

**Grantee Name: Metropolitan School District of Warren Township**

**Participating Students**

**Table (A)(2): Approach to Implementation**

Data from 2012-13			School Demographics for K-12 (excludes 318 Early Childhood Center students)								
			Raw Data						Percentages		
			A	B	C	D	E	F	G	H	I
LEA	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
MSD of Warren Township Elementary Schools (K-4)	Brookview	K-4	36	556	124	394	8277	556	100%	69%	5%
	Eastridge	K-4	31	450	200	358	8277	450	100%	78%	4%
	Grassy Creek	K-4	30	435	150	298	8277	435	100%	69%	4%
	Hawthorne	K-4	27	413	65	318	8277	413	100%	78%	4%
	Lakeside	K-4	33	530	144	406	8277	530	100%	77%	5%
	Liberty Park	K-4	31	1	99	337	8277	463	100%	72%	4%
	Lowell	K-4	34	546	129	333	8277	546	100%	62%	4%
	Pleasant Run	K-4	34	523	204	430	8277	523	100%	84%	5%
	Sunny Heights	K-4	29	480	140	380	8277	480	100%	84%	5%
Intermediate Academy (Grades 5-6)	Creston IA	5-6	39	595	176	449	8277	595	100%	75%	5%
	Raymond Park IA	5-6	37	629	140	440	8277	629	100%	70%	5%
	Stonybrook IA	5-6	41	645	266	496	8277	645	100%	78%	6%
Middle Schools (Grades 7-8)	Creston MS	7-8	43	601	233	429	8277	601	100%	72%	5%
	Raymond Park MS	7-8	42	582	190	413	8277	582	100%	71%	5%
	Stonybrook MS	7-8	42	660	280	513	8277	660	100%	78%	6%
High School (Grades 9-12)	Warren Central High School	9-12	242	3603	1043	2283	8277	3603	100%	64%	28%
<b>TOTAL</b>			<b>771</b>	<b>11,711</b>	<b>3,583</b>	<b>8,277</b>	<b>8,277</b>	<b>11,711</b>	<b>100%</b>	<b>67%</b>	<b>100%</b>

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**Student Outcome Performance Measures**

**Table (A)(4): LEA-wide goals for improved student outcomes**

**(A)(4)(a) Performance on summative assessments (proficiency status and growth)**

**Summative assessments being used:** End-of-Course Assessment English 10; End-of Course Assessment Algebra I Grade 9; and ISTEP+ English/Language Arts and Mathematics Grades 3-8

**Methodology for determining status:** Percent Proficient

**Methodology for determining growth:** Indiana’s Growth Model—Median Growth Percentage (for Grades 4-8)

Goal Area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
End of Course Assessments <b>English 10</b> First-time testers	<b>OVERALL</b>		<b>76%</b>	<b>79%</b>	<b>82%</b>	<b>86%</b>	<b>90%</b>	<b>94%</b>
	American Indian		***					
	Asian		***					
	Black		69%	73%	77%	82%	97%	92%
	Hispanic		67%	71%	75%	80%	85%	90%
	Multiracial		90%	90%	91%	92%	93%	95%
	White		83%	85%	88%	91%	94%	96%
	Pacific Islander		0 students					
	Free & Reduced Lunch		70%	73%	76%	79%	82%	85%
	EL		64%	67%	70%	73%	76%	79%
SpEd		42%	45%	48%	51%	55%	57%	
End of Course Assessments <b>Algebra I</b>	<b>OVERALL</b>		<b>53%</b>	<b>57%</b>	<b>62%</b>	<b>68%</b>	<b>75%</b>	<b>78%</b>
	American Indian		***					
	Asian		***					
	Black		52%	56%	61%	67%	74%	79%
	Hispanic		52%	55%	59%	65%	71%	76%
	Multiracial		53%	57%	61%	67%	74%	79%
	White		54%	57%	61%	67%	73%	78%
	Pacific Islander		0 students					
	Free & Reduced Lunch		53%	57%	61%	66%	70%	74%
	EL		57%	61%	66%	70%	74%	78%
SpEd		33%	37%	41%	45%	49%	53%	
ISTEP + E/LA Grades 3-8	<b>OVERALL</b>		<b>71%</b>	<b>75%</b>	<b>79%</b>	<b>83%</b>	<b>87%</b>	<b>92%</b>
	American Indian		***					
	Asian		80%	83%	86%	89%	92%	95%
	Black		63%	69%	74%	79%	84%	89%
	Hispanic		70%	74%	78%	82%	87%	92%
	Multiracial		77%	81%	85%	88%	92%	95%
	White		82%	85%	87%	90%	93%	96%
	Pacific Islander		***					
	Free & Reduced Lunch		66%	69%	72%	75%	78%	81%
	EL		71%	73%	74%	75%	76%	77%
SpEd		37%	40%	43%	46%	49%	52%	
ISTEP + Math Grades 3-8	<b>OVERALL</b>		<b>77%</b>	<b>81%</b>	<b>84%</b>	<b>88%</b>	<b>92%</b>	<b>95%</b>
	American Indian		***					
	Asian		87%	88%	90%	92%	94%	96%
	Black		69%	73%	77%	82%	87%	92%
	Hispanic		81%	83%	86%	89%	92%	94%
	Multiracial		79%	82%	85%	88%	91%	93%
	White		87%	88%	90%	92%	94%	96%
	Pacific Islander		***					
	Free & Reduced Lunch		73%	76%	78%	80%	82%	84%
	EL		80%	81%	82%	83%	84%	85%
SpEd		50%	52%	54%	56%	58%	60%	

**(A)(4)(b) Decreasing achievement gaps (as defined in this notice)**

*Specific methodology for determining achievement gap:* Based on 2011-12 state summative assessment results, White students are outperforming other subgroups, with the most significant achievement gaps within ethnic groups occurring among Black and Hispanic groups. The goals established below strive to significantly close the gap between Black & Hispanic students and their White student counterparts across a five year period; between special education & general education; free/reduced & paid lunches; and English language learners & non-English language learners.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
ISTEP+ E/LA Percent Proficient Grades 3-8	White		82%	84	87	90	92	94
	American Indian		***					
	Asian		80	83	86	89	92	95
	Black		63	69	74%	79%	84%	89%
	Hispanic		70	74%	78%	82%	87%	92%
	Multiracial		77	81%	85%	88%	92%	95%
	Pacific Islander		***					
	Special Education		37	40	43	46	49	52
	General Education		76	77	78	80	82	84
	Free & Reduced Lunch		66	69	72	75	78	80
	Paid Lunch		72	74	76	78	80	82
	EL students		71	73	74	75	76	77
	Non-EL students		72	73	75	77	78	80
Bottom 25% (Grades 4-8)		27%	29%	31%	33%	35%	37%	
ISTEP+ MATH Percent Proficient Grades 3-8	White		87%	89	91	93	94	95
	American Indian		***					
	Asian		87	88	90	92	94	96
	Black		69%	73%	77%	82%	87%	92%
	Hispanic		81	83	86	89	92	94
	Multiracial		79%	82	85	88	91	93
	Pacific Islander		***					
	Special Education		50%	52	54	56	58	60
	General Education		80%	82	83	84	85	86
	Free & Reduced Lunch		73%	76	78	80	81	82
	Paid Lunch		86%	87	88	89	90	91
	EL students		80%	81	82	83	84	85
	Non-EL students		77%	78	80	82	84	85
Bottom 25% (Grades 4-8)		36%	38%	40%	42%	44%	46%	
End-of-Course Assessment (ECA) English 10 1st time test takers Percent proficient	White		83	85	88	91	94	96
	American Indian		***					
	Asian		***					
	Black		69	73	77	82	87	92
	Hispanic		67	71	75	80	85	90
	Multiracial		90%	90%	91%	92%	93%	95%
	Pacific Islander		0 students					
	Special Education		42%	45%	48%	51%	55%	57%
	General Education		81%	83%	85%	87%	89%	91%
	Free & Reduced Lunch		70%	73%	76%	79%	82%	85%
	Paid Lunch		85%	87%	89%	91%	93%	95%
	EL students		64%	67%	70%	73%	76%	79%
	Non-EL students		79%	81%	83%	85%	87%	90%
End-of-Course Assessment (ECA) Algebra I Percent proficient	White		54%	57%	61%	67%	73%	78%
	American Indian		***					
	Asian		***					
	Black		52%	56%	61%	67%	74%	79%
	Hispanic		52%	55%	59%	65%	71%	76%
	Multiracial		53%	57%	61%	67%	74%	79%
	Pacific Islander		0 students					
	Special Education		33%	37%	41%	45%	49%	53%
	General Education		70%	73%	76%	79%	82%	85%
	Free & Reduced Lunch		53%	57%	61%	66%	70%	74%
	Paid Lunch		72%	75%	78%	81%	84%	87%
	EL students		57%	61%	66%	70%	74%	78%
	Non-EL students		66%	69%	72%	75%	78%	81%
<b>(A)(4)(c) Graduation rates (as defined in this notice)</b>								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
	OVERALL	90.10%		92%	93%	94%	95%	96%
	American Indian	***						

<b>High School Graduation Rate</b>	Asian	***						
	Black	88.70		90%	92%	93%	94%	95%
	Hispanic	88.50		90%	92%	93%	94%	95%
	Multiracial	91.20		92%	93%	94%	95%	96%
	White	92.40		93%	94%	95%	96%	97%
	Pacific Islander	***						
	Reduced	90.10		92%	93%	94%	95%	96%
	Free Meals	89.60		90.5%	91.5%	93%	94%	95%
	ELL	95.80		96.5%	97%	97.5%	98%	98.5%
	SpEd	75.90		77%	79%	81%	83%	85%

**(A)(4)(d) College enrollment (as defined in this notice) rates**

**NOTE:** College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation
- o (College enrollment rate) = (College enrollment SY 2010-11)÷(Cohort Population, e.g. total number of SY 2008-09 graduates)\*100

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
<b>College Enrollment Rate Commission for Higher Education</b>	<b>OVERALL</b>		<b>46%</b>	<b>48%</b>	<b>51%</b>	<b>56%</b>	<b>61%</b>	<b>67%</b>
	American Indian		0 students					
	Asian		***					
	Black		41%	44%	48%	53%	59%	64%
	Hispanic		5%	7%	10%	15%	20%	25%
	Multiracial		5%	7%	10%	15%	20%	25%
	White		49%	50%	52%	57%	62%	67%
	Pacific Islander		0 students					
	Free & Reduced Lunch		35%	40%	45%	50%	55%	60%
	EL		***					
SpEd		***						

\*\*\* Less Than 10 Students (suppressed)

**Grantee Name: Metropolitan School District of Warren Township**

**Project #1 Curriculum, Instruction & Formative Assessments (K-12)**

**Project Goals/Desired Outcomes:** (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers

**Narrative:** This project transforms the district's successful *8-Step Process for Continuous Improvement* through higher expectations for teaching and for personalized student learning. Curriculum, instruction & formative assessments (performance tasks) are aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, PreK-12 district teacher representatives develop **Scope & Sequence** and instructional **curriculum maps** with **instructional units/exemplar lessons**, and **create district formative assessments/performance items aligned to Common Core** expectations. Within **Project 1, professional development** to support the effective implementation of these new strategies is provided to **district leadership**, including **principals** and district-funded Common Core **Instructional Coaches**. Additionally, within **Project 5, additional district-wide professional development** is provided **onsite at each school** to support **all classroom teachers'** effective use of the newly-developed curriculum maps and formative assessments and to support the delivery of effective instructional practices aligned to Common Core expectations.

**Key Performance Measures:** Increase high school graduation rate; Increase percentage of Grade 3 students passing IREAD; Increase the percentages of Grades 3-8 students passing E/LA & Mathematics ISTEP+ and high school students passing English 10 and Algebra I End-of-Course Assessments

**Cross-reference to other projects:** **Project #2 Personalized Learning System** (District-developed formative assessment items will be administered online & electronically scored); and **Project # 5** (Professional Development targeted to the unique needs of individual schools is provided to support teachers' effective use of curriculum maps & units and effective instructional practices aligned to Common Core expectations)

**Activities for Project 1**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete; mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
1	<i>Project 1 Curriculum, Instruction &amp; Formative Assessments</i>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	2/15/2013	12/31/16							
1.1	<b>Identify and secure external curriculum mapping &amp; formative assessment expert</b>	Lee Ann Kwiatkowski	2/15/13	6/30/13							
1.1.1	<i>Deliverable: RFP developed for RtT External Curriculum Mapping &amp; Formative Assessment Expert</i>	Lee Ann Kwiatkowski	2/15/13	3/15/13							
1.1.2	RFP for RtT external curriculum mapping & formative assessment expert posted on district's RtT web page (March 15, 2013) with submission due date on April 8, 2013)	Lee Ann Kwiatkowski	3/15/13	4/8/13							
1.1.3	<i>Milestone: Curriculum mapping and formative assessment expert selected (McREL)</i>	Lee Ann Kwiatkowski	4/23/13	4/23/13							
1.1.4	District leadership works with McREL to solidify initial implementation plans	Lee Ann Kwiatkowski	4/23/13	5/30/13							Budget 1: "Contractual" line 378
1.1.5	<i>Deliverable: McREL detailed planning meeting with district instructional leaders to prepare for upcoming summer and 2013-14 trainings</i>	Lee Ann Kwiatkowski	5/22/13	5/22/13							
1.1.6	Formalize and enter into contract with McREL	David Holt, CFO	5/31/13	6/30/13							
1.2	<b>Develop curriculum maps aligned to Common Core expectations for English/Language Arts and Mathematics</b>	Assistant Superintendent for Educator Effectiveness	4/1/13	12/31/16							
1.2.1	District identifies and secures approximately 80 highly-effective K-12 teacher representatives who will work with McREL to begin ELA & math mapping and formative assessment item-development work	Ryan Russell	4/1/13	5/1/13							
1.2.2	<i>Milestone: Curriculum mapping teams identified &amp; secured</i>	Ryan Russell	5/1/13	5/1/13							

1.2.3	District instructional leaders meet with McREL project staff to discuss the format for the district's curriculum maps (e.g., key elements & resources to populate the maps)	Lee Ann Kwiatkowski	5/22/13	5/22/13						
1.2.4	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new ELA & Math Common Core Standards	Ryan Russell	5/31/13	5/31/13						Budget 1: "Contractual" line 378; Personnel 7 & Fringe 57
1.2.5	<i>Milestone: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for ELA &amp; mathematics</i>	McREL, Curriculum & Formative Assessment Experts	5/31/13	5/31/13						
1.2.6	K-2 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/3/13	6/7/13						Budget 1: "Contractual" line 378; Personnel 7 & Fringe 57
1.2.7	Grades 5-8 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/10/13	6/14/13						
1.2.8	Grades 3-4 and 9-12 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/17/13	6/21/13						
1.2.9	<i>Deliverable: ELA &amp; Math K-12 Scope &amp; Sequence completed and curriculum maps aligned to CC</i>	Ryan Russell	6/21/13	6/21/13						
1.2.10	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Ryan Russell	10/14/13	10/18/13					Summer work = unwrapping standards & development of Scope & Sequence (with Units defined). Fall & spring work = full development of instructional Units	
1.2.11	<i>Deliverable: 5 days of expert technical assistance for all PreK-12 ELA and Math curriculum mapping teams</i>	McREL	10/18/13	10/18/13						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.2.12	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Ryan Russell	10/18/13	12/31/13						
1.2.13			1/1/14	3/31/14						
1.2.14	Samples of this mapping work are sent to McREL for Quality Reviews to ensure that our work is on target	Ryan Russell	10/31/13	12/31/13					Fluid process. Grade level & content area teams submit as work is completed (not all at one time)	
1.2.15			1/15/14	3/31/14						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.2.16	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Ryan Russell	3/31/14	4/3/14						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.2.17	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Ryan Russell	4/3/14	6/30/14						
1.2.18	Samples of this mapping work are sent to McREL for Quality Reviews to ensure that our work is on target	Ryan Russell	4/15/14	6/30/14						
1.2.19	<i>Milestone: Curriculum Maps, units &amp; resources aligned to Common Core Standards available for all district PreK-12 ELA &amp; Mathematics teachers</i>	Lee Ann Kwiatkowski	6/30/14	6/30/14						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.2.20	During fall 2014 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Ryan Russell	10/1/14	10/31/14						

1.2.21	During spring 2015 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Ryan Russell	3/1/15	4/30/15							Budget 1: Contractual line 378; Personnel 7 & Fringe 57	
1.2.22	As needed, during summer (June/July) and/or fall (October) and/or spring (March/April) Intersessions, continued refinement and revisions will be made by a subset of teacher reps to ELA and mathematics curriculum maps, units and resources with the support of McREL experts	Ryan Russell	6/1/15	7/1/15							Budget 1: Contractual line 378; Personnel 7 & Fringe 57	
1.2.23			10/1/15	10/31/15								
1.2.24			3/15/16	4/15/16								
1.2.25			6/1/16	7/31/16								
1.2.26			10/1/16	10/31/16								
1.2.27	<i>Milestone: Robust ELA and Mathematics curriculum maps, instructional units and rich resources effectively used by district teachers</i>	Ryan Russell	12/31/16	12/31/16								
1.3	<b>Provide PD for principals and coaches to support teachers' effective use of ELA &amp; Mathematics curriculum maps &amp; instructional strategies</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>7/29/13</b>	<b>12/31/16</b>								
1.3.1	During superintendent's Opening Day Meeting for all district teachers & administrators, mapping teams will deliver PD on the components of the maps and how they will be utilized in all schools	Ryan Russell	7/29/13	7/29/13								
1.3.2	Supported by the Chief Academic Officer and Elementary & Secondary Assistant Superintendents, Ryan Russell will deliver monthly PD for district principals that focuses on the effective use of instructional technologies; curriculum maps/resources; formative assessments aligned to Common Core Standards; and the online delivery of those assessments.	Ryan Russell	8/1/13	8/31/13								
1.3.3			9/1/13	9/30/13								
1.3.4			10/1/13	10/31/13								
1.3.5			11/1/13	11/30/13								
1.3.6			12/1/13	12/31/13								
1.3.7			1/1/14	1/31/14								
1.3.8			2/1/14	2/28/14								
1.3.9			3/1/14	3/31/14								
1.3.10			4/1/14	4/30/14								
1.3.11			5/1/14	5/31/14								
1.3.12			6/1/14	6/30/14								
1.3.13			7/1/14	7/31/14								
1.3.14			8/1/14	8/31/14								
1.3.15			9/1/14	9/30/14								
1.3.16			10/1/14	10/31/14								
1.3.17			11/1/14	11/30/14								
1.3.18			12/1/14	12/31/14								
1.3.19			1/1/15	1/31/15								
1.3.20			2/1/15	2/28/15								
1.3.21			3/1/15	3/31/15								
1.3.22			4/1/15	4/30/15								
1.3.23			5/1/15	5/31/15								
1.3.24			6/1/15	6/30/15								
1.3.25			7/1/15	7/31/15								
1.3.26			8/1/15	8/31/15								
1.3.27			9/1/15	9/30/15								
1.3.28			10/1/15	10/31/15								
1.3.29			11/1/15	11/30/15								
1.3.30			12/1/15	12/31/15								
1.3.31			1/1/16	1/31/16								
1.3.32			2/1/16	2/29/16								
1.3.33			3/1/16	3/31/16								
1.3.34	4/1/16	4/30/16										
1.3.35	5/1/16	5/31/16										
1.3.36	6/1/16	6/30/16										
1.3.37	7/1/16	7/31/16										
1.3.38	8/1/16	8/31/16										
1.3.39	9/1/16	9/30/16										
1.3.40	10/1/16	10/31/16										
1.3.41	11/1/16	11/30/16										

1.3.42			12/1/16	12/31/16						
1.3.43	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand how to manage the change process and support teachers as they implement new instructional practices aligned to Common Core.	Ryan Russell	7/1/13	9/30/13			Laura: These were merged into one task 1.3.43. Broke them into two: Onsites 1.3.43 and Webinars 1.3.47			Budget 1: Contractual line 378
1.3.44			10/1/13	12/31/13						
1.3.45			1/1/14	3/31/14						
1.3.46			4/1/14	6/30/14						
1.3.47	Three webinars will be conducted by McREL on topics identified by administrators that will help them deepen their understanding of the instructional implications of the Common Core., provide change management tools and support principals' monitoring of the implementation process.	McREL	7/1/13	9/30/13						
1.3.48			10/1/13	12/31/13						
1.3.49			1/1/14	3/31/14						
1.3.50			4/1/14	6/30/14						
1.3.51	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts (e.g., ELA text complexity, informational text, argument; math rigor, coherence & focus) & research-based instructional strategies.	Ryan Russell	10/1/13	12/31/13						Budget 1: Contractual line 378
1.3.52			1/1/14	3/31/14						
1.3.53			4/1/14	6/30/14						
1.3.54	Two webinars will be conducted on topics identified by the Common Core Coaches that will help them deepen their understanding of specific instructional strategies or the instructional shifts. Three webinars will allow coaches to discuss challenges and successes in assisting teachers to make instructional shifts and share information about relevant online or print resources.	McREL	10/1/13	12/31/13			Same here			
1.3.55			1/1/14	3/31/14						
1.3.56			4/1/14	6/30/14						
1.3.57	<i>Deliverables: 6 onsite PD sessions; 2 instructional shifts webinars; and 3 managing change webinars for instructional coaches provided by McREL experts</i>	McREL, Curriculum & Formative Assessment Experts	2/28/14	2/28/14						
1.3.58	During fall 2014 Intersession, McREL provides onsite PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	Ryan Russell	10/1/14	10/31/14						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.3.59	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners) & provides 3 Webinars	Ryan Russell	11/1/14	11/30/14						
1.3.60			2/1/15	2/28/15						
1.3.61	<i>Deliverables: 3 Webinars (e.g., project-based learning, formative assessments, lesson planning) and short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions</i>	McREL	2/28/15	2/28/15						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.3.62	During spring 2015 Intersession, McREL provides onsite PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	Ryan Russell	3/1/15	4/30/15						
1.4	<b>Develop formative assessment items/performance tasks aligned to Common Core expectations for English/Language Arts and Mathematics</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>6/1/13</b>	<b>6/30/15</b>						

1.4.1	During the week-long curriculum mapping summer sessions for PreK-2; 3-4; 5-8; and 9-12 ELA & Mathematics teacher teams, McREL will lead teams in their development of 1-2 formative assessment items for use during the first 9 weeks of school.	Ryan Russell	6/1/13	6/30/13						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.4.2	During the week immediately following their summer curriculum mapping work with McREL, teachers will continue their formative assessment item development	Ryan Russell	6/1/13	6/30/13						Budget 1: Personnel 7; Fringe 57
1.4.3	<b>Deliverable:</b> At least three formative assessment items developed per grade level and content area	Ryan Russell	6/30/13	6/30/13						
1.4.4	Across the school year, formative assessment items, aligned to Common Core expectations, will be developed by teacher representatives. Samplings of items from each grade level will be submitted to McREL for review and feedback to improve these assessment items. Through this process McREL will build district capacity for rigorous and meaningful item development.	Ryan Russell	7/1/13	9/30/13						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.4.5			10/1/13	12/31/13						
1.4.6			1/1/14	3/31/14						
1.4.7			4/1/14	6/30/14						
1.4.8	<b>Milestone:</b> At least a total of 10 ELA and 10 Mathematics formative assessment items aligned to Common Core are developed for each grade level	Ryan Russell	6/30/14	6/30/14						
1.4.9	During McREL summer & intersession trainings, a subset of ELA & Math teachers will continue to create formative assessment items for review & feedback by McREL experts	Ryan Russell	6/1/14	12/31/14						Budget 1: Contractual line 378; Personnel 7 & Fringe 57
1.4.10			1/1/15	6/30/15						
1.4.11	<b>Milestone:</b> At least a total of 20 ELA and 20 Mathematics formative assessment items aligned to CC are developed for each grade level	Ryan Russell	6/30/15	6/30/15						
1.5	<b>Develop curriculum maps aligned to Common Core expectations for Science and Social Studies</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	4/1/14	6/30/15						
1.5.1	District identifies highly-effective PreK-12 teacher representatives to work with McREL to begin Science & Social Studies mapping and formative assessment item-development work	Ryan Russell	4/1/14	5/1/14						
1.5.2	<b>Deliverable:</b> Curriculum mapping teams identified	Ryan Russell	5/1/14	5/1/14						
1.5.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new Science & Social Studies Common Core Standards	Ryan Russell	5/15/14	6/5/14						Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.5.4	<b>Deliverable:</b> Prior to mapping & formative assessment item development, staff oriented to the expectations of the new Common Core Standards for Science & Social Studies	McREL	6/3/14	6/5/14						
1.5.5	PreK-2 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/1/14	6/30/14						Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.5.6	Grades 5-8 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/1/14	6/30/14						
1.5.7	Grades 3-4 and 9-12 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/1/14	6/30/14						
1.5.8	<b>Deliverable:</b> PreK-12 Scope & Sequence completed for Science & Social Studies curriculum maps aligned to CC	Ryan Russell	6/30/14	6/30/14						

1.5.9	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Ryan Russell	10/1/14	10/31/14			Summer work = unwrapping standards & development of Scope & Sequence (with Units defined). Fall & spring work = full development of instructional Units				Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.5.10	<b>Deliverable:</b> 5 days of expert technical assistance for all PreK-12 Science & Social Studies curriculum mapping teams	McREL	10/31/14	10/31/14							
1.5.11	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Ryan Russell	10/31/14	12/31/14							Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.5.12			1/1/15	3/31/15							
1.5.13			11/15/14	12/31/14			Fluid process. Grade level & content area teams submit as work is completed (not all at one time)				
1.5.14	Samples of this mapping work are sent to McREL for Quality Reviews to ensure that our work is on target	Ryan Russell	1/15/15	3/31/15							
1.5.15	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Ryan Russell	3/1/15	4/30/15							
1.5.16	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Ryan Russell	4/30/15	6/30/15							
1.5.17	Samples of work receive Quality Reviews conducted by McREL	Ryan Russell	5/15/15	6/30/15							
1.5.18	<b>Milestone:</b> Curriculum Maps, units & resources aligned to Common Core Standards available for all district PreK-12 Science & Social Studies teachers	Lee Ann Kwiatkowski	6/30/15	6/30/15							
1.6	<b>Provide PD for principals and coaches to support teachers' effective use of Science &amp; Social Studies curriculum maps &amp; instructional strategies</b>	Assistant Superintendent for Educator Effectiveness	7/1/14	4/30/16							
1.6.1	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand the instructional implications of new science and social studies standards and also how to support ELA and mathematics teachers as they implement the new curriculum maps and units.	Ryan Russell	7/1/14	9/30/14							
1.6.2			10/1/14	12/31/14							
1.6.3			1/1/15	3/31/15							
1.6.4			4/1/15	6/30/15							
1.6.5	Three webinars will be conducted by McREL on topics identified by administrators that will help them deepen their understanding of the new curriculum units (e.g., project, strategies for all students) and managing the change process.	McREL	7/1/14	9/30/14				Same here			
1.6.6			10/1/14	12/31/14							
1.6.7			1/1/15	3/31/15							
1.6.8			4/1/15	6/30/15							
1.6.9	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts in science (e.g., inquiry, science & engineering practices) and social studies (e.g., research & writing) and research-based instructional strategies (e.g., nonlinguistic representation, similarities & differences).	Ryan Russell	10/1/14	12/31/14						Budget 1: Contractual 378; Personnel 7 & Fringe 57	
1.6.10			1/1/15	3/31/15							
1.6.11			4/1/15	6/30/15							
1.6.12	Three webinars will be conducted by McREL on topics identified by the Common Core Coaches that will help them deepen their understanding of the instructional shifts in science & social studies	McREL	10/1/14	12/31/14				Same here			
1.6.13			1/1/15	3/31/15						Budget 1: Contractual 378	
1.6.14			4/1/15	6/30/15							

1.6.15	<b>Deliverables:</b> 6 onsite PD sessions; and 3 webinars for instructional coaches provided by McREL experts	McREL	6/30/15	6/30/15						
1.6.16	During fall 2014 Intersession, McREL provides onsite PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	Ryan Russell	10/1/15	10/31/15						
1.6.17	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners) & provides 3 Webinars	Ryan Russell	11/1/15	11/30/15						Budget 1: Contractual 378
1.6.18			2/1/16	2/28/16						
1.6.19	<b>Deliverables:</b> 3 Webinars (e.g., project-based learning, formative assessments, lesson planning) and short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions	McREL	2/28/16	2/28/16						
1.6.20	During spring 2015 Intersession, McREL provides onsite PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	Ryan Russell	3/1/16	4/30/16						Budget 1: Contractual 378
1.7	<b>Develop formative assessment items/performance tasks aligned to Common Core expectations for Science &amp; Social Studies</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	6/1/14	6/30/15						
1.7.1	During the week-long curriculum mapping summer sessions for PreK-2; 3-4; 5-8; and 9-12 Science & Social Studies teacher teams, McREL will lead teams in their development of 1-2 formative assessment items for use during the first 9 weeks of school.	Ryan Russell	6/1/14	6/30/14						
1.7.2	During the week immediately following their summer curriculum mapping work with McREL, teachers will continue their formative assessment item development	Ryan Russell	6/1/14	6/30/14						Personnel 7 & Fringe 57
1.7.3	<b>Deliverable:</b> At least three formative assessment items developed per grade level and content area	Ryan Russell	6/30/14	6/30/14						
1.7.4	Across the school year, formative assessment items, aligned to Common Core expectations, will be developed by teacher representatives. Samplings of items from each grade level will be submitted to McREL for review and feedback to improve these assessment items. Through this process McREL will build district capacity for rigorous and meaningful item development.	Ryan Russell	7/1/14	9/30/14						Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.7.5			10/1/14	12/31/14						
1.7.6			1/1/15	3/31/15						
1.7.7			4/1/15	6/30/15						
1.7.8	<b>Milestone:</b> At least a total of 10 Science & and 10 Social Studies formative assessment items aligned to Common Core are developed for each grade level	Ryan Russell	6/30/15	6/30/15						
1.8	<b>Develop curriculum maps aligned to Common Core expectations for health, music, PD and selected Walker Career Center programs</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	3/1/15	6/30/16						

1.8.1	With the involvement of the Chief Academic Officer, Assistant Superintendent for Secondary, the director of the Walker Career Center identifies key programs for curriculum mapping aligned to Common Core Standards	Cindy Frey	3/1/15	3/31/15						
1.8.2	District identifies highly-effective K-12 teacher representatives to work with McREL to begin health, music, PE and selected Career Center programs for mapping and formative assessment item-development work	Ryan Russell	4/1/15	5/1/15						
1.8.3	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/15	5/1/15						
1.8.4	All mapping teacher representatives participate in a 1-day Orientation Session provided by McREL about the expectations of the new health, music, PE and selected Career Center programs Common Core Standards	Ryan Russell	5/15/15	6/5/15						Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.8.5	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for health, music, PD and selected Career Center programs</i>	McREL	6/5/15	6/5/15						
1.8.6	Grades K-6 music & PE curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/6/15	6/30/15						Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.8.7	Grades 7-12 health, music & PE curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/6/15	6/30/15						
1.8.8	Career Center program curriculum mapping teams begin their work with McREL experts	Ryan Russell	6/6/15	6/30/15						
1.8.9	<i>Deliverable: Scope &amp; Sequence completed for health, music, PE &amp; Career Center program curriculum maps aligned to CC</i>	Ryan Russell	6/30/15	6/30/15						
1.8.10	During fall intersession (2-week vacation break for district), curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; instructional strategies & resources to help all students access and succeed with curriculum; and formative assessments aligned to Units	Ryan Russell	10/1/15	10/30/15			Formative assessments are embedded in the development of instructional Units, aligned to Common Core Standards			Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.8.11	<i>Deliverable: 5 days of expert technical assistance for health, music, PD &amp; Career Center program curriculum mapping teams</i>	McREL	10/31/15	10/31/15						
1.8.12	Following the fall intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Ryan Russell	10/31/15	12/31/15						
1.8.13			1/1/16	3/31/16						
1.8.14			11/15/15	12/31/15			Fluid process. Grade level & content area teams submit as work is completed (not all at one time)			
1.8.15	Samples of this work are sent to McREL for Quality Reviews to ensure that our work is on target	Ryan Russell	1/15/16	3/31/16						Budget 1: Contractual 378; Personnel 7 & Fringe 57
1.8.16	During spring intersession, curriculum mapping teams continue their work with McREL experts onsite to develop Unit Overviews and aligned formative assessments	Ryan Russell	3/1/16	4/30/16						
1.8.17	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Ryan Russell	5/1/16	6/30/16						
1.8.18	Samples of work receive Quality Reviews conducted by McREL	McREL	5/15/16	6/30/16						

1.8.19	<i>Milestone: Curriculum Maps, units &amp; resources and formative assessments aligned to Common Core Standards available for all district health, music, PE and Career Center program teachers</i>	Lee Ann Kwiatkowski	6/30/16	6/30/16			RtT funding not used to provide PD activities that mirror those for ELA, math, science & social studies					
<b>1.9</b>	<b>Continuous monitoring of implementation and impact</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>1/1/13</b>	<b>12/31/16</b>								
1.9.1			1/1/13	6/30/13								
1.9.2			7/1/13	12/31/13								
1.9.3	Superintendent and district instructional leadership team	Superintendent Cushenberry	1/1/14	6/30/14								
1.9.4	conducts bi-annual <i>Process Checks</i> in every school to		7/1/14	12/31/14								
1.9.5	examine data, observe practices, review the effectiveness of		1/1/15	6/30/15								
1.9.6	implementation of initiatives, and problem-solve issues		7/1/15	12/31/15								
1.9.7			1/1/16	6/30/16								
1.9.8			7/1/16	12/31/16								
1.9.9			8/1/13	8/31/13								
1.9.10			9/1/13	9/30/13								
1.9.11		10/1/13	10/31/13									
1.9.12		11/1/13	11/30/13									
1.9.13		12/1/13	12/31/13									
1.9.14		1/1/14	1/31/14									
1.9.15		2/1/14	2/28/14									
1.9.16		3/1/14	3/31/14									
1.9.17		4/1/14	4/30/14									
1.9.18		5/1/14	5/31/14									
1.9.19		8/1/14	8/31/14									
1.9.20		9/1/14	9/30/14									
1.9.21		10/1/14	10/31/14									
1.9.22	Following each formative assessment (roughly monthly),	Principals, HS Department Chairs and Assistant Superintendents for Elementary & Secondary Schools	11/1/14	11/30/14								
1.9.23	PreK-8 principals will conduct Data Meetings ( <i>Learning Logs</i> ) to analyze student performance data to target		12/1/14	12/31/14								
1.9.24	student interventions and to inform instructional		1/1/15	1/31/15								
1.9.25	adjustments needed. Department chairs will hold meetings		2/1/15	2/28/15								
1.9.26	with high school content teachers to monitor student		3/1/15	3/31/15								
1.9.27	progress on formative assessments aligned to Common		4/1/15	4/30/15								
1.9.28	Core expectations.		5/1/15	5/31/15								
1.9.29			8/1/15	8/31/15								
1.9.30			9/1/15	9/30/15								
1.9.31			10/1/15	10/31/15								
1.9.32			11/1/15	11/30/15								
1.9.33			12/1/15	12/31/15								
1.9.34			1/1/16	1/31/16								
1.9.35			2/1/16	2/29/16								
1.9.36			3/1/16	3/31/16								
1.9.37			4/1/16	4/30/16								
1.9.38			5/1/16	5/31/16								
1.9.39			8/1/16	8/31/16								
1.9.40			9/1/16	9/30/16								
1.9.41			10/1/16	10/31/16								
1.9.42			11/1/16	11/30/16								
1.9.43			12/1/16	12/31/16								
1.9.44			12/31/13	12/31/13								
1.9.45	<i>Deliverables: Student assessment data drive intervention</i>		Principals	12/31/14	12/31/14							
1.9.46	<i>decisions for students (e.g., during daily "Success" periods; for additional support through Extended-Time initiative detailed in Project 4)</i>	12/31/15		12/31/15								
1.9.47		12/31/16		12/31/16								

Laura: The tasks described in 1.9.1-1.9.8 reflect what occurs during a *Process Check* conducted by the superintendent/central office instructional leaders--as part of the district's *8-Step Process for Continuous Improvement*. See note below.

Laura: Again, Data Meetings (*Learning Log Meetings*) are conducted after district-wide assessments--as part of the district's *8-Step Process for Continuous Improvement*. Within these meetings (approximately once per month), assessment data is analyzed to inform instructional adjustments needed and to target student interventions (e.g., Success Period in Grades K-8 and Super Saturdays/Intersession extended-time support for students in Grades 9-12). These are expectations embedded into the routine *Data/Learning Log* meetings held at each school site. It would be inappropriate to break out the tasks that occur within this activity as separate functions. RtT budget does not support this activity. We could delete the process checks and learning log meetings. We need to either keep them the same or eliminate them.

**Grantee Name: Metropolitan School District of Warren Township**

**Project #2 Personalized Learning System: Online Formative Assessments & Data Dashboard to Track Progress**

**Project Goals/Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers**

**Narrative:** Through this project, our district-developed formative assessments aligned to Indiana Common Core Standards (Project 1) will be computer-based (delivered online) and electronically scored providing immediate results for students and data analyses for teachers to inform instructional decision-making. As a result of Project 2, Warren will have a newly designed and web delivered formative assessment system that expands on the assessment system that has been part of its current success and continuous improvement process (the 8-Step Process). New elements of this design will involve item authoring capability, statistical analysis of items and item performance tracking, item pool development and management, web delivery and automatic scoring, and reporting on student performance at the individual, classroom, school, and district levels with the ability to disaggregate the data by student subgroups. Additionally, Warren will provide students, parents, teachers and administrators with data dashboards that are tailored to their roles and permissions. Data dashboards will display key metrics for each audience based on data from the new formative assessment system and from other source systems in the district. Complementing the data dashboard, reporting tools will provide further analytics to each audience for trend analysis and decision support.

**Key Performance Measures:** Increased graduation rate; Increased percentages of students passing State assessments: IREAD-3, ISTEP+ ELA & Mathematics and End of Course Assessments English 10 & Algebra I

**Cross-reference to other projects:** Project #1 Curriculum, Instruction & Formative Assessments (the development of formative assessment items occurs within Project #1. Project #2 enables those assessments to be administered online and results displayed on Data Dashboards)

**Activities for Project 2**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
2	<i>Personalized Learning System: Online Assessments and Data Dashboard to Track Progress</i>	Lee Ann Kwiatkowski	4/1/13	12/31/16							
2.1	<b>Identify online assessment and data dashboard provider</b>	<b>Lee Ann Kwiatkowski</b>	<b>4/1/13</b>	<b>10/1/14</b>							
2.1.1	Research existing online assessment providers & participate in vendor presentations to identify options aligned with deliverables anticipated by the district	Ryan Russell	4/1/13	6/30/13							
2.1.2			7/1/13	9/30/13							
2.1.3			10/1/13	12/31/13							
2.1.4	Conduct site visits for due diligence in selection process	Ryan Russell	4/1/13	8/31/13							
2.1.5	Write requirements/deliverables document for new online formative assessment system	Ryan Russell	2/1/14	4/1/14							
2.1.6	Post RFP for online assessment & data dashboard (Activity 2.3) provider	Lee Ann Kwiatkowski	4/1/14	5/1/14			Seeking vendor able to provide the delivery of online assessments and a data dashboard in a single system				
2.1.7	Select online assessment & data dashboard provider	Lee Ann Kwiatkowski	7/1/14	7/30/14							
2.1.8	Enter into contract with online assessment & data dashboard provider	Lee Ann Kwiatkowski	8/1/14	10/1/14							Budget 1: Contractual line 383 & 389
2.1.9	<b>Deliverable:</b> Contract for delivery of formative online assessments and data dashboards	Lee Ann Kwiatkowski	10/1/14	10/1/14							
2.2	<b>Redesign district-delivered formative assessment system</b>	<b>Lee Ann Kwiatkowski</b>	<b>10/1/14</b>	<b>12/31/14</b>							
2.2.1	Integrate assessment system with existing district systems such as the Student Information and Learning Management Systems	James Aldridge, CTO	10/1/14	12/31/14							
2.2.2	Design/Redesign formative assessment calendars and roadmap to align with new curriculum maps & instructional units (for each grade level & content area assessed)	Lee Ann Kwiatkowski	10/1/14	12/31/14							
2.2.3	<b>Deliverable:</b> District-wide formative assessment calendar	Lee Ann Kwiatkowski	12/31/14	12/31/14							
2.2.4	Develop pilot strategy and timeline for delivering district-wide formative assessments online (instead of the existing paper/pencil delivery system)	Lee Ann Kwiatkowski	10/1/14	12/31/14							
2.2.5	<b>Milestone:</b> Formative assessment design spec and pilot versions of initial online formative assessments aligned to Common Core Standards	Lee Ann Kwiatkowski	12/31/14	12/31/14							
2.3	<b>Identify data dashboard needs</b>	<b>Lee Ann Kwiatkowski</b>	<b>4/1/13</b>	<b>12/31/13</b>							

2.3.1	Work with teachers, students, district leaders and other stakeholders to identify functional requirements of the student Data Dashboard and reporting needs	Ryan Russell	4/1/13	6/1/13						
2.3.2	Prepare use cases that articulate the anticipated uses of the dashboard based on the functional requirements	Ryan Russell	5/1/13	6/1/13						
2.3.3	Mock-up dashboard to model how the use cases would work with various users of the dashboard	Ryan Russell	6/1/13	7/1/13						
2.3.4	Identify reports needed to complement the dashboard along with data elements and source systems for these data	Ryan Russell	7/1/13	8/1/13						
2.3.5	Review & finalize requirements documentation for dashboard and reporting requirements	John Keller	8/1/13	8/31/13						
2.3.6	Create annual data collection calendar in order to ensure that the dashboard and reports are as current as possible	John Keller	8/31/13	12/31/13						
<b>2.4</b>	<b>Develop Data Dashboard</b>	<b>Lee Ann Kwiatkowski</b>	<b>9/1/13</b>	<b>11/31/2014</b>						
2.4.1	Conduct analysis of existing data management and dashboard providers to determine match with district needs	John Keller	9/1/13	9/30/13						
2.4.2	Determine data warehousing needs based on ability to support data reporting needs from current data architecture	John Keller	10/1/13	12/31/13						
2.4.3	Perform analysis of options for integrating dashboard into district Learning Management System	John Keller	1/1/14	4/1/14						
2.4.4	Post RFP for data dashboard and online assessment provider (Activity 2.1)	Lee Ann Kwiatkowski	4/2/14	5/1/14		Seeking vendor able to provide the delivery of online assessments and a data dashboard in a single system				Budget 1: Contractual line 383 & 389
2.4.5	<i>Milestone: Select dashboard &amp; online assessment provider and enter into contract</i>	Lee Ann Kwiatkowski	10/1/14	10/1/14						
2.4.6	Conduct user acceptance testing with pilot group of users	John Keller	10/1/14	10/31/14						
2.4.7	Refine design based on user feedback	John Keller	11/1/14	11/31/2014						
<b>2.5</b>	<b>Implement new online formative assessment system</b>	<b>Lee Ann Kwiatkowski</b>	<b>1/1/15</b>	<b>12/31/16</b>						
2.5.1	Identify representative elementary, middle and high school grade levels to participate in piloting online delivery of district formative assessments	Ryan Russell	1/1/15	1/15/15						

2.5.2	Ryan Russell provides PD for pilot principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into <i>Success</i> periods, identify other staff PD needs)	Ryan Russell	1/16/15	1/31/15						
2.5.3	Move from the existing paper/pencil delivery system for conducting district-wide formative assessments by piloting an online delivery system (in representative elementary, middle and high school grade levels)	Lee Ann Kwiatkowski	2/1/15	3/31/15						
2.5.4			4/1/15	6/1/15						
2.5.5	<i>Milestone: Pilot of online delivery of formative assessments successfully completed, enabling scale up for district-wide delivery of online assessments</i>	Lee Ann Kwiatkowski	6/1/15	6/1/15						
2.5.6	Ryan Russell provides PD for all district principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into <i>Success</i> periods, identify other staff PD needs)	Ryan Russell	8/1/15	8/15/15						
2.5.7	Conduct 2015-16 online formative assessments in all schools and grade levels according to assessment calendar and road map (we anticipate monthly assessments)	Lee Ann Kwiatkowski	8/16/15	9/30/15						
2.5.8			10/1/15	12/31/15						
2.5.9			1/1/16	3/31/16						
2.5.10			4/1/16	6/1/16						
2.5.11	Following each formative assessment, load 2015-16 results into data dashboard view for students, parents, teachers and administrators (ongoing)	Lee Ann Kwiatkowski	8/1/15	9/30/15						
2.5.12			10/1/15	12/31/15						
2.5.13			1/1/16	3/31/16						
2.5.14			4/1/16	6/1/16						
2.5.15	Conduct 2016-17 formative assessments according to assessment calendar and road map	Lee Ann Kwiatkowski	8/1/16	9/30/16						
2.5.16			10/1/16	12/31/16						
2.5.17	Following each formative assessment, load 2016-17 results into data dashboard view for students, parents, teachers and administrators (ongoing)	Lee Ann Kwiatkowski	8/1/16	9/30/16						
2.5.18			10/1/16	12/31/16						
2.6	<b>Launch Dashboard</b>	<b>John Keller</b>	<b>1/1/15</b>	<b>8/31/16</b>						
2.6.1	Launch Dashboard for users based on role in Learning Management System, e.g., student, teacher, administrator, parent (2014-15 release). Launch includes making the system available, as well as our internal awareness efforts.	John Keller	1/1/15	2/1/15						
2.6.2	<i>Milestone: Dashboard for students, teachers, and administrators launched</i>	John Keller	2/1/15	2/1/15						
2.6.3	Release Dashboard 2.0 -- upgraded version, e.g., expanded capacities for drilling down into data (2015-16 release). Launch includes making the system available and internal awareness efforts regarding changes and improvements. It is anticipated that the refined version of the dashboard could be released more seamlessly based on lessons learned from the first release.	John Keller	8/1/15	8/31/15						

2.6.4	Release Dashboard 3.0 --updated version (2016-17 release) Launch includes making the system available and internal awareness efforts regarding changes/improvements. Anticipate that the refined version of the dashboard could be released more seamlessly based on lessons learned from the earlier releases.	John Keller	8/1/16	8/31/16						
2.7	<b>Design and implement program to support intended use of data dashboard and reporting</b>	<b>Lee Ann Kwiatkowski</b>	<b>2/1/15</b>	<b>7/31/16</b>						
2.7.1	Design virtual training modules for students and parents regarding use and interpretation of data dashboards and available reports	Ryan Russell	2/1/15	3/31/15						
2.7.2	Design teacher and administrator virtual modules to complement the roll-out of the data dashboard	Ryan Russell	2/1/15	3/31/15						
2.7.3	Release student and parent virtual modules through Learning Management System	Ryan Russell	3/31/15	5/31/15						
2.7.4	Release teacher and administrator virtual modules through Learning Management System	Ryan Russell	3/31/15	5/31/15						
2.7.5	<i><b>Milestone:</b> Virtual modules released for training students, parents, teachers &amp; administrators how to use and interpret data dashboards &amp; reports</i>	Ryan Russell	5/31/15	5/31/15						
2.7.6	Update training modules as part of 2015-16 dashboard release (Release 2.0)	Ryan Russell	6/1/15	7/31/15						
2.7.7	<b>Deliverable:</b> Virtual training provided to students, parents, teachers & administrators for their effective use of updated data dashboard & reports	Ryan Russell	7/31/15	7/31/15						
2.7.8	Update training modules as part of the 2016-17 dashboard release (Release 3.0)	Ryan Russell	6/1/16	7/31/16						
2.7.9	<b>Deliverable:</b> Virtual training provided to students, parents, teachers & administrators for their effective use of updated data dashboard & reports	Ryan Russell	7/31/16	7/31/16						

**Grantee Name: Metropolitan School District of Warren Township**

**Project #3 Environments to Support Engaged Learning (PreK-12)**

**Project Goals/Desired Outcomes:** Project Goals/Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers

**Narrative:** PreK-12 environments to support engaged learning will be enhanced through a **wireless upgrade** and district-wide **infusion of instructional technologies** (e.g., iPads, Chrome notebooks, laptops) and **high-tech learning environs** (e.g., Mediaplex, renovated high-tech science labs; dry-erase classrooms). **Renovations** necessary to facilitate these environs will be completed by fall 2013. To enable 24/7 Internet access to student learners, **4-G Cards** will be available for check out. Systemic and ongoing **professional development** opportunities will ensure that teachers are well-prepared to effectively and meaningfully use these tools for engaging and educating students. The high-tech environs lend themselves to blended-learning opportunities, supported by differentiated instruction and provide routine opportunities for students to develop and demonstrate important soft skills and traits that impact success, including: teamwork; perseverance; critical thinking; communication; creativity; and problem-solving.

The **roll-out of the student devices** is intended to provide all students with access to a digital learning environment. In order to realize the full benefit of this investment, a carefully articulated roll-out plan/protocol will be devised. The implementation of an instructional technology strand within the Warren Teacher Academy (WTA) is intended to ensure that **teachers are equipped** with baseline technical skills and armed **with competencies necessary** to provide students with personalized learning experiences that leverage technology. Furthermore, **the implementation of the instructional technology strand within the academy** is intended to model a **personalized learning approach with faculty** that is performance/proficiency oriented--providing faculty with the same multidimensional support for their learning as they are expected to provide for their students.

Putting an **internet connected device in the hands of each student** will open up new learning opportunities and pave the way for instructional use of technology that has not been possible before. The implementation plan for the student devices will provide the **student protocols** for using and caring for the devices and will provide building **administrators and teachers** with strategies for **managing the devices** on a day-to-day level. The implementation plan will also **engage parents** who will need to understand ways they can support digital age learning and will need to support the appropriate use of the devices since many of the devices will be going home with students. The **instructional technology strand** offered within the new Warren Teacher Academy (WTA) will provide course work and learning opportunities to **help teachers develop proficiency** in three key areas. The first area and the anchor of the technology strand is proficiency in the **National Educational Technology Standards for Teachers (NETS-T)** developed by the International Society for Technology Education. The second area of focus will be **Google environments**--helping to ensure that the Google enabled environment in Warren can be leveraged by teachers (Google Drive, Google Docs, G-mail, etc.). The third focus area is Warren's **learning management system** or LMS. Warren will be defining proficiency levels in each of these focus areas, assessing teacher proficiency relative to the standard, and providing the necessary professional support and professional development to help teachers attain these high goals. The Warren Teacher Academy is seen as a critical component in realizing the benefit of having a digital age learning environment where every learner is equipped with at least one internet enabled device.

**Key Performance Measures:** Increase the percentage of Highly-Effective/Effective Teachers; Increase graduation rate; Increase the percentages of students passing State assessments (IREAD-3, ISTEP+ English & Mathematics, ECA English 10 & Algebra I)

**Cross-reference to other projects:** Project #4 Extended-Time Learning Opportunities (completion of middle school Mediaplexes); Project #7 Virtual Learning Opportunities (4-G Cards will enable Internet access for all students); Project #9 Sports & Media Opportunities (completion of high school renovations work for Studio)

**Activities for Project 3**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
3	<i>Environments to Support Engaged Learning</i>	James Aldridge, CTO	2/4/13	12/31/16							
3.1	<b>Installation of wireless access points in all K-8 buildings (Wireless Upgrade)</b>	James Aldridge, CTO	2/4/13	4/19/13			High School access points already upgraded				
3.1.1	Solicit quotes and select contractor to complete wireless upgrade	James Aldridge	2/4/13	3/6/13							
3.1.2	Contractor conducts Wireless Surveys on all K-8 buildings to determine the specifications of the hardware that will be needed (for quotes sought in 3.1.3)	Eddie Sasser, IT Assistant Director	2/4/13	3/5/13							Budget 1: Contractual line 429

3.1.3	Solicit quotes for wireless hardware per contractor's Wireless Surveys and select vendor to provide hardware	James Aldridge	3/7/13	3/15/13							
3.1.4	Purchase wireless hardware	James Aldridge	3/15/13	3/22/13							Budget 1: Equipment 342 & 343
3.1.5	Wireless installation and Knowledge Transfer by contractor (Spring Intersession break)	Wynn Jones, Network Analyst	3/23/13	4/19/13							Budget 1: Contractual line 429
3.1.6	<b>Milestone:</b> Wireless update complete for K-8 buildings with installation of 500 access points	James Aldridge	4/19/13	4/19/13							
3.2	<b>Purchase instructional technologies including Chromebooks 1:1 for Grades 1-12, iPad carts for PreK-K and for Special Education program</b>	<b>James Aldridge, CTO</b>	<b>1/28/13</b>	<b>6/23/13</b>			<b>Per conversation &amp; email from USED, brand of hardware does not matter (Chromebook, iPad, PC)</b>				
3.2.1	Develop standard room setup	James Aldridge	1/28/13	2/1/13							
3.2.2	Finalize hardware list	James Aldridge	2/4/13	2/8/13							
3.2.3	Bid opportunity advertised for purchase & deployment of Chromebooks, iPads and carts	James Aldridge	4/24/13	5/13/13							
3.2.4	The bids are opened, read aloud and recorded and a recommendation forwarded to the Board of Education	David Holt, CFO	5/13/13	5/13/13							
3.2.5	<b>Milestone:</b> MSD of Warren Township Board of Education Approval of bid	David Holt, CFO	5/15/13	5/15/13							
3.2.6	Purchase hardware (including 14,100 iPads and Chromebooks and 300 iPad/Chromebook carts) PreK-K = 880 iPads Special Education = 120 fortified iPads Grades 1-12 (includes Renaissance Alternative Program) = 13,100 Chromebooks K-4 = 210 iPad/Chromebook carts Grades 5-6 = 72 Chromebook carts Early Childhood Center (PreK) = 1 iPad cart Renaissance Alternative = 17 Chromebook carts	James Aldridge	5/21/13	6/23/13			Application/Budget 1 reflects that 900 laptops will be purchased for 30 HS English classrooms. Per conversation & email from USED, brand of hardware does not matter (e.g., Chromebook, iPad, PC). These funds used to support purchase of a Chromebooks for all HS students.				Budget 1: Equipment 330 -336
3.3	<b>Image and maintain instructional technologies</b>	<b>James Aldridge, CTO</b>	<b>5/30/13</b>	<b>12/31/16</b>							

3.3.1	System imaging by imaging contractor (contractor will log on to computer & upgrade the software & add configurations based on Warren specifications)	Eddie Sasser	5/30/13	7/12/13			Per IRS rules, 2 tech positions needed to be hired as employees (Personnel). USED/James Butler approved via Feb 2013 telephone call. No change in scope or funding.				Budget 1: Equipment 330
3.3.2	<b>Milestone:</b> Warren possession of all hardware	James Aldridge	7/19/13	7/19/13			Company will ship in stages as imaging is completed				
3.3.3	Maintain technology across entire grant period., e.g. occasional software upgrade, when appropriate, and regular maintenance for efficiencies. Technician personnel will respond to break/fix issues; upload software; & troubleshoot.	James Aldridge	7/1/13	9/30/13							Budget 1: Contractual 423 and Personnel 47 & Fringe 92
3.3.4			10/1/13	12/31/13							
3.3.5			1/1/14	3/31/14							
3.3.6			4/1/14	6/30/14							
3.3.7			7/1/14	9/30/14							
3.3.8			10/1/14	12/31/14							
3.3.9			1/1/15	3/31/15							
3.3.10			4/1/15	6/30/15							
3.3.11			7/1/15	9/30/15							
3.3.12			10/1/15	12/31/15							
3.3.13			1/1/16	3/31/16							
3.3.14			4/1/16	6/30/16							
3.3.15			7/1/16	9/30/16							
3.3.16	10/1/16	12/31/16									
<b>3.4</b>	<b>Purchase computers and other technologies for all environs (Mediaplexes, HS &amp; WCC labs &amp; classrooms)</b>	<b>James Aldridge, CTO</b>	<b>2/4/13</b>	<b>10/1/13</b>							
3.4.1	Finalize hardware list	James Aldridge	2/4/13	2/8/13							
3.4.2	Bid opportunity advertised for purchase & deployment of computers	James Aldridge	5/10/13	5/17/13							
3.4.3	The bids are opened, read aloud and recorded and a recommendation forwarded to the Board of Education	David Holt, CFO	5/28/13	5/28/13							
3.4.4	<b>Milestone:</b> MSD of Warren Township Board of Education Approval of bid	David Holt, CFO	6/4/13	6/4/13							
3.4.5	Order hardware & imaging (e.g., laptops, monitors, webcams, cables, display ports, document cameras, printers, projectors, whiteboards)	James Aldridge	6/6/13	7/8/13			Single contract to provide hardware & imaging (all in the same bid)				Budget 1: Equipment 129-187; 193-258; 263-314; & 318-326
3.4.6	<b>Milestone:</b> Warren possession of all hardware	James Aldridge	7/19/13	7/19/13							
3.4.7	Deploy hardware (dependent on renovation projects)	Eddie Sasser	7/15/13	10/1/13							

3.4.8	<b>Milestone:</b> Computers and other technologies for all Mediaplex, HS & WCC labs and classrooms deployed	James Aldridge	10/1/13	10/1/13						
<b>3.5</b>	<b>iPad/Chromebooks/Laptops imaging, naming and asset tagging</b>	<b>James Aldridge, CTO</b>	<b>1/28/13</b>	<b>3/1/13</b>						
3.5.1	Develop detailed imaging, naming and asset tagging needs per other bids	James Aldridge	1/28/13	2/11/13						
3.5.2	Bid imaging, naming and asset tagging	James Aldridge	2/11/13	2/25/13						Budget 1: Contractual 423
3.5.3	Notify winner	James Aldridge	2/25/13	3/1/13						Budget 1: Contractual 423
3.5.4	<b>Milestone:</b> Imaging contractor selected	James Aldridge	3/1/13	3/1/13						
<b>3.6</b>	<b>Acquire Adobe Master Collection for all district labs</b>	<b>James Aldridge, CTO</b>	<b>2/1/13</b>	<b>12/31/16</b>						
3.6.1	Solicit Quotes	James Aldridge	2/1/13	2/15/13						
3.6.2	Purchase Adobe Master Collection	James Aldridge	2/18/13	2/22/13						Budget 1: Equipment 327
3.6.3	<b>Milestone:</b> Adobe Master Collection acquired	James Aldridge	2/22/13	2/22/13						
3.6.4	Secure Adobe licensing agreement across grant period	James Aldridge	2/22/13	12/31/16						Budget 1: Supplies 369
<b>3.7</b>	<b>Purchase technical and instructional supplies to support technologies</b>	<b>James Aldridge, CTO</b>	<b>9/1/13</b>	<b>12/31/16</b>						
3.7.1	In collaboration with elementary, intermediate academy, middle school, high school & special education representatives, Ryan Russell (Assistant Superintendent for Educator Effectiveness) recommends iPad & Chromebook apps for purchase to support instruction and personalized learning	John Keller, Director of eLearning	9/1/13	9/15/13						
3.7.2			5/1/14	6/1/14						
3.7.3			5/1/15	6/1/15						
3.7.4			5/1/16	6/1/16						
3.7.5	Apps ordered (including special apps & Boardmaker software for Sp Ed Life Program & Functional classrooms) & installed	James Aldridge	9/16/13	10/31/13						
3.7.6			6/2/14	7/31/14						Budget 1: Equipment 337
3.7.7			6/2/15	7/31/15						
3.7.8			6/2/16	7/31/16						
3.7.9	Purchase supplies throughout the project (e.g., Velcro, cables, label markers, TV mounts, surge protectors)	James Aldridge	10/1/13	12/31/16						Budget 1: Supplies 355
3.7.10	<b>Deliverables:</b> Supplies to support technology	James Aldridge	10/1/13	12/31/16						
<b>3.8</b>	<b>Provide students with WiFi cards they can take home enabling access on their Chromebooks to Internet 24/7</b>	<b>James Aldridge, CTO</b>	<b>2/14/13</b>	<b>12/31/16</b>						
3.8.1	Work with Verizon Rep to determine pricing and hardware (the access cards to insert into Chromebooks)	James Aldridge	2/14/13	4/12/13						
3.8.2	Purchase WiFi cards for students to use in their Chromebooks to access cellular network/Internet (outside of school hours/days)	James Aldridge	4/15/13	4/19/13						Budget 1: Contractual 393
3.8.3	Verizon sends WiFi cards to Warren	James Aldridge	4/29/13	7/31/13						
3.8.4			8/1/13	9/30/13						

3.8.5	WiFi cards available for checkout in WCSH Mediaplex (with priority use given to Virtual Learners) beginning SY 2013-14 and across entire grant period	Eddie Sasser	10/1/13	12/31/13			We may have these installed in some Chromebooks for student check-out, to ease management.			
3.8.6			1/15/14	3/31/14						
3.8.7			4/1/14	6/30/14						
3.8.8			7/1/14	9/30/14						
3.8.9			10/1/14	12/31/14						
3.8.10			1/1/15	3/30/15						
			4/1/15	6/30/15						
3.8.11			7/1/15	9/30/15						
			10/1/15	12/30/15						
3.8.12			1/1/16	3/30/16						
			4/1/16	6/30/16						
			7/1/16	9/30/16						
3.8.13			10/1/16	12/31/16						
3.8.14	<i>Milestone: Virtual Learners (Project 7) have Internet assess 24/7 beginning SY 2013-14</i>	John Keller	8/1/13	8/1/13					Project 7: Virtual Learners	
<b>3.9</b>	<b>Provide engaging and technology-rich environs through the renovation of Warren Central HS classrooms and labs; Walker Career Center labs; Creston MS Mediaplex, Stonybrook MS Mediaplex; and Raymond Park MS Mediaplex</b>	<b>David Holt, CFO</b>	<b>1/9/13</b>	<b>7/31/14</b>						
3.9.1	Requests for Qualifications (Architects)	David Holt, CFO	1/9/13	1/23/13						
3.9.2	Notify winning architect	David Holt, CFO	1/24/13	1/25/13			Architect oversees all renovation contracts. Proportional payment pulled from each renovation contract			Budget 1: Contractual 411-412; 417-418; 420-422; and Budget 2 Contractual 186-188
3.9.3	Kickoff meeting with building stakeholders (principals, teachers, students, staff)	James Aldridge, CTO	1/25/13	2/1/13						
3.9.4	The CFO, CTO, Facilities Director and Principals meet with the Architect on a weekly basis from January 28th through March 1st to develop the architectural designs, mechanical plans and electrical requirements for the different renovation projects to be completed during the summer of 2013	David Holt, CFO	1/28/13	3/1/13						
3.9.5	Develop architecture drawings, scope of work, and other construction documents	David Holt, CFO	1/28/13	3/15/13						
3.9.6	Concept meeting with building stakeholders to discuss design concepts regarding instructional intent of each space and engagement strategies of the space	James Aldridge, CTO	2/25/13	3/1/13						

3.9.7	Final stakeholder meeting	David Holt, CFO	3/1/13	3/15/13						
3.9.8	Develop bid documents which includes the final architectural prints, mechanical design, electrical prints, and casework design for each project	David Holt, CFO	3/18/13	4/1/13						
3.9.10	<b>Warren Central High School Labs</b> Bid opportunity advertised for construction contracts	David Holt, CFO	4/16/13	4/30/13						
3.9.11	The construction bids are opened, read aloud and recorded. The information from the bids (costs, adherence to design specifications, sub-contractors, compliance with Indiana construction requirements) is analyzed by the Architect and a recommendation is forwarded to the Warren Board of Education for approval.	David Holt, CFO	4/30/13	4/30/13			This event is open to the public			
3.9.12	<b>Milestone:</b> MSD of Warren Township Board of Education Approval of bid	David Holt, CFO	5/7/13	5/7/13						
3.9.13	Renovation of 5 existing computer labs & the construction of science labs to provide: 6 Si-Com Labs (with 34 computers & a teacher station in each lab) and 4 Collaborative Studios (with 6 TVs, 6 computers & 6 dry erase tables in each lab)	David Holt, CFO	6/3/13	8/30/13			Application envisioned placing Collaborative Studios within existing Science Labs. Learned that science chemicals could easily damage dry erase tables. Changed location of labs (but still within the science area) and type of lab (Si-Com instead of Collaborative Lab). No change in overall costs. Approved January 18, 2013 via email from James Butler.			Budget 1: Contractual 414-416 and Equipment 188-192
3.9.14	<b>Milestone:</b> Renovations completed for Warren Central High School Labs	David Holt, CFO	7/25/13	7/25/13						
3.9.15	<b>Warren Central High School Classrooms</b> Bid opportunity advertised for construction contracts	David Holt, CFO	4/16/13	4/30/13						
3.9.16	The construction bids are opened, read aloud and recorded. The information from the bids (costs, adherence to design specifications, sub-contractors, compliance with Indiana construction requirements) is analyzed by the Architect and a recommendation is forwarded to the Warren Board of Education for approval.	David Holt, CFO	4/30/13	4/30/13						
3.9.17	MSD of Warren Township Board of Education Approval of bid	David Holt, CFO	4/30/13	5/7/13			Could not have every classroom unavailable during summer school instruction, due to this renovation. Will delay Freshman Academy renovation until summer of 2014			Budget 1: Contractual 318
3.9.18	Renovations for 74 high school classrooms to provide interactive displays & one dry-erase wall per classroom  Original plan targeted HS Social Studies & mathematics classrooms. As per architect, too many projectors proposed per classroom. Will reduce # of projectors in SS & Math and place extras into English, Science & World Languages classrooms. Funding does not change. (See Column H Notes.)	David Holt, CFO	6/3/13	7/25/13			Via January 18 email, USED (James Butler) approved revisions for (a) Placement of HS classroom projectors; and (b) Creation of collab space outside of Science	Laura: The Architectural Design, mechanical requirements, electrical needs, and casework design for all the High School classrooms were done during the initial stakeholder meetings. Since we could not take every classroom out of service due to 2013 Summer School, we are segmenting out the Freshman Academy classrooms (25 Classrooms) to be completed during summer 2014. The designs and construction requirements for these classrooms will not need to be updated and will be bid out for construction in April 2014		

3.9.19	Bid opportunity advertised for construction contracts for 35 Freshman Academy classrooms (part of Warren Central High School) to provide interactive displays & one dry-erase wall per classroom	David Holt, CFO	4/1/14	4/15/14			classrooms, since chemicals will damage proposed dry erase tables in classrooms. No cost changes..					Budget 1: Contractual 420-422 and Equipment 315-317
3.9.20	The construction bids are opened, read aloud and recorded. The information from the bids (costs, adherence to design specifications, sub-contractors, compliance with Indiana construction requirements) is analyzed by the Architect and a recommendation is forwarded to the Warren Board of Education for approval.	David Holt, CFO	4/15/14	4/15/14								
3.9.21	<b>Milestone:</b> MSD of Warren Township Board of Education Approval of bid	David Holt, CFO	4/20/14	4/20/14								
3.9.22	Renovations for 35 Freshmen Academy classrooms	David Holt, CFO	6/1/14	7/31/14								
3.9.23	<b>Milestone:</b> All Warren Central High School classroom renovations completed	David Holt, CFO	7/31/14	7/31/14								
3.9.24	<b>Walker Career Center Labs</b> Bid opportunity advertised for construction contracts	David Holt, CFO	3/21/13	4/4/13								
3.9.25	The construction bids are opened, read aloud and recorded. The information from the bids (costs, adherence to design specifications, sub-contractors, compliance with Indiana construction requirements) is analyzed by the Architect and a recommendation is forwarded to the Warren Board of Education for approval.	David Holt, CFO	4/4/13	4/4/13								
3.9.26	MSD of Warren Township Board of Education Approval	David Holt, CFO	4/4/13	4/9/13								Budget 1: Contractual 417-418 & Equipment 259-262
3.9.27	Renovations for 7 Walker Career Center labs	David Holt, CFO	6/3/13	7/25/13								
3.9.28	<b>Milestone:</b> Renovations completed for 7 Walker Career Center Labs	David Holt, CFO	7/25/13	7/25/13								
3.9.29	<b>3 Middle School Mediaplexes</b> Bid opportunity advertised for construction contracts	David Holt, CFO	4/1/13	4/15/13								
3.9.30	The construction bids are opened, read aloud and recorded. The information from the bids (costs, adherence to design specifications, sub-contractors, compliance with Indiana construction requirements) is analyzed by the Architect and a recommendation is forwarded to the Warren Board of Education for approval.	David Holt, CFO	4/15/13	4/15/13								
3.9.31	MSD of Warren Township Board of Education Approval	David Holt, CFO	4/15/13	4/17/13								Budget 1 Contractual 411-412 & Equipment 125-128
3.9.32	Renovations of middle school Mediaplexes	David Holt, CFO	6/3/13	9/15/13								
3.9.33	<b>Milestone:</b> Renovations completed for three middle school Mediaplexes	David Holt, CFO	9/15/13	9/15/13								
3.9.34	<b>Sports &amp; Media Production Studio</b> Bid opportunity advertised for construction contracts	David Holt, CFO	4/16/13	4/30/13								

3.9.35	The construction bids are opened, read aloud and recorded. The information from the bids (costs, adherence to design specifications, sub-contractors, compliance with Indiana construction requirements) is analyzed by the Architect and a recommendation is forwarded to the Warren Board of Education for approval.	David Holt, CFO	4/30/13	4/30/13						
3.9.36	MSD of Warren Township Board of Education Approval	David Holt, CFO	4/30/13	5/7/13						Budget 2: Contractual 186-188
3.9.37	Renovations for Sports & Media Production Studio	David Holt, CFO	6/3/13	8/15/13						
3.9.38	<i>Milestone: Renovations completed for Sports &amp; Media Production Studio</i>	David Holt, CFO	8/15/13	8/15/13						
<b>3.10</b>	<b>District-wide Roll-out of Instructional Technologies</b>	<b>James Aldridge, CTO</b>	<b>4/1/13</b>	<b>8/30/13</b>						
3.10.1	Roll-out plan for deployment of PreK- kindergarten classroom devices	James Aldridge	4/1/13	6/30/13						
3.10.2	Roll-out plan for deployment of elementary devices Grades 1-4	James Aldridge	4/1/13	6/30/13						
3.10.3	Roll-out plan for deployment of intermediate devices Grades 5 and 6	James Aldridge	4/1/13	6/30/13						
3.10.4	Roll-out plan for deployment of middle school devices Grades 7 and 8	James Aldridge	4/1/13	6/30/13						
3.10.5	Roll-out plan for deployment of high school devices Grades 9-12	James Aldridge	4/1/13	6/30/13						
3.10.6	<i>Deliverable: Roll-out deployment plan for PreK-12 instructional devices determined</i>	James Aldridge	6/30/13	6/30/13						
3.10.7	Develop curriculum and digital supports for educators outlining basics of student devices, classroom management, logistics, support, and rollout	John Keller	5/1/13	6/30/13						
3.10.8	Conduct face-to-face device orientation sessions with HS department chairs & their faculty to introduce what teachers can anticipate in their new classroom environs, e.g., new projections systems & whiteboard walls (following this summer's renovations)	James Aldridge	5/1/13	5/30/13						
3.10.9	Plan for the administration of the National Speak Up Survey to gauge student and parent attitudes towards digital age learning.	John Keller	6/1/13	7/1/13						
3.10.10	Engage media outlets regarding the plan to promote thoughtful and positive coverage of the personalized learning initiative.	John Keller	7/1/13	7/30/13						
3.10.11	Establish goals/metrics for monitoring the progress and success of the plan.	John Keller	7/1/13	7/15/13						
3.10.12	Meet with building administrators (or share virtually) to review and finalize device roll-out plans.	James Aldridge	7/1/13	7/15/13						

3.10.13	<i>Deliverable</i> : Publish the student device-roll-out plan and share in total and also by relevant section through as many channels as possible.	James Aldridge	7/29/13	7/29/13							
3.10.14	<i>Milestone</i> : Complete personalized learning device deployment plan.in place	James Aldridge	7/29/13	7/29/13							
3.10.15	Articulate the support plan including problem escalation strategies.	John Keller	7/31/13	8/30/13							
<b>3.11</b>	<b>Develop plans for home access of learning technologies</b>	<b>James Aldridge</b>	<b>4/1/13</b>	<b>7/15/13</b>							
3.11.1	Make determination on timelines for devices going home with students	James Aldridge	4/1/13	5/15/13							
3.11.2	Determine insurance/risk management approach for student devices K-12 including responsibility for lost or broken devices.	James Aldridge	4/1/13	5/15/13							
3.11.3	Update the student handbook to reflect a "responsible use/digital citizenship" approach to device care and network access-include language about family responsibility for lost, damaged or stolen devices	John Keller	4/1/13	6/1/13							
3.11.4	Research levels of home broadband connectivity for Warren students	John Keller	4/1/13	7/1/13							
3.11.5	Research opportunities for increasing broadband in the community through national initiatives such as Comcast's Internet Essentials.	John Keller	4/1/13	7/1/13							
3.11.6	Identify collections of academic resources that can be used by parents and students outside of school to extend the school day with appropriately challenging content	John Keller	4/1/13	7/1/13							Budget 2: Contractual 183-185
3.11.7	Develop communication plan for community partners regarding the personalized learning initiative (e.g., public libraries, places of business with free Wi-Fi, chamber of commerce).	John Keller	6/1/13	7/15/13							
3.11.8	Develop communication plan for parents regarding the personalized learning initiative and what to expect in terms of changes as well as expectations around the care for the student learning devices.	John Keller	6/1/13	7/15/13							
3.11.9	<i>Deliverable</i> : Communication plans for parents and community	John Keller	7/15/13	7/15/13							
<b>3.12</b>	<b>Roll-out Student Learning Devices</b>	<b>James Aldridge</b>	<b>4/1/13</b>	<b>7/1/14</b>							
3.12.1	Post position for technicians on Warren's RtT web site	James Aldridge	4/1/13	7/1/13							Budget 1: Contractual, line 423; and Personnel 47; Fringe 92
3.12.2	Select and hire technicians	James Aldridge	5/28/13	7/1/13							
3.12.3	Launch personalized learning initiative at meetings attended by parents such as school registration, back to school nights, etc.	Aldridge/Keller	7/1/13	7/15/13							

3.12.4	<b>Milestone:</b> Publish new student handbook and accompanying orientation materials including video-based tutorials	John Keller	7/29/13	7/29/13							
3.12.5	<b>Deliverable:</b> Updated student handbook, orientation materials and video-based tutorial	John Keller	7/29/13	7/29/13							
3.12.6	Teachers will demonstrate responsible use of devices & review the handbook procedures at the beginning of the school year	Principals	7/29/13	9/30/13							
3.12.7	Distribute devices to students according to protocols established in implementation plan and according to building level needs	James Aldridge	7/29/13	9/30/13							
3.12.8	Launch campaigns for home broadband adoption	John Keller	9/1/13	12/1/13							
3.12.9	Launch "From Bricks to Clicks" learning promoting access to learning resources outside of school (PowerMyLearning, Atomic Learning, etc.)	John Keller	9/1/13	12/30/13							Budget 2: Contractual 183-185
3.12.10	Prepare & publish quarterly implementation progress reports	John Keller	10/1/13	12/31/13							
3.12.11			1/1/14	3/31/14							
3.12.12			4/1/14	6/30/14							
3.12.13	<b>Milestone:</b> All student devices are deployed	James Aldridge	12/31/13	12/31/13							
3.12.14	<b>Deliverable:</b> Quarterly implementation progress report	John Keller	1/1/14	1/1/14							
3.12.15			4/1/14	4/1/14							
3.12.16			7/1/14	7/1/14							
<b>3.13</b>	<b>Design and Communicate Warren Teacher Academy (WTA) strand for instructional technology proficiency</b>	<b>Ryan Russell, Assistant Superintendent for Educator Effectiveness</b>	<b>4/22/13</b>	<b>1/15/14</b>							
3.13.1	Create a timeline for summer 2013 instructional technology courses focused on Google Environments.	John Keller	4/22/13	6/5/13							
3.13.2	Create an online registration process to track teachers' participation in instructional technology PD opportunities	Ryan Russell	4/29/13	5/3/13							
3.13.3	<b>Deliverable:</b> Online process employed for teachers to register for the first Warren Teacher Academy summer professional development trainings	Ryan Russell	5/3/13	5/3/13							

3.13.4	eLearning staff deliver the Summer 2013 Technology Infusion Series teacher trainings (i.e., Initial training to get us started, prior to all teachers' participation in the Warren Teacher Academy: Instructional technology proficiency strand). Google Environment 101 and 201 & SMART Interactive Projector System sessions are offered multiple times throughout the summer. Each session is three hours focused on the application of the Google environment for instructional purposes. & teachers' use of new projection systems & whiteboard walls in HS classrooms.	John Keller	6/6/13	7/12/13							Budget 1: Personnel 14 & 24; Fringe 63 & 72
3.13.5	<b>Milestone:</b> More than 300 teacher registrations for summer 2013 Technology Infusion Series trainings	Ryan Russell	7/12/13	7/12/13							
3.13.6	Gather feedback (via Survey Monkey) on Google Environments training (Summer 2013 training participants) to determine the effectiveness of the PD opportunities and to inform changes that may be needed for subsequent trainings	John Keller	6/6/13	8/1/13							
3.13.7	Communicate the new Warren Teacher Academy (WTA) concept and roadmap to certified staff via Warren's PD website and through district leadership trainings for principals. The WTA strand for instructional technology will provide all certified staff with ongoing PD opportunities aligned to measurable proficiency objectives.	Ryan Russell	5/1/13	9/30/13							
3.13.8			10/1/13	1/15/14							
<b>3.14</b>	<b>Develop assessment instruments to measure Warren Teacher Academy educational technology proficiencies</b>	<b>John Keller, Director of Instructional Technology &amp; eLearning</b>	<b>9/1/13</b>	<b>12/1/13</b>							
3.14.1	Develop assessment to measure NETS-T proficiency for certified staff.	John Keller	9/1/13	12/1/13							
3.14.2	Develop assessment to measure Google Environments proficiency for certified staff.	John Keller	9/1/13	12/1/13							
3.14.3	Develop assessment to measure Learning Management System proficiency for certified staff.	John Keller	9/1/13	12/1/13							
3.14.4	<b>Deliverable:</b> Assessments for the WTA instructional technology proficiency strand are developed to gauge proficiency levels for placement of teachers in technology course work and to then measure teachers' attainment of coursework proficiencies (NETS-T, Google Environments, & Learning Management System)	John Keller	12/1/13	12/1/13							
<b>3.15</b>	<b>Develop course work for Warren Teacher Academy (WTA) instructional technology proficiency strand: NETS-T; Google Environments; &amp; Learning Management System</b>	<b>John Keller</b>	<b>8/1/13</b>	<b>12/31/13</b>							
<b>National Educational Technology Standards for Teachers (NETS-T)</b>											

3.15.1	Set proficiency levels/targets for five domains addressed in the national Educational Technology Standards for Teachers (NETS-T)	John Keller	8/1/13	9/1/13						
3.15.2	Design/Select interventions/course work to support the development of NETS proficiency in the domain of Facilitating & Inspiring Student Learning and Creativity	John Keller	8/1/13	10/31/13						
3.15.3	Design/Select interventions/course work to support the development of NETS proficiency in the domain of Designing and Developing Digital Age Learning Experiences and Assessments	John Keller	8/1/13	10/31/13						
3.15.4	Design/Select interventions/course work to support the development of NETS proficiency in the domain of Modeling Digital Age Work and Learning	John Keller	8/1/13	10/31/13						
3.15.5	Design/Select interventions/course work to support the development of NETS proficiency in the domain of Promoting and Modeling Digital Citizenship and Responsibility	John Keller	11/1/13	12/31/13						
3.15.6	Design/Select interventions/course work to support the development of NETS proficiency in the domain of Engaging in Professional Growth and Leadership	John Keller	11/1/13	12/31/13						
3.15.7	<i>Milestone: NETS-T coursework developed</i>	John Keller	12/31/13	12/31/13						
<b>Google Environments</b>										
3.15.8	Set proficiency levels/targets for Google Environments and cross reference these proficiencies with NETS-T proficiencies	John Keller	8/1/13	9/1/13						
3.15.9	Design/Select interventions/course work to support the development of proficiency with Google Drive	John Keller	8/1/13	10/31/13						
3.15.10	Design/Select interventions/course work to support the development of proficiency with Gmail	John Keller	8/1/13	10/31/13						
3.15.11	Design/Select interventions/course work to support the development of proficiency with Google Docs	John Keller	8/1/13	10/31/13						
3.15.12	Design/Select interventions/course work to support the development of proficiency with Google App and the Chrome Web Store	John Keller	11/1/13	12/31/13						
3.15.13	Design/Select interventions/course work to support the development of proficiency with Google Hangouts and additional Google components	John Keller	11/1/13	12/31/13						
3.15.14	<i>Milestone: Google Environments coursework developed</i>	John Keller	12/31/13	12/31/13						
<b>Learning Management System</b>										
3.15.15	Set proficiency levels/targets for use of Learning Management System and cross reference these proficiencies with the NETS-T proficiencies	John Keller	8/1/13	9/1/13						

3.15.16	Design/Select interventions/course work to support the development of proficiency with attendance taking	John Keller	8/1/13	10/31/13							
3.15.17	Design/Select interventions/course work to support the development of proficiency with grading and student assessment	John Keller	8/1/13	10/31/13							
3.15.18	Design/Select interventions/course work to support the development of proficiency with content curation (i.e., when teachers create, publish, share digital resources and organize those resources for use by students they are curating the curriculum)	John Keller	8/1/13	10/31/13							
3.15.19	Design/Select interventions/course work to support the development of proficiency with interactive lesson design	John Keller	11/1/13	12/31/13							
3.15.20	Design/Select interventions/course work to support the development of proficiency with reporting and analytics	John Keller	11/1/13	12/31/13							
3.15.21	<i>Milestone: Learning Management System coursework developed</i>	John Keller	12/31/13	12/31/13							
<b>3.16</b>	<b>Launch &amp; Implement Warren Teacher Academy (WTA) Instructional Technology Proficiency Strand)</b>	<b>John Keller</b>	<b>1/15/14</b>	<b>12/31/16</b>							
3.16.1	<i>Milestone: Coursework and proficiency assessments launched</i>	John Keller	1/15/14	1/15/14							
3.16.2	Launch and fully-implement NETS-T assessment and interventions/coursework provided by eLearning staff (director & 3 instructional technology trainers) to enable certified staff to demonstrate proficiency	John Keller	1/15/14	3/31/14			Because of the tremendous infusion of technology, a new Warren Teachers Academy (for PD) with a comprehensive strand of PD for instructional technology proficiency has been established. Here, instead of "cohort groups," teachers & administrators receive trainings for NETS-T, Google Environments, & the Learning Management System. Trainings are provided by eLearning staff in half-day sessions beyond the regular school day/school year. We anticipate that some online training will also be				
3.16.3			4/1/14	6/30/14							
3.16.4			7/1/14	9/30/14							
3.16.5			10/1/14	12/31/14							
3.16.6			1/1/15	3/31/15							
3.16.7			4/1/15	6/30/15							
3.16.8			7/1/15	9/30/15							
3.16.9			10/1/15	12/31/15							
3.16.10			1/1/16	3/31/16							
3.16.11			4/1/16	6/30/16							
3.16.12			7/1/16	9/30/16							
3.16.13			10/1/16	12/31/16							
3.16.14			Launch and fully-implement Google Environments assessment and interventions/coursework provided by eLearning staff (director & 3 instructional technology trainers) to enable certified staff to demonstrate proficiency	John Keller	1/15/14	3/31/14					
3.16.15	4/1/14	6/30/14									
3.16.16	7/1/14	9/30/14									
3.16.17	10/1/14	12/31/14									
3.16.18	1/1/15	3/31/15									
3.16.19	4/1/15	6/30/15									
3.16.20	7/1/15	9/30/15									
3.16.21	10/1/15	12/31/15									
3.16.22	1/1/16	3/31/16									
3.16.23	4/1/16	6/30/16									
3.16.24	7/1/16	9/30/16									
3.16.25	10/1/16	12/31/16									

Budget 1: Personnel 14 & Fringe 63; and Personnel 24 & Fringe 72

3.16.26	Launch and fully-implement Learning Management System assessment and interventions/coursework provided by eLearning staff (director & 3 instructional technology trainers) to enable certified staff to demonstrate proficiency	John Keller	1/15/14	3/31/14		available during the school year.			
3.16.27			4/1/14	6/30/14					
3.16.28			7/1/14	9/30/14					
3.16.29			10/1/14	12/31/14					
3.16.30			1/1/15	3/31/15					
3.16.31			4/1/15	6/30/15					
3.16.32			7/1/15	9/30/15					
3.16.33			10/1/15	12/31/15					
3.16.34			1/1/16	3/31/16					
3.16.35			4/1/16	6/30/16					
3.16.36			7/1/16	9/30/16					
3.16.37			10/1/16	12/31/16					

**Grantee Name: Metropolitan School District of Warren Township**

**Project #4 Extended-Time Learning Opportunities**

**Project Goals/Desired Outcomes:** (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers

**Narrative:** Personalized student support will be enriched through extended-day, extended-week (Super Saturdays) and/or extended-year (fall and spring Intersession breaks) access to technology-rich environs in four centrally-located Mediaplex sites at the high school and middle schools through academic supports. **Mediaplexes will remain open** until 7 pm on Monday through Thursday across the school year, ensuring that all students have extended opportunities to access the Internet and learning technologies to support individual and collaborative group project work. Instructional Assistants will be available to support students' use of new technologies and to navigate the Internet to research and gather informational sources. This opportunity will be extended into the **7-week summer and Intersession breaks** at the Warren Central **High School Mediaplex** site. Each semester, students will be offered **extended-year academic support** through either a series of **Super Saturdays** or through an additional week of instruction during each of the district's fall and spring **Intersession breaks**. Certified teachers and specialists (e.g., SpEd & EL) will provide the academic support.

**Key Performance Measures:** Increased graduation rate; Increased percentages of students passing State assessments (E/LA and Mathematics ISTEP+ and English 10 & Algebra I ECAs)

**Cross-reference to other projects:** Project 3 Environments to Support Engaged Learners and Project 7 Virtual Learners

**Activities for Project 4**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
4	<i>Project 4 Extended-Time Learning Opportunities</i>	<i>Tony Burchett</i>	5/6/13	12/31/16							
4.1	<b>Mediaplexes at three middle schools and the high school will remain open additional hours Monday through Thursday</b>	<b>Tony Burchett, Secondary Assistant Superintendent</b>	5/6/13	12/31/16			Extended-hours in the Mediaplexes provide students with <b>extended opportunities to access</b> the Internet & learning technologies to support individual & collaborative group work. Teachers available to support students' use of technologies/navigate the Internet to research and gather informational sources. Initially, Mediaplexes will remain open for 2 additional hours beyond the school day. Usage by students will drive decisions to extend the hours--up until 7 pm.				
4.1.1	Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Emily Brown WCHS Assistant Principal	5/6/13	5/20/13							
4.1.2	Year 1 (Jan-June 30, 2013): Personnel is provided at the Warren Central HS Mediaplex to assist students in their use of Internet and learning technologies beyond the regular school day (beginning after spring Intersession break and continuing into summer break)	Emily Brown WCHS Assistant Principal	5/6/13	6/30/13							Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.3	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation, including 7 weeks of summer at HS Mediaplex (Tuesday - Thursday, 8:30 a.m.- 3:30 p.m.)	Tony Burchett	5/20/13	7/31/13							
4.1.4	<b>Deliverable:</b> <i>HS extended-day baseline participation records established</i>	Secondary Assistant Superintendent	7/31/13	7/31/13							

4.1.5	Renovations to establish Mediaplexes in three Middle Schools for operational use by students for 2013-14 school year	James Aldridge, CIO	6/3/13	6/30/13						Project 3: Middle School Mediaplex Renovations, Line 81	
4.1.6			7/1/13	9/15/13							
4.1.7	Year 2 (July 1, 2013-June 30, 2014) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/13	8/31/13							
4.1.8	<i>Milestone: Renovations completed for all three middle schools (to establish Mediaplexes)</i>	David Holt, CFO	9/15/13	9/15/13							
4.1.9	Technical/instructional assistants are provided at the Warren Central HS Mediaplex and three Middle School Mediaplexes to assist students in their use of Internet & learning technologies beyond the regular school day. This assistance is extended into the Intersession breaks and 7-week summer session (Tuesday-Thursday from 8:30 a.m. to 3:30 p.m.) at Warren Central HS.	HS & MS Principals	8/1/13	9/30/13			They are learning internet/computer skills through extended access to the technology-rich environs of the Mediaplex. Extended-time <i>academic support</i> is provided through Super Saturdays/Intersession, described in 4.2			Start dates for Middle School Mediaplexes reliant upon renovation completion: Project 1, line 81	Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.10			10/1/13	12/31/13							
4.1.11			1/1/14	3/31/14							
4.1.12			4/1/14	7/31/14							
4.1.13	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation	Tony Burchett	8/1/13	9/30/13							
4.1.14			10/1/13	12/31/13							
4.1.15			1/1/14	3/31/14							
4.1.16			4/1/14	7/31/14							
4.1.17	<i>Deliverable: Middle Schools' extended-day baseline participation records established</i>	Tony Burchett		7/31/14							
4.1.18	Year 3 (July 1, 2014-June 30, 2015) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/14	8/31/14							
4.1.19	Technical/instructional assistants provided at HS & MS Mediaplexes for extended-day support for use of technologies M-Thurs. Also during Intersession breaks and 7-week summer sessions at Warren Central HS on Tuesday-Thursday, 8:30 a.m. to 3:30 p.m.	HS & MS Principals	8/1/14	9/30/14						Budget 1: Personnel 30 & 37; Fringe 77 & 83	
4.1.20			10/1/14	12/31/14							
4.1.21			1/1/15	3/31/15							
4.1.22			4/1/15	7/31/15							

4.1.23	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation (summer & school year)	Instructional Assistant	8/1/14	9/30/14						
4.1.24			10/1/14	12/31/14						
4.1.25			1/1/15	3/31/15						
4.1.26			4/1/15	7/31/15						
4.1.27	<i>Deliverable: Extended hours Mediaplex participation records are used to adjust (increase/decrease) hours of operation and staffing needs</i>	Tony Burchett	6/30/15	6/30/15						
4.1.28	Year 4 (July 1, 2015-December 31, 2016) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/15	8/31/15						
4.1.29	Technical/instructional assistants provided at HS & MS Mediaplexes for extended-day support for use of technologies M-Thurs. Also during Intersession breaks and 7-week summer sessions at Warren Central HS on Tuesday-Thursday from 8:30 - 3:30 pm	HS & MS Principals	8/1/15	9/30/15						Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.30			10/1/15	12/31/15						
4.1.31			1/1/16	3/31/16						
4.1.32			4/1/16	6/30/16						
4.1.33			7/1/16	9/30/16						
4.1.34			10/1/16	12/31/16						
4.1.35	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation (summer & school year)	Instructional Assistant	8/1/15	9/30/15						
4.1.36			10/1/15	12/31/15						
4.1.37			1/1/16	3/31/16						
4.1.38			4/1/16	6/30/16						
4.1.39			7/1/16	9/30/16						
4.1.40			10/1/16	12/31/16						
4.1.41	<i>Deliverable: Extended hours Mediaplex participation records are used to adjust (increase/decrease) hours of operation and staffing needs</i>	Tony Burchett	12/31/16	12/31/16						

4.2	<b>Super Saturdays (or Intersessions) will offer students access to Mediaplex technologies, as well as academic support aligned to student needs at four sites (HS and three Middle Schools)</b>	Tony Burchett	2/19/13	12/31/16							
4.2.1	Year 1 (Jan 2013-June 2013) Teachers target (identify) high-need 7-12 students for participation (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	2/19/13	2/28/13							
4.2.2	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	2/25/13	2/28/13							
4.2.3	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	2/28/13	3/8/13							
4.2.4	Super Saturday/Intersession teachers are selected	Principals	3/8/13	3/15/13							
4.2.5	Permission sought and obtained from USED to replace 4 Super Saturdays by instead providing four consecutive days of student academic support during Week 1 of Spring 2013 Intersession (2-week break/district schools closed)	Lee Ann Kwiatkowski	3/8/13	3/13/13			Same number of extra schools days, covering same materials originally planned & no change in cost. USED approved Intersessions (rather than Super Saturdays) via 3/13/13 email communication to district.				
4.2.6	Parents submit registration form committing their student's attendance	HS & MS Principals	3/9/13	3/15/13							
4.2.7	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers for use by Intersession teachers	HS & MS Principals	3/11/13	3/24/13							
4.2.8	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/25/13	3/29/13							Budget 1 Personnel 40; Fringe 86
4.2.9	Intersession participant attendance documented/records maintained	HS & MS Principals	3/25/13	3/29/13							
4.2.10	<b>Deliverables:</b> Student attendance records (middle school and high school) documented by principals	Tony Burchett		3/29/13							
4.2.11	<b>Milestone:</b> Four days of extended-year academic support provided	Tony Burchett	3/29/13	3/29/13							

4.2.12	Year 2 (July 1, 2013-June 30, 2014): Teachers target high-need 7-12 students for participation in extended-year academic sessions (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	8/1/13	8/15/13			Longer timeframe to ensure that state assessment results are available from prior spring testing				
4.2.13	<b>Deliverable:</b> Targeted high-need 7-12 students identified	HS & MS Principals	8/15/13	8/15/13			First, students are identified; parents notified & commit students' attendance. Then teachers are identified based on the numbers & needs of students who will participate	Laura: A task for teacher selection (each semester) is part of our SOW. In this case, it's 4.2.19	4.2.2 & 4.2.4 are not a good "model" for sequence & timing of tasks across the grant period. Process was very rushed during spring 2013 (as we awaited approval to provide extended-time during Intersession (vacation) week, instead of on Saturdays. Your point, however is well made and time lines for Years 2-4 (for fall & spring semesters) have been adjusted to reflect: 2 wks to identify high need students; 2 wks to post teacher application; 1 week for us to notify parents; 3 wks for parents to commit; 1 week to select teachers; & 2 wks to prepare instructional materials. The EXCEPTION is here, fall 2013. Time line is different to accommodate the parent survey to determine their preference for extended-year Saturdays -- or for extended-year Intersessions (for providing concentrated academic support)		
4.2.14	Parents of identified high-need students surveyed to solicit their preference (and greatest likelihood of students' attendance) for either 4 fall Super Saturday & 4 spring Super Saturday opportunities (8 days); or 4 consecutive days of academic support during Week 1 of each of the district's fall and spring Intersession breaks (8 days)	HS & MS Principals	8/19/13	8/23/13							
4.2.15	<b>Milestone:</b> Based on parent responses, four days of extended-year academic support sessions are scheduled for 1st semester (Super Saturdays or during fall Intersession break)	Tony Burchett	8/30/13	8/30/13							
4.2.16	Application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	9/3/13	9/6/13							
4.2.17	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	9/3/13	9/6/13							
4.2.18	Parents submit registration form committing their student's attendance	HS & MS Principals	9/7/13	9/20/13							
4.2.19	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/20/13	9/27/13							
4.2.20	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/27/13	10/4/13							
4.2.21	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/13	12/1/13							Budget 1: Personnel line 40; Fringe 86
4.2.22	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/1/13	12/1/13							
4.2.23	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	12/1/13	12/1/13							
4.2.24	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	12/31/13	12/31/13							
4.2.25	<b>Deliverable:</b> Principal walkthrough forms analyzed to inform improvements	Tony Burchett	12/31/13	12/31/13							

4.2.26	<b>Deliverable:</b> Four days of extended-year academic support sessions scheduled for 2nd semester (Super Saturdays/during spring Intersession break)	Tony Burchett	12/31/13	12/31/13							
4.2.27	Teachers target high-need 7-12 students for participation (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	1/1/14	1/15/14							
4.2.28	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/16/14	1/31/14							
4.2.29	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	2/1/14	2/7/14							
4.2.30	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/14	2/28/14							
4.2.31	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/14	3/7/14							
4.2.32	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/14	3/22/14							
4.2.33	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/24/14	6/1/14							Personnel line 40; Fringe 86
4.2.34	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/24/14	6/1/14							
4.2.35	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	6/1/14	6/1/14							
4.2.36	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	6/1/14	6/1/14							
4.2.37	<b>Deliverable:</b> Principal walkthrough forms analyzed to inform improvements	Tony Burchett	6/1/14	6/1/14							
4.2.38	Year 3 (July 1, 2014-June 30, 2015) Teachers target high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/14	8/15/14							
4.2.39	<b>Deliverables:</b> Targeted high-need 7-12 students identified	HS & MS Principals	8/15/14	8/15/14							
4.2.40	<b>Deliverable:</b> Four days of extended-year academic support sessions scheduled for 1st semester (Super Saturdays/during spring Intersession break)	Tony Burchett	8/15/14	8/15/14							
4.2.41	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/14	8/15/14							
4.2.42	Parents notified in writing and asked to commit student's attendance	HS & MS Principals	8/16/14	8/23/14							

4.2.43	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/14	9/15/14							
4.2.44	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/16/14	9/23/14							
4.2.45	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/14	10/7/14							
4.2.46	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/14	12/1/14							Budget 1: Personnel Line 40; Fringe 86
4.2.47	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/14	12/1/14							
4.2.48	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	12/1/14	12/1/14							
4.2.49	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	12/1/14	12/1/14							
4.2.50	<b>Deliverable:</b> <i>Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/14	12/31/14							
4.2.51	<b>Deliverable:</b> <i>Four days extended-year academic support sessions scheduled for 2nd semester (Super Saturday/during Intersession break)</i>	Tony Burchett	12/31/14	12/31/14							
4.2.52	High-need students identified for 2nd semester	HS & MS Principals	1/1/15	1/15/15							
4.2.53	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/15/15	1/31/15							
4.2.54	Parents notified & asked to commit student's attendance	HS & MS Principals	2/1/15	2/7/15							
4.2.55	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/15	2/28/15							
4.2.56	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/15	3/7/15							
4.2.57	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/15	3/22/15							
4.2.58	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/22/15	6/1/15							Budget 1: Personnel line 40; Fringe 86

4.2.59	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/22/15	6/1/15						
4.2.60	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	6/1/15	6/1/15						
4.2.61	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	6/1/15	6/1/15						
4.2.62	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	6/30/15	6/30/15						
4.2.63	Year 4 (July 1, 2105-December 1, 2016) Teachers target high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/15	8/15/15						
4.2.64	<i>Deliverable: Targeted high-need 7-12 students identified</i>	HS & MS Principals	8/15/15	8/15/15						
4.2.65	<i>Deliverable: Four days extended-year academic support sessions scheduled for 1st semester</i>	Tony Burchett	8/15/15	8/15/15						
4.2.66	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/15	8/15/15						
4.2.67	Parents notified & asked to commit student's attendance	HS & MS Principals	8/16/15	8/23/15						
4.2.68	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/15	9/15/15						
4.2.69	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/16/15	9/23/15						
4.2.70	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/15	10/7/15						
4.2.71	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/15	12/1/15						Budget 1: Personnel line 40; Fringe 86
4.2.72	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/15	12/1/15						
4.2.73	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/15	12/1/15						
4.2.74	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/15	12/1/15						
4.2.75	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/15	12/31/15						
4.2.76	Teachers identify high-need 7-12 students for participation in 2nd semester extended-year sessions	HS & MS Principals	1/1/16	1/15/16						
4.2.77	<i>Deliverable: Four days extended-year academic support sessions scheduled for 2nd semester</i>	Tony Burchett	1/15/16	1/15/16						
4.2.78	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/15/16	1/31/16						
4.2.79	Parents notified & asked to commit student's attendance	HS & MS Principals	2/1/16	2/7/16						
4.2.80	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/16	2/28/16						
4.2.81	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/16	3/7/16						

4.2.82	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/16	3/22/16						
4.2.83	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/22/16	6/1/16						Budget 1: Personnel line 40; Fringe 86
4.2.84	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/22/16	6/1/16						
4.2.85	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	6/1/16	6/1/16						
4.2.86	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	6/1/16	6/1/16						
4.2.87	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	6/30/16	6/30/16						
4.2.88	<i>Deliverable: Four days extended-year academic support sessions scheduled for 1st semester</i>	Tony Burchett	6/30/16	6/30/16						
4.2.89	Teachers identify high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/16	8/15/16						
4.2.90	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/16	8/15/16						
4.2.91	Parents notified & asked to commit student's attendance	HS & MS Principals	8/16/16	8/23/16						
4.2.92	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/14	9/15/16						
4.2.93	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/16/16	9/23/16						
4.2.94	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/16	10/7/16						
4.2.95	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/16	12/1/16						Budget 1: Personnel line 40; Fringe 86
4.2.96	Student participant attendance documented/records maintained	HS & MS Principals	10/7/16	12/1/16						
4.2.97	<i>Principal walkthroughs conducted to observe instructional practices and student engagement levels</i>	HS & MS Principals	10/7/16	12/1/16						
4.2.98	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/16	12/1/16						
4.2.99	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/16	12/1/16						
4.2.100	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/16	12/31/16						

**Grantee Name: Metropolitan School District of Warren Township**

**Project #5 Professional Opportunities**

**Project Goals/Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers**

**Narrative:** Highly-effective/effective teachers to support personalized learning will be reinforced through (1) **School-based professional development** to help principals and teachers adopt new practices aligned to the expectations of Common Core Standards and to RtT initiatives. Primary support will focus on the effective use of new curriculum maps & effective instructional practices, with PD opportunities targeted to school-specific needs--as determined by district leadership and principals. PD will align to RtT grant-defined purposes, including: (a) Acquisition of skills & strategies needed to embed Indiana Common Core Literacy Standards across disciplines; (b) Focus instruction on deeper-learning components of standards, e.g., critical thinking; collaboration; text complexity; emphasis on evidenced-supported argument; informative/explanatory writing & research); (c) Differentiated instruction; (d) Provision of rigorous, relevant and student-engaged learning approaches; (e) Mathematical rigor, coherence & focus; and (f) Culturally-responsive instruction and effective classroom management and behavior strategies; and (2) More district teachers will be certified as **Dual-Enrollment Instructors** to support increased demand for college-level coursework for high school students.

**Key Performance Measures:** Increased percentage of highly-effective/effective teachers and highly-effective/effective principals; Increased percentage of students obtaining dual credit

**Cross-reference to other projects: Project 1 (Curriculum, Instruction & Development of Formative Assessment items); Project 3 (Environs/WTA-technology training strands); Project 10 (PBIS)**

**Activities for Project 5**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
5	<i>Project 5 Professional Opportunities</i>	<i>Ryan Russell</i>	<i>5/1/2013</i>	<i>12/31/2016</i>							
5.1	<b>Develop and provide school-based PD for the effective use of ELA &amp; Mathematics curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	<b>Ryan Russell, Assistant Superintendent for Educator Effectiveness</b>	5/1/13	2/28/14							
5.1.1	Develop specific goals and objectives for additional building-level PD opportunities to support ELA and Math instruction (e.g., ELA--text complexity, informational text argument; Math -- rigor, coherence, focus) and teachers' use of highly-effective instructional practices	Ryan Russell	5/1/13	6/1/13							Budget 1 "Other" 437
5.1.2	<i><b>Deliverable:</b> Goals &amp; objectives developed for school-based PD support to be provided by external curriculum &amp; assessment experts (McREL)</i>	Ryan Russell	6/1/13	6/1/13							
5.1.3	Develop matrix for evaluating the effectiveness and impact of additional PD opportunities for each school (in collaboration with the district's RtT independent evaluator (CEEP) and McREL curriculum & formative assessment experts)	Ryan Russell	7/1/13	9/30/13							
5.1.4	Create schedule for the delivery of ELA and Math professional development opportunities for each school (PD that will be provided by external curriculum & assessment experts)	Ryan Russell	7/1/13	9/30/13							
5.1.5	<i><b>Deliverable:</b> Schedule for onsite external expert PD support set for all 17 school sites</i>	Ryan Russell	9/30/13	9/30/13							

5.1.6	Baseline data collected for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Ryan Russell	8/1/13	9/15/13						
5.1.7	Using baseline data, district collaborates with external curriculum & assessment expert to create a menu of PD opportunities that will be available for schools	Ryan Russell	9/15/13	9/30/13						
5.1.8	<b>Deliverable:</b> <i>Menu of priority PD opportunities available to schools</i>	Ryan Russell	9/30/13	9/30/13						
5.1.9	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Ryan Russell	10/1/13	10/31/13						
5.1.10	Assist building leaders in identifying specific areas of PD needs as it relates to the implementation of curriculum mapping, instructional practices aligned to CC expectations, or rigorous formative assessments	Ryan Russell	10/1/13	10/31/13						
5.1.11	Establish process of communication with building leaders & external curriculum & assessment experts to identify the key areas and objectives of building-level PD during scheduled site visits conducted by experts	Ryan Russell	10/1/13	10/31/13						
5.1.12	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Ryan Russell	11/1/13	11/30/13						Budget 1: Other 437
5.1.13			12/1/13	1/31/14						
5.1.14	<b>Deliverable:</b> <i>External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions</i>	Ryan Russell	11/30/13	11/30/13						
5.1.15			1/31/14	1/31/14						
5.1.16	Professional development aligned to unique school needs is delivered by external experts to each school site to support ELA and Math instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/13	12/31/13						Budget 1: "Other" 437
5.1.17			1/1/14	2/28/14						
5.1.18	<i>During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations</i>	McREL	11/1/13	12/31/13						Budget 1: "Other" 437
5.1.19			1/1/14	2/28/14						
5.1.20	<b>Milestone:</b> <i>Each school receives four (4) full-day site PD sessions with external experts to support ELA and Mathematics instruction</i>	Ryan Russell	2/28/14	2/28/14						

5.1.21	<i>Deliverable: 16 ELA and 16 Math video-taped model lessons that target the focus area of the onsite PD provided by McREL</i>	Ryan Russell	2/28/14	2/28/14							
5.2	<b>Provide support for unique PD initiatives aligned to the purposes of the RttT grant that are proposed by the principal and authorized by the RttT grant manager</b>	<b>Lee Ann Kwiatkowski, Grant Manager</b>	<b>6/1/13</b>	<b>12/31/16</b>							
5.2.1	In collaboration with building principal, identify at least one technology point person (e-Evangelist) for each district school (larger schools will have more than one e.g., HS & Walker Career Center)	John Keller, Director of eLearning	6/1/13	6/30/13							
5.2.2	Provide training to 22 e-Evangelists to enable them to routinely support teachers' effective use of new technologies within individual buildings through school-based embedded PD sessions. (Note that teachers that have been through summer 2013 technology trainings and WTA-Instructional Technology proficiency strands within Activity 3.16 also will serve as school-based resources to support teachers' needs.)	John Keller, Director of eLearning	7/1/13	7/31/13			More than 360 teachers participated in summer 2013 technology trainings (a larger number than envisioned within the RttT application reference to "250 cohort" teachers.				Budget 1: Personnel 22; Fringe 69
5.2.3			8/1/13	9/30/13							
5.2.4			10/1/13	12/31/13							
5.2.5			1/1/14	3/31/14							
5.2.6			4/1/14	6/30/14							
5.2.7			7/1/14	9/30/14							
5.2.8	As deemed necessary in meeting the goals of the district's RttT initiatives, the grant manager will authorize PD expenditures that support unique school needs to promote the development of highly-effective teachers. Based on the implementation of RttT projects, if a school demonstrates additional need, the grant manager will identify consultants (e.g., PBIS culturally-responsive experts; curriculum implementation experts).	Lee Ann Kwiatkowski, Grant Manager	8/1/13	9/30/13			Within Warren's RttT proposal, virtually every professional development initiative is district-driven, based on district-wide needs. Flexibility is needed, if a particular school is struggling, to direct expert consultants to support that school.				Budget 1: Other 437
5.2.9			10/1/13	12/31/13							
5.2.10			1/1/14	3/31/14							
5.2.11			4/1/14	6/30/14							
5.2.12			7/1/14	9/30/14							
5.2.13			10/1/14	12/31/14							
5.2.14			1/1/15	3/31/15							
5.2.15			4/1/15	6/30/15							
5.2.16			7/1/15	9/30/15							
5.2.17			10/1/15	12/31/15							
5.2.18			1/1/16	3/31/16							
5.2.19			4/1/16	6/30/16							
5.2.20			7/1/16	9/30/16							
5.2.21			10/1/16	12/31/16							
5.2.22	<b>Deliverable:</b> Documentation to support the need & benefit of the PD and its alignment to RttT goals and objectives	Lee Ann Kwiatkowski, Grant Manager	12/31/13	12/31/13							
5.2.23			12/31/14	12/31/14							
5.2.24			12/31/15	12/31/15							
5.2.25			12/31/16	12/31/16							

5.3	Develop and provide school-based PD for the effective use of Science and Social Studies curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals	Ryan Russell	5/1/14	3/31/15						
5.3.1	Develop specific goals and objectives for additional building-level PD opportunities to support <b>Science &amp; Social Studies</b> instruction aligned to Common Core expectations	Ryan Russell	5/1/14	6/1/14						
5.3.2	<i><b>Deliverable:</b> Goals &amp; objectives developed for school-based PD support to be provided by external curriculum &amp; assessment experts (McREL)</i>	Ryan Russell	6/1/14	6/1/14						
5.3.3	Create schedule for the delivery of Science & Social Studies professional development opportunities for each school (PD that will be provided by external curriculum & assessment experts)	Ryan Russell	7/1/14	9/30/14						
5.3.4	<i><b>Deliverable:</b> Schedule for onsite external expert PD support set for all 17 school sites</i>	Ryan Russell	9/30/14	9/30/14						
5.3.5	Baseline data collected for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Ryan Russell	8/1/14	9/15/14						
5.3.6	Using baseline data, district collaborates with external curriculum & assessment expert to create a menu of PD opportunities that will be available for schools	Ryan Russell	9/15/14	9/30/14						
5.3.7	<i><b>Deliverable:</b> Menu of priority PD opportunities available to schools</i>	Ryan Russell	9/30/14	9/30/14						
5.3.8	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Ryan Russell	10/1/14	10/31/14						

5.3.9	Assist building leaders in identifying specific areas of PD needs as it relates to the implementation of curriculum mapping, instructional practices aligned to CC expectations, or rigorous formative assessments	Ryan Russell	10/1/14	10/31/14						
5.3.10	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Ryan Russell	11/1/14	11/30/14						Budget 1: Other, 437
5.3.11			12/1/14	1/31/15						
5.3.12	<b>Deliverable:</b> External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions	Ryan Russell	11/30/14	11/30/14						
5.3.13			1/31/15	1/31/15						
5.3.14	Professional development aligned to unique school needs is delivered by external experts to each school site to support Science & Social Studies instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/14	12/31/14						Budget 1: "Other" 437
5.3.15			1/1/15	2/28/15						
5.3.16	During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations	McREL	11/1/14	12/31/14						Budget 1: "Other" 437
5.3.17			1/1/15	2/28/15						
5.3.18	<b>Milestone:</b> Each school receives four (4) full-day site PD sessions with external experts to support Science & Social Studies instruction	Ryan Russell	2/28/15	2/28/15						
5.3.19	<b>Deliverable:</b> 16 Science & Social Studies video-taped model lessons that target the focus area of the onsite PD provided by the external curriculum expert	Ryan Russell & McREL	3/31/15	3/31/15						
<b>5.4</b>	<b>Develop and provide school-based PD for the effective use of health, music, PE &amp; Career Center program curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	<b>Ryan Russell</b>	<b>5/1/15</b>	<b>2/28/16</b>						
5.4.1	Develop specific goals and objectives for additional building-level (or district-wide content teacher) PD opportunities to support health, music, PE & Career Center program instruction aligned to Common Core expectations	Ryan Russell	5/1/15	6/1/15						
5.4.2	<b>Deliverable:</b> Goals & objectives developed for content teacher (i.e., all district health, music, PE & Career Center program content teachers) PD support to be provided by external curriculum & assessment experts (McREL)	Ryan Russell	6/1/15	6/1/15						

5.4.3	Create schedule for the delivery of health, music, PE & Career Center Program PD opportunities for schools or all district content teachers, e.g., all music, PE teachers (PD that will be provided by external curriculum & assessment experts)	Ryan Russell	7/1/15	9/30/15							
5.4.4	<b>Deliverable:</b> Schedule for onsite external expert PD support set for all health, music, PE and Career Center program content teachers	Ryan Russell	9/30/15	9/30/15							
5.4.5	Collaborate with external curriculum & assessment expert to create a priority list of PD opportunities that will be available for content teachers	Ryan Russell	8/1/15	9/30/15							
5.4.6	<b>Deliverable:</b> Menu of priority PD opportunities available to health, music, PE & Career Center program content teachers	Ryan Russell	9/30/15	9/30/15							
5.4.7	Ryan, elementary & secondary mapping team representatives (for health, music & PE) & the Career Center director virtually meet with external curriculum experts two weeks before scheduled site visits to fully develop objectives of upcoming PD sessions all content teachers	Ryan Russell	10/1/15	11/30/15						Budget 1: Other, 437	
5.4.8			12/1/15	1/31/16							
5.4.9	<b>Deliverable:</b> External curriculum expert virtually meets with district representatives prior to scheduled onsite PD sessions	Ryan Russell	11/30/15	11/30/15							
5.4.10			1/31/16	1/31/16							
5.4.11	Professional development is delivered by external experts to district teachers to support health, music, PE & Career Center program instruction	Ryan Russell	11/1/15	12/31/15						Budget 1: "Other" 437	
5.4.12			1/1/16	2/28/16							
5.5	<b>To increase dual credit opportunities, determine content area/s of academic need for expanding dual credit coursework</b>	Lee Ann Kwiatkowski	3/15/13	11/30/15							

5.5.1	High school department chairs and associate principal identify courses to target for dual credit expansion, based on student demand and dual-credit courses currently offered by universities. (Universities expand dual credit offerings yearly. We need to determine courses to add to our curriculum.)	Emily Brown, HS Associate Principal	3/15/13	4/15/13			<p><i>Background info to explain why Activities 5.5 and 5.6 are necessary:</i></p> <p>(1) We <u>identify courses available</u> for dual credit. This changes annually-- within and among institutions of higher ed.</p> <p>For example, a new finance class is now available for dual credit. (2) We <u>identify teachers we believe to be eligible</u> to take the additional coursework needed to be licensed to teach HS dual credit courses. The institution determines whether or not the teacher is a viable candidate. Expectations here vary from year-to-year, from institution to institution. (3) <u>Time needed to become licensed</u> to teach dual credit is determined by the number of additional classes the university requires our teacher to complete to be appropriately licensed to instruct as a HS dual credit teacher.</p>				
5.5.2	Courses ready to be added		9/1/13	10/30/13							
5.5.3	Courses ready to be added		9/1/14	10/30/14							
5.5.4	Courses ready to be added		9/1/15	10/30/15							
5.5.5	Targeted courses approved by assistant superintendent	Lee Ann Kwiatkowski, Assistant Superintendent	4/15/13	5/1/13							
5.5.6			11/1/13	11/30/13							
5.5.7			11/1/14	11/30/14							
5.5.8			11/1/15	11/30/15							
5.5.9	<b>Milestones:</b> Additional dual enrollment courses identified	Lee Ann Kwiatkowski	5/31/13	5/31/13							
5.5.10			11/30/13	11/30/13							
5.5.11			11/30/14	11/30/14							
5.5.12			11/30/15	11/30/15							
<b>5.6</b>	<b>Work with universities and colleges to determine criteria needed for adjunct professor licensing to teach HS dual credit courses</b>	<b>Emily Brown, HS Associate Principal</b>	<b>3/15/13</b>	<b>10/15/15</b>							
5.6.1	Associate principal, department chairs & career/college readiness counselor (CCR) email/contact Ivy Tech,	Emily Brown, HS Associate Principal	3/15/13	4/15/13							
5.6.2	Vincennes, IU & Purdue to obtain adjunct professor requirements for dual credit classes (Note: Requirements vary from year-to-year, from course-to-course, & from institution-to-institution)		8/15/13	10/15/13							
5.6.3			8/15/14	10/15/14							
5.6.4			8/15/15	10/15/15							
5.6.5	CCR Counselor compiles <i>Reference Guide</i> with each institution's requirements by subject and with contact information (annually updated)	Emily Brown, HS Associate Principal	3/15/13	4/15/13							
5.6.6			8/15/13	10/15/13							
5.6.7			8/15/14	10/15/14							
5.6.8			8/15/15	10/15/15							
5.6.9	<b>Deliverables:</b> Updated <i>Reference Guide</i> available for teachers seeking dual credit instructor licensing	Emily Brown, HS Associate Principal	4/15/13	4/15/13							
5.6.10			10/15/13	10/15/13							
5.6.11			10/15/14	10/15/14							
5.6.12			10/15/15	10/15/15							
<b>5.7</b>	<b>Create a system for selecting &amp; reimbursing teachers who take college courses to obtain adjunct professor licensing in order to teach dual credit courses at Warren Central HS</b>	<b>Emily Brown, HS Associate Principal</b>	<b>4/15/13</b>	<b>6/30/16</b>							
5.7.1	Create an <i>Application</i> form for interested highly-qualified teachers to complete (identified by content area of need)	HS Associate Principal	4/15/13	5/1/13							

5.7.2	<i>Deliverable: Application form for teacher candidates wishing to pursue adjunct licensing</i>	HS Associate Principal	5/1/13	5/1/13						
5.7.3	<i>Deliverable: Agreement whereby teachers commit to remain in the district for 5 years</i>	Lee Ann Kwiatkowski	5/1/13	5/1/13						
5.7.4	Create a system for reimbursing teachers for college credits earned to qualify as adjunct professors to teach dual credit	Lee Ann Kwiatkowski	4/15/13	6/30/13						
5.7.5	<i>Deliverable: Teacher reimbursement system in place</i>	Lee Ann Kwiatkowski	6/30/13	6/30/13						
5.7.6	Offer this opportunity to teachers within identified content areas needed for dual credit and receive applications from dual-credit teacher candidates	Emily Brown, HS Associate Principal	5/1/13	6/30/13						
5.7.7			7/1/13	9/30/13						
5.7.8			10/1/13	12/31/13						
5.7.9			1/1/14	3/31/14						
5.7.10			4/1/14	6/30/14						
5.7.11			7/1/14	9/30/14						
5.7.12			10/1/14	12/31/14						
5.7.13			1/1/15	3/31/15						
5.7.14			4/1/15	6/30/15						
5.7.15			7/1/15	9/30/15						
5.7.16			10/1/15	12/31/15						
5.7.17			1/1/16	3/31/16						
5.7.18	4/1/16	6/30/16								
<b>5.8</b>	<b>Select teachers and implement initiative for Warren's RttT Dual Credit Expansion Tuition Reimbursement Program</b>	<b>Emily Brown, HS Associate Principal</b>	<b>5/1/13</b>	<b>12/31/16</b>						
5.8.1	Accepted teachers are notified and apply to colleges and universities	Selected Teachers	5/1/13	6/30/13						
5.8.2			7/1/13	9/30/13						
5.8.3			10/1/13	12/31/13						
5.8.4			1/1/14	3/31/14						
5.8.5			4/1/14	6/30/14						
5.8.6			7/1/14	9/30/14						
5.8.7			10/1/14	12/31/14						
5.8.8			1/1/15	3/31/15						
5.8.9			4/1/15	6/30/15						
5.8.10			7/1/15	9/30/15						
5.8.11			10/1/15	12/31/15						
5.8.12			1/1/16	3/31/16						
5.8.13	4/1/16	6/30/16								
5.8.14			7/1/13	9/30/13						
5.8.15			10/1/13	12/31/13						
5.8.16			1/1/14	3/31/14						
5.8.17			4/1/14	6/30/14						
5.8.18			7/1/14	9/30/14						

5.8.19	Accepted teachers submit copies of Transcripts & Reimbursement Forms each semester to HS associate principal for approval by the RttT Grant Administrator (Lee Ann Kwiatkowski)	Lee Ann Kwiatkowski	10/1/14	12/31/14						
5.8.20			1/1/15	3/31/15						
5.8.21			4/1/15	6/30/15						
5.8.22			7/1/15	9/30/15						
5.8.23			10/1/15	12/31/15						
5.8.24			1/1/16	3/31/16						
5.8.25			4/1/16	6/30/16						
5.8.26			7/1/16	9/30/16						
5.8.27			10/1/16	12/31/16						
5.8.28	<b>Deliverables:</b> Teacher transcripts (transcribed credits) & reimbursement forms (with receipt of tuition paid by teacher)	Emily Brown, HS Associate Principal	6/30/14	6/30/14						
5.8.29			6/30/15	6/30/15						
5.8.30			6/30/16	6/30/16						
5.8.31			12/31/16	12/31/16						
5.8.32	<b>Milestone:</b> Three teachers certified to instruct dual enrollment coursework	Lee Ann Kwiatkowski	12/31/15	12/31/15						

Grantee Name: Metropolitan School District of Warren Township											
Project #6 Grant Implementation											
Project Goals/Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers											
Narrative: Two grant-funded contracted positions serve all RtT projects: (1) The <b>project manager</b> (s) Prepares the <i>Scope of Work</i> for submission to the USED; (b) Provides continuous oversight & monitoring of full implementation of grant initiatives; (c ) Works closely with the external evaluator to monitor progress & make needed adjustments; and (d) Supports the work of the national evaluation; and (2) The <b>external evaluator</b> (a) Assesses measurable participant and student outcomes; (b) Assesses quality and delivery of initiatives; and (c) Provides on-going feedback to stakeholders for program improvement.											
Cross-reference to other projects: Supports the work of all RtT projects											
Activities for Project 6											
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off- track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
6	<i>Grant Implementation</i>	Lee Ann Kwiatkowski	12/17/12	3/31/17							
6.1	Select project manager to provide oversight and monitoring of the district's implementation of its RtT grant award	Lee Ann Kwiatkowski	12/17/12	1/11/13							
6.1.1	Work with Mary Reylander (HR Director) to create RtT project manager job description and post on Warren Township's RtT webpage	Lee Ann Kwiatkowski	12/17/12	1/1/13							
6.1.2	Review candidate applications and interview RtT project manager finalist	Lee Ann Kwiatkowski	1/1/13	1/11/13							
6.1.3	<i>Milestone: Project manager selected and contract signed</i>	Lee Ann Kwiatkowski	1/11/13	1/11/13							Budget 1 Contractual 399
6.2	Support the district's RtT implementation of all project initiatives	Lee Ann Kwiatkowski	1/11/13	3/31/17							
6.2.1	Create <i>Requests for Proposals</i> and scoring rubrics to be used in selecting the district's RtT independent evaluator and curriculum & assessment expert.	Linda Miller, Project Manager	1/11/13	3/31/13							
6.2.2	Participate in district panel reviews and interviews to select independent evaluator and curriculum & assessment expert	Linda Miller, Project Manager	3/1/13	4/30/13							





6.3	Provide financial oversight of grant funding and report the status of RtT implementation to the Board of Education and community	Lee Ann Kwiatkowski	1/1/13	12/31/16							
6.3.1	Grant Manager (LK) conducts bi-monthly financial reviews with Cynthia Kattau (fiscal) to examine budgets, levels of expenditures, determine any adjustments needed and implement those changes	Lee Ann Kwiatkowski	1/1/13	3/31/13							
6.3.2			4/1/13	6/30/13							
6.3.3			7/1/13	9/30/13							
6.3.4			10/1/13	12/31/13							
6.3.5			1/1/14	3/31/14							
6.3.6			4/1/14	6/30/14							
6.3.7			7/1/14	9/30/14							
6.3.8			10/1/14	12/31/14							
6.3.9			1/1/15	3/31/15							
6.3.10			4/1/15	6/30/15							
6.3.11			7/1/15	9/30/15							
6.3.12			10/1/15	12/31/15							
6.3.13			1/1/16	3/31/16							
6.3.14			4/1/16	6/30/16							
6.3.15			7/1/16	9/30/16							
6.3.16	10/1/16	12/31/16									
6.3.17	<i>Deliverable: Presentations made by grant manager/project manager to Warren Board of Education at least bi-annually to provide updates on RtT implementation status and project impact</i>	Lee Ann Kwiatkowski & Linda Miller	6/30/13	6/30/13							
6.3.18			12/31/13	12/31/13							
6.3.19			6/30/14	6/30/14							
6.3.20			12/31/14	12/31/14							
6.3.21			6/30/15	6/30/15							
6.3.22			12/31/15	12/31/15							
6.3.23			6/30/16	6/30/16							
6.3.24			12/31/16	12/31/16							
6.3.25	Project manager provides periodic reports for the Warren RtT website and media	Linda Miller	10/1/13	12/31/13							
6.3.26			1/1/14	12/31/14							
6.3.27			1/1/15	12/31/15							
6.3.28			1/1/16	12/31/16							

6.4	District leadership works collaboratively with the US Department of Education to implement RtT grant and to report impact	Lee Ann Kwiatkowski	1/1/13	3/31/17								
6.4.1	Project manager will attend U.S. Department of Education grantee meetings and technical assistance meetings (Webinars and DC meetings) along with grant manager (Lee Ann Kwiatkowski) and designated district leaders	Lee Ann Kwiatkowski & Linda Miller	1/1/13	3/31/13								
6.4.2			4/1/13	6/30/13								
6.4.3			7/1/13	9/30/13								
6.4.4			10/1/13	12/31/13								
6.4.5			1/1/14	3/31/14								
6.4.6			4/1/14	6/30/14								
6.4.7			7/1/14	9/30/14								
6.4.8			10/1/14	12/31/14								
6.4.9			1/1/15	3/31/15								
6.4.10			4/1/15	6/30/15								
6.4.11			7/1/15	9/30/15								
6.4.12			10/1/15	12/31/15								
6.4.13			1/1/16	3/31/16								
6.4.14			4/1/16	6/30/16								
6.4.15			7/1/16	9/30/16								
6.4.16			10/1/16	12/31/16								
6.4.17	Project manager works collaboratively with grant manager and the district's independent evaluator in the preparation of annual reports required by the USED national RtT evaluator (Dates are estimated as late fall, since dates not yet established by USED)	Lee Ann Kwiatkowski & Linda Miller	7/1/13	9/30/13								
6.4.18			10/1/13	12/31/13								
6.4.19			7/1/14	9/30/14								
6.4.20			10/1/14	12/31/14								
6.4.21			7/1/15	9/30/15								
6.4.22			10/1/15	12/31/15								
6.4.23			7/1/16	9/30/16								
6.4.24			10/1/16	12/1/16								
6.4.25			1/1/17	3/31/17								
6.4.26			<b>Deliverable:</b> Annual Reports submitted to USED (dates TBD by USED)	Lee Ann Kwiatkowski	12/31/13	12/31/13						
6.4.27	12/31/14	12/31/14										
6.4.28	12/31/15	12/31/15										
6.4.29	12/31/16	12/31/16										
6.4.30	3/31/17	3/31/17										
6.4.31	<b>Deliverable:</b> Annual Reports submitted to USED are posted on Warren's RtT web page	Lee Ann Kwiatkowski	12/31/13	12/31/13								
6.4.32			12/31/14	12/31/14								
6.4.33			12/31/15	12/31/15								
6.4.34			12/31/16	12/31/16								
6.4.35			3/31/17	3/31/17								

Budget 1 Travel  
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6.5	Identify independent evaluator to provide an in depth and comprehensive understanding of the implementation and impact of major activities funded through Warren Township's RtT initiative	Lee Ann Kwiatkowski	1/11/13	6/30/13							
6.5.1	Develop Request for Proposal for RtT Independent Evaluator and post for applicants on Warren Township's RtT webpage	Lee Ann Kwiatkowski	1/11/13	3/31/13							
6.5.2	Select Warren panelists to review and evaluate RFP proposals (using established scoring rubric) to identify successful candidate	Lee Ann Kwiatkowski	3/31/13	4/5/13							
6.5.3	Select independent evaluator	Lee Ann Kwiatkowski	4/8/13	4/17/13							
6.5.4	<i>Milestone: Contract with independent evaluator entered (CEEP, Indiana University)</i>	David Holt, CFO	6/30/13	6/30/13							Budget 1: Contractual 406
6.6	Finalize evaluation Statement of Work (4 year), and annually develop/revise a more detailed Evaluation Implementation Plan to ensure the evaluation best meets the needs of the project	Lee Ann Kwiatkowski	5/20/13	5/31/16			Work authorized to begin by Indiana University in anticipation of a signed contract (under development)				
6.6.1	Work collaboratively with Independent Evaluator to formalize an evaluation Statement of Work that includes specific activities/tasks, milestones and deliverables for the duration of the contract period; and includes start and end dates for each activity/task, milestone and deliverable	Kwiatkowski & Moss/Muller (CEEP)	5/20/13	6/15/13			End date includes period for revisions for statement of work delivered on 5/30/13, and is based on estimates of timeline for feedback from USED				
6.6.2	<i>Deliverables: Detailed Evaluation Statement of Work (5/30/13 draft, and 6/15/13 revised based on ED feedback)</i>	Moss/Muller (CEEP)	5/31/13	5/31/13							
6.6.3			6/15/13	6/15/13							
6.6.4	Evaluator develops/revises a detailed Annual Evaluation Implementation Plan that includes key evaluation questions/focus for the upcoming contract year, the methods that will be used to address each key question/focus, and a detailed timeline	Kwiatkowski, Miller & Moss/Muller (CEEP)	6/1/13	8/1/13							
6.6.5			5/1/14	5/31/14							
6.6.6			5/1/15	5/31/15							
6.6.7			5/1/16	5/31/16							
6.6.8			8/1/13	8/1/13							
6.6.9	<i>Deliverable: Detailed Annual Evaluation Implementation Plan</i>	Moss/Muller (CEEP)	5/31/14	5/31/14							
6.6.10			5/31/15	5/31/15							
6.6.11			5/31/16	5/31/16							

6.7	Implement communication plan to ensure on-going and timely communication between Project Manager and independent evaluator	Miller & Moss/Muller (CEEP)	6/1/13	12/31/16						
6.7.1	Independent evaluator communicates monthly (at a minimum) with Project Manager via conference calls/face-to-face meetings and monthly written progress reports to develop and monitor timelines, tools, protocols and deliverables for evaluations	Miller & Moss/Muller (CEEP)	6/1/13	6/30/13						
6.7.2			7/1/13	7/31/13						
6.7.3			8/1/13	8/31/13						
6.7.4			9/1/13	9/30/13						
6.7.5			10/1/13	10/31/13						
6.7.6			11/1/13	11/30/13						
6.7.7			12/1/13	12/31/13						
6.7.8			1/1/14	1/31/14						
6.7.9			2/1/14	2/28/14						
6.7.10			3/1/14	3/31/14						
6.7.11			4/1/14	4/30/14						
6.7.12			5/1/14	5/31/14						
6.7.13			6/1/14	6/30/14						
6.7.14			7/1/14	7/31/14						
6.7.15			8/1/14	8/31/14						
6.7.16			9/1/14	9/30/14						
6.7.17			10/1/14	10/31/14						
6.7.18			11/1/14	11/30/14						
6.7.19			12/1/14	12/31/14						
6.7.20			1/1/15	1/31/15						
6.7.21			2/1/15	2/28/15						
6.7.22			3/1/15	3/31/15						
6.7.23			4/1/15	4/30/15						
6.7.24			5/1/15	5/31/15						
6.7.25			6/1/15	6/30/15						
6.7.26			7/1/15	7/31/15						
6.7.27			8/1/15	8/31/15						
6.7.28			9/1/15	9/30/15						
6.7.29			10/1/15	10/31/15						
6.7.30			11/1/15	11/30/15						
6.7.31	12/1/15	12/31/15								
6.7.32	1/1/16	1/31/16								
6.7.33	2/1/16	2/29/16								
6.7.34	3/1/16	3/31/16								
6.7.35	4/1/16	4/30/16								
6.7.36	5/1/16	5/31/16								
6.7.37	6/1/16	6/30/16								
6.7.38	7/1/16	7/31/16								
6.7.39	8/1/16	8/31/16								
6.7.40	9/1/16	9/30/16								
6.7.41	10/1/16	10/31/16								
6.7.42	11/1/16	11/30/16								
6.7.43	12/1/16	12/31/16								

6.7.44		6/10/13	6/10/13							
6.7.45		7/10/13	7/10/13							
6.7.46		8/10/13	8/10/13							
6.7.47		9/10/13	9/10/13							
6.7.48		10/10/13	10/10/13							
6.7.49		11/10/13	11/10/13							
6.7.50		12/10/13	12/10/13							
6.7.51		1/10/14	1/10/14							
6.7.52		2/10/14	2/10/14							
6.7.53		3/10/14	3/10/14							
6.7.54		4/10/14	4/10/14							
6.7.55		5/10/14	5/10/14							
6.7.56		6/10/14	6/10/14							
6.7.57		7/10/14	7/10/14							
6.7.58		8/10/14	8/10/14							
6.7.59		9/10/14	9/10/14							
6.7.60		10/10/14	10/10/14							
6.7.61		11/10/14	11/10/14							
6.7.62	<b>Deliverable:</b> Monthly written Progress Updates will be delivered to Project Manager that provide details related to tasks/activities completed during the previous 30 days, note upcoming tasks/activities for the next 30-60 days, identifies any mutually agreed upon key decisions and/or substantive changes to the evaluation scope of work and/or timeline, and identifies any potential obstacles/barriers (and proposed resolutions) to implementing the evaluation plan.	12/10/14	12/10/14							
6.7.63		1/10/15	1/10/15							
6.7.64		2/10/15	2/10/15							
6.7.65		3/10/15	3/10/15							
6.7.66		4/10/15	4/10/15							
6.7.67		5/10/15	5/10/15							
6.7.68		6/10/15	6/10/15							
6.7.69		7/10/15	7/10/15							
6.7.70		8/10/15	8/10/15							
6.7.71		9/10/15	9/10/15							
6.7.72		10/10/15	10/10/15							
6.7.73		11/10/15	11/10/15							
6.7.74		12/10/15	12/10/15							
6.7.75	1/10/16	1/10/16								
6.7.76	2/10/16	2/10/16								
6.7.77	3/10/16	3/10/16								
6.7.78	4/10/16	4/10/16								
6.7.79	5/10/16	5/10/16								
6.7.80	6/10/16	6/10/16								
6.7.81	7/10/16	7/10/16								
6.7.82	8/10/16	8/10/16								
6.7.83	9/10/16	9/10/16								
6.7.84	10/10/16	10/10/16								
6.7.85	11/10/16	11/10/16								
6.7.86	12/10/16	12/10/16								

Moss/Muller  
(CEEP)

6.8	Evaluator gathers quantitative and qualitative data needed to address key evaluation questions and to: ( a) Assess measurable participant and student outcomes; (b) Assess the quality & delivery of project activities; and (c) Provide ongoing feedback for continuous program improvement	Moss/Muller (CEEP)	6/1/13	10/31/16								
6.8.1	Evaluator conducts key stakeholder interviews via phone and in-person (superintendent, district administrators, principals, proposal team, etc.) to provide needed background/context, assess the quality & delivery of project activities, gather formative data needed for program improvement and provide feedback related to the interpretation of data and implications for policy/practice	Moss/Muller (CEEP)	6/1/13	8/1/13			Primary purposes of the semi-structured interviews are to gather contextual and baseline data					
6.8.2			4/1/14	5/31/14			Primary purposes of the semi-structured interviews are to gather formative and summative data; and for triangulation purposes with other data collection methods					
6.8.3			4/1/15	5/31/15								
6.8.4			4/1/16	5/31/16								
6.8.5			9/1/16	10/31/16			Primary purposes of the semi-structured interviews are to provide feedback related to the interpretation of data and implications for policy/practice					
6.8.6	<b>Milestone:</b> Develop and finalize list of key stakeholders and contact information	Moss/Muller (CEEP)	6/15/13	6/15/13								
6.8.7			4/15/14	4/15/14								
6.8.8			4/15/15	4/15/15								
6.8.9			9/15/16	10/31/16								
6.8.10	Evaluator conducts site visits of professional development and classroom/school activities to address key evaluation questions (see activities noted below), assess measurable participant and student outcomes, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Moss/Muller (CEEP)	5/31/13	7/31/13			Observations of PD development sessions					
6.8.11			8/1/13	10/31/13			School site visits (including classroom observations, interviews, observations of meetings, collection of extant data, etc.) for baseline and contextual data					
6.8.12			3/1/14	5/31/14			School site visits (including classroom observations, interviews, observations of meetings & PD, collection of extant data, etc.) and PD observations for formative and summative data					
6.8.13			6/1/14	7/31/14			Observations of PD development sessions					
6.8.14			3/1/15	5/31/15			School site visits (including classroom observations, interviews, observations of meetings, collection of extant data, etc.) and PD observations for formative and summative data					
6.8.15			3/1/16	5/31/16			School site visits (including classroom observations, interviews, observations of meetings, collection of extant data, etc.) and PD observations for formative and summative data					
6.8.16	<b>Milestone:</b> School site visit protocol developed, revised and finalized	Moss/Muller (CEEP)	8/15/13	8/15/13								
6.8.17			3/15/14	3/15/14								
6.8.18			3/15/15	3/15/15								
6.8.19			3/15/16	3/15/16								



6.8.55	Evaluator works collaboratively with Project Staff to develop and implement evaluation of professional development efforts, including pre-post PD surveys	Russell and Moss/Muller	5/20/13	7/31/13							
6.8.56			5/20/14	7/31/14							
6.8.57			5/20/15	7/31/15							
6.8.58			5/20/16	7/31/16							
6.8.59	<b>Milestone:</b> Pre-post instruments are developed, revised and finalized	Moss/Muller (CEEP)	6/1/13	6/1/13							
6.8.60			6/1/14	6/1/14							
6.8.61			6/1/15	6/1/15							
6.8.62			6/1/16	6/1/16							
6.8.63	Evaluator works with Grant Manager & Project Manager to analyze and report performance measure data	Kwiatkowski and Miller & Moss/Muller (CEEP)	8/1/13	8/31/13			Establish baselines and processes for data collection/analyses				
6.8.64			8/1/14	8/31/14			Annual performance measure data				
6.8.65			8/1/15	8/31/15							
6.8.66			8/1/16	8/31/16							
6.9	Evaluator analyzes and/or synthesizes data gathered through multiple, diverse methods (see 6.8 above for specifics related to data collection) to address key evaluation questions related to both a macro-level evaluation of overall impact and effectiveness, as well as formative and summative evaluations of key targeted projects	Moss/Muller (CEEP)	9/1/13	12/31/16							
6.9.1	Evaluator analyzes relevant data from pre-post PD surveys, teacher/educator surveys, principal surveys, PD observations, teacher focus groups, extant data and site visits (see above for specific timelines for data collection) to assess the impact and effectiveness of the curriculum, instruction and formative assessment initiatives and related PD (see Projects 1 and 5) on the following: (a) teachers'/educators' knowledge, understanding, skills and self-efficacy needed to effectively develop and use curriculum maps, instructional exemplar lessons, and formative assessments, (b) teachers' behaviors and instructional practices (i.e., use of knowledge, understanding and skills from PD). In addition, major obstacles and/or barriers to implementation fidelity will be identified, as well as ways to improve the quantity, quality and/or timeliness of the implementation of key activities related to curriculum, instruction and formative assessments.	Moss/Muller (CEEP)	9/1/13	12/31/13							
6.9.2			4/1/14	6/30/14							
6.9.3			9/1/14	12/31/14							
6.9.4			4/1/15	6/30/15							
6.9.5			9/1/15	12/31/15							
6.9.6			4/1/16	6/30/16							
6.9.7			9/1/16	12/31/16							





6.9.36	<p>Evaluator analyzes relevant data from key stakeholder interviews, site visits, focus groups with participating teachers, extant data, and web-based surveys of principals, teachers/educators, students and parents to address the following macro-level evaluation questions: (a) To what extent, and in what ways, does the Warren Township RtT initiative increase expectations for learning; improve instructional practices, student delivery options, resources and student supports; and effectively implement continuous monitoring of progress [i.e., Program Theory of Change components]?, (b) To what extent, and in what ways does the Warren Township RtT initiative effectively leverage technology to provide personalized learning instead of one-size-fits-all curriculum, pace of instruction and instructional practices? In what ways could technology be used more effectively to support teaching, learning and assessment?, and (c) To what extent, and in what ways, does the Warren Township RtT initiative establish a comprehensive infrastructure (i.e., people, processes, learning resources, technology, sustainable models for continuous improvement, administrative tools, etc.) for learning that provides every student and educator with the resources they need, when they need them? In what ways can the infrastructure be improved to more effectively meet needs and ensure sustainability?</p>	Moss/Muller (CEEP)	9/1/13	12/31/13								
6.9.37			4/1/14	6/30/14								
6.9.38			9/1/14	12/31/14								
6.9.39			4/1/15	6/30/15								
6.9.40			9/1/15	12/31/15								
6.9.41			4/1/16	6/30/16								
6.9.42			9/1/16	12/31/16								
6.9.43	<p><b>Deliverables:</b> <i>Semi-Annual and Annual Reports prepared by independent evaluators that address the formative and summative key evaluations questions noted in 6.9.1 through 6.9.6.</i></p>	Moss/Muller (CEEP)	12/31/13	12/31/13								
6.9.44			6/30/14	6/30/14								
6.9.45			12/31/14	12/31/14								
6.9.46			6/30/15	6/30/15								
6.9.47			12/31/15	12/31/15								
6.9.48			6/30/16	6/30/16								
6.9.49			12/31/16	12/31/16								

<b>Grantee Name: Metropolitan School District of Warren Township</b>											
<b>Project #7 Virtual Learning Opportunities</b>											
<b>Project Goals/Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers</b>											
<p><b>Narrative:</b> Students in Grades 7-12 will have opportunities to <b>work online, at their own pace, on their own time</b> to receive competency-based coursework, demonstrate mastery, and <b>obtain course credit for high school graduation</b>. Online content teachers will be identified and teacher schedules adjusted to support the needs of virtual learners. <b>Professional development</b> will be provided for instructors and students (&amp; families) of virtual learners. Warren has a set of virtual courses that are currently designed in Blackboard and provide options for summer school enrollment. As a result of Project 7, we will be <b>reviewing our current courses</b> to determine which courses to redesign. We will also be conducting a <b>market scan to evaluate offerings from online course providers</b>. In parallel to this work, we are <b>evaluating our current Learning Management System</b> to be sure it has the features and support for our full eLearning vision. We anticipate that the full complement of online courses for Warren will be a <b>mix of teacher developed and purchased courses</b>. For our teacher developed courses, we will be working with <i>Quality Matters</i> to ensure that the courses are high quality. The net effect of this work will be that students in grades 7-12 will have access to a full set of courses for a Core 40 diploma (Indiana's standard diploma). Additionally our goal is that all 2016 graduates will be accomplished digital learners--one measure of this will be a successfully completed online course on their transcript.</p> <p><b>Key Performance Measures:</b> Increase the graduation rate; Increase the number of students obtaining course credit hours online; Increase the percentage of Grade 8 students who take and pass the high school Algebra I</p> <p><b>Cross-reference to other projects: Project 3 Environments to Support Engaged Learning</b></p>											
<b>Activities for Project 7</b>											
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
7	<i>Virtual Learning Opportunities</i>	John Keller	2/25/2013	12/31/16							
7.1	<b>Analyses of existing online courses at Warren Township</b>	<b>John Keller</b>	<b>2/25/13</b>	<b>9/1/13</b>							
7.1.1	New Director of Instructional Technology and eLearning interviews central office leadership & staff to ascertain current online learning options and current practice with regard to online learning	John Keller	2/25/13	3/31/13							
7.1.2	Interviews with stakeholders (high school) regarding current online learning options and vision for the future.	John Keller	3/7/13	3/31/13							
7.1.3	Using a version of the <i>Quality Matters</i> rubric as the review tool, Warren's eLearning team will review Blackboard courses used in the last 6 months to ascertain their alignment with Common Core Standards and expectations of RtT grant proposal for Virtual Learners	John Keller	4/1/13	6/30/13							
7.1.4	Make determination about which courses will be redesigned	John Keller	7/1/13	9/1/13							
7.1.5	<b>Milestone:</b> <i>Online courses requiring redesign identified</i>	John Keller	9/1/13	9/1/13							
7.2	<b>Engage with <i>Quality Matters</i> using QM methodologies (best practices) for Warren's review &amp; redesign of online courses</b>	<b>John Keller</b>	<b>3/7/13</b>	<b>10/1/16</b>			As courses are redesigned/developed, we submit these courses to the QM peer review process				
7.2.1	Subscribe to <i>Quality Matters (QM) Single Institution</i>	John Keller	3/7/13	3/20/13							Budget 2: "Supplies" line 144

7.2.2	Round 1: Staff PD: Applying QM Rubric (e-Learning staff obtain online training from QM to ensure that guidance we provide to staff members who are designing courses is on target with best practices)	John Keller	9/1/13	11/1/13			eLearning staff receive training to increase the chances of our courses passing the review process. A fee is charged for each online course QM peer review.				
7.2.3	Staff attends <i>Quality Matters</i> Conference	John Keller	10/1/13	10/4/13							
7.2.4	Round 1: Staff PD: Reviewing Courses (e-Learning staff obtain online training from QM to ensure that guidance we provide to staff members who are designing courses is on target with best practices)	John Keller	11/1/13	1/1/14							Budget 2: "Contractual" 179
7.2.5	Round 1: Staff PD: Designing an Online Course (e-Learning staff obtain online training from QM to ensure that guidance we provide to staff members who are designing courses is on target with best practices)	John Keller	1/1/14	3/1/14							
7.2.6	Round 2: Staff PD: Applying QM Rubric (e-Learning staff obtain online training from QM to ensure that guidance we provide to staff members who are designing courses is on target with best practices)	John Keller	1/1/14	3/1/14							
7.2.7	Round 2: Staff PD: Designing an Online Course (e-Learning staff obtain online training from QM to ensure that guidance we provide to staff members who are designing courses is on target with best practices)	John Keller	3/1/14	5/1/14							
7.2.8	Renew subscription to <i>Quality Matters</i> for 2014-15	John Keller	3/1/14	3/31/14							Budget 2: "Supplies" line 144

7.2.9	Round 1 QM Reviews: ≤ 10 courses (Warren submits online courses to the external review process defined by Quality Matters. The standards include: (1) The overall design of the course is made clear to the student at the beginning of the course; (2) Learning objectives are clearly stated & explained; (3) Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process; (4) Instructional materials are authoritative, up-to-date & appropriately chosen for the level of the course; (5) Meaningful interaction between the teacher & students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment & personal development; (6) Course navigation features and the technology employed in the course foster student engagement and ensure access to instructional materials & resources; (7) The course facilitates student access to institutional services essential to student success; (8) The face-to-face and online course components are accessible to all students; (9) Placeholder to accommodate any locally relevant standards or compliance issues.)	John Keller	7/1/14	10/1/14						Budget 2: Contractual 179
7.2.10	Staff attends Quality Matters Conference	John Keller	10/1/14	10/4/14			Continued attendance beyond 2014 will be determined based on value of conference and costs for attendance			
7.2.11	Renew subscription to <i>Quality Matters</i> for 2015-16	John Keller	3/1/15	3/31/15						Budget 2: "Supplies" line 144
7.2.12	Round 2 QM Reviews: ≤ 10 courses (Warren submits online courses to the external review process defined by <i>Quality Matters</i> . The standards include: (1) The overall design of the course is made clear to the student at the beginning of the course; (2) Learning objectives are clearly stated & explained; (3) Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process; (4) Instructional materials are authoritative, up-to-date & appropriately chosen for the level of the course; (5) Meaningful interaction between the teacher & students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment & personal development; (6) Course navigation features and the technology employed in the course foster student engagement and ensure access to instructional materials & resources; (7) The course facilitates student access to institutional services essential to student success; (8) The face-to-face and online course components are accessible to all students; (9) Placeholder to accommodate any locally relevant standards or compliance issues.)	John Keller	7/1/15	10/1/15						Budget 2: Contractual 179

7.2.13	Round 3 QM Reviews: ≤ 10 courses (Warren submits online courses to the external review process defined by <i>Quality Matters</i> . The standards include: (1) The overall design of the course is made clear to the student at the beginning of the course; (2) Learning objectives are clearly stated & explained; (3) Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process; (4) Instructional materials are authoritative, up-to-date & appropriately chosen for the level of the course; (5) Meaningful interaction between the teacher & students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment & personal development; (6) Course navigation features and the technology employed in the course foster student engagement and ensure access to instructional materials & resources; (7) The course facilitates student access to institutional services essential to student success; (8) The face-to-face and online course components are accessible to all students; (9) Placeholder to accommodate any locally relevant standards or compliance issues.)	John Keller	7/1/16	10/1/16							Budget 2: Contractual 179
<b>7.3</b>	<b>Conduct market scan for online courses from commercial providers</b>	<b>John Keller</b>	<b>5/28/13</b>	<b>8/15/13</b>							
7.3.1	Form review team of stakeholders	John Keller	5/28/13	6/1/13							
7.3.2	Keller gathers information from online providers to understand models, course design and pricing.	John Keller	6/1/13	8/15/13							
7.3.3	<i>Deliverable: Summary table of online providers pricing models and course designs.</i>	John Keller	8/15/13	8/15/13							
7.3.4	<i>Milestone: Recommendations of potential commercial online course providers</i>	John Keller	8/15/13	8/15/13							
<b>7.4</b>	<b>Develop and market three-year virtual course roadmap</b>	<b>John Keller</b>	<b>8/1/13</b>	<b>2/28/16</b>							
7.4.1	Convene key district personnel to outline virtual learning program to begin in January 2014	John Keller	8/1/13	9/1/13							
7.4.2	Develop virtual course roadmap for administration and community review (includes courses, participation, staffing, scheduling)	John Keller	9/1/13	10/1/13							
7.4.3	Gain approval for final version of virtual course roadmap	John Keller	10/1/13	10/15/13							
7.4.4	<i>Milestone: Publish virtual course roadmap</i>	John Keller	10/16/13	10/16/13							

7.4.5	Establish online learning open house/orientation for parents of virtual/online course takers and for parents of online course takers (Physical Version) to be offered each semester--in anticipation of Spring 2014	John Keller	10/15/13	10/31/13			Orientation sessions provided by eLearning staff and Help Desk staff (content instructors) will help virtual online learners: to use the online systems; understand coursework expectations; pace learning; know how to post discussion topics/threads & upload assignments and Skype; and understand the avenues for receiving technical & instructional support					
7.4.6	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2014	John Keller	2/1/14	2/28/14								
7.4.7	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Spring 2015	John Keller	10/1/14	10/31/14								
7.4.8	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2015	John Keller	2/1/15	2/28/15								
7.4.9	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Spring 2016	John Keller	10/1/15	10/31/15								
7.4.10	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2016	John Keller	2/1/16	2/28/16								
7.5	<b>Implement three-year virtual course development and procurement roadmap</b>	<b>John Keller</b>	<b>9/1/13</b>	<b>5/30/16</b>								
7.5.1	Build or re-design course template for Warren-built online courses	John Keller	9/1/13	10/30/13			Redevelopment and/or purchase of coursework will be done according to industry standards, including: alignment with CC standards; interactive features between teacher & students; instruction provided in multiple modalities; self-paced instruction; real-time progress monitoring; supports for ELLs; electronically-scored assessments for immediate feedback to students & teachers					
7.5.2	Design criteria will align to industry standards for course development specified in Column H and include: a notification program for text and email; student/parent portal access; and multiple opportunities for students to demonstrate mastery to earn course credits, including options to test-out to accelerate learning.	John Keller	9/1/13	10/30/13								
7.5.3	Competitive selection process for online course providers	John Keller	9/1/13	10/15/13								
7.5.4	<b>Deliverable:</b> Provider identified	John Keller	10/15/13	10/15/13								
7.5.5	Contract negotiations for courses to be purchased for virtual learner beginning in January 2014	John Keller	10/15/13	11/15/13							Budget 2: "Personnel" line 8	
7.5.6	<b>Milestone:</b> <i>Contracts in place for courses to be purchased for virtual learning</i>	John Keller	11/15/13	11/15/13								
7.5.7	Form design teams for courses to be built or re-designed for 2014-2015	John Keller	11/1/13	11/30/13								
7.5.8	Training for course development teams (2014-15)	John Keller	1/1/14	2/1/14								
7.5.9	Course development (Indiana Core-40 Courses) for 2014-15 (>10 courses). <b>Note:</b> Core 40 = Indiana graduation requirement to be College & Career Ready.	John Keller	2/1/14	5/30/14							Budget 2: "Personnel" line 8; Fringe line 52	
7.5.10	<b>Milestone:</b> <i>Warren-built or redesigned online courses ready to be used for 2014-15 school year</i>	John Keller	5/30/14	5/30/14								

7.5.11	<b>Deliverable:</b> Warren Virtual Learning Progress Report (SY 2013-14)	John Keller	9/1/14	9/1/14						
7.5.13	Form design teams for courses to be built or re-designed for 2015-16	John Keller	8/1/14	8/31/14						
7.5.14	Training for course development teams (2015-16)	John Keller	9/1/14	9/30/14						
7.5.15	Contract negotiations for courses to be purchased for 2015-17 (licensed by Warren)	John Keller	9/1/14	9/30/14						Budget 2: "Personnel" line 8
7.5.16			10/1/14	12/31/14						
7.5.17	<b>Deliverable:</b> Warren Virtual Learning Progress Report (SY 2014-2015)	John Keller	9/1/15	9/1/15						
7.5.18	Course development (Indiana Core-40 Courses) for 2015-16 (>10 additional courses)	John Keller	10/1/14	1/31/15						Budget 2: "Personnel" line 8; Fringe line 52
7.5.19	<b>Milestone:</b> Slate of online courses ready to be used for 2015-16	John Keller	5/30/15	5/30/15						
7.5.20	Form design teams for courses (Indiana Core-40) to be built or re-designed for 2016-17	John Keller	8/1/15	8/31/15						
7.5.21	Training for course development teams (2016-17)	John Keller	9/1/15	9/30/15						
7.5.22	Course development (Indiana Core-40 Courses) for 2016-17 (>10 additional courses)	John Keller	10/1/15	1/31/16						Budget 2: Personnel 8; Fringe
7.5.23	<b>Milestone:</b> Slate of online courses ready for use for 2016-17	John Keller	5/30/16	5/30/16						
<b>7.6</b>	<b>Implement three year virtual learning plan</b>	<b>John Keller</b>	<b>1/1/14</b>	<b>12/31/16</b>						
7.6.1	Launch Warren virtual academy second semester of 2013-2014 with purchased courses.	John Keller	1/1/14	3/31/14						
7.6.2			4/1/14	5/30/14						
7.6.3	<b>Milestone:</b> 10-12.5% (400-500 students) of student body earn initial credit in online courses during spring semester of 2013-2014 school year.	John Keller	5/30/14	5/30/14						
7.6.4	Expand Warren virtual academy offerings for summer school 2014.	John Keller	6/1/14	8/1/14						
7.6.5	<b>Milestone:</b> Virtual course offerings (Indiana Core-40 Courses) for summer double to at least 10 courses.	John Keller	6/1/14	6/1/14						
7.6.6	<b>Milestone:</b> Summer school enrollment increases with 60-70% of credits earned being virtual.	John Keller	8/1/14	8/1/14						
7.6.7	Implement second full semester of Warren Virtual	John Keller	8/1/14	9/30/14						
7.6.8			10/1/14	12/31/14						
7.6.9	<b>Milestone:</b> 500-600 students earn initial credit in online courses (Indiana Core-40 Courses) during fall semester of 2014-2015 school year	John Keller	12/31/14	12/31/14						
7.6.10	Implement third semester of Warren Virtual	John Keller	1/1/15	3/31/15						
7.6.11			4/1/15	5/30/15						

7.6.12	<b>Milestone:</b> 50% of Indiana Core-40 courses (required for graduation) are available to students online through Warren Virtual Academy	John Keller	1/1/15	1/1/15						
7.6.13	<b>Milestone:</b> 600-700 students earn initial credit in online courses during spring semester of 2014-2015 school year	John Keller	5/30/15	5/30/15						
7.6.14	Expand Warren Virtual Academy offerings for summer school 2015	John Keller	6/1/15	8/1/15						
7.6.15	<b>Milestone:</b> Virtual course offerings for summer 2015 increase by 50% to 15.	John Keller	6/1/15	6/1/15						
7.6.16	Implement fourth semester of Warren Virtual .	John Keller	8/1/15	9/30/15						
7.6.17			10/1/15	12/31/15						
7.6.18	<b>Milestone:</b> 50% of Warren high school students have at least one credit on their transcript earned through a virtual course.	John Keller	12/31/15	12/31/15						
7.6.19	Implement fifth semester of Warren Virtual	John Keller	1/1/16	3/31/16						
7.6.20			4/1/16	5/30/16						
7.6.21	<b>Milestone:</b> 700 + students earn at least one credit through virtual course offerings	John Keller	5/30/16	5/30/16						
7.6.22	Maintain summer school virtual offerings for summer 2016	John Keller	6/1/16	8/1/16						
7.6.23	Implement sixth semester of Warren Virtual.	John Keller	8/1/16	9/30/16						
7.6.24			10/1/16	12/31/16						
7.6.25	<b>Milestone:</b> At least 75% of Indiana Core 40 courses (required for graduation) have at least one section a semester offered virtually	John Keller	8/1/16	8/1/16						
<b>7.7</b>	<b>Establish eLearning Virtual Help Desk</b>	<b>John Keller</b>	<b>9/1/13</b>	<b>12/28/16</b>						
7.7.1	Design virtual help desk model	John Keller	9/1/13	11/1/13						
7.7.2	Secure help-desk software	John Keller	10/1/13	10/31/13			Some of the design work in 7.7.1 will actually depend on having the software in place so that we can think through case management and escalation of issues.			Budget 2: "Contractual" 183
7.7.3	Develop help-desk protocols	John Keller	11/1/13	11/30/13						
7.7.4	In collaboration with HS admin & department chairs, select eLearning Virtual Help Desk staff for 2013-14	John Keller	11/15/13	12/15/13						
7.7.5	Launch eLearning Virtual Help Desk for Online Course Takers (simultaneous to launch of online course in spring semester of 2014)	John Keller	1/15/14	5/15/14						Budget 2: "Personnel" line 16; Fringe 57
7.7.6	In collaboration with HS admin & department chairs, select eLearning Virtual Help Desk staff for 2014-15	John Keller	5/1/14	5/31/14						
7.7.7	Analyze Spring 2014 help desk data (including calls, sessions, utilization statistics, cost benefit) to improve the Help Desk services for the coming year	John Keller	5/15/14	5/30/14				7.7.8-.18 is missing Laura: We do not believe anything is missing.		
7.7.8	<b>Deliverable:</b> Provide year end utilization report to the superintendent	John Keller	6/1/14	6/1/14						



**Grantee Name: Metropolitan School District of Warren Township**

**Project Goals/Desired Outcomes:** (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers

**Narrative:** High school students learn in-part, or in-whole, outside of the classroom in rigorous, relevant and personalized learning business partner experiences, **earning credit** based on demonstrated course competencies. An ELO Coordinator works collaboratively with highly-effective teachers, community partners/business entities, and students (and parents) to: (a) Develop an ELO Plan, aligned to Common Core competencies; (b) Provide the ELO business partner experience for students; (c) Students make presentations of "Final Exhibitions of Learning" (assessments); and (d) Course credit is awarded to students who demonstrate mastered competencies, as evidenced during "Final Exhibitions of Learning."

**Key Performance Measures:** Increase graduation rate; Increase pass rates on high school English 10 End-of-Course Assessment

**Cross-reference to other projects:** Project 9 (Sports & Media); Project 4 (Extended-Time Learning)

**Activities for Project 8**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
8	<i>Extended-Learning-Opportunities (ELO)</i>	Lou Anne Schwenn	1/31/2013	12/31/16							
8.1	<b>Collaborate with district, State and national leaders who have had success with this learning strategy to advance our work and to inform best practices and successful implementation</b>	Lou Anne Schwenn	1/31/13	11/30/15							
8.1.1	Schedule site visit to Rhode Island and New Hampshire, recommended by Paul Leather, New Hampshire Department of Education	Lou Anne Schwenn	1/31/13	3/8/13							
8.1.2	Lee Ann Kwiatkowski and Lou Anne Schwenn visit NH and RI to discuss lessons learned, observe best practices of ELO models and to gather insights for project implementation	Lou Anne Schwenn	3/19/13	3/21/13							Budget 2: Travel, line 97
8.1.3	<i>Milestone: Findings from observations and discussions inform initial strategies for project implementation</i>	Lou Anne Schwenn	3/21/13	3/21/13							
8.1.4	Attend local, State & national events/conferences to advance our work and acquire best practices for implementation (Because this is a new project to Warren & Indiana, we have budgeted funds in the fall of Years 2, 3 & 4 to support PD opportunities as they become available)	ELO Coordinator	9/1/13	11/30/13							Budget 2: Travel, line 106
8.1.5			9/1/14	11/30/14							
8.1.6			9/1/15	11/30/15							
8.2	<b>Hire ELO Coordinator to manage and oversee project implementation across entire grant period</b>	Lee Ann Kwiatkowski	3/21/13	5/31/13							
8.2.1	Develop and post (including on RttT webpage) job description for ELO Coordinator position	Lee Ann Kwiatkowski	3/21/13	4/12/13							
8.2.2	Interview, select and hire ELO Coordinator to serve across entire 4-year grant period	Lee Ann Kwiatkowski	4/12/13	5/31/13							Budget 2: Personnel 21; Fringe 61

8.2.3	<i>Milestone: ELO Coordinator hired</i>	Lee Ann Kwiatkowski	5/31/13	5/31/13							
<b>8.3</b>	<b>Develop implementation plan to enable the delivery of Extended-Learning-Opportunities for students</b>	Lou Anne Schwenn	6/3/13	7/31/16							
8.3.1	Solicit input from HS principal, director of WCC, Chief Academic Officer and Assistant Superintendent for Secondary to collaboratively discuss and determine the types of ELOs to initiate and qualifications for teacher and student participation.	Ben Carter, ELO Coordinator	6/3/13	6/7/13							
8.3.2	Develop protocols for ELO models and sample prototype plans (i.e., online application; scoring rubrics; online survey feedback tools) for use by ELO teachers	Ben Carter, ELO Coordinator	7/15/13	7/19/13							Budget 2: Personnel 41; Fringe 67
8.3.3	<i>Milestone: Fundamental principles for creating ELOs including policies and procedures are established</i>	Ben Carter, ELO Coordinator	7/19/13	7/19/13							
8.3.4	<i>Deliverables: Online application; scoring rubrics; online survey feedback tools</i>	Ben Carter, ELO Coordinator	7/19/13	7/19/13							
8.3.5	Develop and distribute marketing tools to educate all Warren stakeholders about credit-bearing Extended-Learning Opportunities (e.g., flyers, brochures, videos). Annually updated.		7/19/13	7/31/13							
8.3.6			7/31/13	7/31/13							
8.3.7	<i>Deliverable: Marketing tools/documents (updated annually, prior to the start of the next school year)</i>	Ben Carter, ELO Coordinator	7/31/14	7/31/14							
8.3.8			7/31/15	7/31/15							
8.3.9			7/31/16	7/31/16							
<b>8.4</b>	<b>Identify community assets and establish relationships for partnering in Warren Township's ELO experiences</b>	Lou Anne Schwenn	6/3/13	6/30/16							
8.4.1	Identify, recruit and convene Community Steering Council to help identify additional extended-learning opportunities for students and to also serve as panelists during student Exhibitions of Learning across the grant period	Ben Carter, ELO Coordinator	6/3/13	9/30/13							

8.4.2	Through business partner meetings and networking with community agencies, continuously identify community assets (e.g., business partners/not-for-profit entities) and establish relationships for partnering in Warren Township's ELO experiences in order to solicit their commitment for supporting this initiative	Ben Carter, ELO Coordinator	6/3/13	9/30/13				Laura: Our work to identify, notify and meet with potential partners is well underway and continuously documented. We have evidence to support this work and have already identified entities committed to supporting ELO experiences for students. This is a continuous process where will seek and add new partners.			Budget 2: Travel 94
8.4.3			10/1/13	12/31/13							
8.4.4			1/1/14	3/31/14							
8.4.5			4/1/14	6/30/14							
8.4.6			7/1/14	9/30/14							
8.4.7			10/1/14	12/31/14							
8.4.8			1/1/15	3/31/15							
8.4.9			4/1/15	6/30/15							
8.4.10			7/1/15	9/30/15							
8.4.11			10/1/15	12/31/15							
8.4.12			1/1/16	3/31/16							
8.4.13			4/1/16	6/30/16							
8.4.14			<i>Milestone: At least 5 ELO domains (e.g., sports &amp; media opportunities; law opportunities; health-care opportunities) are on board to support ELOs</i>	Ben Carter, ELO Coordinator	6/30/14	6/30/14					
8.4.15	<i>Milestone: At least 7 ELO domains (e.g., sports &amp; media opportunities; law opportunities; health-care opportunities) are on board to support ELOs</i>	6/30/15	6/30/15								
8.4.16	<i>Milestone: At least 10 ELO domains (e.g., sports &amp; media opportunities; law opportunities; health-care opportunities) are on board to support ELOs</i>	6/30/16	6/30/16								
<b>8.5</b>	<b>Implement the Extended-Learning Opportunity initiative--including student ELO plans; ELO experiences; and ELO Exhibitions of Learning</b>	<b>Lou Anne Schwenn</b>	<b>8/1/13</b>	<b>12/31/16</b>			<b>No Year 1 pilot (January - June 2013)</b>				
8.5.1	ELO Coordinator meets with HS department chairs to deliver overview presentation of the ELO framework in order to introduce the project and solicit teacher involvement in supporting ELO initiatives	Ben Carter, ELO Coordinator	8/1/13	8/15/13							
8.5.2	ELO information distributed to student body via WCTV daily morning television broadcast announcements and emails to students urging participation. (This marketing strategy will recur across the school year and throughout the grant period to ensure that students are aware of opportunities)	Ben Carter, ELO Coordinator	8/15/13	8/31/13							



8.5.43			7/1/16	9/30/16						
8.5.44			10/1/16	12/31/16						
8.5.45	<b>Milestone:</b> ELO projects underway by end of 1st semester of the 2013-14 school year	Ben Carter, ELO Coordinator	12/31/13	12/31/13						
8.5.46	Following ELO experiences, schedule and conduct <i>Exhibition of Learning Showcase</i> for ELO initiatives whereby students demonstrate competencies gained through ELO experiences before a panel of stakeholders (e.g., ELO Coordinator, business partner/s, content teacher/s, principal, Community Steering Council representative/s) who score the ELO experience to determine whether course credit is awarded or denied	Ben Carter, ELO Coordinator	11/1/13	12/31/13			This is a fluid process since the type of experience, time of year & the length of ELO experience will vary for each student			
8.5.47			1/1/14	3/31/14						
8.5.48			4/1/14	6/30/14						
8.5.49			7/1/14	9/30/14						
8.5.50			10/1/14	12/31/14						
8.5.51			1/1/15	3/31/15						
8.5.52			4/1/15	6/30/15						
8.5.53			7/1/15	9/30/15						
8.5.54			10/1/15	12/31/15						
8.5.55			1/1/16	3/31/16						
8.5.56			4/1/16	6/30/16						
8.5.57	7/1/16	9/30/16								
8.5.58	10/1/16	12/31/16								
8.5.59	<b>Deliverable:</b> At least 25 credits earned in total by all participants through ELO experiences provided for students during SY 2013-14	Ben Carter, ELO Coordinator	6/30/14	6/30/14						
8.5.60	<b>Deliverable:</b> At least 50 credits earned in total by all participants through ELO experiences provided for students during SY 2014-15	Ben Carter, ELO Coordinator	6/30/15	6/30/15						
8.5.61	<b>Deliverable:</b> At least 100 credits earned in total by all participants through ELO experiences provided for students during SY 2015-16	Ben Carter, ELO Coordinator	6/30/16	6/30/16						
<b>8.6</b>	<b>Use partner, teacher, students and parent survey responses to inform adjustments needed to improve ELO practices and experiences</b>	Lou Anne Schwenn	9/1/13	12/31/16						
8.6.1	Develop survey instruments to be completed by business partners, teachers, students and their parents/guardians following each <i>Exhibition of Learning Showcase</i> to recognize successes and to inform adjustments needed for improved ELO practices and experiences	Ben Carter, ELO Coordinator	9/1/13	10/30/13						

8.6.2	Following ELO <i>Exhibitions of Learning</i> presentations, distribute online surveys to business partners, teachers, students and their parents/guardians to obtain feedback regarding their ELO experience	Ben Carter, ELO Coordinator	11/1/13	12/31/13			Dates overlap with <i>Exhibition of Learning</i> presentations in 8.5.28 (since participants will have the option of completing surveys immediately following presentations)				
8.6.3			1/1/14	3/31/14							
8.6.4			4/1/14	6/30/14							
8.6.5			7/1/14	9/30/14							
8.6.6			10/1/14	12/31/14							
8.6.7			1/1/15	3/31/15							
8.6.8			4/1/15	6/30/15							
8.6.9			7/1/15	9/30/15							
8.6.10			10/1/15	12/31/15							
8.6.11			1/1/16	3/31/16							
8.6.12			4/1/16	6/30/16							
8.6.13			7/1/16	9/30/16							
8.6.14			10/1/16	12/31/16							
8.6.15			Warren receives completed business partner, teacher, student and parent/guardian surveys that provide feedback recognizing successes and informing any adjustments needed for improved ELO practices and experiences.	Ben Carter, ELO Coordinator	11/1/13	12/31/13				Dates overlap with <i>Exhibition of Learning</i> presentations in 8.5.28 (since participants will have the option of completing surveys immediately following presentations). The electronic survey format will enable Warren to receive survey results immediately upon completion.	
8.6.16	1/1/14	3/31/14									
8.6.17	4/1/14	6/30/14									
8.6.18	7/1/14	9/30/14									
8.6.19	10/1/14	12/31/14									
8.6.20	1/1/15	3/31/15									
8.6.21	4/1/15	6/30/15									
8.6.22	7/1/15	9/30/15									
8.6.23	10/1/15	12/31/15									
8.6.24	1/1/16	3/31/16									
8.6.25	4/1/16	6/30/16									
8.6.26	7/1/16	9/30/16									
8.6.27			10/1/16	12/31/16							

8.6.28	<b>Deliverable:</b> Report and analyses of teacher, student, parent and business partner survey feedback	Ben Carter, ELO Coordinator	12/31/13	12/31/13							
8.6.29			3/31/14	3/31/14							
8.6.30			6/30/14	6/30/14							
8.6.31			9/30/14	9/30/14							
8.6.32			12/31/14	12/31/14							
8.6.33			3/31/15	3/31/15							
8.6.34			6/30/15	6/30/15							
8.6.35			9/30/15	9/30/15							
8.6.36			12/31/15	12/31/15							
8.6.37			3/31/16	3/31/16							
8.6.38			6/30/16	6/30/16							
8.6.39			9/30/16	9/30/16							
8.6.40			12/31/16	12/31/16							
<b>8.7</b>	<b>Create extended-learning opportunities (ELOs) at middle school level</b>	Ben Carter, ELO Coordinator	1/15/16	6/30/16							
8.7.1	ELO Coordinator contacts middle school principals and their designees (e.g., dean, counselor) to explain program and discuss possible extended-day club and community volunteer opportunities	Ben Carter, ELO Coordinator	1/15/15	1/31/15							
8.7.2	Potential business/community partners identified	ELO Coordinator	2/1/15	2/28/15							
8.7.3	High-interest, engaging after-school ELO project activity is selected as pilot initiative for each middle school	Ben Carter, ELO Coordinator	3/1/15	3/16/15							
8.7.4	<b>Deliverable:</b> ELO project activity identified for each middle school	Ben Carter, ELO Coordinator	3/16/15	3/16/15							
8.7.5	Through morning announcements at middle schools and email notices to students, invitations to participate in the after-school ELO experience are extended to students	Principals & ELO Coordinator	3/17/15	3/31/15							
8.7.6	ELO experience provided for participating students at each middle school site	ELO Coordinator	4/1/15	5/31/15							
8.7.7	<b>Milestone:</b> ELO participants prepare for and present "Exhibition of Learning" for staff, parents, business partner & ELO Coordinator	Lou Anne Schwenn	5/31/15	5/31/15							
8.7.8	Potential business/community partners identified	ELO Coordinator	9/1/15	9/30/15							

8.7.9	High-interest, engaging ELO project activity is selected as the ELO initiative for each middle school	Principals & ELO Coordinator	10/1/15	10/14/15						
8.7.10	<i>Deliverable: ELO project activity identified for each middle school</i>	Ben Carter, ELO Coordinator	10/14/15	10/14/15						
8.7.11	Through morning announcements at middle schools and email notices to students, invitations to participate in the after-school ELO experience are extended to students	Principals & ELO Coordinator	10/15/15	10/31/15						
8.7.12	ELO experience provided for participating students at each middle school site	ELO Coordinator	11/1/15	12/31/15						
8.7.13			1/1/16	3/31/16						
8.7.14			4/1/16	6/30/16						
<b>8.8</b>	<b>Decide if ELO Coordinator role will be sustained beyond grant funding</b>	Lee Ann Kwiatkowski	10/1/16	12/31/16						
8.8.1	Use monitoring and implementation data to examine the ELO initiative & its impact on credits earned	Lee Ann Kwiatkowski	10/1/16	10/31/16						
8.8.2	Make recommendation to superintendent for using district funds to sustain a full-time ELO Coordinator; re-define the role (e.g., half-time ELO Coordinator and half-time Virtual Learning role); or eliminate ELO role	Lee Ann Kwiatkowski	11/1/16	11/30/16						
8.8.3	Sustainability plan finalized	Lee Ann Kwiatkowski	12/1/16	12/31/16						

Grantee Name: Metropolitan School District of Warren Township											
Project #9 Sports & Media Opportunities											
Project Goals/Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers											
Narrative: Students train for successful television and broadcasting careers; manage a student-led profitable business, providing viable services to actual clients (& sustaining operational costs after the grant funding period). This bold concept in student training will offer an ESPN-like concept for the thriving Indianapolis amateur sports market, and media and video productions. Entrance into this new program will be highly-competitive, drawing from a talented pool of students who meet pre-requisites and defined participation requirements.											
Key Performance Measures: Increase graduation rate; Increase pass rates on high school English 10 End-of-Course Assessment											
Cross-reference to other projects: Project 3 Environments to Support Engaged Learning; Project 8 Extended-Learning Opportunities											
Activities for Project 9											
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete mm/dd/yy	In Progress Status Choose: Ahead, On-track, Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
9	Sports & Media Opportunities	Lou Schwenn	1/7/13	12/31/16							
9.1	Solidify project leadership, vision & business model of the new Center for Sports & Media Production	Lou Schwenn	1/7/13	3/12/13							
9.1.1	Develop job description, post position, interview & hire Assistant Production Manager	Lou Schwenn	1/7/13	2/8/13							Budget 2: Personnel line 27; Fringe 73
9.1.2	Convene key decision-makers to examine and determine most ideal location within Warren Central HS campus to host new Center for Sports & Media Production	Lou Schwenn	1/7/13	1/11/13							
9.1.3	Develop overview of business plan model (preliminary vision) to share with District Planning Team	Dennis Jarrett, Production Manager	1/7/13	1/11/13							
9.1.4	Milestone: Assistant Production Manager hired	Lou Schwenn	2/8/13	2/8/13							
9.1.5	District Planning Team visits G-Star Film School to inform business model prior to finalizing Sports & Media renovation plans	Lou Schwenn	2/10/13	2/13/13							Budget 2: Travel 109
9.1.6	Sports & Media Leadership Team visits G-Star School to examine programmatic/academic expectations, curriculum, lessons-learned in partnerships with field experts and insights for implementing an exemplary experience for students	Cindy Frey	3/10/13	3/12/13							Budget 2: Travel 109
9.2	Leaders and teachers develop Sports & Media Production curriculum, aligned to Common Core expectations	Cindy Frey	6/1/13	12/31/16							
9.2.1	Develop the Sports & Media curriculum to align with Warren's nationally-recognized Television & Radio Broadcasting coursework	Cindy Frey	6/1/13	6/30/13							Budget 2: Personnel 32; Fringe 78
9.2.2	Deliverable: Curriculum aligned to TV & Radio Broadcasting coursework standards	Cindy Frey	6/30/13	6/30/13							
9.2.3	Instructors and Assistant Production Manager participate in AVID training (industry training on editing software to support certification of AVID Editing programs in Broadcasting Technologies).	Cindy Frey	7/1/13	12/31/13			Dates represent the window for training. The actual training will take one-week. (AVID trainers will be here 1st semester of SY 2013-14, but they have not yet locked in the specific dates)			Reliant upon dates available for AVID trainer to come to Warren (anticipating late summer 2013)	Budget 2: Personnel 32; Fringe 78
9.2.4	Deliverable: Instructors and Assistant Production Manager are certified as AVID trainers so they can certify students to become certified in using this state-of-the-art editing software	Cindy Frey	12/31/13	12/31/13							
9.2.5	Leadership Team modifies relevant technology & ELA/writing/communication standards to align with IDOE transitional guidance for Common Core	Cindy Frey	7/1/13	10/31/13							Budget 2: Personnel 32; Fringe 78
9.2.6	Milestone: Technology & ELA/writing/communication standards aligned to IDOE broadcasting standards	Cindy Frey	10/31/13	10/31/13							
9.2.7	Leadership Team (& Instructors) reviews and revises curriculum and standards to ensure expectations are aligned to CC:	Cindy Frey	6/1/14	8/1/14							Budget 2: Personnel 32; Fringe 78
9.2.8	Deliverable: Written curriculum aligned to expectations of Common Core Standards	Cindy Frey	8/1/14	8/1/14							
9.2.9	Professional development to support instruction aligned to CC embedded in monthly Department, faculty & common planning meetings	Cindy Frey	9/1/14	9/30/14							
9.2.10			10/1/14	12/31/14							
9.2.11			1/1/15	3/31/15							
9.2.12			4/1/15	6/30/15							
9.2.13	Leadership Team (& Instructors) reviews and revises curriculum and standards to ensure expectations are aligned to CC:	Cindy Frey	6/1/15	8/1/15							Budget 2: Personnel 32; Fringe 78
9.2.14	Deliverable: Revised curriculum aligned to CC expectations	Cindy Frey	8/1/15	8/1/15							
9.2.15	Professional development to support instruction aligned to CC embedded in monthly Department, faculty & common planning meetings	Cindy Frey	9/1/15	9/30/15							
9.2.16			10/1/15	12/31/15							
9.2.17			1/1/16	3/31/16							
9.2.18			4/1/16	6/30/16							
9.2.19	Leadership Team (& Instructors) reviews and revises curriculum and standards to ensure expectations are aligned to CC:	Cindy Frey	6/1/16	8/1/16							Budget 2: Personnel 32; Fringe 78
9.2.20	Deliverable: Revised curriculum aligned to CC expectations	Cindy Frey	8/1/16	8/1/16							
9.2.21	Professional development to support instruction aligned to CC embedded in monthly Department, faculty & common planning meetings	Cindy Frey	9/1/16	9/30/16							
9.2.22			10/1/16	12/31/16							
9.3	Identify and secure equipment to support Mobile Production work, studio, master control room & editing room	David Holt, CFO	2/11/13	10/31/13							
9.3.1	Research and price truck/trailer options (outside the grant) & meet with equipment vendor to discuss options	Andy Hoke	2/11/13	4/30/13							
9.3.2	Dennis Jarrett, Media Relations Director and Andy Hoke, Assistant Sport & Media Manager attend National Broadcasting Association Expo (via local funds/not RttT) to review and price equipment	Dennis Jarrett, Production Manager	4/8/13	4/10/13							
9.3.3	Milestone: Finalized plans for set and mobile production truck design and equipment needs	Leadership Team	4/24/13	4/24/13							
9.3.4	RFQs for equipment needed in the studio and inside the mobile production truck	David Holt, CFO	4/25/13	5/28/13							
9.3.5	Purchase truck/trailer for mobile production with local funds (not RttT funds)	David Holt, CFO	4/30/13	5/30/13							
9.3.6	Complete Requests for Purchase for mobile production truck and studio equipment	Andy Hoke	5/30/13	8/31/13							
9.3.7	Purchase equipment	Cindy Frey	5/1/13	8/31/13							Budget 2: Equipment 128
9.3.8	Vendors' installation of equipment in Sports & Media Mobile Production truck	Andy Hoke	8/31/13	10/31/13							Budget 2: Equipment 128

9.3.9	<b>Milestone: Mobile Production equipment and Studio equipment identified, purchased and installed</b>	Andy Hoke	10/31/13	10/31/13							
9.4	<b>Identify and purchase supplies for mobile production, studio, master control room &amp; editing room</b>	<b>Andy Hoke</b>	<b>4/8/13</b>	<b>12/31/16</b>							
9.4.1	Identify supplies, prepare purchase orders, quotes & bids	Andy Hoke	4/8/13	8/1/13							Budget 2: Supplies 147
9.4.2	Across entire project period, complete Request for Purchase for supplies, such as: mini DV tapes; DVD discs; Blue Ray discs; DVD labels/sleeves; printer cartridges; lighting gels; set lights; audio cables; video cables; camera cables; cable connectors; batteries; headsets; masking tape	Andy Hoke	8/1/13	9/30/13							
9.4.3			10/1/13	12/31/13							
9.4.4			1/1/14	3/31/14							
9.4.5			4/1/14	6/30/14							
9.4.6			7/1/14	9/30/14							
9.4.7			10/1/14	12/31/14							
9.4.8			1/1/15	3/31/15							
9.4.9			4/1/15	6/30/15							
9.4.10			7/1/15	9/30/15							
9.4.11			10/1/15	12/31/15							
9.4.12			1/1/16	3/31/16							
9.4.13			4/1/16	6/30/16							
9.4.14			7/1/16	9/30/16							
9.4.15			10/1/16	12/31/16							
9.5	<b>On-going professional development for supporting instructors' effective use of studio &amp; mobile production truck technologies, ensuring they are fully-skilled in facilitating students' work</b>	<b>Cindy Frey</b>	<b>6/1/13</b>	<b>12/31/16</b>							
9.5.1	Leadership Team identifies professional development needed to support staff's effective use of equipment	Leadership Team	6/1/13	6/30/13							
9.5.2	Professional development provided to support staffs' effective use of new studio technologies and production truck technologies (including PD provided by equipment vendors)	Dennis Jarrett	7/1/13	9/30/13							Budget 2: Personnel 47; Fringe 87
9.5.3			10/1/13	12/31/13							
9.5.4	<b>Milestone: Staff trained to use new studio technologies to support students' effective use</b>	Dennis Jarrett	12/31/13	12/31/13							
9.5.5	Summer PD provided to support staffs' effective use of new technologies, including PD to address any new elements added to the Sports & Media Production company (e.g., if "movie making" or "music production" are added)	Dennis Jarrett & Andy Hoke	6/1/14	7/31/14							
9.5.6			6/1/15	7/31/15							
9.5.7			6/1/16	7/31/16							
9.5.8	Leadership Team attends PD training opportunities, targeted to address identified needs, to gather best practices and to support the most effective use of studio & production truck technologies	Cindy Frey	8/5/13	12/31/16			SOW will be updated as needs are identified and training supports become available				Budget 2: Travel 124
9.6	<b>Identify students eligible for application into the Sports &amp; Media Production program &amp; conduct student trainings</b>	<b>Dennis Jarrett, Media Relations Director</b>	<b>6/1/13</b>	<b>12/31/16</b>							
9.6.1	Develop criteria for the selection process (e.g., grades, attendance, prerequisites, discipline) to be accepted into this highly-competitive program	Dennis Jarrett	6/1/13	7/1/13							
9.6.2	<b>Deliverable: Student selection criteria established</b>	Dennis Jarrett	7/1/13	7/1/13							
9.6.3	Develop a systematic and comprehensive student training program aligned to educational and industry performance standards	Dennis Jarrett, Production Manager	7/1/13	8/1/13							
9.6.4	Develop a student application written to include participation expectations that extend outside of the school day	Dennis Jarrett	7/1/13	8/1/13							
9.6.5	<b>Deliverable: Student application developed</b>	Dennis Jarrett	8/1/13	8/1/13							
9.6.6	Distribute applications to select students for Sports & Media Production Company (company)	Dennis Jarrett	8/15/13	10/4/13							
9.6.7	Applications submitted by students	Dennis Jarrett	8/15/13	10/4/13							
9.6.8	Sports & Media teacher team reviews applications and selects those for company to begin 2nd semester SY 2013-14	Dennis Jarrett	10/4/13	11/15/13							
9.6.9	Hold auditions for company team positions, e.g., producers, camera, sound, floor managers, editing assistant, marketing/PR	Dennis Jarrett	11/18/13	12/13/13							
9.6.10	<b>Milestone: 1st Sports &amp; Media Production Company cohort established</b>	Dennis Jarrett	12/13/13	12/13/13							
9.6.11	Conduct student training (2-day retreat) with selected students prior to the Sports & Media company opening in January 2014	Dennis Jarrett	12/13/13	1/17/14							Budget 2: Personnel 47; Fringe 87
9.6.12	During school day, students participate in Broadcasting--with a focus on Media Production and Broadcast Journalism classes. Company members are given Extended-Learning Opportunities (See 9.11 ELOs) using the Mobile Unit for events coverage	Dennis Jarrett	1/17/14	3/31/14							
9.6.13			4/1/14	6/30/14							
9.6.14	Application is distributed and students apply for 2014-15 company	Dennis Jarrett	1/15/14	2/28/14							
9.6.15	Application submitted by students	Dennis Jarrett	1/15/14	2/28/14							
9.6.16	Sports & Media teacher team reviews applications and selects students for the company	Dennis Jarrett	3/1/14	3/31/14							
9.6.17	Students audition for company team positions, e.g., producers, camera, sound, floor manager, editing assistant, marketing/PR	Dennis Jarrett	4/1/14	4/30/14							
9.6.18	<b>Deliverable: 2nd Sports &amp; Media Production Company cohort established</b>	Dennis Jarrett	4/30/14	4/30/14							
9.6.19	<b>Milestone: 1st company cohort is professionally trained in all aspects of video production, including producing, directing, shooting, editing, writing and marketing</b>	Dennis Jarrett	5/30/14	5/30/14							
9.6.20	<b>Milestone: Through a year-long program (2013-14 school year and summer 2014), 70 students have been trained to work directly with industry professionals on actual productions</b>	Dennis Jarrett	7/31/14	7/31/14							
9.6.21	Summer training/orientation to new technologies held for new company members prior to the start of 2014-15 school year (Cohort 2)	Dennis Jarrett	6/1/14	7/31/14							Budget 2: Personnel 47; Fringe 87
9.6.22	During the school day, students are given 2 pathways for study: (1) Media Production, e.g., commercials, documentaries, & event coverage; and/or (2) Broadcast Journalism, e.g., live on-air TV broadcasts, pre-produced programs, and field productions--including electronic news gathering. Company members are also given Extended-Learning Opportunities (See 9.11) to cover events and/or to work with professional clients.	Dennis Jarrett	8/1/14	9/30/14							
9.6.23			10/1/14	12/31/14							
9.6.24			1/1/15	3/31/15							
9.6.25			4/1/15	5/30/15							
9.6.26	Application is distributed and students apply for 2015-16 company	Dennis Jarrett	1/15/15	2/28/15							
9.6.27	Applications is submitted by students	Dennis Jarrett	1/15/15	2/28/15							
9.6.28	Sports & Media teacher team reviews applications and selects students for the company	Dennis Jarrett	3/1/15	3/31/15							
9.6.29	Students audition for company team positions	Dennis Jarrett	4/1/15	4/30/15							
9.6.30	<b>Deliverable: 3rd Sports &amp; Media Production Company cohort established</b>	Dennis Jarrett	4/30/15	4/30/15							
9.6.31	<b>Milestone: 2nd company cohort professionally trained in all aspects of video production</b>	Dennis Jarrett	5/30/15	5/30/15							

9.6.32	<b>Milestone:</b> Through a year-long program (2014-15 school year and summer 2015), 70 students have been trained to work directly with industry professionals on actual productions	Dennis Jarrett	7/31/15	7/31/15							
9.6.33	Summer training/orientation to new technologies held for new company members prior to the start of 2015-16 school year (Cohort 3)	Dennis Jarrett	6/1/15	7/31/15						Budget 2; Personnel 47; Fringe 87	
9.6.34	During the school day, students are given 2 pathways for study: (1) Media Production, e.g., commercials, documentaries, & event coverage; and/or (2) Broadcast Journalism, e.g., live on-air TV broadcasts, pre-produced programs, and field productions--including electronic news gathering. Company members are also given Extended-Learning Opportunities (See 9.11) to cover events and/or to work with professional clients.	Dennis Jarrett	8/1/15	9/30/15							
9.6.35			10/1/15	12/31/15							
9.6.36			1/1/16	3/31/16							
9.6.37			4/1/16	5/30/16							
9.6.38	Application is distributed and students apply for 2016-17 company	Dennis Jarrett	1/15/16	2/28/16							
9.6.39	Application submitted by students	Dennis Jarrett	1/15/16	1/15/16							
9.6.40	Sports & Media teacher team reviews applications and selects students for the company	Dennis Jarrett	3/1/16	3/31/16							
9.6.41	Students audition for company team positions	Dennis Jarrett	4/1/16	4/30/16							
9.6.42	<b>Deliverable:</b> 4th Sports & Media Production Company cohort established	Dennis Jarrett	4/30/16	4/30/16							
9.6.43	<b>Milestone:</b> 3rd company cohort professionally trained in all aspects of video production	Dennis Jarrett	5/30/16	5/30/16							
9.6.44	Summer training/orientation to new technologies held for new company members prior to the start of 2016-17 school year (Cohort 4)	Dennis Jarrett	6/1/16	7/31/16						Budget 2; Personnel 47; Fringe 87	
9.6.45	During the school day, students are given 2 pathways for study: (1) Media Production, e.g., commercials, documentaries, & event coverage; and/or (2) Broadcast Journalism, e.g., live on-air TV broadcasts, pre-produced programs, and field productions--including electronic news gathering. Company members are also given Extended-Learning Opportunities (See 9.11) to cover events and/or to work with professional clients.	Dennis Jarrett	8/1/16	9/30/16							
9.6.46			10/1/16	12/31/16							
9.7	<b>Identify industry professionals and production partnerships</b>	Dennis Jarrett	2/25/13	12/31/16							
9.7.1	Create initial list of potential clients	Andy Hoke	2/25/13	6/30/13					The pool of clients will evolve across the grant period		
9.7.2	<b>Deliverable:</b> List of potential clients	Andy Hoke		6/30/13							
9.7.3	Develop list of services we will provide to various sports and entertainment organizations based upon our Education Enterprise Model	Dennis Jarrett	6/1/13	8/1/13							
9.7.4	<b>Deliverable:</b> Initial list of services (for marketing to potential clients)	Andy Hoke	8/1/13	8/1/13							
9.7.5	Contact and meet potential clients to inform them of the opportunities & benefits of using the Sports & Media facilities	Andy Hoke	8/1/13	9/30/13							
9.7.6			10/1/13	12/31/13							
9.7.7			1/1/14	3/31/14							
9.7.8			4/1/14	6/30/14							
9.7.9	<b>Milestone:</b> At least 10 potential clients are identified	Dennis Jarrett	12/31/13	12/31/13							
9.7.10	<b>Milestone:</b> At least a total of 15 potential clients are identified	Dennis Jarrett	3/31/14	3/31/14							
9.7.11	<b>Milestone:</b> At least a total of 20 potential clients are identified	Dennis Jarrett	6/30/14	6/30/14							
9.7.12	Develop criteria for a Business Advisory Committee (external practitioners/experts)	Dennis Jarrett	8/1/13	8/31/13							
9.7.13	Recruit and confirm professionals from various complimentary industries to serve on Business Advisory Committee	Dennis Jarrett	9/1/13	10/30/13							
9.7.14	Host Open Houses to showcase company (Center for Sports & Media Production)	Andy Hoke	9/1/13	12/31/13							
9.7.15			1/1/14	3/31/14							
9.7.16			4/1/14	5/31/14							
9.7.17	Present names of Business Advisory Committee for approval by Walker Career Center director	Cindy Frey	10/31/13	11/1/13							
9.7.18	<b>Deliverable:</b> Business Advisory Committee established	Cindy Frey	11/1/13	11/1/13							
9.7.19	Continue to identify potential clients to inform them of the opportunities & benefits of using the Sports & Media facilities	Andy Hoke	7/1/14	9/30/14							
9.7.20			10/1/14	12/31/14							
9.7.21			1/1/15	3/31/15							
9.7.22			4/1/15	6/30/15							
9.7.23			7/1/15	9/30/15							
9.7.24			10/1/15	12/31/15							
9.7.25			1/1/16	3/31/16							
9.7.26			4/1/16	6/30/16							
9.7.27			7/1/16	9/30/16							
9.7.28			10/1/16	12/31/16							
9.8	<b>Produce in-house programming covering various aspects of amateur sports, high school athletics and other community and educational projects</b>	Dennis Jarrett	7/1/13	12/31/16							
9.8.1	Develop in-house production and programming plan detailing weekly coverage of events, time and days of operation along with students and client usage parameters, i.e., What's happening? Who is doing what? What resources are used (e.g., Mobile Unit for event coverage; Studio; editing room)	Dennis Jarrett	7/1/13	9/30/13							
9.8.2			10/1/13	12/31/13							
9.8.3			1/1/14	3/31/14							
9.8.4			4/1/14	6/30/14							
9.8.5	<b>Deliverable:</b> Programming plans for SY 2013-14	Dennis Jarrett	6/30/14	6/30/14							
9.8.6	Develop in-house production & programming plan detailing weekly coverage of events, time & days of operation	Dennis Jarrett	7/1/14	9/30/14							
9.8.7			10/1/14	12/31/14							
9.8.8			1/1/15	3/31/15							
9.8.9			4/1/15	6/30/15							
9.8.10	<b>Deliverable:</b> Programming plans for SY 2014-15	Dennis Jarrett	6/30/15	6/30/15							
9.8.11	Develop in-house production & programming plan detailing weekly coverage of events, time & days of operation	Dennis Jarrett	7/1/15	9/30/15							
9.8.12			10/1/15	12/31/15							
9.8.13			1/1/16	3/31/16							
9.8.14			4/1/16	6/30/16							
9.8.15	<b>Deliverable:</b> Programming plans for SY 2015-16	Dennis Jarrett	6/30/16	6/30/16							
9.8.16	Develop in-house production & programming plan detailing weekly coverage of events, time & days of operation	Dennis Jarrett	7/1/16	9/30/16							
9.8.17			10/1/16	12/31/16							
9.9	<b>Engage in marketing commercials to produce, edit and use on public broadcasting channels</b>	Dennis Jarrett	2/19/13	12/31/16							
9.9.1	Run student contest to create business name for Sports & Media production company.	Dennis Jarrett	2/19/13	5/1/13							
9.9.2	Review student entries and select winning business name	Lou Schwenn	5/1/13	6/1/13							
9.9.3	<b>Deliverable:</b> Business name identified	Lou Schwenn	6/1/13	6/1/13					Company name: Front Runner Media Productions		
9.9.4	Create marketing products, working with Walker Career Center marketing classes and other media programs (using lists of services developed in 9.8.3)	Andy Hoke	8/1/13	9/30/13							
9.9.5			10/1/13	12/31/13							

9.9.6	<b>Deliverable: Marketing products available</b>	Andy Hoke	12/31/13	12/31/13									
9.9.7		Andy Hoke	8/1/13	9/30/13									
9.9.8			10/1/13	12/31/13									
9.9.9			1/1/14	3/31/14									
9.9.10			4/1/14	6/30/14									
9.9.11			7/1/14	9/30/14									
9.9.12	Distribute marketing products to client list via website, personal contact, trade shows & mailings in order to attract potential clients interested in our student-run productions described in 9.12		10/1/14	12/31/14									
9.9.13			1/1/15	3/31/15									
9.9.14			4/1/15	6/30/15									
9.9.15			7/1/15	9/30/15									
9.9.16			10/1/15	12/31/15									
9.9.17			1/1/16	3/31/16									
9.9.18			4/1/16	6/30/16									
9.9.19			7/1/16	9/30/16									
9.9.20			10/1/16	12/31/16									
9.10	<b>Offer Sports &amp; Media students opportunities to participate in credit-bearing Extended Learning Opportunities (Project 8)</b>	Dennis Jarrett	7/1/13	12/31/16									
9.10.1	The district ELO Coordinator collaborates with Sports & Media instructors to develop ELOs for students to engage in Video Production/Broadcast Journalism or Media Production projects that extend beyond the school day, week or year whereby students demonstrate required standards/competencies that generate credit	Ben Carter, ELO Coordinator	7/1/13	9/30/13			This is a fluid process since the type of experience, time of year & the length of ELO experience will vary for each student						Budget 2: Personnel 43; Fringe 67
9.10.2			10/1/13	12/31/13									
9.10.3			1/1/14	3/31/14									
9.10.4			4/1/14	6/30/14									
9.10.5	<b>Deliverable: During SY 2013-14, Sports &amp; Media students participate in ELOs and earn 5 credits total based on their experiences and Final Exhibition of Learning Showcase Presentations</b>	Ben Carter, ELO Coordinator	6/30/14	6/30/14									
9.10.6	ELO Coordinator collaborates with Sports & Media instructors to develop ELO for company students to engage in Broadcast Journalism or Media Production projects beyond the school day, week or year	Ben Carter, ELO Coordinator	7/1/14	9/30/14									Budget 2: Personnel 43; Fringe 67
9.10.7			10/1/14	12/31/14									
9.10.8			1/1/15	3/31/15									
9.10.9			4/1/15	6/30/15									
9.10.10	<b>Deliverable: During SY 2014-15, Sports &amp; Media students participate in ELO and earn 10 credits total</b>	Ben Carter, ELO Coordinator	6/30/15	6/30/15									
9.10.11	ELO Coordinator collaborates with Sports & Media instructors to develop ELO for company students to engage in Broadcast Journalism or Media Production projects beyond the school day, week or year	Ben Carter, ELO Coordinator	7/1/15	9/30/15									Budget 2: Personnel 43; Fringe 67
9.10.12			10/1/15	12/31/15									
9.10.13			1/1/16	3/31/16									
9.10.14			4/1/16	6/30/16									
9.10.15	<b>Deliverable: During SY 2015-16, Sports &amp; Media students participate in ELO and earn 20 credits total</b>	Ben Carter, ELO Coordinator	6/30/16	6/30/16									
9.10.16	ELO Coordinator collaborates with Sports & Media instructors to develop ELO for company students to engage in Video Broadcast Journalism or Media Production projects beyond the school day, week or year	Ben Carter, ELO Coordinator	7/1/16	9/30/16									Budget 2: Personnel 43; Fringe 67
9.10.17			10/1/16	12/31/16									
9.11	<b>Establish entrepreneurial business for student productions for clients to sustain the project beyond RUT grant funding</b> Students will gain direct management experience by participating in the conception, development, production & distribution processes of the Center for Sports & Media Production. Direct responsibility in client relations (including marketing of services, project planning & budgeting; crew scheduling; and asset deployment) will be assigned to students in direct proportion to their experiences in the program. Student cohort group will change from year-to-year, as students graduate and new students enter the program.	Dennis Jarrett	10/31/13	12/31/16									
9.11.1	Establish infrastructure to help student participants gain practical experience in media service management	Dennis Jarrett	10/31/13	1/31/14									
9.11.2	Establish business protocols and user fees for clients desiring to access company resources and partner with students	Dennis Jarrett	10/31/13	1/31/14									
9.11.3	Work with CFO David Holt to establish accounting procedures for funds generated through business partnerships	Cindy Frey & Dennis Jarrett	10/31/13	1/31/14									
9.11.4	Identify positions in the company defined by job descriptions and functions to be assigned to Center for Sports and Media Production staff (Continue to add roles across the grant period)	Dennis Jarrett	10/31/13	1/31/14			This task occurs annually, since every year students graduate and our cohort groups change.						
9.11.5			2/1/14	6/30/14									
9.11.6			7/1/14	12/31/14									
9.11.7			1/1/15	12/31/15									
9.11.8			1/1/16	12/31/16									
9.11.9	<b>Deliverable: Initial job descriptions &amp; functions for student positions identified</b>	Dennis Jarrett		1/31/14									
9.11.10	Establish ongoing training schedule for students to gain knowledge and skills for specific job roles	Andy Hoke	10/31/13	1/31/14									
9.11.11			2/1/14	6/30/14									
9.11.12			7/1/14	12/31/14									
9.11.13			1/1/15	12/31/15									
9.11.14			1/1/16	12/31/16									
9.11.15	<b>Deliverable: Training schedule established for initial job roles</b>	Andy Hoke	1/31/14	1/31/14									
9.11.16	List job positions available for students' work with secured clients and assign students to the positions associated with client projects	Dennis Jarrett	2/1/14	6/30/14			Warren will update timelines as it gets closer.						
9.11.17	<b>Deliverable: List of student-supported client projects</b>	Dennis Jarrett	7/1/14	12/31/14									
9.11.18			1/1/15	6/30/15									
9.11.19			7/1/15	12/31/15									
9.11.20			1/1/16	6/30/16									
9.11.21			7/1/16	12/31/16									
9.11.22			12/31/14	12/31/14									
9.11.23			6/30/15	6/30/15									
9.11.24			12/31/15	12/31/15									
9.11.25			6/30/16	6/30/16									
9.11.26			12/31/16	12/31/16									
9.11.27	Following each client project, conduct <i>Review Meetings</i> with students to review client feedback, debrief successes, examine time management, and discuss strategies for improvement	Dennis Jarrett	2/1/14	3/31/14									
9.11.28			4/1/14	6/30/14									
9.11.29			7/1/14	9/30/14									
9.11.30			10/1/14	12/31/14									
9.11.31			1/1/15	3/31/15									
9.11.32			4/1/15	6/30/15									
9.11.33			7/1/15	9/30/15									
9.11.34			10/1/15	12/31/15									
9.11.35			1/1/16	3/31/16									
9.11.36			4/1/16	6/30/16									
9.11.37	7/1/16	12/31/16											

9.11.38			1/1/14	3/31/14							
9.11.39			4/1/14	6/30/14							
9.11.40			7/1/14	9/30/14							
9.11.41			10/1/14	12/31/14							
9.11.42	Use revenues generated from client projects to sustain costs for Assistant Production Manager beyond RitT grant funding and to maintain Sports & Media equipment	Cindy Frey	1/1/15	3/31/15							
9.11.43			4/1/15	6/30/15							
9.11.44			7/1/15	9/30/15							
9.11.45			10/1/15	12/31/15							
9.11.46			1/1/16	3/31/16							
9.11.47			4/1/16	6/30/16							
9.11.48			7/1/16	12/31/16							
9.12	<b>Stimulate high school study and career interest by exposing middle school students to the Center for Sports &amp; Media Production experiences</b>	<b>Andy Hoke</b>	<b>2/15/14</b>	<b>7/20/16</b>							
9.12.1	Create (plan) Summer Video Camp Experience targeted for middle school students	Andy Hoke	1/15/14	4/15/14							Budget 2;
9.12.2	Develop Summer Video Camp curriculum	Dennis Jarrett	1/15/14	4/15/14							Personnel 32;
9.12.3	Create participation criteria for middle school students	Andy Hoke	2/15/14	3/15/14							Fringe 78
9.12.4	Determine dates of Summer Video Camp	Dennis Jarrett	2/15/14	3/15/14							
9.12.5	Contact middle school counselors to explain program and criteria for student participation	Andy Hoke	3/15/14	4/15/14							
9.12.6	<b>Deliverable:</b> Curriculum developed for Summer Video Camp	Dennis Jarrett	4/15/14	4/15/14							
9.12.7	Middle School Counselors select student participants (May 1-May 15 of each grant project year)	Middle School Counselors	5/1/14	5/15/14							
9.12.8			5/1/15	5/15/15							
9.12.9			5/1/16	5/15/16							
9.12.10	<b>Deliverable:</b> Middle School student participants identified	Andy Hoke	5/15/14	5/15/14							
9.12.11	Middle School students participate in Summer Video Camp activities	Andy Hoke	5/15/15	5/15/15							
9.12.12			5/15/16	5/15/16							
9.12.13			6/15/14	7/20/14							
9.12.14	6/15/15	7/20/15									
9.12.15	6/15/16	7/20/16									
9.13	<b>Continuously monitor project implementation and impact</b>	<b>Cindy Frey</b>	<b>6/1/13</b>	<b>12/31/16</b>							
9.13.1	The team of Cindy Frey, Allyson Strother, Dennis Jarrett, Andy Hoke & Chris Pollock annually self-evaluate all activities and modify initiatives for continuous improvement (formal review each June)	Leadership Team	6/1/13	7/31/13							
9.13.2			6/1/14	7/31/14							
9.13.3			6/1/15	7/31/15							
9.13.4			6/1/16	7/31/16							
9.13.5	Production Managers present quarterly business reports to Walker Career Center director detailing financial activity of the production center	Dennis Jarrett	3/1/14	3/31/14							
9.13.6			6/1/14	6/30/14							
9.13.7			12/1/14	12/31/14							
9.13.8			3/1/15	3/31/15							
9.13.9			6/1/15	6/30/15							
9.13.10			12/1/15	12/31/15							
9.13.11			3/1/16	3/30/16							
9.13.12			6/1/16	6/30/16							
9.13.13	12/1/16	12/31/16									
9.13.14	<b>Deliverable:</b> Annual report of student performance in the program including type of work done, skill development assessments, number of hours students worked--both within the school day and outside of normal school day	Andy Hoke	8/31/14	8/31/14							
9.13.15	8/31/15	8/31/15									
9.13.16	8/31/16	8/31/16									
9.13.17	<b>Deliverable:</b> Annual programming, services & financial report detailing number and types of services rendered; client approval/feedback; financial status; and future programming and services plans	Andy Hoke	8/31/14	8/31/14							
9.13.18	8/31/15	8/31/15									
9.13.19	8/31/16	8/31/16									

**Grantee Name: Metropolitan School District of Warren Township**

**Project #10 PBIS & Culturally-Responsive Instruction (PreK-12)**

**Project Goals/Desired Outcomes:** (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers

**Narrative:** In partnership with external consultant, **create Positive Behavioral Interventions and Supports (PBIS) for each school, for all students**, using tiered behavioral interventions that are systematically-applied to students based on their demonstrated levels of behavioral need. **Professional development** will be provided for all schools to: (a) Support principals' and teachers' understanding and effective implementation of culturally-responsive PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices. Years 1 and 2 will focus heavily on Culturally-Responsive PBIS practices, with more direct professional development on teachers' culturally-responsive instructional practices occurring in Years 3 and 4.

**Key Performance Measures:** Reduce out-of-school suspension and expulsion rates Grades K-12; Increase the percentage of students passing IREAD-3 test; Increase the percentage of students in Grades 4-8 passing ISTEP+ English/Language Arts: Increase the percentage of students in Grades 4-8 passing ISTEP+ Mathematics; and Increase the percentage of high school students passing the English 10 End-of Course Assessment

**Cross-reference to other projects:** Project 11 Parents Are the Core

**Activities for Project 10**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	ED Notes on SOW	General Questions	Dependent Activities (in other projects)	Budget Reference
10	<i>PBIS &amp; Culturally-Responsive Instruction (Grades PreK-12)</i>	Allison Woods	1/7/13	12/31/16							
10.1	<b>Identify current district practices for student behaviors and consequences (strengths, weaknesses &amp; gaps) within individual schools to inform next steps in the development of Culturally-Responsive PBIS training initiatives</b>	Allison Woods, Director of Special Education	1/7/13	3/1/13							
10.1.1	Identify existing PBIS practices and gaps within each district school via School Surveys completed by principals and teachers and Site Visits conducted by external consultant & leadership team members. (This initial online Survey provides baseline data and will be administered annually to help inform our progress across the grant period.)	Allison Woods & HR Director	1/7/13	1/24/13							
10.1.2	Survey/site visit reports prepared for each school and shared with staff.	Allison Woods	2/1/13	2/22/13							
10.1.3	Findings used to identify upcoming training topics (with external consultant) and differentiate training groupings to align with school needs	Allison Woods	2/25/13	3/1/13							
10.1.4	<b>Deliverable:</b> <i>Baseline stages of PBIS implementation identified for all district schools</i>	Allison Woods	3/1/13	3/1/13							

10.2	<b>Design PBIS training initiative and identify school PBIS Team Facilitators and Team Members</b>	<b>Allison Woods, Director of Special Education</b>	<b>10/1/12</b>	<b>8/15/14</b>							
10.2.1	Identified and entered into contract with external consultant with whom we can collaboratively implement a culturally-responsive PBIS initiative	Lee Ann Kwiatkowski, Assistant Superintendent	10/1/12	1/1/13							Budget 3: Contractual 43-48
10.2.2	<i>Milestone: PBIS external consultant selected</i>	Lee Ann Kwiatkowski	1/1/13	1/1/13							
10.2.3	District leaders work with external consultant to design CR-PBIS training initiative. 4 PBIS Cohort Teams are established for the district: Cohort 1--Nine elementary schools & early childhood center; Cohort 2--Three intermediate academies and three middle schools; Cohort 3--Warren Central HS and Walker Career Center; and Cohort 4--All staff at Renaissance Alternative Education Program	Allison Woods	1/1/13	3/15/13							Budget 3: Contractual43-48
10.2.4	Through an action plan to ensure consistent districtwide procedures, district leaders identify non-negotiables for behavior plans across all district schools (e.g., All schools will develop PBIS plans; Plans must align with the district's CORE value framework for civility, order, respect & excellence; All schools must collect data on student referrals to office; All school plans must be developed through a cultural lens)	Allison Woods	3/16/13	3/31/13							
10.2.5	Meet with district principals to provide expectations and Scope & Sequence of upcoming PBIS trainings for each school team (5 representatives per school, including one building administrator and the school's designated PBIS Team Facilitator). Principals identify & submit names of Team Facilitator to Allison Woods	Allison Woods	4/1/13	4/30/13							
10.2.6	Principals identify & submit names of PBIS Team Members (5 per school, including Team Facilitator) to Allison Woods	Allison Woods	7/1/13	7/15/13							
10.2.7	<i>Milestone: PBIS Team identified for every district school PreK-12</i>	Allison Woods		7/15/13							

10.2.8	Work collaboratively with Gallahue Mental Health partners to identify additional supports for students with highest behavioral needs (Tiers 2 & 3)	Lee Ann Kwiatkowski & Allison Woods	6/15/14	8/15/14			The timing of this work occurs prior to PBIS Facilitator and Cohort Team trainings focusing on Tier 2 & 3 behavioral interventions (10.3.8)				
10.2.9	Determine benefits of targeting OASIS volunteer efforts to Tier 2 and 3 behavior students	Lee Ann Kwiatkowski	6/15/14	8/15/14							
10.2.10	<i>Deliverable: Partner resources are either increased or re-directed to support high-need students</i>	Lee Ann Kwiatkowski	8/15/14	8/15/14							
<b>10.3</b>	<b>Deliver Team Facilitator Trainings through a series of trainings (provided by culturally-responsive PBIS consultant/s) to support the team facilitator's role in working with team members &amp; building staff to implement effective PBIS practices</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>4/8/13</b>	<b>12/31/16</b>							
10.3.1	Principals complete readiness activities for upcoming Tier 1 trainings and submit to respective Elementary and Secondary Assistant Superintendents	Elementary & Secondary Assistant Superintendents	4/8/13	5/15/13							
10.3.2	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	5/13/13	5/13/13							Budget 3: Contractual 43-48; and Personnel 6-8 & Fringe 16-18
10.3.3	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	8/1/13	8/31/13							
10.3.4	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	10/1/13	10/31/13							
10.3.5	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	1/1/14	1/31/14							
10.3.6	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	4/1/14	4/30/14							
10.3.7	Principals complete readiness activities for upcoming Tier 2 and Tier 3 trainings and submit to respective Elementary and Secondary Assistant Superintendents (Readiness activities are assignments needed to support trainings, e.g., provide Team Facilitators with updated student referrals to principal's office data, suspension/expulsion profiles)	Elementary & Secondary Assistant Superintendents	4/1/14	5/15/14							
10.3.8	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	9/1/14	9/30/14							
10.3.9	19 Team Facilitators (one per school) in 1/2 day training with consultant	Allison Woods	2/1/15	2/28/15							

10.3.10	<b>Milestone:</b> Each school within the district has a trained PBIS Team Facilitator	Allison Woods	2/28/15	2/28/15						
10.3.11	As needed, trainings provided for new Facilitators; targeted support provided to existing Facilitators based on identified needs	Allison Woods	7/1/15	9/30/15						
10.3.12			10/1/15	12/31/15						
10.3.13			1/1/16	3/31/16						
10.3.14			4/1/16	6/30/16						
10.3.15			7/1/16	9/30/16						
10.3.16			10/1/16	12/31/16						
<b>10.4</b>	<b>Deliver Cohort Team Trainings through a series of trainings provided by culturally-responsive PBIS consultant/s. Year 2 (July 2013-June 2014) will focus on Tier 1 initiatives; Year 3 (July 2014-June 2015) will focus on Tiers 2 &amp; 3</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>7/1/13</b>	<b>12/28/16</b>						
10.4.1	Session 1: One full-day training for each Cohort group (Tier 1 focus)	Allison Woods	7/1/13	8/31/13						Budget 3: Contractual 43-48; and Personnel 9-11 & Fringe 19-21
10.4.2	Session 2: Each Cohort group receive 3-hours training on two consecutive days (Tier 1 focus) or a Saturday	Allison Woods	9/1/13	10/31/13						
10.4.3	Session 3: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	Allison Woods	11/1/13	12/31/13						
10.4.4	Session 4: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	Allison Woods	2/1/14	3/31/14						
10.4.5	Session 1: One full-day training for each Cohort group (Tier 2 focus)	Allison Woods	9/1/14	9/30/14						
10.4.6	Session 2: Each Cohort group receive 3-hours training on two consecutive days (Tier 2 focus) or a Saturday	Allison Woods	11/1/14	11/30/14						
10.4.7	Session 3: Each Cohort group receives 3-hours training on two consecutive days (Tier 3 focus) or a Saturday	Allison Woods	2/1/15	2/28/15						
10.4.8	Session 4: Each Cohort group receives 3-hours training on two consecutive days (Tier 3 focus) or a Saturday	Allison Woods	4/1/15	4/30/15						
10.4.9	<b>Milestone:</b> Each school within the district has a trained PBIS Team (at least 5 members per team)	Allison Woods	4/30/15	4/30/15						

10.4.10	As needed, trainings provided for new PBIS Team Members; & Targeted support provided to schools based on identified PBIS needs	Allison Woods	7/1/15	8/31/15							
10.4.11			9/1/15	10/31/15							
10.4.12			11/1/15	12/31/15							
10.4.13			2/1/16	3/31/16							
10.4.14			4/1/16	6/30/16							
10.4.15			7/1/16	10/31/16							
10.4.16			11/1/16	12/28/16							
<b>10.5</b>	<b>Provide professional development opportunities that support culturally-responsive leadership and classroom instructional practices</b>	<b>Ryan Russell, Assistant Supt for Educator Effectiveness</b>	<b>1/31/13</b>	<b>12/15/16</b>							
10.5.1	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Jan 31, 2013 ( <i>Modeling civility, order, respect &amp; excellence in the teacher evaluation process</i> )	Superintendent Cushenberry	1/31/13	1/31/13							
10.5.2	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Feb 14, 2013 ( <i>Considering culturally-responsive practices in the teacher evaluation process</i> )	Superintendent Cushenberry	2/14/13	2/14/13							
10.5.3	Offer 3 two-day PD sessions (2 days for K-4 teachers; 2 days for 5-8; 2 days for 9-12) to support teachers' use of culturally-responsive instructional practices	Ryan Russell	6/1/13	7/31/13							Budget 3: Contractual 43-48
10.5.4	New teacher trainings: Offer full-day on culturally-responsive instructional practices	HR Director	7/1/13	7/31/13							
10.5.5			9/1/13	10/31/13							
10.5.6			11/1/13	12/31/13							
10.5.7			1/1/14	3/31/14							
10.5.8			4/1/14	6/30/14							

10.5.9	School staff PD (during PD time embedded into each school's/grade-level team's/content-area team's schedule) will include the use of topical Video Training Modules to support culturally-responsive instructional practices	School PBIS Facilitators	7/1/14	9/31/14						
10.5.10			10/1/14	12/31/14						
10.5.11			1/1/15	3/31/15						
10.5.12			4/1/15	6/30/15						
10.5.13			7/1/15	9/30/15						
10.5.14			10/1/15	12/31/15						
10.5.15			1/1/16	3/31/16						
10.5.16			4/1/16	6/30/16						
10.5.17			7/1/16	9/30/16						
10.5.18			10/1/16	12/15/16						
10.5.19	<b>Deliverables:</b> Video Training Modules for school PBIS Facilitators to use with their school staff	External Consultant	12/31/13	12/31/13						
10.5.20			6/30/14	6/30/14						
10.5.21			12/31/14	12/31/14						
10.5.22			6/30/15	6/30/15						
10.5.23	Findings evolving from <i>Process Checks</i> (on-site monitoring conducted by district leadership in 10.6) and <i>On-site Implementation Visits</i> (conducted by the external consultant in 10.6) will inform any further district training initiatives to support teachers' use of culturally-responsive instructional practices.	Ryan Russell	12/1/13	12/31/13						Budget 3: Contractual 43-48
10.5.24			1/1/14	3/31/14						
10.5.25			4/1/14	6/30/15						
10.5.26			7/1/15	9/30/15						
10.5.27			10/1/15	12/31/15						
10.5.28			1/1/16	3/31/16						
10.5.29			4/1/16	6/30/16						
10.5.30	<b>Milestone:</b> PD trainings support teachers' use of culturally-responsive instructional strategies	Ryan Russell	6/30/15	6/30/15						
<b>10.6</b>	<b>Conduct continuous PBIS progress monitoring of project implementation and its impact on reducing behavioral issues that interfere with learning</b>	Allison Woods	5/15/13	7/15/16						
10.6.1	Schools collect and submit 2012-13 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/13	6/30/13						
10.6.2	An on-site <i>Process Check</i> is conducted in each school by district leadership to examine the effectiveness of instructional and behavioral practices ( <i>8-Step Process of Continuous Monitoring</i> )	Superintendent Cushenberry	9/1/13	11/30/13						

10.6.3	Schools collect & submit mid-year 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/13	1/31/14						
10.6.4	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry	2/1/14	5/30/14						
10.6.5	<i>On-site Implementation Visits</i> are conducted in every school by external consultant to monitor implementation and provide support & technical assistance to principals and school staff	External Consultant	3/1/14	4/31/14						Budget 3: Contractual line 28+
10.6.6	Schools collect and submit 2013-14 <i>discipline data (office referrals, suspensions &amp; expulsion)</i> to Allison Woods	Principals	5/15/14	6/30/14						
10.6.7	Monthly school reports are compiled into a district discipline data report	Allison Woods	6/30/14	7/15/14						
10.6.8	<b>Deliverable:</b> <i>Discipline data report for all schools (SY 2013-14)</i>	Allison Woods	7/15/14	7/15/14						
10.6.9	On-site Implementation Visits	External Consultant	8/1/14	8/31/14						Budget 3: Contractual line 28+
10.6.10	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry	9/1/14	11/30/14						
10.6.11	Schools collect & submit mid-year 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/14	1/31/15						
10.6.12	On-site Implementation Visits	External Consultant	1/1/15	1/31/15						Budget 3: Contractual line 28+
10.6.13	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry	2/1/15	5/30/15						
10.6.14	Schools collect and submit 2014-15 <i>discipline data (office referrals, suspensions &amp; expulsion)</i> to Allison Woods	Principals	5/15/15	6/30/15						
10.6.15	Monthly school reports are compiled into a district discipline data report	Allison Woods	6/30/15	7/15/15						
10.6.16	<b>Deliverable:</b> <i>Discipline data report for all schools (SY 2014-15)</i>	Allison Woods	7/15/15	7/15/15						

10.6.17	On-site Implementation Visits 1st semester (based on identified/targeted needs)	External Consultant	7/1/15	9/30/15							Budget 3: Contractual line 28+
10.6.18			10/1/15	12/1/15							
10.6.19	Schools collect and submit 2015-16 mid-year <i>discipline data (office referrals, suspensions &amp; expulsion)</i> to Allison Woods (to monitor status)	Principals	12/15/15	1/31/16							
10.6.20	On-site Implementation Visits 2nd semester (based on identified/targeted needs)	External Consultant	1/1/16	3/31/16							
10.6.21			4/1/16	6/30/16							
10.6.22	School collect and submit 2015-16 <i>discipline data (office referrals, suspensions &amp; expulsion)</i> to Allison Woods	Principals	5/15/16	6/30/16							
10.6.23	Monthly school reports are compiled into a district discipline data report	Allison Woods	6/30/16	7/15/16							
10.6.24	<b>Deliverable:</b> <i>Discipline data report for all schools (SY 2015-16)</i>	Allison Woods	7/15/16	7/15/16							



	Parent Topical 1: Content Developed		6/28/13	7/31/13							
11.1.5	Parent Topical 2: Content Developed	External Consultant	6/28/13	7/31/13							
11.1.6	Parent Topical 3: Content Developed	External Consultant	10/31/13	12/31/13							
11.1.7	Parent Topical 4: Content Developed	External Consultant	10/31/13	12/31/13							
11.1.8	Parent Topical 5: Content Developed	External Consultant	2/1/14	4/1/14							
11.1.9	Parent Topical 6: Content Developed	External Consultant	6/1/14	8/15/14							
11.1.10	Parent Topical 7: Content Developed	External Consultant	6/1/14	8/15/14							
11.1.11	Parent Topical 8: Content Developed	External Consultant	6/1/14	8/15/14							
11.1.12	<i>Milestone: A bank of Topical Workshops &amp; aligned resources are developed &amp; available for use at individual K-6 schools to support PAC teacher/parent workshops</i>	Tim Hanson	8/15/14	8/15/14							
<b>11.2</b>	<b>Develop materials to support district K-6 schools' implementation of Parents Are the Core meetings</b>	<b>Tim Hanson</b>	<b>6/1/13</b>	<b>9/30/16</b>							
11.2.1	External consultant creates marketing strategy/district-wide announcement to publicize Parents Are the Core meetings (e.g., via district home webpage, RtT website or community newsletters)	External Consultant	6/1/13	9/30/13							
11.2.2	External consultant creates workshop registration forms (to track participation) and evaluation forms (to measure effectiveness, inform needed adjustments) for use in all K-6 schools	External Consultant	6/1/13	9/30/13							
11.2.3	<i>Deliverables: Workshop registration forms and evaluation forms</i>	External Consultant	9/30/13	9/30/13							
11.2.4	<i>Milestone: K-6 Parents are notified in school newsletters, via ConnectEd (phone robo call) and through PTA meetings about the workshop opportunities</i>	Tim Hanson	9/30/13	9/30/13							

Budget 3:  
Supplies 29-40;  
Contractual 49-52

11.2.7	External consultant develops resources to support individual K-6 school marketing blast to parents, e.g., flyers for students to take home; script insert for principals to include in their School Newsletters	External Consultant	10/1/13	12/31/13							Budget 3: Supplies 29-40
11.2.8			1/1/14	3/31/14							
11.2.9	<b>Milestone:</b> K-6 Parents are notified in school newsletters, via ConnectEd (phone robo call) and through PTA meetings about the workshop opportunities	Tim Hanson	9/30/14	9/30/14							
11.2.10			9/30/15	9/30/15							
11.2.11			9/30/16	9/30/16							
<b>11.3</b>	<b>Prepare for PAC school-based workshops for parents, across the school year and grant period</b>	<b>External Consultant</b>	<b>5/1/13</b>	<b>12/31/16</b>							
11.3.1	Each K-6 school identifies a staff member to serve as its PAC Facilitator	K-6 Principals	5/1/13	7/30/13							
11.3.2	Each K-6 school identifies a parent (Parent Facilitator) to work in collaboration with the PAC Facilitator (staff member), school staff and students' families to support <i>Parents Are the Core</i> trainings	K-6 Principals	7/30/13	8/31/13							
11.3.3	Designated school-based PAC Facilitators and Parent Facilitators from K-6 buildings participate in Orientation Trainings with external consultant to become familiar with training modules and available resources and strategies to engage with parents	External Consultant	8/31/13	9/30/13							Budget 3: Personnel 12-14; Fringe 22-23
11.3.4	1st Semester PAC Facilitator Training	External Consultant	1/1/14	1/15/14							
11.3.5	2nd Semester Optional PAC Facilitator Training	External Consultant	4/1/14	4/15/14							
11.3.6			8/1/13	9/30/13							
11.3.7			10/1/13	12/31/13							
11.3.8			1/1/14	3/31/14							
11.3.9			4/1/14	6/30/14							
11.3.10			7/1/14	9/30/14							
11.3.11			10/1/14	12/31/14							
11.3.12	Each year, the PAC Facilitator works collaboratively with school/parent team to plan workshops and determine meeting logistics (School Survey results inform the frequency, day & time of workshops)	PAC Facilitator	1/1/15	3/31/15							
11.3.13			4/1/15	6/30/15							
11.3.14			7/1/15	9/30/15							
11.3.15			10/1/15	12/31/15							
11.3.16			1/1/16	3/31/16							
11.3.17			4/1/16	6/31/16							

11.3.18			7/1/16	9/30/16						
11.3.19			10/1/16	12/31/16						
11.3.20	Books & supplies are identified, ordered & provided for each school's parent workshops across the grant period. As the training modules are developed, books & materials that correspond to the training--and that are culturally-responsive--will be ordered	External Consultant	8/1/13	9/30/13						
11.3.21			10/1/13	12/31/13						
11.3.22			1/1/14	3/31/14						
11.3.23			4/1/14	6/30/14						
11.3.24			7/1/14	9/30/14						
11.3.25			10/1/14	12/31/14						
11.3.26			1/1/15	3/31/15						
11.3.27			4/1/15	6/30/15						
11.3.28			7/1/15	9/30/15						
11.3.29			10/1/15	12/31/15						
11.3.30			1/1/16	3/31/16						
11.3.31			4/1/16	6/31/16						
11.3.32			7/1/16	9/30/16						
11.3.33			10/1/16	12/31/16						
<b>11.4</b>	<b>Deliver school-based workshops for parents, across the school year and grant period</b>	<b>Tim Hanson</b>	<b>8/15/13</b>	<b>12/31/16</b>						
11.4.1	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/13	8/31/13						
11.4.2			9/15/13	9/30/13						
11.4.3			1/1/14	1/15/14						
11.4.4			2/15/14	2/28/14						
11.4.5			4/15/14	4/30/14						
11.4.6	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/13	10/1/13						
11.4.7	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/13	12/31/13						
11.4.8	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	1/16/14	3/1/14						
11.4.9	4th parent Topic Module delivered across K-6 schs	PAC Facilitator	3/1/14	5/1/14						
11.4.10	5th parent Topic Module delivered across K-6 schs	PAC Facilitator	5/1/14	6/1/14						
11.4.11	<i>Milestone: Five parent workshops held during SY 2013-14 in all K-6 schools</i>	Tim Hanson	6/1/14	6/1/14						

Budget 3:  
Supplies 29-40

11.4.12	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/14	8/31/14						
11.4.13			9/15/14	9/30/14						
11.4.14			1/1/15	1/15/15						
11.4.15			2/15/15	2/28/15						
11.4.16			4/15/15	4/30/15						
11.4.17	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/14	10/1/14						
11.4.18	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/14	12/31/14						
11.4.19	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	1/16/15	3/1/15						
11.4.20	4th parent Topic Module delivered across K-6 schs	PAC Facilitator	3/1/15	5/1/15						
11.4.21	5th parent Topic Module delivered across K-6 schs	PAC Facilitator	5/1/15	6/1/15						
11.4.22	<i>Milestone: Five parent workshops held during SY 2014-15 in all K-6 schools</i>	Tim Hanson	6/1/15	6/1/15						
11.4.23	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/15	8/31/15						
11.4.24			9/15/15	9/30/15						
11.4.25			1/1/16	1/15/16						
11.4.26			2/15/16	2/28/16						
11.4.27			4/15/16	4/30/16						
11.4.28	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/15	10/1/15						
11.4.29	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/15	12/31/15						
11.4.30	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	1/16/16	3/1/16						
11.4.31	4th parent Topic Module delivered across K-6 schs	PAC Facilitator	3/1/16	5/1/16						
11.4.32	5th parent Topic Module delivered across K-6 schs	PAC Facilitator	5/1/16	6/1/16						
11.4.33	<i>Milestone: Five parent workshops held during SY 2015-16 in all K-6 schools</i>	Tim Hanson	6/1/16	6/1/16						
11.4.34	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/16	8/31/16						
11.4.35			9/15/16	9/30/16						
11.4.36			10/15/16	10/31/16						
11.4.37	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/16	10/1/16						
11.4.38	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/16	11/1/16						
11.4.39	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	11/1/16	12/31/16						
11.4.40	<i>Milestone: Three parent workshops held in all K-6 schools during 1st semester of SY 2016-17</i>	Tim Hanson	12/31/16	12/31/16						
<b>11.5</b>	<b>Continuous monitoring of parent PD training implementation, evaluation of impact and adjustments to improve strategies</b>	<b>Tim Hanson</b>	<b>9/1/13</b>	<b>12/31/16</b>						
11.5.1	During 2013-14 school year, workshop observations are made/support provided by the external consultant with findings reported to Tim Hanson to inform project effectiveness & to make adjustments needed for successful implementation	External Consultant	9/1/13	9/30/13						
11.5.2			10/1/13	12/31/13						
11.5.3			1/1/14	3/31/14						

Budget 3:  
Supplies 29-40;  
Other 57-63

11.5.5	<i>Milestone: At least one PAC workshop at each school site (12 sites) is observed by the external consultant to provide feedback for improvement</i>	Tim Hanson	6/1/14	6/1/14						
11.5.6	During 2014-15 school year, workshop observations are made/support provided by the external consultant with findings reported to Tim Hanson to inform project effectiveness & to make adjustments needed for successful implementation	External Consultant	9/1/14	9/30/14						
11.5.7			10/1/14	12/31/14						
11.5.8			1/1/15	3/31/15						
11.5.9			4/1/15	6/1/15						
11.5.10	<i>Milestone: At least one PAC workshop at each school site (12 sites) is observed by the external consultant to provide feedback for improvement and monitor consistency with use of modules</i>	Tim Hanson	6/1/15	6/1/15						
11.5.11	During 2015-16 school year, workshop observations are made/support provided by the external consultant with findings reported to Tim Hanson to inform project effectiveness & to make adjustments needed for successful implementation	External Consultant	9/1/15	9/30/15						
11.5.12			10/1/15	12/31/15						
11.5.13			1/1/16	3/31/16						
11.5.14			4/1/16	6/1/16						
11.5.15	<i>Milestone: At least one PAC workshop at each school site (12 sites) is observed by the external consultant to provide feedback for improvement</i>	Tim Hanson	6/1/16	6/1/16						
11.5.16	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	9/1/13	9/30/13						
11.5.17			10/1/13	12/31/13						
11.5.18			1/1/14	3/31/14						
11.5.19			4/1/14	6/30/14						
11.5.20	<i>Deliverable: Each K-6 school has parent evaluations for 5 workshops (to measure parent satisfaction and inform improvements)</i>	Tim Hanson	6/30/14	6/30/14						
11.5.21	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	7/1/14	9/30/14						
11.5.22			10/1/14	12/31/14						
11.5.23			1/1/15	3/31/15						
11.5.24			4/1/15	6/30/15						

Budget 3:  
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11.5.25	<i>Deliverable: Each K-6 school has parent evaluations for 5 workshops</i>	Tim Hanson	6/30/15	6/30/15						
11.5.26	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	7/1/15	9/30/15						
11.5.27			10/1/15	12/31/15						
11.5.28			1/1/16	3/31/16						
11.5.29			4/1/16	6/31/16						
11.5.30	<i>Deliverable: Each K-6 school has parent evaluations for 5 workshops</i>	Tim Hanson	6/31/16	6/31/16						
11.5.31	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	7/1/16	9/30/16						
11.5.32			10/1/16	12/31/16						
11.5.33	<i>Deliverable: Each K-6 school has parent evaluations for 3 workshops</i>	Tim Hanson	12/31/16	12/31/16						

**Grantee Name: Metropolitan School District of Warren Township**

**Performance Measure (All Applicants – a)**

a) The number and percentage of participating students, by subgroup, whose teacher of record and principal are a **highly effective teacher** and a **highly effective principal** (as defined in this notice).

**Applicable Population:** All students PreK-12

This includes 288 students at Warren’s Early Childhood Center

		Baseline 2011-2012			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Highly Effective Teacher or Principal	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (A/B)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (D/E)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (G/H)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (J/K)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (M/N)*100	# Participating Students with Highly Effective Teacher/Principal	Total # of Participating Students	% with Highly Effective Teachers/Principal (P/Q)*100
District All students	Teacher	2,449	11,899	21%	4521	11,899	38%	5116	11,899	43%	559	11,899	47%	5,949	11,899	50%	5,949	11,899	50%
	Principal	3,860	11,899	32%	5949	11,899	50%	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%
District Asian	Teacher	34	118	29%	44	118	38%	50	118	43%	55	118	47%	59	118	50%	59	118	50%
	Principal	53	118	45%	59	118	50%	118	118	100%	118	118	100%	118	118	100%	118	118	100%
District Black	Teacher	1,156	5,493	21%	2087	5,493	38%	2,361	5,493	43%	258	5,493	47%	2,746	5,493	50%	2,746	5,493	50%
	Principal	1,445	5,493	26%	2746	5,493	50%	5,493	5,493	100%	5,493	5,493	100%	5,493	5,493	100%	5,493	5,493	100%
District Hispanic	Teacher	258	1,205	21%	602	1,205	38%	518	1,205	43%	566	1,205	47%	602	1,205	50%	602	1,205	50%
	Principal	370	1,205	31%	602	1,205	50%	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%
District Multiracial	Teacher	225	836	27%	317	836	38%	359	836	43%	39	836	47%	418	836	50%	418	836	50%
	Principal	300	836	36%	418	836	50%	836	836	100%	836	836	100%	836	836	100%	836	836	100%
District White	Teacher	860	4,226	20%	1605	4,226	38%	1,817	4,226	43%	1,986	4,226	47%	2,113	4,226	50%	2,113	4,226	50%
	Principal	1687	4,226	40%	2113	4,226	50%	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%
District American Indian	Teacher	13	23	57%	8	23	38%	9	23	43%	10	23	47%	11	23	50%	11	23	50%
	Principal	4	23	17%	11	23	50%	23	23	100%	23	23	100%	23	23	100%	23	23	100%
District Pacific Islander	Teacher	1	1	100	1	1	38%	1	1	43%	1	1	47%	1	1	50%	1	1	50%
	Principal	1	1	100	1	1	100%	1	1	100%	1	1	100%	1	1	100%	1	1	100%
District Free & Reduced Lunch	Teacher	1682	7,914	21%	307	7,914	38%	3403	7,914	43%	3,719	7,914	47%	3,957	7,914	50%	3,957	7,914	50%
	Principal	2466	7,914	31%	3957	7,914	50%	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%
District EL students	Teacher	166	722	23%	274	722	38%	310	722	43%	339	722	47%	361	722	50%	361	722	50%
	Principal	231	722	32%	361	722	50%	722	722	100%	722	722	100%	722	722	100%	722	722	100%
District SpEd students	Teacher	355	1,846	19%	701	1,846	38%	793	1,846	43%	867	1,846	47%	923	1,846	50%	923	1,846	50%
	Principal	614	1,846	33%	923	1,846	50%	1846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%
District Bottom 25%	Teacher	347	1,815	19%	689	1,815	38%	780	1,815	43%	853	1,815	47%	907	1,815	50%	907	1,815	50%
	Principal	790	1,815	44%	907	1,815	50%	1815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%

Performance Measure (All Applicants – b)											Applicable Population: All students PreK-Grade 12 (Includes 288 students in our Early Childhood Center.) Teachers and principals as "highly-effective" are also counted as "effective" in this analysis.								
		Baseline 2011-12			Target														
					SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	Effective Teacher or Principal	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
District All students	Teacher	11,118	11,899	93%	11,542	11,899	97%	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%
	Principal	11,899	11,899	100	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%	11,899	11,899	100%
District Asian	Teacher	112	118	95%	114	118	97%	118	118	100%	118	118	100%	118	118	100%	118	118	100%
	Principal	118	118	100	118	118	100%	118	118	100%	118	118	100%	118	118	100%	118	118	100%
District Black	Teacher	5,123	5,479	94%	5,314	5,479	97%	5,479	5,479	100%	5,479	5,479	100%	5,479	5,479	100%	5,479	5,479	100%
	Principal	5,479	5,479	100	5,479	5,479	100%	5,479	5,479	100%	5,479	5,479	100%	5,479	5,479	100%	5,479	5,479	100%
District Hispanic	Teacher	1,115	1,205	93%	1,168	1,205	97%	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%
	Principal	1,205	1,205	100	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%	1,205	1,205	100%
District Multiracial	Teacher	718	847	85%	821	847	97%	847	847	100%	847	847	100%	847	847	100%	847	847	100%
	Principal	847	847	100	847	847	100%	847	847	100%	847	847	100%	847	847	100%	847	847	100%
District White	Teacher	3,956	4,226	94%	4,099	4,226	97%	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%
	Principal	4,226	4,226	100	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%	4,226	4,226	100%
District American Indian	Teacher	21	22	95%	21	22	97%	22	22	100%	22	22	100%	22	22	100%	22	22	100%
	Principal	22	22	100	22	22	100%	22	22	100%	22	22	100%	22	22	100%	22	22	100%
District Pacific Islander	Teacher	1	2	50%	2	2	97%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
	Principal	1	2	50%	2	2	100%	2	2	100%	2	2	100%	2	2	100%	2	2	100%
District Free & Reduced Lunch	Teacher	7,408	7,914	94%	7,676	7,914	97%	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%
	Principal	7,914	7,914	100	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%	7,914	7,914	100%
District EL students	Teacher	672	722	93%	700	722	97%	722	722	100%	722	722	100%	722	722	100%	722	722	100%
	Principal	722	722	100	722	722	100%	722	722	100%	722	722	100%	722	722	100%	722	722	100%
District SpEd students	Teacher	1,719	1,846	93%	1,790	1,846	97%	1,846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%
	Principal	1,846	1,846	100	1,846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%	1,846	1,846	100%
District Bottom 25%	Teacher	1,739	1,815	96%	1,760	1,815	97%	1,815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%
	Principal	1,815	1,815	100	1,815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%	1,815	1,815	100%

<i>Performance Measure</i> <i>(All Applicants – c)</i>	<i>Applicable Population</i>	<i>Subgroup</i>	<i>Baseline</i>	<i>Target</i>				
				<b>SY 2012-13</b>	<b>SY 2013-14</b>	<b>SY 2014-15</b>	<b>SY 2015-16</b>	<b>SY 2016-17 (Post-Grant)</b>
<b>Graduation Rate</b>		<b>All Students</b>	<b>90.1%</b>	<b>92%</b>	<b>93%</b>	<b>94%</b>	<b>95%</b>	<b>96%</b>
Graduation Rate: Indiana Code 20-26-13-12 provides that the IDOE shall calculate for each public school and estimated graduation rate that is determined by the total number of graduates for a particular year divided by the total number of students enrolled by Grade 9 at the school three years before that year.	<b>High School cohort groups</b>	Black	88.7%	90%	92%	93%	94%	95%
		Hispanic	88.5%	90%	92%	93%	94%	95%
		Multiracial	91.2%	92%	93%	94%	95%	96%
		White	92.4%	93%	94%	95%	96%	97%
		American Indian	***					
		Asian	***					
		Pacific Islander	***					
		Reduced	90.1%	92%	93%	94%	95%	96%
		Free	89.6%	90.50%	91.50%	93%	94%	95%
		EL	95.8%	96.50%	97%	97.50%	98%	98.50%
SpEd	75.9%	77%	79%	81%	83%	85%		

\*\*\* Less Than 10

**Grantee Name: Metropolitan School District of Warren Township**

Performance Measure (Grades PreK-3 – a)  IREAD-3 State Assessment	Applicable Population	Subgroup	Baseline 2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
				<b>IREAD 3- Indiana Reading Evaluation And Determination (IREAD-3)</b> assessment is a state summative assessment to ensure that all students can read proficiently before grade 4.	<b>Grade 3</b>	<b>All Students</b>	<b>82.0%</b>	<b>86.0%</b>
American Indian	***							
Asian	***							
Black	72.5%	77.5%	82.0%			87.0%	92.0%	93.0%
Hispanic	88.9%	91.9%	94.9%			96.9%	98.9%	99.0%
Multiracial	82.8%	86.8%	90.8%			94.8%	98.8%	99.0%
White	91.5%	93.0%	95.0%			97.0%	99.0%	99.0%
Pacific Islander	***							
SpEd	40.8%	45.8%	50.8%			55.8%	60.8%	62.0%
Free & Reduced	79.3%	83.3%	88.3%			93.3%	98.3%	99.0%
EL	92.1%	94.1%	96.1%	98.1%	99.1%	99.3%		

Performance Measure (Grades PreK-3 – b) Suspensions & Expulsions	Applicable Population	Subgroup	Baseline 2011-12	Target				Post Grant
				2012-13	2013-14	2014-15	2015-16	2016-17
				<b>Suspensions and Expulsions</b> Number of students receiving out-of-school suspension or expulsion	<b>Grade K-3</b>	<b>All Students</b>	<b>300</b>	<b>250</b>
American Indian	0	0	0			0	0	0
Asian	0	0	0			0	0	0
Hispanic	3	2	2			1	1	1
Black	231	192	147			110	86	82
White	52	44	36			30	25	22
Multiracial	14	12	10			9	8	7
Pacific Islander	0	0	0			0	0	0
Free & Reduced Lunch	163	155	148			141	134	128
EL	21	18	16			14	12	11
SpEd	76	72	68	64	60	57		



Free & Reduced Lunches	2241	3101	73%	2356	3101	76%	2418	3101	78%	2480	3101	80%	2542	3101	82%	2604	3101	84%
EL	233	300	78%	240	300	80%	243	300	81%	246	300	82%	249	300	83%	252	300	84%
SpEd	243	503	49%	256	503	51%	266	503	53%	276	503	55%	286	503	57%	296	503	59%
Bottom 25%	378	1051	36%	399	1051	38%	420	1051	40%	441	1051	42%	462	1051	44%	483	1051	46%

Performance Measure (Grades 4-8 –b)  Grade 8 Students Taking/Passing Algebra I	Applicable Population	Subgroup	Baseline 2011 12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
End of Course Assessment <b>ALGEBRA I</b> Increase the number of <b>Grade 8 students</b> that are taking and passing Algebra I high school End-of-Course Assessments	Grade 8	<b>All Students</b>	242 students 94% pass	250 students 94.50%	280 students 95%	310 students 95.50%	340 students 96%	370 students 96.50%
		American Indian	0 students					
		Asian	2 students suppressed					
		<b>Black</b>	79 students 94% pass	85 94.5%	105 95%	125 95.5%	145 96%	165 96.5%
		<b>Hispanic</b>	13 students 93%	15 students 93.5%	18 students 94%	21 students 95.0%	24 students 96%	26 students 97.0%
		<b>Multiracial</b>	20 students 95%	22 students 95.5%	24 students 96%	26 students 96.5%	28 students 97%	30 students 98.0%
		<b>White</b>	128 students 93% pass	130 94.5%	140 95%	150 95.5%	160 96%	170 96.5%
		<b>Pacific Islander</b>	0 students					
		<b>Free &amp; Reduced</b>	117 students 92%	119 students 93.0%	123 students 94%	127 students 94.5%	130 students 95%	133 students 96.0%
		<b>EL</b>	8 students supressed					
		<b>SpEd</b>	13 students 87%	14 students 88.0%	15 students 89%	16 students 90.0%	17 students 92%	18 students 93.0%

Performance Measure (Grades 4-8 – c) Suspensions & Expulsions	Applicable Population	Subgroup	Baseline 2011 12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Decrease the number of students receiving out-of-school suspension or expulsion.	Grade 4-8	All students	905	848	800	750	700	650
		American Indian	1	1	1	1	0	0
		Asian	3	2	2	1	0	0
		Black	658	615	583	544	504	462
		Hispanic	34	30	26	24	22	20
		Multiracial	54	53	50	48	46	43
		White	154	147	138	132	128	125
		Pacific Islander	1	0	0	0	0	0
		Free & Reduced	565	535	505	475	445	415
		EL	32	29	25	23	21	19
		SpEd	252	240	228	217	206	196
Bottom 25%	535	500	475	450	420	380		

<b>Grantee Name: Metropolitan School District of Warren Township</b>																		
<b>Performance Measure (Grades 9-12 – a)</b>											<b>Applicable Population: All students Grade 12</b>							
a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.																		
	<b>Baseline 2011-2012</b>			<b>Target</b>														
				<b>SY 2012-13</b>			<b>SY 2013-14</b>			<b>SY 2014-15</b>			<b>SY 2015-16</b>			<b>SY 2016-17 (Post-Grant)</b>		
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>	<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>
<b>Subgroup</b>	<b># Participating Students who have completed and submitted FAFSA</b>	<b>Total # of Participating Students</b>	<b>% who completed and submitted FAFSA (A/B)*100</b>	<b># Participating Students who have completed and submitted FAFSA</b>	<b>Total # of Participating Students</b>	<b>% who completed and submitted FAFSA (D/E)*100</b>	<b># Participating Students who have completed and submitted FAFSA</b>	<b>Total # of Participating Students</b>	<b>% who completed and submitted FAFSA (I/H)*100</b>	<b># Participating Students who have completed and submitted FAFSA</b>	<b>Total # of Participating Students</b>	<b>% who completed and submitted FAFSA (J/K)*100</b>	<b># Participating Students who have completed and submitted FAFSA</b>	<b>Total # of Participating Students</b>	<b>% who completed and submitted FAFSA (M/N)*100</b>	<b># Participating Students who have completed and submitted FAFSA</b>	<b>Total # of Participating Students</b>	<b>% who completed and submitted FAFSA (P/Q)*100</b>
<b>Grade 12 FAFSA</b>																		
<b>All students Grade 12</b>	<b>298</b>	<b>902</b>	<b>33%</b>	<b>333</b>	<b>902</b>	<b>37%</b>	<b>378</b>	<b>902</b>	<b>42%</b>	<b>432</b>	<b>902</b>	<b>48%</b>	<b>469</b>	<b>902</b>	<b>52%</b>	<b>514</b>	<b>902</b>	<b>57%</b>
American Indian	1	1	100%	1	1	100%	1	1	100%	1	1	100%	1	1	100%	1	1	100%
Asian	4	6	66%	4	6	68%	4	6	70%	4	6	72%	4	6	74%	4	6	76%
Black	124	456	27%	145	456	32%	168	456	37%	191	456	42%	228	456	50%	250	456	55%
Hispanic	13	67	19%	16	67	24%	18	67	28%	22	67	33%	26	67	40%	30	67	45%
Multiracial	8	48	17%	1	48	22%	12	48	26%	15	48	32%	19	48	40%	23	48	48%
White	145	331	44%	162	331	49%	178	331	54%	195	331	59%	208	331	63%	218	331	66%
Pacific Islander	1	1	100%	1	1	100%	1	1	100%	1	1	100%	1	1	100%	1	1	100%
Free & Reduced	225	435	51%	234	435	54%	247	435	57%	265	435	61%	282	435	65%	30	435	69%
EL	9	39	23%	10	39	26%	11	39	30%	13	39	34%	14	39	38%	16	39	42%
SpEd	47	145	32%	52	145	36%	58	145	40%	63	145	44%	69	145	48%	75	145	52%

Performance Measure (Grades 9-12 – b)										Applicable Population:								
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. <b>English 10 End of Course Assessment (Grade 10)</b>										Grade 10: English 10 First Time Testers (State Assessment)								
Subgroup	Baseline 2011-12			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
End of Course Assessment ENGLISH 10	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (P/Q)*100
<b>OVERALL</b>	<b>682</b>	<b>903</b>	<b>76%</b>	<b>713</b>	<b>903</b>	<b>79%</b>	<b>740</b>	<b>903</b>	<b>82%</b>	<b>776</b>	<b>903</b>	<b>86%</b>	<b>812</b>	<b>903</b>	<b>90%</b>	<b>848</b>	<b>903</b>	<b>94%</b>
American Indian	***	3	***	***	3	***	***	3	***	***	3	***	***	3	***	***	3	***
Asian	***	8	***	***	8	***	***	8	***	***	8	***	***	8	***	***	8	***
Black	318	460	69%	335	460	73%	354	460	77%	377	460	82%	400	460	87%	423	460	92%
Hispanic	58	86	67%	61	86	71%	64	86	75%	68	86	80%	73	86	85%	77	86	90%
Multiracial	44	49	90%	44	49	90%	44	49	91%	45	49	92%	45	49	93%	46	49	95%
White	231	278	83%	236	278	85%	244	278	88%	252	278	91%	261	278	94%	266	278	96%
Pacific Islander		0			0			0			0			0			0	
Free & Reduced	384	551	70%	402	551	73%	418	551	76%	435	551	79%	451	551	82%	468	551	85%
EL	145	225	64%	15	225	67%	157	225	70%	164	225	73%	171	225	76%	177	225	79%
SpEd	52	125	42%	56	125	45%	60	125	48%	63	125	51%	67	125	54%	71	125	57%

**Performance Measure  
(Grades 9-12 – c)**

c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. **Increase the number of students (unduplicated) obtaining dual enrollment credit in college-level coursework.**

**Applicable Population:** All students in Grades 9-12

Subgroup	Baseline 2011-12			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Unduplicated Dual Enrollment	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (D/E)*100	# Participating Students on track	Total # of Participating Students	% on track (G/H)*100	# Participating Students on track	Total # of Participating Students	% on track (J/K)*100	# Participating Students on track	Total # of Participating Students	% on track (M/N)*100	# Participating Students on track	Total # of Participating Students	% on track (P/Q)*100
All students	424	3719	12%	557	3719	15%	743	3719	20%	929	3719	25%	1115	3719	30%	1301	3719	35%
American Indian	***	3	***	***	3	***	***	3	***	***	3	***	***	3	***	***	3	***
Asian	***	1	***	***	1	***	***	1	***	***	1	***	***	1	***	***	1	***
Black	160	1839	9%	239	1839	13%	367	1839	20%	459	1839	25%	551	1839	30%	643	1839	35%
Hispanic	27	326	9%	42	326	13%	58	326	18%	78	326	24%	97	326	30%	114	326	35%
Multiracial	29	210	11%	29	210	14%	39	210	19%	52	210	25%	63	210	30%	73	210	35%
White	203	1305	15%	234	1305	18%	300	1305	23%	365	1305	28%	430	1305	33%	51	1305	38%
Pacific Islander	***	1	***	***	1	***	***	1	***	***	1	***	***	1	***	***	1	***
Free & Reduced	62	941	6%	103	941	11%	150	941	16%	197	941	21%	244	941	26%	291	941	31%
EL	11	181	6%	19	181	11%	28	181	16%	38	181	21%	47	181	26%	56	181	31%
SpEd	30	605	4%	54	605	9%	84	605	14%	114	605	19%	145	605	24%	175	605	29%

Performance Measure (Grades 9-12 – d) Number of students that participate in an online course and received 3 credit hours	Applicable Population	Subgroup	Baseline 2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
On-line courses:	Grades 9-12	All students	362	512	662	812	962	1112
		American Indian	0	0	0	0	0	0
Asian		1	3	5	7	9	11	
Black		143	213	280	341	400	466	
Hispanic		16	36	50	61	78	85	
Multiracial		13	33	45	61	75	84	
White		189	227	282	342	400	466	
Pacific Islander		0	0	0	0	0	0	
Free & Reduced		290	320	350	390	440	500	
EL		5	10	15	20	25	30	
Number of students obtaining credits from on-line courses		SpEd	32	40	50	60	70	80

Performance Measure (Grades 9-12 – e) Suspensions & Expulsions	Applicable Population	Subgroup	Baseline 2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Suspensions and Expulsions	All Students Grade 9-12	All students	657	590	513	455	409	352
		American Indian	2	1	1	0	0	0
Asian		4	3	2	1	1	0	
Black		445	396	340	290	240	225	
Hispanic		46	40	36	32	29	25	
Multiracial		38	34	29	27	25	22	
White		126	116	105	95	84	80	
Pacific Islander		0	0	0	0	0	0	
Free & Reduced		167	855	815	775	737	701	
EL		32	50	47	44	41	38	
Number of students receiving out-of-school suspension or expulsion		SpEd	127	432	411	391	371	355

Performance Measure (Grades 9-12 – b)										Applicable Population:								
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on										Algebra I First Time Testers (State Assessment) Spring test								
Subgroup	Baseline 2011-12			Target														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
End of Course Assessment Algebra I	# Participating Students who are on track to college- & career- readiness	Total # of Participating Students	% who are on track to college- & career- readiness (A/B)*100	# Participating Students who are on track to college- & career- readiness	Total # of Participating Students	% who are on track to college- & career- readiness (D/E)*100	# Participating Students who are on track to college- & career- readiness	Total # of Participating Students	% who are on track to college- & career- readiness (G/H)*100	# Participating Students who are on track to college- & career- readiness	Total # of Participating Students	% who are on track to college- & career- readiness (J/K)*100	# Participating Students who are on track to college- & career- readiness	Total # of Participating Students	% who are on track to college- & career- readiness (M/N)*100	# Participating Students who are on track to college- & career- readiness	Total # of Participating Students	% who are on track to college- & career- readiness (P/Q)*100
<b>OVERALL</b>	<b>289</b>	<b>546</b>	<b>53%</b>	<b>311</b>	<b>546</b>	<b>57%</b>	<b>338</b>	<b>546</b>	<b>62%</b>	<b>371</b>	<b>546</b>	<b>68%</b>	<b>409</b>	<b>546</b>	<b>75%</b>	<b>425</b>	<b>546</b>	<b>78%</b>
American Indian	***	2	***	***	2	***	***	2	***	***	2	***	***	2	***	***	2	***
Asian	***	3	***	***	3	***	***	3	***	***	3	***	***	3	***	***	3	***
Black	153	295	52%	165	295	56%	179	295	61%	197	295	67%	218	295	74%	233	295	79%
Hispanic	25	48	52%	26	48	55%	28	48	59%	31	48	65%	34	48	71%	36	48	76%
Multiracial	20	38	53%	21	38	57%	23	38	61%	25	38	67%	28	38	74%	30	38	79%
White	85	160	54%	91	160	57%	97	160	61%	6	160	67%	116	160	73%	124	160	78%
Pacific Islander	***	1	***	***	1	***	***	1	***	***	1	***	***	1	***	***	1	***
Free & Reduced	194	369	53%	210	369	57%	225	369	61%	243	369	66%	258	369	70%	273	369	74%
EL	24	42	57%	25	42	61%	27	42	66%	29	42	70%	31	42	74%	32	42	78%
SpEd	35	107	33%	39	107	37%	43	107	41%	48	107	45%	52	107	49%	56	107	53%

**Grantee Name: Metropolitan School District of Warren Township**

**Overall Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for**

**Grades PreK-6 School Implementation Plan**

**Project #1 Curriculum, Instruction & Formative Assessments (K-12)**

**Narrative:** This project transforms the district's successful *8-Step Process for Continuous Improvement* through higher expectations for teaching and for personalized student learning. Curriculum, instruction & formative assessments (performance tasks) are aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, PreK-12 district teacher representatives develop **Scope & Sequence** and instructional **curriculum maps** with **instructional units/exemplar lessons**, and **create district formative assessments/performance items aligned to Common Core** expectations. Within **Project 1, professional development** to support the effective implementation of these new strategies is provided to **district leadership**, including **principals** and district-funded Common Core **Instructional Coaches**. Additionally, within **Project 5, additional district-wide professional development** is provided **onsite at each school** to support **all classroom teachers'** effective use of the newly-developed curriculum maps and formative assessments and to support the delivery of effective instructional practices aligned to Common Core expectations.

**PreK-6 Key Performance Measures:** Increase percentage of Grade 3 students passing IREAD; Increase the percentages of Grades 3-8 students passing E/LA & Mathematics ISTEP+

**Activities for Project 1**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
1	<i>Project 1 Curriculum, Instruction &amp; Formative Assessments</i>	<i>Ryan Russell, Assistant Superintendent for Educator Effectiveness</i>	3/1/2013	12/31/16		
1.1	<b>Develop curriculum maps aligned to Common Core expectations for English/Language Arts and Mathematics</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>3/1/13</b>	<b>12/31/16</b>		
1.1.1	In collaboration with the teachers' association, each building principal identifies highly-effective K-6 teacher representatives to serve on ELA/Mathematics curriculum mapping teams	Tim Hanson, Assistant Superintendent for Elementary	3/1/13	3/31/13		
1.1.2	<i>Milestone: Curriculum mapping teams identified &amp; secured</i>	Ryan Russell	5/1/13	5/1/13		
1.1.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new ELA & Math Common Core Standards	Teacher reps & coaches	5/31/13	5/31/13		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.4	<i>Milestone: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for ELA &amp; mathematics</i>	McREL, Curriculum & Formative Assessment Experts	5/31/13	5/31/13		
1.1.5	K-2 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Teacher reps & coaches	6/3/13	6/7/13		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.6	Grades 5-6 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Teacher reps & coaches	6/10/13	6/14/13		
1.1.7	Grades 3-4 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Teacher reps & coaches	6/17/13	6/21/13		
1.1.8	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Teacher reps & coaches	10/14/13	10/18/13		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.9	<i>Deliverable: 5 days of expert technical assistance for all PreK-12 ELA and Math curriculum mapping teams</i>	McREL	10/18/13	10/18/13		
1.1.10	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps & coaches	10/18/13	12/31/13		Budget 1: Personnel 7 & Fringe 57
1.1.11			1/1/14	3/31/14		
1.1.12	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Teachers & coaches	3/31/14	4/3/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.13	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher reps & coaches	4/3/14	6/30/14		Budget 1 Personnel 7 & Fringe 57
1.1.14	During fall 2014 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Teacher reps & coaches	10/1/14	10/31/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.15	During spring 2015 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Teacher reps & coaches	3/1/15	4/30/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.16			6/1/15	7/1/15		
1.1.17	As needed, during summer (June/July) and/or fall (October) and/or spring (March/April) Intersessions, continued refinement and revisions will be made by a subset of teacher reps to ELA and mathematics curriculum maps, units and resources with the support of McREL experts	Teacher reps & coaches	10/1/15	10/31/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.1.18			3/15/16	4/15/16		
1.1.19			6/1/16	7/31/16		
1.1.20			10/1/16	10/31/16		
1.1.21	<i>Milestone: Robust ELA and Mathematics curriculum maps, instructional units and rich resources effectively used by district teachers</i>	Ryan Russell	12/31/16	12/31/16		

1.2	District staff receives PD to support teachers' effective use of ELA & Mathematics curriculum maps & instructional strategies	Assistant Superintendent for Educator Effectiveness	7/29/13	12/31/16		
1.2.1	During superintendent's Opening Day Meeting for all district teachers & administrators, mapping teams will deliver PD on the components of the maps and how they will be utilized in all schools	All Teachers & Administrators	7/29/13	7/29/13		
1.2.2	Ryan Russell will deliver monthly PD for district principals and Common Core Coaches that focuses on the effective use of instructional technologies; curriculum maps/resources; formative assessments aligned to Common Core Standards; the online delivery of those assessments, use of new data dashboard and interpretation of reports	Principals & Ryan Russell	8/1/13	8/31/13		
1.2.3			9/1/13	9/30/13		
1.2.4			10/1/13	10/31/13		
1.2.5			11/1/13	11/30/13		
1.2.6			12/1/13	12/31/13		
1.2.7			1/1/14	1/31/14		
1.2.8			2/1/14	2/28/14		
1.2.9			3/1/14	3/31/14		
1.2.10			4/1/14	4/30/14		
1.2.11			5/1/14	5/31/14		
1.2.12			6/1/14	6/30/14		
1.2.13			7/1/14	7/31/14		
1.2.14			8/1/14	8/31/14		
1.2.15			9/1/14	9/30/14		
1.2.16			10/1/14	10/31/14		
1.2.17			11/1/14	11/30/14		
1.2.18			12/1/14	12/31/14		
1.2.19			1/1/15	1/31/15		
1.2.20			2/1/15	2/28/15		
1.2.21			3/1/15	3/31/15		
1.2.22			4/1/15	4/30/15		
1.2.23			5/1/15	5/31/15		
1.2.24			6/1/15	6/30/15		
1.2.25			7/1/15	7/31/15		
1.2.26	8/1/15	8/31/15				
1.2.27	9/1/15	9/30/15				
1.2.28	10/1/15	10/31/15				
1.2.29	11/1/15	11/30/15				
1.2.30	12/1/15	12/31/15				
1.2.31	1/1/16	1/31/16				
1.2.32	2/1/16	2/29/16				
1.2.33	3/1/16	3/31/16				
1.2.34	4/1/16	4/30/16				
1.2.35	5/1/16	5/31/16				
1.2.36	6/1/16	6/30/16				
1.2.37	7/1/16	7/31/16				
1.2.38	8/1/16	8/31/16				
1.2.39	9/1/16	9/30/16				
1.2.40	10/1/16	10/31/16				
1.2.41	11/1/16	11/30/16				
1.2.42	12/1/16	12/31/16				
1.2.43	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand how to manage the change process and support teachers as they implement new instructional practices aligned to Common Core.	Principals	7/1/13	9/30/13		Budget 1: Contractual 378
1.2.44	Three webinars will be conducted by McREL on topics identified by administrators to deepen their understanding of the instructional implications of the Common Core, provide change management tools and support principals' monitoring of the implementation process.	McREL & Principals	10/1/13	12/31/13		
1.2.45			1/1/14	3/31/13		
1.2.46			4/1/14	6/30/14		
1.2.47			7/1/13	9/30/13		
1.2.48	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts (e.g., ELA text complexity, informational text, argument; math rigor, coherence & focus) & research-based instructional strategies.	Common Core Coaches	10/1/13	12/31/13		Budget 1: Contractual 378
1.2.49			1/1/14	3/31/13		
1.2.50			4/1/14	6/30/14		
1.2.51			10/1/13	12/31/13		
1.2.52	Two webinars will be conducted by McREL on topics identified by the Common Core Coaches to help deepen their understanding of specific instructional strategies or the instructional shifts. Three webinars will allow coaches to discuss challenges and successes in assisting teachers to make instructional shifts and share information about relevant online or print resources.	McREL & Common Core Coaches	1/1/14	3/31/14		
1.2.53			4/1/14	6/30/14		
1.2.54			10/1/13	12/31/13		
1.2.55	<b>Deliverables:</b> 6 onsite PD sessions; 2 instructional shifts webinars; and 3 managing change webinars for instructional coaches provided by McREL experts	McREL	1/1/14	3/31/14		
1.2.56			4/1/14	6/30/14		
1.2.57			2/28/14	2/28/14		
1.2.58	During fall 2014 Intersession, McREL provides onsite optional PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	All ELA & Math Teachers	10/1/14	10/31/14		Budget 1: Contractual 378
1.2.59	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners) & provides 3 Webinars	Common Core Coaches	11/1/14	11/30/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.2.60			2/1/15	2/28/15		
1.2.61	<b>Deliverables:</b> 3 Webinars with short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions	McREL	2/28/15	2/28/15		
1.2.62	During spring 2015 Intersession, McREL provides onsite optional PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	All ELA & Math Teachers	3/1/15	4/30/15		Budget 1: Contractual 378

1.3	Administer formative assessment items/performance tasks aligned to Common Core expectations for English/Language Arts and Mathematics	Assistant Superintendent for Educator Effectiveness	8/1/13	12/31/16		
1.3.1	Each school will administer formative assessments/performance tasks as prescribed within the new curriculum maps/instructional units aligned to Common Core expectations for English/Language Arts and Mathematics. (Paper/pencil format will be used until online assessments are launched)	Principal & Teachers	8/1/13	9/30/13		
1.3.2			10/1/13	12/31/13		
1.3.3			1/1/14	3/31/14		
1.3.4			4/1/14	6/30/14		
1.3.5			8/1/14	9/30/14		
1.3.6			10/1/14	12/31/14		
1.3.7			1/1/15	3/31/15		
1.3.8			4/1/15	6/30/15		
1.3.9			8/1/15	9/30/15		
1.3.10			10/1/15	12/31/15		
1.3.11			1/1/16	3/31/16		
1.3.12			4/1/16	6/30/16		
1.3.13			8/1/16	9/30/16		
1.3.14			10/1/16	12/31/16		
1.4	Develop curriculum maps aligned to Common Core expectations for Science and Social Studies	Assistant Superintendent for Educator Effectiveness	4/1/14	6/30/15		
1.4.1	In collaboration with teachers' association, each building principal identifies highly-effective preK-6 teacher representatives to serve on ELA/Mathematics curriculum mapping teams	Principals	4/1/14	5/1/14		
1.4.2	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/14	5/1/14		
1.4.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new Science & Social Studies Common Core Standards	Teacher reps & coaches	5/15/14	6/5/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.4.4	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for Science &amp; Social Studies</i>	McREL	6/5/14	6/5/14		
1.4.5	PreK-2 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Teacher Reps & Coaches	6/1/14	6/30/14		
1.4.6	Grades 5-6 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Teacher Reps & Coaches	6/1/14	6/30/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.4.7	Grades 3-4 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Teacher reps & coaches	6/1/14	6/30/14		
1.4.8	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Teacher reps & coaches	10/1/14	10/31/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.4.9	<i>Deliverable: 5 days of expert technical assistance for all PreK-12 Science &amp; Social Studies curriculum mapping teams</i>	McREL	10/31/14	10/31/14		
1.4.10	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps & coaches	10/31/14	12/31/14		
1.4.11			1/1/15	3/31/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.4.12	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Teacher reps & coaches	3/1/15	4/30/15		
1.4.13	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher Reps & Coaches	4/30/15	6/30/15		Budget 1: Personnel 7 & Fringe 57

1.5	District staff receive PD to support teachers' effective use of Science & Social Studies curriculum maps & instructional strategies	Assistant Superintendent for Educator Effectiveness	7/1/14	4/30/16		
1.5.1	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand the instructional implications of new science and social studies standards and also how to support ELA and mathematics teachers as they implement the new curriculum maps and units.	Principals	7/1/14	9/30/14		Budget 1 Contractual 378
1.5.2			10/1/14	12/31/14		
1.5.3			1/1/15	3/31/15		
1.5.4			4/1/15	6/30/15		
1.5.5	Three webinars will be conducted by McREL on topics identified by administrators to deepen their understanding of the new curriculum units (e.g., project, strategies for all students) and managing the change process.	McREL & Principals	7/1/14	9/30/14		
1.5.6			10/1/14	12/31/14		
1.5.7			1/1/15	3/31/15		
1.5.8			4/1/15	6/30/15		
1.5.9	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts in science (e.g., inquiry, science & engineering practices) and social studies (e.g., research & writing) and research-based instructional strategies (e.g., nonlinguistic representation, similarities & differences).	Common Core Coaches	10/1/14	12/31/14		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.5.10			1/1/15	3/31/15		
1.5.11			4/1/15	6/30/15		
1.5.12	Three webinars will be conducted on topics identified by the Common Core Coaches to deepen their understanding of the instructional shifts in science & social studies	McREL & Common Core Coaches	10/1/14	12/31/14		
1.5.13			1/1/15	3/31/15		
1.5.14			4/1/15	6/30/15		
1.5.15	<i>Deliverables: 6 onsite PD sessions; and 3 webinars for instructional coaches provided by McREL experts</i>	McREL	6/30/15	6/30/15		
1.5.16	During fall 2014 Intersession, McREL provides onsite optional PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	All Science & Social Studies Teachers	10/1/15	10/31/15		Budget 1: Contractual 378
1.5.17	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners)	Common Core Coaches	11/1/15	11/30/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.5.18			2/1/16	2/28/16		
1.5.19	Three webinars will be conducted on topics identified by the Common Core Coaches to deepen their understanding of the instructional shifts in science & social studies	McREL & Common Core Coaches	11/1/15	11/30/15		
1.5.20			2/1/16	2/28/16		
1.5.21	<i>Deliverables: 3 Webinars (e.g., project-based learning, formative assessments, lesson planning) and short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions</i>	McREL & Principals	2/28/16	2/28/16		
1.5.22	During spring 2015 Intersession, McREL provides onsite optional PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	All Science & Social Studies Teachers	3/1/16	4/30/16		Budget 1 Contractual 378
1.6	Administer formative assessment items/performance tasks aligned to Common Core expectations for Science & Social Studies	Assistant Superintendent for Educator Effectiveness	8/1/14	12/31/16		
1.6.1	Each school will administer formative assessments/performance tasks as prescribed within the new curriculum maps/instructional units aligned to Common Core expectations for Science and Social Studies. (Paper/pencil format will be used until online assessments are launched)	Principal & Teachers	8/1/14	9/30/14		
1.6.2			10/1/14	12/31/14		
1.6.3			1/1/15	3/31/15		
1.6.4			4/1/15	6/30/15		
1.6.5			8/1/15	9/30/15		
1.6.6			10/1/15	12/31/15		
1.6.7			1/1/16	3/31/16		
1.6.8			4/1/16	6/30/16		
1.6.9			8/1/16	9/30/16		
1.6.10			10/1/16	12/31/16		
1.7	Develop curriculum maps aligned to Common Core expectations for music and physical education	Assistant Superintendent for Educator Effectiveness	3/1/15	6/30/16		
1.7.1	In collaboration with the teachers' association and building principals, highly-effective K-6 teacher representatives are identified to serve on curriculum mapping teams for music & PE	Ryan Russell	3/1/15	3/31/15		
1.7.2	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/15	5/1/15		
1.7.3	All mapping teacher representatives participate in a 1-day Orientation Session provided by McREL about the expectations of the new music & PE Common Core Standards	Teacher reps	5/15/15	6/5/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.7.4	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for music &amp; PE</i>	McREL	6/5/15	6/5/15		
1.7.5	Grades K-6 music & PE curriculum mapping teams begin their work with McREL experts	Teacher reps	6/6/15	6/30/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.7.6	<i>Deliverable: Scope &amp; Sequence completed for music &amp; PE curriculum maps aligned to CC</i>	Ryan Russell	6/30/15	6/30/15		
1.7.7	During fall Intersession (2-week vacation break for district), curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; instructional strategies & resources to help all students access and succeed with curriculum; and formative assessments aligned to Units	Teacher reps	10/1/15	10/30/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.7.8	<i>Deliverable: 5 days of expert technical assistance for music &amp; PE</i>	McREL	10/31/15	10/31/15		
1.7.9	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps	10/31/15	12/31/15		Budget 1: Contractual 378; and Personnel 7 & Fringe 57
1.7.10			1/1/16	3/31/16		
1.7.11	During spring Intersession, curriculum mapping teams continue their work with McREL experts onsite to develop Unit Overviews and aligned formative assessments	Teacher reps	3/1/16	4/30/16		
1.7.12	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher reps	5/1/16	6/30/16		Budget 1: Personnel 7 & Fringe 57

1.8	Continuous monitoring of implementation and impact	Assistant Superintendent for Educator Effectiveness	1/1/13	12/31/16		
1.8.1	Superintendent and district instructional leadership team conducts bi-annual <i>Process Checks</i> in every school to examine data, observe practices, review the effectiveness of implementation of initiatives, and problem-solve issues	Superintendent Cushmanberry & Principals	1/1/13	3/31/13		
1.8.2			4/1/13	6/30/13		
1.8.3			7/1/13	9/30/13		
1.8.4			10/1/13	12/31/13		
1.8.5			1/1/14	3/31/14		
1.8.6			4/1/14	6/30/14		
1.8.7			7/1/14	9/30/14		
1.8.8			10/1/14	12/31/14		
1.8.9			1/1/15	3/31/15		
1.8.10			4/1/15	6/30/15		
1.8.11			7/1/15	9/30/15		
1.8.12			10/1/15	12/31/15		
1.8.13			1/1/16	3/31/16		
1.8.14			4/1/16	6/30/16		
1.8.15			7/1/16	9/30/16		
1.8.16			10/1/16	12/31/16		
1.8.17	Following each formative assessment (roughly monthly), PreK-8 principals will conduct Data Meetings ( <i>Learning Logs</i> ) to analyze student performance data, to target student interventions, and to inform instructional adjustments needed.	Principals and Assistant Superintendent for Elementary & Chief Academic Officer	8/1/13	8/31/13		
1.8.18			9/1/13	9/30/13		
1.8.19			10/1/13	10/31/13		
1.8.20			11/1/13	11/30/13		
1.8.21			12/1/13	12/31/13		
1.8.22			1/1/14	1/31/14		
1.8.23			2/1/14	2/28/14		
1.8.24			3/1/14	3/31/14		
1.8.25			4/1/14	4/30/14		
1.8.26			5/1/14	5/31/14		
1.8.27			8/1/14	8/31/14		
1.8.28			9/1/14	9/30/14		
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1.8.30			11/1/14	11/30/14		
1.8.31			12/1/14	12/31/14		
1.8.32			1/1/15	1/31/15		
1.8.33			2/1/15	2/28/15		
1.8.34			3/1/15	3/31/15		
1.8.35			4/1/15	4/30/15		
1.8.36			5/1/15	5/31/15		
1.8.37			8/1/15	8/31/15		
1.8.38			9/1/15	9/30/15		
1.8.39			10/1/15	10/31/15		
1.8.40			11/1/15	11/30/15		
1.8.41	12/1/15	12/31/15				
1.8.42	1/1/16	1/31/16				
1.8.43	2/1/16	2/29/16				
1.8.44	3/1/16	3/31/16				
1.8.45	4/1/16	4/30/16				
1.8.46	5/1/16	5/31/16				
1.8.47	8/1/16	8/31/16				
1.8.48	9/1/16	9/30/16				
1.8.49	10/1/16	10/31/16				
1.8.50	11/1/16	11/30/16				
1.8.51	12/1/16	12/31/16				
1.8.52	<b>Deliverables:</b> Student assessment data drive intervention decisions for students (e.g., targeted instructional support during daily "Success" periods)	Principals	12/31/13	12/31/13		
1.8.53			12/31/14	12/31/14		
1.8.54			12/31/15	12/31/15		
1.8.55			12/31/16	12/31/16		

**Project #2 Personalized Learning System: Online Formative Assessments & Data Dashboard to Track Progress**

**Narrative:** Through this project, our district-developed formative assessments aligned to Indiana Common Core Standards (Project 1) will be computer-based (delivered online) and electronically scored providing immediate results for students and data analyses for teachers to inform instructional decision-making. As a result of Project 2, Warren will have a **newly designed and web delivered formative assessment system** that expands on the assessment system that has been part of its current success and continuous improvement process (the *8-Step Process*). New elements of this design will involve item authoring capability, statistical analysis of items and item performance tracking, item pool development and management, web delivery and automatic scoring, and reporting on student performance at the individual, classroom, school, and district levels with the ability to disaggregate the data by student subgroups. Additionally, Warren will provide students, parents, teachers and administrators with **data dashboards** that are tailored to their roles and permissions. Data dashboards will display key metrics for each audience based on data from the new formative assessment system and from other source systems in the district. Complementing the data dashboard, reporting tools will provide further analytics to each audience for trend analysis and decision support.

**PreK-6 Key Performance Measures:** Increased percentages of students passing State assessments: IREAD-3, ISTEP+ ELA & Mathematics

**Activities for Project 2**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
2	<i>Personalized Learning System: Online Assessments and Data Dashboard to Track Progress</i>	Lee Ann Kwiatkowski	1/1/15	12/31/16		
<b>2.1</b>	<b>Implement new online formative assessment system</b>	<b>Lee Ann Kwiatkowski</b>	<b>1/1/15</b>	<b>12/31/16</b>		
2.1.1	Representative elementary school grade levels participate in piloting online delivery of district formative assessments	Pilot Schools	1/1/15	1/15/15		
2.1.2	Ryan Russell provides PD for pilot principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into <i>Success</i> periods, identify other staff PD needs)	Pilot Principals & Coaches	1/16/15	1/31/15		
2.1.3	Move from the existing paper/pencil delivery system for conducting district-wide formative assessments by piloting an online delivery system (in representative elementary, middle and high school grade levels)	Pilot Principals	2/1/15	3/31/15		
2.1.4			4/1/15	6/1/15		
2.1.5	<b>Milestone:</b> <i>Pilot of online delivery of formative assessments successfully completed, enabling scale up for district-wide delivery of online assessments</i>	Pilot Principals	6/1/15	6/1/15		
2.1.6	Ryan Russell provides PD for all district principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into <i>Success</i> periods, identify other staff PD needs)	All Principals & Coaches	8/1/15	8/15/15		
2.1.7	Conduct 2015-16 online formative assessments in all schools and grade levels according to assessment calendar and road map (we anticipate monthly assessments)	All Principals & Coaches	8/16/15	9/30/15		
2.1.8			10/1/15	12/31/15		
2.1.9			1/1/16	3/31/16		
2.1.10			4/1/16	6/1/16		
2.1.11			8/1/15	9/30/15		
2.1.12			10/1/15	12/31/15		
2.1.13	Following each formative assessment, 2015-16 results are loaded into data dashboard view for use by students, parents, teachers and administrators (ongoing & occurs at the district level)	Lee Ann Kwiatkowski	1/1/16	3/31/16		
2.1.14			4/1/16	6/1/16		
2.1.15	Conduct 2016-17 formative assessments in all schools and grade levels according to assessment calendar and road map	All Principals & Coaches	8/1/16	9/30/16		
2.1.16			10/1/16	12/31/16		
2.1.17	Following each formative assessment, 2016-17 results are loaded into data dashboard view for use by students, parents, teachers and administrators (ongoing & occurs at the district level)	Lee Ann Kwiatkowski	8/1/16	9/30/16		
2.1.18			10/1/16	12/31/16		
<b>2.2</b>	<b>Use virtual modules provided by the district for training stakeholders how to use and interpret new dashboard data and reports</b>	<b>Lee Ann Kwiatkowski</b>	<b>2/1/15</b>	<b>7/31/16</b>		
2.2.1	Principals receive training from Ryan Russell for using and interpreting the new data dashboard & reports during districtwide leadership meetings	Principals	2/1/15	2/28/15		
2.2.2	Parents are notified via ConnectEd (robo calls), school newsletters and principal web-based video messages about the availability of the new dashboard and how to access the training modules	Ryan Russell & Principals	3/1/15	3/15/15		
2.2.3	Each school will host an event to help parents understand and use the new data dashboard	Principals	3/31/15	5/31/15		
2.2.4	Virtual modules are used by principals to train students, parents, & teachers how to use and interpret data dashboards & reports	Ryan Russell & Principals	3/31/15	5/31/15		
2.2.5	<b>Deliverable:</b> <i>Virtual training provided to students, parents, teachers &amp; administrators for their effective use of updated data dashboard &amp; reports</i>	Ryan Russell	7/31/15	7/31/15		
2.2.6	Updated training modules are released by the district as part of the 2016-17 dashboard release (Release 3.0) and used by principals for training students, parents, & teachers how to use and interpret updated data dashboards & reports	Ryan Russell & Principals	6/1/16	7/31/16		
2.2.7	<b>Deliverable:</b> <i>Virtual training provided to students, parents, teachers &amp; administrators for their effective use of updated data dashboard &amp; reports</i>	Ryan Russell	7/31/15	7/31/16		

**Project #3 Environments to Support Engaged Learning (PreK-12)**

Putting an **internet connected device in the hands of each student** will open up new learning opportunities and pave the way for instructional use of technology that has not been possible before. The district's implementation plan for the student devices will provide the **student protocols** for using and caring for the devices and will provide building **administrators and teachers** with strategies for **managing the devices** on a day-to-day level. The implementation plan will also **engage parents** who will need to understand ways they can support digital age learning and will need to support the appropriate use of the devices since many of the devices will be going home with students. The **instructional technology strand** offered within the new Warren Teacher Academy (WTA) will provide course work and learning opportunities to **help teachers develop proficiency** in three key areas. The first area and the anchor of the technology strand is proficiency in the **National Educational Technology Standards for Teachers (NETS-T)** developed by the International Society for Technology Education. The second area of focus will be **Google environments**--helping to ensure that the Google enabled environment in Warren can be leveraged by teachers (Google Drive, Google Docs, G-mail, etc.). The third focus area is Warren's **learning management system** or LMS. Warren will be defining proficiency levels in each of these focus areas, assessing teacher proficiency relative to the standard, and providing the necessary professional support and professional development to help teachers attain these high goals. The Warren Teacher Academy is seen as a critical component in realizing the benefit of having a digital age learning environment where every learner is equipped with at least one internet enabled device.

**PreK-6 Key Performance Measures:** Increase the percentage of Highly-Effective/Effective Teachers; Increase the percentages of students passing State assessments (IREAD-3, ISTEP+ English & Mathematics)

Activities for Project 3						
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
3	<i>Environments to Support Engaged Learning</i>	James Aldridge	7/1/13	12/31/16		
3.1	<b>Teachers and administrators receive PD through Warren Teacher Academy (WTA) strand for instructional technology proficiency</b>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	7/1/13	12/31/16		
3.1.1	Administrators and teachers learn about the new Warren Teacher Academy (WTA) concept and roadmap through district leadership trainings for principals. The WTA strand for instructional technology will provide all certified staff with ongoing PD opportunities aligned to measurable proficiency objectives.	Ryan Russell	7/1/13	9/30/13		
3.1.2			10/1/13	1/15/14		
3.1.3	Teachers and administrators participate in NETS-T assessment and interventions/coursework provided by eLearning staff (director and 3 Instructional Technology Trainers) to enable certified staff to demonstrate proficiency	Teachers & administrators	1/15/14	3/31/14		Budget 1: Personnel 14 & 24; Fringe 63 & 72
3.1.4			4/1/14	6/30/14		
3.1.5			7/1/14	9/30/14		
3.1.6			10/1/14	12/31/14		
3.1.7			1/1/15	3/31/15		
3.1.8			4/1/15	6/30/15		
3.1.9			7/1/15	9/30/15		
3.1.10			10/1/15	12/31/15		
3.1.11			1/1/16	3/31/16		
3.1.12			4/1/16	6/30/16		
3.1.13			7/1/16	9/30/16		
3.1.14	10/1/16	12/31/16				
3.1.15	Teachers and administrators participate in Google Environments assessment and interventions/coursework provided by eLearning staff (director and 3 Instructional Technology trainers) to enable certified staff to demonstrate proficiency	Teachers & administrators	1/15/14	3/31/14		Budget 1: Personnel 14 & 24; Fringe 63 & 72
3.1.16			4/1/14	6/30/14		
3.1.17			7/1/14	9/30/14		
3.1.18			10/1/14	12/31/14		
3.1.19			1/1/15	3/31/15		
3.1.20			4/1/15	6/30/15		
3.1.21			7/1/15	9/30/15		
3.1.22			10/1/15	12/31/15		
3.1.23			1/1/16	3/31/16		
3.1.24			4/1/16	6/30/16		
3.1.25			7/1/16	9/30/16		
3.1.26	10/1/16	12/31/16				
3.1.27	Teachers and administrators participate in Learning Management System assessment and interventions/coursework provided by eLearning staff (director and 3 instructional technology trainers) to enable certified staff to demonstrate proficiency	Teachers & administrators	1/15/14	3/31/14		Budget 1: Personnel 14 & 24; Fringe 63 & 72
3.1.28			4/1/14	6/30/14		
3.1.29			7/1/14	9/30/14		
3.1.30			10/1/14	12/31/14		
3.1.31			1/1/15	3/31/15		
3.1.32			4/1/15	6/30/15		
3.1.33			7/1/15	9/30/15		
3.1.34			10/1/15	12/31/15		
3.1.35			1/1/16	3/31/16		
3.1.36			4/1/16	6/30/16		
3.1.37			7/1/16	9/30/16		
3.1.38	10/1/16	12/31/16				
3.2	<b>Roll Out Student Learning Devices (Chromebooks &amp; iPads)</b>	James Aldridge	7/1/13	9/30/13		
3.2.1	Personalized learning initiative is launched at meetings attended by parents such as school registration, back to school nights and through principal video messages posted on the school's website	Principals	7/1/13	7/15/13		
3.2.2	Teachers demonstrate responsible use of instructional technology devices & review the student handbook procedures at the beginning of the school year	Principals & Teachers	7/29/13	9/30/13		
3.2.3	Instructional technology devices (Chromebooks & iPads) are distributed to students according to protocols established in the district's implementation plan and according to building level needs	Principals & Teachers	7/29/13	9/30/13		

**Project #5 Professional Opportunities**

**Narrative:** Highly-effective/effective teachers to support personalized learning will be reinforced through **school-based professional development** to help principals and teachers adopt new practices aligned to the expectations of Common Core Standards and to RtT initiatives. Primary support will focus on the effective use of new curriculum maps & effective instructional practices, with PD opportunities targeted to school-specific needs--as determined by district leadership and principals. PD will align to RtT grant-defined purposes, including: (a) Acquisition of skills & strategies needed to embed Indiana Common Core Literacy Standards across disciplines; (b) Focus instruction on deeper-learning components of standards, e.g., critical thinking; collaboration; text complexity; emphasis on evidenced-supported argument; informative/explanatory writing & research); (c) Differentiated instruction; (d) Provision of rigorous, relevant and student-engaged learning approaches; (e) Mathematical rigor, coherence & focus; and (f) Culturally-responsive instruction and effective classroom management and behavior strategies

**PreK-6 Key Performance Measures:** Increased percentage of highly-effective/effective teachers and highly-effective/effective principals

**Activities for Project 5**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: <i>mm/dd/yy</i>	Budget Reference
5	<i>Project 5 Professional Opportunities</i>	Ryan Russell	8/1/13	12/31/16		
5.1	<b>Develop and provide school-based PD for the effective use of ELA &amp; Mathematics curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	8/1/13	2/28/14		
5.1.1	Baseline data collected by Ryan Russell for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Principals	8/1/13	9/15/13		
5.1.2	<b>Deliverable:</b> <i>Menu of priority PD opportunities available to schools</i>	Ryan Russell	9/30/13	9/30/13		
5.1.3	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Ryan Russell & Principals	10/1/13	10/31/13		
5.1.4	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Principals	11/1/13	11/30/13		
5.1.5			12/1/13	1/31/14		
5.1.6	<b>Deliverable:</b> <i>External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions</i>	Principals	11/30/13	11/30/13		
5.1.7			1/31/14	1/31/14		
5.1.8			11/1/13	12/31/13		
5.1.9	Professional development aligned to unique school needs is delivered by external experts to each school site to support ELA and Math instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	1/1/14	2/28/14		Budget 1: "Other" 437
5.1.10	During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations	McREL	11/1/13	12/31/13		Budget 1: "Other" 437
5.1.11			1/1/14	2/28/14		
5.1.12	<b>Milestone:</b> <i>Each school receives four (4) full-day site PD sessions with external experts to support ELA and Mathematics instruction</i>	Ryan Russell	2/28/14	2/28/14		
5.1.13	<b>Deliverable:</b> <i>16 ELA and 16 Math video-taped model lessons that target the focus area of the onsite PD provided by McREL</i>	Ryan Russell	2/28/14	2/28/14		
5.2	<b>Provide support for unique PD initiatives aligned to the purposes of the RtT grant that are proposed by the principal and authorized by the RtT grant manager</b>	Lee Ann Kwiatkowski, Grant Manager	6/1/13	9/30/14		
5.2.1	Each principal will identify at least one technology point person (e-Evangelist) within their building	Principal	6/1/13	7/1/13		
5.2.2			7/1/13	9/30/13		
5.2.3	Each school's e-Evangelist (technology point person) will be trained by John Keller to enable their support of teachers' effective use of new technologies within individual buildings through school-based embedded PD sessions	John Keller, Director of eLearning	10/1/13	12/31/13		
5.2.4			1/1/14	3/31/14		
5.2.5			4/1/14	6/30/14		
5.2.6			7/1/14	9/30/14		
5.2.7			8/1/13	9/30/13		
5.2.8	School-based e-Evangelists --as well as teachers that have been through summer 2013 technology trainings and WTA-Instructional Technology proficiency strands -- will serve as school-based resources to support teachers' needs to effectively use new instructional technologies.	e-Evangelists	10/1/13	12/31/13		
5.2.9			1/1/14	3/31/14		
5.2.10			4/1/14	6/30/14		
5.2.11			7/1/14	9/30/14		
5.2.12			8/1/13	9/30/13		
5.2.13			10/1/13	12/31/13		
5.2.14			1/1/14	3/31/14		
5.2.15			4/1/14	6/30/14		
5.2.16			7/1/14	9/30/14		
5.2.17	As deemed necessary in meeting the goals of the district's RtT initiatives, the grant manager will authorize PD expenditures that support unique school needs to promote the development of highly-effective teachers. Based on the implementation of RtT projects, if a school demonstrates additional need, the grant manager will identify consultants (e.g., PBIS culturally-responsive experts; curriculum implementation experts) to support those needs.	Principal & Lee Ann Kwiatkowski (grant manager)	10/1/14	12/31/14		
5.2.18			1/1/15	3/31/15		
5.2.19			4/1/15	6/30/15		
5.2.20			7/1/15	9/30/15		
5.2.21			10/1/15	12/31/15		
5.2.22			1/1/16	3/31/16		
5.2.23			4/1/16	6/30/16		
5.2.24			7/1/16	9/30/16		
5.2.25			10/1/16	12/31/16		

5.3	<b>Develop and provide school-based PD for the effective use of Science and Social Studies curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell	8/1/14	3/31/15		
5.3.1	Baseline data collected for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Ryan Russell	8/1/14	9/15/14		
5.3.2	<i>Deliverable: Menu of priority PD opportunities available to schools</i>	Ryan Russell	9/30/14	9/30/14		
5.3.3	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Principals & Ryan Russell	10/1/14	10/31/14		
5.3.4	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Principals	11/1/14	11/30/14		
5.3.5			12/1/14	1/31/15		
5.3.6	<i>Deliverable: External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions</i>	Ryan Russell & Principals	11/30/14	11/30/14		
5.3.7			1/31/15	1/31/15		
5.3.8	Professional development aligned to unique school needs is delivered by external experts to each school site to support Science & Social Studies instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/14	12/31/14		
5.3.9			1/1/15	2/28/15		Budget 1: "Other" 437
5.3.10	<i>During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations</i>	McREL	11/1/14	12/31/14		
5.3.11			1/1/15	2/28/15		
5.3.12	<i>Milestone: Each school receives four (4) full-day site PD sessions with external experts to support Science &amp; Social Studies instruction</i>	Ryan Russell	2/28/15	2/28/15		
5.3.13	<i>Deliverable: 16 Science &amp; Social Studies video-taped model lessons that target the focus area of the onsite PD provided by the external curriculum expert</i>	Ryan Russell & McREL	3/31/15	3/31/15		
5.4	<b>Develop and provide school-based PD for the effective use of music &amp; PE curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell	10/1/15	2/28/16		
5.4.1	Ryan Russell and elementary mapping team representatives (for music & PE) virtually meet with external curriculum experts two weeks before scheduled site visits to fully develop objectives of upcoming PD sessions all content teachers	Ryan Russell & teacher reps	10/1/15	11/30/15		
5.4.2			12/1/15	1/31/16		
5.4.3	<i>Deliverable: External curriculum expert virtually meets with district representatives prior to scheduled onsite PD sessions</i>	Ryan Russell & Principals	11/30/15	11/30/15		
5.4.4			1/31/16	1/31/16		
5.4.5	Professional development is delivered by external experts to district teachers to support music and PE instruction	Teacher reps	11/1/15	12/31/15		
5.4.6			1/1/16	2/28/16		Budget 1: "Other" 437

### Project #6 Grant Implementation

**Narrative:** The external evaluator (a) Assesses measurable participant and student outcomes; (b) Assesses quality and delivery of initiatives; and (c) Provides on-going feedback to stakeholders for program improvement.

#### Activities for Project 6

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
6	<i>Grant Implementatio: RtT External Evaluator</i>	Lee Ann Kwiatkowski	6/1/13	10/31/16		
6.1	<b>Building leaders and staff support the efforts of the district's RtT Independent Evaluator (CEEP) in the conduct of their work to evaluate RtT initiatives</b>	Lee Ann Kwiatkowski	6/1/13	10/31/16		
6.1.1	Building leaders support the efforts of the district's RtT Independent Evaluator (CEEP) in the conduct of <b>key stakeholder interviews</b> via phone and in-person to provide needed background/context, assess the quality & delivery of project activities, gather formative data needed for program improvement and provide feedback related to the interpretation of data and implications for policy/practice	Principals	6/1/13	8/1/13		
6.1.2			4/1/14	5/31/14		
6.1.3			4/1/15	5/31/15		
6.1.4			4/1/16	5/31/16		
6.1.5			9/1/16	10/31/16		
6.1.6	Building staff support the work of the Independent Evaluator in the conduct of <b>site visits, professional development and classroom/school activities</b> that address key evaluation questions, assess measurable participant and student outcomes, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Principals	6/1/13	7/31/13		
6.1.7			8/1/13	10/31/13		
6.1.8			3/1/14	5/31/14		
6.1.9			6/1/14	7/31/14		
6.1.10			3/1/15	5/31/15		
6.1.11			3/1/16	5/31/16		
6.1.12	Building staff support the work of the Independent Evaluators through their participation in <b>web-based surveys</b> of principals and teachers, as well as a representative sample of students and parents/guardians to assess measurable participant and student outcomes, to address key evaluation questions, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Principals & Teachers	9/1/13	9/30/13		
6.1.13			5/1/14	5/31/14		
6.1.14			5/1/15	5/31/15		
6.1.15			5/1/16	5/31/16		
6.1.16	Teachers participate in <b>focus groups</b> to address key evaluation questions, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Teachers	9/1/13	10/31/13		
6.1.17			9/1/14	10/31/14		
6.1.18			9/1/15	10/31/15		

**Project #10 PBIS & Culturally-Responsive Instruction (PreK-12)**

**Narrative:** In partnership with external consultant, create **Positive Behavioral Interventions and Supports (PBIS)** for each school, for all students, using tiered behavioral interventions that are systematically-applied to students based on their demonstrated levels of behavioral need. **Professional development** will be provided for all schools to: (a) Support principals' and teachers' understanding and effective implementation of culturally-responsive PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices. Years 1 and 2 will focus heavily on Culturally-Responsive PBIS practices, with more direct professional development on teachers' culturally-responsive instructional practices occurring in Years 3 and 4.

**PreK-6 Key Performance Measures:** Reduce out-of-school suspension and expulsion rates Grades K-6; Increase the percentage of students passing IREAD-3 test; Increase the percentage of students in Grades 4-6 passing ISTEP+ English/Language Arts; Increase the percentage of students in Grades 4-6 passing ISTEP+ Mathematics

**Activities for Project 10**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
10	<i>PBIS &amp; Culturally-Responsive Instruction (Grades PreK-12)</i>	Allison Woods	1/7/13	12/31/16		
10.1	<b>Identify current district practices for student behaviors and consequences (strengths, weaknesses &amp; gaps) within individual schools to inform next steps in the development of Culturally-Responsive PBIS training initiatives</b>	Allison Woods, Director of Special Education	1/7/13	3/1/13		
10.1.1	Identify existing PBIS practices and gaps within each district school via School Surveys completed by principals and teachers and Site Visits conducted by external consultant & leadership team members. (This initial online Survey provides baseline data and will be administered annually to help inform our progress across the grant period.)	Allison Woods, HR Director, Principals & Teachers	1/7/13	1/24/13		
10.1.2	Findings used to identify upcoming training topics (with external consultant) and differentiate training groupings to align with school needs	Allison Woods	2/25/13	3/1/13		
10.2	<b>Design PBIS training initiative and identify school PBIS Team Facilitators and Team Members</b>	Allison Woods, Director of Special Education	1/1/13	7/15/13		
10.2.1	Allison Woods meets with district principals to provide the non-negotiables for school behavior plans across the district (e.g., All schools will develop PBIS plans; Plans must align with the district's CORE value framework for civility, order, respect & excellence; All schools must collect data on student referrals to office; All school plans must be developed through a cultural lens)	Allison Woods & Principals	4/1/13	4/30/13		
10.2.2	Allison Woods meets with district principals to provide expectations and Scope & Sequence of upcoming PBIS trainings for each school team (5 representatives per school, including one building administrator and the school's designated PBIS Team Facilitator).	Allison Woods & Principals	4/1/13	4/30/13		
10.2.3	Principals identify & submit names of PBIS Team Members (5 per school, including Team Facilitator) to Allison Woods	Principals	7/1/13	7/15/13		
10.2.4	<b>Milestone: PBIS Team identified for every district school PreK-6</b>	Allison Woods		7/15/13		
10.3	<b>A series of trainings are provided (by culturally-responsive PBIS consultant) to support the PBIS Team Facilitator's role in working with team members &amp; building staff to implement effective PBIS practices</b>	Assistant Superintendent for Educator Effectiveness	4/8/13	12/31/16		
10.3.1	Principals complete readiness activities for upcoming Tier 1 trainings and submit to respective Elementary and Secondary Assistant Superintendents	Principals	4/8/13	5/15/13		
10.3.2	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	5/13/13	5/13/13		
10.3.3	20 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	8/1/13	8/31/13		
10.3.4	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	10/1/13	10/31/13		
10.3.5	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	1/1/14	1/31/14		
10.3.6	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	4/1/14	4/30/14		
10.3.7	Principals complete readiness activities for upcoming Tier 2 and Tier 3 trainings and submit to respective Elementary and Secondary Assistant Superintendents (Readiness activities are assignments needed to support trainings, e.g., provide Team Facilitators with updated student referrals to principal's office data, suspension/expulsion profiles)	Principals	4/1/14	5/15/14		
10.3.8	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	9/1/14	9/30/14		
10.3.9	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	2/1/15	2/28/15		
10.3.10	<b>Milestone: Each school within the district has a trained PBIS Team Facilitator</b>	PBIS Team Facilitators	2/28/15	2/28/15		
10.3.11			7/1/15	9/30/15		
10.3.12			10/1/15	12/31/15		
10.3.13	As needed, trainings provided for new Facilitators; targeted support provided to existing Facilitators based on identified needs	PBIS Team Facilitators	1/1/16	3/31/16		
10.3.14			4/1/16	6/30/16		
10.3.15			7/1/16	9/30/16		
10.3.16			10/1/16	12/31/16		

Budget 3: Contractual 43-38; and Personnel 68: Fringe 16-18

<b>10.4</b>	<b>A series of trainings are provided (by culturally-responsive PBIS consultant/s) for school PBIS Cohort Team . Year 2 (July 2013-June 2014) will focus on Tier 1 initiatives; Year 3 (July 2014-June 2015) will focus on Tiers 2 &amp; 3</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>7/1/13</b>	<b>12/28/16</b>		
10.4.1	Session 1: One full-day training for each Cohort group ( <b>Tier 1 focus</b> )	PBIS Cohort Team	7/1/13	8/31/13		
10.4.2	Session 2: Each Cohort group receive 3-hours training on two consecutive days ( <b>Tier 1 focus</b> ) or a Saturday	PBIS Cohort Team	9/1/13	10/31/13		
10.4.3	Session 3: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	PBIS Cohort Team	11/1/13	12/31/13		
10.4.4	Session 4: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	PBIS Cohort Team	2/1/14	3/31/14		
10.4.5	Session 1: One full-day training for each Cohort group ( <b>Tier 2 focus</b> )	PBIS Cohort Team	9/1/14	9/30/14		
10.4.6	Session 2: Each Cohort group receive 3-hours training on two consecutive days ( <b>Tier 2 focus</b> ) or a Saturday	PBIS Cohort Team	11/1/14	11/30/14		
10.4.7	Session 3: Each Cohort group receives 3-hours training on two consecutive days ( <b>Tier 3 focus</b> ) or a Saturday	PBIS Cohort Team	2/1/15	2/28/15		
10.4.8	Session 4: Each Cohort group receives 3-hours training on two consecutive days ( <b>Tier 3 focus</b> ) or a Saturday	PBIS Cohort Team	4/1/15	4/30/15		
10.4.9	<b>Milestone: Each school within the district has a trained PBIS Team (at least 5 members per team)</b>	Allison Woods	4/30/15	4/30/15		
10.4.10	As needed, trainings provided for new PBIS Team Members; & Targeted support provided to schools based on identified PBIS needs	Allison Woods	7/1/15	8/31/15		
10.4.11			9/1/15	10/31/15		
10.4.12			11/1/15	12/31/15		
10.4.13			2/1/16	3/31/16		
10.4.14			4/1/16	6/30/16		
10.4.15			7/1/16	10/31/16		
10.4.16			11/1/16	12/28/16		
<b>10.5</b>	<b>Participate in professional development opportunities that support culturally-responsive leadership and classroom instructional practices</b>	<b>Ryan Russell, Assistant Supt for Educator Effectiveness</b>	<b>1/31/13</b>	<b>12/15/16</b>		
10.5.1	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Jan 31, 2013 ( <i>Modeling civility, order, respect &amp; excellence in the teacher evaluation process</i> )	Principals	1/31/13	1/31/13		
10.5.2	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Feb 14, 2013 ( <i>Considering culturally-responsive practices in the teacher evaluation process</i> )	Principals	2/14/13	2/14/13		
10.5.3	Teachers & administrators provided option to participate in PD sessions (2 days for K-4 teachers; 2 days for 5-8; 2 days for 9-12) to support teachers' use of culturally-responsive instructional practices	Teachers & Administrators	6/1/13	7/31/13		Budget 3: Contractual 43-48
10.5.4	Full-day PD session provided to new teachers on culturally-responsive instructional practices	New Teachers	7/1/13	7/31/13		
10.5.5	School staff PD (during PD time embedded into each school's/grade-level team's/content-area team's schedule) will include the use of topical Video Training Modules to support culturally-responsive instructional practices	School PBIS Facilitators	9/1/13	10/31/13		
10.5.6			11/1/13	12/31/13		
10.5.7			1/1/14	3/31/14		
10.5.8			4/1/14	6/30/14		
10.5.9			7/1/14	9/31/14		
10.5.10			10/1/14	12/31/14		
10.5.11			1/1/15	3/31/15		
10.5.12			4/1/15	6/30/15		
10.5.13			7/1/15	9/30/15		
10.5.14			10/1/15	12/31/15		
10.5.15			1/1/16	3/31/16		
10.5.16			4/1/16	6/30/16		
10.5.17			7/1/16	9/30/16		
10.5.18			10/1/16	12/15/16		
10.5.19		12/31/13	12/31/13			
10.5.20	<b>Deliverables: Video Training Modules for school PBIS Facilitators to use with their school staff</b>	External Consultant & PBIS Facilitators	6/30/14	6/30/14		
10.5.21			12/31/14	12/31/14		
10.5.22			6/30/15	6/30/15		
10.5.23	<b>Milestone: PD trainings support teachers' use of culturally-responsive instructional strategies</b>	Ryan Russell & Teachers	6/30/15	6/30/15		

<b>10.6</b>	<b>Conduct continuous PBIS progress monitoring of project implementation and its impact on reducing behavioral issues that interfere with learning</b>	<b>Allison Woods</b>	<b>5/15/13</b>	<b>7/15/16</b>		
10.6.1	Schools collect and submit 2012-13 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/13	6/30/13		
10.6.2	An on-site <i>Process Check</i> is conducted in each school by district leadership to examine the effectiveness of instructional and behavioral practices ( <i>8-Step Process</i> of Continuous Monitoring)	Superintendent Cushenberry & Principals	9/1/13	11/30/13		
10.6.3	Schools collect & submit mid-year 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/13	1/31/14		
10.6.4	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	2/1/14	5/30/14		
10.6.5	<i>On-site Implementation Visits</i> are conducted in every school by external consultant to monitor implementation and provide support & technical assistance to principals and school staff	External Consultant & Principals	3/1/14	4/31/14		Budget 3: Contractual 43-48
10.6.6	Schools collect and submit 2013-14 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/14	6/30/14		
10.6.7	Monthly school reports are compiled into a district discipline data report	Principals	6/30/14	7/15/14		
10.6.8	On-site Implementation Visits	External Consultant & Principals	8/1/14	8/31/14		Budget 3: Contractual 43-48
10.6.9	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	9/1/14	11/30/14		
10.6.10	Schools collect & submit mid-year 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/14	1/31/15		
10.6.11	On-site Implementation Visits	External Consultant & Principals	1/1/15	1/31/15		Budget 3: Contractual 43-48
10.6.12	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	2/1/15	5/30/15		
10.6.13	Schools collect and submit 2014-15 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/15	6/30/15		
10.6.14	On-site Implementation Visits 1st semester (based on identified/targeted needs)	External Consultant & Principals	7/1/15	9/30/15		Budget 3: Contractual 43-48
10.6.15			10/1/15	12/1/15		
10.6.16	Schools collect and submit 2015-16 mid-year <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/15	1/31/16		
10.6.17	On-site Implementation Visits 2nd semester (based on identified/targeted needs)	External Consultant & Principals	1/1/16	3/31/16		
10.6.18			4/1/16	6/30/16		
10.6.19	School collect and submit 2015-16 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/16	6/30/16		

**Project #11 Parents Are The Core (K-6)**

**Narrative:** A collaborative school-parent initiative (originally called *Parent University*; now titled *Parents Are the Core*) will be developed and scaled district-wide in schools serving students in Grades K-6. Through annual, year-long topical workshops, the school community will unite to promote the positive social, academic and emotional growth of students in our district's nine elementary schools (Grades K-4) and three intermediate academies (Grades 5-6).

**Gr K-6 Key Performance Measures:** Reduce out-of-school suspension and expulsion rates Grades K-6; Increase the percentage of students passing IREAD-3 State assessment

**Activities for Project 11**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
11	<i>Parents Are the Core (PAC)</i>	Tim Hanson, Elementary Assistant Superintendent	5/1/13	12/31/16		
<b>11.1</b>	<b>Prepare for PAC school-based workshops for parents, across the school year and grant period</b>	<b>External Consultant</b>	<b>5/1/13</b>	<b>12/31/16</b>		
11.1.1	Each K-6 school identifies a staff member to serve as its PAC Facilitator	K-6 Principals	5/1/13	7/30/13		
11.1.2	Each K-6 school identifies a parent (Parent Facilitator) to work in collaboration with the PAC Facilitator (staff member), school staff and students' families to support <i>Parents Are the Core</i> trainings	K-6 Principals	7/30/13	8/31/13		
11.1.3	Designated school-based PAC Facilitators and Parent Facilitators from K-6 buildings participate in Orientation Trainings with external consultant to become familiar with training modules, available resources and strategies for effectively engaging with parents	PAC Facilitators & External Consultant	8/31/13	9/30/13		Budget 3 Personnel 12 14; Fringe 22-23; and Contractual 49-52
11.1.4	1st Semester PAC Facilitator Training	PAC Facilitators & External Consultant	1/1/14	1/15/14		
11.1.5	2nd Semester Optional PAC Facilitator Training	PAC Facilitators & External Consultant	4/1/14	4/15/14		
11.1.6			8/1/13	9/30/13		
11.1.7			10/1/13	12/31/13		
11.1.8			1/1/14	3/31/14		
11.1.9			4/1/14	6/30/14		
11.1.10			7/1/14	9/30/14		
11.1.11			10/1/14	12/31/14		
11.1.12			1/1/15	3/31/15		
11.1.13			4/1/15	6/30/15		
11.1.14			7/1/15	9/30/15		
11.1.15			10/1/15	12/31/15		
11.1.16			1/1/16	3/31/16		
11.1.17			4/1/16	6/31/16		
11.1.18			7/1/16	9/30/16		
11.1.19			10/1/16	12/31/16		

11.1.20	Books & supplies are identified, ordered & provided for each school's parent workshops across the grant period. As the training modules are developed, books & materials that correspond to the training--and that are culturally-responsive-- will be ordered	External Consultant	8/1/13	9/30/13		Budget 3: Supplies 29-40
11.1.21			10/1/13	12/31/13		
11.1.22			1/1/14	3/31/14		
11.1.23			4/1/14	6/30/14		
11.1.24			7/1/14	9/30/14		
11.1.25			10/1/14	12/31/14		
11.1.26			1/1/15	3/31/15		
11.1.27			4/1/15	6/30/15		
11.1.28			7/1/15	9/30/15		
11.1.29			10/1/15	12/31/15		
11.1.30			1/1/16	3/31/16		
11.1.31			4/1/16	6/31/16		
11.1.32			7/1/16	9/30/16		
11.1.33			10/1/16	12/31/16		
<b>11.2</b>	<b>Deliver school-based workshops for parents, across the school year and grant period</b>	<b>Tim Hanson</b>	<b>8/15/13</b>	<b>12/31/16</b>		
11.2.1			8/15/13	9/30/13		
11.2.2	K-6 Parents are notified in school newsletters, via ConnectEd (phone robo call) and through PTA meetings about the workshop opportunities	Principals	8/15/14	9/30/14		
11.2.3			8/15/15	9/30/15		
11.2.4			8/15/16	9/30/16		
11.2.5	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/13	8/31/13		
11.2.6			9/15/13	9/30/13		
11.2.7			1/1/14	1/15/14		
11.2.8			2/15/14	2/28/14		
11.2.9			4/15/14	4/30/14		
11.2.10	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/13	10/1/13		
11.2.11	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/13	12/31/13		
11.2.12	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	1/16/13	3/1/14		
11.2.13	4th parent Topic Module delivered across K-6 schs	PAC Facilitator	3/1/14	5/1/14		
11.2.14	5th parent Topic Module delivered across K-6 schs	PAC Facilitator	5/1/14	6/1/14		
11.2.15	<i>Milestone: Five parent workshops held during SY 2013-14 in all K-6 schools</i>	Tim Hanson	6/1/14	6/1/14		
11.2.16	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/14	8/31/14		
11.2.17			9/15/14	9/30/14		
11.2.18			1/1/15	1/15/15		
11.2.19			2/15/15	2/28/15		
11.2.20			4/15/15	4/30/15		
11.2.21	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/14	10/1/14		
11.2.22	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/14	12/31/14		
11.2.23	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	1/16/15	3/1/15		
11.2.24	4th parent Topic Module delivered across K-6 schs	PAC Facilitator	3/1/15	5/1/15		
11.2.25	5th parent Topic Module delivered across K-6 schs	PAC Facilitator	5/1/15	6/1/15		
11.2.26	<i>Milestone: Five parent workshops held during SY 2014-15 in all K-6 schools</i>	Tim Hanson	6/1/15	6/1/15		
11.2.27	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/15	8/31/15		
11.2.28			9/15/15	9/30/15		
11.2.29			1/1/16	1/15/16		
11.2.30			2/15/16	2/28/16		
11.2.31			4/15/16	4/30/16		
11.2.32	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/15	10/1/15		
11.2.33	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/15	12/31/15		
11.2.34	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	1/16/16	3/1/16		
11.2.35	4th parent Topic Module delivered across K-6 schs	PAC Facilitator	3/1/16	5/1/16		
11.2.36	5th parent Topic Module delivered across K-6 schs	PAC Facilitator	5/1/16	6/1/16		
11.2.37	<i>Milestone: Five parent workshops held during SY 2015-16 in all K-6 schools</i>	Tim Hanson	6/1/16	6/1/16		
11.2.38	Targeted families are called by the principal to urge their participation.	K-6 Principals	8/15/16	8/31/16		
11.2.39			9/15/16	9/30/16		
11.2.40			10/15/16	10/31/16		
11.2.41	1st parent Topic Module delivered across K-6 schs	PAC Facilitator	9/1/16	10/1/16		
11.2.42	2nd parent Topic Module delivered across K-6 schs	PAC Facilitator	10/1/16	11/1/16		
11.2.43	3rd parent Topic Module delivered across K-6 schs	PAC Facilitator	11/1/16	12/31/16		
11.2.44	<i>Milestone: Three parent workshops held in all K-6 schools during 1st semester of SY 2016-17</i>	Tim Hanson	12/31/16	12/31/16		
<b>11.3</b>	<b>Continuous monitoring of parent PD training implementation, evaluation of impact and adjustments to improve strategies</b>	<b>Tim Hanson</b>	<b>9/1/13</b>	<b>12/31/16</b>		
11.3.1	During 2013-14 school year, workshop observations are made/support provided by the external consultant with findings reported to Tim Hanson to inform project effectiveness & to make adjustments needed for successful implementation	External Consultant	9/1/13	9/30/13		
11.3.2		External Consultant	10/1/13	12/31/13		
11.3.3		External Consultant	1/1/14	3/31/14		
11.3.4		External Consultant	4/1/14	6/1/14		
11.3.5	<i>Milestone: At least one PAC workshop at each school site (12 sites) is observed by the external consultant to provide feedback for improvement</i>	Tim Hanson	6/1/14	6/1/14		
11.3.6	During 2014-15 school year, workshop observations are made/support provided by the external consultant with findings reported to Tim Hanson to inform project effectiveness & to make adjustments needed for successful implementation	External Consultant	9/1/14	9/30/14		
11.3.7		External Consultant	10/1/14	12/31/14		
11.3.8		External Consultant	1/1/15	3/31/15		
11.3.9		External Consultant	4/1/15	6/1/15		
11.3.10	<i>Milestone: At least one PAC workshop at each school site (12 sites) is observed by the external consultant to provide feedback for improvement and monitor consistency with use of modules</i>	Tim Hanson	6/1/15	6/1/15		

11.3.11	During 2015-16 school year, workshop observations are made/support provided by the external consultant with findings reported to Tim Hanson to inform project effectiveness & to make adjustments needed for successful implementation	External Consultant	9/1/15	9/30/15	
11.3.12		External Consultant	10/1/15	12/31/15	
11.3.13		External Consultant	1/1/16	3/31/16	
11.3.14		External Consultant	4/1/16	6/1/16	
11.3.15	<b>Milestone:</b> At least one PAC workshop at each school site (12 sites) is observed by the external consultant to provide feedback for improvement	Tim Hanson	6/1/16	6/1/16	
11.3.16	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	9/1/13	9/30/13	
11.3.17		External Consultant	10/1/13	12/31/13	
11.3.18		External Consultant	1/1/14	3/31/14	
11.3.19		External Consultant	4/1/14	6/30/14	
11.3.20	<b>Deliverable:</b> Each K-6 school has parent evaluations for 5 workshops (to measure parent satisfaction and inform improvements)	Tim Hanson	6/30/14	6/30/14	
11.3.21	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	7/1/14	9/30/14	
11.3.22		External Consultant	10/1/14	12/31/14	
11.3.23		External Consultant	1/1/15	3/31/15	
11.3.24		External Consultant	4/1/15	6/30/15	
11.3.25	<b>Deliverable:</b> Each K-6 school has parent evaluations for 5 workshops	Tim Hanson	6/30/15	6/30/15	
11.3.26	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	7/1/15	9/30/15	
11.3.27		External Consultant	10/1/15	12/31/15	
11.3.28		External Consultant	1/1/16	3/31/16	
11.3.29		External Consultant	4/1/16	6/31/16	
11.3.30	<b>Deliverable:</b> Each K-6 school has parent evaluations for 5 workshops	Tim Hanson	6/31/16	6/31/16	
11.3.31	Evaluations completed by parent participants following each workshop are analyzed (by individual school and across all K-6 district schools) and used to inform project effectiveness and to make adjustments to improve PAC Facilitator trainings and the successful delivery of school-based parent workshops/trainings	External Consultant	7/1/16	9/30/16	
11.3.32		External Consultant	10/1/16	12/31/16	
11.3.33	<b>Deliverable:</b> Each K-6 school has parent evaluations for 3 workshops	Tim Hanson	12/31/16	12/31/16	

**Grantee Name: Metropolitan School District of Warren Township**

**Overall Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for Grades 7-8 School Implementation Plan**

**Project #1 Curriculum, Instruction & Formative Assessments (K-12)**

**Narrative:** This project transforms the district's successful *8-Step Process for Continuous Improvement* through higher expectations for teaching and for personalized student learning. Curriculum, instruction & formative assessments (performance tasks) are aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, PreK-12 district teacher representatives develop **Scope & Sequence** and instructional **curriculum maps** with **instructional units/exemplar lessons**, and **create district formative assessments/performance items aligned to Common Core** expectations. Within **Project 1, professional development** to support the effective implementation of these new strategies is provided to **district leadership**, including **principals** and district-funded Common Core **Instructional Coaches**. Additionally, within **Project 5, additional district-wide professional development** is provided **onsite at each school** to support **all classroom teachers'** effective use of the newly-developed curriculum maps and formative assessments and to support the delivery of effective instructional practices aligned to Common Core expectations.

**Gr 7-8 Key Performance Measures:** Increase the percentages of Grades 7-8 students passing E/LA & Mathematics ISTEP+

**Activities for Project 1**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
1	<i>Project 1 Curriculum, Instruction &amp; Formative Assessments</i>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	3/1/2013	12/31/16		
1.1	<b>Develop curriculum maps aligned to Common Core expectations for English/Language Arts and Mathematics</b>	Assistant Superintendent for Educator Effectiveness	3/1/13	12/31/16		
1.1.1	In collaboration with the teachers' association, each building principal identifies highly-effective middle school teacher representatives to serve on ELA/Mathematics curriculum mapping teams	Tim Hanson, Assistant Superintendent for Elementary	3/1/13	3/31/13		
1.1.2	<i>Milestone: Curriculum mapping teams identified &amp; secured</i>	Ryan Russell	5/1/13	5/1/13		
1.1.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new ELA & Math Common Core Standards	Teacher reps, coaches & department chairs	5/31/13	5/31/13		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.4	<i>Milestone: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for ELA &amp; mathematics</i>	McREL, Curriculum & Formative Assessment Experts	5/31/13	5/31/13		
1.1.5	Grades 7-8 ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Teacher reps & coaches	6/10/13	6/14/13		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.6	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Teacher reps & coaches	10/14/13	10/18/13		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.7	<i>Deliverable: 5 days of expert technical assistance for all PreK-12 ELA and Math curriculum mapping teams</i>	McREL	10/18/13	10/18/13		
1.1.8	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps & coaches	10/18/13	12/31/13		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.9			1/1/14	3/31/14		
1.1.10	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Teachers & coaches	3/31/14	4/3/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.11	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher reps & coaches	4/3/14	6/30/14		Budget 1 Personnel 7 & Fringe 57
1.1.12	<i>Milestone: Curriculum Maps, units &amp; resources aligned to Common Core Standards available for all district PreK-12 ELA &amp; Mathematics teachers</i>	Lee Ann Kwiatkowski	6/30/14	6/30/14		
1.1.13	During fall 2014 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Teacher reps & coaches	10/1/14	10/31/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.14	During spring 2015 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Teacher reps & coaches	3/1/15	4/30/15		
1.1.15			6/1/15	7/1/15		
1.1.16	As needed, during summer (June/July) and/or fall (October) and/or spring (March/April) Intersessions,	Teacher reps & coaches	10/1/15	10/31/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.17	continued refinement and revisions will be made by a subset of teacher reps to ELA and mathematics curriculum maps, units and resources with the support of McREL experts		3/15/16	4/15/16		
1.1.18			6/1/16	7/31/16		
1.1.19			10/1/16	10/31/16		
1.1.20	<i>Milestone: Robust ELA and Mathematics curriculum maps, instructional units and rich resources effectively used by district teachers</i>	Ryan Russell	12/31/16	12/31/16		
1.2	<b>District staff receives PD to support teachers' effective use of ELA &amp; Mathematics curriculum maps &amp; instructional strategies</b>	Assistant Superintendent for Educator Effectiveness	7/29/13	12/31/16		
1.2.1	During superintendent's Opening Day Meeting for all district teachers & administrators, mapping teams will deliver PD on the components of the maps and how they will be utilized in all schools	All Teachers & Administrators	7/29/13	7/29/13		

1.2.2	Ryan Russell will deliver monthly PD for district principals and Common Core Coaches that focuses on the effective use of instructional technologies; curriculum maps/resources; formative assessments aligned to Common Core Standards; the online delivery of those assessments, use of new data dashboard and interpretation of reports	Principals & Ryan Russell	8/1/13	8/31/13	
1.2.3			9/1/13	9/30/13	
1.2.4			10/1/13	10/31/13	
1.2.5			11/1/13	11/30/13	
1.2.6			12/1/13	12/31/13	
1.2.7			1/1/14	1/31/14	
1.2.8			2/1/14	2/28/14	
1.2.9			3/1/14	3/31/14	
1.2.10			4/1/14	4/30/14	
1.2.11			5/1/14	5/31/14	
1.2.12			6/1/14	6/30/14	
1.2.13			7/1/14	7/31/14	
1.2.14			8/1/14	8/31/14	
1.2.15			9/1/14	9/30/14	
1.2.16			10/1/14	10/31/14	
1.2.17			11/1/14	11/30/14	
1.2.18			12/1/14	12/31/14	
1.2.19			1/1/15	1/31/15	
1.2.20			2/1/15	2/28/15	
1.2.21			3/1/15	3/31/15	
1.2.22			4/1/15	4/30/15	
1.2.23			5/1/15	5/31/15	
1.2.24			6/1/15	6/30/15	
1.2.25			7/1/15	7/31/15	
1.2.26	8/1/15	8/31/15			
1.2.27	9/1/15	9/30/15			
1.2.28	10/1/15	10/31/15			
1.2.29	11/1/15	11/30/15			
1.2.30	12/1/15	12/31/15			
1.2.31	1/1/16	1/31/16			
1.2.32	2/1/16	2/29/16			
1.2.33	3/1/16	3/31/16			
1.2.34	4/1/16	4/30/16			
1.2.35	5/1/16	5/31/16			
1.2.36	6/1/16	6/30/16			
1.2.37	7/1/16	7/31/16			
1.2.38	8/1/16	8/31/16			
1.2.39	9/1/16	9/30/16			
1.2.40	10/1/16	10/31/16			
1.2.41	11/1/16	11/30/16			
1.2.42	12/1/16	12/31/16			
1.2.43	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand how to manage the change process and support teachers as they implement new instructional practices aligned to Common Core.	Principals	7/1/13	9/30/13	Budget 1: Contractual 378
1.2.44			10/1/13	12/31/13	
1.2.45			1/1/14	3/31/14	
1.2.46			4/1/14	6/30/14	
1.2.47	Three webinars will be conducted by McREL on topics identified by administrators to deepen their understanding of the instructional implications of the Common Core, provide change management tools and support principals' monitoring of the implementation process.	McREL	7/1/13	9/30/13	Budget 1: Contractual 378
1.2.48			10/1/13	12/31/13	
1.2.49			1/1/14	3/31/13	
1.2.50			4/1/14	6/30/14	
1.2.51	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts (e.g., ELA text complexity, informational text, argument; math rigor, coherence & focus) & research-based instructional strategies.	Common Core Coaches	10/1/13	12/31/13	Budget 1: Contractual 378
1.2.52			1/1/14	3/31/14	
1.2.53			4/1/14	6/30/14	
1.2.54	Two webinars will be conducted by McREL on topics identified by the Common Core Coaches to help deepen their understanding of specific instructional strategies or the instructional shifts. Three webinars will allow coaches to discuss challenges and successes in assisting teachers to make instructional shifts and share information about relevant online or print resources.	McREL	10/1/13	12/31/13	Budget 1: Contractual 378
1.2.55			1/1/14	3/31/14	
1.2.56			4/1/14	6/30/14	
1.2.57	<i>Deliverables: 6 onsite PD sessions; 2 instructional shifts webinars; and 3 managing change webinars for instructional coaches provided by McREL experts</i>	McREL	2/28/14	2/28/14	
1.2.58	During fall 2014 Intersession, McREL provides onsite optional PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	All ELA & Math Teachers	10/1/14	10/31/14	Budget 1 Contractual 378
1.2.59	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners) & provides 3 Webinars	Common Core Coaches	11/1/14	11/30/14	Budget 1 Contractual 378
1.2.60			2/1/15	2/28/15	
1.2.61	<i>Deliverables: 3 Webinars with short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions</i>	McREL	2/28/15	2/28/15	
1.2.62	During spring 2015 Intersession, McREL provides onsite optional PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	All ELA & Math Teachers	3/1/15	4/30/15	Budget 1 Contractual 378

1.3	Administer formative assessment items/performance tasks aligned to Common Core expectations for English/Language Arts and Mathematics	Assistant Superintendent for Educator Effectiveness	8/1/13	12/31/16		
1.3.1	Each school will administer formative assessments/performance tasks as prescribed within the new curriculum maps/instructional units aligned to Common Core expectations for English/Language Arts and Mathematics. (Paper/pencil format will be used until online assessments are launched)	Principal & Teachers	8/1/13	9/30/13		
1.3.2			10/1/13	12/31/13		
1.3.3			1/1/14	3/31/14		
1.3.4			4/1/14	6/30/14		
1.3.5			8/1/14	9/30/14		
1.3.6			10/1/14	12/31/14		
1.3.7			1/1/15	3/31/15		
1.3.8			4/1/15	6/30/15		
1.3.9			8/1/15	9/30/15		
1.3.10			10/1/15	12/31/15		
1.3.11			1/1/16	3/31/16		
1.3.12			4/1/16	6/30/16		
1.3.13			8/1/16	9/30/16		
1.3.14		10/1/16	12/31/16			
1.4	Develop curriculum maps aligned to Common Core expectations for Science and Social Studies	Assistant Superintendent for Educator Effectiveness	4/1/14	6/30/15		
1.4.1	In collaboration with teachers' association, each building principal identifies highly-effective middle school teacher representatives to serve on ELA/Mathematics curriculum mapping teams	Principals	4/1/14	5/1/14		
1.4.2	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/14	5/1/14		
1.4.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new Science & Social Studies Common Core Standards	Teacher Reps & Coaches	5/15/14	6/5/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.4.4	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for Science &amp; Social Studies</i>	McREL	6/5/14	6/5/14		
1.4.5	Grades 7-8 Science & Social Studies curriculum mapping teams begin their work with McREL experts	Teacher Reps & Coaches	6/1/14	6/30/14		
1.4.6	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Teacher Reps & Coaches	10/1/14	10/31/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.4.7	<i>Deliverable: 5 days of expert technical assistance for all PreK-12 Science &amp; Social Studies curriculum mapping teams</i>	McREL	10/31/14	10/31/14		
1.4.8	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher Reps & Coaches	10/31/14	12/31/14		
1.4.9			1/1/15	3/31/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.4.10	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Teacher Reps & Coaches	3/1/15	4/30/15		
1.4.11	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher Reps & Coaches	4/30/15	6/30/15		Budget 1 Personnel 7 & Fringe 57
1.4.12	<i>Milestone: Curriculum Maps, units &amp; resources aligned to Common Core Standards available for all district PreK-12 Science &amp; Social Studies teachers</i>	Lee Ann Kwiatkowski	6/30/15	6/30/15		
1.5	District staff receive PD to support teachers' effective use of Science & Social Studies curriculum maps & instructional strategies	Assistant Superintendent for Educator Effectiveness	7/1/14	4/30/16		
1.5.1	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand the instructional implications of new science and social studies standards and also how to support ELA and mathematics teachers as they implement the new curriculum maps and units.	Principals	7/1/14	9/30/14		
1.5.2			10/1/14	12/31/14		
1.5.3			1/1/15	3/31/15		
1.5.4			4/1/15	6/30/15		
1.5.5	Three webinars will be conducted by McREL on topics identified by administrators to deepen their understanding of the new curriculum units (e.g., project, strategies for all students) and managing the change process.	McREL	7/1/14	9/30/14		
1.5.6			10/1/14	12/31/14		
1.5.7			1/1/15	3/31/15		
1.5.8			4/1/15	6/30/15		
1.5.9	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts in science (e.g., inquiry, science & engineering practices) and social studies (e.g., research & writing) and research-based instructional strategies (e.g., nonlinguistic representation, similarities & differences).	Common Core Coaches	10/1/14	12/31/14		
1.5.10			1/1/15	3/31/15		
1.5.11			4/1/15	6/30/15		Budget 1 Contractual 378
1.5.12	Three webinars will be conducted on topics identified by the Common Core Coaches to deepen their understanding of the instructional shifts in science & social studies	McREL	10/1/14	12/31/14		
1.5.13			1/1/15	3/31/15		
1.5.14			4/1/15	6/30/15		
1.5.15	<i>Deliverables: 6 onsite PD sessions; and 3 webinars for instructional coaches provided by McREL experts</i>	McREL	6/30/15	6/30/15		
1.5.16	During fall 2014 Intersession, McREL provides onsite optional PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	All Science & Social Studies Teachers	10/1/15	10/31/15		
1.5.17	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners)	Common Core Coaches	11/1/15	11/30/15		
1.5.18			2/1/16	2/28/16		
1.5.19	Three webinars will be conducted on topics identified by the Common Core Coaches to deepen their understanding of the instructional shifts in science & social studies	McREL	11/1/15	11/30/15		
1.5.20			2/1/16	2/28/16		
1.5.21	<i>Deliverables: 3 Webinars (e.g., project-based learning, formative assessments, lesson planning) and short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions</i>	McREL	2/28/16	2/28/16		
1.5.22	During spring 2015 Intersession, McREL provides onsite optional PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	All Science & Social Studies Teachers	3/1/16	4/30/16		Budget 1 Contractual 378

1.6	Administer formative assessment items/performance tasks aligned to Common Core expectations for Science & Social Studies	Assistant Superintendent for Educator Effectiveness	8/1/14	12/31/16				
1.6.1	Each school will administer formative assessments/performance tasks as prescribed within the new curriculum maps/instructional units aligned to Common Core expectations for Science and Social Studies. (Paper/pencil format will be used until online assessments are launched)	Principal & Teachers	8/1/14	9/30/14				
1.6.2			10/1/14	12/31/14				
1.6.3			1/1/15	3/31/15				
1.6.4			4/1/15	6/30/15				
1.6.5			8/1/15	9/30/15				
1.6.6			10/1/15	12/31/15				
1.6.7			1/1/16	3/31/16				
1.6.8			4/1/16	6/30/16				
1.6.9			8/1/16	9/30/16				
1.6.10			10/1/16	12/31/16				
1.7	Develop curriculum maps aligned to Common Core expectations for music and physical education	Assistant Superintendent for Educator Effectiveness	3/1/15	6/30/16				
1.7.1	In collaboration with the teachers' association and building principals, highly-effective middle school teacher representatives are identified to serve on curriculum mapping teams for music & PE	Ryan Russell	3/1/15	3/31/15				
1.7.2	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/15	5/1/15				
1.7.3	All mapping teacher representatives participate in a 1-day Orientation Session provided by McREL about the expectations of the new music and PE Common Core Standards	Teacher reps	5/15/15	6/5/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57		
1.7.4	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for music &amp; PE</i>	McREL	6/5/15	6/5/15				
1.7.5	Grades 7-8 music & PE curriculum mapping teams begin their work with McREL experts	Teacher reps	6/6/15	6/30/15				
1.7.6	During fall Intersession (2-week vacation break for district), curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; instructional strategies & resources to help all students access and succeed with curriculum; and formative assessments aligned to Units	Teacher reps	10/1/15	10/30/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57		
1.7.7	<i>Deliverable: 5 days of expert technical assistance for music &amp; PE curriculum mapping teams</i>	McREL	10/31/15	10/31/15				
1.7.8	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps	10/31/15	12/31/15				
1.7.9			1/1/16	3/31/16		Budget 1 Contractual 378; Personnel 7 & Fringe 57		
1.7.10	During spring Intersession, curriculum mapping teams continue their work with McREL experts onsite to develop Unit Overviews and aligned formative assessments	Teacher reps	3/1/16	4/30/16				
1.7.11	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher reps	5/1/16	6/30/16		Budget 1 Personnel 7 & Fringe 57		
1.7.12	<i>Milestone: Curriculum Maps, units &amp; resources and formative assessments aligned to Common Core Standards available for all district music &amp; PE teachers</i>	Lee Ann Kwiatkowski	6/30/16	6/30/16				
1.8	Continuous monitoring of implementation and impact	Assistant Superintendent for Educator Effectiveness	1/1/13	12/31/16				
1.8.1	Superintendent and district instructional leadership team conducts bi-annual <i>Process Checks</i> in every school to examine data, observe practices, review the effectiveness of implementation of initiatives, and problem-solve issues	Superintendent Cushmanberry & Principals	1/1/13	3/31/13				
1.8.2			4/1/13	6/30/13				
1.8.3			7/1/13	9/30/13				
1.8.4			10/1/13	12/31/13				
1.8.5			1/1/14	3/31/14				
1.8.6			4/1/14	6/30/14				
1.8.7			7/1/14	9/30/14				
1.8.8			10/1/14	12/31/14				
1.8.9			1/1/15	3/31/15				
1.8.10			4/1/15	6/30/15				
1.8.11			7/1/15	9/30/15				
1.8.12			10/1/15	12/31/15				
1.8.13			1/1/16	3/31/16				
1.8.14			4/1/16	6/30/16				
1.8.15			7/1/16	9/30/16				
1.8.16			10/1/16	12/31/16				
1.8.17					8/1/13	8/31/13		
1.8.18					9/1/13	9/30/13		
1.8.19					10/1/13	10/31/13		
1.8.20					11/1/13	11/30/13		
1.8.21					12/1/13	12/31/13		
1.8.22					1/1/14	1/31/14		
1.8.23					2/1/14	2/28/14		
1.8.24					3/1/14	3/31/14		
1.8.25					4/1/14	4/30/14		
1.8.26					5/1/14	5/31/14		
1.8.27					8/1/14	8/31/14		
1.8.28					9/1/14	9/30/14		
1.8.29					10/1/14	10/31/14		
1.8.30					11/1/14	11/30/14		
1.8.31					12/1/14	12/31/14		
1.8.32					1/1/15	1/31/15		
1.8.33	Following each formative assessment (roughly monthly), middle school principals will conduct Data Meetings ( <i>Learning Logs</i> ) to analyze student performance data, to target student interventions, and to inform instructional adjustments needed.	Middle School Principals, Assistant Superintendent for Secondary Schools & Chief Academic Officer	2/1/15	2/28/15				
1.8.34			3/1/15	3/31/15				
1.8.35			4/1/15	4/30/15				
1.8.36			5/1/15	5/31/15				
1.8.37			8/1/15	8/31/15				
1.8.38			9/1/15	9/30/15				
1.8.39			10/1/15	10/31/15				
1.8.40			11/1/15	11/30/15				
1.8.41			12/1/15	12/31/15				

1.8.42			1/1/16	1/31/16		
1.8.43			2/1/16	2/29/16		
1.8.44			3/1/16	3/31/16		
1.8.45			4/1/16	4/30/16		
1.8.46			5/1/16	5/31/16		
1.8.47			8/1/16	8/31/16		
1.8.48			9/1/16	9/30/16		
1.8.49			10/1/16	10/31/16		
1.8.50			11/1/16	11/30/16		
1.8.51			12/1/16	12/31/16		
1.8.52			12/31/13	12/31/13		
1.8.53	<b>Deliverables:</b> Student assessment data drive intervention decisions for students (e.g., for targeted academic support during daily "Success" periods)	Principals	12/31/14	12/31/14		
1.8.54			12/31/15	12/31/15		
1.8.55			12/31/16	12/31/16		

**Project #2 Personalized Learning System: Online Formative Assessments & Data Dashboard to Track Progress**

**Narrative:** Through this project, our district-developed formative assessments aligned to Indiana Common Core Standards (Project 1) will be computer-based (delivered online) and electronically scored providing immediate results for students and data analyses for teachers to inform instructional decision-making. As a result of Project 2, Warren will have a newly designed and web delivered formative assessment system that expands on the assessment system that has been part of its current success and continuous improvement process (the 8-Step Process). New elements of this design will involve item authoring capability, statistical analysis of items and item performance tracking, item pool development and management, web delivery and automatic scoring, and reporting on student performance at the individual, classroom, school, and district levels with the ability to disaggregate the data by student subgroups. Additionally, Warren will provide students, parents, teachers and administrators with data dashboards that are tailored to their roles and permissions. Data dashboards will display key metrics for each audience based on data from the new formative assessment system and from other source systems in the district. Complementing the data dashboard, reporting tools will provide further analytics to each audience for trend analysis and decision support.

**Gr 7-8 Key Performance Measures:** Increased percentages of students passing State assessments ISTEP+ ELA & Mathematics Algebra I

**Activities for Project 2**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete. mm/dd/yy	Budget Reference
2	Personalized Learning System: Online Assessments and Data Dashboard to Track Progress	Lee Ann Kwiatkowski	1/1/15	12/31/16		
2.1	<b>Implement new online formative assessment system</b>	Lee Ann Kwiatkowski	1/1/15	12/31/16		
2.1.1	Representative middle school grade levels participate in piloting online delivery of district formative assessments	Pilot Schools	1/1/15	1/15/15		
2.1.2	Ryan Russell provides PD for pilot principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into Success periods, identify other staff PD needs)	Pilot Principals & Coaches	1/16/15	1/31/15		
2.1.3	Move from the existing paper/pencil delivery system for conducting district-wide formative assessments by piloting an online delivery system (in representative elementary, middle and high school grade levels)	Pilot Principals	2/1/15	3/31/15		
2.1.4			4/1/15	6/1/15		
2.1.5	<b>Milestone:</b> Pilot of online delivery of formative assessments successfully completed, enabling scale up for district-wide delivery of online assessments	Pilot Principals	6/1/15	6/1/15		
2.1.6	Ryan Russell provides PD for all district principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into Success periods, identify other staff PD needs)	All Principals & Coaches	8/1/15	8/15/15		
2.1.7	Conduct 2015-16 online formative assessments in all schools and grade levels according to assessment calendar and road map (we anticipate monthly assessments)	All Principals & Coaches	8/16/15	9/30/15		
2.1.8			10/1/15	12/31/15		
2.1.9			1/1/16	3/31/16		
2.1.10			4/1/16	6/1/16		
2.1.11	Conduct 2016-17 formative assessments in all schools and grade levels according to assessment calendar and road map	All Principals & Coaches	8/1/16	9/30/16		
2.1.12			10/1/16	12/31/16		
2.2	<b>Use virtual modules provided by the district for training stakeholders how to use and interpret new dashboard data and reports</b>	Lee Ann Kwiatkowski	2/1/15	7/31/16		
2.2.1	Principals receive training for using and interpreting the new data dashboard & reports during districtwide leadership meetings	Ryan Russell	2/1/15	2/28/15		
2.2.2	Parents are notified via ConnectEd (robo calls), school newsletters and principal web-based video messages about the availability of the new dashboard and how to access the training modules	Ryan Russell & Principals	3/1/15	3/15/15		
2.2.3	Each school will host an event to help parents understand and use the new data dashboard	Principal	3/31/15	5/31/15		
2.2.4	Virtual modules are released by the district for principals to use in training students, parents, & teachers how to use and interpret data dashboards & reports	Ryan Russell & Principals	3/31/15	5/31/15		
2.2.5	<b>Deliverable:</b> Virtual training provided to students, parents, teachers & administrators for their effective use of updated data dashboard & reports	Ryan Russell	7/31/15	7/31/15		
2.2.6	Updated training modules are released by the district as part of the 2016-17 dashboard release (Release 3.0) for principals to use in training students, parents, & teachers how to use and interpret updated data dashboards & reports	Ryan Russell & Principals	6/1/16	7/31/16		
2.2.7	<b>Deliverable:</b> Virtual training provided to students, parents, teachers & administrators for their effective use of updated data dashboard & reports (not happening at school level/schools not responsible for this so can take out)	Ryan Russell	7/31/16	7/31/16		

**Project #3 Environments to Support Engaged Learning (PreK-12)**

Putting an **internet connected device in the hands of each student** will open up new learning opportunities and pave the way for instructional use of technology that has not been possible before. The district's implementation plan for the student devices will provide the **student protocols** for using and caring for the devices and will provide building **administrators and teachers** with strategies for **managing the devices** on a day-to-day level. The implementation plan will also **engage parents** who will need to understand ways they can support digital age learning and will need to support the appropriate use of the devices since many of the devices will be going home with students. The **instructional technology strand** offered within the new Warren Teacher Academy (WTA) will provide course work and learning opportunities to **help teachers develop proficiency** in three key areas. The first area and the anchor of the technology strand is proficiency in the **National Educational Technology Standards for Teachers (NETS-T)** developed by the International Society for Technology Education. The second area of focus will be **Google environments**--helping to ensure that the Google enabled environment in Warren can be leveraged by teachers (Google Drive, Google Docs, G-mail, etc.). The third focus area is Warren's **learning management system** or LMS. Warren will be defining proficiency levels in each of these focus areas, assessing teacher proficiency relative to the standard, and providing the necessary professional support and professional development to help teachers attain these high goals. The Warren Teacher Academy is seen as a critical component in realizing the benefit of having a digital age learning environment where every learner is equipped with at least one internet enabled device.

**Gr 7-8 Key Performance Measures:** Increase the percentage of Highly-Effective/Effective Teachers; Increase the percentages of students passing State assessments (ISTEP+ English & Mathematics)

**Activities for Project 3**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete. mm/dd/yy	Budget Reference
3	<i>Environments to Support Engaged Learning</i>	James Aldridge	7/1/13	12/31/16		
3.1	<b>Teachers and administrators receive PD through Warren Teacher Academy (WTA) strand for instructional technology proficiency</b>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	7/1/13	12/31/16		
3.1.1	Administrators and teachers learn about the new Warren Teacher Academy (WTA) concept and roadmap through district leadership trainings for principals. The WTA strand for instructional technology will provide all certified staff with ongoing PD opportunities aligned to measurable proficiency objectives.	Ryan Russell	7/1/13	9/30/13		
3.1.2			10/1/13	1/15/14		
3.1.3	Teachers and administrators participate in NETS-T assessment and interventions/coursework provided by eLearning staff (director and 3 Instructional Technology Trainers) to enable certified staff to demonstrate proficiency	Teachers & administrators	1/15/14	3/31/14		Budget 1: Personnel 14 & 24; Fringe 63 & 72
3.1.4			4/1/14	6/30/14		
3.1.5			7/1/14	9/30/14		
3.1.6			10/1/14	12/31/14		
3.1.7			1/1/15	3/31/15		
3.1.8			4/1/15	6/30/15		
3.1.9			7/1/15	9/30/15		
3.1.10			10/1/15	12/31/15		
3.1.11			1/1/16	3/31/16		
3.1.12			4/1/16	6/30/16		
3.1.13			7/1/16	9/30/16		
3.1.14			10/1/16	12/31/16		
3.1.15			1/15/14	3/31/14		
3.1.16			4/1/14	6/30/14		
3.1.17	7/1/14	9/30/14				
3.1.18	10/1/14	12/31/14				
3.1.19	1/1/15	3/31/15				
3.1.20	4/1/15	6/30/15				
3.1.21	7/1/15	9/30/15				
3.1.22	10/1/15	12/31/15				
3.1.23	1/1/16	3/31/16				
3.1.24	4/1/16	6/30/16				
3.1.25	7/1/16	9/30/16				
3.1.26	10/1/16	12/31/16				
3.1.27	1/15/14	3/31/14				
3.1.28	4/1/14	6/30/14				
3.1.29	7/1/14	9/30/14				
3.1.30	10/1/14	12/31/14				
3.1.31	1/1/15	3/31/15				
3.1.32	4/1/15	6/30/15				
3.1.33	7/1/15	9/30/15				
3.1.34	10/1/15	12/31/15				
3.1.35	1/1/16	3/31/16				
3.1.36	4/1/16	6/30/16				
3.1.37	7/1/16	9/30/16				
3.1.38	10/1/16	12/31/16				
3.2	<b>Roll Out Student Learning Devices (Chromebooks &amp; iPads)</b>	James Aldridge	7/1/13	9/30/13		
3.2.1	Personalized learning initiative is launched at meetings attended by parents such as school registration, back to school nights and through principal video messages posted on the school's website	Principals	7/1/13	7/15/13		
3.2.2	Teachers demonstrate responsible use of instructional technology devices & review the student handbook procedures at the beginning of the school year	Principals & Teachers	7/29/13	9/30/13		
3.2.3	Instructional technology devices (Chromebooks & iPads) are distributed to students according to protocols established in the district's implementation plan and according to building level needs	Principals & Teachers	7/29/13	9/30/13		

**Project #4 Extended-Time Learning Opportunities**

**Narrative:** Personalized student support will be enriched through extended-day, extended-week (Super Saturdays) and/or extended-year (fall and spring Intersession breaks) access to technology-rich environs in four centrally-located Mediaplex sites at the high school and middle schools through academic supports. **Mediaplexes will remain open** until 7 pm on Monday through Thursday across the school year, ensuring that all students have extended opportunities to access the Internet and learning technologies to support individual and collaborative group project work. Instructional Assistants will be available to support students' use of new technologies and to navigate the Internet to research and gather informational sources. This opportunity will be extended into the **7-week summer and Intersession breaks at the Warren Central High School Mediaplex site**. Each semester, students will be offered **extended-year academic support** through either a series of **Super Saturdays** or through an additional week of instruction during each of the district's fall and spring **Intersession breaks**. Certified teachers and specialists (e.g., SpEd & EL) will provide the academic support.

**Gr 7-8 Key Performance Measures:** Increased percentages of students passing State assessments (E/LA and Mathematics ISTEP+ )

**Activities for Project 4**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
4	<i>Project 4 Extended-Time Learning Opportunities</i>	Tony Burchett	2/19/13	12/31/16		
4.1	<b>Mediaplexes at three middle schools and the high school will remain open additional hours Monday through Thursday</b>	Tony Burchett, Secondary Assistant Superintendent	6/3/13	12/31/16		
4.1.1	Renovations to establish Mediaplexes in three Middle Schools for operational use by students for 2013-14 school year	James Aldridge, CIO	6/3/13	6/30/13		
4.1.2			7/1/13	9/15/13		
4.1.3	Year 2 (July 1, 2013-June 30, 2014) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/13	8/31/13		
4.1.4	<b>Milestone: Renovations completed for all three middle schools (to establish Mediaplexes)</b>	David Holt, CFO	9/15/13	9/15/13		
4.1.5			8/1/13	9/30/13		
4.1.6	Technical/instructional assistants are provided at the Warren Central HS Mediaplex and three Middle School Mediaplexes to assist students in their use of Internet & learning technologies beyond the regular school day.	HS & MS Principals	10/1/13	12/31/13		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.7	This assistance is extended into the Intersession breaks and 7-week summer session at Warren Central HS.		1/1/14	3/31/14		
4.1.8			4/1/14	7/31/14		
4.1.9			8/1/13	9/30/13		
4.1.10	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation	Instructional Assistant	10/1/13	12/31/13		
4.1.11			1/1/14	3/31/14		
4.1.12			4/1/14	7/31/14		
4.1.13	<b>Deliverable: Middle Schools' extended-day baseline participation records established</b>	Principals	7/31/14	7/31/14		
4.1.14	Year 3 (July 1, 2014-June 30, 2015) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/14	8/31/14		
4.1.15			8/1/14	9/30/14		
4.1.16	Technical/instructional assistants provided at HS & MS Mediaplexes for extended-day support for use of technologies M-Thurs. Also during Intersession breaks and 7-week summer sessions at Warren Central HS	HS & MS Principals	10/1/14	12/31/14		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.17			1/1/15	3/31/15		
4.1.18			4/1/15	7/31/15		
4.1.19			8/1/14	9/30/14		
4.1.20	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation (summer & school year)	Instructional Assistant	10/1/14	12/31/14		
4.1.21			1/1/15	3/31/15		
4.1.22			4/1/15	7/31/15		
4.1.23	<b>Deliverable: Extended hours Mediaplex participation records are used to adjust (increase/decrease) hours of operation and staffing needs</b>	Tony Burchett	6/30/15	6/30/15		
4.1.24	Year 4 (July 1, 2015-December 31, 2016) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/15	8/31/15		
4.1.25			8/1/15	9/30/15		
4.1.26			10/1/15	12/31/15		
4.1.27	Technical/instructional assistants provided at HS & MS Mediaplexes for extended-day support for use of technologies M-Thurs. Also during Intersession breaks and 7-week summer sessions at Warren Central HS	HS & MS Principals	1/1/16	3/31/16		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.28			4/1/16	6/30/16		
4.1.29			7/1/16	9/30/16		
4.1.30			10/1/16	12/31/16		
4.1.31			8/1/15	9/30/15		
4.1.32			10/1/15	12/31/15		
4.1.33	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation (summer & school year)	Instructional Assistant	1/1/16	3/31/16		
4.1.34			4/1/16	6/30/16		
4.1.35			7/1/16	9/30/16		
4.1.36			10/1/16	12/31/16		
4.2	<b>Super Saturdays (or Intersessions) will offer students access to Mediaplex technologies, as well as academic support aligned to student needs at four sites (HS and three Middle Schools)</b>	Tony Burchett	2/19/13	12/1/16		
4.2.1	Year 1 (Jan 2013-June 2013) Teachers target (identify) high-need 7-12 students for participation (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	2/19/13	2/28/13		
4.2.2	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	2/25/13	2/28/13		
4.2.3	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	2/28/13	3/8/13		
4.2.4	Parents submit registration form committing their student's attendance	HS & MS Principals	3/4/13	3/15/13		
4.2.5	Super Saturday/Intersession teachers are selected	Principals	3/8/13	3/15/13		
4.2.6	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers for use by Intersession teachers	HS & MS Principals	3/11/13	3/24/13		
4.2.7	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/25/13	3/29/13		Budget 1: Personnel 40; Fringe 86
4.2.8	Intersession participant attendance documented/records maintained	HS & MS Principals	3/25/13	3/29/13		
4.2.9	<b>Deliverables: Student attendance records (middle school and high school) documented by principals</b>	Tony Burchett	3/29/13	3/29/13		
4.2.10	<b>Milestone: Four days of extended-year academic support provided</b>	Tony Burchett	3/29/13	3/29/13		

4.2.11	Year 2 (July 1, 2013-June 30, 2014) Teachers target high-need 7-12 students for participation in extended-year academic sessions (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	8/1/13	8/15/13	
4.2.12	<b>Deliverable:</b> Targeted high-need 7-12 students identified	HS & MS Principals	8/15/13	8/15/13	
4.2.13	Parents of identified high-need students surveyed to solicit their preference (and greatest likelihood of students' attendance) for either 4 fall Super Saturday & 4 spring Super Saturday opportunities (8 days); or 4 consecutive days of academic support during Week 1 of each of the district's fall and spring Intersession breaks (8 days)	HS & MS Principals	8/19/13	8/23/13	
4.2.14	<b>Milestone:</b> Based on parent responses, four days of extended-year academic support sessions are scheduled for 1st semester (Super Saturdays or during fall Intersession break)	Tony Burchett	8/30/13	8/30/13	
4.2.15	Application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	9/3/13	9/6/13	
4.2.16	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	9/3/13	9/6/13	
4.2.17	Parents submit registration form committing their student's attendance	HS & MS Principals	9/7/13	9/20/13	
4.2.18	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/20/13	9/27/13	
4.2.19	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/27/13	10/4/13	
4.2.20	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/13	12/1/13	Budget 1: Personnel 40, Fringe 86
4.2.21	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/1/13	12/1/13	
4.2.22	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	12/1/13	12/1/13	
4.2.23	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	12/31/13	12/31/13	
4.2.24	<b>Deliverable:</b> Principal walkthrough forms analyzed to inform improvements	Tony Burchett	12/31/13	12/31/13	
4.2.25	<b>Deliverable:</b> Four days of extended-year academic support sessions scheduled for 2nd semester (Super Saturdays/during spring Intersession break)	Tony Burchett	12/31/13	12/31/13	
4.2.26	Teachers target high-need 7-12 students for participation (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	1/1/14	1/15/14	
4.2.27	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/16/14	1/31/14	
4.2.28	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	2/1/14	2/7/14	
4.2.29	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/14	2/28/14	
4.2.30	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/14	3/7/14	
4.2.31	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/14	3/22/14	
4.2.32	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/24/14	6/1/14	Budget 1: Personnel 40, Fringe 86
4.2.33	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/24/14	6/1/14	
4.2.34	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	6/1/14	6/1/14	
4.2.35	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	6/1/14	6/1/14	
4.2.36	<b>Deliverable:</b> Principal walkthrough forms analyzed to inform improvements	Tony Burchett	6/1/14	6/1/14	
4.2.37	Year 3 (July 1, 2014-June 30, 2015) Teachers target high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/14	8/15/14	
4.2.38	<b>Deliverables:</b> Targeted high-need 7-12 students identified	HS & MS Principals	8/15/14	8/15/14	
4.2.39	<b>Deliverable:</b> Four days of extended-year academic support sessions scheduled for 1st semester (Super Saturdays/during spring Intersession break)	Tony Burchett	8/15/14	8/15/14	
4.2.40	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/14	8/15/14	
4.2.41	Parents notified in writing and asked to commit student's attendance	HS & MS Principals	8/16/14	8/23/14	
4.2.42	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/14	9/15/14	
4.2.43	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/16/14	9/23/14	
4.2.44	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/14	10/7/14	
4.2.45	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/14	12/1/14	Budget 1: Personnel 40, Fringe 86
4.2.46	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/14	12/1/14	
4.2.47	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	12/1/14	12/1/14	
4.2.48	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	12/1/14	12/1/14	
4.2.49	<b>Deliverable:</b> Principal walkthrough forms analyzed to inform improvements	Tony Burchett	12/31/14	12/31/14	
4.2.50	<b>Deliverable:</b> Four days extended-year academic support sessions scheduled for 2nd semester (Super Saturday/during Intersession break)	Tony Burchett	12/31/14	12/31/14	
4.2.51	High-need students identified for 2nd semester	HS & MS Principals	1/1/15	1/15/15	
4.2.52	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/15/15	1/31/15	
4.2.53	Parents notified & asked to commit student's attendance	HS & MS Principals	2/1/15	2/7/15	
4.2.54	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/15	2/28/15	
4.2.55	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/15	3/7/15	
4.2.56	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/15	3/22/15	
4.2.57	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/22/15	6/1/15	Budget 1: Personnel 40, Fringe 86
4.2.58	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/22/15	6/1/15	
4.2.59	<b>Deliverable:</b> Four days of extended-year academic support provided	Tony Burchett	6/1/15	6/1/15	
4.2.60	<b>Deliverable:</b> Student attendance records documented by principals	Tony Burchett	6/1/15	6/1/15	
4.2.61	<b>Deliverable:</b> Principal walkthrough forms analyzed to inform improvements	Tony Burchett	6/30/15	6/30/15	
4.2.62	Year 4 (July 1, 2015-December 1, 2016) Teachers target high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/15	8/15/15	
4.2.63	<b>Deliverable:</b> Targeted high-need 7-12 students identified	HS & MS Principals	8/15/15	8/15/15	
4.2.64	<b>Deliverable:</b> Four days extended-year academic support sessions scheduled for 1st semester	Tony Burchett	8/15/15	8/15/15	
4.2.65	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/15	8/15/15	
4.2.66	Parents notified & asked to commit student's attendance	HS & MS Principals	8/16/15	8/23/15	

4.2.67	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/15	9/15/15		
4.2.68		HS & MS Principals	9/16/15	9/23/15		
4.2.69	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/15	10/7/15		
4.2.70	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/15	12/1/15		Budget 1: Personnel 40; Fringe 86
4.2.71	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/15	12/1/15		
4.2.72	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/15	12/1/15		
4.2.73	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/15	12/1/15		
4.2.74	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/15	12/31/15		
4.2.75	Teachers identify high-need 7-12 students for participation in 2nd semester extended-year sessions	HS & MS Principals	1/1/16	1/15/16		
4.2.76	<i>Deliverable: Four days extended-year academic support sessions scheduled for 2nd semester</i>	Tony Burchett	1/15/16	1/15/16		
4.2.77	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/15/16	1/31/16		
4.2.78	Parents notified & asked to commit student's attendance	HS & MS Principals	2/1/16	2/7/16		
4.2.79	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/16	2/28/16		
4.2.80	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/16	3/7/16		
4.2.81	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/16	3/22/16		
4.2.82	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/22/16	6/1/16		Budget 1: Personnel 40; Fringe 86
4.2.83	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/22/16	6/1/16		
4.2.84	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	6/1/16	6/1/16		
4.2.85	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	6/1/16	6/1/16		
4.2.86	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	6/30/16	6/30/16		
4.2.87	<i>Deliverable: Four days extended-year academic support sessions scheduled for 1st semester</i>	Tony Burchett	6/30/16	6/30/16		
4.2.88	Teachers identify high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/16	8/15/16		
4.2.89	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/16	8/15/16		
4.2.90	Parents notified & asked to commit student's attendance	HS & MS Principals	8/16/16	8/23/16		
4.2.91	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/16	9/15/16		
4.2.92	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/16/16	9/23/16		
4.2.93	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/16	10/7/16		
4.2.94	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/16	12/1/16		Budget 1: Personnel 40; Fringe 86
4.2.95	Student participant attendance documented/records maintained	HS & MS Principals	10/7/16	12/1/16		
4.2.96	<i>Principal walkthroughs conducted to observe instructional practices and student engagement levels</i>	HS & MS Principals	10/7/16	12/1/16		
4.2.97	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/16	12/1/16		
4.2.98	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/16	12/1/16		
4.2.99	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/1/16	12/1/16		

### Project #5 Professional Opportunities

**Narrative:** Highly-effective/effective teachers to support personalized learning will be reinforced through **school-based professional development** to help principals and teachers adopt new practices aligned to the expectations of Common Core Standards and to RtT initiatives. Primary support will focus on the effective use of new curriculum maps & effective instructional practices, with PD opportunities targeted to school-specific needs--as determined by district leadership and principals. PD will align to RtT grant-defined purposes, including: (a) Acquisition of skills & strategies needed to embed Indiana Common Core Literacy Standards across disciplines; (b) Focus instruction on deeper-learning components of standards, e.g., critical thinking; collaboration; text complexity; emphasis on evidenced-supported argument; informative/explanatory writing & research; (c) Differentiated instruction; (d) Provision of rigorous, relevant and student-engaged learning approaches; (e) Mathematical rigor, coherence & focus; and (f) Culturally-responsive instruction and effective classroom management and behavior strategies

**Gr 7-8 Key Performance Measures:** Increased percentage of highly-effective/effective teachers and highly-effective/effective principals

#### Activities for Project 5

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
5	<i>Project 5 Professional Opportunities</i>	Ryan Russell	8/1/13	12/31/16		
5.1	<b>Develop and provide school-based PD for the effective use of ELA &amp; Mathematics curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	8/1/13	2/28/14		
5.1.1	Baseline data collected by Ryan Russell for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Principals	8/1/13	9/15/13		
5.1.2	<i>Deliverable: Menu of priority PD opportunities available to schools</i>	Ryan Russell	9/30/13	9/30/13		
5.1.3	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Ryan Russell & Principals	10/1/13	10/31/13		
5.1.4	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Principals	11/1/13	11/30/13		
5.1.5			12/1/13	1/31/14		
5.1.6	<i>Deliverable: External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions</i>	Principals	11/30/13	11/30/13		
5.1.7			1/31/14	1/31/14		
5.1.8	Professional development aligned to unique school needs is delivered by external experts to each school site to support ELA and Math instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/13	12/31/13		Budget 1: "Other" 437
5.1.9			1/1/14	2/28/14		
5.1.10	During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations	McREL	11/1/13	12/31/13		Budget 1: "Other" 437
5.1.11			1/1/14	2/28/14		

5.1.12	<b>Milestone:</b> Each school receives four (4) full-day site PD sessions with external experts to support ELA and Mathematics instruction	Ryan Russell	2/28/14	2/28/14		
5.1.13	<b>Deliverable:</b> 16 ELA and 16 Math video-taped model lessons that target the focus area of the onsite PD provided by McREL	Ryan Russell	2/28/14	2/28/14		
5.2	<b>Provide support for unique PD initiatives aligned to the purposes of the RtT grant that are proposed by the principal and authorized by the RtT grant manager</b>	Lee Ann Kwiatkowski, Grant Manager	6/1/13	12/31/16		
5.2.1	Principal will identify at least one technology point person (e-Evangelist) within their building	Principal	6/1/13	7/1/13		
5.2.2	Each school's e-Evangelist (technology point person) will be trained by John Keller to enable their support of teachers' effective use of new technologies within individual buildings through school-based embedded PD sessions.	John Keller, Director of eLearning	7/1/13	9/30/13		Budget 1: Personnel 22; Fringe 69
5.2.3			10/1/13	12/31/13		
5.2.4			1/1/14	3/31/14		
5.2.5			4/1/14	6/30/14		
5.2.6			7/1/14	9/30/14		
5.2.7			8/1/13	9/30/13		
5.2.8			10/1/13	12/31/13		
5.2.9			1/1/14	3/31/14		
5.2.10			4/1/14	6/30/14		
5.2.11			7/1/14	9/30/14		
5.2.12	School-based e-Evangelists --as well as teachers that have been through summer 2013 technology trainings and WTA-Instructional Technology proficiency strands -- will serve as school-based resources to support teachers' needs to effectively use new instructional technologies.	e-Evangelists	8/1/13	9/30/13		
5.2.13			10/1/13	12/31/13		
5.2.14			1/1/14	3/31/14		
5.2.15			4/1/14	6/30/14		
5.2.16			7/1/14	9/30/14		
5.2.17			10/1/14	12/31/14		
5.2.18			1/1/15	3/31/15		
5.2.19			4/1/15	6/30/15		
5.2.20			7/1/15	9/30/15		
5.2.21			10/1/15	12/31/15		
5.2.22	As deemed necessary in meeting the goals of the district's RtT initiatives, the grant manager will authorize PD expenditures that support unique school needs to promote the development of highly-effective teachers. Based on the implementation of RtT projects, if a school demonstrates additional need, the grant manager will identify consultants (e.g., PBIS culturally-responsive experts; curriculum implementation experts) to support those needs.	Principal & Lee Ann Kwiatkowski (grant manager)	1/1/16	3/31/16		Budget 1: "Other" 437
5.2.23			4/1/16	6/30/16		
5.2.24			7/1/16	9/30/16		
5.2.25			10/1/16	12/31/16		
5.3	<b>Develop and provide school-based PD for the effective use of Science and Social Studies curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell	8/1/14	3/31/15		
5.3.1	Baseline data collected for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Ryan Russell	8/1/14	9/15/14		
5.3.2	<b>Deliverable:</b> Menu of priority PD opportunities available to schools	Ryan Russell		9/30/14		
5.3.3	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Principals & Ryan Russell	10/1/14	10/31/14		
5.3.4	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Principals	11/1/14	11/30/14		
5.3.5			12/1/14	1/31/15		
5.3.6	<b>Deliverable:</b> External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions	Ryan Russell		11/30/14		
5.3.7				1/31/15		
5.3.8	Professional development aligned to unique school needs is delivered by external experts to each school site to support Science & Social Studies instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/14	12/31/14		Budget 1: "Other" 437
5.3.9			1/1/15	2/28/15		
5.3.10	During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations	McREL	11/1/14	12/31/14		
5.3.11			1/1/15	2/28/15		
5.3.12	<b>Milestone:</b> Each school receives four (4) full-day site PD sessions with external experts to support Science & Social Studies instruction	Ryan Russell	2/28/15	2/28/15		
5.3.13	<b>Deliverable:</b> 16 Science & Social Studies video-taped model lessons that target the focus area of the onsite PD provided by the external curriculum expert	Ryan Russell & McREL	3/31/15	3/31/15		
5.4	<b>Develop and provide school-based PD for the effective use of music &amp; PE curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell	10/1/15	2/28/16		
5.4.1	Ryan and middle school mapping team representatives (for music & PE) virtually meet with external curriculum experts two weeks before scheduled site visits to fully develop objectives of upcoming PD sessions all content teachers	Ryan Russell & teacher reps	10/1/15	11/30/15		
5.4.2			12/1/15	1/31/16		
5.4.3	<b>Deliverable:</b> External curriculum expert virtually meets with district representatives prior to scheduled onsite PD sessions	Ryan Russell	11/30/15	11/30/15		
5.4.4			1/31/16	1/31/16		
5.4.5	Professional development is delivered by external experts to district teachers to support music & PE instruction	Teacher reps	11/1/15	12/31/15		Budget 1: "Other" 437
5.4.6			1/1/16	2/28/16		
<b>Project #6 Grant Implementation</b>						
Narrative: The external evaluator (a) Assesses measurable participant and student outcomes; (b) Assesses quality and delivery of initiatives; and (c) Provides on-going feedback to stakeholders for program improvement.						
<b>Activities for Project 6</b>						
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
6	Grant Implementation: RtT External Evaluator	Lee Ann Kwiatkowski	6/1/13	10/31/16		

<b>6.1</b>	<b>Building leaders and staff support the efforts of the district's RtT Independent Evaluator (CEEP) in the conduct of their work to evaluate RtT initiatives</b>	<b>Lee Ann Kwiatkowski</b>	<b>6/1/13</b>	<b>10/31/16</b>		
6.1.1	Building leaders support the efforts of the district's RtT Independent Evaluator (CEEP) in the conduct of <b>key stakeholder interviews</b> via phone and in-person to provide needed background/context, assess the quality & delivery of project activities, gather formative data needed for program improvement and provide feedback related to the interpretation of data and implications for policy/practice	Principals	6/1/13	8/1/13		
6.1.2			4/1/14	5/31/14		
6.1.3			4/1/15	5/31/15		
6.1.4			4/1/16	5/31/16		
6.1.5			9/1/16	10/31/16		
6.1.6	Building staff support the work of the Independent Evaluator in the conduct of <b>site visits, professional development and classroom/school activities</b> that address key evaluation questions, assess measurable participant and student outcomes, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Principals	6/1/13	7/31/13		
6.1.7			8/1/13	10/31/13		
6.1.8			3/1/14	5/31/14		
6.1.9			6/1/14	7/31/14		
6.1.10			3/1/15	5/31/15		
6.1.11			3/1/16	5/31/16		
6.1.12	Building staff support the work of the Independent Evaluators through their participation in <b>web-based surveys</b> of principals and teachers, as well as a representative sample of students and parents/guardians to assess measurable participant and student outcomes, to address key evaluation questions, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Principals & Teachers	9/1/13	9/30/13		
6.1.13			5/1/14	5/31/14		
6.1.14			5/1/15	5/31/15		
6.1.15			5/1/16	5/31/16		
6.1.16	Teachers participate in <b>focus groups</b> to address key evaluation questions, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Teachers	9/1/13	10/31/13		
6.1.17			9/1/14	10/31/14		
6.1.18			9/1/15	10/31/15		

**Project #7 Virtual Learning Opportunities**

**Narrative:** Students in Grades 7-12 will have opportunities to **work online, at their own pace, on their own time** to receive competency-based coursework, demonstrate mastery, and **obtain course credit for high school graduation**. Online content teachers will be identified and teacher schedules adjusted to support the needs of virtual learners. **Professional development** will be provided for instructors and students (& families) of virtual learners. Warren has a set of virtual courses that are currently designed in Blackboard and provide options for summer school enrollment. As a result of Project 7, we will be **reviewing our current courses** to determine which courses to redesign. We will also be conducting a **market scan to evaluate offerings from online course providers**. In parallel to this work, we are **evaluating our current Learning Management System** to be sure it has the features and support for our full eLearning vision. We anticipate that the full complement of online courses for Warren will be a **mix of teacher developed and purchased courses**. For our teacher developed courses, we will be working with *Quality Matters* to ensure that the courses are high quality. The net effect of this work will be that students in grades 7-12 will have access to a full set of courses for a Core 40 diploma (Indiana's standard diploma). Additionally our goal is that all 2016 graduates will be accomplished digital learners--one measure of this will be a successfully completed online course on their transcript.

**Gr 7-8 Key Performance Measures:** Increase the graduation rate; Increase the number of students obtaining course credit hours online; Increase the percentage of Grade 8 students who take and pass the high school Algebra I

**Activities for Project 7**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
7	<i>Virtual Learning Opportunities</i>	John Keller	8/1/13	12/31/16		
<b>7.1</b>	<b>Students are made aware of opportunities to enroll in virtual coursework</b>	<b>Principals</b>	<b>8/1/13</b>	<b>10/15/16</b>		
7.1.1	During registration, back to school night and open houses, students and families are made aware of new virtual learning options available to students	Principals	8/1/13	10/15/13		
7.1.2			8/1/14	10/15/14		
7.1.3			8/1/15	10/15/15		
7.1.4			8/1/16	10/15/16		
7.1.5			10/1/13	10/15/13		
7.1.6	School announcements regarding opportunities for virtual learning are made (e.g., during morning school TV announcements; <i>ConnectEd</i> robo calls to families) prior to Online Learning Open House Orientation sessions	Principals	1/15/14	2/1/14		
7.1.7			9/15/14	10/1/14		
7.1.8			1/15/15	2/1/15		
7.1.9			9/15/15	10/1/15		
7.1.10			1/15/16	2/1/16		
7.1.11	During student scheduling for upcoming coursework, counselors and staff help students identify opportunities for virtual learning	Bre Brown, Counseling Department Chair	1/15/14	3/15/14		
7.1.12			1/15/15	3/15/15		
7.1.13			1/15/16	3/15/16		
<b>7.2</b>	<b>Online learner (and parent/guardian) Orientation Sessions provided by eLearning staff to support virtual learners and their families</b>	<b>John Keller</b>	<b>10/15/13</b>	<b>2/28/16</b>		
7.2.1	Online learning open house/orientation for parents of virtual/online course takers and for parents of online course takers (Physical Version) to be offered each semester--in anticipation of Spring 2014	John Keller	10/15/13	10/31/13		
7.2.2	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2014	John Keller	2/1/14	2/28/14		
7.2.3	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Spring 2015	John Keller	10/1/14	10/31/14		
7.2.4	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2015	John Keller	2/1/15	2/28/15		
7.2.5	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual --in anticipation of Spring 2016	John Keller	10/1/15	10/31/15		
7.2.6	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual --in anticipation of Fall 2016	John Keller	2/1/16	2/28/16		
<b>7.3</b>	<b>Implement three year virtual learning plan</b>	<b>John Keller</b>	<b>1/1/14</b>	<b>12/31/16</b>		
7.3.1	Warren's new virtual academy launched for students second semester of 2013-2014	John Keller	1/1/14	5/30/14		
7.3.2	<i>Milestone: 10-12.5% (400-500 students) of student body earn initial credit in online courses during spring semester of 2013-2014 school year.</i>	John Keller	5/30/14	5/30/14		
7.3.3	Virtual academy offerings are expanded for students for summer school 2014.	John Keller	6/1/14	8/1/14		
7.3.4	<i>Milestone: Summer school enrollment increases with 60-70% of credits earned being virtual.</i>	John Keller	8/1/14	8/1/14		
7.3.5	Second full semester of Warren Virtual available to students	John Keller	8/1/14	12/31/14		
7.3.6	<i>Milestone: 500-600 students earn initial credit in online courses (Indiana Core-40 Courses) during fall semester of 2014-2015 school year</i>	John Keller	12/31/14	12/31/14		
7.3.7	Third semester of Warren Virtual available to students	John Keller	1/1/15	5/30/15		
7.3.8	<i>Milestone: 600-700 students earn initial credit in online courses during spring semester of 2014-2015 school year</i>	John Keller	5/30/15	5/30/15		

7.3.9	Warren Virtual Academy offerings expanded for students for summer school 2015	John Keller	6/1/2015	8/1/15		
7.3.10	Fourth semester of Warren Virtual available for students	John Keller	8/1/15	9/31/15		
7.3.11			10/1/15	12/31/15		
7.3.12	<b>Milestone:</b> 50% of Warren high school students have at least one credit on their transcript earned through a virtual course.	John Keller	12/31/15	12/31/15		
7.3.13	Fifth semester of Warren Virtual available to students	John Keller	1/1/16	3/31/16		
7.3.14			4/1/16	5/30/16		
7.3.15	<b>Milestone:</b> 700 + students earn at least one credit through virtual course offerings	John Keller	5/30/16	5/30/16		
7.3.16	Sixth semester of Warren Virtual available to students	John Keller	8/1/16	9/30/16		
7.3.17			10/1/16	12/31/16		
7.3.18	<b>Milestone:</b> At least 75% of Indiana Core 40 courses (required for graduation) have at least one section a semester offered virtually	John Keller	8/1/16	8/1/16		
<b>7.4</b>	<b>Help Desk (instructors) for online course takers are identified</b>	<b>John Keller</b>	<b>11/15/13</b>	<b>12/28/16</b>		
7.4.1	High school administrators & department chairs work collaboratively with John Keller to select eLearning Virtual Help Desk staff for 2013-14	HS Administrators, Department Chairs & John Keller	11/15/13	12/15/13		
7.4.2	eLearning Virtual Help Desk instructors support Online Course Takers (simultaneous to launch of new online courses in spring semester of 2014)	Virtual Help Desk Instructors	1/15/14	5/15/14		
7.4.3	High school administrators & department chairs work collaboratively with John Keller to select eLearning Virtual Help Desk staff for 2014-15	HS Administrators, Department Chairs & John Keller	5/1/14	5/31/14		
7.4.4			6/1/14	9/30/14		
7.4.5	eLearning Virtual Help Desk instructors support online learners for Summer 2014 and the 2014-2015 school year	Virtual Help Desk Instructors	10/1/14	12/31/14		Budget 2: "Personnel" line 16; Fringe 57
7.4.6			1/1/15	3/31/15		
7.4.7			4/1/15	5/30/15		
7.4.8	High school administrators & department chairs work collaboratively with John Keller to select eLearning Virtual Help Desk staff for 2015-16	HS Administrators, Department Chairs & John Keller	5/1/15	5/30/15		
7.4.9			6/1/15	9/30/15		
7.4.10	eLearning Virtual Help Desk instructors support online learners for summer 2015 and the 2015-2016 school year	Virtual Help Desk Instructors	10/1/15	12/31/15		Budget 2: "Personnel" line 16; Fringe 57
7.4.11			1/1/16	3/31/16		
7.4.12			4/1/16	5/30/16		
7.4.13	In collaboration with HS admin & department chairs, select eLearning Virtual Help Desk staff for 2016-17	HS Administrators, Department Chairs & John Keller	5/1/16	5/31/16		
7.4.14	eLearning Virtual Help Desk instructors support online learners for summer of 2016 and 1st semester of the 2016-17 school year & select help-desk staff	Virtual Help Desk Instructors	6/1/16	8/1/16		Budget 2: "Personnel" line 16; Fringe 57
7.4.15			9/1/16	12/28/16		

### Project #8 Extended-Learning Opportunities (ELO)

**Narrative:** Extended-learning opportunities are created for middle school students. High-interest, engaging after-school ELO project activities provide students with opportunities to extend learning, work with community business partner and participate in *Final Exhibitions of Learning*.

**Gr 7-8 Key Performance Measures:** Increase pass rates on State assessments ELA ISTEP+

#### Activities for Project 8

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
8	<i>Extended-Learning-Opportunities (ELO)</i>	Lou Anne Schwenn	1/15/16	12/31/16		
<b>8.1</b>	<b>Create extended-learning opportunities (ELOs) at middle school level</b>	<b>Ben Carter, ELO Coordinator</b>	<b>1/15/16</b>	<b>12/31/16</b>		
8.1.1	ELO Coordinator contacts middle school principals and their designees (e.g., dean, counselor) to explain program and discuss possible extended-day club and community volunteer opportunities	Ben Carter, ELO Coordinator & MS Principals	1/15/16	1/31/16		
8.1.2	High-interest, engaging after-school ELO project activity is selected as pilot initiative for each middle school	Ben Carter, ELO Coordinator & MS Principals	3/1/16	3/16/16		
8.1.3	<b>Deliverable:</b> ELO project activity identified for each middle school	Ben Carter, ELO Coordinator	3/16/16	3/16/16		
8.1.4	Through morning announcements at middle schools and email notices to students, invitations to participate in the after-school ELO experience are extended to students	MS Principals & ELO Coordinator	3/17/16	3/31/16		
8.1.5	ELO experience provided for participating students at each middle school site	ELO Coordinator	4/1/16	5/31/16		
8.1.6	<b>Milestone:</b> ELO participants prepare for and present "Exhibition of Learning" for staff, parents, business partner & ELO Coordinator	Lou Anne Schwenn	5/31/16	5/31/16		
8.1.7	High-interest, engaging ELO project activity is selected as the ELO initiative for each middle school	MS Principals & ELO Coordinator	10/1/16	10/14/16		
8.1.8	<b>Deliverable:</b> ELO project activity identified for each middle school	Ben Carter, ELO Coordinator	10/14/16	10/14/16		
8.1.9	Through morning announcements at middle schools and email notices to students, invitations to participate in the after-school ELO experience are extended to students	MS Principals & ELO Coordinator	10/15/16	10/31/16		
8.1.10	ELO experience provided for participating students at each middle school site	ELO Coordinator	11/1/16	12/31/16		

**Project #9 Sports & Media Opportunities**

**Narrative:** Stimulate high school study and career interest by exposing **middle school students** to the Center for Sports & Media Production experiences. Provide **Summer Video Camp** opportunities.

**Gr 7-8 Key Performance Measures:** Increase pass rates on ISTEP+ ELA

**Activities for Project 9**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
9	<i>Sports &amp; Media Opportunities</i>	<i>Lou Schwenn</i>	2/15/14	7/20/16		
9.1	<b>Stimulate high school study and career interest by exposing middle school students to the Center for Sports &amp; Media Production experiences</b>	<b>Andy Hoke</b>	<b>2/15/14</b>	<b>7/20/16</b>		<b>Budget</b>
9.1.1	Create participation criteria for middle school students	Andy Hoke	2/15/14	3/15/14		
9.1.2	Contact middle school counselors to explain program and criteria for student participation	Andy Hoke	3/15/14	4/15/14		
9.1.3	Create (plan) Summer Video Camp Experience targeted for middle school students	Andy Hoke	1/15/14	4/15/14		Budget 2: Personnel 32; Fringe 78
9.1.4	Develop Summer Video Camp curriculum	Dennis Jarrett	1/15/14	4/15/14		
9.1.5	<i>Deliverable: Curriculum developed for Summer Video Camp</i>	Dennis Jarrett		4/15/14		
9.1.6	Determine dates of Summer Video Camp	Dennis Jarrett	1/15/14	4/15/14		
9.1.7			5/1/14	5/15/14		
9.1.8	Middle School Counselors select student participants (May 1-May 15 of each grant project year)	Middle School Counselors	5/1/15	5/15/15		
9.1.9			5/1/16	5/15/16		
9.1.10			5/15/14	5/15/14		
9.1.11	<i>Deliverable: Middle School student participants identified</i>	Andy Hoke	5/15/15	5/15/15		
9.1.12			5/15/16	5/15/16		
9.1.13			6/15/14	7/20/14		
9.1.14	Middle School students participate in Summer Video Camp activities	Andy Hoke	6/15/15	7/20/15		
9.1.15			6/15/16	7/20/16		

**Project #10 PBIS & Culturally-Responsive Instruction (PreK-12)**

**Narrative:** In partnership with external consultant, create **Positive Behavioral Interventions and Supports (PBIS)** for each school, for all students, using tiered behavioral interventions that are systematically applied to students based on their demonstrated levels of behavioral need. **Professional development** will be provided for all schools to: (a) Support principals' and teachers' understanding and effective implementation of culturally-responsive PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices. Years 1 and 2 will focus heavily on Culturally-Responsive PBIS practices, with more direct professional development on teachers' culturally-responsive instructional practices occurring in Years 3 and 4.

**Gr 7-8 Key Performance Measures:** Reduce out-of-school suspension and expulsion rates Grades 7-8; Increase the percentage of students in Grades 4-8 passing ISTEP+ English/Language Arts: Increase the percentage of students in Grades 4-8 passing ISTEP+ Mathematics

**Activities for Project 10**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
10	<i>PBIS &amp; Culturally-Responsive Instruction (Grades PreK-12)</i>	<i>Allison Woods</i>	1/7/13	12/31/16		
10.1	<b>Identify current district practices for student behaviors and consequences (strengths, weaknesses &amp; gaps) within individual schools to inform next steps in the development of Culturally-Responsive PBIS training initiatives</b>	<b>Allison Woods, Director of Special Education</b>	<b>1/7/13</b>	<b>3/1/13</b>		
10.1.1	Identify existing PBIS practices and gaps within each district school via School Surveys completed by principals and teachers and Site Visits conducted by external consultant & leadership team members. (This initial online Survey provides baseline data and will be administered annually to help inform our progress across the grant period.)	Allison Woods & HR Director & Principal & Teachers	1/7/13	1/24/13		
10.1.2	Findings used to identify upcoming training topics (with external consultant) and differentiate training groupings to align with school needs	Allison Woods	2/25/13	3/1/13		
10.2	<b>Design PBIS training initiative and identify school PBIS Team Facilitators and Team Members</b>	<b>Allison Woods, Director of Special Education</b>	<b>1/1/13</b>	<b>7/15/13</b>		
10.2.1	Allison Woods meets with district principals to provide the non-negotiables for school behavior plans across the district (e.g., All schools will develop PBIS plans; Plans must align with the district's CORE value framework for civility, order, respect & excellence; All schools must collect data on student referrals to office; All school plans must be developed through a cultural lens)	Allison Woods & Principals	4/1/13	4/30/13		
10.2.2	Allison Woods meets with district principals to provide expectations and Scope & Sequence of upcoming PBIS trainings for each school team (5 representatives per school, including one building administrator and the school's designated PBIS Team Facilitator).	Allison Woods & Principals	4/1/13	4/30/13		
10.2.3	Principals identify & submit names of PBIS Team Members (5 per school, including Team Facilitator) to Allison Woods	Principals	7/1/13	7/15/13		
10.2.4	<b>Milestone: PBIS Team identified for every district school PreK-12</b>	Allison Woods		7/15/13		

<b>10.3</b>	<b>A series of trainings are provided (by culturally-responsive PBIS consultant) to support the PBIS Team Facilitator's role in working with team members &amp; building staff to implement effective PBIS practices</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>4/8/13</b>	<b>12/31/16</b>	
10.3.1	Principals complete readiness activities for upcoming Tier 1 trainings and submit to respective Elementary and Secondary Assistant Superintendents	Principals	4/8/13	5/15/13	
10.3.2	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	5/13/13	5/13/13	
10.3.3	20 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	8/1/13	8/31/13	
10.3.4	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	10/1/13	10/31/13	
10.3.5	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	1/1/14	1/31/14	
10.3.6	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	4/1/14	4/30/14	
10.3.7	Principals complete readiness activities for upcoming Tier 2 and Tier 3 trainings and submit to respective Elementary and Secondary Assistant Superintendents (Readiness activities are assignments needed to support trainings, e.g., provide Team Facilitators with updated student referrals to principal's office data, suspension/expulsion profiles)	Principals	4/1/14	5/15/14	Budget 3: Contractual 43-48; and Personnel 6 8; Fringe 16-18
10.3.8	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	9/1/14	9/30/14	
10.3.9	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	2/1/15	2/28/15	
10.3.10	<b>Milestone: Each school within the district has a trained PBIS Team Facilitator</b>	PBIS Team Facilitators	2/28/15	2/28/15	
10.3.11			7/1/15	9/30/15	
10.3.12			10/1/15	12/31/15	
10.3.13	As needed, trainings provided for new Facilitators; targeted support provided to existing Facilitators based on identified needs	PBIS Team Facilitators	1/1/16	3/31/16	
10.3.14			4/1/16	6/30/16	
10.3.15			7/1/16	9/30/16	
10.3.16			10/1/16	12/31/16	
<b>10.4</b>	<b>A series of trainings are provided (by culturally-responsive PBIS consultant/s) for school PBIS Cohort Team . Year 2 (July 2013-June 2014) will focus on Tier 1 initiatives; Year 3 (July 2014-June 2015) will focus on Tiers 2 &amp; 3</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>7/1/13</b>	<b>12/28/16</b>	
10.4.1	Session 1: One full-day training for each Cohort group ( <b>Tier 1 focus</b> )	PBIS Cohort Team	7/1/13	8/31/13	
10.4.2	Session 2: Each Cohort group receive 3-hours training on two consecutive days ( <b>Tier 1 focus</b> ) or a Saturday	PBIS Cohort Team	9/1/13	10/31/13	
10.4.3	Session 3: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	PBIS Cohort Team	11/1/13	12/31/13	
10.4.4	Session 4: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	PBIS Cohort Team	2/1/14	3/31/14	
10.4.5	Session 1: One full-day training for each Cohort group ( <b>Tier 2 focus</b> )	PBIS Cohort Team	9/1/14	9/30/14	
10.4.6	Session 2: Each Cohort group receive 3-hours training on two consecutive days ( <b>Tier 2 focus</b> ) or a Saturday	PBIS Cohort Team	11/1/14	11/30/14	
10.4.7	Session 3: Each Cohort group receives 3-hours training on two consecutive days ( <b>Tier 3 focus</b> ) or a Saturday	PBIS Cohort Team	2/1/15	2/28/15	
10.4.8	Session 4: Each Cohort group receives 3-hours training on two consecutive days ( <b>Tier 3 focus</b> ) or a Saturday	PBIS Cohort Team	4/1/15	4/30/15	Budget 3: Contractual 43-48; and Personnel 9 11; Fringe 19-21
10.4.9	<b>Milestone: Each school within the district has a trained PBIS Team (at least 5 members per team)</b>	Allison Woods	4/30/15	4/30/15	
10.4.10			7/1/15	8/31/15	
10.4.11			9/1/15	10/31/15	
10.4.12			11/1/15	12/31/15	
10.4.13	As needed, trainings provided for new PBIS Team Members; & Targeted support provided to schools based on identified PBIS needs	Allison Woods	2/1/16	3/31/16	
10.4.14			4/1/16	6/30/16	
10.4.15			7/1/16	10/31/16	
10.4.16			11/1/16	12/28/16	
<b>10.5</b>	<b>Participate in professional development opportunities that support culturally-responsive leadership and classroom instructional practices</b>	<b>Ryan Russell, Assistant Supt for Educator Effectiveness</b>	<b>1/31/13</b>	<b>12/15/16</b>	
10.5.1	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Jan 31, 2013 ( <i>Modeling civility, order, respect &amp; excellence in the teacher evaluation process</i> )	Principals	1/31/13	1/31/13	
10.5.2	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Feb 14, 2013 ( <i>Considering culturally-responsive practices in the teacher evaluation process</i> )	Principals	2/14/13	2/14/13	
10.5.3	Teachers & administrators provided option to participate in PD sessions (2 days for K-4 teachers; 2 days for 5-8; 2 days for 9-12) to support teachers' use of culturally-responsive instructional practices	Teachers & Administrators	6/1/13	7/31/13	Budget 3: Contractual 43-48
10.5.4	Full-day PD session provided to new teachers on culturally-responsive instructional practices	New Teachers	7/1/13	7/31/13	
10.5.5			9/1/13	10/31/13	
10.5.6			11/1/13	12/31/13	
10.5.7			1/1/14	3/31/14	
10.5.8			4/1/14	6/30/14	
10.5.9			7/1/14	9/31/14	
10.5.10			10/1/14	12/31/14	
10.5.11	School staff PD (during PD time embedded into each school's/grade-level team's/content-area team's schedule) will include the use of topical Video Training Modules to support culturally-responsive instructional practices	School PBIS Facilitators	1/1/15	3/31/15	
10.5.12			4/1/15	6/30/15	
10.5.13			7/1/15	9/30/15	
10.5.14			10/1/15	12/31/15	
10.5.15			1/1/16	3/31/16	
10.5.16			4/1/16	6/30/16	
10.5.17			7/1/16	9/30/16	
10.5.18			10/1/16	12/15/16	
10.5.19			12/31/13	12/31/13	
10.5.20	<b>Deliverables: Video Training Modules for school PBIS Facilitators to use with their school staff</b>	External Consultant	6/30/14	6/30/14	
10.5.21			12/31/14	12/31/14	
10.5.22			6/30/15	6/30/15	
10.5.23	<b>Milestone: PD trainings support teachers' use of culturally-responsive instructional strategies</b>	Ryan Russell	6/30/15	6/30/15	

10.6	Conduct continuous PBIS progress monitoring of project implementation and its impact on reducing behavioral issues that interfere with learning	Allison Woods	5/15/13	7/15/16		
10.6.1	Schools collect and submit 2012-13 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/13	6/30/13		
10.6.2	An on-site <i>Process Check</i> is conducted in each school by district leadership to examine the effectiveness of instructional and behavioral practices ( <i>8-Step Process</i> of Continuous Monitoring)	Superintendent Cushenberry & Principals	9/1/13	11/30/13		
10.6.3	Schools collect & submit mid-year 2013-14 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/13	1/31/14		
10.6.4	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	2/1/14	5/30/14		
10.6.5	<i>On-site Implementation Visits</i> are conducted in every school by external consultant to monitor implementation and provide support & technical assistance to principals and school staff	External Consultant & Principals	3/1/14	4/31/14		Budget 3: Contractual 43-48
10.6.6	Schools collect and submit 2013-14 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/14	6/30/14		
10.6.7	Monthly school reports are compiled into a district discipline data report	Principals	6/30/14	7/15/14		
10.6.8	On-site Implementation Visits	External Consultant & Principals	8/1/14	8/31/14		Budget 3: Contractual 43-48
10.6.9	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	9/1/14	11/30/14		
10.6.10	Schools collect & submit mid-year 2013-14 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/14	1/31/15		
10.6.11	On-site Implementation Visits	External Consultant & Principals	1/1/15	1/31/15		Budget 3: Contractual 43-48
10.6.12	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	2/1/15	5/30/15		
10.6.13	Schools collect and submit 2014-15 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/15	6/30/15		
10.6.14	On-site Implementation Visits 1st semester (based on identified/targeted needs)	External Consultant & Principals	7/1/15	9/30/15		Budget 3: Contractual 43-48
10.6.15			10/1/15	12/1/15		
10.6.16	Schools collect and submit 2015-16 mid-year <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/15	1/31/16		
10.6.17	On-site Implementation Visits 2nd semester (based on identified/targeted needs)	External Consultant & Principals	1/1/16	3/31/16		
10.6.18			4/1/16	6/30/16		
10.6.19	School collect and submit 2015-16 <i>discipline data</i> (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/16	6/30/16		

**Grantee Name: Metropolitan School District of Warren Township**

**Overall Desired Outcomes: (1) Increase student achievement; (2) Provide greater opportunities for personalized learning; and (3) Increase students' post-secondary readiness for college and careers**

**Grades 9-12 School Implementation Plan**

**Project #1 Curriculum, Instruction & Formative Assessments (K-12)**

**Narrative:** This project transforms the district's successful *8-Step Process for Continuous Improvement* through higher expectations for teaching and for personalized student learning. Curriculum, instruction & formative assessments (performance tasks) are aligned to the new, more rigorous Indiana Common Core Standards. Facilitated by external experts, PreK-12 district teacher representatives develop **Scope & Sequence** and instructional **curriculum maps** with **instructional units/exemplar lessons**, and create **district formative assessments/performance items aligned to Common Core** expectations. Within **Project 1, professional development** to support the effective implementation of these new strategies is provided to **district leadership**, including **principals** and district-funded Common Core **Instructional Coaches**. Additionally, within **Project 5, additional district-wide professional development** is provided **onsite at each school** to support **all classroom teachers'** effective use of the newly-developed curriculum maps and formative assessments and to support the delivery of effective instructional practices aligned to Common Core expectations.

**Gr 9-12 Key Performance Measures:** Increase high school graduation rate; Increase the percentages of high school students passing English 10 and Algebra I End-of-Course Assessments

**Activities for Project 1**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
1	<i>Project 1 Curriculum, Instruction &amp; Formative Assessments</i>	<i>Ryan Russell, Assistant Superintendent for Educator Effectiveness</i>	3/1/2013	12/31/16		
1.1	<b>Develop curriculum maps aligned to Common Core expectations for English/Language Arts and Mathematics</b>	<b>Assistant Superintendent for Educator Effectiveness</b>	<b>3/1/13</b>	<b>12/31/16</b>		
1.1.1	In collaboration with the teachers' association, each building principal identifies highly-effective high school teacher representatives to serve on ELA/Mathematics curriculum mapping teams	Tim Hanson, Assistant Superintendent for Elementary	3/1/13	3/31/13		
1.1.2	<b>Milestone: Curriculum mapping teams identified &amp; secured</b>	Ryan Russell	5/1/13	5/1/13		
1.1.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new ELA & Math Common Core Standards	Teacher reps, coaches & department chairs	5/31/13	5/31/13		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.4	<b>Milestone: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for ELA &amp; mathematics</b>	McREL, Curriculum & Formative Assessment Experts	5/31/13	5/31/13		
1.1.5	High School ELA/Mathematics curriculum mapping teams begin their work with McREL experts	Teacher reps & coaches & department chairs	6/17/13	6/21/13		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.6	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Teacher reps, coaches & department chairs	10/14/13	10/18/13		
1.1.7	<b>Deliverable: 5 days of expert technical assistance for all PreK-12 ELA and Math curriculum mapping teams</b>	McREL	10/18/13	10/18/13		
1.1.8	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps, coaches & department chairs	10/18/13	12/31/13		Budget 1 Personnel 7 & Fringe 57
1.1.9			1/1/14	3/31/14		
1.1.10	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Teachers & coaches	3/31/14	4/3/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.11	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher reps, coaches & department chairs	4/3/14	6/30/14		Budget 1 Personnel 7 & Fringe 57
1.1.12	<b>Milestone: Curriculum Maps, units &amp; resources aligned to Common Core Standards available for all district PreK-12 ELA &amp; Mathematics teachers</b>	Lee Ann Kwiatkowski	6/30/14	6/30/14		
1.1.13	During fall 2014 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Teacher reps, coaches & department chairs	10/1/14	10/31/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.14	During spring 2015 Intersession, a subset of ELA & Math mapping teachers work with McREL to refine and revise ELA and Mathematics maps	Teacher reps, coaches & department chairs	3/1/15	4/30/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.15			6/1/15	7/1/15		
1.1.16	As needed, during summer (June/July) and/or fall (October) and/or spring (March/April) Intersessions,	Teacher reps, coaches & department chairs	10/1/15	10/31/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.1.17	continued refinement and revisions will be made by a subset of teacher reps to ELA and mathematics curriculum maps, units and resources with the support of McREL experts		3/15/16	4/15/16		
1.1.18			6/1/16	7/31/16		
1.1.19			10/1/16	10/31/16		
1.1.20	<b>Milestone: Robust ELA and Mathematics curriculum maps, instructional units and rich resources effectively used by district teachers</b>		Ryan Russell	12/31/16	12/31/16	

1.2	District staff receives PD to support teachers' effective use of ELA & Mathematics curriculum maps & instructional strategies	Assistant Superintendent for Educator Effectiveness	7/29/13	12/31/16		
1.2.1	During superintendent's Opening Day Meeting for all district teachers & administrators, mapping teams will deliver PD on the components of the maps and how they will be utilized in all schools	All Teachers & Administrators	7/29/13	7/29/13		
1.2.2	Ryan Russell will deliver monthly PD for district principals and Common Core Coaches that focuses on the effective use of instructional technologies; curriculum maps/resources; formative assessments aligned to Common Core Standards; the online delivery of those assessments. use of new data dashboard and interpretation of reports	Principals & Ryan Russell	8/1/13	8/31/13		
1.2.3			9/1/13	9/30/13		
1.2.4			10/1/13	10/31/13		
1.2.5			11/1/13	11/30/13		
1.2.6			12/1/13	12/31/13		
1.2.7			1/1/14	1/31/14		
1.2.8			2/1/14	2/28/14		
1.2.9			3/1/14	3/31/14		
1.2.10			4/1/14	4/30/14		
1.2.11			5/1/14	5/31/14		
1.2.12			6/1/14	6/30/14		
1.2.13			7/1/14	7/31/14		
1.2.14			8/1/14	8/31/14		
1.2.15			9/1/14	9/30/14		
1.2.16			10/1/14	10/31/14		
1.2.17			11/1/14	11/30/14		
1.2.18			12/1/14	12/31/14		
1.2.19			1/1/15	1/31/15		
1.2.20			2/1/15	2/28/15		
1.2.21			3/1/15	3/31/15		
1.2.22			4/1/15	4/30/15		
1.2.23			5/1/15	5/31/15		
1.2.24			6/1/15	6/30/15		
1.2.25			7/1/15	7/31/15		
1.2.26	8/1/15	8/31/15				
1.2.27	9/1/15	9/30/15				
1.2.28	10/1/15	10/31/15				
1.2.29	11/1/15	11/30/15				
1.2.30	12/1/15	12/31/15				
1.2.31	1/1/16	1/31/16				
1.2.32	2/1/16	2/29/16				
1.2.33	3/1/16	3/31/16				
1.2.34	4/1/16	4/30/16				
1.2.35	5/1/16	5/31/16				
1.2.36	6/1/16	6/30/16				
1.2.37	7/1/16	7/31/16				
1.2.38	8/1/16	8/31/16				
1.2.39	9/1/16	9/30/16				
1.2.40	10/1/16	10/31/16				
1.2.41	11/1/16	11/30/16				
1.2.42	12/1/16	12/31/16				
1.2.43	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand how to manage the change process and support teachers as they implement new instructional practices aligned to Common Core.	Principals	7/1/13	9/30/13		Budget 1: Contractual 378
1.2.44			10/1/13	12/31/13		
1.2.45			1/1/14	3/31/13		
1.2.46			4/1/14	6/30/14		
1.2.47	Three webinars will be conducted by McREL on topics identified by administrators to deepen their understanding of the instructional implications of the Common Core, provide change management tools and support principals' monitoring of the implementation process.	McREL	7/1/13	9/30/13		Budget 1: Contractual 378
1.2.48			10/1/13	12/31/13		
1.2.49			1/1/14	3/31/13		
1.2.50			4/1/14	6/30/14		
1.2.51	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts (e.g., ELA text complexity, informational text, argument; math rigor, coherence & focus) & research-based instructional strategies.	Common Core Coaches	10/1/13	12/31/13		Budget 1: Contractual 378
1.2.52			1/1/14	3/31/14		
1.2.53			4/1/14	6/30/14		
1.2.54	Two webinars will be conducted by McREL on topics identified by the Common Core Coaches to help deepen their understanding of specific instructional strategies or the instructional shifts. Three webinars will allow coaches to discuss challenges and successes in assisting teachers to make instructional shifts and share information about relevant online or print resources.	McREL	10/1/13	12/31/13		Budget 1: Contractual 378
1.2.55			1/1/14	3/31/14		
1.2.56			4/1/14	6/30/14		
1.2.57	<i>Deliverables: 6 onsite PD sessions; 2 instructional shifts webinars; and 3 managing change webinars for instructional coaches provided by McREL experts</i>	McREL	2/28/14	2/28/14		
1.2.58	During fall 2014 Intersession, McREL provides onsite optional PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	All ELA & Math Teachers	10/1/14	10/31/14		Budget 1 Contractual 378
1.2.59	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners) & provides 3 Webinars	Common Core Coaches	11/1/14	11/30/14		Budget 1 Contractual 378
1.2.60			2/1/15	2/28/15		
1.2.61	<i>Deliverables: 3 Webinars with short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions</i>	McREL	2/28/15	2/28/15		
1.2.62	During spring 2015 Intersession, McREL provides onsite optional PD for all ELA/mathematics teachers to support their effective use of curriculum maps, units & resources	All ELA & Math Teachers	3/1/15	4/30/15		Budget 1 Contractual 378

1.3	Administer formative assessment items/performance tasks aligned to Common Core expectations for English/Language Arts and Mathematics	Assistant Superintendent for Educator Effectiveness	8/1/13	12/31/16		
1.3.1	Each school will administer formative assessments/performance tasks as prescribed within the new curriculum maps/instructional units aligned to Common Core expectations for English/Language Arts and Mathematics. (Paper/pencil format will be used until online assessments are launched)	Principal & Teachers	8/1/13	9/30/13		
1.3.2			10/1/13	12/31/13		
1.3.3			1/1/14	3/31/14		
1.3.4			4/1/14	6/30/14		
1.3.5			8/1/14	9/30/14		
1.3.6			10/1/14	12/31/14		
1.3.7			1/1/15	3/31/15		
1.3.8			4/1/15	6/30/15		
1.3.9			8/1/15	9/30/15		
1.3.10			10/1/15	12/31/15		
1.3.11			1/1/16	3/31/16		
1.3.12			4/1/16	6/30/16		
1.3.13			8/1/16	9/30/16		
1.3.14			10/1/16	12/31/16		
1.4	Develop curriculum maps aligned to Common Core expectations for Science and Social Studies	Assistant Superintendent for Educator Effectiveness	4/1/14	6/30/15		
1.4.1	In collaboration with teachers' association, each building principal identifies highly-effective high school teacher representatives to serve on ELA/Mathematics curriculum mapping teams	Principals	4/1/14	5/1/14		
1.4.2	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/14	5/1/14		
1.4.3	All mapping teacher representatives, department chairs, coaches and district instructional leaders participate in an Orientation Session provided by McREL about the expectations of the new Science & Social Studies Common Core Standards	Teacher reps, coaches & department chairs	5/15/14	6/5/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.4.4	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for Science &amp; Social Studies</i>	McREL	6/5/14	6/5/14		
1.4.5	High school Science & Social Studies curriculum mapping teams begin their work with McREL experts	Teacher reps, coaches & department chairs	6/1/14	6/30/14		
1.4.6	During fall Intersession (2-week vacation break for district), PreK-12 curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; examples for project-based learning; strategies & resources to help all students access and succeed with curriculum	Teacher reps, coaches & department chairs	10/1/14	10/31/14		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.4.7	<i>Deliverable: 5 days of expert technical assistance for all PreK-12 Science &amp; Social Studies curriculum mapping teams</i>	McREL	10/31/14	10/31/14		
1.4.8	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps, coaches & department chairs	10/31/14	12/31/14		
1.4.9			1/1/15	3/31/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.4.10	During spring Intersession, PreK-12 curriculum mapping teams continue their work with McREL experts onsite to develop Units	Teacher reps, coaches & department chairs	3/1/15	4/30/15		
1.4.11	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher Reps & Coaches	4/30/15	6/30/15		Budget 1 Personnel 7 & Fringe 57
1.4.12	<i>Milestone: Curriculum Maps, units &amp; resources aligned to Common Core Standards available for all district PreK-12 Science &amp; Social Studies teachers</i>	Lee Ann Kwiatkowski	6/30/15	6/30/15		
1.5	District staff receive PD to support teachers' effective use of Science & Social Studies curriculum maps & instructional strategies	Assistant Superintendent for Educator Effectiveness	7/1/14	4/30/16		
1.5.1	McREL provides three on-site PD sessions, each 3-days in length to help administrators understand the instructional implications of new science and social studies standards and also how to support ELA and mathematics teachers as they implement the new curriculum maps and units.	Principals	7/1/14	9/30/14		
1.5.2			10/1/14	12/31/14		
1.5.3			1/1/15	3/31/15		
1.5.4			4/1/15	6/30/15		
1.5.5	Three webinars will be conducted by McREL on topics identified by administrators to deepen their understanding of the new curriculum units (e.g., project, strategies for all students) and managing the change process.	McREL	7/1/14	9/30/14		
1.5.6			10/1/14	12/31/14		
1.5.7			1/1/15	3/31/15		
1.5.8			4/1/15	6/30/15		
1.5.9	McREL provides three onsite professional development sessions (2-days each) in October, December and February for district Common Core Coaches focusing on instructional shifts in science (e.g., inquiry, science & engineering practices) and social studies (e.g., research & writing) and research-based instructional strategies (e.g., nonlinguistic representation, similarities & differences).	Common Core Coaches	10/1/14	12/31/14		
1.5.10			1/1/15	3/31/15		
1.5.11			4/1/15	6/30/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.5.12	Three webinars will be conducted on topics identified by the Common Core Coaches to deepen their understanding of the instructional shifts in science & social studies	McREL	10/1/14	12/31/14		
1.5.13			1/1/15	3/31/15		
1.5.14			4/1/15	6/30/15		
1.5.15	<i>Deliverables: 6 onsite PD sessions; and 3 webinars for instructional coaches provided by McREL experts</i>	McREL	6/30/15	6/30/15		
1.5.16	During fall 2014 Intersession, McREL provides onsite optional PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	All Science & Social Studies Teachers	10/1/15	10/31/15		Budget 1 Contractual 378
1.5.17	McREL provides two onsite PD, 2-day sessions (Nov & Dec) to district Common Core Instructional Coaches to support their work with schools (e.g., curriculum maps, formative assessments, strategies for meeting the needs of all learners) & provides 3 Webinars	Common Core Coaches	11/1/15	11/30/15		
1.5.18			2/1/16	2/28/16		Budget 1 Contractual 378
1.5.19	Three webinars will be conducted on topics identified by the Common Core Coaches to deepen their understanding of the instructional shifts in science & social studies	McREL	11/1/15	11/30/15		
1.5.20			2/1/16	2/28/16		
1.5.21	<i>Deliverables: 3 Webinars (e.g., project-based learning, formative assessments, lesson planning) and short voice-over PowerPoint presentations prepared by McREL with discussion questions that administrators or instructional coaches or members of the mapping teams can use in after-school sessions, faculty meetings or school PD sessions</i>	McREL	2/28/16	2/28/16		
1.5.22	During spring 2015 Intersession, McREL provides onsite optional PD for all science & social studies teachers to support their effective use of curriculum maps, units & resources	All Science & Social Studies Teachers	3/1/16	4/30/16		Budget 1 Contractual 378

1.6	Administer formative assessment items/performance tasks aligned to Common Core expectations for Science & Social Studies	Assistant Superintendent for Educator Effectiveness	8/1/14	12/31/16		
1.6.1	Each school will administer formative assessments/performance tasks as prescribed within the new curriculum maps/instructional units aligned to Common Core expectations for Science and Social Studies. (Paper/pencil format will be used until online assessments are launched)	Principal & Teachers	8/1/14	9/30/14		
1.6.2			10/1/14	12/31/14		
1.6.3			1/1/15	3/31/15		
1.6.4			4/1/15	6/30/15		
1.6.5			8/1/15	9/30/15		
1.6.6			10/1/15	12/31/15		
1.6.7			1/1/16	3/31/16		
1.6.8			4/1/16	6/30/16		
1.6.9			8/1/16	9/30/16		
1.6.10			10/1/16	12/31/16		
1.7	Develop curriculum maps aligned to Common Core expectations for health, music, PE and selected Walker Career Center programs	Assistant Superintendent for Educator Effectiveness	3/1/15	6/30/16		
1.7.1	With the involvement of the Chief Academic Officer, Assistant Superintendent for Secondary, the director of the Walker Career Center identifies key programs for curriculum mapping aligned to Common Core Standards	Cindy Frey	3/1/15	3/31/15		
1.7.2	In collaboration with the teachers' association and building principals, highly-effective K-12 teacher representatives are identified to serve on curriculum mapping teams for health, music, PE and selected Career Center programs	Ryan Russell	3/1/15	3/31/15		
1.7.3	<i>Deliverable: Curriculum mapping teams identified</i>	Ryan Russell	5/1/15	5/1/15		
1.7.4	All mapping teacher representatives participate in a 1-day Orientation Session provided by McREL about the expectations of the new health, music, PE and selected Career Center programs Common Core Standards	Teacher reps	5/15/15	6/5/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.7.5	<i>Deliverable: Prior to mapping &amp; formative assessment item development, staff oriented to the expectations of the new Common Core Standards for health, music, PE and selected Career Center programs</i>	McREL	6/5/15	6/5/15		
1.7.6	High school health, music & PE curriculum mapping teams begin their work with McREL experts	Teacher reps	6/6/15	6/30/15		
1.7.7	Career Center program curriculum mapping teams begin their work with McREL experts	Teacher reps	6/6/15	6/30/15		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.7.8	During fall Intersession (2-week vacation break for district), curriculum mapping teams work with McREL experts onsite to develop Units aligned to CC standards & expectations; instructional strategies & resources to help all students access and succeed with curriculum; and formative assessments aligned to Units	Teacher reps	10/1/15	10/30/15		
1.7.9	<i>Deliverable: 5 days of expert technical assistance for health, music, PE &amp; Career Center program curriculum mapping teams</i>	McREL	10/31/15	10/31/15		
1.7.10	Following the fall Intersession onsite work with McREL experts, mapping work continues among grade-level/content area teacher rep teams outside the regular school day in their development of curriculum Units.	Teacher reps	10/31/15	12/31/15		
1.7.11			1/1/16	3/31/16		Budget 1 Contractual 378; Personnel 7 & Fringe 57
1.7.12	During spring Intersession, curriculum mapping teams continue their work with McREL experts onsite to develop Unit Overviews and aligned formative assessments	Teacher reps	3/1/16	4/30/16		
1.7.13	Mapping work continues among grade-level/content area teacher rep teams outside the regular school day.	Teacher reps	5/1/16	6/30/16		Budget 1 Personnel 7 & Fringe 57
1.7.14	<i>Milestone: Curriculum Maps, units &amp; resources and formative assessments aligned to Common Core Standards available for all district health, music, PE and Career Center program teachers</i>	Lee Ann Kwiatkowski	6/30/16	6/30/16		
1.8	Continuous monitoring of implementation and impact	Assistant Superintendent for Educator Effectiveness	1/1/13	12/31/16		
1.8.1	Superintendent and district instructional leadership team conducts bi-annual <i>Process Checks</i> in every school to examine data, observe practices, review the effectiveness of implementation of initiatives, and problem-solve issues	Superintendent Cushenberry & Principals	1/1/13	3/31/13		
1.8.2			4/1/13	6/30/13		
1.8.3			7/1/13	9/30/13		
1.8.4			10/1/13	12/31/13		
1.8.5			1/1/14	3/31/14		
1.8.6			4/1/14	6/30/14		
1.8.7			7/1/14	9/30/14		
1.8.8			10/1/14	12/31/14		
1.8.9			1/1/15	3/31/15		
1.8.10			4/1/15	6/30/15		
1.8.11			7/1/15	9/30/15		
1.8.12			10/1/15	12/31/15		
1.8.13			1/1/16	3/31/16		
1.8.14			4/1/16	6/30/16		
1.8.15			7/1/16	9/30/16		
1.8.16			10/1/16	12/31/16		

1.8.17			8/1/13	8/31/13		
1.8.18			9/1/13	9/30/13		
1.8.19			10/1/13	10/31/13		
1.8.20			11/1/13	11/30/13		
1.8.21			12/1/13	12/31/13		
1.8.22			1/1/14	1/31/14		
1.8.23			2/1/14	2/28/14		
1.8.24			3/1/14	3/31/14		
1.8.25			4/1/14	4/30/14		
1.8.26			5/1/14	5/31/14		
1.8.27			8/1/14	8/31/14		
1.8.28			9/1/14	9/30/14		
1.8.29			10/1/14	10/31/14		
1.8.30			11/1/14	11/30/14		
1.8.31			12/1/14	12/31/14		
1.8.32			1/1/15	1/31/15		
1.8.33	Following each formative assessment (roughly monthly) high school department chairs & the principal/associate principal will hold meetings with high school content teachers to monitor student progress on formative assessments aligned to Common Core expectations.	Principals, HS Department Chairs, Assistant Superintendent for Secondary Schools & Chief Academic Officer	2/1/15	2/28/15		
1.8.34			3/1/15	3/31/15		
1.8.35			4/1/15	4/30/15		
1.8.36			5/1/15	5/31/15		
1.8.37			8/1/15	8/31/15		
1.8.38			9/1/15	9/30/15		
1.8.39			10/1/15	10/31/15		
1.8.40			11/1/15	11/30/15		
1.8.41			12/1/15	12/31/15		
1.8.42			1/1/16	1/31/16		
1.8.43			2/1/16	2/29/16		
1.8.44			3/1/16	3/31/16		
1.8.45			4/1/16	4/30/16		
1.8.46			5/1/16	5/31/16		
1.8.47			8/1/16	8/31/16		
1.8.48	9/1/16	9/30/16				
1.8.49	10/1/16	10/31/16				
1.8.50	11/1/16	11/30/16				
1.8.51	12/1/16	12/31/16				
1.8.52			12/31/13	12/31/13		
1.8.53	<b>Deliverables:</b> Student assessment data drive intervention decisions for students (e.g., targeting students for additional academic support through the Extended-Time initiative detailed in Project 4)	Principals	12/31/14	12/31/14		
1.8.54			12/31/15	12/31/15		
1.8.55			12/31/16	12/31/16		

**Project #2 Personalized Learning System: Online Formative Assessments & Data Dashboard to Track Progress**

**Narrative:** Through this project, our district-developed formative assessments aligned to Indiana Common Core Standards (Project 1) will be computer-based (delivered online) and electronically scored providing immediate results for students and data analyses for teachers to inform instructional decision-making. As a result of Project 2, Warren will have a **newly designed and web delivered formative assessment system** that expands on the assessment system that has been part of its current success and continuous improvement process (the *8-Step Process*). New elements of this design will involve item authoring capability, statistical analysis of items and item performance tracking, item pool development and management, web delivery and automatic scoring, and reporting on student performance at the individual, classroom, school, and district levels with the ability to disaggregate the data by student subgroups. Additionally, Warren will provide students, parents, teachers and administrators with **data dashboards** that are tailored to their roles and permissions. Data dashboards will display key metrics for each audience based on data from the new formative assessment system and from other source systems in the district. Complementing the data dashboard, reporting tools will provide further analytics to each audience for trend analysis and decision support.

**Gr 9-12 Key Performance Measures:** Increased graduation rate; Increased percentages of students passing End of Course Assessments English 10 & Algebra I

**Activities for Project 2**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete. mm/dd/yy	Budget Reference
2	<i>Personalized Learning System: Online Assessments and Data Dashboard to Track Progress</i>	Lee Ann Kwiatkowski	1/1/15	12/31/16		
<b>2.1</b>	<b>Implement new online formative assessment system</b>	<b>Lee Ann Kwiatkowski</b>	<b>1/1/15</b>	<b>12/31/16</b>		
2.1.1	Representative high school grade levels participate in piloting online delivery of district formative assessments	Pilot Schools	1/1/15	1/15/15		
2.1.2	Ryan Russell provides PD for pilot principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into <i>Success</i> periods, identify other staff PD needs)	Pilot Principals & Coaches	1/16/15	1/31/15		
2.1.3	Move from the existing paper/pencil delivery system for conducting district-wide formative assessments by piloting an online delivery system (in representative elementary, middle and high school grade levels)	Lee Ann Kwiatkowski	2/1/15	3/31/15		
2.1.4			4/1/15	6/1/15		
2.1.5	<b>Milestone:</b> <i>Pilot of online delivery of formative assessments successfully completed, enabling scale up for district-wide delivery of online assessments</i>	Lee Ann Kwiatkowski	6/1/15	6/1/15		
2.1.6	Ryan Russell provides PD for all district principals and their Common Core Coaches to show them how to access the online assessments, provide administration tips, explain how results are provided and how we'll use data from assessments (e.g., instructional adjustments, placement of students into <i>Success</i> periods, identify other staff PD needs)	All Principals & Coaches	8/1/15	8/15/15		
2.1.7	Conduct 2015-16 online formative assessments in all schools and grade levels according to assessment calendar and road map (we anticipate monthly assessments)	All Principals & Coaches	8/16/15	9/30/15		
2.1.8			10/1/15	12/31/15		
2.1.9			1/1/16	3/31/16		
2.1.10			4/1/16	6/1/16		
2.1.11	Conduct 2016-17 formative assessments in all schools and grade levels according to assessment calendar and road map	All Principals & Coaches	8/1/16	9/30/16		
2.1.12			10/1/16	12/31/16		
<b>2.2</b>	<b>Use virtual modules provided by the district for training stakeholders how to use and interpret new dashboard data and reports</b>	<b>Lee Ann Kwiatkowski</b>	<b>2/1/15</b>	<b>7/31/16</b>		

2.2.1	Principals receive training for using and interpreting the new data dashboard & reports during districtwide leadership meetings	Ryan Russell	2/1/15	2/28/15	
2.2.2	Parents are notified via ConnectEd (robo calls), school newsletters and principal web-based video messages about the availability of the new dashboard and how to access the training modules	Ryan Russell & Principals	3/1/15	3/15/15	
2.2.3	Each school will host an event to help parents understand and use the new data dashboard	Principal	3/31/15	5/31/15	
2.2.4	Virtual modules are released by the district for principals to use in training students, parents, & teachers how to use and interpret data dashboards & reports	Ryan Russell & Principals	3/31/15	5/31/15	
2.2.5	<b>Deliverable:</b> Virtual training provided to students, parents, teachers & administrators for their effective use of updated data dashboard & reports	Ryan Russell	7/31/15	7/31/15	
2.2.6	Updated training modules are released by the district as part of the 2016-17 dashboard release (Release 3.0) for principals to use in training students, parents, & teachers how to use and interpret updated data dashboards & reports	Ryan Russell & Principals	6/1/16	7/31/16	
2.2.7	<b>Deliverable:</b> Virtual training provided to students, parents, teachers & administrators for their effective use of updated data dashboard & reports	Ryan Russell	7/31/16	7/31/16	

**Project #3 Environments to Support Engaged Learning (PreK-12)**

Putting an **internet connected device in the hands of each student** will open up new learning opportunities and pave the way for instructional use of technology that has not been possible before. The district's implementation plan for the student devices will provide the **student protocols** for using and caring for the devices and will provide building **administrators and teachers** with strategies for **managing the devices** on a day-to-day level. The implementation plan will also **engage parents** who will need to understand ways they can support digital age learning and will need to support the appropriate use of the devices since many of the devices will be going home with students. The **instructional technology strand** offered within the new Warren Teacher Academy (WTA) will provide course work and learning opportunities to **help teachers develop proficiency** in three key areas. The first area and the anchor of the technology strand is proficiency in the **National Educational Technology Standards for Teachers (NETS-T)** developed by the International Society for Technology Education. The second area of focus will be **Google environments**—helping to ensure that the Google enabled environment in Warren can be leveraged by teachers (Google Drive, Google Docs, G-mail, etc.). The third focus area is Warren's **learning management system** or LMS. Warren will be defining proficiency levels in each of these focus areas, assessing teacher proficiency relative to the standard, and providing the necessary professional support and professional development to help teachers attain these high goals. The Warren Teacher Academy is seen as a critical component in realizing the benefit of having a digital age learning environment where every learner is equipped with at least one internet enabled device.

**Gr 9-12 Key Performance Measures:** Increase the percentage of Highly-Effective/Effective Teachers; Increase graduation rate; Increase the percentages of students passing ECA English 10 & Algebra I)

**Activities for Project 3**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
3	<i>Environments to Support Engaged Learning</i>	James Aldridge	7/1/13	12/31/16		
3.1	<b>Teachers and administrators receive PD through Warren Teacher Academy (WTA) strand for instructional technology proficiency</b>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	7/1/13	12/31/16		
3.1.1	Administrators and teachers learn about the new Warren Teacher Academy (WTA) concept and roadmap through district leadership trainings for principals. The WTA strand for instructional technology will provide all certified staff with ongoing PD opportunities aligned to measurable proficiency objectives.	Ryan Russell	7/1/13	9/30/13		
3.1.2			10/1/13	1/15/14		
3.1.3			1/15/14	3/31/14		
3.1.4			4/1/14	6/30/14		
3.1.5			7/1/14	9/30/14		
3.1.6			10/1/14	12/31/14		
3.1.7			1/1/15	3/31/15		
3.1.8			4/1/15	6/30/15		
3.1.9			7/1/15	9/30/15		
3.1.10			10/1/15	12/31/15		
3.1.11			1/1/16	3/31/16		
3.1.12			4/1/16	6/30/16		
3.1.13			7/1/16	9/30/16		
3.1.14			10/1/16	12/31/16		
3.1.15			1/15/14	3/31/14		
3.1.16			4/1/14	6/30/14		
3.1.17			7/1/14	9/30/14		
3.1.18			10/1/14	12/31/14		
3.1.19			1/1/15	3/31/15		
3.1.20			4/1/15	6/30/15		
3.1.21			7/1/15	9/30/15		
3.1.22			10/1/15	12/31/15		
3.1.23			1/1/16	3/31/16		
3.1.24			4/1/16	6/30/16		
3.1.25			7/1/16	9/30/16		
3.1.26			10/1/16	12/31/16		
3.1.27			1/15/14	3/31/14		
3.1.28			4/1/14	6/30/14		
3.1.29			7/1/14	9/30/14		
3.1.30			10/1/14	12/31/14		
3.1.31			1/1/15	3/31/15		
3.1.32			4/1/15	6/30/15		
3.1.33			7/1/15	9/30/15		
3.1.34			10/1/15	12/31/15		
3.1.35			1/1/16	3/31/16		
3.1.36			4/1/16	6/30/16		
3.1.37			7/1/16	9/30/16		
3.1.38			10/1/16	12/31/16		

Budget 1: Personnel 14 & 24; Fringe 63 & 72

3.2	<b>Roll Out Student Learning Devices (Chromebooks &amp; iPads)</b>	James Aldridge	7/1/13	9/30/13		
3.2.1	Personalized learning initiative is launched at meetings attended by parents such as school registration, back to school nights and through principal video messages posted on the school's website	Principals	7/1/13	7/15/13		
3.2.2	Teachers demonstrate responsible use of instructional technology devices & review the student handbook procedures at the beginning of the school year	Principals	7/29/13	9/30/13		
3.2.3	Instructional technology devices (Chromebooks & iPads) are distributed to students according to protocols established in the district's implementation plan and according to building level needs	James Aldridge	7/29/13	9/30/13		
3.3	<b>Provide students with WiFi cards they can take home enabling access on their Chromebooks to Internet 24/7</b>	James Aldridge, CTO	8/1/13	12/31/16		
3.3.1	WiFi cards available for checkout in WCSH Mediaplex (with priority use given to Virtual Learners) beginning SY 2013-14 and across entire grant period	HS Principal	8/1/13	9/30/13		Budget 1: Contractual 393
3.3.2			10/1/13	12/31/13		
3.3.3			1/15/14	3/31/14		
3.3.4			4/1/14	6/30/14		
3.3.5			7/1/14	9/30/14		
3.3.6			10/1/14	12/31/14		
3.3.7			1/1/15	6/30/15		
3.3.8			7/1/15	12/31/15		
3.3.9			1/1/16	6/30/16		
3.3.10			7/1/16	12/31/16		
3.3.11	<b>Milestone:</b> Virtual Learners (Project 7) have Internet access 24/7 beginning SY 2013-14	John Keller	8/1/13	8/1/13		

**Project #4 Extended-Time Learning Opportunities**

**Narrative:** Personalized student support will be enriched through extended-day, extended-week (Super Saturdays) and/or extended-year (fall and spring Intersession breaks) access to technology-rich environs in four centrally-located Mediaplex sites at the high school and middle schools through academic supports. **Mediaplexes will remain open** until 7 pm on Monday through Thursday across the school year, ensuring that all students have extended opportunities to access the Internet and learning technologies to support individual and collaborative group project work. Instructional Assistants will be available to support students' use of new technologies and to navigate the Internet to research and gather informational sources. This opportunity will be extended into the **7-week summer and Intersession breaks** at the Warren Central High School Mediaplex site. Each semester, students will be offered **extended-year academic support** through either a series of **Super Saturdays** or through an additional week of instruction during each of the district's fall and spring **Intersession breaks**. Certified teachers and specialists (e.g., SpEd & EL) will provide the academic support.

**Gr 9-12 Key Performance Measures:** Increased graduation rate; Increased percentages of students passing English 10 & Algebra I ECAs

**Activities for Project 4**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
4	<i>Project 4 Extended-Time Learning Opportunities</i>	Tony Burchett	5/6/13	12/31/16		
4.1	<b>Mediaplexes at three middle schools and the high school will remain open additional hours Monday through Thursday</b>	Tony Burchett, Secondary Assistant Superintendent	5/6/13	12/31/16		
4.1.1	Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Emily Brown WCHS Assistant Principal	5/6/13	5/20/13		
4.1.2	Year 1 (Jan-June 30, 2013): Personnel is provided at the Warren Central HS Mediaplex to assist students in their use of Internet and learning technologies beyond the regular school day (beginning after spring Intersession break and continuing into summer break)	Emily Brown WCHS Assistant Principal	5/6/13	6/30/13		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.3	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation, including 7 weeks of summer at HS Mediaplex	Tony Burchett	5/20/13	7/31/13		
4.1.4	<b>Deliverable:</b> HS extended-day baseline participation records established	Secondary Assistant Superintendent	7/31/13	7/31/13		
4.1.5	Renovations to establish Mediaplexes in three Middle Schools for operational use by students for 2013-14	James Aldridge, CIO	6/3/13	6/30/13		
4.1.6	school year		7/1/13	9/15/13		
4.1.7	Year 2 (July 1, 2013-June 30, 2014) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/13	8/31/13		
4.1.8	<b>Milestone:</b> Renovations completed for all three middle schools (to establish Mediaplexes)	David Holt, CFO	9/15/13	9/15/13		
4.1.9	Technical/instructional assistants are provided at the Warren Central HS Mediaplex and three Middle School Mediaplexes to assist students in their use of Internet & learning technologies beyond the regular school day. This assistance is extended into the Intersession breaks and 7-week summer session at Warren Central HS.	HS & MS Principals	8/1/13	9/30/13		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.10			10/1/13	12/31/13		
4.1.11			1/1/14	3/31/14		
4.1.12	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation	Instructional Assistant	4/1/14	7/31/14		
4.1.13			8/1/13	9/30/13		
4.1.14			10/1/13	12/31/13		
4.1.15			1/1/14	3/31/14		
4.1.16	4/1/14	7/31/14				
4.1.17	<b>Deliverable:</b> Middle Schools' extended-day baseline participation records established	Principals	7/31/14	7/31/14		
4.1.18	Year 3 (July 1, 2014-June 30, 2015) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/14	8/31/14		
4.1.19	Technical/instructional assistants provided at HS & MS Mediaplexes for extended-day support for use of technologies M-Thurs. Also during Intersession breaks and 7-week summer sessions at Warren Central HS	HS & MS Principals	8/1/14	9/30/14		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.20			10/1/14	12/31/14		
4.1.21			1/1/15	3/31/15		
4.1.22			4/1/15	7/31/15		
4.1.23	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation (summer & school year)	Instructional Assistant	8/1/14	9/30/14		
4.1.24			10/1/14	12/31/14		
4.1.25			1/1/15	3/31/15		
4.1.26			4/1/15	7/31/15		
4.1.27	<b>Deliverable:</b> Extended hours Mediaplex participation records are used to adjust (increase/decrease) hours of operation and staffing needs	Tony Burchett	6/30/15	6/30/15		
4.1.28	Year 4 (July 1, 2015-December 31, 2016) Notifications provided to students & parents of availability of extended mediaplex hours to support students' access to Internet and technology resources	Principals	8/1/15	8/31/15		

4.1.29			8/1/15	9/30/15		
4.1.30			10/1/15	12/31/15		
4.1.31	Technical/instructional assistants provided at HS & MS Mediaplexes for extended-day support for use of technologies M-Thurs. Also during Intersession breaks and 7-week summer sessions at Warren Central HS	HS & MS Principals	1/1/16	3/31/16		Budget 1: Personnel 30 & 37; Fringe 77 & 83
4.1.32			4/1/16	6/30/16		
4.1.33			7/1/16	9/30/16		
4.1.34			10/1/16	12/31/16		
4.1.35			8/1/15	9/30/15		
4.1.36			10/1/15	12/31/15		
4.1.37	Records kept to track level of student use of Mediaplex extended-hours to inform staffing needs & hours of operation (summer & school year)	Instructional Assistant	1/1/16	3/31/16		
4.1.38			4/1/16	6/30/16		
4.1.39			7/1/16	9/30/16		
4.1.40			10/1/16	12/31/16		
4.2	<b>Super Saturdays (or Intersessions) will offer students access to Mediaplex technologies, as well as academic support aligned to student needs at four sites (HS and three Middle Schools)</b>	<b>Tony Burchett</b>	<b>2/19/13</b>	<b>12/1/16</b>		
4.2.1	Year 1 (Jan 2013-June 2013) Teachers target (identify) high-need 7-12 students for participation (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	2/19/13	2/28/13		
4.2.2	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	2/25/13	2/28/13		
4.2.3	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	2/28/13	3/8/13		
4.2.4	Parents submit registration form committing their student's attendance	HS & MS Principals	3/4/13	3/15/13		
4.2.5	Super Saturday/Intersession teachers are selected	Principals	3/8/13	3/15/13		
4.2.6	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers for use by Intersession teachers	HS & MS Principals	3/11/13	3/24/13		
4.2.7	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/25/13	3/29/13		Budget 1: Personnel 40; Fringe 86
4.2.8	Intersession participant attendance documented/records maintained	HS & MS Principals	3/25/13	3/29/13		
4.2.9	<i>Deliverables: Student attendance records (middle school and high school) documented by principals</i>	Tony Burchett	3/29/13	3/29/13		
4.2.10	<i>Milestone: Four days of extended-year academic support provided</i>	Tony Burchett	3/29/13	3/29/13		
4.2.11	Year 2 (July 1, 2013-June 30, 2014) Teachers target high-need 7-12 students for participation in extended-year academic sessions (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	8/1/13	8/15/13		
4.2.12	<i>Deliverable: Targeted high-need 7-12 students identified</i>	HS & MS Principals	8/15/13	8/15/13		
4.2.13	Parents of identified high-need students surveyed to solicit their preference (and greatest likelihood of students' attendance) for either 4 fall Super Saturday & 4 spring Super Saturday opportunities (8 days); or 4 consecutive days of academic support during Week 1 of each of the district's fall and spring Intersession breaks (8 days)	HS & MS Principals	8/19/13	8/23/13		
4.2.14	<i>Milestone: Based on parent responses, four days of extended-year academic support sessions are scheduled for 1st semester (Super Saturdays or during fall Intersession break)</i>	Tony Burchett	8/30/13	8/30/13		
4.2.15	Application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	9/3/13	9/6/13		
4.2.16	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	9/3/13	9/6/13		
4.2.17	Parents submit registration form committing their student's attendance	HS & MS Principals	9/7/13	9/20/13		
4.2.18	Super Saturday/Intersession teachers are selected	HS & MS Principals	9/20/13	9/27/13		
4.2.19	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/27/13	10/4/13		
4.2.20	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/13	12/1/13		Budget 1: Personnel 40; Fringe 86
4.2.21	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/1/13	12/1/13		
4.2.22	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/13	12/1/13		
4.2.23	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/31/13	12/31/13		
4.2.24	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/13	12/31/13		
4.2.25	<i>Deliverable: Four days of extended-year academic support sessions scheduled for 2nd semester (Super Saturdays/during spring Intersession break)</i>	Tony Burchett	12/31/13	12/31/13		
4.2.26	Teachers target high-need 7-12 students for participation (based on performance on State assessments; district formative assessments; and/or teacher and parent recommendations)	HS & MS Principals	1/1/14	1/15/14		
4.2.27	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/16/14	1/31/14		
4.2.28	Parents of student participants are notified in writing and asked to commit their student's attendance	HS & MS Principals	2/1/14	2/7/14		
4.2.29	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/14	2/28/14		
4.2.30	Super Saturday/Intersession teachers are selected	HS & MS Principals	3/1/14	3/7/14		
4.2.31	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/14	3/22/14		
4.2.32	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/24/14	6/1/14		Budget 1: Personnel 40; Fringe 86
4.2.33	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/24/14	6/1/14		
4.2.34	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	6/1/14	6/1/14		
4.2.35	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	6/1/14	6/1/14		
4.2.36	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	6/1/14	6/1/14		
4.2.37	Year 3 (July 1, 2014-June 30, 2015) Teachers target high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/14	8/15/14		
4.2.38	<i>Deliverables: Targeted high-need 7-12 students identified</i>	HS & MS Principals	8/15/14	8/15/14		
4.2.39	<i>Deliverable: Four days of extended-year academic support sessions scheduled for 1st semester (Super Saturdays/during spring Intersession break)</i>	Tony Burchett	8/15/14	8/15/14		
4.2.40	An application is posted to identify Super Saturday/intersession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/14	8/15/14		

4.2.41	Parents notified in writing and asked to commit student's attendance	HS & MS Principals	8/16/14	8/23/14		
4.2.42	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/14	9/15/14		
4.2.43	Super Saturday/Intercession teachers are selected	HS & MS Principals	9/16/14	9/23/14		
4.2.44	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/14	10/7/14		
4.2.45	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/14	12/1/14		Budget 1: Personnel 40; Fringe 86
4.2.46	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/14	12/1/14		
4.2.47	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/14	12/1/14		
4.2.48	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/14	12/1/14		
4.2.49	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/14	12/31/14		
4.2.50	<i>Deliverable: Four days extended-year academic support sessions scheduled for 2nd semester (Super Saturday/during Intercession break)</i>	Tony Burchett	12/31/14	12/31/14		
4.2.51	High-need students identified for 2nd semester	HS & MS Principals	1/1/15	1/15/15		
4.2.52	An application is posted to identify Super Saturday/intercession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/15/15	1/31/15		
4.2.53	Parents notified & asked to commit student's attendance	HS & MS Principals	2/1/15	2/7/15		
4.2.54	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/15	2/28/15		
4.2.55	Super Saturday/Intercession teachers are selected	HS & MS Principals	3/1/15	3/7/15		
4.2.56	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/15	3/22/15		
4.2.57	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/22/15	6/1/15		Budget 1: Personnel 40; Fringe 86
4.2.58	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/22/15	6/1/15		
4.2.59	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	6/1/15	6/1/15		
4.2.60	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	6/1/15	6/1/15		
4.2.61	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	6/30/15	6/30/15		
4.2.62	Year 4 (July 1, 2105-December 1, 2016) Teachers target high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/15	8/15/15		
4.2.63	<i>Deliverable: Targeted high-need 7-12 students identified</i>	HS & MS Principals	8/15/15	8/15/15		
4.2.64	<i>Deliverable: Four days extended-year academic support sessions scheduled for 1st semester</i>	Tony Burchett	8/15/15	8/15/15		
4.2.65	An application is posted to identify Super Saturday/intercession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/15	8/15/15		
4.2.66	Parents notified & asked to commit student's attendance	HS & MS Principals	8/16/15	8/23/15		
4.2.67	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/15	9/15/15		
4.2.68	Super Saturday/Intercession teachers are selected	HS & MS Principals	9/16/15	9/23/15		
4.2.69	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/15	10/7/15		
4.2.70	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/15	12/1/15		Budget 1: Personnel 40; Fringe 86
4.2.71	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/15	12/1/15		
4.2.72	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/15	12/1/15		
4.2.73	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/15	12/1/15		
4.2.74	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/31/15	12/31/15		
4.2.75	Teachers identify high-need 7-12 students for participation in 2nd semester extended-year sessions	HS & MS Principals	1/1/16	1/15/16		
4.2.76	<i>Deliverable: Four days extended-year academic support sessions scheduled for 2nd semester</i>	Tony Burchett	1/15/16	1/15/16		
4.2.77	An application is posted to identify Super Saturday/intercession teachers (including specialists) to provide core content area academic support	HS & MS Principals	1/15/16	1/31/16		
4.2.78	Parents notified & asked to commit student's attendance	HS & MS Principals	2/1/16	2/7/16		
4.2.79	Parents submit registration form committing their student's attendance	HS & MS Principals	2/8/16	2/28/16		
4.2.80	Super Saturday/Intercession teachers are selected	HS & MS Principals	3/1/16	3/7/16		
4.2.81	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	3/8/16	3/22/16		
4.2.82	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	3/22/16	6/1/16		Budget 1: Personnel 40; Fringe 86
4.2.83	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	3/22/16	6/1/16		
4.2.84	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	6/1/16	6/1/16		
4.2.85	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	6/1/16	6/1/16		
4.2.86	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	6/30/16	6/30/16		
4.2.87	<i>Deliverable: Four days extended-year academic support sessions scheduled for 1st semester</i>	Tony Burchett	6/30/16	6/30/16		
4.2.88	Teachers identify high-need 7-12 students for participation in 1st semester extended-year sessions	HS & MS Principals	8/1/16	8/15/16		
4.2.89	An application is posted to identify Super Saturday/intercession teachers (including specialists) to provide core content area academic support	HS & MS Principals	8/1/16	8/15/16		
4.2.90	Parents notified & asked to commit student's attendance	HS & MS Principals	8/16/16	8/23/16		
4.2.91	Parents submit registration form committing their student's attendance	HS & MS Principals	8/24/14	9/15/16		
4.2.92	Super Saturday/Intercession teachers are selected	HS & MS Principals	9/16/16	9/23/16		
4.2.93	Instructional materials aligned to priority needs identified in assessment results are prepared by administrators and teachers	Principals	9/24/16	10/7/16		
4.2.94	Four days of extended-year academic sessions (4-hours each day) are provided for high-need 7-12 students.	HS & MS Principals	10/7/16	12/1/16		Budget 1: Personnel 40; Fringe 86
4.2.95	Student participant attendance documented/records maintained	HS & MS Principals	10/7/16	12/1/16		
4.2.96	Principal walkthroughs conducted to observe instructional practices and student engagement levels	HS & MS Principals	10/7/16	12/1/16		
4.2.97	<i>Deliverable: Four days of extended-year academic support provided</i>	Tony Burchett	12/1/16	12/1/16		
4.2.98	<i>Deliverable: Student attendance records documented by principals</i>	Tony Burchett	12/1/16	12/1/16		
4.2.99	<i>Deliverable: Principal walkthrough forms analyzed to inform improvements</i>	Tony Burchett	12/1/16	12/1/16		

**Project #5 Professional Opportunities**

**Narrative:** Highly-effective/effective teachers to support personalized learning will be reinforced through (1) **School-based professional development** to help principals and teachers adopt new practices aligned to the expectations of Common Core Standards and to RtT initiatives. Primary support will focus on the effective use of new curriculum maps & effective instructional practices, with PD opportunities targeted to school-specific needs--as determined by district leadership and principals. PD will align to RtT grant-defined purposes, including: (a) Acquisition of skills & strategies needed to embed Indiana Common Core Literacy Standards across disciplines; (b) Focus instruction on deeper-learning components of standards, e.g., critical thinking; collaboration; text complexity; emphasis on evidenced-supported argument; informative/explanatory writing & research); (c) Differentiated instruction; (d) Provision of rigorous, relevant and student-engaged learning approaches; (e) Mathematical rigor, coherence & focus; and (f) Culturally-responsive instruction and effective classroom management and behavior strategies; and (2) More **district teachers will be certified as Dual-Enrollment Instructors** to support increased demand for college-level coursework for high school students.

**Gr 9-12 Key Performance Measures:** Increased percentage of highly-effective/effective teachers and highly-effective/effective principals; Increased percentage of students obtaining dual credit

**Activities for Project 5**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
5	<i>Project 5 Professional Opportunities</i>	Ryan Russell	8/1/13	12/31/16		
5.1	<b>Develop and provide school-based PD for the effective use of ELA &amp; Mathematics curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell, Assistant Superintendent for Educator Effectiveness	8/1/13	2/28/14		
5.1.1	Baseline data collected for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Ryan Russell	8/1/13	9/15/13		
5.1.2	<b>Deliverable:</b> <i>Menu of priority PD opportunities available to schools</i>	Ryan Russell	9/30/13	9/30/13		
5.1.3	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Ryan Russell & Principals	10/1/13	10/31/13		
5.1.4	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to full develop objectives of upcoming PD sessions at individual schools	Principals	11/1/13	11/30/13		
5.1.5			12/1/13	1/31/14		
5.1.6	<b>Deliverable:</b> <i>External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions</i>	Ryan Russell	11/30/13	11/30/13		
5.1.7			1/31/14	1/31/14		
5.1.8	Professional development aligned to unique school needs is delivered by external experts to each school site to support ELA and Math instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/13	12/31/13		Budget 1: "Other" 437
5.1.9			1/1/14	2/28/14		
5.1.10	During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations	McREL	11/1/13	12/31/13		Budget 1: "Other" 437
5.1.11			1/1/14	2/28/14		
5.1.12	<b>Milestone:</b> <i>Each school receives four (4) full-day site PD sessions with external experts to support ELA and Mathematics instruction</i>	Ryan Russell	2/28/14	2/28/14		
5.1.13	<b>Deliverable:</b> <i>16 ELA and 16 Math video-taped model lessons that target the focus area of the onsite PD provided by McREL</i>	Ryan Russell	2/28/14	2/28/14		
5.2	<b>Provide support for unique PD initiatives aligned to the purposes of the RtT grant that are proposed by the principal and authorized by the RtT grant manager</b>	Lee Ann Kwiatkowski, Grant Manager	6/1/13	12/31/16		
5.2.1	Principal will identify at least one technology point person (e-Evangelist) within their building. Larger schools will have more than one, e.g., HS & Walker Career Center.	Principal	6/1/13	7/1/13		
5.2.2			7/1/13	9/30/13		
5.2.3	Each district school has at least one technology point person (e-Evangelist) who is trained by John Keller to enable their support of teachers' effective use of new technologies within individual buildings through school-based embedded PD sessions.	John Keller, Director of eLearning	10/1/13	12/31/13		
5.2.4			1/1/14	3/31/14		
5.2.5			4/1/14	6/30/14		
5.2.6			7/1/14	9/30/14		
5.2.7			8/1/13	9/30/13		
5.2.8	School-based e-Evangelists --as well as teachers that have been through summer 2013 technology trainings and WTA-Instructional Technology proficiency strands -- will serve as school-based resources to support teachers' needs to effectively use new instructional technologies.	e-Evangelists	10/1/13	12/31/13		
5.2.9			1/1/14	3/31/14		
5.2.10			4/1/14	6/30/14		
5.2.11			7/1/14	9/30/14		
5.2.12			8/1/13	9/30/13		
5.2.13			10/1/13	12/31/13		
5.2.14			1/1/14	3/31/14		
5.2.15			4/1/14	6/30/14		
5.2.16			7/1/14	9/30/14		
5.2.17	As deemed necessary in meeting the goals of the district's RtT initiatives, the grant manager will authorize PD expenditures that support unique school needs to promote the development of highly-effective teachers.	Principal & Lee Ann Kwiatkowski (grant manager)	10/1/14	12/31/14		
5.2.18	Based on the implementation of RtT projects, if a school demonstrates additional need, the grant manager will identify consultants (e.g., PBIS culturally-responsive experts; curriculum implementation experts) to support those needs.		1/1/15	3/31/15		
5.2.19			4/1/15	6/30/15		
5.2.20			7/1/15	9/30/15		
5.2.21			10/1/15	12/31/15		
5.2.22			1/1/16	3/31/16		
5.2.23			4/1/16	6/30/16		
5.2.24			7/1/16	9/30/16		
5.2.25			10/1/16	12/31/16		
5.3	<b>Develop and provide school-based PD for the effective use of Science and Social Studies curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	Ryan Russell	8/1/14	3/31/15		
5.3.1	Baseline data collected for each building to generate list of high priority PD needs ( <i>Examples of data sources:</i> Data from principal classroom walkthroughs; Teacher observations & teacher feedback; Principal observations and feedback from formal & informal performance evaluations)	Ryan Russell	8/1/14	9/15/14		

5.3.2	<b>Deliverable:</b> Menu of priority PD opportunities available to schools	Ryan Russell		9/30/14		
5.3.3	During district-wide principal leadership meetings, Ryan Russell communicates (a) the menu of opportunities available, via the RtT external curriculum & assessment experts; and (b) the process for principals to select from the menu PD specific to their individual school needs	Principals & Ryan Russell	10/1/14	10/31/14		
5.3.4	Principals and district leadership virtually meet with external curriculum experts two weeks before scheduled site visits to fully develop objectives of upcoming PD sessions at individual schools	Principals	11/1/14	11/30/14		
5.3.5			12/1/14	1/31/15		
5.3.6	<b>Deliverable:</b> External curriculum expert virtually meets with each school principal prior to scheduled onsite PD sessions	Ryan Russell	11/30/14	11/30/14		
5.3.7			1/31/15	1/31/15		
5.3.8	Professional development aligned to unique school needs is delivered by external experts to each school site to support Science & Social Studies instruction (2 days per school in Nov/Dec and 2 days per school in Jan/Feb)	McREL	11/1/14	12/31/14		
5.3.9			1/1/15	2/28/15		
5.3.10	During school site visits, classroom PD sessions are videotaped as McREL models effective instructional practices aligned to Common Core expectations	McREL	11/1/14	12/31/14		Budget 1: "Other" 437
5.3.11			1/1/15	2/28/15		
5.3.12	<b>Milestone:</b> Each school receives four (4) full-day site PD sessions with external experts to support Science & Social Studies instruction	Ryan Russell	2/28/15	2/28/15		
5.3.13	<b>Deliverable:</b> 16 Science & Social Studies video-taped model lessons that target the focus area of the onsite PD provided by the external curriculum expert	Ryan Russell & McREL	3/31/15	3/31/15		
5.4	<b>Develop and provide school-based PD for the effective use of health, music, PE &amp; Career Center program curriculum maps and effective instructional practices, specific to unique school needs and at the discretion of district leadership and principals</b>	<b>Ryan Russell</b>	<b>10/1/15</b>	<b>2/28/16</b>		
5.4.1	Ryan, high school mapping team representatives (for health, music & PE) & the Career Center director virtually meet with external curriculum experts two weeks before scheduled site visits to fully develop objectives of upcoming PD sessions all content teachers	Ryan Russell & teacher reps	10/1/15	11/30/15		
5.4.2			12/1/15	1/31/16		
5.4.3	<b>Deliverable:</b> External curriculum expert virtually meets with district representatives prior to scheduled onsite PD sessions	Ryan Russell	11/30/15	11/30/15		
5.4.4			1/31/16	1/31/16		
5.4.5	Professional development is delivered by external experts to district teachers to support health, music, PE & Career Center program instruction	Teacher reps	11/1/15	12/31/15		Budget 1: "Other" 437
5.4.6			1/1/16	2/28/16		
5.5	<b>To increase dual credit opportunities, determine content area/s of academic need for expanding dual credit coursework</b>	<b>Lee Ann Kwiatkowski</b>	<b>3/15/13</b>	<b>11/30/15</b>		
5.5.1	High school department chairs and associate principal identify courses to target for dual credit expansion, based on student demand and dual-credit courses currently offered by universities. (Universities expand dual credit offerings yearly. We need to determine courses to add to our curriculum).	Emily Brown, HS Associate Principal	3/15/13	4/15/13		
5.5.2	Courses ready to be added		9/1/13	10/30/13		
5.5.3	Courses ready to be added		9/1/14	10/30/14		
5.5.4	Courses ready to be added		9/1/15	10/30/15		
5.6	<b>Work with universities and colleges to determine criteria needed for adjunct professor licensing to teach HS dual credit courses</b>	<b>Emily Brown, HS Associate Principal</b>	<b>3/15/13</b>	<b>10/15/15</b>		
5.5.1	High school associate principal, department chairs & career/college readiness counselor (CCR) email/contact Ivy Tech, Vincennes, IU & Purdue to obtain adjunct professor requirements for dual credit classes (Note: Requirements vary from year-to-year, from course-to-course, & from institution-to-institution)	Emily Brown, HS Associate Principal	3/15/13	4/15/13		
5.5.2			8/15/13	10/15/13		
5.5.3			8/15/14	10/15/14		
5.5.4			8/15/15	10/15/15		
5.5.5	High school CCR Counselor compiles Reference Guide with each institution's requirements by subject and with contact information (annually updated)	Emily Brown, HS Associate Principal	3/15/13	4/15/13		
5.5.6			8/15/13	10/15/13		
5.5.7			8/15/14	10/15/14		
5.5.8			8/15/15	10/15/15		
5.5.9			4/15/13	4/15/13		
5.5.10	<b>Deliverables:</b> Updated Reference Guide available for teachers seeking dual credit instructor licensing	Emily Brown, HS Associate Principal	10/15/13	10/15/13		
5.5.11			10/15/14	10/15/14		
5.5.12			10/15/15	10/15/15		
5.7	<b>Create a system for selecting &amp; reimbursing teachers who take college courses to obtain adjunct professor licensing in order to teach dual credit courses at Warren Central HS</b>	<b>Emily Brown, HS Associate Principal</b>	<b>4/15/13</b>	<b>6/30/16</b>		
5.7.1	Create an Application form for interested highly-qualified teachers to complete (identified by content area of need)	HS Associate Principal	4/15/13	5/1/13		
5.7.2	<b>Deliverable:</b> Application form for teacher candidates wishing to pursue adjunct licensing	HS Associate Principal	5/1/13	5/1/13		
5.7.3	<b>Deliverable:</b> Agreement whereby teachers commit to remain in the district for 5 years	Lee Ann Kwiatkowski	5/1/13	5/1/13		
5.7.4	Create a system for reimbursing teachers for college credits earned to qualify as adjunct professors to teach dual credit	Lee Ann Kwiatkowski	4/15/13	6/30/13		
5.7.5	<b>Deliverable:</b> Teacher reimbursement system in place	Lee Ann Kwiatkowski	6/30/13	6/30/13		
5.7.6			5/1/13	6/30/13		
5.7.7			7/1/13	9/30/13		
5.7.8			10/1/13	12/31/13		
5.7.9			1/1/14	3/31/14		
5.7.10			4/1/14	6/30/14		
5.7.11	Offer this opportunity to teachers within identified content areas needed for dual credit and receive applications from dual-credit teacher candidates	Emily Brown, HS Associate Principal	7/1/14	9/30/14		
5.7.12			10/1/14	12/31/14		
5.7.13			1/1/15	3/31/15		
5.7.14			4/1/15	6/30/15		
5.7.15			7/1/15	9/30/15		
5.7.16			10/1/15	12/31/15		
5.7.17			1/1/16	3/31/16		
5.7.18			4/1/16	6/30/16		

5.8	Select teachers and implement initiative for Warren's RtT Dual Credit Expansion Tuition Reimbursement Program	Emily Brown, HS Associate Principal	5/1/13	12/31/16		
5.8.1	Accepted teachers are notified and apply to colleges and universities	Selected Teachers	5/1/13	6/30/13		
5.8.2			7/1/13	9/30/13		
5.8.3			10/1/13	12/31/13		
5.8.4			1/1/14	3/31/14		
5.8.5			4/1/14	6/30/14		
5.8.6			7/1/14	9/30/14		
5.8.7			10/1/14	12/31/14		
5.8.8			1/1/15	3/31/15		
5.8.9			4/1/15	6/30/15		
5.8.10			7/1/15	9/30/15		
5.8.11			10/1/15	12/31/15		
5.8.12			1/1/16	3/31/16		
5.8.13			4/1/16	6/30/16		
5.8.14			Accepted teachers submit copies of Transcripts & Reimbursement Forms each semester to HS associate principal for approval by the RtT Grant Administrator (Lee Ann Kwiatkowski)	Lee Ann Kwiatkowski	5/15/14	6/30/14
5.8.15	7/1/13	9/30/13				
5.8.16	10/1/13	12/31/13				
5.8.17	1/1/14	3/31/14				
5.8.18	4/1/14	6/30/14				
5.8.19	7/1/14	9/30/14				
5.8.20	10/1/14	12/31/14				
5.8.21	1/1/15	3/31/15				
5.8.22	4/1/15	6/30/15				
5.8.23	7/1/15	9/30/15				
5.8.24	10/1/15	12/31/15				
5.8.25	1/1/16	3/31/16				
5.8.26	4/1/16	6/30/16				
5.8.27	7/1/16	9/30/16				
5.8.28	10/1/16	12/31/16				
5.8.29	6/30/14	6/30/14				
5.8.30	Deliverables: Teacher transcripts (transcripted credits) & reimbursement forms (with receipt of tuition paid by teacher)	Emily Brown, HS Associate Principal	6/30/15	6/30/15		
5.8.31			6/30/16	6/30/16		
5.8.32			12/31/16	12/31/16		
5.8.33	Milestone: Three teachers certified to instruct dual enrollment coursework	Lee Ann Kwiatkowski	12/31/15	12/31/15		

**Project #6 Grant Implementation**

**Narrative:** The external evaluator (a) Assesses measurable participant and student outcomes; (b) Assesses quality and delivery of initiatives; and (c) Provides on-going feedback to stakeholders for program improvement.

**Activities for Project 6**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
6	Grant Implementatio: RtT External Evaluator	Lee Ann Kwiatkowski	6/1/13	10/31/16		
6.1	Building leaders and staff support the efforts of the district's RtT Independent Evaluator (CEEP) in the conduct of their work to evaluate RtT initiatives	Lee Ann Kwiatkowski	6/1/13	10/31/16		
6.1.1	Building leaders support the efforts of the district's RtT Independent Evaluator (CEEP) in the conduct of key stakeholder interviews via phone and in-person to provide needed background/context, assess the quality & delivery of project activities, gather formative data needed for program improvement and provide feedback related to the interpretation of data and implications for policy/practice	Principals	6/1/13	8/1/13		
6.1.2			4/1/14	5/31/14		
6.1.3			4/1/15	5/31/15		
6.1.4			4/1/16	5/31/16		
6.1.5			9/1/16	10/31/16		
6.1.6	Building staff support the work of the Independent Evaluator in the conduct of site visits, professional development and classroom/school activities that address key evaluation questions, assess measurable participant and student outcomes, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Principals	6/1/13	7/31/13		
6.1.7			8/1/13	10/31/13		
6.1.8			3/1/14	5/31/14		
6.1.9			6/1/14	7/31/14		
6.1.10			3/1/15	5/31/15		
6.1.11	3/1/16	5/31/16				
6.1.12	Building staff support the work of the Independent Evaluators through their participation in web-based surveys of principals and teachers, as well as a representative sample of students and parents/guardians to assess measurable participant and student outcomes, to address key evaluation questions, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Principals & Teachers	9/1/13	9/30/13		
6.1.13			5/1/14	5/31/14		
6.1.14			5/1/15	5/31/15		
6.1.15			5/1/16	5/31/16		
6.1.16	Teachers participate in focus groups to address key evaluation questions, assess the quality & delivery of project activities, and provide ongoing feedback for continuous program improvement	Teachers	9/1/13	10/31/13		
6.1.17			9/1/14	10/31/14		
6.1.18			9/1/15	10/31/15		

**Project #7 Virtual Learning Opportunities**

**Narrative:** Students in Grades 7-12 will have opportunities to **work online, at their own pace, on their own time** to receive competency-based coursework, demonstrate mastery, and **obtain course credit for high school graduation**. Online content teachers will be identified and teacher schedules adjusted to support the needs of virtual learners. **Professional development** will be provided for instructors and students (& families) of virtual learners. Warren has a set of virtual courses that are currently designed in Blackboard and provide options for summer school enrollment. As a result of Project 7, we will be **reviewing our current courses** to determine which courses to redesign. We will also be conducting a **market scan to evaluate offerings from online course providers**. In parallel to this work, we are **evaluating our current Learning Management System** to be sure it has the features and support for our full eLearning vision. We anticipate that the full complement of online courses for Warren will be a **mix of teacher developed and purchased courses**. For our teacher developed courses, we will be working with *Quality Matters* to ensure that the courses are high quality. The net effect of this work will be that students in grades 7-12 will have access to a full set of courses for a Core 40 diploma (Indiana's standard diploma). Additionally our goal is that all 2016 graduates will be accomplished digital learners--one measure of this will be a successfully completed online course on their transcript.

**Gr 9-12 Key Performance Measures:** Increase the graduation rate; Increase the number of students obtaining course credit hours online

**Activities for Project 7**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
7	<i>Virtual Learning Opportunities</i>	John Keller	8/1/13	12/31/16		
<b>7.1</b>	<b>Students are made aware of opportunities to enroll in virtual coursework</b>	<b>Principals</b>	<b>8/1/13</b>	<b>10/15/16</b>		
7.1.1			8/1/13	10/15/13		
7.1.2	During registration, back to school night and open houses, students and families are made aware of new virtual learning options available to students	Principals	8/1/14	10/15/14		
7.1.3			8/1/15	10/15/15		
7.1.4			8/1/16	10/15/16		
7.1.5			10/1/13	10/15/13		
7.1.6			1/15/14	2/1/14		
7.1.7	School announcements regarding opportunities for virtual learning are made (e.g., during morning school TV announcements; <i>ConnectEd</i> robo calls to families) prior to Online Learning Open House Orientation sessions	Principals	9/15/14	10/1/14		
7.1.8			1/15/15	2/1/15		
7.1.9			9/15/15	10/1/15		
7.1.10			1/15/16	2/1/16		
7.1.11			1/15/14	3/15/14		
7.1.12	During student scheduling for upcoming coursework, counselors and staff help students identify opportunities for virtual learning	Bre Brown, Counseling Department Chair	1/15/15	3/15/15		
7.1.13			1/15/16	3/15/16		
<b>7.2</b>	<b>Online learner (and parent/guardian) Orientation Sessions provided by eLearning staff to support virtual learners and their families</b>	<b>John Keller</b>	<b>10/15/13</b>	<b>2/28/16</b>		
7.2.1	Online learning open house/orientation for parents of virtual/online course takers and for parents of online course takers (Physical Version) to be offered each semester--in anticipation of Spring 2014	John Keller	10/15/13	10/31/13		
7.2.2	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2014	John Keller	2/1/14	2/28/14		
7.2.3	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Spring 2015	John Keller	10/1/14	10/31/14		
7.2.4	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual) --in anticipation of Fall 2015	John Keller	2/1/15	2/28/15		
7.2.5	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual --in anticipation of Spring 2016	John Keller	10/1/15	10/31/15		
7.2.6	Online Learning Open House/orientation for virtual/online course takers and for parents of online course takers (Physical and Virtual --in anticipation of Fall 2016	John Keller	2/1/16	2/28/16		
<b>7.3</b>	<b>Implement three year virtual learning plan</b>	<b>John Keller</b>	<b>1/1/14</b>	<b>12/31/16</b>		
7.3.1	Warren's new virtual academy launched for students second semester of 2013-2014	John Keller	1/1/14	5/30/14		
7.3.2	<b>Milestone: 10-12.5% (400-500 students) of student body earn initial credit in online courses during spring semester of 2013-2014 school year.</b>	John Keller	5/30/14	5/30/14		
7.3.3	Virtual academy offerings are expanded for students for summer school 2014.	John Keller	6/1/14	8/1/14		
7.3.4	<b>Milestone: Summer school enrollment increases with 60-70% of credits earned being virtual.</b>	John Keller	8/1/14	8/1/14		
7.3.5	Second full semester of Warren Virtual available to students	John Keller	8/1/14	12/31/14		
7.3.6	<b>Milestone: 500-600 students earn initial credit in online courses (Indiana Core-40 Courses) during fall semester of 2014-2015 school year</b>	John Keller	12/31/14	12/31/14		
7.3.7	Third semester of Warren Virtual available to students	John Keller	1/1/15	5/30/15		
7.3.8	<b>Milestone: 600-700 students earn initial credit in online courses during spring semester of 2014-2015 school year</b>	John Keller	5/30/15	5/30/15		
7.3.9	Warren Virtual Academy offerings expanded for students for summer school 2015	John Keller	6/1/2015	8/1/15		
7.3.10	Fourth semester of Warren Virtual available for students	John Keller	8/1/15	9/30/15		
7.3.11			10/1/15	12/31/15		
7.3.12	<b>Milestone: 50% of Warren high school students have at least one credit on their transcript earned through a virtual course.</b>	John Keller	12/31/15	12/31/15		
7.3.13	Fifth semester of Warren Virtual available to students	John Keller	1/1/16	3/31/16		
7.3.14			4/1/16	5/30/16		
7.3.15	<b>Milestone: 700 + students earn at least one credit through virtual course offerings</b>	John Keller	5/30/16	5/30/16		
7.3.16	Sixth semester of Warren Virtual available to students	John Keller	8/1/16	9/30/16		
7.3.17			10/31/16	12/31/16		
7.3.18	<b>Milestone: At least 75% of Indiana Core 40 courses (required for graduation) have at least one section a semester offered virtually</b>	John Keller	8/1/16	8/1/16		
<b>7.4</b>	<b>Help Desk (instructors) for online course takers are identified</b>	<b>John Keller</b>	<b>11/15/13</b>	<b>12/28/16</b>		
7.4.1	High school administrators & department chairs work collaboratively with John Keller to select eLearning Virtual Help Desk staff for 2013-14	HS Administrators, Department Chairs & John Keller	11/15/13	12/15/13		
7.4.2	eLearning Virtual Help Desk instructors support Online Course Takers (simultaneous to launch of new online courses in spring semester of 2014)	Virtual Help Desk Instructors	1/15/14	5/15/14		

7.4.3	High school administrators & department chairs work collaboratively with John Keller to select eLearning Virtual Help Desk staff for 2014-15	HS Administrators, Department Chairs & John Keller	5/1/14	5/31/14		
7.4.4			6/1/14	9/30/14		
7.4.5	eLearning Virtual Help Desk instructors support online learners for Summer 2014 and the 2014-2015 school year	Virtual Help Desk Instructors	10/1/14	12/31/14		Budget 2: "Personnel" line 16; Fringe 57
7.4.6			1/1/15	3/31/15		
7.4.7			4/1/15	5/30/15		
7.4.8	High school administrators & department chairs work collaboratively with John Keller to select eLearning Virtual Help Desk staff for 2015-16	HS Administrators, Department Chairs & John Keller	5/1/15	5/30/15		
7.4.9			6/1/15	9/30/15		
7.4.10	eLearning Virtual Help Desk instructors support online learners for summer 2015 and the 2015-2016 school year	Virtual Help Desk Instructors	10/1/15	12/31/15		Budget 2: "Personnel" line 16; Fringe 57
7.4.11			1/1/16	3/31/16		
7.4.12			4/1/16	5/30/16		
7.4.13	In collaboration with HS admin & department chairs, select eLearning Virtual Help Desk staff for 2016-17	HS Administrators, Department Chairs & John Keller	5/1/16	5/31/16		
7.4.14	eLearning Virtual Help Desk instructors support online learners for summer of 2016 and 1st semester of the 2016-17 school year & select help-desk staff	Virtual Help Desk Instructors	6/1/16	8/1/16		Budget 2: "Personnel" line 16; Fringe 57
7.4.15			9/1/16	12/28/16		

**Project #8 Extended-Learning Opportunities (ELO)**

**Narrative:** High school students learn in-part, or in-whole, outside of the classroom in rigorous, relevant and personalized learning business partner experiences, earning credit based on demonstrated course competencies. An ELO Coordinator works collaboratively with highly-effective teachers, community partners/business entities, and students (and parents) to: (a) Develop an ELO Plan, aligned to Common Core competencies; (b) Provide the ELO business partner experience for students; (c) Students make presentations of "Final Exhibitions of Learning" (assessments); and (d) Course credit is awarded to students who demonstrate mastered competencies, as evidenced during "Final Exhibitions of Learning."

**Gr 9-12 Key Performance Measures:** Increase graduation rate; Increase pass rates on high school English 10 End-of-Course Assessment

**Activities for Project 8**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference		
8	<i>Extended-Learning-Opportunities (ELO)</i>	Lou Anne Schwenn	8/1/13	12/31/16				
8.1	<b>Implement the Extended-Learning Opportunity initiative--including student ELO plans; ELO experiences; and ELO Exhibitions of Learning</b>	Lou Anne Schwenn	8/1/13	12/31/16				
8.1.1	ELO Coordinator meets with HS department chairs to deliver overview presentation of the ELO framework in order to introduce the project and solicit teacher involvement in supporting ELO initiatives	Ben Carter, ELO Coordinator & Department Chairs	8/1/13	8/15/13				
8.1.2	ELO information distributed to student body via WCTV daily morning television broadcast announcements and emails to students urging participation. (This marketing strategy will recur across the school year and throughout the grant period to ensure that students are aware of opportunities)	Ben Carter, ELO Coordinator & HS Principal	8/15/13	8/31/13				
8.1.3	Teachers select qualified students or students select teachers to support their proposed ELO plans, which are formalized through an electronic application process (ELO plan). Components of the complete ELO plan include: Essential Question to be answered by ELO; learning objectives; research format; reflection format; product design format; presentation panel; assessment team; ELO SMART goals; Benchmarks to track progress toward ELO goals; and Action Steps for implementation of the plan--with Start/End dates & person responsible)	Ben Carter, ELO Coordinator and HS teachers	8/16/13	9/30/13				
8.1.4			10/1/13	12/31/13				
8.1.5			1/1/14	3/31/14				
8.1.6			4/1/14	6/30/14				
8.1.7			7/1/14	9/30/14				
8.1.8			10/1/14	12/31/14				
8.1.9			1/1/15	3/31/15				
8.1.10			4/1/15	6/30/15				
8.1.11			7/1/15	9/30/15				
8.1.12			10/1/15	12/31/15				
8.1.13			1/1/16	3/31/16				
8.1.14			4/1/16	6/30/16				
8.1.15			For each selected ELO experience: (a) An ELO Plan is developed (in collaboration with the ELO Coordinator, teacher, student (with parent approval), and business partner; and (b) The evaluation tool/rubric for reviewing each student's <i>Final Exhibition of Learning</i> (to determine credit awarded for ELO achievements) is created.	Ben Carter, ELO Coordinator & HS Teachers	8/16/13	9/30/13		Budget 2: Personnel 41-46; Fringe 67-72
8.1.16					10/1/13	12/31/13		
8.1.17	1/1/14	3/31/14						
8.1.18	4/1/14	6/30/14						
8.1.19	7/1/14	9/30/14						
8.1.20	The ELO application (plan) and scoring rubric (used to select approved ELO projects) are aligned to student expectations within the required domains of: (1) Research; (2) Reflection; (3) Product; and (4) Presentation.	Ben Carter, ELO Coordinator & HS Teachers	10/1/14	12/31/14				
8.1.21			1/1/15	3/31/15				
8.1.22			4/1/15	6/30/15				
8.1.23			7/1/15	9/30/15				
8.1.24			10/1/15	12/31/15				
8.1.25			1/1/16	3/31/16				
8.1.26	4/1/16	6/30/16						
8.1.27	<b>Milestone:</b> ELO projects underway by end of 1st semester of the 2013-14 school year	Ben Carter, ELO Coordinator	12/31/13	12/31/13				
8.1.28	Following ELO experiences, schedule and conduct <i>Exhibition of Learning</i> Showcase for ELO initiatives whereby students demonstrate competencies gained through ELO experiences before a panel of stakeholders (e.g., ELO Coordinator, business partner/s, content teacher/s, principal, Community Steering Council representative/s) who score the ELO experience to determine whether course credit is awarded or denied	Ben Carter, ELO Coordinator	11/1/13	12/31/13				
8.1.29			1/1/14	3/31/14				
8.1.30			4/1/14	6/30/14				
8.1.31			7/1/14	9/30/14				
8.1.32			10/1/14	12/31/14				
8.1.33			1/1/15	3/31/15				
8.1.34			4/1/15	6/30/15				
8.1.35			7/1/15	9/30/15				
8.1.36			10/1/15	12/31/15				
8.1.37			1/1/16	3/31/16				
8.1.38			4/1/16	6/30/16				
8.1.39			7/1/16	9/30/16				
8.1.40	10/1/16	12/31/16						
8.1.41	<b>Deliverable:</b> At least 25 credits earned in total by all participants through ELO experiences provided for students during SY 2013-14	Ben Carter, ELO Coordinator	6/30/14	6/30/14				
8.1.42	<b>Deliverable:</b> At least 50 credits earned in total by all participants through ELO experiences provided for students during SY 2014-15	Ben Carter, ELO Coordinator	6/30/15	6/30/15				
8.1.43	<b>Deliverable:</b> At least 100 credits earned in total by all participants through ELO experiences provided for students during SY 2015-16	Ben Carter, ELO Coordinator	6/30/16	6/30/16				
8.1.44	Following ELO Exhibitions of Learning presentations, online surveys to obtain feedback regarding their ELO experiences are completed by ELO teachers, students and their parents/guardians and submitted electronically to the ELO Coordinator	Ben Carter, ELO Coordinator	11/1/13	12/31/13				
8.1.45			1/1/14	3/31/14				
8.1.46			4/1/14	6/30/14				
8.1.47			7/1/14	9/30/14				
8.1.48			10/1/14	12/31/14				
8.1.49			1/1/15	3/31/15				
8.1.50			4/1/15	6/30/15				
8.1.51			7/1/15	9/30/15				
8.1.52			10/1/15	12/31/15				
8.1.53			1/1/16	3/31/16				
8.1.54			4/1/16	6/30/16				
8.1.55			7/1/16	9/30/16				
8.1.56			10/1/16	12/31/16				

Project #9 Sports & Media Opportunities						
<b>Narrative:</b> Students train for successful television and broadcasting careers; manage a student-led profitable business, providing viable services to actual clients (& sustaining operational costs after the grant funding period). This bold concept in student training will offer an ESPN-like concept for the thriving Indianapolis amateur sports market, and media and video productions. Entrance into this new program will be highly-competitive, drawing from a talented pool of students who meet pre-requisites and defined participation requirements.						
<b>Gr 9-12 Key Performance Measures:</b> Increase graduation rate; Increase pass rates on high school English 10 End-of-Course Assessment						
Activities for Project 9						
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete. mm/dd/yy	Budget Reference
9	<i>Sports &amp; Media Opportunities</i>	Lou Schwenn	1/7/13	12/31/16		
9.1	<b>Solidify project leadership, vision &amp; business model of the new Center for Sports &amp; Media Production</b>	Lou Schwenn	1/7/13	3/12/13		
9.1.1	Convene key decision-makers to examine and determine most ideal location within Warren Central HS campus to host new Center for Sports & Media Production	Lou Schwenn	1/7/13	1/11/13		
9.1.2	Walker Career Center's Dennis Jarrett develop overview of business plan model (preliminary vision) to share with District Planning Team	Dennis Jarrett, Production Manager	1/7/13	1/11/13		
9.1.3	<i>Sports &amp; Media Walker Career Center Leadership Team</i> visits G-Star School to examine programmatic/academic expectations, curriculum, lessons-learned in partnerships with field experts and insights for implementing an exemplary experience for students	Cindy Frey	3/10/13	3/12/13		Budget 2: Travel 109
9.2	<b>Leaders and teachers develop Sports &amp; Media Production curriculum, aligned to Common Core expectations</b>	Cindy Frey	6/1/13	12/31/16		
9.2.1	WCC leadership and instructors develop the Sports & Media curriculum to align with Warren's nationally-recognized Television & Radio Broadcasting coursework	Cindy Frey	6/1/13	6/30/13		Budget 2: Personnel 32; Fringe 78
9.2.2	<i>Deliverable: Curriculum aligned to TV &amp; Radio Broadcasting coursework standards</i>	Cindy Frey	6/30/13	6/30/13		
9.2.3	Instructors and Assistant Production Manager participate in AVID training (industry training on editing software to support certification of AVID Editing programs in Broadcasting Technologies).	Cindy Frey	7/1/13	12/31/13		Budget 2: Personnel 32; Fringe 78
9.2.4	<i>Deliverable: Instructors and Assistant Production Manager are certified as AVID trainers so they can certify students to become certified in using this state-of-the-art editing software</i>	Cindy Frey	12/31/13	12/31/13		
9.2.5	Leadership Team modifies relevant technology & ELA/writing/communication standards to align with IDOE transitional guidance for Common Core	Cindy Frey	7/1/13	10/31/13		Budget 2: Personnel 32; Fringe 78
9.2.6	<i>Milestone: Technology &amp; ELA/writing/communication standards aligned to IDOE broadcasting standards</i>		10/31/13	10/31/13		
9.2.7	Leadership Team (& Instructors) reviews and revises curriculum and standards to ensure expectations are aligned to CC:	Cindy Frey	6/1/14	8/1/14		Budget 2: Personnel 32; Fringe 78
9.2.8	<i>Deliverable: Written curriculum aligned to expectations of Common Core Standards</i>	Cindy Frey	8/1/14	8/1/14		
9.2.9			9/1/14	9/30/14		
9.2.10	Professional development to support instruction aligned to CC embedded in monthly Department, faculty & common planning meetings	Cindy Frey	10/1/14	12/31/14		
9.2.11			1/1/15	3/31/15		
9.2.12			4/1/15	6/30/15		
9.2.13	Leadership Team (& Instructors) reviews and revises curriculum and standards to ensure expectations are aligned to CC:	Cindy Frey	6/1/15	8/1/15		Budget 2: Personnel 32; Fringe 78
9.2.14	<i>Deliverable: Revised curriculum aligned to CC expectations</i>	Cindy Frey	8/1/15	8/1/15		
9.2.15			9/1/15	9/30/15		
9.2.16	Professional development to support instruction aligned to CC embedded in monthly Department, faculty & common planning meetings	Cindy Frey	10/1/15	12/31/15		
9.2.17			1/1/16	3/31/16		
9.2.18			4/1/16	6/30/16		
9.2.19	Leadership Team (& Instructors) reviews and revises curriculum and standards to ensure expectations are aligned to CC:	Cindy Frey	6/1/16	8/1/16		Budget 2: Personnel 32; Fringe 78
9.2.20	<i>Deliverable: Revised curriculum aligned to CC expectations</i>	Cindy Frey	8/1/16	8/1/16		
9.2.21	Professional development to support instruction aligned to CC embedded in monthly Department, faculty & common planning meetings	Cindy Frey	9/1/16	9/30/16		
9.2.22			10/1/16	12/31/16		
9.3	<b>Identify and secure equipment to support Mobile Production work, studio, master control room &amp; editing room</b>	David Holt, CFO	2/11/13	10/31/13		
9.3.1	Walker Career Center's Andy Hoke researches truck/trailer prices and options (outside the grant) & meet with equipment vendor to discuss options	Andy Hoke	2/11/13	4/30/13		
9.3.2	Purchase truck/trailer for mobile production with local funds (not RtT funds)	David Holt, CFO	4/30/13	5/30/13		
9.3.3	Dennis Jarrett, Media Relations Director and Andy Hoke, Assistant Sport & Media Manager attend National Broadcasting Association Expo (via local funds/not RtT) to review and price equipment	Dennis Jarrett, Production Manager	4/8/13	4/10/13		
9.3.4	<i>Milestone: Finalized plans for set and mobile production truck design and equipment needs</i>	Leadership Team	4/24/13	4/24/13		
9.3.5	RFQs for equipment needed in the studio and inside the mobile production truck	David Holt, CFO	4/25/13	5/28/13		
9.3.6	Complete Requests for Purchase for mobile production truck and studio equipment	Andy Hoke	5/30/13	8/31/13		
9.3.7	Purchase equipment	Cindy Frey	5/1/13	8/31/13		Budget 2: Equipment 128
9.3.8	Vendors' installation of equipment in Sports & Media Mobile Production truck	Andy Hoke	8/31/13	10/31/13		Budget 2: Equipment 128
9.3.9	<i>Milestone: Mobile Production equipment and Studio equipment identified, purchased and installed</i>	Andy Hoke		10/31/13		
9.4	<b>Identify and purchase supplies for mobile production, studio, master control room &amp; editing room</b>	Andy Hoke	4/8/13	12/31/16		
9.4.1	Identify supplies, prepare purchase orders, quotes & bids	Andy Hoke	4/8/13	8/1/13		Budget 2: Supplies

9.4.2	Across entire project period, complete Request for Purchase for supplies, such as: mini DV tapes; DVD discs; Blue Ray discs; DVD labels/sleeves; printer cartridges; lighting gels; set lights; audio cables; video cables; camera cables; cable connectors; batteries; headsets; masking tape	Andy Hoke	8/1/13	9/30/13		147
9.4.3			10/1/13	12/31/13		
9.4.4			1/1/14	3/31/14		
9.4.5			4/1/14	6/30/14		
9.4.6			7/1/14	9/30/14		
9.4.7			10/1/14	12/31/14		
9.4.8			1/1/15	3/31/15		
9.4.9			4/1/15	6/30/15		
9.4.10			7/1/15	9/30/15		
9.4.11			10/1/15	12/31/15		
9.4.12			1/1/16	3/31/16		
9.4.13			4/1/16	6/30/16		
9.4.14			7/1/16	9/30/16		
9.4.15	10/1/16	12/31/16				
<b>9.5</b>	<b>On-going professional development for supporting instructors' effective use of studio &amp; mobile production truck technologies, ensuring they are fully-skilled in facilitating students' work</b>	<b>Cindy Frey</b>	<b>6/1/13</b>	<b>12/31/16</b>		
9.5.1	Leadership Team identifies professional development needed to support staff's effective use of equipment	Leadership Team	6/1/13	6/30/13		
9.5.2	Professional development provided to support staffs' effective use of new studio technologies and production truck technologies (including PD provided by equipment vendors)	Dennis Jarrett	7/1/13	9/30/13		Budget 2: Personnel 47; Fringe 87
9.5.3			10/1/13	12/31/13		
9.5.4	<b>Milestone: Staff trained to use new studio technologies to support students' effective use</b>	Dennis Jarrett	12/31/13	12/31/13		
9.5.5	Summer PD provided to support staffs' effective use of new technologies, including PD to address any new elements added to the Sports & Media Production company (e.g., if "movie making" or "music production" are added)	Dennis Jarrett & Andy Hoke	6/1/14	7/31/14		
9.5.6			6/1/15	7/31/15		
9.5.7			6/1/16	7/31/16		
9.5.8	Leadership Team attends PD training opportunities, targeted to address identified needs, to gather best practices and to support the most effective use of studio & production truck technologies	Cindy Frey	8/5/13	9/30/13		Budget 2: Travel 124
9.5.9			10/1/13	12/31/13		
9.5.10			1/1/14	3/31/14		
9.5.11			4/1/14	6/30/14		
9.5.12			7/1/14	9/30/14		
9.5.13			10/1/14	12/31/14		
9.5.14			1/1/15	3/31/15		
9.5.15			4/1/15	6/30/15		
9.5.16			7/1/15	9/30/15		
9.5.17			10/1/15	12/31/15		
9.5.18			1/1/16	3/31/16		
9.5.19			4/1/16	6/30/16		
9.5.20			7/1/16	9/30/16		
9.5.21	10/1/16	12/31/16				
<b>9.6</b>	<b>Identify students eligible for application into the Sports &amp; Media Production program &amp; conduct student trainings</b>	<b>Dennis Jarrett, Media Relations Director</b>	<b>6/1/13</b>	<b>12/31/16</b>		
9.6.1	Develop criteria for the selection process (e.g., grades, attendance, prerequisites, discipline) to be accepted into this highly-competitive program	Dennis Jarrett	6/1/13	7/1/13		
9.6.2	<b>Deliverable: Student selection criteria established</b>	Dennis Jarrett	7/1/13	7/1/13		
9.6.3	Develop a systematic and comprehensive student training program aligned to educational and industry performance standards	Dennis Jarrett, Production Manager	7/1/13	8/1/13		
9.6.4	Develop a student application written to include participation expectations that extend outside of the school day	Dennis Jarrett	7/1/13	8/1/13		
9.6.5	<b>Deliverable: Student application developed</b>	Dennis Jarrett	8/1/13	8/1/13		
9.6.6	Distribute applications to select students for Sports & Media Production Company (company)	Dennis Jarrett	8/15/13	10/4/13		
9.6.7	Applications submitted by students	Dennis Jarrett	8/15/13	10/4/13		
9.6.8	Sports & Media teacher team reviews applications and selects those for company to begin 2nd semester SY 2013-14	Dennis Jarrett	10/4/13	11/15/13		
9.6.9	Hold auditions for company team positions, e.g., producers, camera, sound, floor managers, editing assistant, marketing/PR	Dennis Jarrett	11/18/13	12/13/13		
9.6.10	<b>Milestone: 1st Sports &amp; Media Production Company cohort established</b>	Dennis Jarrett	12/13/13	12/13/13		
9.6.11	Conduct student training (2-day retreat) with selected students prior to the Sports & Media company opening in January 2014	Dennis Jarrett	12/13/13	1/17/14		Budget 2: Personnel 47; Fringe 87
9.6.12	During school day, students participate in Broadcasting--with a focus on Media Production and Broadcast Journalism classes. Company members are given Extended-Learning Opportunities (See 9.11 ELOs) using the Mobile Unit for events coverage	Dennis Jarrett	1/17/14	3/31/14		
9.6.13			4/1/14	6/30/14		
9.6.14	Application is distributed and students apply for 2014-15 company	Dennis Jarrett	1/15/14	2/28/14		
9.6.15	Application submitted by students	Dennis Jarrett	1/15/14	2/28/14		
9.6.16	Sports & Media teacher team reviews applications and selects students for the company	Dennis Jarrett	3/1/14	3/31/14		
9.6.17	Students audition for company team positions, e.g., producers, camera, sound, floor manager, editing assistant, marketing/PR	Dennis Jarrett	4/1/14	4/30/14		
9.6.18	<b>Deliverable: 2nd Sports &amp; Media Production Company cohort established</b>	Dennis Jarrett	4/30/14	4/30/14		
9.6.19	<b>Milestone: 1st company cohort is professionally trained in all aspects of video production, including producing, directing, shooting, editing, writing and marketing</b>	Dennis Jarrett	5/30/14	5/30/14		
9.6.20	<b>Milestone: Through a year-long program (2013-14 school year and summer 2014), 70 students have been trained to work directly with industry professionals on actual productions</b>	Dennis Jarrett	7/31/14	7/31/14		
9.6.21	Summer training/orientation to new technologies held for new company members prior to the start of 2014-15 school year (Cohort 2)	Dennis Jarrett	6/1/14	7/31/14		Budget 2: Personnel 47; Fringe 87

9.6.22	During the school day, students are given 2 pathways for study: (1) Media Production, e.g., commercials, documentaries, & event coverage; and/or (2) Broadcast Journalism, e.g., live on-air TV broadcasts, pre-produced programs, and field productions--including electronic news gathering. Company members are also given Extended-Learning Opportunities (See 9.11) to cover events and/or to work with professional clients.	Dennis Jarrett	8/1/14	9/30/14		
9.6.23			10/1/14	12/31/14		
9.6.24			1/1/15	3/31/15		
9.6.25			4/1/15	5/30/15		
9.6.26	Application is distributed and students apply for 2015-16 company	Dennis Jarrett	1/15/15	2/28/15		
9.6.27	Applications is submitted by students		1/15/15	2/28/15		
9.6.28	Sports & Media teacher team reviews applications and selects students for the company	Dennis Jarrett	3/1/15	3/31/15		
9.6.29	Students audition for company team positions	Dennis Jarrett	4/1/15	4/30/15		
9.6.30	<b>Deliverable:</b> 3rd Sports & Media Production Company cohort established	Dennis Jarrett	4/30/15	4/30/15		
9.6.31	<b>Milestone:</b> 2nd company cohort professionally trained in all aspects of video production	Dennis Jarrett	5/30/15	5/30/15		
9.6.32	<b>Milestone:</b> Through a year-long program (2014-15 school year and summer 2015), 70 students have been trained to work directly with industry professionals on actual productions	Dennis Jarrett	7/31/15	7/31/15		
9.6.33	Summer training/orientation to new technologies held for new company members prior to the start of 2015-16 school year (Cohort 3)	Dennis Jarrett	6/1/15	7/31/15		Budget 2: Personnel 47; Fringe 87
9.6.34	During the school day, students are given 2 pathways for study: (1) Media Production, e.g., commercials, documentaries, & event coverage; and/or (2) Broadcast Journalism, e.g., live on-air TV broadcasts, pre-produced programs, and field productions--including electronic news gathering. Company members are also given Extended-Learning Opportunities (See 9.11) to cover events and/or to work with professional clients.	Dennis Jarrett	8/1/15	9/30/15		
9.6.35			10/1/15	12/31/15		
9.6.36			1/1/16	3/31/16		
9.6.37			4/1/16	5/30/16		
9.6.38	Application is distributed and students apply for 2016-17 company	Dennis Jarrett	1/15/16	2/28/16		
9.6.39	Application submitted by students	Dennis Jarrett	1/15/16	1/15/16		
9.6.40	Sports & Media teacher team reviews applications and selects students for the company	Dennis Jarrett	3/1/16	3/31/16		
9.6.41	Students audition for company team positions	Dennis Jarrett	4/1/16	4/30/16		
9.6.42	<b>Deliverable:</b> 4th Sports & Media Production Company cohort established	Dennis Jarrett	4/30/16	4/30/16		
9.6.43	<b>Milestone:</b> 3rd company cohort professionally trained in all aspects of video production	Dennis Jarrett	5/30/16	5/30/16		
9.6.44	Summer training/orientation to new technologies held for new company members prior to the start of 2016-17 school year (Cohort 4)	Dennis Jarrett	6/1/16	7/31/16		Budget 2: Personnel 47; Fringe 87
9.6.45	During the school day, students are given 2 pathways for study: (1) Media Production, e.g., commercials, documentaries, & event coverage; and/or (2) Broadcast Journalism, e.g., live on-air TV broadcasts, pre-produced programs, and field productions--including electronic news gathering. Company members are also given Extended-Learning Opportunities (See 9.11) to cover events and/or to work with professional clients.	Dennis Jarrett	8/1/16	9/30/16		
9.6.46			10/1/16	12/31/16		
9.7	<b>Identify industry professionals and production partnerships</b>	<b>Dennis Jarrett</b>	<b>2/25/13</b>	<b>12/31/16</b>		
9.7.1	Create initial list of potential clients	Andy Hoke	2/25/13	6/30/13		
9.7.2	<b>Deliverable:</b> List of potential clients	Andy Hoke	6/30/13	6/30/13		
9.7.3	Develop list of services we will provide to various sports and entertainment organizations based upon our Education Enterprise Model	Dennis Jarrett	6/1/13	8/1/13		
9.7.4	<b>Deliverable:</b> Initial list of services (for marketing to potential clients)	Andy Hoke	8/1/13	8/1/13		
9.7.5	Contact and meet potential clients to inform them of the opportunities & benefits of using the Sports & Media facilities	Andy Hoke	8/1/13	9/30/13		
9.7.6			10/1/13	12/31/13		
9.7.7			1/1/14	3/31/14		
9.7.8			4/1/14	6/30/14		
9.7.9	<b>Milestone:</b> At least 10 potential clients are identified	Dennis Jarrett	12/31/13	12/31/13		
9.7.10	<b>Milestone:</b> At least a total of 15 potential clients are identified	Dennis Jarrett	3/31/14	3/31/14		
9.7.11	<b>Milestone:</b> At least a total of 20 potential clients are identified	Dennis Jarrett	6/30/14	6/30/14		
9.7.12	Develop criteria for a Business Advisory Committee (external practitioners/experts)	Dennis Jarrett	8/1/13	8/31/13		
9.7.13	Recruit and confirm professionals from various complimentary industries to serve on Business Advisory Committee	Dennis Jarrett	9/1/13	10/30/13		
9.7.14	Host Open Houses to showcase company (Center for Sports & Media Production)	Andy Hoke	9/1/13	12/31/13		
9.7.15			1/1/14	3/31/14		
9.7.16			4/1/14	5/31/14		
9.7.17	Present names of Business Advisory Committee for approval by Walker Career Center director	Cindy Frey	10/31/13	11/1/13		
9.7.18	<b>Deliverable:</b> Business Advisory Committee established	Cindy Frey	11/1/13	11/1/13		
9.7.19	Continue to identify potential clients to inform them of the opportunities & benefits of using the Sports & Media facilities	Andy Hoke	7/1/14	9/30/14		
9.7.20			10/1/14	12/31/14		
9.7.21			1/1/15	3/31/15		
9.7.22			4/1/15	6/30/15		
9.7.23			7/1/15	9/30/15		
9.7.24			10/1/15	12/31/15		
9.7.25			1/1/16	3/31/16		
9.7.26			4/1/16	6/30/16		
9.7.27			7/1/16	9/30/16		
9.7.28			10/1/16	12/31/16		

9.8	Produce in-house programming covering various aspects of amateur sports, high school athletics and other community and educational projects	Dennis Jarrett	7/1/13	12/31/16		
9.8.1	Develop in-house production and programming plan detailing weekly coverage of events, time and days of operation along with students and client usage parameters, i.e., What's happening? Who is doing what? What resources are used (e.g., Mobile Unit for event coverage; Studio; editing room)	Dennis Jarrett	7/1/13	9/30/13		
9.8.2			10/1/13	12/31/13		
9.8.3			1/1/14	3/31/14		
9.8.4			4/1/14	6/30/14		
9.8.5	<i>Deliverable: Programming plans for SY 2013-14</i>	Dennis Jarrett	6/30/14	6/30/14		
9.8.6	Develop in-house production & programming plan detailing weekly coverage of events, time & days of operation	Dennis Jarrett	7/1/14	9/30/14		
9.8.7			10/1/14	12/31/14		
9.8.8			1/1/15	3/31/15		
9.8.9			4/1/15	6/30/15		
9.8.10	<i>Deliverable: Programming plans for SY 2014-15</i>	Dennis Jarrett	6/30/15	6/30/15		
9.8.11	Develop in-house production & programming plan detailing weekly coverage of events, time & days of operation	Dennis Jarrett	7/1/15	9/30/15		
9.8.12			10/1/15	12/31/15		
9.8.13			1/1/16	3/31/16		
9.8.14			4/1/16	6/30/16		
9.8.15	<i>Deliverable: Programming plans for SY 2015-16</i>	Dennis Jarrett	6/30/16	6/30/16		
9.8.16	Develop in-house production & programming plan detailing weekly coverage of events, time & days of operation	Dennis Jarrett	7/1/16	9/30/16		
9.8.17			10/1/16	12/31/16		
9.9	Engage in marketing commercials to produce, edit and use on public broadcasting channels	Dennis Jarrett	2/19/13	12/31/16		
9.9.1	Run student contest to create business name for Sports & Media production company.	Dennis Jarrett	2/19/13	5/1/13		
9.9.2	Review student entries and select winning business name	Lou Schwenn	5/1/13	6/1/13		
9.9.3	<i>Deliverable: Business name identified</i>	Lou Schwenn	6/1/13	6/1/13		
9.9.4	Create marketing products, working with Walker Career Center marketing classes and other media programs (using lists of services developed in 9.8.3)	Andy Hoke	8/1/13	9/30/13		
9.9.5			10/1/13	12/31/13		
9.9.6	<i>Deliverable: Marketing products available</i>	Andy Hoke	12/31/13	12/31/13		
9.9.7	Distribute marketing products to client list via website, personal contact, trade shows & mailings in order to attract potential clients interested in our student-run productions described in 9.12	Andy Hoke	8/1/13	9/30/13		
9.9.8			10/1/13	12/31/13		
9.9.9			1/1/14	3/31/14		
9.9.10			4/1/14	6/30/14		
9.9.11			7/1/14	9/30/14		
9.9.12			10/1/14	12/31/14		
9.9.13			1/1/15	3/31/15		
9.9.14			4/1/15	6/30/15		
9.9.15			7/1/15	9/30/15		
9.9.16			10/1/15	12/31/15		
9.9.17			1/1/16	3/31/16		
9.9.18			4/1/16	6/30/16		
9.9.19	7/1/16	9/30/16				
9.9.20	10/1/16	12/31/16				
9.10	Offer Sports & Media students opportunities to participate in credit-bearing Extended Learning Opportunities (Project 8)	Dennis Jarrett	7/1/13	12/31/16		
9.10.1	The district ELO Coordinator collaborates with Sports & Media instructors to develop ELOs for students to engage in Video Production/Broadcast Journalism or Media Production projects that extend beyond the school day, week or year whereby students demonstrate required standards/competencies that generate credit	Ben Carter, ELO Coordinator	7/1/13	9/30/13		
9.10.2			10/1/13	12/31/13		
9.10.3			1/1/14	3/31/14		
9.10.4			4/1/14	6/30/14		
9.10.5	<i>Deliverable: During SY 2013-14, Sports &amp; Media students participate in ELOs and earn 5 credits total based on their experiences and Final Exhibition of Learning Showcase Presentations</i>	Ben Carter, ELO Coordinator	6/30/14	6/30/14		
9.10.6	ELO Coordinator collaborates with Sports & Media instructors to develop ELO for company students to engage in Broadcast Journalism or Media Production projects beyond the school day, week or year	Ben Carter, ELO Coordinator	7/1/14	9/30/14		
9.10.7			10/1/14	12/31/14		
9.10.8			1/1/15	3/31/15		
9.10.9			4/1/15	6/30/15		
9.10.10	<i>Deliverable: During SY 2014-15, Sports &amp; Media students participate in ELO and earn 10 credits total</i>	Ben Carter, ELO Coordinator	6/30/15	6/30/15		
9.10.11	ELO Coordinator collaborates with Sports & Media instructors to develop ELO for company students to engage in Broadcast Journalism or Media Production projects beyond the school day, week or year	Ben Carter, ELO Coordinator	7/1/15	9/30/15		
9.10.12			10/1/15	12/31/15		
9.10.13			1/1/16	3/31/16		
9.10.14			4/1/16	6/30/16		
9.10.15	<i>Deliverable: During SY 2015-16, Sports &amp; Media students participate in ELO and earn 20 credits total</i>	Ben Carter, ELO Coordinator	6/30/16	6/30/16		
9.10.16	ELO Coordinator collaborates with Sports & Media instructors to develop ELO for company students to engage in Video Broadcast Journalism or Media Production projects beyond the school day, week or year	Ben Carter, ELO Coordinator	7/1/16	9/30/16		
9.10.17			10/1/16	12/31/16		
9.11	Establish entrepreneurial business for student productions for clients to sustain the project beyond RttT grant funding	Dennis Jarrett	10/31/13	12/31/16		
9.11.1	Students will gain direct management experience by participating in the conception, development, production & distribution processes of the Center for Sports & Media Production. Direct responsibility in client relations (including marketing of services, project planning & budgeting; crew scheduling; and asset deployment) will be assigned to students in direct proportion to their experiences in the program. Student cohort group will change from year-to-year, as students graduate and new students enter the program.	Dennis Jarrett	10/31/13	1/31/14		
9.11.2	Establish infrastructure to help student participants gain practical experience in media service management	Dennis Jarrett	10/31/13	1/31/14		
9.11.3	Establish business protocols and user fees for clients desiring to access company resources and partner with students	Dennis Jarrett	10/31/13	1/31/14		
9.11.4	Work with CFO David Holt to establish accounting procedures for funds generated through business partnerships	Cindy Frey & Dennis Jarrett	10/31/13	1/31/14		
9.11.5			10/31/13	12/31/13		
9.11.6			1/1/14	3/31/14		
9.11.7			4/1/14	6/30/14		
9.11.8			7/1/14	9/30/14		
9.11.9	10/1/14	12/31/14				

9.11.9	Identify positions in the company defined by job descriptions and functions to be assigned to Center for Sports and Media Production staff (Continue to add roles across the grant period)	Dennis Jarrett	1/1/15	3/31/15		
9.11.10			4/1/15	6/30/15		
9.11.11			7/1/15	9/30/15		
9.11.12			10/1/15	12/31/15		
9.11.13			1/1/16	3/31/16		
9.11.14			4/1/16	6/30/16		
9.11.15			7/1/16	9/30/16		
9.11.16			10/1/16	12/31/16		
9.11.17	<i>Deliverable: Initial job descriptions &amp; functions for student positions identified</i>	Dennis Jarrett	1/31/14	1/31/14		
9.11.18	Establish ongoing training schedule for students to gain knowledge and skills for specific job roles	Andy Hoke	10/31/13	12/31/13		
9.11.19			1/1/14	3/31/14		
9.11.20			4/1/14	6/30/14		
9.11.21			7/1/14	9/30/14		
9.11.22			10/1/14	12/31/14		
9.11.23			1/1/15	3/31/15		
9.11.24			4/1/15	6/30/15		
9.11.25			7/1/15	9/30/15		
9.11.26			10/1/15	12/31/15		
9.11.27			1/1/16	3/31/16		
9.11.28			4/1/16	6/30/16		
9.11.29	7/1/16	9/30/16				
9.11.30	10/1/16	12/31/16				
9.11.31	<i>Deliverable: Training schedule established for initial job roles</i>	Andy Hoke	1/31/14	1/31/14		
9.11.32	List job positions available for students' work with secured clients and assign students to the positions associated with client projects	Dennis Jarrett	2/1/14	3/31/14		
9.11.33			4/1/14	6/30/14		
9.11.34			7/1/14	9/30/14		
9.11.35			10/1/14	12/31/14		
9.11.36			1/1/15	3/31/15		
9.11.37			4/1/15	6/30/15		
9.11.38			7/1/15	9/30/15		
9.11.39			10/1/15	12/31/15		
9.11.40			1/1/16	3/31/16		
9.11.41			4/1/16	6/30/16		
9.11.42			7/1/16	9/30/16		
9.11.43	10/1/16	12/31/16				
9.11.44	<i>Deliverable: List of student-supported client projects</i>	Dennis Jarrett	12/31/14	12/31/14		
9.11.45			6/30/15	6/30/15		
9.11.46			12/31/15	12/31/15		
9.11.47			6/30/16	6/30/16		
9.11.48			12/31/16	12/31/16		
9.11.49	Following each client project, conduct <i>Review Meetings</i> with students to review client feedback, debrief successes, examine time management and strategies for improvement	Dennis Jarrett	2/1/14	3/31/14		
9.11.50			4/1/14	6/30/14		
9.11.51			7/1/14	9/30/14		
9.11.52			10/1/14	12/31/14		
9.11.53			1/1/15	3/31/15		
9.11.54			4/1/15	6/30/15		
9.11.55			7/1/15	9/30/15		
9.11.56			10/1/15	12/31/15		
9.11.57			1/1/16	3/31/16		
9.11.58			4/1/16	6/30/16		
9.11.59			7/1/16	9/30/16		
9.11.60	10/1/16	12/31/16				
9.11.61	Use revenues generated from client projects to sustain costs for Assistant Production Manager beyond RttT grant funding and to maintain Sports & Media equipment	Cindy Frey	1/1/14	3/31/14		
9.11.62			4/1/14	6/30/14		
9.11.63			7/1/14	9/30/14		
9.11.64			10/1/14	12/31/14		
9.11.65			1/1/15	3/31/15		
9.11.66			4/1/15	6/30/15		
9.11.67			7/1/15	9/30/15		
9.11.68			10/1/15	12/31/15		
9.11.69			1/1/16	3/31/16		
9.11.70			4/1/16	6/30/16		
9.11.71			7/1/16	12/31/16		
9.12	<b>Continuously monitor project implementation and impact</b>	<b>Cindy Frey</b>	<b>6/1/13</b>	<b>12/31/16</b>		
9.12.1	The team of Cindy Frey, Allyson Strother, Dennis Jarrett, Andy Hoke & Chris Pollock annually self-evaluate all activities and modify initiatives for continuous improvement (formal review each June)	Leadership Team	6/1/13	7/31/13		
9.12.2			6/1/14	7/31/14		
9.12.3			6/1/15	7/31/15		
9.12.4			6/1/16	7/31/16		
9.12.5	Production Managers present quarterly business reports to Walker Career Center director detailing financial activity of the production center	Dennis Jarrett	3/1/14	3/31/14		
9.12.6			6/1/14	6/30/14		
9.12.7			12/1/14	12/31/14		
9.12.8			3/1/15	3/31/15		
9.12.9			6/1/15	6/30/15		
9.12.10			12/1/15	12/31/15		
9.12.11			3/1/16	3/30/16		
9.12.12			6/1/16	6/30/16		
9.12.13	12/1/16	12/31/16				
9.12.14	<i>Deliverable: Annual report of student performance in the program including type of work done, skill development assessments, number of hours students worked--both within the school day and outside of normal school day</i>	Andy Hoke	8/31/14	8/31/14		
9.12.15		Andy Hoke	8/31/15	8/31/15		
9.12.16			8/31/16	8/31/16		
9.12.17			8/31/14	8/31/14		
9.12.18	<i>Deliverable: Annual programming, service s &amp; financial report detailing number and types of services rendered; client approval/feedback; financial status; and future programming and services plans</i>	Andy Hoke	8/31/15	8/31/15		
9.12.19			8/31/16	8/31/16		

**Project #10 PBIS & Culturally-Responsive Instruction (PreK-12)**

**Narrative:** In partnership with external consultant, create **Positive Behavioral Interventions and Supports (PBIS)** for each school, for all students, using tiered behavioral interventions that are systematically-applied to students based on their demonstrated levels of behavioral need. **Professional development** will be provided for all schools to: (a) Support principals' and teachers' understanding and effective implementation of culturally-responsive PBIS strategies; and (b) Provide principals, teachers, specialists and interventionists with culturally-responsive instructional practices. Years 1 and 2 will focus heavily on Culturally-Responsive PBIS practices, with more direct professional development on teachers' culturally-responsive instructional practices occurring in Years 3 and 4.

**Gr 9-12 Key Performance Measures:** Reduce out-of-school suspension and expulsion rates Grades 9-12; and Increase the percentage of high school students passing the English 10 End-of-Course Assessment

**Activities for Project 10**

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	Budget Reference
10	<i>PBIS &amp; Culturally-Responsive Instruction (Grades PreK-12)</i>	Allison Woods	1/7/13	12/31/16		
10.1	<b>Identify current district practices for student behaviors and consequences (strengths, weaknesses &amp; gaps) within individual schools to inform next steps in the development of Culturally-Responsive PBIS training initiatives</b>	Allison Woods, Director of Special Education	1/7/13	3/1/13		
10.1.1	Identify existing PBIS practices and gaps within each district school via School Surveys completed by principals and teachers and Site Visits conducted by external consultant & leadership team members. (This initial online Survey provides baseline data and will be administered annually to help inform our progress across the grant period.)	Allison Woods & HR Director & Principals & Teachers	1/7/13	1/24/13		
10.1.3	Findings used to identify upcoming training topics (with external consultant) and differentiate training groupings to align with school needs	Allison Woods	2/25/13	3/1/13		
10.2	<b>Design PBIS training initiative and identify school PBIS Team Facilitators and Team Members</b>	Allison Woods, Director of Special Education	1/1/13	7/15/13		
10.2.1	Allison Woods meets with district principals to provide the non-negotiables for school behavior plans across the district (e.g., All schools will develop PBIS plans; Plans must align with the district's CORE value framework for civility, order, respect & excellence; All schools must collect data on student referrals to office; All school plans must be developed through a cultural lens)	Allison Woods & Principals	4/1/13	4/30/13		
10.2.2	Allison Woods meets with district principals to provide expectations and Scope & Sequence of upcoming PBIS trainings for each school team (5 representatives per school, including one building administrator and the school's designated PBIS Team Facilitator).	Allison Woods & Principals	4/1/13	4/30/13		
10.2.3	Principals identify & submit names of PBIS Team Members (5 per school, including Team Facilitator) to Allison Woods	Principals	7/1/13	7/15/13		
10.2.4	<b>Milestone: PBIS Team identified for every district school PreK-12</b>	Allison Woods	7/15/13	7/15/13		
10.3	<b>A series of trainings are provided (by culturally-responsive PBIS consultant) to support the PBIS Team Facilitator's role in working with team members &amp; building staff to implement effective PBIS practices</b>	Assistant Superintendent for Educator Effectiveness	4/8/13	12/31/16		
10.3.1	Principals complete readiness activities for upcoming Tier 1 trainings and submit to respective Elementary and Secondary Assistant Superintendents	Principals	4/8/13	5/15/13		
10.3.2	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	5/13/13	5/13/13		
10.3.3	20 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	8/1/13	8/31/13		
10.3.4	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	10/1/13	10/31/13		
10.3.5	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	1/1/14	1/31/14		
10.3.6	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	4/1/14	4/30/14		
10.3.7	Principals complete readiness activities for upcoming Tier 2 and Tier 3 trainings and submit to respective Elementary and Secondary Assistant Superintendents (Readiness activities are assignments needed to support trainings, e.g., provide Team Facilitators with updated student referrals to principal's office data, suspension/expulsion profiles)	Principals	4/1/14	5/15/14		Budget 3: Contractual 43-48; and Personnel 6 8; Fringe 16-18
10.3.8	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	9/1/14	9/30/14		
10.3.9	19 Team Facilitators (one per school) in 1/2 day training with consultant	PBIS Team Facilitators	2/1/15	2/28/15		
10.3.10	<b>Milestone: Each school within the district has a trained PBIS Team Facilitator</b>	PBIS Team Facilitators	2/28/15	2/28/15		
10.3.11			7/1/15	9/30/15		
10.3.12			10/1/15	12/31/15		
10.3.13	As needed, trainings provided for new Facilitators; targeted support provided to existing Facilitators based on identified needs	PBIS Team Facilitators	1/1/16	3/31/16		
10.3.14			4/1/16	6/30/16		
10.3.15			7/1/16	9/30/16		
10.3.16			10/1/16	12/31/16		
10.4	<b>A series of trainings are provided (by culturally-responsive PBIS consultant/s) for school PBIS Cohort Team. Year 2 (July 2013-June 2014) will focus on Tier 1 initiatives; Year 3 (July 2014-June 2015) will focus on Tiers 2 &amp; 3</b>	Assistant Superintendent for Educator Effectiveness	7/1/13	12/28/16		
10.4.1	Session 1: One full-day training for each Cohort group ( <b>Tier 1 focus</b> )	PBIS Cohort Team	7/1/13	8/31/13		
10.4.2	Session 2: Each Cohort group receive 3-hours training on two consecutive days ( <b>Tier 1 focus</b> ) or a Saturday	PBIS Cohort Team	9/1/13	10/31/13		
10.4.3	Session 3: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	PBIS Cohort Team	11/1/13	12/31/13		
10.4.4	Session 4: Each Cohort group receives 3-hours training on two consecutive days or a Saturday	PBIS Cohort Team	2/1/14	3/31/14		
10.4.5	Session 1: One full-day training for each Cohort group ( <b>Tier 2 focus</b> )	PBIS Cohort Team	9/1/14	9/30/14		
10.4.6	Session 2: Each Cohort group receive 3-hours training on two consecutive days ( <b>Tier 2 focus</b> ) or a Saturday	PBIS Cohort Team	11/1/14	11/30/14		
10.4.7	Session 3: Each Cohort group receives 3-hours training on two consecutive days ( <b>Tier 3 focus</b> ) or a Saturday	PBIS Cohort Team	2/1/15	2/28/15		
10.4.8	Session 4: Each Cohort group receives 3-hours training on two consecutive days ( <b>Tier 3 focus</b> ) or a Saturday	PBIS Cohort Team	4/1/15	4/30/15		Budget 3: Contractual 43-48; and Personnel 9 11; Fringe 19-21

10.4.9	<b>Milestone:</b> Each school within the district has a trained PBIS Team (at least 5 members per team)	Allison Woods	4/30/15	4/30/15			
10.4.10	As needed, trainings provided for new PBIS Team Members; & Targeted support provided to schools based on identified PBIS needs	Allison Woods	7/1/15	8/31/15			
10.4.11			9/1/15	10/31/15			
10.4.12			11/1/15	12/31/15			
10.4.13			2/1/16	3/31/16			
10.4.14			4/1/16	6/30/16			
10.4.15			7/1/16	10/31/16			
10.4.16			11/1/16	12/28/16			
<b>10.5</b>	<b>Participate in professional development opportunities that support culturally-responsive leadership and classroom instructional practices</b>	<b>Ryan Russell, Assistant Supt for Educator Effectiveness</b>	<b>1/31/13</b>	<b>12/15/16</b>			
10.5.1	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Jan 31, 2013 ( <i>Modeling civility, order, respect &amp; excellence in the teacher evaluation process</i> )	Principals	1/31/13	1/31/13			
10.5.2	All district administrators participate in Superintendent's Leadership Cultural Competency Trainings, presented by external consultant Renae Azziz on Feb 14, 2013 ( <i>Considering culturally-responsive practices in the teacher evaluation process</i> )	Principals	2/14/13	2/14/13			
10.5.3	Teachers & administrators provided option to participate in PD sessions (2 days for K-4 teachers; 2 days for 5-8; 2 days for 9-12) to support teachers' use of culturally-responsive instructional practices	Teachers & Administrators	6/1/13	7/31/13	Budget 3: Contractual 43-48		
10.5.4	Full-day PD session provided to new teachers on culturally-responsive instructional practices	New Teachers	7/1/13	7/31/13			
10.5.5	School staff PD (during PD time embedded into each school's/grade-level team's/content-area team's schedule) will include the use of topical Video Training Modules to support culturally-responsive instructional practices	School PBIS Facilitators	9/1/13	10/31/13			
10.5.6			11/1/13	12/31/13			
10.5.7			1/1/14	3/31/14			
10.5.8			4/1/14	6/30/14			
10.5.9			7/1/14	9/31/14			
10.5.10			10/1/14	12/31/14			
10.5.11			1/1/15	3/31/15			
10.5.12			4/1/15	6/30/15			
10.5.13			7/1/15	9/30/15			
10.5.14			10/1/15	12/31/15			
10.5.15			1/1/16	3/31/16			
10.5.16			4/1/16	6/30/16			
10.5.17			7/1/16	9/30/16			
10.5.18			10/1/16	12/15/16			
10.5.19				12/31/13	12/31/13		
10.5.20			<b>Deliverables:</b> Video Training Modules for school PBIS Facilitators to use with their school staff	External Consultant	6/30/14	6/30/14	
10.5.21					12/31/14	12/31/14	
10.5.22	6/30/15	6/30/15					
10.5.23	<b>Milestone:</b> PD trainings support teachers' use of culturally-responsive instructional strategies	Ryan Russell	6/30/15	6/30/15			
<b>10.6</b>	<b>Conduct continuous PBIS progress monitoring of project implementation and its impact on reducing behavioral issues that interfere with learning</b>	<b>Allison Woods</b>	<b>5/15/13</b>	<b>7/15/16</b>			
10.6.1	Schools collect and submit 2012-13 discipline data (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/13	6/30/13			
10.6.2	An on-site <i>Process Check</i> is conducted in each school by district leadership to examine the effectiveness of instructional and behavioral practices ( <i>8-Step Process</i> of Continuous Monitoring)	Superintendent Cushenberry & Principals	9/1/13	11/30/13			
10.6.3	Schools collect & submit mid-year 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/13	1/31/14			
10.6.4	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	2/1/14	5/30/14			
10.6.5	<i>On-site Implementation Visits</i> are conducted in every school by external consultant to monitor implementation and provide support & technical assistance to principals and school staff	External Consultant & Principals	3/1/14	4/31/14	Budget 3: Contractual 43-48		
10.6.6	Schools collect and submit 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/14	6/30/14			
10.6.7	Monthly school reports are compiled into a district discipline data report	Principals	6/30/14	7/15/14			
10.6.8	On-site Implementation Visits	External Consultant & Principals	8/1/14	8/31/14	Budget 3: Contractual 43-48		
10.6.9	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	9/1/14	11/30/14			
10.6.10	Schools collect & submit mid-year 2013-14 discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/14	1/31/15			
10.6.11	On-site Implementation Visits	External Consultant & Principals	1/1/15	1/31/15	Budget 3: Contractual 43-48		
10.6.12	On-site <i>Process Check</i> conducted in each school	Superintendent Cushenberry & Principals	2/1/15	5/30/15			
10.6.13	Schools collect and submit 2014-15 discipline data (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/15	6/30/15			
10.6.14	On-site Implementation Visits 1st semester (based on identified/targeted needs)	External Consultant & Principals	7/1/15	9/30/15	Budget 3: Contractual 43-48		
10.6.15			10/1/15	12/1/15			
10.6.16	Schools collect and submit 2015-16 mid-year discipline data (office referrals, suspensions & expulsion) to Allison Woods (to monitor status)	Principals	12/15/15	1/31/16			
10.6.17	On-site Implementation Visits 2nd semester (based on identified/targeted needs)	External Consultant & Principals	1/1/16	3/31/16			
10.6.18			4/1/16	6/30/16			
10.6.19	School collect and submit 2015-16 discipline data (office referrals, suspensions & expulsion) to Allison Woods	Principals	5/15/16	6/30/16			

**Grantee Name: Metropolitan School District of Warren Township**

**Project Name: PERSONALIZED LEARNING OPPORTUNITIES (Grades PreK - 12)**

**Table 4-1: Project-Level Itemized Costs**

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Activity Reference (optional)
<p><b>I. Personnel:</b>                      Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.</p>			
<p>Stipends for certified teachers to collaboratively work with external curriculum &amp; assessment expert to map curriculum, develop formative assessments (performance tasks), &amp; sample exemplar lessons, aligned to Common Core                      The hourly stipend rates are determined through our collective bargaining unit and mutually agreed upon by the teachers and administration for a 2-year contract. The increase in stipends is based on historical changes and anticipated increases over the 4 year term of the grant.</p>	<p>Yr. 1 80 teachers for 70 hours each @ \$24 per hr. = \$134,400                      Yr. 2 50 teachers for 70 hours each @ \$25 per hr. = \$87,500                      Yr. 3 40 teachers for 70 hours each @ \$25 per hr. = \$70,000                      Yr. 4 40 teachers for 70 hours each @ \$26 per hr. = \$72,800</p>	<p>134,400 +                      87,500 +                      70,000 +                      72,800 =</p>	<p><b>364,700</b></p>
<p>Stipends for district Instructional Technology Trainers to provide ongoing professional development to elementary, intermediate, middle, and high school teachers and administrators annually (averaging 10 hrs per participant, each year) for teachers' effective use of technologies to support engaged, differentiated, and blended learning instruction                      Year 1 – 6 months in duration (January to June, 2013) to align with fiscal year which is July 1 to June 30.                      Year 4 – 18 months in duration to align with fiscal year which is July 1 to June 30                      The classes are professional development sessions for teachers.                      The hourly stipend rates are determined through our collective bargaining unit and mutually agreed upon by the teachers and administration for a 2-year contract. The increase in stipends is based on historical changes and anticipated increases over the 4 year term of the grant.</p>	<p>Technology Trainers Stipends                      Yr. 1 - 2.5 hr. trainings @ \$24/hr 16 classes x 2 sessions and 1.5 hr preparation time for each session = \$3,072                      Yrs. 2-3 2.5 hr. trainings @ \$25/hr. 16 classes x 4 sessions and 1.5 hr preparation time for each session - \$6,400                      Yr. 4 2.5 hr. trainings @ \$26/hr 16 classes x 6 sessions and 1.5 hr preparation time for each session - \$9,984</p>	<p>3,072+                      6,400+                      6,400+                      9,984=</p>	<p><b>25,856</b></p>
<p>Principals identify at least one staff member to serve as technology point person (e-Evangelist) for each district school (larger schools will have more than one, e.g., high school &amp; Walker Career Center). Trained by Dr. John Keller, Director of Instructional Technology &amp; e-Learning, the 22 e-Evangelists will receive stipends for trainings that occur outside of normal school hours. They will use this training to routinely support teachers' effective use of new technologies within individual buildings and by providing school-based embed PD sessions for building staff).</p>	<p>Yrs. 2 - 3 22 E-evangelists @ \$25/hr. @ 55/hrs. per E-evangelist per year = \$30,250</p>	<p>30,250+                      30,250=</p>	<p><b>60,500</b></p>
<p>Stipends for teachers to receive professional development annually (averaging 10 hrs per teacher, each year) to enable teachers' effective use of technologies to support students' engaged, differentiated and blended learning. Across the entire project period, funds are budgeted that will: (a) support K-12 teachers to participate in intensive/sustained PD for their effective use of new, grant-funded technologies (averaging 10 hours per teacher); or (b) permit the district to offer (for example) 500 teachers 5 hours of PD, depending on the degree of needs identified by teachers and district leaders as we roll out new technologies. Generally, different teachers will be represented each year, but a number of teachers will participate across the entire grant period to receive advanced trainings. This will enable them to provide expert support/PD to colleagues within their individual school sites. By the end of this grant, all teachers will have received training including new teachers that are hired. The hourly stipend rates are determined through our collective bargaining unit and mutually agreed upon by the teachers and administration for a 2-year contract. The increase in stipends is based on historical changes and anticipated increases over the 4 year term of the grant.</p>	<p>Yr. 1 250 teachers x 10 hrs x \$24/ hr = 60,000                      Yrs. 2-3 250 teachers x 10 hrs x \$25/hr = 62,500                      Yr. 4 250 teachers x 10 hours x \$26/hr = 65,000</p>	<p>60,000 +                      62,500 +                      62,500+                      65,000 =</p>	<p><b>250,000</b></p>
<p><b>Stipends for experienced Instructional Assistants</b> to support students' effective use of technology in Mediaplex environs/with Internet access.                      Offer Mediaplex Internet access &amp; instructional support at 4 central sites until 7 pm, Monday – Thursday                      The stipend estimated is based on the hourly overtime rate for an experienced instructional assistant. Students attend school 180 days. Yr. 1 one semester</p>	<p>Part-time classified staff – Staff will be working hours in addition to their full-time jobs and may result in overtime.                      Yr 1 \$27/hr (overtime rate) x 16 hrs/ wk x 18 weeks x 2 staff = 15,552 (High School Mediaplex)                      Yrs 2-3 \$29/hr (overtime rate) x 16 hrs wk x 32 weeks x 8 staff = 118,784 (High School Mediaplex and 3 Middle School Mediaplexes)                      Yr. 4 \$30/hr (overtime rate) x 16 hrs/wk x 46 weeks x 8 staff = 176,640</p>	<p>15,552                      118,784+                      118,784+                      176,640=</p>	

long (18 weeks); Yrs 2-3 are 2 semesters (32 weeks); Yr 4 will be 18 months - 32 weeks for the full year and 14 weeks for the last semester of the grant.	(High School Mediaplex and 3 Middle School Mediaplexes)	429,760
Stipends for 2 IAs at Warren Central HS Mediaplex for 20 hrs/wk for 7 weeks during the summer The stipend rate is based on an experienced instructional assistant's hourly rate that includes a possible increase. The hourly amount should not exceed the \$20/hr over the course of the grant.	2 part time classified staff Yrs 1-4 \$20 / hr x 20 hrs/wk x 7 wks. X 2 staff	5,600 x 4 =  <b>\$22,400</b>
Super Saturday/ Intercession site coordinator contacts families of struggling students to solicit attendance for academic tutoring, aligned to student needs. The coordinator works with 14 content teachers & specialists who offer academic support in technology-rich environs.	15 certified staff x 4 hours per sessions x 4 sites Yr. 1 - \$24 x 4 sessions x 4 hrs x 15 staff x 4 sites= 23,040  Yrs 2-3 \$25 x 8 sessions x 4 hrs x 15 staff x 4 sites= 48,000 per year  Yr. 4 \$26 x 12 sessions x 4 hrs x 15 staff x 4 sites= 74,880	23,040+  48,000+ 48,000+  74,880=  <b>193,920</b>
Maintain technology across entire grant period, e.g., occasional software upgrade, when appropriate, and regular maintenance for efficiencies. Technician personnel respond to break/fix issues; upload software; & troubleshoot.	Year 1 Technology Specialist \$32,800  Year 2 Technology Specialist \$41,100 Technology Specialists \$36,600  Year 3 Technology Specialist \$42,300 Technology Specialists \$37,500  Year 4 Technology Specialist \$65,400 Technology Specialists \$57,750	<b>Year 1 32,800</b>  <b>Year 2</b> 41,100 + 36,600 =  <b>77,700</b>  <b>Year 3</b> 42,300 + 37,500 =  <b>79,800</b>  <b>Year 4</b> 65,400 + 57,750 =  <b>123,150</b>  <b>Total Yrs 1-4 313,450</b>
<b>2. Fringe Benefits:</b>		
Explain the nature and extent of fringe benefits to be received and by whom. Fringe benefits include FICA, teacher and support staff retirement, health, dental, vision insurance, and annuities. The percentages of district contribution for retirement, insurance, and annuities is determined through our collective bargaining unit and mutually agreed upon by the teachers and administration.		
Certified Staff will map curriculum, develop formative assessments & sample exemplar lessons aligned to Common Core. FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.	23% fringe benefits (FICA, TRF) Yr. 1 134,400 x 23% = 30,912 Yr. 2 87,500 x 23% = 20,125 Yr. 3 70,000 x 23% = 16,100 Yr. 4 72,800 x 23% = 16,744	30,912+ 20,125+ 16,100+ 16,744 =  <b>83,881</b>
Technology Trainers provide ongoing training for for teachers' effective use of instructional technologies & tech-rich environs  FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.	23% fringe benefits (FICA, TRF) Yr. 1 3,072 x 23% = 707 Yrs. 2-3 6,400 x 23% = 1,472 Yr. 4 9,984 x 23% = 2,296	707+ 1,472+ 1,472+ 2,296=  <b>5,947</b>
22 e-Evangelists attend trainings outside of normal school hours to enable them to support teachers' effective use of instructional technologies.	23% fringe benefits (FICA, TRF) Yrs. 2-3 30,250 x 23% = 6,957	6,957+ 6,957=  <b>13,914</b>
Teachers attend 10 hours professional development (technology trainings) annually  FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.	23% fringe benefits (FICA, TRF) Yr. 1 60,000x 23% = 13,800 Yrs. 2-3 62,500 x 23% = 14,375 Yr. 4 65,000 x 23% = 14,950	13,800+ 14,375+ 14,375+ 14,950=  <b>57,500</b>

<p>2 Instructional Assistants at 16 hrs per wk, 32 weeks per year. Offer Mediaplex Internet access &amp; instructional support at 4 central sites until 7 pm, Monday - Thursday.</p> <p>FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.</p>	<p>23% benefits (FICA, PERF)  Yr. 1 15,552 x 23% = 3,577  Yrs. 2-3 118,784 x 23% = 27,320  Yr. 4 176,640 x 23% = 40,627</p>	<p>3,577+  27,320+  27,320+  40,627=    <b>98,844</b></p>
<p>2 IAs at Warren Central HS Mediaplex for 20 hrs/ wk for 7 weeks during the summer</p> <p>FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.</p>	<p>23% benefits (FICA, PERF)  Yrs 1-4 5,600 x 23% = 1,288</p>	<p>1,288 x 4 =    <b>5,152</b></p>
<p>Super Saturday/Intersession site coordinator and 14 teachers offer academic support and Internet access.</p> <p>FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.</p>	<p>23% fringe benefits (FICA, TRF)  Yr. 1 23,040 x 23% = 5,299  Yrs. 2-3 48,000 x 23% = 11,040  Yr. 4 74,880 x 23% = 17,222</p>	<p>5,299+  11,040+  11,040+  17,222=    <b>44,601</b></p>
<p>Maintain technology across entire grant period, e.g., occasional software upgrade, when appropriate, and regular maintenance for efficiencies. Technician personnel respond to break/fix issues; upload software; &amp; troubleshoot.</p> <p>FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates.</p>	<p>Year 1 Technology Specialist \$32,800 x 42% = 13,776  Year 2 Technology Specialist \$41,100 x 45% = 18,495  Technology Specialists \$36,600 x 45% = 16,470    Year 3 Technology Specialist \$42,300 x 45% = 19,035  Technology Specialists \$37,500 x 45% = 16,875    Year 4 Technology Specialist \$65,400 x 48% = 31,392  Technology Specialists \$57,750 x 48% = 27,720</p>	<p><b>Year 1 13,776</b>    <b>Year 2</b>  18,495 +  16,470 =    <b>Sub 34,965</b>    <b>Year 3</b>  19,035 +  16,875 =    <b>Sub 35,910</b>    <b>Year 4</b>  31,392 +  27,720 =    <b>Sub 59,112</b>    <b>Total Yrs 1-4 143,763</b></p>
<p><b>3. Travel:</b>  Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.</p>		
<p>Contract with an external curriculum &amp; assessment expert to work collaboratively with district teachers to map curriculum and develop formative assessments aligned to Common Core; plus sample lessons.</p> <p>Travel costs associated with Warren leadership team members traveling to meet with curriculum/assessment expert to collaborate with other districts and attend jointly conducted professional development relevant to this grant initiative.</p> <p>Cost of airfare and hotel can fluctuate based on location.</p>	<p>Yrs 1-4 Expenses below are per year  Airfare /round trip - \$400 x 3 people = \$1,200  Baggage fee - \$25 x 3 people x 2 flights = \$150  Car rental - \$300  Lodging - \$200/night x 3 people x 3 nights = \$1,800  Per diem (meals) \$35/day x 3 days x 3 people = \$315  Parking (airport) \$30 x 3 = \$90</p>	<p>1,200 +  150 +  300 +  1,800 +  315 +  90 =  3,855 x 4 years =    <b>15,420</b></p>
<p>ED meetings to learn grant requirements, program and fiscal monitoring, and network with other grantees. Five key grant people will attend meetings twice a year.</p>	<p>Yrs. 1-4 Expenses below are per year  Airfare /round trip - \$400 x 5 people x 2 meetings per year = \$4,000  Baggage fee - \$25 x 5 people x 2 flights x 2 meetings/year = \$500  Lodging - \$200/night x 5 people x 2 nights x 2 meetings/ year = \$4,000  Per diem (meals) \$35/day x 3 days x 5 people x 2 meetings/ year = \$1,050  Parking (airport) \$30 x 5 people x 2 meetings/year = \$300  Taxi \$25 ( one-way) x 5 people x 2 (round trip) x 2 meetings /year = \$500</p>	<p>4,000 +  500 +  4,000 +  1,050 +  300 +  500 =  10,350 x 4 years =    <b>41,400</b></p>
<p><b>4. Equipment</b>  Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		

<p>Expand this highly-engaging and technology-rich learning environment into the libraries of our <b>three (3) middle schools (Mediaplex-like environs/Si-Com Labs &amp; Collaborative Learning Studios)</b> to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School</p> <p>New furniture is needed to accommodate and support the change from traditional library to mediaplex due to collaborative learning styles and chairs with tablet shelves to hold electronics.</p> <p>The costs are based off of the amount the district spent through for the existing Mediaplex at Warren Central High School that was completed in Oct. 2012. There should not be a large change in cost due to the relatively short amount of time between these projects.</p>	<p>Yr. 1 Media center furniture (e.g. Chairs with tablet shelves, tables, and other furniture to make the environment rich for learning.) \$150,000 x 3 sites = \$450,000</p>	<p style="text-align: right;"><b>450,000</b></p>
<p><b>Renovation to create 3 middle school media centers</b> into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior <b>Mediaplex</b>.</p> <p><b>Sci-Com Labs</b> Laptops are great for several purposes. However, for research in a collaborative environment laptops are not the best tool. In the SCI-COM lab, model dual monitors become necessary to display what is on the teacher's screen on the first screen of each student station. On the second monitor, students can work on their project at the same time the teacher is instructing. This allows for true collaboration between the teacher and the students while keeping all students on track to not leave anyone behind. The teacher has the ability to release the first monitor to the students so that they have two screens to assist in research and productivity. Mac Minis have the ability to provide a dual operating system environment (both Microsoft and Apple OSX) while using the lowest cost Apple option. Using standard wired keyboards will reduce Bluetooth conflicts and use of non-Apple monitors allows us to reduce/maintain cost efficiency.</p>	<p>Yr. 1 <b>Sci-Com Lab</b> -- student</p> <p>36 MAC Minis (incl. imaging &amp; asset tagging) x \$764/each x 3 sites= 82,512 82,512 +</p> <p>36 19" monitors (2 per station) x 36 stations x \$129.48 each x 3 sites = \$27,968 27,968 +</p> <p>1 Display stand for dual monitors/station (36) @ \$100 ea. X 3 sites = \$10,800 10,800 +</p> <p>1 Wireless keyboard/mouse @ \$78 x 3 sites = \$8,424 8,424 +</p> <p>4 HP8300 All in One computers x \$961 x 3 sites = \$11,532 11,532 +</p> <p>4 wireless keyboards/mice x \$23 x 3 sites = \$276 276 +</p> <p>3 iMacs x \$1,789 x 3 sites = \$16,101 16,101 +</p> <p>3 keyboards/ mice X \$78 x 3 sites = \$702 702 +</p> <p><b>Teacher unit</b> iMAC 27" per lab @ \$1,789 x 3 sites = \$5,367 5,367 +</p> <p>1 Wireless keyboard/mouse @ \$78 x 3 sites = \$234 234 +</p> <p>3 37" TV @ \$420 x 3 sites = \$3,780 3,780 +</p> <p>Document camera/ lab @ \$1,981 x 3 sites = \$5,943 5,943 +</p> <p>Printer/lab @ \$574 x 3 sites -- \$1,722 1,722 +</p> <p>2 projectors x \$1,599 x 3 sites = \$9,594 9,594 +</p> <p>1 lavalier microphone/speaker system @ \$1,000 x 3 sites = \$3,000 3,000=</p>	<p style="text-align: right;"><b>187,958</b></p>
<p>Highly-engaging and technology-rich learning environment within the libraries of our <b>three (3) middle schools (Mediaplex-like environs/Si-Com Labs &amp; Collaborative Learning Studios)</b> to enrich teaching and learning and to prepare students for the collaborative environment they will experience at Warren Central High School</p> <p>Collaborative Learning Studios</p>	<p>Yr. 1 <b>Collaborative Learning Studios</b> (3 Middle Schools)</p> <p>37" TV @ \$420 x 6/bldg. x 3 sites = \$7,560 7,560 +</p> <p>6 MAC Mini (incl. imaging &amp; asset tagging) @ \$764 x 6/bldg. x 3 sites = 13,752 13,752 +</p> <p>1 Wireless keyboard/mouse set \$78 x 6/bldg x 3 sites = \$1,404 1,404 +</p> <p>1 Small space video camera @ \$127 x 6/bldg x 3 sites = \$2,286 2,286 =</p> <p>3 iMac @ \$1,789 x 3 sites = \$16,101 16,101 +</p> <p>3 Wireless keyboard/mouse @ \$78 x 3 sites = \$702 702 +</p> <p>18 19" Monitors x \$129.48 x 3 sites = \$6991.92 6,992 +</p> <p>9 Display stand for dual monitor station x \$100 x 3 sites = \$2,700 2,700 +</p> <p>1 Printer @ \$574 x 3 sites = 1,722 1,722 +</p> <p>1 Projector @ \$1,599 x 3 sites = 4,797 4,797 =</p> <p>1 Document camera @ \$1,981 x 3 sites = \$5,943 5,943 +</p>	<p style="text-align: right;"><b>63,989</b></p>

<p><b>Renovation of 5 existing computer labs &amp; the construction of science labs to provide: 6 Sci-Com Labs and 4 Collaborative Learning Studios.</b></p> <p>New furniture is needed to accommodate and support the change from traditional library to Mediaplex due to collaborative learning styles and chairs with tablet shelves to hold electronics.</p> <p>Dry erase tables and paint do not promote the aim of integrating technology more than it completes the environment by adding additional engagement tools within a technology rich environment. Technology itself cannot be the only alternative to engaging students in a 21st-century focused environment. This paint allows for collaboration, improved written communication skills, creative thinking skills and innovation. When you add these elements to a technology rich environment, you go beyond access to information and teaching technology literacy.</p> <p>The costs are based on the amount the district spent through for the existing Mediaplex at Warren Central High School that was completed in Oct. 2012. There should not be a large change in cost due to the relatively short amount of time between these projects.</p> <p>The computer labs have more square footage than our classrooms as well as more learning environment elements within the space. Cost per square foot is similar, just the number of square feet go up. These labs will also change from the traditional computer lab to a more collaborative environment, as detailed on pages 57-60 of the grant proposal.</p>	<p>Yr. 1 Dry erase tables, chairs, cabinetry, and other furniture to make the environment rich for learning. \$12,000 x 10 rooms = \$120,000</p>	<p style="text-align: right;"><b>120,000</b></p>
<p><b>Renovation of 5 existing computer labs &amp; the construction of science labs to provide: 6 Sci-Com Labs and 4 Collaborative Learning Studios.</b></p> <p><b>Sci-Com Labs</b></p> <p>Laptops are great for several purposes. However, for research in a collaborative environment laptops are not the best tool. In the SCI-COM lab, model dual monitors become necessary to display what is on the teacher's screen on the first screen of each student station. On the second monitor, students can work on their project at the same time the teacher is instructing. This allows for true collaboration between the teacher and the students while keeping all students on track to not leave anyone behind. The teacher has the ability to release the first monitor to the students so that they have two screens to assist in research and productivity. Mac Minis have the ability to provide a dual operating system environment (both Microsoft and Apple OSX) while using the lowest cost Apple option. Using standard wired keyboards will reduce Bluetooth conflicts and use of non-Apple monitors allows us to reduce/maintain cost efficiency.</p>	<p>Yr. 1 <b>Sci-Com Lab student</b></p> <p>36 MAC Minis (incl. imaging &amp; asset tagging) x \$764 = \$27,504</p> <p>36 HP 8300 computers per lab x \$655 x 5 labs = \$117,900</p> <p>2 19" monitors per station x 36 stations (432 total monitors) x \$129.48 x 6 labs = \$55,935</p> <p>36 Display stand for dual monitors/station x \$100 ea. X 6 labs = \$21,600</p> <p>1 Wireless keyboard/mouse per computer (36) x \$78 = \$2,808</p> <p>32 Mac Mini computers x \$764 = \$24,448</p> <p>64 Monitors ( 2 per station) x \$129.48 = \$8,287</p> <p>32 Display stand for dual monitor station x \$100 = \$3,200</p> <p>8 Keyboard and mouse x \$78 = \$624</p> <p>32 Keyboard and mouse x \$23 = 744</p> <p>Teacher unit 1 iMAC 27" x \$1,789</p> <p>1 HP 8300 All in One per lab x \$961 x 6 labs = \$5,766</p> <p>1 Printer/lab x \$574 x 6 labs = \$3,444</p> <p>1 Document camera/ lab @ \$1,981 x 6 labs = \$11,886</p> <p>12 projectors @ \$1,599 each = \$19,188</p> <p>8 TV x \$420 = \$3,360</p>	<p>27,504 +</p> <p>117,900 +</p> <p>55,935 +</p> <p>21,600 +</p> <p>2,808 +</p> <p>24,448 +</p> <p>8,287 +</p> <p>3,200 +</p> <p>624 +</p> <p>744 +</p> <p>1,789 +</p> <p>5,766 +</p> <p>3,444 +</p> <p>11,886 +</p> <p>19,188 +</p> <p>3,360 +</p> <p style="text-align: right;"><b>308,483</b></p>
	<p>Yr. 1 <b>Collaborative Learning Studios student</b></p> <p>6 MAC Mini @ \$764 = 4,584</p> <p>6 Wireless Keyboard/Mice x \$78 = \$468</p> <p>14 HP 8300 computers @ \$655 = \$9,170</p> <p>18 Wireless keyboard/mouse set @ \$23 = \$414</p> <p>60 Monitors x \$129.48 = \$7,769</p> <p>30 Display stand for dual monitor station x \$100 = \$3,000</p> <p>4 HP8300 All in One x \$961 = \$3,844</p>	<p>4,584 +</p> <p>468 +</p> <p>9,170 +</p> <p>414 +</p> <p>7,769 +</p> <p>3,000 +</p> <p>3,844 +</p>

	<p><b>Teacher</b></p> <p>3 iMac computer x \$1,789 = \$5,367</p> <p>3 Wireless Keyboard/Mouse @ 78 = \$234</p> <p>20 Small Space Video Cameras @ \$127 = 2,540</p> <p>20 37" TV @ \$420 = \$8,400</p> <p>1 document camera @ \$1,981</p> <p>2 Projectors @ \$1,599 = \$3,198</p>	<p>5,367 +</p> <p>234 +</p> <p>2,540 +</p> <p>8,400 +</p> <p>1,981 +</p> <p>3,198 =</p> <p><b>50,969</b></p>
<p><b>Renovate 7 existing computer labs in the Walker Career Center</b> into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior Mediaplex</p> <p>New furniture is needed to accommodate and support the change from traditional library to Mediaplex due to collaborative learning styles and chairs with tablet shelves to hold electronics. See explanation above for dry erase tables &amp; paint.</p> <p>The costs are based on the amount the district spent through for the existing Mediaplex at Warren Central High School that was completed in Oct. 2012. There should not be a large change in cost due to the relatively short amount of time between these projects.</p> <p>The computer labs have more square footage than our classrooms as well as more learning environment elements within the space. Cost per square foot is similar, just the number of square feet go up. These labs will also change from the traditional computer lab to a more collaborative environment, as detailed on pages 57-60 of the grant proposal.</p>	<p>\$10,000 x 7 rooms = \$70,000</p>	<p><b>70,000</b></p>
<p><b>Renovate 7 existing computer labs in the Walker Career Center</b> into environments that promote both team and individualized learning in spaces that are similar to those of the Warrior Mediaplex</p>	<p><b>Yr. 1 Sci-Com Labs Collaborative Learning Centers</b></p> <p><b>Sci-Com Lab student</b></p> <p>36 HP8300 computers per lab x 5 labs (180 computers) @ \$655/computer = \$117,900</p> <p>2- 19" monitors per station x 36 stations (72total monitors) x \$129.48 each x 5 labs = \$46,613</p> <p>1 display stand for dual monitors/station (36) @ \$100ea. X 5 labs = \$18,000</p> <p>38 HP8300 computers x \$655 = \$24,890</p> <p>37 Wireless Keyboard/Mice x \$23 = \$851</p> <p>19 Small space video cameras x \$127 = \$2,413</p> <p>2 37" TVs x \$420 = \$840</p> <p><b>Teacher unit</b></p> <p>1 HP8300 All in One computer per lab @ \$961 x 5 labs = \$4,805</p> <p>1 document camera/ lab @ \$1,981 x 5 labs = \$9,905</p> <p>1 printer/lab @ \$574 x 5 labs = \$2,870</p> <p>2 projectors/lab @ \$1,599 each x 5 labs = \$15,990</p> <p>1 lavalier microphone/speaker system @ \$1,000 x 5 labs = \$5,000</p> <p><b>Collaborative Learning Centers</b></p> <p>1-37" TV @ \$420 x 6/lab x 3 labs = \$7,560</p> <p>1 - HP8300 @ \$655 x 6/lab x 3 labs = 11,790</p> <p>1-wireless keyboard/mouse set \$23 x 6/lab x 3 labs = \$414</p> <p>1-video camera @ \$127 x 6/lab x 3 labs = \$2,286</p> <p>9- HP8300 All in One computers @ \$961 = \$8,649</p> <p>9 - Wireless Keyboard/Mice @ \$23 = \$207</p> <p>20 HP8300 computers x \$655 = \$13,100</p> <p>14 17" Computer monitors ( 2 per station) x \$129.48 = \$1,813</p>	<p>117,900 +</p> <p>46,613 +</p> <p>18,000 +</p> <p>24,890 +</p> <p>851 +</p> <p>2,413 +</p> <p>840 +</p> <p>4,805 +</p> <p>9,905 +</p> <p>2,870 +</p> <p>15,990 +</p> <p>5,000+</p> <p>7,560 +</p> <p>11,790 +</p> <p>414 +</p> <p>2,286 +</p> <p>8,649 +</p> <p>207 +</p> <p>13,100 +</p> <p>1,813 +</p>

	<p>7 Display stand for dual monitors x \$100 = \$700</p> <p>1 Document Camera @ \$1,981</p> <p>2 Projectors @ \$1,599 = \$3,198</p>	<p>700 +</p> <p>1,981 +</p> <p>3,198 =</p> <p><b>301,775</b></p>
<p>Renovate 74 high school Social Studies, Mathematics, English, Science &amp; World Languages classrooms to provide interactive displays &amp; one dry-erase wall per classroom.</p> <p>New furniture is needed to accommodate and support the change from traditional library to Mediaplex due to collaborative learning styles and chairs with tablet shelves to hold electronics. See explanation above for dry erase tables &amp; paint.</p> <p>\$4,480 per room is the average it will cost per room. This is derived from amount spent for a 6'x 30' wall space in the existing mediaplex (renovation completed October, 2012) as well as the average room size of our social studies/math classrooms in Warren Central High School. There should not be a large change in cost due to the relatively short amount of time between these projects.</p>	<p>Yr. 1 chairs, dry erase tables, dry erase paint, and other furniture to make the environment rich for learning.</p> <p>\$4,540.54/room x 74 rooms = \$336,000</p>	<p><b>336,000</b></p>
<p>Renovate 74 high school Social Studies, Mathematics, English, Science &amp; World Languages classrooms to provide interactive displays &amp; one dry-erase wall per classroom.</p>	<p>Yr. 1</p> <p>HP8300 All in One x \$961 x 74 rooms = \$71,114</p> <p>1-wireless keyboard/mouse set \$23 x 74 rooms = 1,702</p> <p>85 LightRaise SMART Projectors @ 1839 = \$156,315 + usb extenders, cables, &amp; shipping @ \$48,508 = 204,823</p> <p>16 Document Cameras @ \$1,981 = \$31,696</p>	<p>71,114 +</p> <p>1,702 +</p> <p>204,823 +</p> <p>31,696</p> <p><b>309,335</b></p>
<p>For computers in Sci- Com Labs and Collaborative Learning Studios (Mediaplex-like environs). This is based on a recent quote from an existing vendor for site licenses for our high school and 3 middle schools</p>	<p>Yr. 1 CS6 Adobe Master Collection site licenses = \$15,000 x 3 sites (hs &amp; ms) = \$45,000</p>	<p><b>45,000</b></p>
<p>Purchase hardware (including 14,100 iPads and Chromebooks and 300 iPad/Chromebook carts)</p> <p>Pre-K-K - 880 iPads Special Education - 120 fortified iPads Grades 1-12 (includes Renaissance Alternative Program) -13,100 Chromebooks K-4 - 210 iPad /Chromebook carts Grades 5-6 - 72 Chromebook carts Early Childhood Center (Pre-K) - 1 iPad cart Renaissance Alternative - 17 Chromebook carts</p>	<p>Yr. 1 13,000 Chromebooks, sleeve @ (app. \$266.51) \$3,464,695</p> <p>100 Chromebooks @ \$245.48 = \$24,548</p> <p>iPads 1,000 @ \$479 =- \$479,000</p> <p>300 iPad/Chromebook carts @ (app. \$1614) \$484,332</p> <p>Special apps and Boardmaker software for 100 iPads = 30,000</p> <p>Yrs 1-4 \$25 for iPad apps x 6570 x 4 years = 164,250</p>	<p>3,464,695 +</p> <p>24,548 +</p> <p>479,000 +</p> <p>484,332 +</p> <p>164,250 +</p> <p>30,000 =</p> <p><b>4,646,825</b></p> <p>164,250 +</p> <p>164,250 +</p> <p>164,250 =</p> <p><b>Total 5,139,575</b></p>

<p><b>Wireless Upgrade</b> – elementary, intermediate &amp; middle schools are currently built for coverage, not density. Increase in the number of devices requires an upgrade in wireless, i.e., adding 500 wireless access points. One additional 48 port switch at each of our 11 K-6 elementary schools and three per each of our 3 middle schools due to the larger square footage and location of wiring closets.</p> <p>Additional network switches will be needed due to the additional wireless access points being added. Our wireless designs in K-8 were designed for coverage, not density. When adding large numbers of mobile technology you have to switch to a density design so that there is adequate bandwidth per user. All of the access points are Power-over-Ethernet (POE) which means they are powered through the network switch. Over the past three years we have changed over to using Cisco FlexStack switches which allow for network scalability but require the use of modulation cards and FlexStack cables to integrate with the rest of the existing networking gear. This is how it becomes scalable. You can keep adding 24/48 port switches without having to purchase an entirely new large chassis switch. One additional item that is budgeted in this section is the Wireless Access Points (WAP) needed for this implementation. It currently does not list these items under the Wireless Upgrade line however this is the majority of the cost. We will be purchasing 500 WAPs for this implementation. SMARTnet is a customer support service through Cisco (the manufacturer of our networking equipment) that provides 24-hour access to Cisco engineers as well as next day replacement of networking gear. This is essential for business/educational continuity.</p>	<p>Yr. 1 Network upgrade, switches, fiber transceivers, cables, modules Wireless Access Points Wireless controller Wireless Access Point Licenses Total actual costs per bid</p> <p>Yrs 1-4 Smart Net \$1,250/yr x 15 schools = 18,750 (x four years = \$75,000)</p>	<p>559,139,+ 18,750 = <b>577,889 (Year 1) +</b> 18,750 + 18,750 + 18,750 (Years 2-4) = <b>Total 634,139</b></p>
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**5. Supplies**  
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.

<p><i>Administrative supplies</i> are budgeted here to support:</p> <p>a. Subscription-based project management software to give district RtT leadership team visibility to the status of all projects and deliverables at a rate of \$300 per user (estimate 10 users) for annual license at a projected cost of \$3,000 per year.</p> <p>b. Supplies (e.g., flash-drives, chart paper &amp; markers, copying handouts, index cards) needed to support annual, year-long multi-session <i>district-wide trainings</i> are budgeted here, as opposed to appearing within each individual project (e.g., annual K-12 trainings for 80 teacher reps' development of K-12 curriculum maps and formative assessment performance tasks for E/LA &amp; mathematics in Year 1, for science &amp; social studies in year 2; for Walker Career Center programs in Year 3; for health, music, physical education &amp; others in Year 4; and technology 10-hour, after-school trainings for 250 teachers annually); and</p> <p>c. Office supplies to support mailings, marketing and annual reporting to community and stakeholders relevant to grant implementation.</p>	<p>Chart paper, markers, handouts, software management tools, flash drives, materials, office supplies, labels, envelopes, P.D. supplies, project management software</p> <p>Yrs. 1 -4 8,000</p>	<p>8,000 x 4 =</p> <p><b>32,000</b></p>
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Supplies to complete technology setup and installation of the activities listed above.	Yr. 1 Velcro 1" \$40/roll x 8 rolls = 320	320 +
	3' & 5' cables for wireless access points 3,000	3,000 +
	USB cables \$100/box x 4 = 400	400+
	Labelmaker labels identification of computers, iPads, carts, etc 100 bx @28 = 2800	2,800+
	Labelmaker 2 x 80 = 160	160+
The Adobe Master Collection site licenses require a yearly licensing fee for the use of the Licenses. This is the cost structure that most software companies are heading. (Note: Microsoft Office education licenses are structured the same way.) Also included in this are free upgrades when new versions are released. The \$3,500 cost per middle school is based on a quote that from an existing vendor requested for grant purposes. There is an existing licensing contract with Adobe for the high school paid out of the district technology budget. Retaining this as a line item in our existing budget will assist in the sustainability of the license long after the grant. To sustain these licenses the district will need to only reserve additional dollars in the district technology budget for the \$3,500 per middle school.	TV mounts = 74 x \$110 = 8,140	8,140+
	Surge protectors 100 x \$30 = 3,000	3,000+
	1-HDMI cables @ \$25 x 6/bldg x 3 sites = 450	10,500+
	1-HDMI cables @ \$25 x 6/lab x 7 labs = \$1,050	450+
	1-HDMI cables @ \$25 x 6/lab x 2 labs = 300	1,050+
		300=
		<b>19,620 (Year 1) +</b>
	Yrs. 2-4 CS6 Adobe licensing agreement 3,500/yr x 3 sites = 10,500	10,500 +
		10,500 +
		10,500 (Years 2-4)
		=
		<b>Total 51,120</b>

**6. Contractual**  
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

Contract with an <b>external curriculum &amp; assessment expert</b> to work collaboratively with K-12 district teacher representatives to map curriculum, develop formative assessments (performance tasks) & sample exemplar lessons aligned to Common Core, and provide professional development	Yrs 1-4 Contracted Service Yr. 1 \$200,000 Yrs. 2-3 \$225,000 Yr. 4 \$77,688	200,000 + 225,000 + 225,000 + 77,688 =
		<b>727,688</b>
Contract with <b>external provider</b> to enable the <b>online administration of formative assessments (performance tasks)</b> . Vendor will develop new program to allow district students to take performance tasks assessments online, score and disaggregate results by classroom, school & district levels.  The online program developed by the provider will electronically score items, aggregate results by classroom, school & district; and provide data analysis. After a conversation with the Indiana Department of Education (IDOE), this cost was determined based on RFPs from other customized computer-supported systems. This project will go out for a bid. Each year, performance tasks will be developed and will be added to the bank of questions. As with any system, teachers and students will have requests for enhancing the system in order to better personalize instruction	Contracted Service Yr. 1 \$200,000 Yr. 2 225,000 Yr. 3 200,000 Yr. 4 225,000	200,000+ 225,000+ 200,000+ 225,000 =
		<b>850,000</b>
External provider will develop computer-supported system to track individual students' strengths & needs for reaching academic & career goals (Dashboard – historical tracking). This computer-supported system for employing a dashboard approach will need to integrate with other systems (formative & summative assessments results, classroom performance, special projects & students' career interest surveys) to historically-track individual students' strengths, progress and needs for reaching their goals.  After a conversation with the Indiana Department of Education (IDOE), this cost was determined based on RFPs from other customized computer-supported systems. This project will go out for a bid.	Contracted Service Yrs. 2-3 \$250,000	250,000 x 2 =
		<b>500,000</b>
Obtain Verizon 4-G cards for students' use outside of school to provide equitable access to technology 24/7 – Monthly Service fee	Yr. 1 \$40 / mo. X 6 mos. X 200 cards = 48,000 Yr. 2 \$45/ mo x 12 mos. X 200 cards = 108,000 Yr. 3 \$50/ mo x 12 mos. X 200 cards = 120,000 Yr. 4 \$55/mo x 18 mos x 200 cards = 198,000	48,000 + 108,000 + 120,000 + 198,000=
		<b>474,000</b>



<b>7. Training Stipends</b>		
Explain what training is needed, and the purpose and relation to the project. NOTE: The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework, not workshops or short-term training supported by this program. Salary stipends paid to teachers and other school personnel for participating in short-term professional development should be reported in Personnel (line 1).		
<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
Provide support for unique PD initiatives aligned to the purposes of the RtT grant that are proposed by the principal and authorized by the RtT grant manager	Yr. 1 650 certified staff x \$250 / teacher = \$162,500  Yrs. 2-3 650 certified staff x \$500/ teacher = \$325,000  Yr. 4 650 certified staff x 750 / teacher = \$487,500	162,500 +  325,000+ 325,000 +  487,500 =  <b>1,300,000</b>
Provide adjunct professor licensing to 6 HS teachers for teaching dual enrollment. Trained teachers; 4-yr commitment; increased numbers of students in dual credit classes	Yrs 3-4 6 teachers x 18 hrs @ \$400 per hr = 43,200	43,200 x 2=
Incentive reimbursement for expenses of college courses incurred ( not stipends)		<b>86,400</b>
<b>9. Total Direct Costs:</b>		
Sum lines 1-8.		
• n/a	• n/a	<b>24,109,882</b>
<b>10. Total Indirect Costs</b>		
<b>Identify and apply the indirect cost rate.</b>		
Approved unrestricted indirect cost 17.51% Personnel, fringe benefits, supplies, other, less equipment & includes the below Contracted Services Contracted services Year 1 – 16 contracts x \$25000 = 250,000 Year 2- 8 contracts x \$25000 = 200,000 Year 3 – 8 contract x \$25000 = 200,000 Year 4 – 7 contracts x \$25000 = 175,000	Yr. 1 998,148 x .165 = 156,444 Yr. 2 1,111,981 x .165 = 183,477 Yr. 3 1,136,701 x .165 = 187,556 Yr. 4 1,418,698 x .165 = 234,085	<b>761,562</b>
Number of contract estimates is based on the most current renovation project and experience with previous grants.		
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
• n/a	• n/a	<b>24,871,444</b>
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support, LEA, State, and other Federal funds)		
•	•	<b>0</b>
<b>13. Total Budget</b>		
Sum lines 11-12.		
• n/a	• n/a	<b>24,871,444</b>

Grantee Name: Metropolitan School District of Warren Township		
Project Name: ALTERNATIVE PATHWAYS for GRADUATION (Grades 7-12)		
Table 4-1: Project-Level Itemized Costs		
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
Table 4-1: Project-Level Itemized Costs		
Cost Description	Cost Assumption	Total
<b>1. Personnel:</b>		
<p>Re-develop and/or purchase 74 online courses (including credit recovery) permitting students to work on their own time, at their own pace, for earning graduation credits. Stipends for certified staff.</p> <p>Since an online course replaces traditional classroom instruction, any district-developed online coursework must ensure that (a) virtual learners are accountable for the same course competencies as all students, aligned to the new Indiana Common Core Standards; (b) mechanisms for interaction between teachers and virtual students and student work groups is standard within coursework; and (c) multiple engaging modalities including video clips, audio, text, activities, and written work will offer students with a range of styles to be successful.</p> <p>To accomplish this level of expectation for district-developed online courses, no fewer than two teachers will be selected to collaboratively work as a team on the development of each online course.</p> <p>The number of hours to complete each course is variable depending on the course. Historically courses such as science have taken more hours than subjects like health. In the past we have paid for 60-80 hrs per course for development and slightly less for updating the course. However, after talking with Indiana's Ball State University, Quality Matters, and other K-12 schools in other states we should really be awarding between 80-100 hours per course. We have not allowed any one teacher(s) to develop or update more than two courses per year. In the future we need to keep this limit as well as have more peer reviews of course resources and functionality, as well as quality assurance and fidelity to curriculum. The \$2,000 stipend was modeled after Ball State University's online development program. Ball State University is the university we will most likely join in a consortium with Quality Matters. They have a large staff of virtual course designers and lots of experience in the area of online learning.</p>	<p>Course development cost is \$2000 per course, per teacher. No less than 2 teachers, per course &amp; 74 courses.</p> <p>Yr 1 2 teachers x 37courses x \$2,000 = \$148,000 (short year, but intense work)</p> <p>Yr. 2 2 teachers x 19 courses x 2,000= \$76,000</p> <p>Yr. 3 2 teachers x 9 courses x \$2000 = \$36,000</p> <p>Yr. 4 2 teachers x 9 courses x \$2000 = \$36,000</p>	<p>148,000+</p> <p>76,000+</p> <p>36,000+</p> <p>36,000=</p> <p><b>296,000</b></p>
<p>Stipends for online content teachers to establish extended-time "office hours" to support virtual learners in online coursework. Extended-time student support Monday-Saturday</p> <p>The hourly stipend rates are determined through our collective bargaining unit and mutually agreed upon by the teachers and administration. Warren's teacher contract spans a two-year period. The increase in stipends is based on historical changes and anticipated increases over the 4 year term of the grant.</p> <p>Year 4 has 18 months as Year 1 is a short year.</p> <p>We will shut down one week over Christmas and one week during spring vacation.</p>	<p>Stipends Certified Staff</p> <p>Yrs. 2-3 4 teachers x 15 hrs/wk x 50 wks x \$25/hr = 75,000</p> <p>Yr. 4 4 teachers x 15 hrs/wk x 75 wks x \$26/hr = 117,000</p>	<p>75000 +</p> <p>75,000+</p> <p>117,000 =</p> <p><b>267,000</b></p>
<p>Hire an ELO Coordinator to develop this initiative, collaborate with teachers, business partners, students &amp; parents to create rigorous, relevant &amp; personalized learning experiences, outside the classroom (earning course credits).</p> <p>The salary is determined through our collective bargaining unit and mutually agreed upon by the teachers and administration. Warren's teacher contract spans a two-year period. The increase in salary is based on historical changes and anticipated increases over the 4 year term of the grant.</p>	<p>Full time</p> <p>Yr. 1 ½ year @ \$50,000/ year = \$25,000</p> <p>Yrs. 2 \$50,000</p> <p>Yr. 3 \$51,000</p> <p>Yr. 4 1.5 yrs. @ \$52,000/yr = \$78,000</p>	<p>25,000 +</p> <p>50,000 +</p> <p>51,000 +</p> <p>78,000,=</p> <p><b>204,000</b></p>
<p>Hire Production &amp; Operations Manager to support all elements of Sports &amp; Media Production initiatives</p>	<p>Full time</p> <p>Yr. 1 \$25,000</p> <p>Yr. 2-3 50,000</p> <p>Yr. 4 75,000</p>	<p>25,000+</p> <p>50,000+</p> <p>50,000+</p> <p>75,000=</p> <p><b>200,000</b></p>
<p>Stipends for certified staff to develop curriculum, aligned to Common Core Standards, for Sports &amp; Media Production initiative</p> <p>The hourly stipend rates are determined through our collective bargaining unit and mutually agreed upon by the teachers and administration. Warren's teacher contract spans a two-year period. The increase in stipends is based on historical changes and anticipated increases over the 4 year term of the grant.</p>	<p>Stipends for 3 staff</p> <p>Yr. 1 3 staff x 20 hrs x \$24 = 1,440</p> <p>Yr. 2 3 staff x 10 hrs x \$25 = 750</p> <p>Yr 3 3 staff x 8 hours x \$25 = 600</p> <p>Yr. 4 3 staff x 8 hours x \$25 = 600</p>	<p>1,440 +</p> <p>750 +</p> <p>600 +</p> <p>600 =</p> <p><b>3,390</b></p>

<p>Stipends for certified staff to plan renovations of existing school site to facilitate Sports &amp; Media Production studio</p> <p>This timeline was determined from similar renovations. We just renovated our dental assisting lab last summer. Time allotted was in excess of 60 man hours with a committee of eight. Because most of the personnel involved are school personnel, it will require additional hours of planning beyond the regular work day. The Director and Assistant Director, two teachers and manager make up the leadership team. Planning would fall under "regular duties" of the Director and Assistant Director, but required work that occurs outside of their teachers' contract for the rest of the leadership team would be in addition to duties assigned, eligible for stipend payments based on current teacher contract.</p> <p>The 60 hours will occur during Year 1, January 1- June 30, 2013, where planning and distribution of bids will take place. Bids will be awarded during this period as well. The 30 hours of Year 2 which will begin July 2014, will be needed to follow renovation and plan for equipment purchases that will meet the renovation plan requirements.</p>	<p>Yr. 1 60 hrs x \$24 x 3 staff = 4,320 Yr. 2 30 hrs x \$25 x 3 staff = 2,250</p>	<p>4,320 + 2,250 =</p> <p style="text-align: right;"><b>6,570</b></p>
<p>Stipends for content teachers to collaboratively work with the Extended-Learning Coordinator to develop prototype plans &amp; protocols for ELO models. Protocols (e.g., ELO students' demonstrated mastery of rigorous competencies will be aligned to Common Core; all highly-effective teachers may employ this alternative learning opportunities for students; student participation will be diverse) will be developed in Year 1 (Jan-June 2013).</p> <p>Because this project is (a) new to Warren Township and Indiana; and (b) awards students coursework credit for intensive &amp; individualize work outside of school, the development of prototypes will be time-intensive (i.e., development of individualized ELO plans that define the business setting for personalized student learning; hours, length of time &amp; experiences; Common Core competencies; assessments; and required evidence for students' Final Exhibition of Learning). A core of 10 highly-effective classroom teachers (across multiple content areas), working in collaboration with the ELO coordinator, community business partners, the students and their parents/guardians (since learning occurs outside of the school setting), will pilot the model in Year 1. 30-hours of planning for 10 teachers are estimated for this initial work. Across the grant period, each year the number of participating highly-effective teachers is anticipated to increase and number of planning hours required will decrease (as all players increasing become familiar with the process, expectations and benefits of students' participation in Extended Learning Opportunities).</p>	<p>Stipends <b>teachers</b> ELO plan development Yr. 1 10 teachers x 30 hrs x \$24 = 7,200 Yr. 2 20 teachers x 20 hrs x \$25 = 10,000 Yr. 3 25 teachers x 10 hrs x \$25 = 6,250 Yr. 4 30 teachers x 5 hrs x \$26 = 3,900</p>	<p>7,200 + 10,000 + 6,250 + 3,900 =</p> <p style="text-align: right;"><b>27,350</b></p>
<p>Continuous certified staff planning &amp; PD for the effective use of studio technologies to support students' effective use</p> <p>A newly-renovated environment (established in Year 1, Jan-June 2013) and relevant new studio &amp; production technologies (purchased in Year 2, July 2013-June 2014) must be supported by instructors who are fully-skilled in using the new environ/technologies/curriculum to facilitate the work of students.</p> <p>This will require continuous planning &amp; training beyond our new Production &amp; Operations Manager (the lead teacher/trainer) and two instructors' contracted day, making them eligible for stipend pay. This collaborative planning time will support our lead instructional staff's readiness to make effective use of all new technologies/curricular expectations in order to train our students through highly-engaging, hands-on student-centered experiences. Stipends to support the extended-time collaborative work of these 3 teachers are budgeted across the grant period (for 80 hours in Year 2, the initial phase of project cycle; and 40 hours in the latter phases during Years 3 and 4)</p> <p>Stipends are provided for time above and beyond district-funded/contract paid hours to support teachers' involvement in various PD and grant-related work efforts. Since virtually every district teacher will be participating in PD relevant to the use of new grant-funded technologies and tech-rich environs, it is highly likely that a number of teachers will participate in multiple projects and, thereby, receive more than one stipend. Trainings and work efforts for district and school staff will stagger across each school year, permitting this level of involvement, as desired by individual staff. Only teachers may receive stipends for trainings/work beyond contract hours; 12-month employees (district administrators) are not eligible for stipends. Generally, principals are not eligible, unless the work occurs outside of their district-funded contract period.</p>	<p>Yr. 2 80 hrs x \$25 x 3 staff = 6000 Yr. 3 40 hrs x \$25 x 3 staff = 3000 Yr. 4 40 hrs. x \$26 x 3 staff = 3120</p>	<p>6,000 + 3,000 + 3,120 =</p> <p style="text-align: right;"><b>12,120</b></p>

<b>2. Fringe Benefits:</b> Fringe benefits include FICA, teacher and support staff retirement, health, dental, vision insurance, and annuities. The percentages of district contribution for retirement, insurance, and annuities is determined through our collective bargaining unit and mutually agreed upon by the teachers and administration.		
Re-develop and/or purchase 74 online courses (including credit recovery) permitting students to work on their own time, at their own pace, for earning graduation credits. Stipends for certified staff. FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates	23% fringe benefits (FICA, TRF) Yr. 1 148,000 x 23% = 34,040 Yr. 2 76,000 x 23% = 17,480 Yrs. 3-4 36,000 x 23% = 8,280	30,040+ 17,480+ 8,280+ 8,280=  <b>68,080</b>
Stipends for online content teachers to establish extended-time "office hours" to support virtual learners in traditional & credit recovery online coursework. Extended-time student support Monday-Saturday FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates	23% fringe benefits (FICA, TRF) Yrs. 2-3 = \$75,000 x 23% =17,250 Yr. 4 = \$117,000 x 23% = 26,910	17,250+ 17,250+ 26,910=  <b>61,410</b>
Hire/contract an Extended- Learning Coordinator to develop extended-learning initiative, collaborate with teachers, business partners, students & parents to create rigorous, relevant & personalized learning experiences outside of classroom (for course credit) The fringe benefits rate for full-time hire positions such as the ELO, is higher based on historical increases in benefits, especially in the insurance category (health, dental, and vision). Warren offers several categories of insurance (family, single, low-deductible, high-deductible). The fringe estimate is based upon the highest category of insurance. Fringe benefits include FICA, teacher and support staff retirement, health, dental, vision insurance, and annuities. The percentages of district contribution for retirement, insurance, and annuities is determined through our collective bargaining unit and mutually agreed upon by the teachers and administration.	Benefits (FICA, TRF, Annuities, Insurance) Yr. 1 25,000 x 42% = 10,500 Yr. 2 50,000 x 45% =22,500 Yr. 3 51,000 x 45% = 22,950 Yr. 4 78,000 x 48% = 37,440	10,500 + 22,500 + 22,950+ 37,440 =  <b>93,390</b>
Teachers collaboratively work with Extended-Learning Coordinator to develop prototype plans & protocols for ELO models. FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates	23% fringe benefits (FICA, TRF) Yr. 1 7,200 x 23% =1,656 Yr. 2 10,000 x 23% = 2,300 Yr. 3 6,250 x 23% = 1,438 Yr. 4 3,900 x 23% = 897	1,656 + 2,300 + 1,438 + 897 =  <b>6,291</b>
Hire Production & Operations Manager to support all elements of Sports & Media Production initiatives The fringe benefits rate for full-time hire positions such as the ELO, is higher based on historical increases in benefits, especially in the insurance category (health, dental, and vision). Warren offers several categories of insurance (family, single, low-deductible, high-deductible). The fringe estimate is based upon the highest category of insurance. Fringe benefits include FICA, teacher and support staff retirement, health, dental, vision insurance, and annuities. The percentages of district contribution for retirement, insurance, and annuities is determined through our collective bargaining unit and mutually agreed upon by the teachers and administration.	Benefits (FICA, TRF, Annuities, Insurance) Yr. 1 \$25,000 x 42% = 10,500 Yrs. 2-3 \$50,000 x 45% = 22,500 Yr. 4 \$75,000 x 48% = 36,000	10,500+ 22,500+ 22,500+ 36,000=  <b>91,500</b>
Stipends for staff to develop curriculum, aligned to Common Core Standards, for Sports & Media Production initiative FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates	23% benefits (FICA, TRF) Yr. 1 1,440 x 23% = 331 Yr. 2 750 x 23% = 173 Yrs. 3-4 600 x 23% = 138	331+ 173+ 138+ 138=  <b>780</b>
Stipends for staff to plan renovations of existing (closed school) to facilitate Sports & Media Production studio FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates	23% benefits (FICA, TRF) Yr. 1 4,320 x 23% = 994 Yr. 2 2,250 x 23% = 517	994 + 517 =  <b>1,511</b>
Continuous staff planning & PD for the effective use of studio technologies FICA and retirement is required by law on stipend pay. We estimated the same percentage across all 4 years to include possible increases in the benefits rates	23% benefits (FICA, TRF) Yr. 2 6,000 x 23% = 1,380 Yr. 3 3,000 x 23% = 690 Yr. 4 3,120 x 23% = 718	1,380 + 690 + 718 =  <b>2,788</b>
<b>3. Travel:</b>		
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.		
Reimburse mileage (up to \$750 per year) for Extended-Learning Coordinator's travel to meet with business partners to establish ELO experiences for students. Warren uses the IRS mileage rate for business. As of January 1, 2013, the mileage rate will be \$.565 per mile for business use.	Travel to meet with business partners @ federal mileage rate Yrs. 1-4 \$750	750 x 4 =  <b>3,000</b>

<p>Year 1: Site visit to New Hampshire school sites to discuss lessons-learned &amp; observe best practices of ELO models. The New Hampshire Department of Education (NHDE) encourages districts to adopt policies that support extended learning opportunities including but not limited to apprenticeships, internships and online courses. NHDE provides funding for ELOs through innovation grants. We believe this will advance our work by visiting and collaborating with district and school leaders who have had success with this work.</p> <p>Years 2-4 for relevant PD conferences to gather best practices to inform our effective implementation of Extended-Learning model. Costs for registration, travel, air, per diem.</p> <p>At this point, we cannot anticipate our PD needs for this new highly-innovative project. Following our Year 1 site visit to New Hampshire, we anticipate that the visit will greatly influence our identification of the best PD resources (e.g., web-based, national conferences, other trainings) to further support our work in Years 2, 3 and 4. To ensure that PD funds are available to be dedicated to this effort, a conservative place-holder amount of \$3,500 (ELO) is budgeted for use in each of Years 2, 3 and 4.</p>	<p>Yr. 1 3 staff Lodging \$200= /night x 3 nights x 3 staff = 1,800 Airfare roundtrip \$500 x 3 = 1,500 Baggage Fee \$25/one-way x 3 x round trip (2) = \$150 Parking – airport \$60 x 3 = 180 Car Rental - \$400 Per diem \$35/day x 4 days x 3 = 420</p> <p>Yrs. 2-4 Conference registration, travel, air, per diem = 3,500</p>	<p>1,800+ 1,500+ 150+ 180+ 400+ 420= <b>4,450</b> + 3,500 x 3 = <b>10,500</b></p> <p><b>14,950</b></p>
<p>Year 1: Sports &amp; Media Production leadership team members visit G-Star Film School in West Palm Beach, Florida. As we plan for the physical space renovation, it is the goal of the leadership team to visit G-Star Film School to glean ideas for the best and most efficient use of space. G-Star Film School is the largest secondary program in the country which sparked our interest in pursuing this project. We have only viewed the school on the web. It is our intent to visit, ask questions, discover issues that can be avoided as we plan and move forward to implementation. We will observe their strategies for marketing, best practices, construction, use of space and how students are utilized. We will come away with information that will mold our vision as we finalize our plan for renovation and strategize our implementation.</p> <p>At this point, we cannot anticipate our PD needs for this new highly-innovative project. Following our Year 1 site visit to the G-Star Film School, we anticipate that this visit will greatly influence our identification of the best PD resources (e.g., web-based, national conferences, other trainings) to further support our work in Years 2, 3 and 4.</p> <p>To ensure that PD funds are available to be dedicated to this effort, a conservative place-holder amount of \$3,000 is budgeted for use in each of Years 2, 3 and 4.</p> <p>Years 2-4: Staff attend relevant PD opportunities to gather best practices to inform curriculum planning &amp; program development for students</p>	<p>Yr. 1 Leadership team (5) Lodging, airfare, airport parking 1,800 x 5 staff = 9,000 Per diem 5 days x \$35 x 5 staff = 875</p> <p>Yrs. 2-4 Prof. development travel \$3,000 per year</p>	<p>9,000 + 875 = <b>9,875</b> + 9,000 =</p> <p><b>18,875</b></p>
<p><b>4. Equipment</b> Explain what equipment is needed and why it is needed to meet program goals. Consistent with SEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.</p>		
<p>Sports &amp; Media Production Studio equipment Costs are based on estimates received from vendors, catalogs, and online resources</p>	<p>Yr. 2</p> <p>Mobile Production Equipment <b>405,363</b> Listed in addendum</p> <p>Studio equipment <b>187,000</b> Listed in addendum</p> <p>Master Control Room equipment <b>156,602</b> Listed in addendum</p> <p>Editing room equipment <b>95,000</b> Listed in addendum</p>	<p>405,363+ 187,000+ 156,602+ 95,000=</p> <p><b>843,965</b></p>
<p><b>5. Supplies</b> Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>		
<p>Virtual Learning Opportunities - Evaluate online courses through the Quality Matters Program to inform decisions to re-develop or purchase coursework that meets expectations defined in application. Subscription to <i>Quality Matters</i></p>	<p>Years 1-4 Yearly subscription \$1,200</p>	<p>1,200 x 4 =</p> <p><b>4,800</b></p>

<p>Sports &amp; Media Production Studio supplies</p> <p>We plan to purchase a new media production truck with local funds. Supplies for the mobile production truck were built into the grant. These supplies will work in conjunction with equipment allocated in the grant to equip the mobile production truck with the necessary equipment and supplies to meet the needs of the project. This truck is an extension to the classroom and production studio. It will allow our students to leave the classroom and go into the "real world" to video and produce projects.</p> <p>It is difficult to determine all the specific supply needs until the equipment is purchased. The \$85,000 was based on Walker Career Center's existing Television Production Studio costs for our daily live news production &amp; broadcast supply budget allocation, which is presently \$21,000 per year.</p> <p>Walker Career Center has over 50,000 invested in the following software: Avid Media Composer, Adobe Creative Suite, Final Cut and Avid Unity LanShare for this program. The \$5,000 will allow for the additional Non-linear Editing Software licenses needed for extension of production lab with editing bays and the district purchased mobile truck. This license will cost \$5,000, a one-time expenditure that will allow us to use this software throughout the duration of this grant.</p>	<p>Yr. 2 Mobile Production supplies Total <b>21,423</b> Listed in addendum</p> <p>Misc. Mobile Production Supplies (listed below) Total <b>85,000</b></p> <p>Yr. 2 <b>\$42,760</b> - more supplies required for startup</p> <p>Yr. 3 <b>21,780</b></p> <p>Yr. 4 <b>19,660</b></p> <p>Supplies to be purchased will include below and other items necessary to run the Media Production Lab</p> <p>Student Media Storage Cards- SD and Compact Flash) 75 x \$40= \$3000</p> <p>Client Services/Project Media- Storage Cards (Higher capacity) 40 x \$80 =3,200</p> <p>Videotape (mini DV format)1000 x 2.30 = 2,300</p> <p>DVD disks (standard and BluRay) 300 x \$3.00 = 900</p> <p>DVD printer cartridges 24 x \$40 = 960</p> <p>Fiber cable extensions 5 x \$100= 500</p> <p>Metal cable reels 3 x \$800 = 2,400</p> <p>Chairs for production truck 4 x \$120 = 480</p> <p>Rain covers for cameras 4 x \$300 = 1,200</p> <p>Protection tarp for equipment 2 x 150 = 300</p> <p>Cases -cameras 6 x 400= 2,400</p> <p>Cases- Monitors 3 x 200= 600</p> <p>Cases-Storage 5 x 200 = 1,000</p> <p>Hard Drives for storage/archival 4 x 250 = 1,000</p> <p>Gels for lights 24 x \$12.50 = 300</p> <p>Extra XLR cable Bundle = 240</p> <p>Extra BNC video cable Bundle = 200</p> <p><b>Year 2</b> Editing Room <b>5,000</b></p>	<p>Year 2 21,423+ 42,760+ 5,000 =</p> <p><b>69,183 +</b></p> <p>Year 3 <b>21,780 +</b></p> <p>Year 4 <b>19,660 =</b></p> <p><b>Total</b> <b>110,623</b></p>
<b>6. Contractual</b>		
<p>Establish partnership with <i>Quality Matters</i> for process to evaluate existing online coursework offered in Warren to determine advisability of re-development (to meet newly-defined expectations) versus purchase of coursework ( 1 contract each year - Years 1, 3 &amp; 4)</p>	<p>Contracted Services Yr. 1 Training &amp; materials – 5,000 Yrs. 3 &amp; 4 \$55,000</p>	<p>55,000 x 2 = 110,000 + 5,000 =</p> <p><b>115,000</b></p>
<p>Additional course content &amp; software to provide resources &amp; online supports to virtual learners These are online resources and tools that support and assist teachers and online designers when creating the courses (e.g., SoftChalk). There is not any overlap with the content work taking place. (1 contract per year)</p>	<p>Course content &amp; software Yrs. 1-4 \$25,000 per year</p>	<p>25,000 x 4 =</p> <p><b>100,000</b></p>
<p>Renovation of Master Control room and adding sets for Sports &amp; Media Production initiative The cost of the project was determined by comparing this project to our most recent renovation of the Walker Career Center's dental clinic and its costs. It has been past practice to hire one contractor and through their services they would hire subcontractors. This is the case with our latest renovation at Walker Career Center of the dental clinic. Renovation costs were determined by a comparison of our recent project of the renovation of our dental clinic. Construction and contractual services were taken into consideration. Year One, \$100,000, will take us to June 30, 2013. Year Two, \$75,000 will finish out the renovation beginning July 1, 2013 until renovation is complete. (1 contract each year 1 &amp; 2)</p>	<p>Yr. 1 100,000 Yr. 2 75,000</p>	<p>100,000 + 75,000 =</p> <p><b>175,000</b></p>
<b>7. Training Stipends</b>		
Explain what training is needed, and the purpose and relation to the project.		
Add more rows as needed		No cost
<b>8. Other</b>		
Explain other expenditures that may exist and are not covered by other categories.		
Add more rows as needed		No cost
<b>9. Total Direct Costs:</b>		
	n/a	<b>2,728,393</b>

<b>10. Total Indirect Costs</b>		
Identify and apply the indirect cost rate.		
Approved unrestricted indirect cost 17.51%.	Yr. 1 340,256 x .165= 56,142	
Personnel, fringe benefits, travel, supplies less equipment & includes the below	Yr. 2 481,733 x .165 = 79,486	
Contracted Services	Yr. 3 375,326 x .165 = 61,929	280,406
Year 1 – 3 contracts 2@ \$25000 = 50000 +1 @ 5,000 = 55,000	Yr. 4 502,113 x .165 = 82,849	
Year 2- 2 contracts x \$25000 = 50000		
Year 3 – 2 contracts x \$25000 = 50000		
Year 4 – 2 contracts x \$25000 = 50000		
<b>11. Total Grant Funds Requested</b>		
Sum lines 9-10.		
n/a	n/a	3,008,799
<b>12. Funds from other sources used to support the project</b>		
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
<b>13. Total Budget</b>		
Sum lines 11-12.		
n/a	n/a	3,008,799

**Grantee Name: Metropolitan School District of Warren Township**

**Project Name: BEHAVIOR INTERVENTION through RtI MODEL (PreK-12)**

**Table 4-1: Project-Level Itemized Costs**

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total
<b>1. Personnel:</b>		
<p>Each district principal (19 sites) identifies a PBIS Team Facilitator and PBIS Team to receive PBIS trainings by the expert consultant (Virtuoso) to support their school's development of PBIS plans and implementation strategies. Teacher stipends are paid for those attending PBIS trainings outside of regular school hours. Training for 19 facilitators will take place years 2-3.</p>	<p>Year 2 19 facilitators x 20 hrs. x \$25/hr = 9,500 Year 3 19 facilitators x 8 hrs. x \$25/hr = 3,800</p>	<p>9,500 + 3,800 = <b>13,300</b></p>
<p>Each district principal (19 sites) identifies a PBIS Team (5 members total per each site) to receive PBIS trainings by the expert consultant (Virtuoso) to support their school's development of PBIS plans and implementation strategies. Teacher stipends are paid for those attending PBIS trainings outside of regular school hours. Training for team members/facilitators.</p>	<p>Years 2-3 95 team members x 32 hrs. x \$25/hr = 76,000</p>	<p>76,000 + 76,000 = <b>152,000</b></p>
<p>Principals of K-6 schools (12 sites) identify a staff member as the Parent Facilitator to support the delivery of Parents Are the Core training modules for their school's parents. Teacher stipends are provided to Parent Facilitators for their participation in PD outside of regular school hours as they learn how to deliver the parent modules.</p>	<p>Years 2 - 3 12 teachers x 10 hours x \$25 = 3,000</p>	<p>3,000 + 3,000 = <b>6,000</b></p>
<b>2. Fringe</b>		
<p>Each district principal (19 sites) identifies a PBIS Team Facilitator to receive PBIS trainings by the expert consultant (Virtuoso) to support their school's development of PBIS plans and implementation strategies. Teacher stipends are paid for those attending PBIS trainings outside of regular school hours. Training for facilitators.</p>	<p>Year 2 9,500 x 23% = 2,185 Year 3 3,800 x 23% = 874</p>	<p>2,185 + 874 = <b>3,059</b></p>
<p>Each district principal (19 sites) identifies a PBIS Team (5 members total per each site) to receive PBIS trainings by the expert consultant (Virtuoso) to support their school's development of PBIS plans and implementation strategies. Teacher stipends are paid for those attending PBIS trainings outside of regular school hours. Training for team members/facilitators.</p>	<p>Years 2-3 76,000 x 23% = 17,480</p>	<p>17,480 + 17,480 = <b>34,960</b></p>
<p>Principals of K-6 schools (12 sites) identify a staff member as the Parent Facilitator to support the delivery of Parents Are the Core training modules for their school's parents. Teacher stipends are provided to Parent Facilitators for their participation in PD outside of regular school hours as they learn how to deliver the parent modules.</p>	<p>Years 2-3 3,000 x 23% = 690</p>	<p>690 + 690 = <b>1,380</b></p>
<b>3. Travel:</b>		
<ul style="list-style-type: none"> <li>•</li> </ul>		No cost
<b>4. Equipment</b>		
<ul style="list-style-type: none"> <li>•</li> </ul>		No cost
<b>5. Supplies</b>		
<p>Reduce classroom behavior issues, and thereby student suspension &amp; expulsion rates. Collaborative school-parent initiative (Parent University) to unite as a school community to promote the positive social, academic and emotional growth of each of our students.</p> <p>To reduce the number of K-6 referrals for behavioral issues, parent/staff workshops will focus on teaching students to deal with conflict peacefully, disciplining students consistently and effectively, and strengthening communication between home and school.</p> <p>Years 2 and 3 (full school years) will include all 12 K-6 schools with five workshops across each school year. Year 4 (long year/18 months) enables us to increase the number to eight workshops. (Year 4 = 18 month, i.e., one full school year, plus one half school year. This constitutes two different parent groups, requiring the purchase of additional books.)</p> <p>Books will be purchased for the following: administrators (e.g. Cultural Proficiency: A Manual for School Leaders; For teachers ( e.g. Teach Like a Champion and Discipline with Dignity); And parents ( e.g. Positive Discipline)</p>	<p>Yr. 2-3 5 workshops @ 12 sites</p> <p>Books 2000 x 12 = 24,000 Chart Paper, Markers, post it notes, index cards, and other supplies required for the workshops 500 x 12 =6,000</p> <p>Yr. 4 8 workshops @ 12 sites Books 3000 x 12 = 36,000 Chart Paper, Markers, post it notes, index cards, and other supplies required for the workshops 800 x 12 = 9,600</p>	<p>24,000+ 6,000+ 24,000+ 6,000+  36,000+ 9,600= <b>105,600</b></p>

<b>6. Contractual</b>		
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.		
Collaborate with partners to identify appropriate behavioral interventions and alternatives to student suspensions and expulsions. Contract with Virtuoso/Equity Center (IU Bloomington)/Gallahue Mental Health to PBIS support work with district-wide Action Plan Leadership Group ( 2 contracts )	Yr. 1 \$2,000/ day x 12.5 day = 25,000	25,000
Contracted partner will provide school-based professional development to: (a) Support teachers' understanding & effective implementation of <b>PBIS</b> strategies (principals, deans and teachers); and (b) Provide teachers, specialists and interventionists with culturally-responsive instructional practices; (c) conduct cultural audits of each school; (d)co-facilitator of parent university; (e) assistance with developing behavior interventions; (f)establishing PBIS in all schools. Includes all elementary, intermediate, middle, and high school (2 contracts)	Yr. 2 \$2,000 /day x 60 days = 120,000	120,000 +
	Yr. 3 \$2,000 / day x 12.5 days = 25,000	25,000 +
	Yr. 4 \$2,000 / day x 12.5 days = 25,000	25,000 =
		<b>170,000</b>
Contracted partner will develop topic modules for a series of evening parent/teacher workshops to be delivered in the district's K-6 schools (12 sites); develop materials to supports the topic modules; train school Parent Facilitators to deliver the modules; and observe & support the delivery of <b>Parents Are the Core</b> events at school sites.	Year 2 - \$1,200/day x 30 days = 36,000	36,000 +
	Year 3 - \$1,200/day x 20 days = 24,000	24,000 +
	Year 4 - \$1,200/day x 15 days = 18,000	24,000 +
		<b>78,000</b>
<b>7. Training Stipends</b>		
		No cost
<b>8. Other</b> Explain other expenditures that may exist and are not covered by other categories.		
Collaborative school-parent initiative (Parents are the Core) to unite as a school community to promote the positive social, academic and emotional growth of each of our students. The workshops are designed to address important behavioral issues that interrupt instruction and learning for all classroom students in our schools Parents will be invited to attend after work meetings. Our district has a poverty rate of over 70%. In order to achieve the desired attendance, nourishment will be provided	Yr. 2 & 3 5 workshops @ 12 sites Nourishment \$500 x 12 sites = 6,000  Yr. 4 8 workshops @ 12 sites Nourishment \$800 x 12 = 9,600	6,000 + 6,000 +  9,600 =
		<b>21,600</b>
<b>9. Total Direct Costs:</b> Sum lines 1-8.		
n/a	n/a	<b>610,899</b>
<b>10. Total Indirect Costs</b> Identify and apply the indirect cost rate.		
Approved unrestricted indirect cost 17.51%. Personnel, benefits, supplies, and contracts as listed. OTHER category not included Year 1 1 contract x \$25,000 = \$25,000 Year 2 2 contracts x \$25,000 = \$50,000 Year 3 2 contracts (1 @ \$25,000/ 1 @ \$24,000 = \$49,000 Year 4 2 contracts (1 @ \$25,000/ 1 @ \$18,000 = \$43,000	Yr. 1 25,000 x .165 = 4,125 Yr. 2 188,855 x .165 = 31,161 Yr. 3 180,844 x .165= 25,839 Yr. 4 88,600 x .165 = 14,619	79,744
<b>11. Total Grant Funds Requested</b> Sum lines 9-10.		
n/a	n/a	<b>690,643</b>
<b>12. Funds from other sources used to support the project</b> Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)		
Project or activity to be funded or other description of use of funds		0
<b>13. Total Budget</b> Sum lines 11-12.		
n/a	n/a	<b>690,643</b>