and relationship will leverage the support leadership will find necessary for operational flexibility for GVES implementation of SIG.

System of Intervention

The first hurdle in creating a system of intervention was finding time in the school day for specific interventions to be taught without the students missing core instruction. We also knew we needed as many teachers and assistants as possible to provide the intervention. Therefore, the principal created a master schedule that is followed by each teacher at all grade levels [K-4]. By having a consistent and common schedule, additional support staff consisting of special education teachers and interventionists can provide daily support to the entire grade level during the intervention/acceleration period.

A variety of literacy assessments are used to be "information rich" not just "data rich". The DRA 2 is given to all students in kindergarten and first grade to determine a reading level range and literacy strengths and weaknesses. Students are grouped accordingly for reading instruction and those students considered "below level" are provided a second dose of reading instruction daily. Students are regrouped on an as need basis determined by strategy use and accuracy as noted on a running record. In addition to CFAs in grades 2 -4, teachers give a whole class reading assessment three times per year to determine which students may be at risk of reading failure. Teachers then do a DRA 2 on those targeted students to further diagnose the area(s) of weakness: decoding, fluency, or comprehension. Then groups are formed according to level and need. All students reading below grade level receive a second reading group daily and/or a skills group that directly relates to the area of weakness.

For math, Daily Math Review quizzes are given bi-weekly to monitor progress on the concepts previously taught that students are still struggling to master. The goal of DMR is to clarify any misconceptions students may have. CFA and DMR data are used to identify areas of need for intervention. By grade level the timing varies, but Math Fact Fluency assessments are given regularly to assess and adjust students' learning paths and goals for fluency with grade level math facts.

Depending on the grade level and area of growth, we have determined specific interventions that are research-based and proven successful. All teachers and assistants providing the instruction are trained on these specific interventions and how to monitor student progress. Once students have mastered specific skills, they either move to a different intervention group based on need or provided additional support on core standards.

Grade level team members including special education teachers, interventionists, administrators, counselor, and literacy coach meet monthly to look at progress monitoring data of students in each group to ensure progress is being made and students are in an intervention that matches his or her specific need. Students that master standards quickly participate in acceleration groups that enrich and extend the grade level curriculum.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

The CNA is comprised of the data points listed above [CFA; ISTEP+; digital content data, behavioral and attendance data]. In addition, surveys are administered to students, focus groups and parents each year. Data are reviewed and discussed monthly.

ISTEP+ Trend Data for Green Valley

ELA	2013-2014	2014-2015	2015-2016	2016-2017	MATH	2013-2014	2014-2015	2015-2016	2016-2017
Overall	65.5%	53.7%	42.5%	46.5%	Overall	48.7%	41.5%	32.4%	38.5%
Black	57.6	46.3%	Suppressed	29.4%	Black	44.1%	29.3%	Suppressed	31.4%
Hispanic	Suppressed	Suppressed	Suppressed	Suppressed	Hispanic	Suppressed	Suppressed	Suppressed	Suppressed
Multi-racial	Suppressed	Suppressed	Suppressed	Suppressed	Multi-racial	Suppressed		Suppressed	Suppressed
White	69.8	52.9%	56.8%	53.8%	White	65.6%	46.4%	48.2%	43.5%
F/R	65.6%	55.8%	45.1%	51.5%	F/R	58.9%	52.4%	41.2%	40.2%
EL	suppressed	suppressed	suppressed	suppressed	EL	suppressed	suppressed	suppressed	suppressed
SpEd	suppressed	suppressed	suppressed	suppressed	SpEd	suppressed	suppressed	suppressed	suppressed

IREAD3 Historical Data

IREAD3	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		DRA2 Spring 2017	% On Gr Level [EoY]	CFA/ Rdg Spr 2017	CFA/ Math Spr 2017
Overall	92.5%	90.8%	83.1%	80.6%	70.0%		Kdg	80	--	--
Black	87.%	82.6%	76.2%	66.7%	66.7%		Grade 1	29	--	68
Hispanic	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed		Grade 2	57	80	85
Multi-racial	Suppressed	Suppressed	92.3%	93.8%	Suppressed		Grade 3	54	49	46
White	97.4%	94.3%	82.9%	80.8%	69.2%		Grade 4	44	60	44
F/R	90.9%	89.1%	84.5%	78.0%	76.3%					
EL	suppressed	suppressed	suppressed	suppressed	suppressed					
SpEd	suppressed	suppressed	25.0%	suppressed	suppressed					

Trend Data	Student Enrollment	Student Attendance	Student Suspension
2012-2013	328	95.8%	54
2013-2014	341	95.2%	66
2014-2015	324	95.4%	63
2015-2016	308	94.9%	37
2016-2017	282	94.9%	101

Comprehensive Needs Assessment

Input was gathered through meetings with administrators, teacher staff, parents and community entities/ partnerships. Based on the overall analyses of needs assessment these gaps were identified: our ability to implement our research-based models with a level of consistency and fidelity that provides program cohesiveness school-wide, provide high impact strategies throughout the sequence of instruction that scaffold and support our lowest performing students, engage students in purposeful work when working independently as well as during collaborative work, and ensure that teaching and learning can, in fact, occur without interruption to instruction at Green Valley. This SIG[g] proposal is focused on high-priority areas that will address these leadership, instructional and student/ subgroup needs.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2015-2016 Baseline Data	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	26.2%	34%	40%	45%	50%	55%
2. Percent of students proficient on ISTEP (ELA) (3-8)	41.7%	53%	58%	63%	68%	73%
3. Percent of students proficient on ISTEP (Math) (3-8)	38.8%	45%	50%	55%	60%	65%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	81%	86%	91%	93%	94%	95%
5. 10 th grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA
6. 10 th grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA
7. Non-Waiver Graduation Rate (HS only)	NA	NA	NA	NA	NA	NA
8. College enrollment rates (HS only)	NA	NA	NA	NA	NA	NA
1. Number of minutes in school year students are required to attend school	68,400	68,400	68,400	68,400	68,400	68,400
2. Number of daily minutes of math instruction	60	60	65	65	65	65
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA
5. Student enrollment number	330	292	260	300	340	380
6. Student attendance rate (must be a % between 0 and 100)	94.9	95.0	95.0	95.0	95.0	95.0
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	NA	NA	NA	NA	NA	NA
8. Number of students completing dual enrollment classes (HS only)	NA	NA	NA	NA	NA	NA
9. Number of students completing BOTH advanced & a dual coursework (HS only)	NA	NA	NA	NA	NA	NA
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	OTH, SS	OTH, SS	OTH, SS, BAS	OTH, SS, BAS	OTH, SS, BAS	OTH, SS, BAS
11. Discipline referral numbers –behavioral referrals counted	1,006	1000	900	810	800	780
12. Discipline incidents – number of suspensions and/or expulsions	51	50	45	40	37	35
13. Truants – number of unduplicated students who received truancy letters	20	15	15	12	11	10
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN).	HE:20 E:4 IMP:0	HE:17 E:8 IMP:0	HE:20 E:4 IMP:0	HE:21 E:3 IMP:0	HE:22 E:2 IMP:0	HE:23 E:1 IMP:0

Overall Achievement Indicators	SY 2015-2016 Baseline Data	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal	SY 2020-2021 Goal
	IN:0	IN:0	IN:0	IN:0	IN:0	IN:0
15. Teacher attendance rate (must be a % between 0 and 100)	96%	96%	96%	96%	96%	96%
16. Teacher retention rate (must be a % between 0 and 100)	74	91	93	95	95	95

Instructions: 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 in Part 5 and address student subgroup needs.** (1 page maximum for each section)

LEA analysis

On the Spring 2015 ISTEP+, 52.0% of Green Valley students passed ELA and 44.2% of students passed math. Performance declined in both ELA and math in 2015-2016. There was low achievement among both subgroups [white; F/R. In 2014-2015, 80.7% passed IREAD3, however, performance declined in 2015-2016. Green Valley performance is below State averages consistently and are among the lowest across the district. For the 2015-2016 school year, Dr. Kehrler reported need for job embedded support: 1) implementing the core instructional frameworks/ models with consistency and fidelity [e.g., balanced literacy framework and guided instruction; writer's workshop; balanced math]; 2) use of technology to differentiate and personalize learning; 3) use of high impact strategies that support and engage students, and particularly subgroups; 4) support and facilitation of grade level collaboration to review data and to analyze student progress in order to inform instruction for the targeted of need(s) for small group instruction; and 5) digging deeper into the data by identifying the problem of practice then reviewing evidence in purposeful work [student work samples] aligned to the learning target at a DoK Level 3 and 4. More specifically:

Need for professional development and support for articulating core instruction and small group, guided instruction:

There is a lack of consistency to implement existing viable and research-based programs/ models] in reading, writing and math:

1. Need to engage students throughout the instructional framework/ block that model structures for effective whole group; collaborative work; guided practice; and structured, purposeful independent work that increases students' opportunity for real reading and writing. We don't want GV students to think that learning is only skill and drill. We want to improve in this area and provide more creativity in our program while accomplishing the mastery of necessary skills.
2. Need activities and routines that engage students in purposeful collaborative and independent work during: Rigorous activities, practice, and products within those structures to ensure that students tasks and products are at a Level 3 and 4 to accomplish the standards
3. Need for high impact strategies that increase students' deeper analysis of complex text, daily use of rich and challenging text and analysis of complex problems and problem solving
4. Need for daily lesson structure that includes the gradual release of responsibility model and 4 critical elements: a) measurable and manageable daily learning target; b) clear sequence of instruction [gradual release from model to independence; c) rigorous activities aligned to the learning target and scaffold practice/ independent practice in order to achieve mastery; and d) assessment/ checks for understanding aligned to the learning target; supports instruction and guides future planning

Need for small group, supplemental, reading intervention:

5. The first hurdle in creating a system of intervention was finding time in the school day for specific interventions to be taught without the students missing core instruction. Our next hurdle has been meeting the increasing numbers of students who needs Tier II intervention in reading; students who need additional small guided reading instruction beyond the core time. Our current full-time reading coach/ interventionist supports students outside the core and supports teachers. With one specialist providing support for the critical need of our school and the increasing needs of students, overall progress and progress for subgroups have declined. Due to overwhelming student needs, groups were growing to 6:1 or more reducing effectiveness. We have students on a waiting list throughout the year who need intensive intervention that a full-time reading interventionist can provide in a small group environment. Adding a full-time reading interventionist would make the program more effective. By having a highly qualified, full-time reading interventionist, we can increase the number of students who receive 30 minutes of additional support, and the literacy coach can increase the number of teachers and classrooms that can be supported each day.

Need for differentiated and personalized learning:

6. Teachers will effectively integrate technology to personalize and differentiate learning for all students, but especially for our lowest-performing students. Teachers will use technology to differentiate instruction and provide more time inside

the classroom to engage students in student centered-activities. Additional 1:1 devices are needed to increase the use of research-based math programs, Waterford Literacy, Reflex Math and IXL Math, that offer systematic, personalized learning focusing on skills aligned to the standards. These programs are used during the core. Additional 1:1 devices, such as iPads can increase the personalized and differentiated learning during the core. Professional development will be provided on how to use real-time data [from digital content programs] to make instructional decisions for teaching and grouping of students.

Need for extended/ increased time for students:

7. Many or most of our GVES students entering kindergarten lack early language, literacy and numeracy experiences; many of our students enter kindergarten without a preschool experience that most young children their age are receiving from their home environment or an additional rich play and language learning experience prior to entering kindergarten. Research [NIEER, Rutgers, 2017; ECE, Harvard, 2017; NAEYC, Washington, D.C, 2017] says that children of low-income families enter kindergarten without the academic skills they need to succeed. Children of poverty are anywhere from 9-10 months behind in math and 10-12 months behind in reading when they enter kindergarten. When assessed in Fall 2017, almost 60% of GVES students entered kindergarten without a pre-school/ early learning experience. Those same children when assessed for readiness, approximately 70% could not: write their first name; recognize numbers 0-9; and recognize more than 10 letters. These achievement gaps are concerning to GVES and mirror the barriers we face: math and reading abilities at kindergarten entry are powerful predictors of later school success for our GVES students; and the significant number of GVES children entering kindergarten already behind are unlikely to catch up. To make progress in reducing these achievement gaps, GVES will provide a full-day early childhood learning experience for pre-K students by providing an age- and developmentally-appropriate curriculum and assessment system that promotes constructive learning through inquiry, and recognizes the language and literacy behaviors and understandings that are appropriate instructional goals for preschoolers [IN Foundations for Early Learning; Fountas and Pinnell, 2015]. The research-based curriculum (Frog Street) will use powerful and playful ways to guide children to learn about letters, sounds and words. Instruction will support emergent readers and writers through an array of literacy activities that support the transition to kindergarten. [Comprehensive instructional reform; early learning model; increased learning time]
8. Students at GVES have significant learning gaps and need additional time to catch up [after-school intervention with highly qualified teachers]. In addition, there is a demand for high quality learning experiences for students after school. Both research and practice indicate that adding time to the school day can have a meaningful positive impact on student proficiency and, indeed, on a child's entire educational experience [Durlak, Weissberg, and Pachan [2010]. Teachers and parents will also participate in extended learning opportunities. Parents will need support and assistance to help their children; teachers need collaborative learning opportunities throughout the year. Teachers learn from their colleagues and the financial resources to support these additional opportunities have not been available. These resources can accelerate our improvement efforts for students, parents and teachers.

Need for job-embedded professional development, math coaching and feedback:

1. Green Valley's needs in math are critical. Teachers need initial training and ongoing PD that provides supports throughout the year and gives immediate feedback and assistance. This can be achieved through an in-house coach who can provide a regular schedule of contact with teachers to provide job-embedded professional development. Teachers need a "first 25-day implementation model" similar to their literacy launch, and a math coach can support consistency and urgency of this implementation. Teachers need immediate feedback and assistance implementing the components of the math block and the launch, best math practice and analyzing, synthesizing, and self-reflection on data and using data as a tool to guide and plan instruction. This math support will build the capacity of our teachers by providing small group support during grade level collaboration focused on student growth; providing actionable feedback to teachers regarding their sequence of instruction, specifically small instruction; help teachers identify

	<p>strengths, maximizing teachers' potential, and building teachers capacity. Research confirms that [P. Hall and A. Simeral, 2008; D. Reeves, 2004; P. Bambrick-Santoyo, 2012], on-going, effective support afforded through actionable feedback, classroom modeling and/or co-teaching is critical for: improving teacher practice essential for consistent and rigorous implementation of core strategies that strengthen Tier 1 instruction, thus impacting subgroups and growth of subpopulations, such a gender groups that are falling behind and 2) supporting teacher teams in using data to inform decision making, aligning purposeful work to instruction, and using informal assessment and implementation data to analyze implementation of core strategies. This math coach with work with leadership and the literacy coach to guide each teacher/ grade level team on a path of continuous improvement. The math coach will work together with each grade level toward the goal of school improvement; using student data, self-reflection, and interdependently receive support that leads to continuous professional growth and effective instruction.</p> <p><u>Need for professional development in core literacy instruction [implementation of gradual release and guided instruction]</u></p> <p>9. ELA needs are critical. Teachers' professional development and work to transform classroom instruction using high impact strategies will be supported through: literacy training and support to improve the "first 25 days of implementing the literacy/ reading workshop and response to reading" that transforms instructional classroom practices increasing student engagement and motivation, resulting in increased academic achievement for all learners. Teachers will participate in collaborative meetings to support change process [instructional]. Intensive, extended-time PD, identified by building leadership and teachers, will increase collaborative efforts and support professional leadership growth of teachers. Teachers' professional development will support the effective implementation of literacy/ reading content, lesson design and planning to support subgroup needs, and best practice.</p> <p>This Transformational Model focuses on transforming the school through implementing comprehensive instructional reform strategies. Through proposed interventions, we will effectively implement high impact strategies, integrate technology to personalize instruction and differentiate learning; use real-time data to make instructional decisions for teaching and grouping of students to better meet individual needs; deliver instructional practices through a sequence of instruction that provides small guided/ group instruction; offer environments that support small-group and collaboration focused on purposeful work; provide increased learning time in ELA and math; and significantly increase achievement for all learners.</p>
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<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Green Valley' interventions and request for these supplement funds will support:</p> <p>Increasing the Effectiveness of Instruction:</p> <ol style="list-style-type: none"> 1. These additional resources will provide extended time [i.e., before-, after-] professional development opportunities for certified and non-certified staff, and allow GVES to strengthen the cohesiveness of our literacy [i.e., reading and writing] and math program. This professional development will establish common and shared understanding and develop expectations for cohesive program design across all grade levels for core curriculum areas [Balanced Literacy, Guided Reading, Writing Workshop, and Balanced Math]. All staff [certified and non-certified will participate in high quality professional development opportunities for building a viable and intentional curriculum in ELA and math; and on the implementation of consistent routines and procedures for balanced literacy framework, that includes guided reading; writing workshop; and balanced math. PD will be provided in grade level teams and subject area teams for primary and intermediate, based on the needs of the staff, as well as key staff receiving team leader training for more in-depth content and strategies to support job-embedded PD and coaching of teachers through-out the year. This PD will also focus on data analysis to help identify specific needs of students, identify effective instruction, and areas that re-teaching and instructional practice needs reviewed. The current Literacy Coach, new Math Coach, and added reading interventions are highly effective in this area, along with the principal, will be key players to train/model for our teachers. Linking the PD to the instructional coaching model will increase teacher capacity by providing small group support during grade level collaboration focused on student growth in reading levels; providing actionable feedback to teachers regarding their sequence of instruction, specifically small, guided reading instruction; help teachers identify strengths, maximizing teachers' potential. Research confirms that [P. Hall and A. Simeral, 2008; D. Reeves, 2004; P. Bambrick-Santoyo, 2012], on-going, effective support afforded through actionable feedback, classroom modeling and/or co-teaching is critical for: improving teacher practice essential for consistent and rigorous implementation of core strategies that strengthen Tier 1 instruction, thus impacting subgroups and growth of subpopulations, such a gender groups that are falling behind and 2) supporting teacher teams in using data to inform decision making, aligning purposeful work to instruction, and using informal assessment and implementation data to analyze implementation of core strategies. Professional development and increased learning time for teachers will guide each teacher/ grade level team on a path of continuous improvement: using student data, self-reflection, and interdependently receive support that leads to continuous professional growth and effective instruction. The proposed intervention aligns to the expectation for staff members to provide effective instruction in the areas of the balanced literacy framework, writing workshop and balanced math aligned to district planning and pacing guides. This PD intervention will increase teacher knowledge and best practice/ expertise in core instruction while building the capacity of GVES teachers as instructional leaders 2. The instructional support of a reading interventionist will increase overall performance in ELA and our subgroups. During grade level collaboration, teachers and the reading interventionist will identify students based on appropriate assessment. The interventionist will provide 30 minutes of daily supplementary small group instruction aligned to standards and guided reading instruction [Fountas and Pinnell, 2005]. Instruction will focus on learning skills and strategies, increasing reading fluency, and supporting comprehension aligned to best practice in guided reading instruction [J. Richardson, 2015]. Research tells us that additional guided instruction can increase the number of students reading on and above grade level reading, when students receive: 30 minutes of additional guided instruction daily; instruction using a lesson format with rigorous routines and procedures; and apply skills and strategies in gradient text at their instructional level that is interesting [J. Richardson, 2015; Fountas and Pinnell, 20005]. This intervention together with the additional support from our literacy coach in helping all our teachers implement our core instruction, and particularly guided instruction, aligns to our Transformation model and will improve our overall performance in ELA and subgroups. We believe this additional guided reading support also has implications for a math performance; by
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	<p>increasing the number of students reading on and above grade level implications for math overall performance and students ability to read and comprehend complex problem solving.</p> <p>3. In examining the overall achievement data, it became apparent that subgroups demonstrated a universal deficiency in basic mathematical concepts including number sense, computation, algebraic thinking and problem solving. The math coach will model evidence-based strategies, provide non-evaluative feedback, collect instructional data and facilitate ongoing professional development. This role is vital to ensure that there is a guaranteed and viable math curriculum in every classroom. This role will increase our teachers' instructional capacity and empower teachers to effectively deliver instructional strategies to improve student achievement. This will be done through ongoing, job-embedded professional development that is relevant to each teacher's practice as well as non-evaluative feedback conversations because of classroom walkthroughs. This intervention will increase our mathematical instructional capacity which will positively impact our lagging mathematical growth/ achievement outcome. [P. Hall and A. Simeral, 2008; D. Reeves, 2004; P. Bambrick-Santoyo, 2012] Research supports that, "... (instructional) coaching encourages collaborative, reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and in their work with each other" [Aguilar, 2013]. Instructional coaching is a primary intervention to help teachers improve student achievement and school culture [Knight, 2007]. We propose hiring a highly-qualified person with strong math and data practices and has a background in mentoring new teachers. At the end of the SIG grant, the math coach will go back into a classroom and teachers will have the capacity in math and data analysis. This math coach continues to support the grade level team, other teachers, and building leadership as a strong teacher leader.</p> <p>4. Personalize and differentiate learning for all students, but especially for low-performing students --- Additional instructional tools and resources that increase use of 1:1 devices, such as iPads, to personalize and differentiate learning will increase individual and collaborative practice of reading skills and math practice; expanding the potential of using Waterford Literacy/ Reading and Reflex Math in grades 2-4. This intervention will allow teachers to provide students with daily practice during core instruction using this technology-based learning. PD for teachers and instructional assistants will be provided which will allow these 1:1 devices to provide an individualize approach to student learning and engagement to specifically focus on each student's skill deficits. The proposed intervention aligns to the student achievement objectives to implement a balanced literacy framework and a balanced approach to math while working to increase reading skills and math fact mastery and fluency.</p> <p>Increasing Learning Time for Students:</p> <p>4. The goal is to provide high quality extended learning time opportunities for students [this will address the overall performance as well as subgroups of students] in the areas of math and English language arts [reading/ writing]. Transportation will be provided home to remove any barriers for participation. Struggling students need additional time, support, and repetition practicing the grade level indicators and benefit from enrichment for continuous growth. The additional support of transportation will help remove a barrier preventing students from participating. GVES would like to provide after-school specific area tutoring to students one day a week for 90 minutes throughout the year by a certified teacher. We would also like to partner with our 21st Century Scholars after school program and collaborate to involve more students in tutoring and after school care that are involved in the tutoring process. GVES would like to extend the tutoring program to all students. The focus of the tutoring will be in reading, writing, and math. Students that are below level in any area will receive instruction to fill in the missing gaps, students on level will receive instruction that extends the lesson, and students who are above level will be given opportunities to extend their learning in depth and scope. Based on the data of participants, CFA and ISTEP+, staff will select the priority standards and skills most needed for targeted instruction. This intervention is especially valuable for all students and will increase the overall</p>
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performance, increase performance for subgroups, as well as support the growth of all students. Research by Durlak, Weissberg, and Pachan [2010] found that "...participants [in high-quality after-school program] demonstrated significant increase in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors." This intervention was selected due to its relevance to support students from low SES, provide targeted instruction aligned with gaps according to our priority standards, and provide opportunities for all students to increase growth performance. Along with the 21st Century program, this intervention will provide specific instruction by a certified teacher to start each week in the specified content. By focusing on each level of understanding (below, on, above), this intervention will reach all students and differentiate between subject matter and the proposed intervention aligns to the objective of providing students increased practice in the areas of math and English language arts. Additionally, this intervention will allow us to provide increased instructional time for our subgroup students by addressing the barrier traditionally caused by the lack of transportation.

5. Provide early learning experience for PreK students. It is essential that we invest in high-quality, active learning preschool programs for children living in poverty. National Head Start programs and state-funded pre-school/ child care programs serve fewer than half of these most vulnerable of our children [Schweinhart, Barnes & Weikart, 2013]. There is a sizable amount of evidence that shows length of time in programs only has a positive effect on children's academic achievement (National Center for Children in Poverty, 2006), but also on their social, emotional and physical well-being [Schweinhart, Barnes & Weikart, 2013]. Low-income children make the most gains in pre-reading and pre-math when they are in high-quality early learning programs for either more than 30 hours per week, full-day programs, or programs for more than one year. Impact studies show that the most positive results for children were found when they went into formal preschool are after participating in high-quality Early Head Start programs. The goal of this intervention/ early learning model will provide an age- and developmentally appropriate curriculum and assessment system that will be used to guide practice, improve programs, and inform kindergarten readiness. Instruction will be provided by a licensed teacher with a BA in early childhood education and our Performance Management System will be used to routinely measure/ assess effectiveness and take student growth into account as a factor. This program will provide regular opportunities to share with parents, students' progress and kindergarten transition protocol. Our Green Valley transformation model, specifically the instructional coaching model and the student support team model can help to sustain this school-based program by providing comprehensive services and supports for students who may benefit from them and teacher who will benefit from the professional develop model. From this perspective, the challenge is not just choosing a curriculum, providing some professional development or creating a program, but building a cohesive and comprehensive early childhood system where families and communities help support the social, emotional and cognitive growth children need to be successful as they enter and continue through Green Valley Elementary. Our program will be aligned to the IN Early Learning Foundations. WIDA Early English Language Development Standards, Approaches to Plan and Learning Foundations, and Health Foundations will be used in conjunction with the IN Early Learning Foundations. The program will be aligned to the ISTAR-KR which is aligned to the Indiana Standards for kindergarten in the areas of English/Lanauage Arts and Mathematics and includes three functional areas (physical, personal care and social emotional skills. The ISTAR-KR assessments will be used to measure effectiveness of instruction. This Transformation Model will be able to sustain students academically, emotionally and socially as well as their parents.

School Leadership	
LEA analysis	<p>Based on the LEA recommendation for current principal placement, the District has determined that Dr. Kehrer, the current principal, can successfully lead the transformation model and is committed to the success of the staff and students. Dr. Kehrer has a clear focus on building a staff committed to the NAFC mission of educating all students to high standards. Instruction and teacher evaluation has been the focus of his efforts. After a careful study of student data, the Board of School Trustees for NAFC determined Dr. Kehrer has created a safe school environment and is working to create a staff committed to the NAFC and Green Valley Transformation Model. The school/ district did an analysis survey that focused on leadership and instruction. Ratings indicated that building leadership and team building are areas that need consideration for strengthening; consistency in how staff implement routines and procedures for behavior systems is another area that needs support. Collaborative, supportive qualities can support an atmosphere conducive to higher expectations for learning, teaching and improving student achievement. The District's effectiveness rating of Dr. Kehrer and instructional walk-throughs of the building also indicates he is capable and committed to successfully leading the transformation process. The SIG Year 1/ Planning Year will focus on improving communication, decision making, data analysis and progress monitoring systems within the school to support student learning. Once established, collaboration/ PLCs will serve as a pivotal component to ensure these systems are fully functioning and sustainable. The interventions selected for the planning year will train and construct these systems. It is evident that current instructional practices are not meeting our students overall and in our subgroups. Even though the staff is working hard, there are inconsistencies in how we are implementing with fidelity. Embedded coaching, for reading and math, have been written into this grant to provide Green Valley teachers the support necessary to drive effective strategies into the daily instructional practices.</p> <p>Systems will be designed to continuously collect and review achievement data to develop the staff's capacity to be reflective and responsive to student needs. A flexible, transparent framework provides the means for replicating effective practice across the school.</p> <p>Additionally, the Performance Management System and daily walkthroughs along with feedback from leadership and coaches, will align the instructional, developmental and infrastructure interventions outlined in this proposal to provide meaningful feedback and ongoing support.</p>

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Albany-Floyd Central applied Indiana's ESSA flexibility waiver Focus and Priority requirements, and determined the current principal can lead the transformation effort at Green Valley Elementary School.</p> <ol style="list-style-type: none"> 1) Implement a year of pre-planning as required in this application and described in the proposal in which time Dr. Kehrer's effectiveness will be reviewed prior to full implementation in Year 2 and every year of the SIG grant. 2) Evidence of program implementation, student performance and student growth will be monitored at the District, principal and teacher level to ensure a favorable response to continue SIG funding. Monthly monitoring with the Director of Title I and Elementary Education and Building Leadership Team will ensure the evidence of program implementation and progress monitoring of student growth. 3) A principal mentor will be assigned to Dr. Kehrer as an external partner/ leadership mentor [Dr. Rhonda Roos] to support successful transformation work. The principal and assistant principal will establish monthly objectives and outcomes with Dr. Roos prior to each session for effective program implementation and progress monitoring of student growth. A highly effective principal is the second most influential factor to student outcomes. Principals are uniquely positioned to influence school improvement and ensure effective teaching occurs in each classroom. Dr. Roos will assist Dr. Kehrer to create structures around a common approach, needs and priorities. Dr. Kehrer will continue to implement the NAFC Performance Management System with support from Dr. Roos in clarifying indicators in the rubric. In addition, Instructional walk-throughs and observations will ensure instruction is implemented with fidelity and impacting student achievement. All teachers and especially for those Year 1 and 2 teachers and those who may need additional support to show progress toward accomplishing consistency and fidelity are supported by leadership and the instructional coaches. <p>Our interventions will develop and build the capacity of school leadership and teacher effectiveness. Transformation allows GVES the opportunity to examine and appropriately redesign the current leadership structure and instructional program to create a viable and vibrant building-wide team [including administrative staff and teacher leaders] and hire and assign the most highly qualified teachers. The interventions focus on improving the performance of GVES by:</p> <ol style="list-style-type: none"> 1. Building leadership capacity that includes <ul style="list-style-type: none"> • Redesigning and establishing a clear purpose of "BLT" in a more strategic effort to analyze data from a range of resources to understand who our students are and why they are struggling [i.e., by grade level; by primary; by intermediate] • Develop master schedule for collaboration that describe protocol and tools for collaboration strengthening communication horizontally and vertically. Defining the documentation needed for data analysis to meet the requirements of a data dashboard as well as meeting our needs for learning to talk about data and making data visible • Establish and clarify roles, responsibilities and goals of all leadership members [developing guidelines so that when new teachers come to GVES they can understand the infrastructure of teacher leadership and increase their capacity as a viable member; maintaining program cohesiveness] 2. Developing teacher leadership and teacher capacity across the building: <ul style="list-style-type: none"> • Organize for collaborative work based on PLCs, and a system for "coaching" that provides teachers with tools for creating and sustaining purposeful change--- Weekly PD and collaboration [norms; schedules; protocols; documentation] • Differentiate learning opportunities for teachers by providing a variety of learning opportunities and incentives [i.e., after-school extended time; individual or small group focused on areas of inquiry or need related to special student needs to close the achievement gap; PD training/ workshops/ academies related to improving core and aligned to SIG goals] <p>Based on Performance Management System and self-assessment [focus group by the BLT], the District will provide operational flexibility and continue to support the leadership of the current principal to promote consistency and allow the time necessary to improve the school's status in program development and academic growth. To achieve that goal,</p>
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	<p>training and mentorship on innovative leadership practices and deeper understanding of successful educational models will be regularly arranged and monitored by the District. Feedback will be provided to benefit the continued learning of this principal and linked to implementation milestones and goals. It is critical that the Principal and Building Leadership Team have the flexibility to determine the focus of weekly collaboration and develop a master schedule for maximizing weekly collaboration and PD as determined by Green Valley.</p> <p>The implementation of Professional Learning Communities [PLCs] will begin in January to increase capacity and teacher commitment. Dr. Roos will support leadership and coaches in the successful implementation of PLCs to achieve school turnaround status.</p> <ul style="list-style-type: none">• DuFour and Marzano [2011] maintain that the PLC process can change the basic dynamic of leadership within a school, allowing school leaders to have a more direct impact on what occurs in classrooms. In a PLC, principals have a direct line of influence to collaborative teams, and collaborative teams have a direct line of influence to teacher actions in the classroom. In effect, use of the PLC process can render leadership more efficient.• Distributing leadership throughout a school and providing for leadership succession are indispensable to a school's success [Hargreaves & Fink, 2003]. "Leaders influence others to understand and agree about what needs to be done and how. This process requires the facilitation of individual and shared efforts to accomplish common objectives [Kyrtheotis & Pashiardis, 1998b,]
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School Infrastructure

LEA analysis

There is evidence to indicate that teachers in schools with good infrastructures, such as positive spaces to teach and learn, opportunities for professional growth and development and on-going support, there is 10 percent less absenteeism than teachers in schools with deficient infrastructure [21st Century School Fund, 2010]. These studies found positive results which are statistically significant between school infrastructure and standardized test to measure learning processes. With lower student socio-economic levels, the results were higher. Furthermore, there is a direct relationship between school infrastructure and educational performance, and that investments in educational infrastructure, such things as incentives, opportunities for professional growth and continuous support, contribute to improve the quality of education and effectiveness of instruction [Hanushek, 1995]. Insufficient or inadequate infrastructure can act as a barrier to enrollment, attendance and participation/ engagement [K. Cuyvers and et. al., 2010].

Need for professional growth and development and on-going support
Green Valley has a Literacy Coach and reading interventionists funded through Title I. With a building showing the critical needs in math as well, there is no role to provide the PD, intervention and data analysis in Math, as well as provide the intensive support needed to improve math instruction. A highly-qualified data/math coach would support the need for professional development, support the implementation of mathematics instruction based on our model [Balanced Math] and deepen use of data to change instruction. This would strengthen our core instruction and provide the extra time and support for those critical subgroups who continue to struggle in math, and will boost overall student growth and achievement. We know based on research [M. Burns, 2004; D. Reeves, 2004; P. Bambrick-Santoyo, 2012], on-going, effective support afforded through actionable feedback, classroom modeling and/or co-teaching is critical for: improving teacher practice essential for consistent and rigorous implementation of core strategies that strengthen Tier 1 instruction, thus impacting subgroups and growth of subpopulations, such as gender groups that are falling behind and 2) supporting teacher teams in using data to inform decision making, aligning purposeful work to instruction, and using informal assessment and implementation data to analyze implementation of core strategies.

Need for increased learning time for teachers:
All teachers at Green Valley Elementary have time for individual planning, collaboration with colleagues [grade level and by regularly scheduled cross-grade level articulation], and professional development built into their expanded weekly schedule [grade level collaboration]. In addition to a structure for job-embedded planning and learning, a significant part of the school infrastructure is NAFCCS_GVES's curriculum, maps for planning and guiding instruction, and assessment system. The district's Data Warehouse [INOW; Google docs] provides the platform for collecting, warehousing and reporting demographic and achievement data – including all district formative assessment, State assessments, as well as class grade, attendance and discipline records. Data are warehoused for teachers to gather longitudinal performance pictures of students' achievement on state and local benchmark assessments [see Part 7] and support for continuous use of data. We have data, but having access to data is not enough. This Transformation Model will help collaboration teams: 1) become comfortable using data with the support of the Leadership Mentor; 2) make sense of the data they have access to INOW and Google Doc; 3) embed a school-wide process that Green Valley "build habits" of talking about data to make decisions that address the problems of practice and improve student learning and student growth; and 4) use the current maps for planning and guiding instruction to develop units of study. The district's embedded collaboration period provides a natural vehicle to enable routine, designed times for goal setting, tracking performance and monitoring progress, for providing student-specific supports, and strengthening curriculum and instruction.

	<p>Need for support and strategies for self-regulation and de-escalation: GVES has significant referrals and suspensions resulting in loss of instructional time not only for the individual student in crisis, but for all students. Students and adults need strategies for de-escalation in the classroom and other areas of the school in to reduce referrals and improve the effectiveness of instruction. When students can work independently, self-regulate and self-manage, then the environment is effective for teaching and learning. Students will need on-site support from a full-time behaviorist who provides them with the understanding and strategies they can utilize to self-regulate and monitor their behavior. Leadership and teachers will determine the additional training in "Conscious Discipline,"[comprehensive self-regulation program [positive behavior system] that integrates social-emotional learning and discipline] that is necessary in order to transform classroom environments and impact all students' academic achievement.</p> <p>Need for parents to be better equipped to assist and support their child at home. Teachers and parents will need training sessions to help them assist students/ children with any new strategies or learning. Coaches and/or teacher leaders will support content and pedagogy while behavior interventionist, and/or home-school liaison will provide after-school trainings on topics and understanding strategies that improve the climate and culture of the school as well as skills for parents to assist them at home. To significantly increase students' ELA and mathematics achievement and growth, greater attention must be focused on high impact strategies and practices; classroom instructional supports; instructional practices and tools, and environments [small groups; collaborative work settings; purposeful work] that promote engaged and collaborative learning; and interventions and strategies that target individual student learning needs through personalized and/or small group instruction. These strategies and resources, supported by focused and sustained professional development, will enable the growth of our lowest-performing students, increase the learning of our highest achieving students, identify and address the need of our subgroups, and accelerate the achievement of all student learning groups as enrollment shifts and changes.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Green Valley' interventions and request for these supplement funds will support:</p> <p>Opportunities for Professional Growth and Development and Support</p> <p>1) Staff will have opportunities to participate in current, research-based professional development [i.e., intensive training/ workshops; academies related to ELA and math] and on-going, high quality professional development [i.e., job-embedded] targeting best practices aligned with the core instructional program and the interventions of the SIG grant [gradual release of responsibility; core strategies]; and build a strong and cohesive system of student support for response to instruction and intervention [i.e., skills and behavior for self-regulation and self-management; strategies for students, teachers and adults]</p> <p>2) Using data to inform and differentiate learning by increasing rigor, engagement and purposeful work in the instructional framework and meet the academic needs of individual students [subgroup growth; overall growth]; and use data to focus and guide professional development specific to primary and intermediate grade span needs.</p> <p>3) Providing staff with job-embedded professional development that enables them to reflect, revise and evaluate classroom practices to improve learning outcomes in both a collaborative and individual setting, and expand use of the maps to develop units of study. Increased learning time will provide the opportunity for intentional professional development. Our Instructional Coaching Model will support the core instructional frameworks for reading, writing and math; observing and implementing for consistency and fidelity [i.e., make what we have dynamic].</p> <p>Increased Learning Time for Teachers</p> <p>Green Valley will build the capacity of leadership team to maximize school Improvement efforts by providing job-embedded learning and collaborative opportunities for all staff [e.g., before- and after-school learning opportunities; extended school calendar – beginning of the year and end of the year for grade level team work]. Green Valley will build</p>

the capacity of leadership teams by implementing professional learning communities and work toward a common goal of improving outcomes for all students. The premise of PLCs is to improve student outcomes by improving instructional practice. The PLC framework provides a structured means to guide staff in discussion around student learning. In studies conducted by both Supovitz [2002] and Supovitz and Christman [2003], "there was evidence to suggest that those communities that did engage in structured, sustained, and supported instructional discussions and that investigated the relationships between instructional practices and student work produce significant gains in student learning." As a result, teachers will obtain a deeper knowledge of practice to better serve the learning needs of their students. Leadership and coaches will provide the necessary supports to foster a culture of data use to guide instructional decision making. These facilitators [leadership; coaches] will help teachers maximize the value of our data management system INOW and Google docs, that will allow teachers to review data as soon as it becomes available to choose an immediate application. By enhancing the teacher-data relationship, classroom teachers will become more responsive and targeted in their instruction.

Student Support for At-Risk Students

Behaviorist will provide the expertise needed to support the mental health of our most at-risk students and their families. This full-time position would work with grade level teachers to identify students who demonstrate a need for emotional support outside the needs of their typical peers. The missing social, emotional, and behavior supports prevent many of our students from continuity of learning. The hiring of a full-time Behaviorist would allow students to be participants in therapeutic groups that meet their needs such as: social and coping skills, conflict resolution, anger management, needs-based group therapy, monthly parenting workshops, classroom observations and behavior planning, etc. The Behaviorist will work with teachers to develop and observe students of concern during class; support the child in understanding, using and applying de-escalation strategies, and provide feedback on ways the school/ teachers [PD] can best adjust the learning environment to support these students. The Behaviorist will also support the student in the classroom by providing individual instruction on classroom and calming procedures; providing CICO [Check-in, Check-out] routines for individual students; small groups; lunch groups and so forth] and supporting students use/ transfer of strategies in the classroom. A Behaviorist on staff would allow for students and parents to receive services free of charge during the SIG grant cycle. During the sustainability year, we can transition Tier III student to insurance based care and contract for parent workshops through parent involvement Title I funds. This intervention aligns with the objective of meeting the social and emotional needs of students [improving culture and climate; improving instruction].

An intentional focus will be placed on family and community engagement by adding a full-time "school-home outreach coordinator" that increase efforts to develop genuine partnerships with families by providing opportunities for engagement. Traditionally, parent-school outreach efforts have solely focused on family involvement implying 'doing to'; in contrast engagement implies 'doing with'. Therefore, the School-Home Outreach Coordinator will work with the Principal, behaviorist and guidance counselor to develop a platform whereby families are continuously engaged in a two-way form of communication with the school regarding their child's education. The school-home coordinator will organize opportunities for families and staff to interact with one another so that each understands how to best provide support. Specifically, the coordinator will facilitate events such as parent academies/ training, curriculum nights, student-led conferences [focused on student mastery of priority standards and benchmarks] and other ongoing initiatives throughout the year. The School-Home Outreach Coordinator will develop a relationship that will be able to support parents and guide them to other sources of support to help them meet their needs. Green Valley Elementary believes that empowered families are a vital part of every child's education. Evidence that strongly suggests that academic success may be predicated by the quality of connection between home and school, particularly amongst students from a low socio-economic background [Espstein, 2001].

Part 6a: Selection of Improvement Model

Instructions: 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, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. (1 page maximum for each section)

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

Based on an analysis of student data, conversations with staff members and stakeholders, and research our team has selected the Transformation Model to bring the changes needed for Green Valley Elementary School.

Rationale for selected model: The Transformation Model focuses on transforming the school through implementing comprehensive instructional reform strategies. Through our proposed **comprehensive reform strategies, Green Valley will be able to**

- Provide the principal and assistant principal routine support from a mentor, provides tools and operational flexibility to transform Green Valley
- Offer environments that support a "culture of thinking"; small group and collaborative work (collaborative classroom settings) and support higher-order skills, critical thinking & problem solving, within the regular literacy and math block.
- Offer all students after-school intervention and enrichment programs, with transportation home provided.
- Deliver personalized and differentiated instruction by planning for and (utilizing 1:1 devices, such as iPads), giving students opportunities for direct instruction; small groups; teacher-led instruction; and independent work-appropriate to students' leveled needs; and collaborative work with others.
- Provide daily 30 minute lessons through a highly-qualified reading teacher [interventionist providing small group support] in addition to the regular reading block, for students reading below grade-level and increase the number of students reading on and above grade level by: improving reading skill and strategy; increasing fluency, and improving comprehension.
- Support teachers in using real-time data to make instructional decisions for teaching and grouping students and for addressing specific needs of individual students; supported by literacy coach; teacher leader/ math coach; highly effective reading intervention.
- Ensure students are setting goals and reflecting on their progress.
- Offer professional development to teachers and leaders (instructional coaches for literacy and math, behaviorist for trauma sensitive classrooms); writing workshop training; balanced math training; literacy framework support for gradual release of responsibility; and Conscious Discipline training [positive behavior system].
- Provide a highly-qualified School-Home Outreach Coordinator to provide parents with helpful training/ sessions to better assist their children, and engage with community partners (Children's Academy; Family and Children's Place, Life Springs, Kent School of Social Work, Our Place, ACP).
- Provide a highly-qualified Behaviorist to support recurring, high behavioral and mental health needs of students; and provide parent trainings.

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

Describe how the model aligns to Subgroup Data:

As shown within our needs assessment, data from Green Valley's has small numbers of subgroups [Black; White; F/R], however subgroups from the past three years show at least half of all students have not demonstrated minimal grade-level proficiency in either ELA or Mathematical proficiency on ISTEP+. ISTEP+ ELA pass rates during 2015-2016 dropped for every subgroup except for White [although it is important to note that even with increased performance in some of those subgroups, the ELA proficiency rates for 2015-2016 were only at 56.8%]. At Green Valley, White students generally are the highest-performing subgroup.

Declines in performance have occurred over the past 3 years on ISTEP+, in both content areas, for White and F/R:

- During 2015-2016, only 56.8% of White students passed ELA ISTEP+ [this declines from 69.8% in 2013-2014; similarly, only 48.2% of White students passed Math ISTEP+ [down from 65.6% in 2013-2014 and 48.2% in 2015-2016]
- During 2015-2016, only 55.8% of F/R students passed ELA ISTEP+ [this declines from 66.6% in 2013-2014; similarly, only 41.2% of F/R students passed Math ISTEP+ [down from 58.9% in 2013-2014 and 41.2% in 2015-2016]
- Black, Hispanic, Multiracial, EL and SpEd are suppressed

Reviewing the data from our subgroups has allowed us to notice where we are not providing adequate instruction for our subgroups. Data pertaining to our subgroups will be more frequently analyzed to ensure instruction is effective and difficulties are addressed immediately. Our approach in the Transformation Model addresses the sense of urgency that the data evokes by providing an opportunity to make sure we are aligning instruction according to priority standards, devising informal formative assessment to inform instruction for Tier II and Tier III interventions, and routine data tracking and analysis to inform individual and team progress. This model increases learning time for teachers as well as embedded professional development aimed at improving subgroup outcomes through engagement and purposeful work. Distributive leadership will provide more opportunities for building teacher capacity to develop as leaders within their classrooms, and the whole school. Additionally, this model provides the internal accountability necessary to ensure what needs to be done, gets done. Systemic change will foster a newly established commitment to providing every student with a quality education.

Describe how the model aligns to Overall Achievement Indicators:

Academic achievement data demonstrates a need for the Transformation Model:

- With an overall pass rate of only 26.6% of students proficient in both ISTEP+ ELA and Math, nearly 3 out of 4 Green Valley students have not demonstrated minimal grade level proficiency in both content areas.
- Green Valley ISTEP+ ELA pass rates for 2015-2016, 42.5% are lower than State average rates, and other NAFC elementary schools. Proficiency rates have declines dramatically across the past 3 years, with 65.5% passing in 2013-2014.
- ISTEP+ Math proficiency rates have also consistently and substantially dropped over the past three years. Only 32.4% of Green Valley students passed in 2015-2016, as compared to 48.7% in 2013-2014. Even then in 2013-2014, nearly 3 out of 4 Green Valley students did not demonstrate minimal grade level proficiency in Math and currently 2 out of 3 students are not able to demonstrate minimal grade level proficiency in Math. This represents a critical need for additional math support, including higher-order thinking skills needed to be successful in coursework requiring mathematics skills, e.g., e.g., problem-solving; thinking at DoK level 3 and 4; STEM initiatives.
- IREAD proficiency rates have also consistently and substantially dropped over the past three years. Only 80.6% of Green Valley grade 3 students passed in 2015-2016, as compared to 92.5% in 2013-2014.

Our proposal aligns with the Transformation Model in the following ways:

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

- A leadership mentor, Dr. Rhonda Roos, will support the principal, Dr. Brian Kehrer in the redesigning the school's building leadership based on the SIG initiatives and interventions and improving the overall performance and achievement indicators for GVES. Dr. Roos will serve as mentor across the 5-year grant cycle and support of all academic, behavioral and cultural components of our proposed Transformation plan.

Through continuous year-long professional development, the best practices for implementing the instructional frameworks in reading, writing and math, and use of personalized and differentiated learning using technology for all students will increase teachers' effectiveness and building administrators' ability to effectively monitor instructional practices, high impact strategies and students' progress.

During the core Reading and Math blocks, classroom teachers will be supported by a literacy coach; math coach, and outside technical assistance literacy expert/ specialist during collaboration. During the core, teachers will implement the gradual release of responsibility [Fisher and Frey, 2014; Routman, 2014] and provide students with small, guided group instruction [Richardson, 2015], whereby students are grouped and provided targeted direct instruction based on real-time data analysis. Students will be engaged in purposeful work during independent time [e.g., personalized and differentiated learning; use of 1:1 technology; specified to individual need to fill gaps or enrich learning]; and/ or collaborative work [e.g., where students apply higher levels of their thinking processes]. Teachers will regularly help students set goals and reflect on their progress.

Describe how the model aligns to Leading Indicators:
Green Valley students are among the highest need and lowest performing students in New Albany-Floyd County Schools. The Transformation Model and our proposed plan are aligned to address critical needs identified in the Leading Indicators analyses.

With the discipline referrals at nearly 1000 and suspensions counts at 101 in Green Valley, we will engage with community partners and provide a Behaviorist onsite to support POSITIVE BEHAVIOR SYSTEM/ Conscious Discipline [CD] principles and support recurring high behavioral and mental health needs of students --- as well as providing teachers and parents with strategies aligned to CD. GVES will overcome barriers that have traditionally limited students and their families from accessing needed services, e.g., insurance requirements; lack of transportation].

Reviewing teacher evaluation and leadership surveys, we will increase teacher and leader effectiveness and promote teachers' retention, staff will receive extended PD opportunities: Balanced Math, Conscious Discipline [positive behavior system], PD brought to Green Valley from Columbia University (Teachers College), Bellermine Literacy Project, training involving Lucy Calkins Writing, Reading Recovery or Guided Reading. Instructional Coaches will receive professional development in curriculum/ units of study, content knowledge and pedagogy and use this in-depth training to support Green Valley teachers in transferring it to classroom practice.

Student and teacher incentives will be provided [books; notebook/s journals; books, materials and resources for classrooms that align to the core instructional models and strategies; instructional coaching models and student support team model] and Green Valley parents will be provided with training to help them assist their children at home with homework when appropriate. The staff at Green Valley Elementary believe the SIG grant, as a comprehensive and cohesive approach to transformation, provides opportunities that will generate the momentum that Green Valley needs to retain high performing staff and thereby significantly impact the school's climate and the culture of classrooms to effect student achievement.

Describe how the model will create teacher, principal, and student change.

The School Improvement Grant will infuse Green Valley Elementary with critical resources that are necessary to significantly improve student achievement, school climate and classroom culture. Proposed grant-funded initiatives lay the foundation to build on research-based models and prior accomplishments initiated by the district and school, and enable our success in preparing Green Valley students for successful transition into New Albany-Floyd County Middle Schools. With roughly 280 students and a poverty rate of 83 percent, all Green Valley students and teachers will benefit from the initiatives proposed within this application. We will immediately transform school climate; learning expectations and supports; and dramatically-increase achievement measured by State assessments. Data results will be methodically used to adjust instruction, regroup students, support those who struggle and enrich learning for those demonstrating mastery.

Teachers: Teachers will continue to develop as highly effective practitioners through a multi-faceted coaching model that will increase their instructional capacity and maximize Green Valley's ability to improve student achievement. This model will empower teachers to be truly transformative by adopting comprehensive reforms such as: intentional curriculum, collaborative professional learning communities, a culture of data analyses and reflection, use of common formative assessment to identify problem of practice, and action plans to target/ address and monitor the problem of practice. Teachers will take on a new level of ownership of their practice and student learning because of opportunities for increased learning time and highly collaborative professional learning communities. The systems put in place will develop the sense of urgency, focus on results, internal accountability and capacity among teachers that transformation demands.

Principal: Because of the model, the principal will be equipped with the necessary competencies to lead as a highly effective instructional leader. Dr. Kehrer will have the experience of his mentor, external consultants, other highly experienced specialists, and a building leadership structure to assist him in this work. Dr. Kehrer through this experience will demonstrate qualities/ indicators of transformational leadership: building school vision and establishing goals, creating a positive school climate and classroom culture, providing opportunities for professional learning, offer individualized coaching, support and feedback, model best practices, demonstrate high expectations, and foster shared decision making in school decisions [Leithwood, 1094]. Because of this model, Dr. Kehrer, will grow in his capacity as an instructional leader that will improve student achievement in the short-term, but will influence the school culture for years to come.

Students: Students will experience mastery and ownership of their own learning because of this model. Intentional curriculum, teaching with a sense of urgency [intention], and purposeful work will build students' self-efficacy. Students will be equipped with skills and mindset to be successful in the 21st century. All students will know exactly where they are and where they need to go regarding their learning. At home families and students will become united by the common vision for academic excellence. Socio-economic status nor ethnic background will no longer be a barrier to student success at Green Valley

Part 6b: Selection of Improvement Model – Planning Year – SY 2017-2018

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY17-18 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>

Leadership flexibility & support	<p>Action: Provide Operational Flexibility & Support Principal given operational flexibility over staff, time, program and budget with supervision/ input</p> <p>Action: Provide effective oversight and support for implementation of interventions in GVES by:</p> <ul style="list-style-type: none"> • Defining district's role in the SIG planning process • Designating central office staff member[s] to be part of the SIG process • Providing written support & commitment from NAFC Education Association regarding flexibility for SIG implementation • Providing monthly monitoring of SIG programming & implementation • Providing evaluation system for programming & implementation of SIG • Providing a system/ plan for data review • Providing a system/ plan for special populations review • Providing a fiscal monitoring plan • providing a timeline and responsible parties for all above plans <p>Person Responsible: LEA oversight</p> <ul style="list-style-type: none"> • <i>Superintendent, Board & Education Association support all aspects of Green Valley Elementary Transformation Model across the next four years [Letters of Support attached]</i> • <i>Director of Title I and Elementary Education provides ongoing oversight and support</i> • <i>Director of Title I and Elementary Education with Leadership uses Performance Management System; walkthroughs; hallway walks; and data reviews to evaluate programming and implementation of SIG</i> • <i>Principal/ Assistant Principal present twice yearly [pre-post] SIG updates to the Board</i> <p>Action: Redesigning/ restructuring of building leadership and teams [support strong development and implementation of instructional coaching model and student support team model] based on interventions/ staff.</p>	Multiple Phases (Multiple Quarters)	SIG funds requested for 6 FTE staff positions (18-19 starting)	The Principal and Assistant Principal will be evaluated using NAFC Performance Management System. Performance evaluations for Principal and Assistant Principal conducted by Director of Title I and Elementary Education will show rating of effective or highly effective and the summative score will increase each year of the grant.
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	<ul style="list-style-type: none"> Principal will use high-quality job descriptions, and have the flexibility to hire: <ul style="list-style-type: none"> Behaviorist School Home Outreach Coordinator Math Instructional Coach Interventionist Pre-K/ Early Childhood Teacher Pre-K/ Early Childhood Teacher Assistant <p>Person Responsible: Principal</p>			
Leadership support & building leadership capacity	<p>Action: Leadership Support</p> <ul style="list-style-type: none"> Mentorship provided by a highly qualified educational consultant [Dr. Rhonda Roos] to work with current building administrators on areas of leadership including: Redesigning/ restructuring of building leadership based on the SIG initiatives and interventions and improving the overall performance and achievement indicators for GVES Use and discuss the Performance Management System [NAFC evaluation system]; conduct hallway and classroom walkthroughs increasing support and building leadership capacity for indicators <p>Person Responsible: Building Administrators, Director of Title I and Elementary Education & Educational Consultant</p>	Multiple Phases (Multiple Quarters)	1003g SIG funds requested for: Improvement of Instruction/ Professional Services [mentoring contract]	<ul style="list-style-type: none"> Performance Management System for Principal and Assistance Principal conducted by Director of Title I and Elementary Education will show ratings of effective or highly effective and the summative score will increase each year of the grant. Increase proficiency as measured on state assessments and district based formative assessments. Increase student attendance. Decrease behavior referrals and suspensions. Increase leadership needs assessment scores. Master PD calendar [shows onsites for mentor]
Develop Capacity of Teacher Leadership Effectiveness	<p>Action: Mentoring/ coaching [Dr. Rhonda Roos] will provide support for data team meetings, that includes: analysis of assessments, monitoring of district initiatives and school improvement strategies, effective use of the district Performance Management System, and helping to deepen building administrators' understanding of additional leadership practices.</p> <p>Action: With the change in the roles of the SIG improvement model, explain/ redefine roles and responsibilities of the instructional coaching team, interventionists, and student support team and communicate changes to all staff.</p> <p>Person Responsible: Building Administrators & Educational Consultant</p>	Multiple Phases (Multiple Quarters)	1003g SIG funds requested for: Improvement of Instruction	<ul style="list-style-type: none"> GVES School Improvement Plan will clearly define roles and responsibilities and how communication and instruction improves. Data analysis will continue. Administration with help of educational consultant will determine need of staff to increase leadership.

Principal/ Teacher evaluation system which incorporates student growth	<p>Action: Annual performance for teachers and administrators are conducted multiple times across the school year.</p> <p>Action: INOW is the system for gathering data and linking to the rubric</p> <p>Action: Daily hallway/ classroom walkthroughs Follow-up with feedback</p> <p>Person Responsible: Principal; Assistant Principal; Director of Title I and Elementary Education</p>	Multiple Phases (Multiple Quarters)	No SIG funds used	<ul style="list-style-type: none">• Leaders and teachers will be evaluated using NAFC Performance Management System and will be rated in one of four categories [highly effective; effective; needs improvement; ineffective].• Across the grant period, the percentage of teachers rated as highly-effective will increase and the numbers rated as needs improvement or ineffective will decrease, as evidenced in building summary analyses compiled by the Director of Title I and Elementary Education• Self-assessment/ surveys (informal)• Walkthrough data/ feedback
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<p>Develop and Increase Teacher & School Leader Effectiveness [Comprehensive Reform Strategies]</p> <p>Provide Staff with Financial Incentives & Opportunities for Leadership Development</p>	<p>Action: Develop and implement clear instructional frameworks for both ELA and math with a focus on the gradual release of responsibility shifting from modeling to student independence.</p> <p>Action: Develop a scope and sequence of PD, identified and selected by building leadership and the student support team, that will support implementation of key elements of the instructional frameworks and reform strategies related to overall improvement of GVES.</p> <p>Action: Deliver aligned and targeted PD in a variety of context during SY 2017-2018 [i.e., before- and after-school; extended calendar]</p> <p>Action: Develop coaching and feedback system to provide ongoing support in ELA and math classrooms to teachers as they implement the reform strategies.</p> <p>Action: Use data from formative, short-cycle [student work samples and informal assessment], and summative assessments, progress monitoring and walk-throughs and feedback to inform and teaching and learning.</p> <p>Action: Develop and implement monitoring systems to ensure students are making academic as well as social/ emotional progress in both core instructional and interventions.</p> <p>Action: Certified and non-certified personnel will attend national or state conference in the area of writing, mathematics, literacy/reading, and/or Conscious Discipline. Any new hires for 2018-19 will be given an opportunity to attend conferences.</p> <p>Person Responsible: Principal; Assistant Principal; Building Leadership Team, Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]; Green Valley Teachers and assistants.</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003g SIG funds requested for:</p> <p>Improvement of Instruction/ Salary/ Benefits [certified]</p> <p>Improvement of Instruction/ Certified [stipend]</p> <p>Instruction/ Non-certified [stipend]</p> <p>PD Materials/ Resources/ supplies (\$500)</p> <p>PD_Training_Workshops/ Related Travel: \$10,000</p>	<ul style="list-style-type: none"> • Performance Management System for Teachers will show ratings of effective or highly effective and the summative score will increase each year of the grant • Increase proficiency as measured on state assessments and district based formative assessments. • Increase student attendance. • Decrease behavior referrals and suspensions. • Participating staff will take a pre/post survey [this may be small focus group] to summarize [take a pulse] of their perceptions of the PD and to inform needed adjustment to improve effectiveness • Extended-learning opportunities will be tracked using a spreadsheet to document the type of PD activity and the staff participation. • Calendar for PD/ collaborative work • Products and outcomes from the PD/ collaborative work • Coaches' schedules with tools and protocols used for supporting teachers in ELA and math • Grade level collaboration monitoring protocols/ tools
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<p>Develop and Improve School Climate and Classroom Culture</p> <p>Comprehensive Reform Strategies</p>	<p>Action: Provide support to students identified by the staff as highly at-risk and "in crisis". Behaviorist will work with parents, advocate for the child, and connect with the School Home Outreach Coordinator to help coordinate services.</p> <p>Action: Ensure all staff members are provided the PD and support needed to fully implement Conscious Discipline [positive behavior system].</p> <p>Action: Provide support for students that increases attendance and recurring tardiness, provide individual and small group support for students. School Home Outreach Coordinator will work collaboratively with staff and Behaviorist to provide parent training linked to the goals of the SIG interventions and goals; and connect families to needed resources.</p> <p>Person Responsible: Principal; Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003g SIG funds requested for: Student Support Services [Behaviorist]/ Benefits [certified]</p> <p>Student Support Services [School Home Outreach Coordinator]/ Benefits [certified]</p>	<ul style="list-style-type: none"> • Decrease behavior referrals and suspensions • Increase attendance rates and decrease tardiness • Increase proficiency as measured on state assessments and district based common formative assessments.
<p>Effective Instruction</p> <p>Comprehensive Reform Strategies</p>	<p>Action: Review and implement master schedule for SY 2018-2019 that includes additional student learning time in alignment to instructional reform strategies/ interventions. Review the remediation/ intervention/ enrichment system to ensure it is effective as it is being implemented.</p> <p>Action: Provide time within the instructional day for all students to receive intervention, remediation, and/or enrichment using small group instruction as well as personalized and differentiated learning that supports ELA and math. Grade level teams, coaches and interventionists will review and implement monitoring systems to ensure all students are making academic progress as well as social/ emotional progress in both core instruction and interventions.</p> <p>Person Responsible: Principal/ Assistant Principal; Grade Level Teams; Interventionists; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist];</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003g SIG funds requested for: Instruction [Interventionist]/ Benefits [certified]</p>	<ul style="list-style-type: none"> • Increase proficiency as measured on state assessments and district based common formative assessments. • Teacher and interventionists schedules, classroom walkthroughs/ observations • SY 2018-2019 master schedule

Increase Learning Time for Students Comprehensive Reform Strategies	<p>Action: Develop and implement academically focused after-school learning opportunities for all students.</p> <p>Action: Determine strategies to ensure/ increase after-school participation and attendance for most in need students.</p> <p>Action: GVE will hire qualified certified and non-certified instructional assistants to provide engaging after-school/extended day learning opportunities.</p> <p>Person Responsible: Principal/ Assistant Principal; Building Leadership Team; Interventionists; School Home Outreach Coordinator; Director of Transportation</p>	Multiple Phases (Multiple Quarters)	1003g SIG funds requested for: Instruction/ Stipends: After School Student Transportation for: After School Materials/ Resources	<ul style="list-style-type: none">• Increase proficiency as measured on state assessments and district based common formative assessments.• Teacher and interventionists schedules/ lessons; classroom learning walks and observations• After-school program registrations forms and rosters• Extended-learning opportunities will be tracked using a spreadsheet to document student participation.• Calendar for increased learning time.
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<div>Increase Learning Time for Students [Pre-K]</div> <div>Comprehensive Reform Strategies</div>	<p>Action: A highly qualified pre-K teacher and teaching assistant will provide a full day preschool program for students the year prior to the start of kindergarten [15-18 students identified for the program]</p> <ul style="list-style-type: none">• Develop/ Implement an age- and developmentally appropriate curriculum [research-based] and assessment system used to guide practice, improve programs, and inform Kdg. readiness• Provide transportation• Purchase classroom equipment• Purchase materials & supplies• Use the NAFC Performance Management System that includes student growth to determine teacher effectiveness• Provide options for developing and increasing teacher & school leader effectiveness• Provide regular communication to parents about learning objectives aligned to IN Early Learning Foundations• Implement level 3 or 4 program eligible for On My Way PK funding/ sustainability end of Year 5. <p>Person Responsible: Principal/ Assistant Principal, Pre-K/ Kdg. Teacher Team, School Home Outreach Coordinator), Director of Transportation</p>		<div>1003g SIG funds requested for:</div> <div>Instruction/Benefits [certified]</div> <div>Instruction/ Benefits [non-certified]</div> <div>Transportation</div> <div>Curriculum</div> <div>Assessments</div> <div>\$5,000</div> <div>Materials/ Resources/ supplies</div> <div>\$15,000</div> <div>Property (Equipment/furniture for a Pre-K room/curriculum)</div>	<ul style="list-style-type: none">• Increased reading and math proficiency as measured on district based formative assessments for kindergarten.• Increased proficiency of concepts of print and numeracy and number sense of students to inform kindergarten readiness [transition protocols and assessments].• Decrease behavior referrals and suspensions.• Increase attendance rates and decrease tardiness• Purchase orders/receipts for materials to set up a Pre-K classroom/program
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Increase Family Engagement & Community Outreach	<p>Action: Continue the work of involving and engaging families in supporting student learning at GVES including academic, performance and behavior focused parent education, and family activities.</p> <p>Action: Continue to see and build relationships with the community to build highly productive partnerships that yield resources for students and parents.</p> <p>Person Responsible: Principal/ Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p> <p>Action: GVES will provide learning opportunities for pre-K parents before-, during, and/or after-school/ evenings.</p> <p>Person Responsible: Behaviorist; School Home Outreach Coordinators; School Administration</p>	Multiple Phases (Multiple Quarters)	1003g SIG funds requested for: Stipends: Materials/ Resources	<ul style="list-style-type: none">• PI/ FACE opportunities will be tracked using a spreadsheet to document the type of parent activity and the staff participation.• Participating parents will take a survey to summarize [take a pulse] of their perceptions of the activity/ training to improve effectiveness• Increase attendance at parent activities and parent education sessions• Increase number of active community partnerships [develop a spreadsheet w/ list of names/ contacts]• Calendar for PI/ FACE• Products, materials, and outcomes from the PI/ FACE activities.
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Part 6c: Selection of Improvement Model – Implementation Years – SY 2018-2019, SY 2019-2020

Instructions: Complete the table below detailing the two-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. 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. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>		<u>Budgeted Items</u>
		<u>SY 2018-2019</u>	<u>SY 2019-2020</u>	
Leadership Flexibility	Superintendent and Central Office Staff	Provide Operational Flexibility & Support (Central Office) <ul style="list-style-type: none"> • Principal & BLT begin Yr. 1 Implementing • Principal given operational flexibility (control over staff, time, program & budget) • Leadership Team will meet monthly to review goals and action plan LEA Provides Effective Oversight & Support for Yr. 1 Implementation of Interventions in GVES: <ul style="list-style-type: none"> • Superintendent, Board & Education Association support all aspects of Green Valley ES Transformation Model • Director of Title I and Elementary Education provides ongoing oversight and support • Principal/ Assistant Principal present SIG updates twice yearly [pre/post] to the school board 	Provide Operational Flexibility & Support (Central Office) <ul style="list-style-type: none"> • Principal & BLT begin Yr. 2 Implementing • Principal given operational flexibility (control over staff, time, program & budget) • Leadership Team will meet monthly to review goals and action plan LEA Provides Effective Oversight & Support for Yr. 2 Implementation of Interventions in GVES: <ul style="list-style-type: none"> • Superintendent, Board & Education Association support all aspects of Green Valley ES Transformation Model • Director of Title I and Elementary Education provides ongoing oversight and support • Principal/ Assistant Principal present SIG updates twice yearly [pre/post] to the school board 	No SIG Funds

Principal/ Teacher Performance Management System [evaluation system that incorporates growth]	Principal, School Administration, Director of Title I and Elementary Education	<p>Action: Developed and approved by NAFC educators and administrators, annual performance management system for teachers & principals are conducted multiple times across the school year including announced & unannounced performance reviews.</p> <p>Action: INOW is the system used for gathering data [overall & special populations] and linking to the scoring rubric</p> <p>Action: Classroom walkthroughs and hallway walks occur daily.</p>	<p>Action: Developed and approved by NAFC educators and administrators, annual performance management system for teachers & principals are conducted multiple times across the school year including announced & unannounced performance reviews.</p> <p>Action: INOW is the system used for gathering data [overall & special populations] and linking to the scoring rubric</p> <p>Action: Classroom walkthroughs and hallway walks occur daily.</p>	No SIG Funds
Leadership support & building leadership capacity	Building Administrators, Director of Title I and Elementary Education & Educational Leadership Consultant	<p>Action: Continue mentorship provided by a highly qualified educational leadership consultant to work with current building administrators on areas of leadership including; monitoring of district initiatives and helping to deepen building administrators' understanding of additional leadership practices.</p>	<p>Action: Continue mentorship provided by a highly qualified educational leadership consultant to work with current building administrators on areas of leadership including; monitoring of district initiatives and helping to deepen building administrators' understanding of additional leadership practices.</p>	<p>Request SIG funds for: Improvement of Instruction/ Professional Services [mentoring contract] 2 days per quarter, contracted service \$750 per day, 8 days during the 2018-2019 [\$6,000]</p> <p>6 days per year, contracted service \$750 per day; 6 days during the 2019-2020 school years [\$4,500] Total \$10,500</p>

<p>Develop and Increase Teacher & School Leader Effectiveness [Comprehensive Reform Strategies]</p> <p>Provide Staff with Financial Incentives & Opportunities for Leadership Development</p>	<p>Principal; Assistant Principal; Building Leadership Team, Student Support Team</p>	<p>Action: Continue to implement clear instructional frameworks for both ELA and math with a focus on the gradual release of responsibility shifting from modeling to student independence.</p> <p>Action: Implement a scope and sequence of PD, identified and selected by building leadership and student support team, that will support key elements of the instructional frameworks and reform strategies related to overall improvement of GVES.</p> <p>Action: Continue to deliver aligned and targeted PD in a variety of context during SY 2018-2019 [i.e., before- and after-school; extended calendar]</p> <p>Action: Continue coaching and feedback to provide ongoing support in ELA (reading/writing) and math classrooms to teachers as they implement the reform strategies.</p> <p>Action: Continue to use data from formative, short-cycle [student work samples and informal assessment], and summative assessments, progress monitoring and walk-throughs and feedback to inform and teaching and learning.</p> <p>Action: Continue to implement monitoring</p>	<p>Action: Continue to implement clear instructional frameworks for both ELA and math with a focus on the gradual release of responsibility shifting from modeling to student independence.</p> <p>Action: Implement a scope and sequence of PD, identified and selected by building leadership and student support team, that will support key elements of the instructional frameworks and reform strategies related to overall improvement of GVES.</p> <p>Action: Continue to deliver aligned and targeted PD in a variety of context during SY 2019-2020 [i.e., before- and after-school; extended calendar]</p> <p>Action: Continue coaching and feedback to provide ongoing support in ELA (reading/writing) and math classrooms to teachers as they implement the reform strategies.</p> <p>Action: Continue to use data from formative, short-cycle [student work samples and informal assessment], and summative assessments, progress monitoring and walk-throughs and feedback to inform and teaching and learning.</p> <p>Action: Continue to implement monitoring</p>	<p>1003g SIG funds requested for:</p> <p>Math Coach \$100,064.94 Improvement of Instruction/ Salary/ Benefits [Certified](18-19)</p> <p>Math Coach \$102,066.25 Improvement of Instruction/ Salary/ Benefits [Certified](19-20)</p> <p>\$23630 Improvement of Instruction/ Certified [stipends](18-19)</p> <p>\$17,723 Improvement of Instruction/ Certified [stipends](19-20)</p> <p>\$5,908 Instruction/ Non-certified [stipends](18-19)</p> <p>\$4,726 Instruction/ Non-certified [stipends](19-20)</p> <p>Materials/ Resources/ supplies \$500 (18-19)</p>
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		systems to ensure students are making academic as well as social/ emotional progress in both core instructional and interventions. Action: Provide any new teachers and current staff the ability to attend profession conferences (math, literacy, writing).	systems to ensure students are making academic as well as social/ emotional progress in both core instructional and interventions. Action: Provide any new teachers and current staff the ability to attend profession conferences (math, literacy, writing).	\$7500 Conferences/ Related Travel: (18-19) \$7500 Conferences/ Related Travel: (19-20)
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<p>Develop and Improve School Climate and Classroom Culture</p> <p>Comprehensive Reform Strategies</p>	<p>Principal; Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	<p>Action: Continue to support students identified by the staff as highly at-risk and "in crisis". Behaviorist works with parents, advocate for the child, and connect with the School Home Outreach Coordinator to help coordinate services.</p> <p>Action: Continue to ensure all staff members are provided the PD and support needed to fully implement Conscious Discipline [positive behavior system] – especially new staff members.</p> <p>Action: Continue support for students that increases attendance and recurring tardiness, provide individual and small group support for students. School Home Outreach Coordinator works collaboratively with staff and Behaviorist to provide parent training linked to the goals of the SIG interventions and goals; and connect families to needed resources.</p>	<p>Action: Continue to support students identified by the staff as highly at-risk and "in crisis". Behaviorist works with parents, advocate for the child, and connect with the School Home Outreach Coordinator to help coordinate services.</p> <p>Action: Continue to ensure all staff members are provided the PD and support needed to fully implement Conscious Discipline [positive behavior system] especially new staff members.</p> <p>Action: Continue support for students that increases attendance and recurring tardiness, provide individual and small group support for students. School Home Outreach Coordinator works collaboratively with staff and Behaviorist to provide parent training linked to the goals of the SIG interventions and goals; and connect families to needed resources.</p>	<p>1003g SIG funds requested for:</p> <p>\$45,000 Student Support Services [Behaviorist]/ Benefits [certified] (18-19)</p> <p>\$45,000 Student Support Services [Behaviorist]/ Benefits [certified] (19-20)</p> <p>\$51,353 Student Support Services [School Home Outreach Coordinator]/ Benefits [non-cert](18-19)</p> <p>\$51,353 Student Support Services [School Home Outreach Coordinator]/ Benefits [non-cert](19-20)</p> <p>Improvement of Instruction/ Professional Services: 5,000 (Conscious Discipline conferences/training 18-19)</p> <p>\$2000 (Conscious Discipline conference/training 19-20)</p>
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Effective Instruction Comprehensive Reform Strategies	Principal/ Assistant Principal; Grade Level Teams; Interventionists; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist] ·	Action: Implement master schedule for SY 2018-2019 that includes additional student learning time in alignment to instructional reform strategies/ interventions. Review the remediation/ intervention/ enrichment system to ensure it is effective as it is being implemented. Action: Continue to provide time within the instructional day for all students to receive intervention, remediation, and/or enrichment using small group instruction as well as personalized and differentiated learning that supports ELA and math. Grade level teams, coaches and interventionists will review and implement monitoring systems to ensure all students are making academic progress as well as social/ emotional progress in both core instruction and interventions.	Action: Implement master schedule for SY 2019-2020 that includes additional student learning time in alignment to instructional reform strategies/ interventions. Review the remediation/ intervention/ enrichment system to ensure it is effective as it is being implemented. Action: Continue to provide time within the instructional day for all students to receive intervention, remediation, and/or enrichment using small group instruction as well as personalized and differentiated learning that supports ELA and math. Grade level teams, coaches and interventionists will review and implement monitoring systems to ensure all students are making academic progress as well as social/ emotional progress in both core instruction and interventions.	1003g SIG funds requested for: \$101816.93 Instruction [Interventionist]/ Benefits [certified](18-19) \$103853.27 Instruction [Interventionist]/ Benefits [certified](19-21)

Increase Learning Time for Students Comprehensive Reform Strategies	Principal/ Assistant Principal; Building Leadership Team; Interventionists; School Home Outreach Coordinator	Action: Continue to evaluate the success of extended learning time and implement academically focused after-school learning opportunities for all students. Action: Continue to evaluate and implement strategies to increase after-school participation and attendance for most in need students.	Action: Continue to evaluate the success of extended learning time and implement academically focused after-school learning opportunities for all students. Action: Continue to evaluate and implement strategies to increase after-school participation and attendance for most in need students.	1003g SIG funds requested for: \$17722.50 Instruction/ Stipends: After School (18-19)(19-20) \$3400 Student Transportation for: After School (per year)(18-19)(19-20) Materials/ Resources: (500 per year)
Increase Learning Time for Students [Pre-K] Comprehensive Reform Strategies	Preschool teacher and teaching assistant	Action: Evaluate the effectiveness of the Pre-K program based on student readiness for Kdg and the IN Early Learning Foundations. Action: Provide a full-day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program.	Action: Evaluate the effectiveness of the Pre-K program based on student readiness for Kdg and the IN Early Learning Foundations. Action: Provide a full-day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program.	1003g SIG funds requested for: Certified Salary/Benefits \$68409.50(18-19) \$69777.69 (19-20) Non-Certified/Benefits \$16588 (18-19); \$16588 (19-20) \$1000 Materials/ Resources (18-19)(19-20) Transportation \$34,000 (18-19, 19-20)

Increase Family Engagement & Community Outreach	Principal/ Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]	Action: Continue the work of involving and engaging families in supporting student learning at GVES including academic, performance and behavior focused parent education, and family activities. Action: Continue to see and build relationships with the community to build highly productive partnerships that yield resources for students and parents.	Action: Continue the work of involving and engaging families in supporting student learning at GVES including academic, performance and behavior focused parent education, and family activities. Action: Continue to see and build relationships with the community to build highly productive partnerships that yield resources for students and parents.	1003g SIG funds requested for: Stipends: \$1,000 Materials/ Resources (18-19)(19-20)
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Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Leadership Changes & Flexibility	Action: Leadership Team established, with principal autonomy in decision-making <ul style="list-style-type: none"> Principal leads transformation efforts, with autonomy over schedule, budget and staffing Principal provides progress reports to NAFC school board Building leadership team meetings focus on building leadership capacity; developing teacher leadership; and continuous school improvement strategies Team of effective/ highly effective teachers & leaders who have a sense of urgency about continuing to improve Green Valley's achievement & improve the school's climate & participate in extended learning opportunities to support professional growth and leadership Person Responsible: Principal	Multiple Phases (Multiple Quarters)	General Fund No SIG Funds	<ul style="list-style-type: none"> Green Valley leadership team will create overview of data to demonstrate the effectiveness of SIG initiatives over the past 4 years. Leadership Team will be rated Accomplished or Progressing on the Leadership Team Self-Assessment Tool
Performance Management System that incorporates student growth	Action: Annual Performance Management System for teachers & principals are conducted multiple times across the school year. PIVOT, INOW are the systems used for gathering and managing data and linking to the rubric. Hallway and classroom walkthroughs are conducted daily. Person Responsible: Principal for teachers; Director of Title I and Elementary Education for K-4 principal]	Multiple Phases (Multiple Quarters)	General Fund No SIG Funds	Green Valley Teachers and Administrators will be rated highly effective or effective
Leadership support & leadership capacity	Action: Continue mentorship by a highly qualified educational consultant to work on areas of leadership including: <ul style="list-style-type: none"> Focus on academic performance [critical need basis] Focus on leading indicators [critical need basis] deepen understanding of additional leadership practices Person Responsible: Principal	Multiple Phases (Multiple Quarters)	1 day per quarter, contracted service \$750 per day, 4 days total, \$3,000 per year	<ul style="list-style-type: none"> Increased proficiency as measured on state assessments and district based formative assessments. Increased student attendance. Decreased behavior referrals and suspensions. Leadership Team will be rated Accomplished or Progressing on the Leadership Team Self-Assessment Tool

<p>Develop and Increase Teacher & School Leader Effectiveness [Comprehensive Reform Strategies]</p> <p>Provide Staff with Financial Incentives & Opportunities for Leadership Development</p>	<p>Action: Implement with consistency instructional frameworks for both ELA and math with a focus on the gradual release of responsibility shifting from modeling to student independence.</p> <p>Action: Continue to implement a scope and sequence of PD that supports the fidelity of the instructional frameworks and reform strategies related to continuous improvement of GVES.</p> <p>Action: Continue to deliver aligned and targeted PD in a variety of context [i.e., before- and after-school; extended calendar]</p> <p>Action: Continue to implement systems for coaching and feedback to provide ongoing support in ELA and math classrooms to teachers as they revise and implement the reform strategies.</p> <p>Action: Continue to ensure use of data from formative, short-cycle [student work samples and informal assessment], and summative assessments, progress monitoring and walk-throughs and feedback to inform and teaching and learning.</p> <p>Action: Continue to implement monitoring systems to ensure students are making academic as well as social/ emotional progress in both core instructional and interventions.</p> <p>Person Responsible: Principal; Assistant Principal; Building Leadership Team, Student Support Team</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003g SIG funds requested for: \$104107.57 Math Coach Improvement of Instruction/ Salary/ Benefits [Certified]</p> <p>\$11,815 Improvement of Instruction/ Certified [stipends]</p> <p>\$2068 Instruction/ Non-certified [stipends]</p> <p>\$500 PD Materials/ Resources/ supplies</p> <p>\$3000 PD_Workshops _Training/ Related Travel:</p>	<ul style="list-style-type: none">• Performance Management System for Teachers will show ratings of effective or highly effective and the summative score will increase each year of the grant.• Decrease behavior referrals and suspensions.• Increase attendance rates and decrease tardiness• Increase proficiency as measured on state assessments and district based common formative assessments.• 100% of staff survey provide positive perceptions of the PD and inform needed adjustment to improve effectiveness• Extended-learning opportunities are tracked using a spreadsheet to document the type of PD activity and the staff participation.• Calendar for PD/ collaborative work• Products and outcomes from the PD/ collaborative work• Coaches' schedules with tools and protocols used for supporting teachers in ELA and math• Grade level collaboration monitoring protocols/ tools• Presentations from staff sharing from workshops/conferences.
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<div>Develop and Improve School Climate and Classroom Culture</div> <div>Comprehensive Reform Strategies</div>	<p>Action: Sustain high quality support for students identified as highly at-risk and "in crisis". Behaviorist continues to work with parents, advocate for the child, and connect with the School Home Outreach Coordinator to help coordinate services.</p> <p>Action: Continue to ensure all staff members are provided the PD and support needed to fully implement Conscious Discipline [positive behavior system] with consistency (especially new teachers).</p> <p>Action: Sustain support for students that increases attendance and recurring tardiness, provide individual and small group support for students. School Home Outreach Coordinator works collaboratively with staff and Behaviorist to provide parent training linked to the goals of the SIG interventions and goals; and connect families to needed resources.</p> <p>Person Responsible: Principal; Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	Multiple Phases (Multiple Quarters)	<p>No SIG funds:</p> <p>Partnership with local Mental Health Agency (funds through Medicaid/insurance)/Title I Funding (contract service)</p> <p>1003g SIG funds requested for:</p> <p>\$51,353 Student Support Services [School Home Outreach Coordinator]/ Benefits [non-certified]</p> <p>Improvement of Instruction/ Professional Services: \$2000</p>	<ul style="list-style-type: none">• Decrease behavior referrals and suspensions.• Increase attendance rates and decrease tardiness• Increase proficiency as measured on state assessments and district based common formative assessments.
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Effective Instruction Comprehensive Reform Strategies	<p>Action: Implement master schedule for SY 2020-2021 that includes additional student learning time in alignment to instructional reform strategies/ interventions. Review the remediation/ intervention/ enrichment system to ensure it is effective as it is being implemented.</p> <p>Action: Continue to provide time within the instructional day for all students to receive intervention, remediation, and/or enrichment using small group instruction as well as personalized and differentiated learning that supports ELA and math. Grade level teams, coaches and interventionists will review and implement monitoring systems to ensure all students are making academic progress as well as social/ emotional progress in both core instruction and interventions.</p> <p>Person Responsible: Principal; Assistant Principal; Grade Level Teams; Interventionists; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	Multiple Phases (Multiple Quarters)	<p>No SIG funds</p> <p>Title I Funds to supply stipend for certified teachers to review effective instruction data</p> <p>Skills have been built to fully analyze data and provide. Literacy Coach and math coach/leaders become the data/instructional/developmental interventions leaders in the building</p>	<ul style="list-style-type: none">• Increase proficiency as measured on state assessments and district based common formative assessments.• Teacher and interventionists schedules, classroom walkthroughs/ observations• SY 2020-2021 master schedule
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<p>Increase Learning Time for Students</p> <p>Comprehensive Reform Strategies</p>	<p>Action: Continue to evaluate and ensure the success of extended learning time and implement academically focused after-school learning opportunities for all students.</p> <p>Action: Continue to evaluate strategies used to increase after-school participation and attendance for most in need students.</p> <p>Person Responsible: Principal/ Assistant Principal; Building Leadership Team; Interventionists; School Home Outreach Coordinator</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003g SIG funds requested for: \$17722.50 Instruction/ Stipends: After School</p> <p>\$3400 Student Transportation for: After School</p> <p>\$500 Materials/ Resources</p>	<ul style="list-style-type: none"> • Increase proficiency as measured on state assessments and district based common formative assessments. • Teacher and interventionists schedules/ lessons; classroom learning walks and observations • After-school program registrations forms and rosters • Extended-learning opportunities are tracked using a spreadsheet to document student participation. • Calendar for increased learning time.
<p>Increase Learning Time for Students [Pre-K]</p> <p>Comprehensive Reform Strategies</p>	<p>Action: Continue to evaluate the effectiveness of the Pre-K program based on student readiness for Kdg and the IN Early Learning Foundations.</p> <p>Action: Continue to provide a full day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program.</p> <p>Person Responsible: Preschool teacher & assistant, transportation</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>No SIG funds</p> <p>On my way Pre-K (GVE will be a level 3 or 4 provider)</p>	<ul style="list-style-type: none"> • Increased reading and math proficiency as measured on district based formative assessments for kindergarten. • Increased proficiency of concepts of print and numeracy and number sense of students to inform kindergarten readiness [transition protocols and assessments]. • Decrease behavior referrals and suspensions. • Increase attendance rates and decrease tardiness • Documentation of qualifying for "On my way Pre-K" funding – being a level 3 or 4 for pathways to quality. Brochure of program.

Increase Family Engagement & Community Outreach	<p>Action: School Home Outreach Coordinator will assist with planning and promoting school based workshops/events that will promote parent-school relations, focus on how to help their child at home with home-practice, routines and procedures, and social emotional growth.</p> <p>Action: Continue to involve and engage families in supporting student learning at GVES including academic, performance and behavior focused parent education, and family activities through events and coordination with classroom teachers.</p> <p>Action: Continue to build and expand relationships with the community to form productive partnerships and networks that yield resources for students and parents.</p> <p>Person Responsible: Principal/ Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	Multiple Phases (Multiple Quarters)	<p>1003g SIG funds requested for:</p> <p>\$1,000 Materials/ Resources</p>	<ul style="list-style-type: none"> • PI/ FACE opportunities are tracked using a spreadsheet to document the type of parent activity and the staff participation. • 100% parent surveys provide overall positive perceptions of the activity/ training and provide input to improve effectiveness • Increase attendance at parent activities and parent education sessions • Increase number of active community partnerships [develop a spreadsheet w/ list of names/ contacts] • Calendar for PI/ FACE • Products, materials, and outcomes from the PI/ FACE activities. • Increase participation of parents supporting child at home (survey parent at school events)
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Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete *(Indicate what areas and interventions the district plans to sustain AFTER grant funding.)* (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Leadership Support & Flexibility	Action: Leadership team firmly established, with principal autonomy in decision-making <ul style="list-style-type: none"> Principal leads all turnaround efforts, with autonomy over schedule, budget & staffing Principal will continue to meet monthly with the Director of Title I and Elementary Education Provides progress reports to NAFC board of education BLT meetings focus on building leadership capacity; developing teacher leadership; and school improvement planning Team of effective/ highly effective teachers & leaders who are raising Green Valley's achievement & improve school culture; supporting professional growth & leadership 	Multiple Phases (Multiple Quarters)	General Fund No SIG funds used Capacity built in to administration leadership (General Funds to attend 1 professional conference)	<ul style="list-style-type: none"> Green Valley's school leadership team will compile data to demonstrate the effectiveness of SIG initiatives over the past 4 years Documentation/shared information from conference
Principal/ Teacher Performance Management System [evaluation system that incorporates growth]	Action: Annual Performance Management System for teachers & principals are conducted multiple times across the school year. PIVOT, INOW are the systems used for gathering and managing data and linking to the rubric. Hallway and classroom walkthroughs are conducted daily. Person Responsible: Principal for teachers; Director of Title I and Elementary Education for K-4 principal]	Multiple Phases (Multiple Quarters)	General Fund No SIG funds	<ul style="list-style-type: none"> 100% of Green Valley Elementary teachers and administrators are rated effective/ highly effective by May 2022

<p>Develop and Increase Teacher & School Leader Effectiveness [Comprehensive Reform Strategies]</p> <p>Provide Staff with Financial Incentives & Opportunities for Leadership Development</p>	<p>Action: Sustain and implement clear instructional frameworks for both ELA and math with continuation of the gradual release of responsibility shifting from modeling to student independence.</p> <p>Action: Sustain ongoing, high quality PD; continue to implement a scope and sequence of PD, based on needs assessment that supports the instructional frameworks and reform strategies related to continuous improvement of GVES.</p> <p>Action: Continue to deliver aligned and targeted PD in a variety of context [i.e., before- and after-school; extended calendar]</p> <p>Action: Ensure a system for peer coaching and feedback; PLCs/ collaborative agendas and protocols provide ongoing leadership and support in ELA and math as grade level teams continue to implement and monitor improvement strategies.</p> <p>Action: PLCs will continue to use data from formative, short-cycle [student work samples and informal assessment], and summative assessments, progress monitoring and walk-throughs and feedback to inform and teaching and learning.</p> <p>Action: Grade level teams/ PLCs will continue to implement monitoring systems to ensure students are making academic as well as social/ emotional progress in both core instructional and interventions.</p> <p>Person Responsible: Principal; Assistant Principal; Building Leadership Team, Student Support Team</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>No SIG funds</p> <p>\$5316.75 Certified Salary/Benefits supported by Title I Funds for PD</p> <p>\$1181.5 Non-certified supported by Title Funds for PD</p> <p>Other grants used to send staff to professional conference</p> <p>Math Coach transitions to district math coach position or into retired teacher position</p>	<ul style="list-style-type: none"> • Performance Management System for Teachers will show ratings of effective or highly effective and the summative score will increase each year of the grant. • Decrease behavior referrals and suspensions. • Increase attendance rates and decrease tardiness • Increase proficiency as measured on state assessments and district based common formative assessments. • 100% of staff survey provide positive perceptions of the PD and inform needed adjustment to improve effectiveness • Extended-learning opportunities are tracked using a spreadsheet to document the type of PD activity and the staff participation. • Calendar for PD/ collaborative work • Products and outcomes from the PD/ collaborative work • Coaches' schedules with tools and protocols used for supporting teachers in ELA and math • Grade level collaboration monitoring protocols/ tools • Sharing/powerpoint/collaboration of information gathered from professional conferences
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Develop and Improve School Climate and Classroom Culture Comprehensive Reform Strategies	<p>Action: Sustain high quality support for students identified as highly at-risk and "in crisis". Behaviorist continues to work with parents, advocate for the child, and connect with the School Home Outreach Coordinator to help coordinate services.</p> <p>Action: Ensure all staff members are provided the PD and support needed to implement Conscious Discipline [positive behavior system] with consistency in the school and classrooms.</p> <p>Action: Sustain support for students that increases attendance and recurring tardiness, provide individual and small group support for students. School Home Outreach Coordinator works collaboratively with staff and Behaviorist to provide parent training linked to the goals of the SIG interventions and goals; and connect families to needed resources.</p> <p>Person Responsible: Principal; Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	Multiple Phases (Multiple Quarters)	No SIG funds Partnership with local Mental Health Agency (funds through Medicaid/insurance) (Title I contract service) School Home Outreach Coordinator sustained by Title I funds/Other Grants	<ul style="list-style-type: none">• Decrease behavior referrals and suspensions.• Increase attendance rates and decrease tardiness• Increase proficiency as measured on state assessments and district based common formative assessments.
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<p>Effective Instruction</p> <p>Comprehensive Reform Strategies</p>	<p>Action: Ensure a master schedule that includes additional student learning time in alignment to high quality instructional strategies/ interventions. Continue to evaluate the remediation/ intervention/ enrichment system to ensure its success and it is effective as it is being implemented.</p> <p>Action: Continue to ensure time within the instructional day for all students to receive intervention, remediation, and/or enrichment using small group instruction as well as personalized and differentiated learning that supports ELA and math. Grade level teams will continue to review and implement monitoring systems to ensure all students are making academic progress as well as social/ emotional progress in both core instruction and interventions.</p> <p>Person Responsible: Principal; Assistant Principal; Grade Level Teams; Interventionists; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>No SIG funds</p> <p>Skills have been built to fully analyze data. Literacy Coach and math leaders become the data/instructional leaders in the building.</p>	<ul style="list-style-type: none"> • Increase proficiency as measured on state assessments and district based common formative assessments. • Teacher and interventionists schedules, classroom walkthroughs/ observations • SY 2020-2021 master schedule • Calendar of professional development offered
<p>Increase Learning Time for Students</p> <p>Comprehensive Reform Strategies</p>	<p>Action: Continue to evaluate and ensure the success of extended learning time. Continue to implement academically focused after-school learning opportunities while ensuring most in need students participate.</p> <p>Action: Continue to evaluate strategies used to increase after-school participation and attendance for most in need students.</p> <p>Person Responsible: Principal/ Assistant Principal; Building Leadership Team; Interventionists; School Home Outreach Coordinator</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>No SIG funds</p> <p>21st Century Scholars program/ other grants.</p>	<ul style="list-style-type: none"> • Increase proficiency as measured on state assessments and district based common formative assessments. • Teacher and interventionists schedules/ lessons; classroom learning walks and observations • After-school program registrations forms and rosters • Extended-learning opportunities are tracked using a spreadsheet to document student participation. • Calendar for increased learning time.

Increase Learning Time for Students [Pre-K] Comprehensive Reform Strategies	Action: Continue to evaluate the effectiveness of the Pre-K program based on student readiness for Kdg and the IN Early Learning Foundations. Action: Continue to provide a full day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program. Person Responsible: Preschool teacher & assistant	Multiple Phases (Multiple Quarters)	No SIG funds On my way Pre-K (GVE will be a level 3 or 4 provider)	<ul style="list-style-type: none">• Increased reading and math proficiency as measured on district based formative assessments for kindergarten.• Increased proficiency of concepts of print and numeracy and number sense of students to inform kindergarten readiness [transition protocols and assessments].• Decrease behavior referrals and suspensions.• Increase attendance rates and decrease tardiness
Increase Family Engagement & Community Outreach	Action: Continue the work of involving and engaging families in supporting student learning at GVES including academic, performance and behavior focused parent education, and family activities. Action: Continue to seek and build relationships with the community to form productive partnerships and networks that yield and access resources for students and parents. Person Responsible: Principal/ Assistant Principal; Student Support Team [School Home Outreach Coordinator; Guidance Counselor; Behaviorist]	Multiple Phases (Multiple Quarters)	No SIG funds Title I funds to sustain	<ul style="list-style-type: none">• PI/ FACE opportunities are tracked using a spreadsheet to document the type of parent activity and the staff participation.• 100% parent surveys provide overall positive perceptions of the activity/ training and provide input to improve effectiveness• Increase attendance at parent activities and parent education sessions• Increase number of active community partnerships [develop a spreadsheet w/ list of names/ contacts]• Calendar for PI/ FACE• Products, materials, and outcomes from the PI/ FACE activities.

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> • ISTEP+ [state accountability];3-4 ELA; 3-4 Math; 4 Science • IREAD3 [reading] • WIDA [K-4 diagnostic/ ELL only] • DRA2 [K-4 reading] • Common Formative Assessments [ELA 2-4; Math 1-4] • Common Writing Prompt: Grades K-1 [District rubric]; Grades 2-4 [ISTEP+ rubric] • ISTAR 3-4 [SpEd only] • ISTAR-KR • DIBELS Gr 1 [NWF] • Naglieri Nonverbal Ability Test [ELA/ Math; K & 2] 	<ul style="list-style-type: none"> • Conscious Discipline [positive behavior system] • 7 Skills of Discipline • 7 Skills for Conscious Adults • Olweus Bully Prevention Program • Community Resources Liaison 	<ul style="list-style-type: none"> • Family & Children's Counseling Agency • 	<ul style="list-style-type: none"> • Waterford Early Reading Program • System 44 • Read 180 • 30 minutes of daily intervention w/in core instruction [all students] • Reflex Interactive Math • After school groups – daily [reading; math] 	<ul style="list-style-type: none"> • Report Cards • Newsletter • Family Events [partnership w/ 21st Century Bridge to Success program; Parent Nights; Parent Cafes, Parent] • PTO 	<ul style="list-style-type: none"> • 3 Block Literacy: Reading; Word Work; Writing [K-4] • Guided Reading by Jan Richardson [K-4] • Writer's Workshop by Lucy Calkins [K-4] • SRA Imagine It [K-2] • Balanced Math [K-4]

Part 8: Outcome Artifact

Instructions: 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, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.
Green Valley Elementary outcome artifact will align with our SIG focus areas in place for leadership mentoring and flexibility; job-embedded professional growth and development that increases school leadership, program cohesiveness, and instructional effectiveness; instructional coaching and student support models/ systems; use of technology to personalize and differentiate learning; and extended learning opportunities to document the progress of our school. These artifacts will be in the form of slides/ videos of powerful teaching practices & parent workshops, and professional development samples and opportunities. All stakeholders will be involved with developing the outcome documentation. Artifacts will be acquired throughout the grant cycle as evidence of the SIG progress. Annual presentations will be given to the School Board during a board meeting and parents during a parent workshop that include staff and students.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an "external provider" such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and	Based on the district's expertise, experience, and evidence of effectiveness, NAFCCS selected its external provider for supporting the Leadership/ Principal Mentor role or initiative with SIG schools.

Capacity Task	District Evidence
efficiency of each external provider based on each school's identified SIG needs	
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	NAFCS has partnered with Family and Children's Place [support for children in crisis] for several years. Based on the significantly higher level of student/ family needs at Green Valley, we will ask Home of Innocence to provide more targeted assistance with providers that are already assisting us and expand services to Green Valley since they know our students and families [aligned to SIG goals], and will provide the additional support needed to address findings revealed in GVES needs assessment
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	<p>Strong alignment to existing efficiency and capacity, specifically time and personnel/ staff, has been modeled; demonstrated success in moving school to improvement status. Has supported other principals in the Transformation Model process [extensive years of experience]</p> <p>Basic technology resources provided by the district [e.g., wireless, classroom iPads or Chromebooks, digital content] enable Green Valley to pursue and support blended-learning strategies and interventions to effectively integrate technologies to help transform teaching and learning within its school.</p> <p>The district's central office believes that the external providers are committed, can meet needs at Green Valley, and that their efforts are aligned with district and school goals and resources to effectively implement and support this math intervention</p>
4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs	<p>The district instructional team conduct routine progress checks at the school. During these visits, district leadership meets with the building leadership team. Building staff provide analyzes of implementation progress and provide feedback as to what is working and where additional support is needed. The SIG interventions/ initiatives and services provided through external providers are examined for their effectiveness in meeting staff and student needs.</p> <p>In addition, the Director of Title I and Elementary Education conducts regular on-site visits, classroom observations, review of finances and data reviews to assess progress toward goals. The Director for Elementary conducts regular meetings with the school principal, as well as the assistant principal and the BLT. Needs of the school requiring a district-wide approach are then shared and discussed during Cabinet meeting.</p> <p>The Director of Elementary and the GVES principal monitors the impact of in-school presence, external provider communication and the effectiveness of staffs' implementation of provider supports.</p>
5. 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	NAFCS has previously worked with our external providers, at the district level, and requires explicit scopes of work including timelines and goals before a contractual agreement is signed. Contract language allows the district to terminate agreements,

Capacity Task	District Evidence
Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval	<p>in the event that anticipated services are not delivered to the satisfaction of the district.</p> <p>Upon request, a copy of this scope of work and expectations reflecting the grant goals will be provided to the IDOE</p>

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	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</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • See attached Budget • Director of Elementary and the Principal developed and reviewed the attached budget [developed using IDOE guidance]. District and school leadership collaborated to identify areas of need and then researched models, programs and interventions for a research-base and program effectiveness that aligned with the school's demographics. • District calculated salaries based on employees in comparable positions [i.e., instructional coaches; outreach coordinators; highly qualified teacher[s]] • Budget resources to support effective implementation are thoroughly calculated and aligned with each identified transformation intervention requirement/option • All budget items are reasonable, allocable and needed in relation to the proposal. Budgets reflect standard rates for comparable work. • Proposed funded staff, extended-time opportunities, digital content, partners, professional development and all components proposed in this grant are directly linked to the improvement of student achievement

LEA Capacity Task	Yes	No	District Evidence
			<ul style="list-style-type: none"> Director of Title I and Elementary Education, the Principal and BLT have discussed and designed all components in this grant for sustainability after funding ends
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> Ability to recruit new principals through partnerships with outside educational organizations and/or universities Statewide and national postings for administrative openings External networking Resumes provided Data examined to demonstrate track record Principal hiring process Principal transfer procedures/policies 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Attached Resumes for: Tony Duffy, Director of Title I and Elementary Education Dr. Brian Kehrer, Principal Dr. Heather Finn, Assistant Principal</p> <p>New Albany-Floyd County Schools and Green Valley leadership is excited by the potential support available through the highly competitive SIG[g] grant award, and pledges their commitment through the 2021--2022 commitment to its effective and successful year of sustainability.</p> <p>Tony Duffy, Director of Title I and Elementary Education has served as director of curriculum, instruction, professional development and Title I for over 2 years. Tony has successfully managed several federal grant programs and has a strong understanding of federal compliance requirements.</p> <p>Dr. Brian Kehrer is the current principal at Green Valley and serves as the leader of 280 students. Principal since 2014 with New Albany-Floyd County Schools, Brian has implemented numerous positive changes since his first year as assistant principal at Green Valley in 2010.</p> <p>Dr. Heather Finn is the current Assistant Principal at Green Valley, and is primarily responsible for Title I, intervention and family involvement.</p> <p>Principal candidates are pursued both internally and externally through all venues, such as national publications, IDOE websites, New Albany-Floyd County Schools websites, etc.</p>

LEA Capacity Task	Yes	No	District Evidence
			While our hope is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of highly qualified candidates for leading teachers and meeting students' needs.
<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>New Albany-Floyd County Schools [NAFCS] has received support from the Board of Education to apply for and fully-implement the proposed 1003[g] grant proposal. The Board supports the operational flexibility envisioned within this proposal to allow for implementation of the Transformation Model.</p> <p>Evidence: Board of Education Assurances signed by Board President, Rebecca Gardenour [1003[g] Application]</p> <p>1003[g] Application Assurances signed by Superintendent, Dr. Bradley J. Snyder Title I Director, Mr. Tony Duffy Principal, Dr. Brian Kehrer</p> <p>Minutes from the September 18th, 2017, New Albany-Floyd County Schools [NAFCS] Board of Education Meeting [attached]</p> <p>Letter of Support [attached]: NAFCS Board President: Rebecca Gardenour</p>
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Green Valley Elementary and district leadership have received support from Superintendent of New Albany-Floyd County Schools, Dr. Bradley J. Snyder to apply for and fully implement the proposed 1003[g] grant proposal.</p> <p>Dr. Bradley J. Snyder, Superintendent, has submitted and signed his <i>Letter of Support</i>, attached to the district's application. The Superintendent supports the operational flexibility envisioned within this proposal to allow</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>for implementation of the Transformation Model.</p> <p>Evidence: LEA Assurances signed by Superintendent, Dr. Bradley J. Snyder [1003(g) Application]</p> <p>Dr. Bradley J. Snyder, Superintendent: Letter of Support [attached]</p> <p>Minutes/ presentation from the September 18th, 2017, New Albany-Floyd County Schools Board of Education Meeting [attached]</p>
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Green Valley Elementary and district leadership have received support from the New Albany-Floyd County Education Association to apply for and fully-implement the proposed SIG grant proposal. A Letter of Support is attached as evidence.</p> <p>New Albany-Floyd County Schools and the NAFC Education Association have a collaborative relationship and effectively work together to improve student achievement.</p> <p>NAFC Education Association is aware of SIG expectations and teachers. Association leadership have committed to eliminate any barriers to allow the full implementation of the Transformation Model, including support to change the school day to offer extended-time learning opportunities at E. Ellen Jones Elementary</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> Teacher Union Assurance An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model Principal ownership in staff hiring process Detailed and descriptive staff hiring process <ul style="list-style-type: none"> Staff transfer policies & procedures Staff recruitment, placement & retention procedures 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Located near Louisville, KY and the numerous teaching colleges and universities enables a generous pool of teacher applicants. Every year, PreK-12 administrators participate in Indiana College and University recruitment fairs to interview new talent and also in Kentucky and Tennessee. The principal posts open positions on the IDOE website, and, when</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>needed, in national papers [e.g., Education Week].</p> <p>The principal reviews all applicants, creates an interview committee and selects candidates for interview. At times, a central office staff member is invited to participate in the hiring process and building are always are of the interview committee. Following interviews, teacher candidates selected as potential finalists are vetted through inquiries to former employers and supervisors.</p> <p>With input from the interview committee and past employers/ supervisors, the principal makes the final decision for hiring teachers.</p> <p>To retain teachers, an onsite mentor is assigned at the building level. The principal provides feedback on a regular basis, after frequent observations and walkthroughs in teachers' classroom. A district funded Instructional Specialist/ Coach provides support to teachers: effective delivery of content, pedagogy, and modeling instruction and other specific needs.</p> <p>First year teachers participate in a 2 year-long PD training. Internal district leaders and external providers with expertise provide PD to support school and district initiatives. Collaboration time is embedded in the schedule, as well as monthly data meetings that are critical for new teachers as well as veteran teachers.</p> <p>Teachers and their families also can participate in the district's health care and benefit.</p>

LEA Capacity Task	Yes	No	District Evidence
			The district's relationship with the education association fosters good will and contributes to staff retention.
<p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Monitoring of SIG Programming and Implementation: Monthly meetings with Director of Title I and Elementary Education, Principal and as determined, District Literacy Coach, Building Leadership Team and Grade Level Teams to review implementation and monitoring data. In addition to conducting principal observations & performance evaluations, the Director of Title I and Elementary Education continuously monitors the work of GVES administrators & teachers, onsite, to observe leadership and instructional practices and to provide guidance and support as needed</p> <ul style="list-style-type: none"> * SIG-specific programming and implementation monitoring will be intentionally monitored by Director of Title I and Elementary Education a monthly basis [minimum]. Site observations will occur bi-weekly, as will financial oversight meetings. * The leadership mentor [Dr. Roos] will provide feedback to the Director of Title I and Elementary Education to offer observations and actionable feedback for improving implementation of the SIG interventions/ initiatives. * Established Infrastructure: <p>Instructional Calendars/ Maps:</p> <p>The District provides updated Curriculum pacing and planning guides that are aligned with the INCCRS and used by teachers to develop their informal formative assessments. Teachers are expected to use the maps to establish the instructional focus for each day's daily learning target. Principal walkthroughs, professional development, collaboration, coaching and</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>sharing of best practices support quality instruction aligned to INCCRS.</p> <p>District Assessments and Timelines: District-wide, formative and performance-based assessments aligned to INCCRS, and CFA, inform our progress across the school year. After the administration of those assessments, principals convene Data Meetings where grade levels analyze [teacher and group] data results including special populations [subgroups]; look for patterns to determine curriculum adjustments needed; track individual student progress [update Data Wall]; and adjust instruction/ groups.</p> <p>Professional Development Calendars: All principals develop a professional development calendar at the beginning of each year. These calendars are flexible and adjustments are made based on needs identified through observations, data and teacher requests. Documentation of professional development is maintained at each school.</p> <p>Evaluation System: NAFC Performance Management System will support the effective implementation of SIG[g]. Principals will continue to conduct hallways, instructional walkthroughs, and conduct announced and unannounced teacher evaluations. NAFCS will ensure that all GVES evaluation data results, aligned to this proposal and described within its established goals for Achievement Indicator and Leading Indicators, will be collected, analyzed and accurately reported to IDOE by required due dates</p> <ul style="list-style-type: none"> • Review and analysis of formative assessment results [e.g., CFA and other district checkpoint assessments] and district monitoring data reviews, will enable

LEA Capacity Task	Yes	No	District Evidence
			<p>leadership to track progress and make needed adjustments to achieve successful implementation results.</p> <ul style="list-style-type: none"> • Annual performance measures [Academic Indicators and Leading Indicators] are collected and analyzed, prior to submissions to IDOE, to inform necessary programmatic changes needed to improve results <p>Data Review Plan and Special Populations Review Plan</p> <ul style="list-style-type: none"> • NAFCS's and GVES Continuous Improvement Plan follows the 8-Step process [Rick DuFour]. This process helps teachers and collaborative teams [PLCs] understand how to use data to form instructional groups and meet the instructional need of our lowest-performing subgroups and special populations • From daily principal walkthroughs, weekly collaboration with grade-level meetings with grade-level teams to the Director of Title I and Elementary Education onsite, multiple routines are in place to provide oversight and supports. • On a weekly basis, the principal, behaviorist, guidance counselor, and school-home outreach coordinator will review suspensions, referrals and attendance/ tardiness to look for patterns of behavior and ascertain adjustments needed to reduce student disruptions. Findings are shared with grade level teams as well as building leadership. • With routines monitoring of data in place, formalized reviews by the Director of Title I and Elementary Education will occur monthly. <p>Timeline and Responsible Person/ Parties</p> <ul style="list-style-type: none"> • Timelines and responsible person/ parties for every funded element of this SIG

LEA Capacity Task	Yes	No	District Evidence
			<p>proposal are described throughout the detailed charts in Part 6 of this 1003[g] application</p> <p>Fiscal Management and Accountability:</p> <ul style="list-style-type: none"> • NAFCS uses Indiana SBOA fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort. • Detailed budget reports are up-to-date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date. Report or listing of contracted services charged to SIG that contains the start and end dates, the NAFCS's local board approval date, the vendor name, the contract amount, and the contract payment NAFCS Schedule. • Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees. Documentation of physical check of inventory within the past two years reconciled with inventory records. Inventory records of items purchased with state or federal categorical SIG funds that include all requirements. • Report of expenditures of SIG funds to date for NAFCS that indicate major object and sub codes for the appropriate resource codes. • At a minimum, on a bi-monthly basis, the Director of Title I and Elementary Education will meet with the district's financial grants

LEA Capacity Task	Yes	No	District Evidence
			Chris Street (FBO) supervisor to track SIG expenditures, prepare and monitor contracts, process claims and invoices and ensure compliance with State and Federal fiscal expectations [reasonable, allocable, and necessary] <ul style="list-style-type: none">• Financial reports required by the IDOE will be submitted on a timely basis and completed with accuracy

Instructions: 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NAFCS has experience administering federal funded grants and adheres to expectations in conjunction with the grants.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Director of Title I and Elementary Education and building administrators have experience with Federal Grants (Title I, II, etc.)

3. School's SIG plan addresses needs of all students and subgroup populations.



The plan addresses the overall needs of the school, as well as special consideration for our special education, F/R lunch, and gender subgroups. The plan focuses on using comprehensive reform strategies, making data-informed decisions, and providing resources to subgroups that have a need. Meeting the needs of all learners is at the very heart of this SIG grant proposal. Green Valley's overarching goal is to ensure that each student demonstrates significant growth and increased performance on the more rigorous Indiana College and Career Ready Standards and aligned State assessments. Needs assessment findings repeatedly pointed to weaknesses in our ability to appropriately engage students---both individually and collaboratively; to differentiate learning [most especially for children of poverty]; and to ensure that teaching and learning could, in fact, occur with significantly fewer behavioral disruptions.

Green Valley's SIG transformation plan is all about addressing these leadership, instructional and student/ subpopulation needs.

GVES will support teachers' work to transform classroom instruction using strategies, tools and practices that personalize and differentiate learning, engage and motivate students, reduce behavior disruptions, and result in the increased academic achievement of all learners in these ways:

- Instructional coaches in reading and math [SIG funded for math] will

			<p>support teachers during a master schedule for 90-minutes of reading and 60-minutes of math; facilitating teachers' effective use of proven strategies, routines, procedures and purposeful work [i.e., gradual release of responsibility; small group, guided instruction; use of technology to personalize and differentiate learning; use of higher level thinking].</p> <ul style="list-style-type: none"> • Extended-learning time will be provided for all students in quality after-school programs that support students who are struggling, enrichments for all student growth, and activities to support development of social skills and peer relationships • Through extended learning [and PLCs] teacher collaboration time, a scope and sequence of PD will provide teachers opportunities for: leadership development, comprehensive instructional reform; and developing and increasing teacher and school leader effectiveness. • A full-time early childhood teacher and teaching assistant will provide a full-day pre-K program for 4 year olds using an age- and developmentally appropriate curriculum (Frog Street) and assessment system (ISTAR-KR) that will be used to guide practice, improve programs, and inform kindergarten readiness. The teacher will regularly communicate learning objectives to families/ parents which are aligned to the IN Early Learning Foundations. The teacher and teaching assistant will have opportunities for developing and increasing teacher
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			& school leader effectiveness, and comprehensive instructional reform <ul style="list-style-type: none"> • A full-time interventionist will work daily to provide small group instruction to those students who are performing below grade level in reading and lead data/DRA analysis. • A full-time behaviorist will work collaboratively with staff to support recurring, high behavioral and mental health needs of students, through counseling, small-group and individual behavioral support sessions. • A full-time home-school outreach coordinator will work collaboratively with staff and the behaviorist to increase attendance and recurring tardiness, through individual and small groups support; provide parents training linked to the goals of the SIG interventions and goals; and link families to needed resources.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The district and Green Valley Elementary use social media, newsletters, parent workshops, and other forms of communication to notify and engage parents in activities as well as the opportunity for involvement in the SIG grant application process. Open House/ Back-to-School Night were used to share information as well.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The district has not had any significant findings in the last three years.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The district has not had excess carry-over funds in the last three cycles.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.

Part 11: 1003g SIG Budget SY 2017-2018												
Complete the budget below:												
SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction								5,000	15,000		20000
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)							\$10,000	\$500			10500
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation & Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	Column Totals	0	0	0	0	0	0	10000	5500	15000	0	
											Total Budget	30500
Indirect Cost: .0174		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										0
Total after deducting Property:											15,500	
Total Available for Indirect Costs:											270	
Amount of Indirect Cost to be used:											270	
Grand Total After Indirect Cost:											30,770	
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --												
Supplies						Property: Equipment/ Technology						
PK materials and curriculum						Pre-K furniture, equipment to support fine & gross motor skills						
Professional Services						Other Purchase Services (travel, communication)						
						Funding to support professional conference (balanced math, literacy and/or writing						
SIG Staffing												
Instructions: Complete the SIG Staffing information below												
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description					
New Staff/inhouse	Math Coach	Certified	1	N	N		Models effective teaching practices and					
Mary Pat Currin	Reading Interventionist	Certified	1	N	N		Provide additional small group instruction to students and support reading data analysis					
New Staff	Home School Outreach Coordinator	Certified	1	N	N		Monitor attendance, connect with families					
Jennifer Anderson	Preschool Teacher	Certified	1	N	N		Preschool Teacher					
New Staff	Preschool Teaching	Non-Certified	0.92	N	N		Teaching Assistant					

Part 11: 1003g SIG Budget SY 2018-2019

Complete the budget below.

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	203811	14040	84202.88	2548.26				500			305102.14
21000	Support Services - Student		35,000		16352.5	45,000						96352.5
22100	Improvement of Instruction (Professional Development)	20000	5000	3630	907.5	6000		12500	500			48537.5
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation & Maintenance											0
27000	Transportation							37400				37400
33000	Community Service Operations								1000			1000
60100	Transfers (interfund)											0
	Column Totals	223811	54040	87832.8801	19808.26	51000	0	49900	2000	0	0	
											Total Budget	488392.14

Indirect Cost: .0174

Subtract the amount above \$25,000 (per individual contracted service) from your total budget

Total after deducting Property:	478,149
---------------------------------	---------

Total Available for Indirect Costs:	8,320
-------------------------------------	-------

Amount of Indirect Cost to be used:	8,320
-------------------------------------	-------

Grand Total After Indirect Cost:	496,712
----------------------------------	---------

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --

Supplie

Property: Equipment/ Technology

Pre-K supplies; Notebooks,professional books for staff (PD)	
---	--

Professional Services

Other Purchase Services (travel, communication)

Mentor for building administration. Behaviorist to support students.

Funding to support professional conference (balanced math, literacy and/or

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
New Staff/inhouse	Math Coach	Certified	1	N	N		Models effective teaching practices and
Mary Pat Currin	Reading Interventionist	Certified	1	N	N		Provide additional small group instruction to students and support reading data
New Staff	Home School Outreach Coordinating	Certified	1	N	N		Monitor attendance, connect with families
Jennifer Anderson	Preschool Teacher	Certified	1	N	N		Preschool Teacher
New Staff	Preschool Teaching	Non-Certified	0.92	N	N		Teaching Assistant

Complete the budget below:

Budget Narrative	
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --	
Supplies	Property: Equipment/ Technology
Pre-K supplies; Notebooks, professional books for staff (PD)	
Professional Services	Other Purchase Services (travel, communication)
Mentor for building administration. Behaviorist to support students.	Funding to support professional conference (balanced math, literacy and/or writing)

SIG Staffing

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
New Staff/inhouse	Math Coach	Certified	1	N	N		Models effective teaching practices and
Mary Pat Currin	Reading Interventionist	Certified	1	N	N		Provide additional small group instruction to students and support reading data
New Staff	Home School Outreach Coordinator	Certified	1	N	N		Monitor attendance, connect with families
Jennifer Anderson	Preschool Teacher	Certified	1	N	N		Preschool Teacher
New Staff	Preschool Teaching	Non-Certified	0.92	N	N		Teaching Assistant

Part 11: 1003g SIG Budget SY 2020-2021												
Complete the budget below:												
SY 2020-2021		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	71181		28883.9471					1500			101564.95
21000	Support Services - Student		35000		16352.5							51352.5
22100	Improvement of Instruction (Professional Development)	10000	1750	1815	317.63	3000		5000	500			22382.63
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation & Maintenance											0
27000	Transportation											0
33000	Community Service Operations								1000			1000
60100	Transfers (interfund)											0
	Column Totals	81181	36750	30698.9471	16670.125	3000	0	5000	3000	0	0	
											Total Budget	176300.07
Indirect Cost: .0174		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										
Total after deducting Property:												
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												
Grand Total After Indirect Cost:												
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --												
Supplies						Property: Equipment/ Technology						
Pre-K supplies; Notebooks,professional books for staff (PD)												
Professional Services						Other Purchase Services (travel, communication)						
Mentor for building admininstration. Behaviorist to support students.						Funding to support professional conference (balanced math, literacy and/or writing)						
SIG Staffing												
Instructions: Complete the SIG Staffing information below												
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description					
New Staff/inhouse	Math Coach	Certified	1	N	N		Models effective teaching practices and					
Mary Pat Currin	Reading Interventionist	Certified	1	N	N	Moved to Literacy Coach position or retired teachers positions (no sig funds)	Provide additional small group instruction to students and support reading data analysis					
New Staff	Home School Outreach	Certified	1	N	N		Monitor attendance, connect with					
Jennifer Anderson	Preschool Teacher	Certified	1	N	N	Funded through On My Way Pre-K	Preschool Teacher					
New Staff	Preschool Teaching Assistant	Non-Certified	0.92	N	N	Funded through On My Way Pre-K	Teaching Assistant					

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Noncert							
11000	Instruction	478803	28080	197290	5096.52	0	0	0	8000	15000	0	732269.2
21000	Support Services - Student	0	105000	0	49057.5	90000	0	0	0	0	0	244057.5
22100	Improvement of Instruction (Professional Development)	45000	10750	8167.5	1951.13	13500	0	37000	2000	0	0	118368.6
22900	Other Support Services	0	0	0	0	0	0	0	0	0	0	0
25191	Refund of Revenue	0	0	0	0	0	0	0	0	0	0	0
26000	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
27000	Transportation	0	0	0	0	0	0	74800	0	0	0	74800
33000	Community Service Operations	0	0	0	0	0	0	0	3000	0	0	3000
60100	Transfers (interfund)	0	0	0	0	0	0	0	0	0	0	0
	Column Totals	523803	143830	205457	56105.1	103500	0	111800	13000	15000	0	
											Total Budget	1172495

Green Valley Elementary

2230 Green Valley Rd., New Albany, IN 47150
812-542-5503

Dr. Brian Kehrer, Principal

Dr. Heather Finn, Asst. Principal

October 27, 2017

Superintendent Jennifer McCormick
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent McCormick,

As principal of Green Valley Elementary School, I am pleased to submit this School Improvement Grant Initiative, under section 1003(g) of Title I, on behalf of our school and community.

This grant will provide resources to significantly enhance the our efforts at Green Valley Elementary to transform instructional practices, offer personalized instruction, improve school culture, provide connections to families, and provide extended learning opportunities for all students. These initiatives will help increase teacher and administrative expertise, improve school climate, and will lead to increased student achievement.

We truly appreciate this opportunity to submit this application and fully support the proposed supports.

Sincerely,



Dr. Brian L. Kehrer
Principal, Green Valley Elementary



September 13, 2017

NEW ALBANY FLOYD COUNTY SCHOOLS
Administrative Services Center
2813 Grant Line Road
P.O. Box 1087
New Albany, IN 47151-1087
(812) 949-4200
Fax (812) 542-4743
www.nafcs.org

Bradley J. Snyder
Superintendent

BOARD OF SCHOOL
TRUSTEES

Rebecca Gardenour
President
Lee Ann Wiseheart
Vice President

Donna Corbett
Secretary
Jan Anderson
Member
K. Lee Cotner
Member
Elizabeth Galligan
Member
Jenny Higbie
Member

Superintendent Jennifer McCormick
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent McCormick:

As the Superintendent of New Albany Floyd County Consolidated School Corporation, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. The potential resources provided under this grant will be essential to Green Valley Elementary's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and enhancing learning opportunities for all students.

The members of the New Albany Floyd County Consolidated School Corporation's Board of Education, the New Albany Floyd County Education Association, and I are committed to continuously supporting all aspects of the Transformation Model at Green Valley Elementary.

As a leading advocate for high levels of learning for all, I can assure you that:

1. You will have the oversight and support from my district administrative leadership team to ensure the full and effective implementation of all initiatives proposed within New Albany Floyd County's grant proposal;
2. Data will be used to drive decision-making that informs instructional practices, identifies student needs, and is used to make adjustments to better meet those needs;
3. Schedules will build in time for teachers' analyses and use of data, job-embedded professional development for teacher collaboration and learning, and differentiated opportunities to meet student learning needs; and
4. I have full confidence in Green Valley Elementary's principal, Dr. Brian Kehrler, to lead the important initiatives proposed in this grant application and increase student achievement.

On behalf of New Albany Floyd County Consolidated School Corporation, I am pledging my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application for Green Valley Elementary.

Sincerely,

Dr. Bradley J. Snyder
Superintendent



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September 13, 2017

Bradley J. Snyder
Superintendent

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K. Lee Cotner

Member

Elizabeth Galligan

Member

Jenny Higbie

Member

Superintendent Jennifer McCormick
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent McCormick:

As the President of the New Albany Floyd County Consolidated School Corporation's Education Association, and on behalf of Green Valley teachers, I am pleased to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I.

The SIG(g) grant offers initiatives that will strengthen and further transform our instructional practices, personalize learning – to meet individual student needs, improve building culture, and provide much needed learning opportunities for all students, most particularly those students who struggle.

My Green Valley colleagues and I are committed to supporting Green Valley's Transformation Model. We appreciate the opportunity to submit this proposal and urge your approval of our application.

Sincerely,

Joy Lohmeyer

President

New Albany Floyd County Consolidated School Corporation
Education Association



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September 13, 2017

Bradley J. Snyder
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Member

Elizabeth Galligan
Member

Jenny Higbie
Member

Superintendent Jennifer McCormick
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent McCormick:

As the President of the New Albany Floyd County Consolidated School Corporation's Board of Education, I am pleased to submit this letter on behalf of the Board to acknowledge our support of the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I.

This grant will provide invaluable resources to significantly enhance the important work occurring at Green Valley Elementary to transform instructional practices, offer initiatives that personalize learning, improve school culture, and provide extended learning opportunities for all students. These initiatives will help improve teacher pedagogy, improve school climate and increase student achievement.

My fellow Board members and I are committed to continuously supporting all aspects of the Transformation Model at Green Valley Elementary, under the direct leadership of its principal, Dr. Brian Kehrer.

The New Albany Floyd County Consolidated School Corporation supports the implementation of this powerful initiative and is grateful for the opportunity to submit this application on behalf of Green Valley Elementary.

Sincerely,

Rebecca Gardenour
President
New Albany Floyd County Consolidated School Corporation
Board of Education

Green Valley Elementary

2230 Green Valley Rd., New Albany, IN 47150
812-542-5503

Dr. Brian Kehrer, Principal

Dr. Heather Finn, Asst. Principal

October 27, 2017

Superintendent Jennifer McCormick
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street, Suite 600
Indianapolis, IN 46204

Dear Superintendent McCormick,

As building representatives members of Green Valley Elementary School, we are pleased to submit this letter on behalf of the school to acknowledge our support of the important work the School Improvement Grant Initiative, under section 1003(g) of Title I.

This grant will provide resources to significantly enhance the efforts of staff at Green Valley Elementary to transform instructional practices, offer personalized instruction, improve school culture, provide connections to families, and provide extended learning opportunities for all students. These initiatives will help increase teacher and administrative expertise, improve school climate, and will lead to increased student achievement. Further, this grant will help our continued efforts to increase our own knowledge as professionals and provide the highest impact on our students, both academic and social-emotional growth.

We are truly appreciative of this opportunity to submit this application and fully support the proposed supports.

Sincerely,



BRIAN L. KEHRER
2004 Flora Drive, Floyds Knobs, IN 47119
502-552-4225 bkehrer11@gmail.com

ADMINISTRATION EXPERIENCE

- 2014-Present
 - Green Valley Elementary, New Albany Floyd County School Corporation
 - Principal
- 2010-2014
 - Green Valley Elementary, New Albany Floyd County School Corporation
 - Assistant Principal
 - Title I Coordinator
 - Special Education Coordinator
- 2009– 2010
 - Highland Hills Middle School, New Albany Floyd County School Corporation
 - Assistant Principal
 - Special Education Facilitator
 - Athletic Director

TEACHING EXPERIENCE

- 2007 – 2009
 - Floyd Central High School: Mathematics Teacher
- 2004 - 2007
 - Perry Central Junior-Senior High School: Mathematics Teacher & Varsity Basketball Coach
- 2002 – 2004
 - Charlestown High School: Mathematics Teacher, Athletic Coach, Club Sponsor
- 1999 – 2002
 - Paoli Junior-Senior High School: Mathematics Teacher, Athletic Coach, Club Sponsor

EDUCATION

- 2013-2016
 - Indiana State University, Terre Haute, Indiana
 - Doctorate of Philosophy
- 2002-2003
 - Oakland City University, Oakland City, Indiana
 - Master of Arts in Teaching – School Administration
- 1997-1998
 - Purdue University, West Lafayette, Indiana
 - Indiana Teacher's License
- 1992-1996
 - Purdue University, West Lafayette, Indiana
 - Bachelor of Science
 - Major: Industrial Management Minor: Manufacturing Management

RELATED EXPERIENCE

- ◆ Keynote Speaker, Prevent Child Abuse Breakfast Fundraiser, 2017
 - ◆ Sponsored by Family and Children’s Place
- ◆ Elementary Presenter for Education Day for Leadership Southern Indiana, 2016-2017
- ◆ Begingergarten/United Way Presenter, 2015-2017
- ◆ PLC at Work Conference, St. Louis , Missouri, June 6-8, 2013
- ◆ Volunteer Director, Bedford Christian Church Camp, Indiana. Summer 2011-15.
- ◆ Volunteer Counselor, Barbee Christian Church Camp, Indiana. Summers 1993-2012.

“To do what ought to be done but what would not have been done unless I did it, I thought to be my duty.”
Robert Morrison

PLEASE POST

PLEASE POST

**NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION
NOTICE OF OPENING**

The following position is an open position for the **2018-19** school year. It should be understood that this opening may carry with it extra-curricular assignments or other special talent considerations which will influence the final administrative decision on the assignment. Staff members who desire to be considered for this position should go to our web site: www.nafcs.k12.in.us and click on Jobs/Employment Opportunities, scroll to Internal Applicants Only and fill out and submit the Internal Application Form.

POSITION: Interventionist/Acceleration Teacher
Primary/Intermediate Generalist Required

LOCATION: Green Valley Elementary School

NON-DISCRIMINATION POLICY IN HIRING: Employment opportunities within the New Albany-Floyd County Consolidated School Corporation shall be equal and non-discriminatory for all persons, regardless of race, color, creed, sex, pregnancy, family status, religion, age, national origin, limited English proficiency, disability, military status or veteran status.

As a condition of employment, the successful applicant will be required to prove eligibility for employment in the United States under the Federal Immigration Reform and Control Act of 1986.

Each applicant will be required to provide a satisfactory, current Limited Criminal History (LCH). Limited Criminal History forms are available in the Human Resources Office.

Interested parties who desire to be considered for this position should go to our web site, www.nafcs.k12.in.us and click on Jobs/Employment Opportunities and fill out and submit, online, their application for employment. There shall be a minimum of fifteen (15) days from the date of this notice to apply.



502.315.9208



HEATHERDFINN@GMAIL



GREENVILLE, INDIANA

Profile

I am an administrator in Southern Indiana with experience leading in multiple elementary schools over the past 17 years, along with 5 years of higher education teaching experience at Indiana University Southeast.

EDUCATION

Ph.D. Educational Leadership
2015

Indiana State University
Self-Regulation Skills Research

Building Administrator License K-12
2013

Indiana State University

M.S. Elementary Education
2005

Indiana University SE

B.S. Elementary Education
2000

Indiana University SE

WORK EXPERIENCE

Assistant Principal/Title I Coordinator/Special Education Coordinator
Green Valley Elementary / New Albany, IN / 2014-Present

I am an administrator in a priority school in the state of Indiana. We serve 85% free/reduced & poverty.

- 30% of our students are identified special education
- Community connections are key to my position
- Consistent educational presentations to parent and healthcare groups are a dedicated focus

Assistant Principal Intern

Grant Line Elementary & Georgetown Elementary / New Albany / 2012-2014

I assisted the principals in administrative responsibilities including observations, evaluations, grade level collaboration meetings, master scheduling, and staffing.

Teacher

New Albany-Floyd County Schools / New Albany, IN / 2000-2012
4th, 5th, & 6th grade teacher in an elementary school setting.

Adjunct Professor, Math Methods

Indiana University Southeast / New Albany, IN / 2007-2012

I taught undergraduate and graduate courses in the Elementary Education department.

- Mastering the craft of leading others to success was my goal
- High expectations along with high support was my approach
- Supportive and approachable

Presentations

Differentiated Instruction in Literacy, Las Vegas 2005-2006

Literacy Coach Training, Belize 2006

Emotional/Social Health; Conscious Discipline, Virginia Early Childhood Conference, March 2017

Emotional/Social Health; Conscious Discipline, Indiana Early Childhood Conference, April 2017

Emotional/Social Health; Conscious Discipline, National Conference, Missouri, June 2017

AWARDS

Excel Teacher of the Year New Albany-Floyd County Schools, IN 2007

REFERENCES

Amy Niemeier
Principal, Slate Run Elementary
502-551-9538
amyniemeier@yahoo.com

Joseph Johnson
Professor, Miami of Ohio
513-529-4161
johnsojg@miamioh.edu

Fred McWhorter
CFO Franklin Township Schools
812-989-1508
fred.mcwhorter@ftcsc.k12.in.us

Ann Brown-Carruthers
Prevent Child Abuse Council
502-821-2746
abrownnc44@gmail.com

Louis A. (Tony) Duffy Jr.
3911 Tammy Court
New Albany, Indiana 47150
502-296-0848

EDUCATION

1982	New Albany High School	High School Diploma
1982-1987	Indiana University Southeast, New Albany, IN	Bachelors, Elem. Ed.
1987-1991	Indiana University Southeast, New Albany, IN	Masters, Elem. Ed.
1991-1993	Indiana University Southeast, New Albany, IN	Admin. License

Professional License and Certification

State of Indiana Professional Educator’s License: Elementary Grades 1-6
Masters of Elementary Education
Administration and Supervision License for Elementary

Teaching Experience

1987	Student Teacher @ Silver Street Elementary (4 th grade)
1987-1991	Teacher @ Pine View Elementary (5 th and 6 th grade)
1991-1997	Teacher @ Mount Tabor Elementary (6 th grade)

Administrative Experience

1997-1999	Administrative Intern @ Georgetown Elementary
1999-2001	Assistant Principal @ Georgetown Elementary
2001-2007	Principal @ Silver Street Elementary
2007-2015	Principal @ Mt. Tabor Elementary
2015-	Director of Elementary Education and Title I

Professional Activities

Center for Educational Leadership Academy (CEL), 1995
NAFCEA Vice President, 1995-1997
Indiana Principal’s Leadership Academy, 2005-2007
Title I School Wide for Silver Street, 2005-2007
State and National Conferences 1997-2017
PLC Training and Conferences 2008-2017

Extra-Curricular Activities

Coached most sports as a teacher in NAFCS
Southern Indiana United, Soccer Coach 1997-2006
Net-Surfers Soccer Club, Board Member 2004-2007
Northside Christian Church Volunteer 1990-2017

DR. RHONDA J. ROOS

1020 Canyon Road

New Albany, Indiana 47150

EDUCATION

2014	Indiana State University, Terre Haute, Indiana Ph.D in Educational Administration
2009	Indiana State University, Terre Haute, Indiana Ed.S in Educational Administration
1995	Butler University, Indianapolis, Indiana Experiential Program for Preparing School Principals (EPPSP)
1984	Western Kentucky University, Bowling Green, Kentucky M.A. in Guidance Counseling
1982	Eastern Kentucky University, Richmond, Kentucky B.A. in English Education

PROFESSIONAL EXPERIENCE

2016	Rhonda Roos Consulting, New Albany, Indiana Educational Consultant and Coach
2015	Spalding University, Educational Leadership Program Instructor
2013	Myers-Briggs Official Trainer and Consultant
2010	New Albany Floyd County School Corporation, New Albany, Indiana Director of Middle Schools
2001	Scribner Middle School, New Albany, Indiana Principal
1998	Hazelwood Middle School, New Albany, Indiana Assistant Principal
1995	Prosser School of Technology, New Albany, Indiana Assistant Principal
1990	Avon High School, Avon, Indiana Guidance Counselor
1987	Morrison-Mock and Westview Elementary Schools, Muncie, Indiana Guidance Counselor
1983	Radcliff Middle School, Radcliff, Kentucky English Teacher and Department Chair

AWARDS

2016	Promising Practice Recognition – “It’s not about the ANSWER; it’s about the UNDERSTANDING” Indiana Department of Education
2015	Indiana University Southeast Educator of the Year
2015	Schools to Watch designation by The National Forum All three middle schools in New Albany Floyd County School District were designated. Middle School Director, New Albany Floyd County Schools
2014	Indiana Principal Leader Institute Mentor-Cohort #1
2012	National Professional Learning Community Model School District
2011	National “Redefining Excellence District Award” at Authorspeak by Solution Tree
2010	Indiana Middle School Principal of the Year
2009	Indiana Middle Level Education Association President

PRESENTATIONS

2017	“Six Problem-solving Frameworks for Principals” “Five Dysfunctions of a Team” IASP (Indiana Association of School Principals) Regional Development Seminars
2016	“Courage, Conversations and Change” IASP (Indiana Association of School Principals) State Conference
2015	“Research to Reality – Five Things Principals Must Know” INALI (Indiana New Administrator Institute) Conference
2015	“Research to Reality – Five Things Principals Must Know” IASP (Indiana Association of School Principals) Fall Conference
2015	“Five Essential School Components for Success” Dissertation Findings Presentation /Shelbyville & Fort Wayne, IN
2014	“Four Questions Every Principal Should be Able to Answer” Indiana Middle Level Education Association State Conference
2013	“Superintendents Panel: Building Capacity & Aligning with the Common Core Standards” Association for Middle Level Education National Conference
2010	“Brain Compatible Teaching – What Is It?” Indiana University Southeast course instructor

PUBLICATIONS

2017	“I Don’t Have Time for One More Thing: Why Principals Should Journal” Indiana Principals Leadership Institute blog ~ October 2017
2014	“An Examination of Principals in Effective High-Poverty Middle Schools with High Achievement” Dissertation completion ~ December 2014
2004	“Brain Compatible Secondary Schools: The Visionary Principal’s Role” National Association Secondary School Principals <i>The Bulletin</i> co-author

MINUTES OF BOARD OF SCHOOL TRUSTEES MEETING
September 18, 2017

The Board of School Trustees met in regular session on Monday, September 18, 2017, at the Education Support Center. The following members were present: Mrs. Rebecca Gardenour, President; Ms. Lee Ann Wiseheart, Vice-President; Mrs. Donna Corbett, Secretary; Mrs. Jan Anderson, Member; Mr. K. Lee Cotner, Member; Mrs. Elizabeth Galligan, Member; and Mrs. Jenny Higbie, Member. Also present were the following administrators: Dr. Brad Snyder, Superintendent; and Mr. Bill Briscoe, Assistant to the Superintendent for Administration and Operations.

A. CALL TO ORDER:

Mrs. Gardenour called the meeting to order at 6:00 p.m.

B. RECITE PLEDGE OF ALLEGIANCE:

Mrs. Gardenour asked everyone to join in reciting the Pledge of Allegiance.

C. RECOGNITION:

“Good to Grow Green” Program:

Teresa Hebert, along with students Tori Floyd, Floyd Central High School student, and Annalise Zeinemann, Highland Hills Middle School student, shared information about the “Good to Grow Green” program. Volunteers started this program that puts virtual gardens in the schools. They believe if they add healthy food options to the non-perishable food items, that are now supplied to families by Blessings in a Backpack, families will eat healthier. The volunteers received a \$10,000 grant to begin the program. Currently this program is in a classroom at Georgetown Elementary School and three 3rd grade classrooms at Green Valley Elementary School. Sarah Zeinemann, teacher at Georgetown, shared she was the first recipient of the virtual garden in her classroom. Seeing the excitement in the students’ eyes as they watch the produce grow is exciting. They incorporate measuring and prediction into the program. It was exciting for the students to eat foods that they have ownership in and have grown themselves. It’s a great opportunity for them to see there are choices available and they are the ones who have to make those good, healthy choices. She encouraged, if possible, to have more gardens in the schools.

Dr. Kehrner shared how happy they are at Green Valley to have three gardens in the classrooms. The students at Green Valley aren’t in a farm-like community so this has given them the opportunity to learn about planting the seeds, growing the plants, to measure and see the growth, and see what is needed for the plants to grow. The classes celebrated with a salad party with the lettuce they had grown. This was a fantastic experience for the students to eat healthy and many of the items in the salad these students had never seen. He thanked the students involved in beginning the program, Miles for Merry Miracles, and to Duke Energy for sponsoring this wonderful program.

D. COMMENTS FROM THE PUBLIC:

The public was invited to address the Board on matters of educational importance. Oral complaints regarding specific students and/or personnel will not be heard. School employees are encouraged to contact their immediate supervisor to be heard on specific complaints relating to the terms and status of their employment prior to addressing the Board. Individuals were asked to confine their comments to no more than three minutes. There were sign up sheets near each entrance prior to the start of the meeting.

With no one signing up to speak, Mrs. Gardenour proceeded to the next agenda item.

E. APPROVAL OF CONSENT AGENDA

The following items were presented for approval:

- Approval of Minutes of August 14, 2017, Executive Session and Regular Session; and August 28, 2017, Regular Session;
- Approval of Claims;
- Approval of Staffing Report;
- Acceptance of Donations to Green Valley Elementary School, Hazelwood Middle School, and New Albany High School;
- Approval of St. Baldrick’s Host Agreement for Georgetown Elementary School;

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- Approval of Overnight Field Trip Requests from Floyd Central High School;
- Approval of Contract for Procurement of Professional Services with Spalding University;
- Approval of Mental Health Services Agreement with Family & Children First, Inc.

Board members have received information regarding each item on the consent agenda; however, any member may request that any item be removed from the consent agenda and discussed separately. Mr. Cotner made a motion to approve all items on the consent agenda as presented and recommended. The motion was seconded by Mrs. Anderson and carried unanimously following a roll call vote.

- Minutes of August 14, 2017, Executive Session and Regular Session; and August 28, 2017, Regular Session as presented.
- Claims beginning #73519 through and including #73939 and payrolls of 8-11-17, 8-25-17, and 9-8-17 in the total amount of \$4,753,807.33 as presented.
- Staffing Report as presented.
- Acceptance of Donations to Green Valley Elementary School, Hazelwood Middle School, and New Albany High School as presented.
- St. Baldrick's Host Agreement for Georgetown Elementary School as presented.
- Overnight Field Trip Requests from Floyd Central High School as presented.
- Contract for Procurement of Professional Services with Spalding University as presented.
- Mental Health Services Agreement with Family & Children First, Inc. as presented.

F. ACTION ITEMS:

Consider New Chief Business Officer:

Dr. Snyder shared Board members Lee Cotner and Elizabeth Galligan served with him on the initial interview committee. The position was posted on several websites including the Indiana Department of Education, Indiana Association of School Business Officials, corporation website, indeed.com, and Career Builder. A "small table interview process" was held with four selected candidates. Following that, a "big table interview process" was held with two finalists.

Tonight, Dr. Snyder is recommending the appointment of Mr. Chris Street for the Chief Business Officer position. Mr. Street is currently a CPA with a local firm. Prior to that, Mr. Street was a teacher at Floyd Central High School. Mr. Street will be offered a 2 1/2 year contract with a three-tier wage process. During the first several months, he will work as an apprentice where he will be mentored. The daily rate during this time will be the same daily rate as a high school principal. Beginning July 1, 2018, the beginning salary will be \$115,000.

Dr. Snyder said he is proud of the process and the recommendation being brought forward. He is extremely confident in the candidate being recommended.

Mr. Cotner made a motion to approve the appointment of Mr. Chris Street as the Chief Business Officer as recommended. The motion was seconded by Mrs. Higbie. Discussion followed.

Mrs. Galligan stated, "I want to take the opportunity to thank everybody who applied for this position. We had a strong group of candidates and that's a reflection on our corporation. As Mrs. Lohmeyer said a few meetings ago, NAFCS is the destination for the best; not just teachers, but administrators as well. It was a privilege to serve on the selection committee with Dr. Snyder, Dr. Jensen, and Mr. Cotner. The confidence that many on the Board extended to me was humbling. The last time we hired such a high profile position, some on the Board questioned the integrity of the process and the varacity of the search. Dr. Snyder heard the Board loud and clear and he took our concerns very seriously. The process this time was very open, fair, and robust. Mr. Cotner and I were involved fully from the initial resume' reviews through the final interviews. And, every step of the way, the Board had a detailed update. Dr. Snyder took it upon himself to personally contact many potential candidates, casting a wide net to make sure we had a deep pool of candidates. Previously, there was concern that our posting was not easy to find through the use of common search engines. I'm happy to report that one of our finalists found us on indeed.com. Once the field was narrowed to two, Dr. Snyder decided on a second round of interviews so that we might see more separation between the finalists. About ten people that will be working with the CBO were brought in to the second round. The choice became crystal clear. There was broad,

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overwhelming support and a candidate was chosen. I cannot thank Dr. Snyder enough for leading the search using a process that was extremely fair, completely transparent, and very robust. I think this new and improved process has lead us to an impressive selection; one that I hope we can all be proud to welcome home.”

Ms. Wiseheart then said, “I would like to explain my reason for my vote. I completely respect the committee’s process and all the members who served on the committee. I agree with what Mrs. Galligan said; it is a vast improvement from the last time we were in a position like this. I am extremely grateful to Dr. Snyder for listening to the Board and fixing that process and for everyone that served on that committee. The Chief Business Officer position is a critical position to the School Corporation and I personally believe that prior experience in the area of school finance is important. I have consulted with other sources including the Indiana School Boards Association and they have expressed their opinion to me that school finance experience is key when selecting a Chief Business Officer, especially for a corporation our size. With that being said, I also recognize that applicants for employment may possess other attributes that may override the applicants lack of experience in school finance. Therefore, I would support a one-year contract for the recommended candidate to give him that opportunity. So, I want to make it clear that I support the Board giving the selected candidate the opportunity. I just personally would have preferred that the initial term of the contract be for one year instead of a longer term than what we would normally offer at two years. Even if my vote is not with the majority of the Board, I do respect the decision of the Board and will support it. I wish much success to our new CBO and look forward to working with him or her as well as the rest of our administrative team as we all move forward together to serve the students of our corporation.”

Mrs. Gardenour said she appreciates the comments made by Mrs. Galligan and Ms. Wiseheart. She does support Mr. Street 100 percent. What she doesn’t support is the contract. She too wishes it could have been a one-year contract. We are in a unique position in that we are going to have a new Superintendent starting January 1st and as has been said time and time again, the Superintendent and Chief Business Officer are intertwined. Having a one-year contract for this position would have given the new Superintendent flexibility. Therefore, she wishes the contract could have been a little different. She believes the applicant, Mr. Street, is very qualified.

Following the discussion, the motion made to appoint Mr. Chris Street as the Chief Business Officer passed with 5 votes in favor and 2 votes against. Mrs. Corbett, Mrs. Anderson, Mr. Cotner, Mrs. Galligan and Mrs. Higbie voted in favor and Ms. Wiseheart and Mrs. Gardenour voted against.

Mr. Street thanked the Board and appreciated the kind remarks everyone made in support him. He is looking forward to serving the School Corporation again.

Consider Bids for Prosser Construction:

Bids were received and opened August 31, 2017 for the Prosser Career Education Center Building Package. To generate interest in the project, 139 bidders were solicited. Of that total, 64 contractors picked up the bidding documents and 37 contractors submitted bids.

No bids were received for Bid Category 14 - Ceramic Tile. We will be rebidding this work and plan to bring a recommendation to the Board at the next meeting.

After review of the bids, it has been decided to award to the lowest, responsive, responsible bidders for the base bid and alternates 1, 2, and 5 in the total amount of \$20,546,587 as follows:

<u>Bid Category</u>	<u>Contractor</u>	<u>Amount</u>
No. 2 - General Trades	Bruns-Gutzwiller, Inc.	\$4,734,000
No. 3 - Masonry	Bruns-Gutzwiller, Inc.	\$1,324,750
No. 4 - Roofing	Insulated Roofing Contractors	\$ 328,554
No. 5 - Aluminum Glass & Glazings	Keusch Glass Inc.	\$ 323,500
No. 6 - Metal Studs, Drywall & Ceilings	Danco Construction	\$1,435,000
No. 7 - Flooring	Flooring Concepts, Inc.	\$ 185,769
No. 8 - Painting	Chambers Painting, LLC	\$ 584,550
No. 9 - Kitchen Equipment	Central Restaurant Products	\$ 757,964
No. 10 - Fire Protection	Ryan Fireprotection, Inc.	\$ 504,500

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No. 11 - Plumbing	Harrel-Fish Inc.	\$3,000,000
No. 12 - Mechanical	Independent Piping Services, LLC	\$3,896,000
No. 13 - Electrical	Starlight Electric, Inc.	\$3,472,000

Ms. Wiseheart thanked him for the presentation and the detailed information provided to the Board and appreciates the fiscal responsibility. She asked if we have worked with Bruns-Gutzwiller, Inc. in the past. He said we are currently working with them on the Green Valley Elementary School construction project and are very pleased with their work.

Upon motion by Ms. Wiseheart, second by Mrs. Anderson, approval was given to award bids for the Prosser Building Package as presented and recommended. Following a roll call vote, the motion carried unanimously.

G. INFORMATION AND DISCUSSION ITEMS:

Receive Community Input for Superintendent Search:

Mrs. Nancy Haseker, 812 Castlewood Drive, New Albany. She asked the Board consider the large salary of the Superintendent. She agrees with the gentleman who spoke at a previous meeting saying “for many decades our school system seems to be a stepping stone for Superintendents to make the most money they can and then move on.” In her opinion, our schools should be like they used to be - Kids First.

Mrs. Bonnie Thrasher, 27 Hilltop Road, Floyds Knobs. She commented, “you get what you pay for.” We are a very, very prestigious school. People are bringing their kids here. We need to find the best of the best and that’s going to cost.

Public Hearing on 2018 Bus Replacement Plan:

Public Hearing on 2018 Capital Projects Plan:

Public Hearing on 2018 Budget Rates and Levies:

Mrs. Gardenour opened the public hearing on the 2018 Bus Replacement Plan. Mr. Bob Harris provided the following information regarding the Bus Replacement Plan:

2018 School Bus Replacement Plan

- 12 year replacement schedule
- We have 12 buses that can be replaced
- \$1,200,000 estimated expense to replace
- Currently have 146 total buses
- Will receive a 4% revenue increase and have a levy maximum of approximately \$1.25 million

With no questions, Mrs. Gardenour closed the public hearing on the 2018 Bus Replacement Plan and opened the public hearing on the 2018 Capital Projects Fund. Mr. Harris shared the following information:

2018 Capital Projects Plan

- The CPF plan has a maximum tax rate cap set by Indiana Code
- Since we are permitted to pay utilities and insurance from this fund, an additional adjustment is added
- The 2017 approved total CPF rate was .33
- The 2018 approved rate will be very close to the present rate
- The levy generated will be approximately \$10,500,000 depending on the assessed valuation

Mr. Wiseheart reviewed the following list of projects scheduled for 2018:

- Hardware Replacement - All Buildings - \$725,000
- Freshman Baseball - NAHS (Phase 3 of 4) - \$400,000
- Restroom Improvements - NAHS (Phase 3 of 3) - \$350,000
- Teacher Computer Desktop Replacement - All Buildings - \$250,000
- Auditorium LED Lighting - NAHS (Phase 1 of 2) - \$250,000
- Roofing Recoat - Various Buildings - \$175,000
- Flooring Replacements - Various Buildings - \$175,000
- Classroom Carpet - Hazelwood - \$150,000
- Window Replacements - Georgetown - \$125,000

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- Music Instruments - Secondary Schools - \$100,000
- Paving Repairs - Various Buildings - \$100,000
- Shelby Property Acquisition - NAHS - \$100,000
- Bus Lift & Well - Transportation - \$75,000
- Cooling Tower Replacement - Mt. Tabor - \$70,000
- Storage Addition - FCHS - \$60,000
- Remove Wallpaper - Scribner - \$40,000
- Remodel Room 124 - Grant Line - \$40,000
- WNAS Upgrades - NAHS & FCHS - \$25,000
- Room 151 Demo - Mt. Tabor - \$25,000
- Hallway Repaint - Children's Academy - \$25,000
- Awning Replacement - Children's Academy - \$20,000

Mrs. Higbie asked how much would be budgeted in the second tier of the NAHS Auditorium lighting and will it be in the subsequent year. Mr. Wiseheart said yes, an additional \$250,000 will be budgeted in 2019 for a total of \$500,000 for the project.

Mrs. Gardenour asked what the impact would be if AV is released from the TIF districts. Mr. Harris said the TIF legislation is written well and many districts have taken advantage of that and done good things. With that said, it is supposed to be for distressed property. You can borrow money and make the Bond payments. He gave the example of purchasing a TIF district for \$1 million - this is the AV. They build a very profitable business in the TIF district and the AV goes to \$20 million. How this hurts the school district is when the budget rates are calculated, schools only get credit for the first \$1 million. Schools do not get the increment - in the example given this would be \$19 million. That additional \$19 million lowers the tax rate. Therefore, the taxpayers pay more as a result of the TIF district. Also, TIF districts hurt school corporation's CPF fund. That fund has a fixed rate. So, the higher the assessed value, the more tax dollars the school corporation gets for technology and buildings. On the flip side, the lower the assessed value, the less tax dollars the school corporation gets. With a TIF district in place, the schools get a lower revenue source. Ms. Wiseheart asked if it is written in legislation that schools only get original amount even if AV increases? Mr. Harris said yes it is as long as the TIF district is in operation and TIF districts now have a 20-year limit.

With no further questions, Mrs. Gardenour closed the public hearing on the 2018 Capital Projects Fund and opened the hearing on the 2018 Budget Rates and Levies. Mr. Harris shared the following information:

General Fund

- 2018 budget is \$79,319,249
- A modest increase of 1.6% over 2017
- Revenues are directly related to student count
- Presently student counts are up approximately 90 students
- Will have a balanced budget

Transportation Fund

- 2018 budget is \$6,980,000
- Will have a 4% increase in revenues because of the State growth quotient
- Rainy Day Fund revenues will help supplement expenditures if needed
- Will have a levy maximum at approximately \$5,998,800

Remaining Funds

- Referendum Fund should generate approximately \$6,500,000 of revenue
- Debt Service Fund generates the dollars to pay bonds and leases
- Rainy Day Fund budget is \$2,000,000 and will be used for General Fund and/or Transportation Fund expenditures if needed

Circuit Breaker (Tax Cap) Impact

What NAFCS has lost from the Circuit Breaker:

- 2010 - \$526,038

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- 2011 - \$916,096
- 2012 - \$932,298
- 2013 - \$1,316,030
- 2014 - \$1,304,626
- 2015 - \$1,473,124
- 2016 - \$1,374,265
- 2017 - \$1,457,361 estimated

Summary

- 2016 school tax rate was 1.1069
- 2017 school tax rate is .9404
- 2018 school tax rate should be very similar to the 2017 rate
- Assessed values play an important part in determining the final school tax rate

Ms. Wiseheart asked Mr. Harris to reiterate what the \$6 million in revenue from the Referendum Fund can be used for. He said the funds can be used for capital projects i.e., buildings, technology, equipment, and some utilities and insurance. Ms. Wiseheart then asked if he is projecting our transportation fund to be negative. Mr. Harris replied the first numbers look good; however, we do not know the insurance and fuel charges at this time. The fund is tight, but there is revenue to fund it. Ms. Wiseheart commented this is good news and “kudos” to the administrative team who has been diligent on that fund. In past years, the Rainy Day Fund has taken a “hit” in order to help fund the transportation expenses.

Mrs. Galligan commented there has been some concern and discussion recently regarding advertising and marketing. She asked which line items in the budget these expenses are paid from. Mr. Harris said there are two or three places where these expenses can be paid from. One is the Public Information Services category. Any promotional or marketing expenses can be paid from this line item. Depending upon the type of expense, the Contracted Services line item or the Promotion line item can be used. And also, technology accounts are used for websites, etc.

Mrs. Galligan publicly thanked Dr. Beall for helping out in Mr. McWhorter’s absence.

With no further questions, Mrs. Gardenour closed the public hearing on the 2018 Budgets and Levies. These three items will be brought back in October for final adoption.

Receive Information Regarding Possible “Focus & Priority School Grant” Opportunities for Green Valley, Mt. Tabor, and S. E. Jones Elementary Schools;

Mr. Duffy shared that they are in the process of writing grants for the Focus and Priority Schools - Mt. Tabor, S. E. Jones, and Green Valley. There are three \$40,000 grants available and also a larger one. The funds will be used for after-school tutoring, Begingergarten, professional development opportunities for teachers and administrators, technology, and mental health services. He will be contacting Mrs. Gardenour to sign a Letter of Support on behalf of the School Board.

Discuss 2018 School Board Meetings:

Dr. Snyder shared a copy of the proposed School Board action meeting dates. Mrs. Gardenour shared concerns about not having work sessions on the schedule. Mrs. Galligan added that in 2017, there were seven work sessions scheduled. Similar dates for 2018 would be: January 29, February 26, April 23, May 21, June 25, July 23, August 27, and November 26. These dates will be added as work sessions and then can be cancelled if not needed. Dr. Snyder will bring this back as an action item at the October meeting.

MISCELLANEOUS:

Under Miscellaneous, Mrs. Gardenour reminded Board members of the School Tours scheduled for Thursday, September 21st beginning at 8:15 am - NAHS, Scribner, and Mt. Tabor. She also reminded Board members of the ISBA Fall Conference on October 2-3 in Indianapolis.

Dr. Snyder shared that the Administration has been pursuing the property at 1837 Shelby Street. The property has gone through many phases and is currently owned by HUD (Federal Housing of Urban Development). Dr. Snyder submitted a bid of \$50,000 on behalf of the school corporation and today, HUD accepted the offer. He recommended the Board

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accept that sale of \$50,000. Mrs. Galligan made a motion to move forward with the purchase of 1837 Shelby Street in the amount of \$50,000 as recommended. Mrs. Higbie seconded the motion and the motion carried unanimously following a roll call vote.

Ms. Wiseheart said the Board Survey is ready. The Board's attorney has vetted it with the Education Association as far as the questions and the survey company is ready. She will contact Dr. Snyder and discuss a date and roll out procedure so that it is not invasive on the staff.

Mrs. Higbie thanked FCHS for a copy of "The Bagpiper" student newspaper — looks fantastic and good job!

With no further business to be brought before the Board, the meeting was adjourned at 7:30 p.m.

Respectfully submitted,

Pam Schindler, Recording Secretary

PLEASE POST

PLEASE POST

NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION
NOTICE OF OPENING

The following position is an open position for the **2018-19** school year. It should be understood that this opening may carry with it extra-curricular assignments or other special talent considerations which will influence the final administrative decision on the assignment. Staff members who desire to be considered for this position should go to our web site: www.nafcs.k12.in.us and click on Jobs/Employment Opportunities, scroll to Internal Applicants Only and fill out and submit the Internal Application Form.

POSITION:	Interventionist/Acceleration Teacher Primary/Intermediate Generalist Required
LOCATION:	Green Valley Elementary School

NON-DISCRIMINATION POLICY IN HIRING: Employment opportunities within the New Albany-Floyd County Consolidated School Corporation shall be equal and non-discriminatory for all persons, regardless of race, color, creed, sex, pregnancy, family status, religion, age, national origin, limited English proficiency, disability, military status or veteran status.

As a condition of employment, the successful applicant will be required to prove eligibility for employment in the United States under the Federal Immigration Reform and Control Act of 1986.

Each applicant will be required to provide a satisfactory, current Limited Criminal History (LCH). Limited Criminal History forms are available in the Human Resources Office.

Interested parties who desire to be considered for this position should go to our web site, www.nafcs.k12.in.us and click on Jobs/Employment Opportunities and fill out and submit, online, their application for employment. There shall be a minimum of fifteen (15) days from the date of this notice to apply.

jobpost\Interventionist-Fairmont
BB\mg

NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION
NOTICE OF OPENING
~~July 8, 2016~~

JOB TITLE: Behaviorist

LOCATION: Green Valley Elementary -

QUALIFICATIONS:

- 1. Bachelor’s Degree in Social Work/Counseling required. Master’s Degree in Social Work or Counseling preferred. Experience working in a school environment preferred.

REPORTS TO: Building Principal

PERFORMANCE RESPONSIBILITIES:

- 1. Gather information regarding students with emotional and behavioral issues.
- 2. Provides individual or group counseling to student(s) based on individualized attainment goals.
- 3. Provides parent education and training regarding issues as they pertain to their child.
- 4. Works in collaboration with the teachers, administrators and related service personnel to meet student needs.
- 5. Keeps case notes regarding student progress.
- 6. Attends or submits reports to case conference committees.
- 7. Assists in crisis situations.
- 8. Assists in training staff regarding crisis situations.
- 9. Works in collaboration with other agencies and professionals serving children.
- 10. Coordinates with the principal to maintain a positive, safe learning environment for students by enforcing the school discipline plan.
- 11. Administers school policies to ensure due process to all concerned.
- 12. Maintains complete and accurate records as required by law, school policy and administrative regulation.
- 13. Assists in developing positive behavioral intervention strategies.
- 14. Assumes additional responsibilities assigned by the Principal or Principal Designee.

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As a condition of employment, the successful applicant will be required to prove eligibility for employment in the United States under the Federal Immigration Reform and Control Act of 1986.

Each applicant will be required to provide a satisfactory, current Limited Criminal History (LCH). Limited Criminal History forms are available in the Human Resources Office.

Interested parties who desire to be considered for this position should go to our web site, www.nafcs.k12.in.us and click on Jobs/Employment Opportunities and fill out and submit, online, their application for employment. There shall be a minimum of five (5) days from the date of this notice to apply.

Any NA-FC employee who desires to be considered for this position should go to our web site and click on Jobs/Employment Opportunities, scroll to Internal Applicants Only and fill out and submit the Internal Application Form.

PLEASE POST

PLEASE POST

NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION

NOTICE OF OPENING

~~July 8, 2016~~

JOB TITLE:

School Home Outreach Coordinator
Pay Grade - 20 – 185 Days, 8 hours per day

LOCATION:

Green Valley Elementary School

QUALIFICATIONS:

1. Bachelor's Degree in Social Work/Counseling required. Master's Degree in Social Work or Counseling preferred. Experience working in a school environment preferred.

REPORTS TO:

Building Principal

PERFORMANCE RESPONSIBILITIES:

1. Receive attendance records and social work related referrals from building based staff and intervene utilizing school and community resources.
2. Monitor daily attendance for school and follow up with phone calls, letters, conferences, and home visits.
3. Develops and implements procedures for monitoring and reporting student attendance and tardies.
4. Work in collaboration with teachers, administrators, and related service personnel to meet student needs; consult with school personnel to identify at-risk students; work with parents and families to collaborate on student needs for referral to community resources.
5. Maintain and provide follow up documentation to referral sources on status/outcome of referral by using activity logs and emails; maintain accurate records.
6. Access and link community resources to students, families, and the school in response to identified needs; stay abreast of available community resources and programs; work in collaboration with other agencies and professionals serving children.
7. Maintain a community resource guide to share with families.
8. Provide parent education and training regarding issues as they pertain to their child.
9. Attend or submit reports to case conference committees; assist in developing positive behavior intervention strategies
10. Consults with school staff and parents regarding strategies for helping students cope with personal and social concerns.
11. The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the Corporation.
12. Other related duties as assigned.

NON-DISCRIMINATION POLICY IN HIRING: Employment opportunities within the New Albany-Floyd County Consolidated School Corporation shall be equal and non-discriminatory for all persons, regardless of race, color, creed, sex, pregnancy, family status, religion, age, national origin, limited English proficiency, disability, military status or veteran status. As a condition of employment, the successful applicant will be required to prove eligibility for employment in the United States under the Federal Immigration Reform and Control Act of 1986.

Each applicant will be required to provide a satisfactory, current Limited Criminal History (LCH). Limited Criminal History forms are available in the Human Resources Office.

Interested parties who desire to be considered for this position should go to our web site, www.nafcs.k12.in.us and click on Jobs/Employment Opportunities and fill out and submit, online, their application for employment. There shall be a minimum of five (5) days from the date of this notice to apply.

Any NA-FC employee who desires to be considered for this position should go to our web site and click on Jobs/Employment Opportunities, scroll to Internal Applicants Only and fill out and submit the Internal Application Form.

slpers\jpl\School Social Worker – Green Valley
FM:mjg

PLEASE POST

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**NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION
NOTICE OF OPENING**

The following position is an open position for the **2018-19** school year. It should be understood that this opening may carry with it extra-curricular assignments or other special talent considerations which may influence the final administrative decision on the assignment.

Staff members who desire to be considered for this position should go to our web site: www.nafcs.k12.in.us and click on Jobs/Employment Opportunities, scroll to Internal Applicants Only and fill out the Internal Application Form.

POSITION: **Math Coach**
 (Elementary Certification Required)

LOCATION: **Green Valley Elementary**

REPORTS TO: **Building Principal and Director of Elementary Education**

RESPONSIBILITIES:

1. Assume a leadership role in improving children’s chances for achieving their maximum mathematical potential
2. Make ongoing classroom visitations as appropriate and necessary to be able to perform the duties of Math Coach
3. Provide content knowledge and resources about learning and teaching math – including: *teaching strategies; assessment techniques; interpretation of assessment results; classroom routines; etc.*
4. Act as link between school personnel and other math professionals/resources.
5. Provide information and guidance regarding a range of effective and innovative math practices through various activities such as:
individual discussions (informal and formal); coaching sessions; demonstration lessons with pre- and post-discussion/analysis; study groups; staff meetings; professional development and/or in-service training programs; and workshops.
6. Assists building and classroom level educators in implementing challenging and rigorous curriculum based on academic standards to improve school-wide math.
7. Use student work and assessment results as rationales and evidence to:
determine effectiveness of the Math Coach Program; assist teachers in making decisions about instructional activities.
8. Maintain paperwork consistently, appropriately in a timely manner.
9. Provide professional development activities to build capacity as a resource for staff.
10. Maintain the confidentiality of schools, teachers, and classrooms.
11. Exemplify collegial behavior and a commitment to teamwork.
12. Present a courteous and professional demeanor and appearance at all times.
13. Model the characteristics of a reflective professional who monitors and evaluates one’s own professional activities with the goal of continual growth and development by keeping abreast of current research-based math practices.
14. Collaborate with administrators to determine building level professional development needs.

NON-DISCRIMINATION POLICY IN HIRING: Employment opportunities within the New Albany-Floyd County Consolidated School Corporation shall be equal and non-discriminatory for all persons, regardless of race, color, creed, sex, pregnancy, family status, religion, age, national origin, limited English proficiency, disability, military status or veteran status.

As a condition of employment, the successful applicant will be required to prove eligibility for employment in the United States under the Federal Immigration Reform and Control Act of 1986.

Each applicant will be required to provide a satisfactory, current Limited Criminal History (LCH). Forms to use in securing this LCH are available in the Human Resources Office.

Interested parties who desire to be considered for this position should go to our web site, www.nafcs.k12.in.us and click on Jobs/Employment Opportunities and fill out and submit, online, their application for employment. There shall be a minimum of five (5) days from the date of this notice to apply.

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POSITION: Elementary Primary
Pre-school

LOCATION: Green Valley Elementary School

QUALIFICATIONS:

1. Valid Indiana Professional Educator License with additional Early Childhood Certification preferred.

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NEW ALBANY-FLOYD COUNTY CONSOLIDATED SCHOOL CORPORATION
NOTICE OF OPENING

JOB TITLE:

Pre-School Instructional Aide (Instructional Assistant for Pre-School)

Pay Grade ??? (No Health Benefits – works less than 130 hours per month on average - in accordance with the Affordable Care Act.

LOCATION:

Green Valley Elementary

REPORTS TO:

Building Principal

QUALIFICATIONS:

1. Associate’s Degree, two (2) years college credit or successful completion of ParaPro Assessment Test.
2. Effective use of spoken and written English.
3. Willingness to accept direction and ability to effectively complete assigned tasks.
4. Such alternatives to the above as the Board may find appropriate and acceptable.

JOB GOAL:

To assist the teacher, achieve teaching objectives by working with individual students or large or small groups to help them achieve individual and grade level skills.

PERFORMANCE RESPONSIBILITIES: (with teacher supervision and training)

1. Work with individual students or small groups of students to reinforce learning of materials or skills initially introduced by the teacher.
2. Learn how to operate and care for equipment used in the classroom for instructional purposes.
3. Assist students with instructional materials assigned by the teacher to promote on-going skill development.
4. Help student with independent study, enrichment work and remedial work as set up and assigned by the teacher.
5. Assist in providing/administering health care services including the administering of medication, basic life support, feeding and/or diapering, or other services that require the employee to provide therapeutic or sanitary care.
6. Assist with the supervision of students during emergency drills, assemblies, play periods and field trips.
7. Assist with large group activities such as reading aloud, Circle Time, and center-based learning, etc.
8. Carry out proper procedure in assisting wheelchair and physically disabled students where needed (health care services, i.e., provide support or services for therapeutic or sanitary purposes, restroom, playground, classroom, toileting and diapering, etc.).
9. Read to students; listen to students read and to participate in other forms of oral communication with students.
10. Assist students in the library, media center or computer lab.
11. Check notebooks, homework activities and logs as assigned by the teacher.
12. Alert the teacher of any problems or special information about an individual student.
13. Will sit/kneel on the floor with students and may need to move swiftly if children attempt to run from adults.
14. Maintain the same high level of ethical behavior and confidentiality of information about students as is expected of all staff.
15. Participate in in-service training programs as assigned/offered.
16. The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the Corporation.
17. Other related responsibilities which may occur in the course of the job function or that may be assigned by a faculty function or that may be assigned by a faculty member or administrator.

NON-DISCRIMINATION POLICY IN HIRING: Employment opportunities within the New Albany-Floyd County

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