

# **2016 RBBCSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

Mr. Mike Wilcox, Superintendent  
600 South Edgewood Drive  
Ellettsville, IN 47429

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## **Overview**

### **Plan Name**

2016 RBBCSC Corporation Improvement Plan

### **Plan Description**

This Corporation Improvement Plan is a compilation of Action Plans in effect for the 2015-2016 School Year. Many of the Strategies and Activities have been completed; however, new Strategies and Activities have been recently added in response to the March 1, 2016, School Improvement Plan submission and internal review process conducted at the school and corporation level, respectively.

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name   | Goal Details                                     | Goal Type      | Total Funding |
|---|---|--|----------------|---------------|
| 1 | All R-BB students will demonstrate growth in literacy.  | Objectives: 1<br>Strategies: 4<br>Activities: 15 | Academic       | \$0           |
| 2 | All R-BB students will demonstrate growth in mathematical skills.   | Objectives: 1<br>Strategies: 5<br>Activities: 15 | Academic       | \$0           |
| 3 | R-BB faculty and staff will engage in a collaborative professional learning community to demonstrate growth in pedagogy and student learning. | Objectives: 2<br>Strategies: 2<br>Activities: 7  | Organizational | \$19500       |

## Goal 1: All R-BB students will demonstrate growth in literacy.

### Measurable Objective 1:

90% of All Students will demonstrate a proficiency of at least 90% in literacy-based competencies including reading, literature, and writing. in Reading by 05/20/2016 as measured by student proficiency on a variety of standards-based common assessments of essential standards, state assessments, and research-based assessments..

### Strategy 1:

Curriculum Alignment - Devote time to vertical articulation between grade levels, grade spans, and courses with respect to overarching concepts.

Research Cited: PLC, DuFour, Center on Innovations in Learning Wise Ways Research Briefs (1045, 1046, 1042, 1063)

| Activity - Vertical Articulation of Essential Standards Across Grade-level Content Areas/Common Courses   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Create opportunities for vertical articulation across grade spans (What do we expect of kids as they enter this grade-level? What do we expect them to leave with?)<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger  |

| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | January 2016: Grade 3-10 content areas and courses have revised their instructional scope & sequence based on the IDOE-published Instruction & Assessment Guidance document. K-5 teachers have started the backward design process to vertically align standards and skills as students progress through the elementary school experience. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Identify common essential learning targets, develop curriculum maps, and create unit plans.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible               |
|--|-----------------------|------------|------------|-------------------|-------------------|---------------------------------|
| Curriculum Work Days at grade 9-12 courses to identify common essential learning targets, develop curriculum maps, and create unit plans.<br><br>Schools: Edgewood High School | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger, Dirk Ackerman |

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| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | <p>November 2015: Curriculum meetings have been held with ELA, Math, Science, Social Studies, Foreign Language, Fine Arts, Related Arts, and Instrumental/Choral Music. Essential standards have been identified and curriculum maps are being developed. Some content areas have started to develop unit plans. Essential standards still need to be drilled down into concepts and skills so that learning targets are clear.</p> <p>Our next steps at the secondary level:<br/>                     *Break down the curriculum maps into unit plans.<br/>                     *Teachers need to unwrap standards to gain clarity in learning targets, both for horizontal understanding on a common course and vertically in specific standards.<br/>                     *Put learning targets into student-friendly language.</p> | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Refine curriculum essential standards and scopes & sequences.  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| <p>Refine curriculum essential standards and scopes &amp; sequences in K-5 grade-level content teams and 6-12 course teams.</p> <p>Schools: All Schools</p> | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | K-12 building principals will lead this work. Jason Bletzinger will provide training for building leaders to support this work. |

| Status      | Progress Notes  | Created On     | Created By           |
|-------------|---|----------------|----------------------|
| In Progress | Throughout the course of the 2015-2016 school year, ELA and Math teachers have been refining their instructional scope & sequences across common classes/courses. At this point, the next steps are to have teachers collaboratively break down common essential standards for clarity in learning targets across teachers at the same grade level and for understanding of learning progressions as students move from grade to grade. | March 17, 2016 | Mr. Jason Bletzinger |

**Strategy 2:**

Common Formative Assessments - 1) Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.

2) Develop Common Formative Assessments through training with PLC Associate.

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Research Cited: PLC, DuFour, Center on Innovations in Learning Wise Ways Research Briefs (1048, 1049, 1042, 1063)

| Activity - Develop a CFA Team including all buildings (K-12)   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                             |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger;<br>Building Administrator s |

| Status    | Progress Notes   | Created On     | Created By           |
|-----------|--|----------------|----------------------|
| Completed | Small teams have been added at each building for the CFA trainings throughout the school year. The junior high and high school need additional work in the CFA process as we get into the 2016-2017 school year. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Develop Common Formative Assessment  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Develop Common Formative Assessments through training with PLC Associate.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger;<br>Ginny Mahlke<br>(Solution Tree PLC Associate) |

| Status      | Progress Notes  | Created On     | Created By           |
|-------------|---|----------------|----------------------|
| In Progress | This will always be a work in progress and gets easier at the elementary level. The junior high and high school still need work on this into the 2016-2017 school year. | March 17, 2016 | Mr. Jason Bletzinger |

**Strategy 3:**

C.L.A.S.S. (Connected Learning Assures Student Success) - C.L.A.S.S. (Connected Learning Assures Student Success) - Building C.L.A.S.S. Support Teams will have the necessary resources to engage in the right work focused on developing their school's climate, community and curriculum.

Research Cited: Center on Innovation Innovations in Learning Wise Ways Research Briefs (2330, 2339, 2351)

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| Activity - Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 07/01/2015 | 08/04/2015 | \$0               | Title II Part A   | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |

| Status    | Progress Notes  | Created On     | Created By           |
|-----------|---|----------------|----------------------|
| Completed | A meeting was held with all four K-8 principals with Jim McMillan and Jeff Pedersen to identify the learning needs of each building for C.L.A.S.S. and next steps for professional learning for the year. A professional learning plan was developed for each building and has been the driving force behind the PLC onsite coaching and action planning. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Develop and communicate corporation action plan to building principals.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 08/04/2015 | 10/01/2015 | \$0               | No Funding Required | Jason Bletzinger in partnership with C.L.A.S.S. leadership |

| Status    | Progress Notes  | Created On     | Created By           |
|-----------|---|----------------|----------------------|
| Completed | A corporation C.L.A.S.S. action plan was created early in the year in collaboration with the C.L.A.S.S. leadership team (Jim and Jeff) to communicate the corp's vision and focus for this work and the support to be provided by the Assistant Superintendent's office. It was communicated to all building principals (K-8) and was the stepping stone for the building action plans. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - C.L.A.S.S. Action Planning for Continuous Improvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|



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|  |   |            |            |     |                 |  |
|--|---|------------|------------|-----|-----------------|--|
| Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 07/01/2015 | 08/04/2015 | \$0 | Title II Part A | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
|--|---|------------|------------|-----|-----------------|--|

| Status    | Progress Notes  | Created On     | Created By           |
|-----------|---|----------------|----------------------|
| Completed | A meeting was held with all four K-8 principals with Jim McMillan and Jeff Pedersen to identify the learning needs of each building for C.L.A.S.S. and next steps for professional learning for the year. A professional learning plan was developed for each building and has been the driving force behind the PLC onsite coaching and action planning. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - C.L.A.S.S. Action Planning for Continuous Improvement   | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|------------|------------|-------------------|-------------------|---|
| Building leadership teams will develop an action plan to guide their work with their implementation of the overarching C.L.A.S.S. focus areas.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 11/01/2015 | 03/31/2016 | \$0               | Title II Part A   | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |

| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | Building C.L.A.S.S. Support Teams held a Fall Support Team Day in late November with Jim and Jeff to develop their building action plans. The teams will convene again on March 31st for the Spring Support Team Day where they will celebrate accomplishments and plan for the final months of the current school year and the 2016-2017 school year. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - C.L.A.S.S. Action Planning for Continuous Improvement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

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|---|---|------------|------------|-----|-----------------|---|
| Develop a Lifeline matrix supporting common LIFELINE language across all areas of the school community through "Treat People Right" and "Do the Right Thing."<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 08/04/2015 | 11/30/2015 | \$0 | Title II Part A | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
|---|---|------------|------------|-----|-----------------|---|

| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | Each school has used the Lifelines to develop their monthly focus. The elementary buildings have the Lifelines posted throughout the building and reflect the positive expectations in each area of the building. The junior high school has their Lifelines posted in each classroom. It is suggested that the JH also develops the positive expectations (Lifelines) for each area of the building and posts these expectations for student viewing. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 09/01/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |

| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | Onsite coaching has been provided by Jim McMillan three times now since the start of the school year. The onsite coaching is responsive to the plan developed from the initial meeting in July 2015. Principals are responsible for directing Jim regarding the needs of their teachers, as each building differs in its needs. Teachers have indicated that the approach to the C.L.A.S.S. model has been more focused this year. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|   |                       |            |            |     |                 |   |
|---|-----------------------|------------|------------|-----|-----------------|---|
| Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 09/01/2015 | 05/27/2016 | \$0 | Title II Part A | Jason Bletzinger;<br>EPS, EIS,<br>SES and<br>EJHS<br>Building<br>Principals |
|---|-----------------------|------------|------------|-----|-----------------|---|

| Status    | Progress Notes   | Created On     | Created By           |
|-----------|--|----------------|----------------------|
| Completed | Per the initial meeting, a professional learning plan has been enacted, including the New Teacher Workshop, Fall and Spring Support Team Days and onsite Coaching Days. Summer training has yet to be determined depending on other grant expectations/training dates (i.e., MSP). | March 17, 2016 | Mr. Jason Bletzinger |

### Strategy 4:

Identify the corporation's current reality in using research-based best instructional practices to support struggling students. - Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support.

Research Cited: Center on Innovations in Learning Wise Ways Research Briefs (2343, 2345, 2349, 2350)

| Activity - Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support.   | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                         |
|---|--|------------|------------|-------------------|---------------------|---|
| Using the RBBSC Multi-Tiered System of Support (MTSS) framework, school teams will identify their school's current reality in using reserach-based best practices to support struggling students and enrich others.<br><br>Schools: All Schools | Policy and Process, Academic Support Program, Behavioral Support Program | 04/01/2016 | 05/27/2016 | \$0               | No Funding Required | School Leadership Teams; Jason Bletzinger |

| Activity - Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|   |  |            |            |     |                     |  |
|---|--|------------|------------|-----|---------------------|--|
| Establish consistent corporation referral and follow-up process for student support and interventions through Building Student Support Teams.<br><br>Schools: All Schools | Policy and Process, Academic Support Program, Behavioral Support Program | 05/01/2016 | 08/31/2016 | \$0 | No Funding Required | Building Administrator s; Jason Bletzinger |
|---|--|------------|------------|-----|---------------------|--|

| Activity - Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--|------------|------------|-------------------|---------------------|---|
| Establish Student Support Teams at the building level to address student academic and behavioral needs.<br><br>Schools: All Schools   | Policy and Process, Academic Support Program, Behavioral Support Program | 08/01/2016 | 10/31/2016 | \$0               | No Funding Required | Building Student Support Teams will meet on a frequent basis and consist of teachers and student support personnel. |

**Goal 2: All R-BB students will demonstrate growth in mathematical skills.**

**Measurable Objective 1:**

90% of All Students will demonstrate a proficiency of at least 90% in skills in Mathematics by 05/20/2016 as measured by student proficiency on a variety of standards-based common assessments of essential standards, state assessments and research-based assessments.

**Strategy 1:**

Curriculum Alignment - Devote time to vertical articulation between grade levels, grade spans and courses with respect to overarching concepts.

Research Cited: PLC, DuFour, Center on Innovations in Learning Wise Ways Research Briefs (1045, 1046, 1042, 1063)

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| Activity - Vertical Articulation of Essential Standards Across Grade-level Content Areas/Common Courses   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|-------------------|-------------------|
| Create opportunities for vertical articulation across grade spans (What do we expect of kids as they enter this grade-level? What do we expect them to leave with?)<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger  |

| Activity - Identify common essential learning targets, develop curriculum maps, and create unit plans.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible               |
|--|-----------------------|------------|------------|-------------------|-------------------|---------------------------------|
| Curriculum Work Days at grade 9-12 courses to identify common essential learning targets, develop curriculum maps, and create unit plans.<br><br>Schools: Edgewood High School | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger, Dirk Ackerman |

| Activity - Refine curriculum essential standards and scopes & sequences.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Refine curriculum essential standards and scopes & sequences in K-5 grade-level content teams and 6-12 course teams.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | K-12 building principals will lead this work. Jason Bletzinger will provide training for building leaders to support this work. |

**Strategy 2:**

Common Formative Assessments - 1) Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.

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2) Develop common formative assessments through training with PLC Associate.

Research Cited: PLC, DuFour, Center on Innovations in Learning Wise Ways Research Briefs (1048, 1049, 1042, 1063)

| Activity - Develop a CFA Team including all buildings (K-12)   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                             |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger with Building Administrators |

| Activity - Develop Cosmmon Formative Assessments  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Develop Common Formative Assessments through training with PLC Associate.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger<br>Ginny Mahlke (Solution Tree PLC Associate) |

**Strategy 3:**

Mathematical Process Standards - Develop teacher understanding and application of the Mathematical Process Standards aligned with and in support of units of study and essential standards.

Research Cited: Center on Innovations in Learning Wise Ways Research Briefs (1045, 1046, 1063, 1042, 1044)

| Activity - Develop teacher understanding and application of the Mathematical Process Standards.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Engage grade-level content and mathematics course teachers in an indepth review of Process Standards and related resources (i.e., unwrapping process standards, process standards posters, etc.).<br><br>Schools: All Schools | Professional Learning | 01/05/2016 | 05/27/2016 | \$0               | No Funding Required | Jason Bletzinger; Mathematics Instructional Coaches |

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| Activity - Develop teacher understanding and application of the Mathematical Process Standards.                                 | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|---------------------|---|
| Provide inservice training specific to the Mathematical Process Standards through math specialists.<br><br>Schools: All Schools | Professional Learning | 04/01/2016 | 08/31/2016 | \$0               | No Funding Required | Jason Bletzinger; Mathematics Instructional Coaches; IDOE Elementary and Secondary Math Specialists |

| Activity - Develop teacher understanding and application of the Mathematical Process Standards.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 06/06/2016 | 07/31/2017 | \$0               | Other             | Math-Science Partnership Grant Coach and Professional Development Providers |

| Activity - Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.                | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                   |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Elementary grade-levels and secondary math courses will align Mathematical Process Standards with Units of Study and essential Standards within each unit.<br><br>Schools: All Schools | Professional Learning | 01/05/2016 | 05/27/2016 | \$0               | No Funding Required | Jason Bletzinger; Mathematics Instructional Coaches |

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| Activity - Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 06/06/2016 | 07/31/2017 | \$0               | Other             | Math-Science Partnership Grant Coach and Professional Development Providers |

### Strategy 4:

C.L.A.S.S. Action Planning for Continuous Improvement - Building C.L.A.S.S. Support Teams will have the necessary resources to engage in the right work focus on developing their school's climate, community and curriculum.

Research Cited: Center on Innovations in Learning Wise Ways Research Briefs (2330, 2339, 2351)

| Activity - Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.              | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|-----------------------|------------|------------|-------------------|-------------------|--|
| See C.L.A.S.S. activities in literacy goals.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 07/01/2015 | 10/30/2015 | \$0               | Title II Part A   | See C.L.A.S.S. activities in literacy goals. |

| Activity - C.L.A.S.S. Action Planning for Continuous Improvement   | Activity Type   | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                            |
|--|---|------------|------------|-------------------|-------------------|--|
| See C.L.A.S.S. activities in literacy goals.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Academic Support Program, Behavioral Support Program, Professional Learning | 07/01/2015 | 05/27/2016 | \$0               | Title II Part A   | See C.L.A.S.S. activities in literacy goals. |



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| Activity - Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 09/01/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |

| Activity - Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time)   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.<br><br>Schools: Edgewood Intermediate School, Stinesville Elementary School, Edgewood Junior High School, Edgewood Primary School | Professional Learning | 09/01/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |

**Strategy 5:**

Identify the corporation's current reality in using research-based best instructional practices to support struggling students. - Using the RBCSC Multi-Tiered System of Support (MTSS) framework, school teams will identify their school's current reality in using research-based best practices to support struggling students and enrich others so that the corporation may develop a specific and consistent approach to executing a multi-tiered student support framework corporation-wide.

Research Cited: Center on Innovations in Learning Wise Ways Research Briefs (2343, 2345, 2349, 2350)

| Activity - Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

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|  |  |            |            |     |                     |  |
|--|--|------------|------------|-----|---------------------|--|
| Please see specific activities in literacy goal.<br><br>Schools: All Schools | Policy and Process, Academic Support Program, Behavioral Support Program | 04/01/2016 | 10/31/2016 | \$0 | No Funding Required | Please see specific activities in literacy goal. |
|--|--|------------|------------|-----|---------------------|--|

**Goal 3: R-BB faculty and staff will engage in a collaborative professional learning community to demonstrate growth in pedagogy and student learning.**

**Measurable Objective 1:**

collaborate to ensure teams have the necessary resources to engage in the right work by 05/20/2016 as measured by building-specific action plan/timelines and supporting documentation.

**Strategy 1:**

Build the Leadership Capacity - Building leadership teams will continue to develop their leadership capacity to charter the PLC process in their respective buildings.  
 Research Cited: PLC, DuFour

| Activity - Develop/Communicate Tight-Loose-Tight Structure  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|---|-----------------------|------------|------------|-------------------|---------------------|--|
| Building administration and leadership teams will develop and communicate a tight-loose-tight structure regarding operations of the school community.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 10/02/2015 | \$0               | No Funding Required | Jason Bletzinger<br>Building Administrator |

| Status | Progress Notes | Created On | Created By |
|--------|----------------|------------|------------|
|--------|----------------|------------|------------|

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|             |   |                |                      |
|-------------|---|----------------|----------------------|
| In Progress | Ginny Mahlke and Jason Bletzinger have been meeting with building principals through onsite coaching to guide principals in their PLC leadership capacity. Some administrators developed a document specific to the T-L-T expectations, while other did not. All principals were able to voice and document their non-negotiables on a shared Padlet at an early admin team meeting. There is some work still to be done on T-L-T expectations at all levels. | March 17, 2016 | Mr. Jason Bletzinger |
|-------------|---|----------------|----------------------|

| Activity - Onsite PLC Coaching to Build the PLC Leadership Capacity  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|-----------------------|------------|------------|-------------------|-------------------|---|
| Building administration and leadership teams will work with Ginny Mahlke, Solution Tree PLC Associate, to continue building their leadership capacity for the PLC process.<br><br>Schools: All Schools | Professional Learning | 08/04/2015 | 05/20/2016 | \$19500           | Title II Part A   | Jason Bletzinger<br>Building Administrators, Leadership Teams<br>Ginny Mahlke (Solution Tree PLC Associate) |

| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | Ginny Mahlke and Jason Bletzinger have met with building principals and leadership teams on two occasions (the third occasion will be in May 2016) to continue developing the capacity for PLC leadership. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Onsite PLC Coaching to Build the PLC Leadership Capacity  | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|--|---|------------|------------|-------------------|-------------------|---|
| Provide administrators and building leadership teams with strategies to help support teachers in the change process.<br><br>Schools: All Schools | Policy and Process, Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Title II Part A   | Jason Bletzinger;<br>Ginny Mahlke (Solution Tree PLC Associate) |

| Status      | Progress Notes   | Created On     | Created By           |
|-------------|--|----------------|----------------------|
| In Progress | Ginny Mahlke and Jason Bletzinger have met with building principals and leadership teams on two occasions (the third occasion will be in May 2016) to continue developing the capacity for PLC leadership. | March 17, 2016 | Mr. Jason Bletzinger |

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| Activity - Support the PLC Process Through the AdvancED Accreditation and SIP Process.                     | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Buildings develop Standards Committees based on staff member strengths and skills.<br>Schools: All Schools | Professional Learning | 08/04/2015 | 09/30/2015 | \$0               | No Funding Required | Jason Bletzinger;<br>Building Principals |

| Status    | Progress Notes  | Created On     | Created By           |
|-----------|---|----------------|----------------------|
| Completed | Building principals attended the Indiana AdvancED Fall Conference with Jason Bletzinger to gain a better idea about the AdvancED External Review process and how AdvancED assists with continuous improvement. Principals also developed their PL221 teams with a Standard Committee Chair and Co-Chair to help facilitate the school internal review process as part of the regular PL221 process. This will assist schools in sustaining this process at the foundational level of the corporation. | March 17, 2016 | Mr. Jason Bletzinger |

| Activity - Support the PLC Process Through the AdvancED Accreditation and SIP Process. | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                        |
|--|-----------------------|------------|------------|-------------------|---------------------|--|
| Integrate PLC practices with AdvancED accreditation process.<br>Schools: All Schools   | Professional Learning | 09/30/2015 | 05/27/2016 | \$0               | No Funding Required | Jason Bletzinger;<br>Building Principals |

| Status    | Progress Notes  | Created On     | Created By           |
|-----------|---|----------------|----------------------|
| Completed | The AdvancED External Review and Internal Review process has been embedded into the PL221 School Improvement Process. | March 17, 2016 | Mr. Jason Bletzinger |

### Measurable Objective 2:

collaborate to provide administrators and building leaders with the necessary skills to engage in the right work by 05/20/2016 as measured by corporation-specific action plans/timelines and supporting documentation.

### Strategy 1:

Build the Leadership Capacity through Modeling - The corporation administration will model the PLC process through leadership meetings and daily collaboration and communication.

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Research Cited: PLC, DuFour, Center on Innovations in Learning Wise Ways Research Briefs (1012, 1013, 2337, 2347, 1017, 1018, 1019, 1044)

| Activity - Support PLC Leadership Capacity through Modeling  | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|---|------------|------------|-------------------|---------------------|-------------------|
| Corporation-level leadership and curriculum meetings will operate from an agenda with next steps identified. Meeting agendas will include the corporation mission, vision and norms. The meeting agenda and next steps will be kept electronically and shared with those needing information specific to the conversations/next steps.<br><br>Schools: All Schools | Policy and Process, Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | No Funding Required | Jason Bletzinger  |

| Activity - Support PLC Leadership Capacity through Modeling   | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|---|---|------------|------------|-------------------|---------------------|-------------------|
| Model collaboration and communication through online methods including Google Apps for Education. Meeting agendas/next steps, action plans and other collaborative work will be created, shared and updated through Google Docs/Sheets. Google Sites, Google Classroom and Google+ Communities will be used as the main form of communicating updates to documents, announcements and discussion threads.<br><br>Schools: All Schools | Policy and Process, Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | No Funding Required | Jason Bletzinger  |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

| Activity Name  | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|-----------------------|------------|------------|-------------------|---|
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers. | Professional Learning | 06/06/2016 | 07/31/2017 | \$0               | Math-Science Partnership Grant Coach and Professional Development Providers |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge. | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers. | Professional Learning | 06/06/2016 | 07/31/2017 | \$0               | Math-Science Partnership Grant Coach and Professional Development Providers |
| <b>Total</b>   |   |                       |            |            | <b>\$0</b>        |   |

### No Funding Required

| Activity Name  | Activity Description   | Activity Type  | Begin Date | End Date   | Resource Assigned | Staff Responsible                         |
|--|--|--|------------|------------|-------------------|---|
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Using the RBBCSC Multi-Tiered System of Support (MTSS) framework, school teams will identify their school's current reality in using reserach-based best practices to support struggling students and enrich others. | Policy and Process, Academic Support Program, Behavioral Support Program | 04/01/2016 | 05/27/2016 | \$0               | School Leadership Teams; Jason Bletzinger |
| Support the PLC Process Through the AdvancED Accreditation and SIP Process.  | Integrate PLC practices with AdvancED accreditation process.   | Professional Learning  | 09/30/2015 | 05/27/2016 | \$0               | Jason Bletzinger; Building Principals     |

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|  |  |  |            |            |     |   |
|--|--|--|------------|------------|-----|---|
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.                         | Develop and communicate corporation action plan to building principals.  | Professional Learning  | 08/04/2015 | 10/01/2015 | \$0 | Jason Bletzinger in partnership with C.L.A.S.S. leadership  |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.                   | Elementary grade-levels and secondary math courses will align Mathematical Process Standards with Units of Study and essential Standards within each unit.   | Professional Learning  | 01/05/2016 | 05/27/2016 | \$0 | Jason Bletzinger; Mathematics Instructional Coaches   |
| Support PLC Leadership Capacity through Modeling   | Corporation-level leadership and curriculum meetings will operate from an agenda with next steps identified. Meeting agendas will include the corporation mission, vision and norms. The meeting agenda and next steps will be kept electronically and shared with those needing information specific to the conversations/next steps. | Policy and Process, Professional Learning                                | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger  |
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Establish Student Support Teams at the building level to address student academic and behavioral needs.  | Policy and Process, Academic Support Program, Behavioral Support Program | 08/01/2016 | 10/31/2016 | \$0 | Building Student Support Teams will meet on a frequent basis and consist of teachers and student support personnel. |
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide inservice training specific to the Mathematical Process Standards through math specialists.  | Professional Learning  | 04/01/2016 | 08/31/2016 | \$0 | Jason Bletzinger; Mathematics Instructional Coaches; IDOE Elementary and Secondary Math Specialists                 |
| Develop/Communicate Tight-Loose-Tight Structure  | Building administration and leadership teams will develop and communicate a tight-loose-tight structure regarding operations of the school community.  | Professional Learning  | 08/04/2015 | 10/02/2015 | \$0 | Jason Bletzinger Building Administrators  |

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|  |   |  |            |            |            |   |
|--|---|--|------------|------------|------------|---|
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Establish consistent corporation referral and follow-up process for student support and interventions through Building Student Support Teams.   | Policy and Process, Academic Support Program, Behavioral Support Program | 05/01/2016 | 08/31/2016 | \$0        | Building Administrator s; Jason Bletzinger          |
| Develop teacher understanding and application of the Mathematical Process Standards.   | Engage grade-level content and mathematics course teachers in an indepth review of Process Standards and related resources (i.e., unwrapping process standards, process standards posters, etc.).   | Professional Learning  | 01/05/2016 | 05/27/2016 | \$0        | Jason Bletzinger; Mathematics Instructional Coaches |
| Support the PLC Process Through the AdvancED Accreditation and SIP Process.  | Buildings develop Standards Committees based on staff member strengths and skills.  | Professional Learning  | 08/04/2015 | 09/30/2015 | \$0        | Jason Bletzinger; Building Principals               |
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Please see specific activities in literacy goal.  | Policy and Process, Academic Support Program, Behavioral Support Program | 04/01/2016 | 10/31/2016 | \$0        | Please see specific activities in literacy goal.    |
| Support PLC Leadership Capacity through Modeling   | Model collaboration and communication through online methods including Google Apps for Education. Meeting agendas/next steps, action plans and other collaborative work will be created, shared and updated through Google Docs/Sheets. Google Sites, Google Classroom and Google+ Communities will be used as the main form of communicating updates to documents, announcements and discussion threads. | Policy and Process, Professional Learning                                | 08/04/2015 | 05/27/2016 | \$0        | Jason Bletzinger                                    |
| <b>Total</b>   |   |  |            |            | <b>\$0</b> |   |

**Title II Part A**

| Activity Name   | Activity Description                         | Activity Type   | Begin Date | End Date   | Resource Assigned | Staff Responsible                            |
|---|--|---|------------|------------|-------------------|--|
| C.L.A.S.S. Action Planning for Continuous Improvement | See C.L.A.S.S. activities in literacy goals. | Academic Support Program, Behavioral Support Program, Professional Learning | 07/01/2015 | 05/27/2016 | \$0               | See C.L.A.S.S. activities in literacy goals. |



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|  |  |   |            |            |         |   |
|--|--|---|------------|------------|---------|---|
| Refine curriculum essential standards and scopes & sequences.  | Refine curriculum essential standards and scopes & sequences in K-5 grade-level content teams and 6-12 course teams.   | Professional Learning   | 08/04/2015 | 05/27/2016 | \$0     | K-12 building principals will lead this work. Jason Bletzinger will provide training for building leaders to support this work. |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan. | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.                        | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0     | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals  |
| Identify common essential learning targets, develop curriculum maps, and create unit plans.  | Curriculum Work Days at grade 9-12 courses to identify common essential learning targets, develop curriculum maps, and create unit plans.                                  | Professional Learning   | 08/04/2015 | 05/27/2016 | \$0     | Jason Bletzinger, Dirk Ackerman   |
| Onsite PLC Coaching to Build the PLC Leadership Capacity   | Building administration and leadership teams will work with Ginny Mahlke, Solution Tree PLC Associate, to continue building their leadership capacity for the PLC process. | Professional Learning   | 08/04/2015 | 05/20/2016 | \$19500 | Jason Bletzinger Building Administrator s, Leadership Teams Ginny Mahlke (Solution Tree PLC Associate)                          |
| Vertical Articulation of Essential Standards Across Grade-level Content Areas/Common Courses   | Create opportunities for vertical articulation across grade spans (What do we expect of kids as they enter this grade-level? What do we expect them to leave with?)        | Professional Learning   | 08/04/2015 | 05/27/2016 | \$0     | Jason Bletzinger  |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Building leadership teams will develop an action plan to guide their work with their implementation of the overarching C.L.A.S.S. focus areas.                             | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 11/01/2015 | 03/31/2016 | \$0     | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals   |

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|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| Identify common essential learning targets, develop curriculum maps, and create unit plans.  | Curriculum Work Days at grade 9-12 courses to identify common essential learning targets, develop curriculum maps, and create unit plans.                           | Professional Learning   | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger, Dirk Ackerman                                       |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Develop a Lifeline matrix supporting common LIFELINE language across all areas of the school community through "Treat People Right" and "Do the Right Thing."       | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 08/04/2015 | 11/30/2015 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.  | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 07/01/2015 | 08/04/2015 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | See C.L.A.S.S. activities in literacy goals.  | Professional Learning   | 07/01/2015 | 10/30/2015 | \$0 | See C.L.A.S.S. activities in literacy goals.                          |
| Develop a CFA Team including all buildings (K-12)  | Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.                        | Professional Learning   | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger with Building Administrators                         |
| Vertical Articulation of Essential Standards Across Grade-level Content Areas/Common Courses   | Create opportunities for vertical articulation across grade spans (What do we expect of kids as they enter this grade-level? What do we expect them to leave with?) | Professional Learning   | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger  |
| Onsite PLC Coaching to Build the PLC Leadership Capacity   | Provide administrators and building leadership teams with strategies to help support teachers in the change process.  | Policy and Process, Professional Learning   | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger; Ginny Mahlke (Solution Tree PLC Associate)          |

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|  |   |                       |            |            |     |   |
|--|---|-----------------------|------------|------------|-----|---|
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals  |
| Develop a CFA Team including all buildings (K-12)  | Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.        | Professional Learning | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger; Building Administrators   |
| Refine curriculum essential standards and scopes & sequences.  | Refine curriculum essential standards and scopes & sequences in K-5 grade-level content teams and 6-12 course teams.                                | Professional Learning | 08/04/2015 | 05/27/2016 | \$0 | K-12 building principals will lead this work. Jason Bletzinger will provide training for building leaders to support this work. |
| Develop Common Formative Assessments   | Develop Common Formative Assessments through training with PLC Associate.   | Professional Learning | 08/04/2015 | 05/27/2016 | \$0 | Jason Bletzinger<br>Ginny Mahlke (Solution Tree PLC Associate)  |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals  |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.   | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.  | Professional Learning | 07/01/2015 | 08/04/2015 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals  |

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|  |   |                       |            |            |                |  |
|--|---|-----------------------|------------|------------|----------------|--|
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning | 09/01/2015 | 05/27/2016 | \$0            | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
| Develop Common Formative Assessment  | Develop Common Formative Assessments through training with PLC Associate.   | Professional Learning | 08/04/2015 | 05/27/2016 | \$0            | Jason Bletzinger; Ginny Mahlke (Solution Tree PLC Associate) |
| <b>Total</b>   |   |                       |            |            | <b>\$19500</b> |  |

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

| Activity Name  | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|---|-----------------------|------------|------------|-------------------|---|
| Vertical Articulation of Essential Standards Across Grade-level Content Areas/Common Courses | Create opportunities for vertical articulation across grade spans (What do we expect of kids as they enter this grade-level? What do we expect them to leave with?) | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Jason Bletzinger  |
| Refine curriculum essential standards and scopes & sequences.                                | Refine curriculum essential standards and scopes & sequences in K-5 grade-level content teams and 6-12 course teams.  | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | K-12 building principals will lead this work. Jason Bletzinger will provide training for building leaders to support this work. |
| Develop a CFA Team including all buildings (K-12)  | Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.                        | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Jason Bletzinger; Building Administrators   |
| Develop Common Formative Assessment  | Develop Common Formative Assessments through training with PLC Associate.   | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Jason Bletzinger; Ginny Mahlke (Solution Tree PLC Associate)  |
| Vertical Articulation of Essential Standards Across Grade-level Content Areas/Common Courses | Create opportunities for vertical articulation across grade spans (What do we expect of kids as they enter this grade-level? What do we expect them to leave with?) | Professional Learning | 08/04/2015 | 05/27/2016 | \$0               | Jason Bletzinger  |

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|  |  |  |            |            |         |   |
|--|--|--|------------|------------|---------|---|
| Refine curriculum essential standards and scopes & sequences.  | Refine curriculum essential standards and scopes & sequences in K-5 grade-level content teams and 6-12 course teams.   | Professional Learning  | 08/04/2015 | 05/27/2016 | \$0     | K-12 building principals will lead this work. Jason Bletzinger will provide training for building leaders to support this work. |
| Develop a CFA Team including all buildings (K-12)  | Develop an assessment team to receive targeted assessment training to support the development of common formative and summative assessments.   | Professional Learning  | 08/04/2015 | 05/27/2016 | \$0     | Jason Bletzinger with Building Administrators   |
| Develop Common Formative Assessments   | Develop Common Formative Assessments through training with PLC Associate.  | Professional Learning  | 08/04/2015 | 05/27/2016 | \$0     | Jason Bletzinger<br>Ginny Mahlke (Solution Tree PLC Associate)  |
| Develop/Communicate Tight-Loose-Tight Structure  | Building administration and leadership teams will develop and communicate a tight-loose-tight structure regarding operations of the school community.  | Professional Learning  | 08/04/2015 | 10/02/2015 | \$0     | Jason Bletzinger Building Administrators  |
| Onsite PLC Coaching to Build the PLC Leadership Capacity   | Building administration and leadership teams will work with Ginny Mahlke, Solution Tree PLC Associate, to continue building their leadership capacity for the PLC process.   | Professional Learning  | 08/04/2015 | 05/20/2016 | \$19500 | Jason Bletzinger Building Administrators, Leadership Teams<br>Ginny Mahlke (Solution Tree PLC Associate)                        |
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Using the RBBCSC Multi-Tiered System of Support (MTSS) framework, school teams will identify their school's current reality in using reserach-based best practices to support struggling students and enrich others. | Policy and Process, Academic Support Program, Behavioral Support Program | 04/01/2016 | 05/27/2016 | \$0     | School Leadership Teams; Jason Bletzinger   |

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|  |   |  |            |            |     |   |
|--|---|--|------------|------------|-----|---|
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Establish consistent corporation referral and follow-up process for student support and interventions through Building Student Support Teams.   | Policy and Process, Academic Support Program, Behavioral Support Program | 05/01/2016 | 08/31/2016 | \$0 | Building Administrator s; Jason Bletzinger  |
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Establish Student Support Teams at the building level to address student academic and behavioral needs.   | Policy and Process, Academic Support Program, Behavioral Support Program | 08/01/2016 | 10/31/2016 | \$0 | Building Student Support Teams will meet on a frequent basis and consist of teachers and student support personnel. |
| Develop teacher understanding and application of the Mathematical Process Standards.   | Engage grade-level content and mathematics course teachers in an indepth review of Process Standards and related resources (i.e., unwrapping process standards, process standards posters, etc.). | Professional Learning  | 01/05/2016 | 05/27/2016 | \$0 | Jason Bletzinger; Mathematics Instructional Coaches   |
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide inservice training specific to the Mathematical Process Standards through math specialists.   | Professional Learning  | 04/01/2016 | 08/31/2016 | \$0 | Jason Bletzinger; Mathematics Instructional Coaches; IDOE Elementary and Secondary Math Specialists                 |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.                   | Elementary grade-levels and secondary math courses will align Mathematical Process Standards with Units of Study and essential Standards within each unit.  | Professional Learning  | 01/05/2016 | 05/27/2016 | \$0 | Jason Bletzinger; Mathematics Instructional Coaches   |
| Investigate school-wide multi-tiered systems of support models with the purpose of implementing or refining a corporation approach to student academic and behavioral support. | Please see specific activities in literacy goal.  | Policy and Process, Academic Support Program, Behavioral Support Program | 04/01/2016 | 10/31/2016 | \$0 | Please see specific activities in literacy goal.  |

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|   |   |   |            |            |                |  |
|---|---|---|------------|------------|----------------|--|
| Onsite PLC Coaching to Build the PLC Leadership Capacity                    | Provide administrators and building leadership teams with strategies to help support teachers in the change process.  | Policy and Process, Professional Learning | 08/04/2015 | 05/27/2016 | \$0            | Jason Bletzinger; Ginny Mahlke (Solution Tree PLC Associate) |
| Support the PLC Process Through the AdvancED Accreditation and SIP Process. | Buildings develop Standards Committees based on staff member strengths and skills.  | Professional Learning                     | 08/04/2015 | 09/30/2015 | \$0            | Jason Bletzinger; Building Principals                        |
| Support the PLC Process Through the AdvancED Accreditation and SIP Process. | Integrate PLC practices with AdvancED accreditation process.  | Professional Learning                     | 09/30/2015 | 05/27/2016 | \$0            | Jason Bletzinger; Building Principals                        |
| Support PLC Leadership Capacity through Modeling                            | Corporation-level leadership and curriculum meetings will operate from an agenda with next steps identified. Meeting agendas will include the corporation mission, vision and norms. The meeting agenda and next steps will be kept electronically and shared with those needing information specific to the conversations/next steps.  | Policy and Process, Professional Learning | 08/04/2015 | 05/27/2016 | \$0            | Jason Bletzinger   |
| Support PLC Leadership Capacity through Modeling                            | Model collaboration and communication through online methods including Google Apps for Education. Meeting agendas/next steps, action plans and other collaborative work will be created, shared and updated through Google Docs/Sheets. Google Sites, Google Classroom and Google+ Communities will be used as the main form of communicating updates to documents, announcements and discussion threads. | Policy and Process, Professional Learning | 08/04/2015 | 05/27/2016 | \$0            | Jason Bletzinger   |
| <b>Total</b>  |   |   |            |            | <b>\$19500</b> |  |

### Stinesville Elementary School

| Activity Name  | Activity Description   | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|-----------------------|------------|------------|-------------------|--|
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings. | Professional Learning | 07/01/2015 | 08/04/2015 | \$0               | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Develop and communicate corporation action plan to building principals.                          | Professional Learning | 08/04/2015 | 10/01/2015 | \$0               | Jason Bletzinger in partnership with C.L.A.S.S. leadership   |



**2016 RBBSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| C.L.A.S.S. Action Planning for Continuous Improvement  | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.  | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 07/01/2015 | 08/04/2015 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Building leadership teams will develop an action plan to guide their work with their implementation of the overarching C.L.A.S.S. focus areas.                | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 11/01/2015 | 03/31/2016 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Develop a Lifeline matrix supporting common LIFELINE language across all areas of the school community through "Treat People Right" and "Do the Right Thing." | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 08/04/2015 | 11/30/2015 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |

**2016 RBBCSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

|  |   |   |            |            |            |   |
|--|---|---|------------|------------|------------|---|
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.         | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0        | Math-Science Partnership Grant Coach and Professional Development Providers |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.         | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0        | Math-Science Partnership Grant Coach and Professional Development Providers |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.   | See C.L.A.S.S. activities in literacy goals.  | Professional Learning   | 07/01/2015 | 10/30/2015 | \$0        | See C.L.A.S.S. activities in literacy goals.                                |
| C.L.A.S.S. Action Planning for Continuous Improvement  | See C.L.A.S.S. activities in literacy goals.  | Academic Support Program, Behavioral Support Program, Professional Learning | 07/01/2015 | 05/27/2016 | \$0        | See C.L.A.S.S. activities in literacy goals.                                |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| <b>Total</b>   |   |   |            |            | <b>\$0</b> |   |

**Edgewood Primary School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

## 2016 RBBCSC Corporation Improvement Plan

Richland-Bean Blossom CSC

|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.  | Professional Learning   | 07/01/2015 | 08/04/2015 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Develop and communicate corporation action plan to building principals.   | Professional Learning   | 08/04/2015 | 10/01/2015 | \$0 | Jason Bletzinger in partnership with C.L.A.S.S. leadership            |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.  | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 07/01/2015 | 08/04/2015 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Building leadership teams will develop an action plan to guide their work with their implementation of the overarching C.L.A.S.S. focus areas.                | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 11/01/2015 | 03/31/2016 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Develop a Lifeline matrix supporting common LIFELINE language across all areas of the school community through "Treat People Right" and "Do the Right Thing." | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 08/04/2015 | 11/30/2015 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.                   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |

## 2016 RBBSC Corporation Improvement Plan

Richland-Bean Blossom CSC

|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.         | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0 | Math-Science Partnership Grant Coach and Professional Development Providers |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.         | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0 | Math-Science Partnership Grant Coach and Professional Development Providers |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.   | See C.L.A.S.S. activities in literacy goals.  | Professional Learning   | 07/01/2015 | 10/30/2015 | \$0 | See C.L.A.S.S. activities in literacy goals.                                |
| C.L.A.S.S. Action Planning for Continuous Improvement  | See C.L.A.S.S. activities in literacy goals.  | Academic Support Program, Behavioral Support Program, Professional Learning | 07/01/2015 | 05/27/2016 | \$0 | See C.L.A.S.S. activities in literacy goals.                                |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |

## 2016 RBBCSC Corporation Improvement Plan

Richland-Bean Blossom CSC

|  |   |                       |            |            |            |  |
|--|---|-----------------------|------------|------------|------------|--|
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
| <b>Total</b>   |   |                       |            |            | <b>\$0</b> |  |

### Edgewood Junior High School

| Activity Name  | Activity Description   | Activity Type   | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|---|------------|------------|-------------------|---|
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.   | Professional Learning   | 07/01/2015 | 08/04/2015 | \$0               | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Develop and communicate corporation action plan to building principals.  | Professional Learning   | 08/04/2015 | 10/01/2015 | \$0               | Jason Bletzinger in partnership with C.L.A.S.S. leadership            |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.   | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 07/01/2015 | 08/04/2015 | \$0               | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Building leadership teams will develop an action plan to guide their work with their implementation of the overarching C.L.A.S.S. focus areas. | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 11/01/2015 | 03/31/2016 | \$0               | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |

## 2016 RBCSC Corporation Improvement Plan

Richland-Bean Blossom CSC

|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| C.L.A.S.S. Action Planning for Continuous Improvement  | Develop a Lifeline matrix supporting common LIFELINE language across all areas of the school community through "Treat People Right" and "Do the Right Thing." | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 08/04/2015 | 11/30/2015 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals       |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.                   | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0 | Math-Science Partnership Grant Coach and Professional Development Providers |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.                   | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0 | Math-Science Partnership Grant Coach and Professional Development Providers |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.   | See C.L.A.S.S. activities in literacy goals.  | Professional Learning   | 07/01/2015 | 10/30/2015 | \$0 | See C.L.A.S.S. activities in literacy goals.                                |

**2016 RBBCSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

|  |   |   |            |            |            |  |
|--|---|---|------------|------------|------------|--|
| C.L.A.S.S. Action Planning for Continuous Improvement  | See C.L.A.S.S. activities in literacy goals.  | Academic Support Program, Behavioral Support Program, Professional Learning | 07/01/2015 | 05/27/2016 | \$0        | See C.L.A.S.S. activities in literacy goals.                 |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
| <b>Total</b>   |   |   |            |            | <b>\$0</b> |  |

**Edgewood Intermediate School**

| Activity Name  | Activity Description   | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|-----------------------|------------|------------|-------------------|--|
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings. | Professional Learning | 07/01/2015 | 08/04/2015 | \$0               | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams. | Develop and communicate corporation action plan to building principals.                          | Professional Learning | 08/04/2015 | 10/01/2015 | \$0               | Jason Bletzinger in partnership with C.L.A.S.S. leadership   |

**2016 RBBSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

|  |   |   |            |            |     |   |
|--|---|---|------------|------------|-----|---|
| C.L.A.S.S. Action Planning for Continuous Improvement  | Meet with the C.L.A.S.S. Leadership Team to discuss the needs of principals and their buildings.  | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 07/01/2015 | 08/04/2015 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Building leadership teams will develop an action plan to guide their work with their implementation of the overarching C.L.A.S.S. focus areas.                | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 11/01/2015 | 03/31/2016 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| C.L.A.S.S. Action Planning for Continuous Improvement  | Develop a Lifeline matrix supporting common LIFELINE language across all areas of the school community through "Treat People Right" and "Do the Right Thing." | Academic Support Program, Direct Instruction, Behavioral Support Program, Professional Learning | 08/04/2015 | 11/30/2015 | \$0 | EIS, EPS, SES and EJHS Building Leadership Teams; Building Principals |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities.           | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0 | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals          |



**2016 RBBSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

|  |   |   |            |            |            |   |
|--|---|---|------------|------------|------------|---|
| Develop teacher understanding and application of the Mathematical Process Standards.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.         | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0        | Math-Science Partnership Grant Coach and Professional Development Providers |
| Align the Mathematical Process Standards with units of study and essential standards to support balanced application of procedural and conceptual knowledge.   | Provide targeted math inservice training and onsite coaching re: math instruction and Process Standards to participating K-6 math teachers.         | Professional Learning   | 06/06/2016 | 07/31/2017 | \$0        | Math-Science Partnership Grant Coach and Professional Development Providers |
| Develop and communicate a corporation vision and goals for the C.L.A.S.S. model to guide the collective work of building leaders and leadership teams.   | See C.L.A.S.S. activities in literacy goals.  | Professional Learning   | 07/01/2015 | 10/30/2015 | \$0        | See C.L.A.S.S. activities in literacy goals.                                |
| C.L.A.S.S. Action Planning for Continuous Improvement  | See C.L.A.S.S. activities in literacy goals.  | Academic Support Program, Behavioral Support Program, Professional Learning | 07/01/2015 | 05/27/2016 | \$0        | See C.L.A.S.S. activities in literacy goals.                                |
| Provide onsite coaching opportunities for teachers and leaders to support each building's work through their C.L.A.S.S. Action Plan.   | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| Identify professional learning opportunities for new teachers and stakeholders to the C.L.A.S.S. model, i.e., New Teacher Workshops, Fall/Spring Team Support Days, and Summer Institutes (i.e., time) | Contract and collaborate with Jeff Pedersen and Jim McMillan at the Joy of C.L.A.S.S. for onsite coaching opportunities and other PD opportunities. | Professional Learning   | 09/01/2015 | 05/27/2016 | \$0        | Jason Bletzinger; EPS, EIS, SES and EJHS Building Principals                |
| <b>Total</b>   |   |   |            |            | <b>\$0</b> |   |

**Edgewood High School**

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

**2016 RBBCSC Corporation Improvement Plan**

Richland-Bean Blossom CSC

|   |   |                       |            |            |              |                                 |
|---|---|-----------------------|------------|------------|--------------|---------------------------------|
| Identify common essential learning targets, develop curriculum maps, and create unit plans. | Curriculum Work Days at grade 9-12 courses to identify common essential learning targets, develop curriculum maps, and create unit plans. | Professional Learning | 08/04/2015 | 05/27/2016 | \$0          | Jason Bletzinger, Dirk Ackerman |
| Identify common essential learning targets, develop curriculum maps, and create unit plans. | Curriculum Work Days at grade 9-12 courses to identify common essential learning targets, develop curriculum maps, and create unit plans. | Professional Learning | 08/04/2015 | 05/27/2016 | \$0          | Jason Bletzinger, Dirk Ackerman |
|   |   |                       |            |            | <b>Total</b> | \$0                             |