

**OKLAHOMA LEA APPLICATION
SCHOOL IMPROVEMENT GRANT 1003(G)**

SCHOOL SECTION

LEAs must complete the School Section of this application for **each** Priority and/or Focus School to be served.

School Name: Bridgestone Intermediate Center Address: 1700 S. Council Road, Oklahoma City, OK 73179	SIG Site Contact: Jennifer Colvin Name & Position: Principal Phone#: (405) 350-3421 Email Address: Jennifer.colvin@westernheights.k12.ok.us
Grade levels enrolled (SY14-15): 5 th and 6 th Grade	Number of Students Enrolled (SY14-15): 552
Title I Status: <input checked="" type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School	
Intervention Model Selected: <input type="checkbox"/> Turnaround Model <input type="checkbox"/> Closure <input type="checkbox"/> Restart <input type="checkbox"/> Transformation <input type="checkbox"/> Early Learning <input checked="" type="checkbox"/> Evidence-Based, Whole-School Reform	
Amount the LEA is requesting from FY2015/FY2016 SIG 1003(g) funds School Improvement Funds for the next four years.	
Year 1: SY 2017-18	\$364,215.00
Year 2: SY 2018-19	\$209,293.00
Year 3: SY 2019-20	\$189,619.00
Year 4: SY 2020-21	\$179,994.00
Total Amount of Funding Requested for this School	\$943,121.00

SCHOOL NEEDS ASSESSMENT

Describe how the LEA has consulted with relevant stakeholders regarding the LEA's application and implementation of intervention models in its Priority Schools and/or Focus Schools.

Bridgestone Intermediate Center, a upper elementary site offering grades 5 and 6, has been identified as a Priority School. It has been identified as a Priority School for three years. The school is an urban, high poverty, minority-majority site on the southwest side of Oklahoma City.

The school took steps to involve and consult with all stakeholders during the planning phase for the SIG application. A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community members as part of the annual reporting requirements for Title I funds to determine the priorities of the school and the district. A planning team working through the site's Professional Learning Communities (PLC) and administrative support to analyze the results of the needs assessment and provide direction in the pursuit of this SIG application. This planning team has led to a redefining of the role of PLC as well as oversight of the Title support provide to students and families. This team will provide leadership during the implementation of the Whole School Reform Model with SFA as a partner.

Upon completion of the needs assessment, additional data was gathered and analyzed by the planning team that included student demographics, staff and student attendance, discipline referrals, parent participation, staff and parent surveys, notes and minutes from teacher and parent meetings, and student achievement. Student achievement data included OCCT results, Scantron Performance Series results, DIBELS, and Mizuni data management among other demographics and assessment information.

It was evident to the planning committee and stakeholders involved that the school was failing in the areas of reading and math, and in need of improvement. While data showed that students fared moderately well in the early years, the proficient to non-proficient ratio progressively got worse as students moved from one grade level to the next. This was evident when looking at historical data as well. There appeared to be a systemic breakdown in reading and math instruction and student skills acquisition.

Stakeholders serving on the planning committee determined that corrective action was needed in the areas of instructional delivery methods, community/parent involvement and support, and intensive professional development that would support school reform. The planning committee made the recommendation to pursue SIG funding and decided on the Evidence-Based, Whole-School Reform Model as the best opportunity for success and improvement. Additional meetings were conducted and the SFAF was deemed the most appropriate partner for whole-school reform. The Superintendent notified the Board of Education of the application for SIG funding and gained approval.

Complete the chart below showing the data sources used as part of the comprehensive needs assessment. Rows may be added as needed.

Student Achievement Data (OCCT, Benchmarks, District Assessments, Report Cards)	Perception Data (Staff/Student/Parent Surveys, Self-Assessments, Meeting Minutes)	Demographic Data (Attendance, Truancy, Ethnicity, Low-Income, Special Education)
Performance Series – Language Arts and Math	Surveys	Attendance Reports
Benchmark – all subjects	Grade Level Meeting Minutes	Truancy Report
OSTP– Reading and Math	PLC Meeting Minutes	Demographic Report
STAR	Administrators Meeting Minutes	
DIBELS		
Proficiency Based Promotion		

Complete the chart below by providing a list of the stakeholders involved in the needs assessment process.

Name	Title	Stakeholder Group
Robert Everman	President	School Board
Joe Kitchens	Superintendent	District Administrator
Jennifer Colvin	Principal	Bridgestone Intermediate
Sharon McKee	Teacher/Parent	Parent/teacher
Jeanette Kominczak	Counselor	Certified Support Faculty
Mary Lee	Title I Reading Interventionist	Title I Program
Candace Henry	Title I Math Interventionist	Title I Program
Grace Hall	Indirect Services	School Staff

Provide in the space below a narrative describing the needs assessment **process** the LEA used to collect, analyze, and report data.

A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community members to determine the priorities of the district. Based on evidence already gathered in this community needs assessment, some indications about the

priorities of community have been determined. Once conducted, the assessment revealed that many of the current outreach strategies have broad community support, value, and perceived impact on students and families. However, a non-scientific, representational community needs assessment found that other areas of needs or solutions exist as well: 1) expanded school-based services; 2) increased parent training and adult education opportunities; 3) expanded community-supported early childhood intervention; 4) youth outreach through after-school and summer programs; 5) increased literacy education; 6) expanded nutrition and wellness education 7) assistance in understanding the steps toward advance educational opportunities; and 8) career counseling and placement. The school and the district, current partnership efforts are based on recommendations found in this survey as well as other points of outreach through program requirements tied to Federal funds.

The goal now is to better assess range and usefulness of such solutions, to learn about what solutions need to be addressed, and to decide whether these solutions can be designed and/or packaged to make a greater impact on students and families. Once an assessment of the existing and potential continuum of solutions has occurred, an advisory committee has worked through the PLC with residents, community leaders, and education professionals to create a strategic plan focused on particular solutions that address documented community needs and provide for specific goals, objectives, and measurable outcomes related to each solution. Needs assessments such as this are actually a continual process as part of the federal funds the district receives annually, including Title I. Work with SFAF is part of the school's initial steps in this direction. As noted elsewhere in the grant, a special planning team was formed to analyze the results of the needs assessment further and provide direction in the pursuit of a School Improvement Grant (SIG). This planning team recognizes the need to increase engagement with parents and community partners through required community stakeholder's meetings that are part of Title I funds in order to be successful in moving forward with this proposal.

Something else to consider, based on these existing survey-based recommendations, Bridgestone through Western Heights' central administrative leadership continue to implement a needs assessment system with the hope of developing a set of segmented analyzes designed to provide some clarity and understanding about the issues relative to school performance and neighborhood vitality. Western Heights continues—with the software engineer firm, Mizuni, Inc—to augment and expand its existing data collection in order to accommodate information gathered from the implementation of this SIG proposal, which will allow for the development of reports that allow school staff as well as outside researchers to correlate qualitative results with statistical analysis.

It is believed that an ongoing needs assessment and segmentation analysis will highlight the biggest barriers to truly turning this school around. We further believe that the turnaround plan for this school many help residents living in the neighborhoods near the school to make decisions for themselves about the role of education and the impact of quality schools in the area. In this regard, it is Western Heights and specifically Bridgestone's desire to pinpoint the programs and services the community truly needs and allow partnering organizations like SFAF to focus their efforts on meeting important educational needs.

Provide in the chart below a **summary of the results** of the comprehensive needs assessment including strengths, weaknesses and areas of critical need as indicated by the data.

Areas to be considered as part of the comprehensive needs assessment.	Summary of analysis of each of the areas considered as part of the comprehensive needs assessment.
<p>School Profile: Includes student and staff data</p>	<p><i>Bridgestone Intermediate Center has 552 students PreK-4th grade. 18% Black, 7% Native American, 35% Hispanic, 30% Asian/Pacific Islander, and 38% White. By gender, 55.6% are male and 44.4% female. Bilingual students represent 23% of the school. Approximately 20% of all students are on an IEP. There are 38 Certified Staff members including 1 Principal, 1 Assistant Principal, 1 Counselor, 1 Reading Specialist, 1 Library Media Specialist, 2 Special Education Teachers, and 31 Classroom Teachers. All staff are highly qualified. In addition, there are 6 Paraprofessionals/Teacher Assistants.</i></p>
<p>Curriculum: Includes academic expectations, alignment to Oklahoma Academic Standards, and the process to monitor, evaluate and review curriculum</p>	<p><i>Bridgestone is currently aligned with the new Oklahoma Academic Standards. It was previously aligned with Common Core State Standards and PASS. New curriculum is reviewed to ensure it meets all standards. Bridgestone has set a goal to reach a “C+” level on the Oklahoma A-F Report Card. With this in mind, the goal for OCCT proficiency is to increase to 80% schoolwide at the conclusion of the grant period.</i></p>
<p>Classroom Evaluation/Assessment: Includes classroom assessments, alignment to Oklahoma Academic Standards, and use of assessment data</p>	<p><i>Classroom data is entered into Mizuni system and data walls are posted that show the analyses of OCCT results. In addition, Performance Series and DIBELS assessments and results are used to determine Tier Levels for students at nearly all elementary grades. All classroom data is periodically monitored and adjustments made as needed. The partnership with SFA will enable the faculty to better comprehend and make use of the available data.</i></p>
<p>Instruction: Includes the varied strategies used in the classroom, integration of technology, and teacher collaboration</p>	<p><i>Bridgestone has made good use of technology and is constantly looking at ways to improve technology integration into the classrooms. Interactive whiteboards are provided in each classroom, and each teacher has an iPad and a desktop computer in their room. At this</i></p>

	<p><i>elementary, mobile computer carts with iPads, and two computer labs are available for each class. Bridgestone is in the process of adding additional student devices, so that all students in grades 3-4 will have a device. Teachers are assigned to pods based on grade level and student proficiency leveling which meet monthly for collaboration. This collaboration time will expanded to 90 minutes weekly under the SIG grant.</i></p>
<p>School Culture: Includes learning environment, leader and teacher beliefs, and value of equity and diversity</p>	<p><i>Bridgestone strives to provide a safe, secure, compassionate, and positive learning environment. We have focused on building and reinforcing teacher-student relationships in the last few years. Staff value each and every student, and respect the differences and uniqueness of each child. Staff work closely with district-wide support services such as the director of ADA/IEP assessment. As a Title I school, outreach in the community is expected and opportunities are provided regularly.</i></p>
<p>Student, Family, and Community Support: Includes communication methods, engagement efforts, and parents as partners</p>	<p><i>Bridgestone encourages communication with parents and the community. Methods of communication include parent-teacher conferences, parent meetings, School Messenger (phone bank system), notes, marquee, direct teacher-parent contact, school website, and Facebook page. In addition, SFA offers and promotes several family and community engagement activities as part of this grant proposal.</i></p>
<p>Professional Growth, Development, and Evaluation: Includes professional development plan, capacity building, and evaluation process</p>	<p><i>Bridgestone has had extensive and high-professional development, but has not yet found an effective way to link it to the classroom. A solution is needed to correlate professional development with instructional delivery. A major concern is creating an environment with a common language and methods of practice – for all staff. Past activities have included Model Schools Conferences and MRL (Marzano) Teacher Academy. SFA provides an inclusive, whole-school approach to professional development that produces results. The “results” are what have been missing in past PD activities. Knowledge gained is only useful if it is applied. The current PD plan has been evaluated and revised to focus on</i></p>

	<i>activities that directly impact each and every classroom.</i>
Leadership: Includes process for decision making, policies and procedures, and the shared vision	<i>The administration of Western Heights is committed to collaborative decision making that results in policies and procedures that are for the betterment of the district. The recently reorganized PLC at Bridgestone will take the lead in much of the decision making as it relates to the implementation of the SIG grant. The staff at Bridgestone are a cohesive unit.</i>
Organizational Structure and Resources: Includes use of resources, master schedule, staffing, and teaming	<i>Resources are leveraged to provide the optimal learning environment. Increased instructional time is a key need, so extended day programming in an afterschool setting is being proposed as well as increased instructional time for reading and math by adjusting content allocation time (also allowing more time for collaboration). However, to initiate true whole-school reform, additional resources are needed. The SIG application requests an infusion of financial resources to add intervention staff, intensive professional development, curriculum materials, and consultation with the SFA staff for the implementation of a Whole-School Reform Model.</i>
Comprehensive and Effective Planning: Includes the process for collaboration, use of data, development of school goals, and continuous evaluation	<i>The school improvement plan will be reviewed and revised to accommodate the need for collaboration, analysis of data, and the goals as outlined in the Action Plan as part of this application. Steps have been taken to improve collaboration among faculty by adjusting class schedules and increasing the amount and rigor of professional development activities. Data driven instruction is a key ingredient in the SFA Whole-School Reform Model, and data will be continuously gathered and monitored to guide instruction. Success of the program will be evaluated on a consistent basis with modifications made as necessary.</i>

SCHOOL IDENTIFICATION OF INTERVENTION MODEL

In the space below, provide a **detailed narrative** describing how the selected intervention model was chosen and the correlation between the selected intervention model and the results of the comprehensive needs assessment.

Identifying the Success for All (SFA) model began in June 2016 at an annual meeting with SDE school support staff. At that meeting, discussions turned to how a targeted intervention might aid schools looking to improve the quality of education provided as well as raise their standing on the state department's priority schools list. Currently, Bridgestone is performing at an F-level. SDE staff suggested using one of the three US Department of Education's approved research-based models and using SIG funding to begin the implementation of the model. SFA rose to the top of Western Heights' list because of its targeted intervention at younger grades: the area the district considers most in need. After two meetings with SFA staff and a site visit to a district in eastern Oklahoma currently working SFA, Bridgestone committed to pursuing SDE school improvement funding to implement the program.

SFA's whole-school reform model aligns closely with the results of Western Heights' comprehensive needs assessment and targeted qualitative feedback solicited from the Bridgestone community. The comprehensive needs assessment identified the following high priority areas to be addressed.

- *Extended Day Programming*
- *Reading Intervention*
- *Math Intervention*
- *Technology Acquisition/Replacement/Integration*
- *Professional Development*
- *Relationships (Building relationships between staff and students)*

SFA's whole-school reform model will help Bridgestone significantly improve in each of these areas of need.

Reading Intervention

Bridgestone has identified the need for an improved reading intervention at all grade levels from PreK-6. The research-proven reading programs included in SFA's whole-school reform model will address this need in a comprehensive and coordinated manner. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Math Intervention

Bridgestone has identified the need for an improved math intervention at higher elementary levels (5rd and 6th grade). SFA's PowerTeaching math program is an instructional multiday framework for these grade levels and provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation) In addition,

SFA's professional development for teachers, with its emphasis on the Cycle of Effective Instruction and cooperative learning will enhance math instruction at all levels.

Extended Day Programming

Bridgestone has a need to continue extended day programming including student support for reading and technology. SFA's on-line tutoring program, Lightning Squad, can be implemented during the extended day program. Lightning Squad is a web-based reading-intervention program for struggling readers. Tutors use Lightning Squad to assess students, develop instructional plans, and deliver effective, fun instruction. Lightning Squad provides the assessment, planning, and instructional tools for one-to-one tutoring or small group tutoring. In either case, Lightning Squad will provide reading instruction and practice at the 1st-3rd grade levels and address skill development in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Lightning Squad instruction is aligned to the classroom objectives being taught in the SFA Reading curriculum.

Technology Acquisition/Replacement/Integration

Technology is tightly integrated into SFA's whole-school reform model. SFA's PreK-8 programs (Curiosity Corner, KinderCorner, Reading Roots, Reading Wings, Reading Edge, PowerTeaching) are available as interactive white board lessons. Lightning Squad, is a web-based program that supports tutoring in reading at the 1st-3rd grade levels. SFA's Member Center is an online tool for data collection, planning, and coaching. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation) Implementation of SFA's whole-school reform model will enable Western Heights to effectively and coherently deploy technology to deliver instruction, conduct strategic planning, and provide professional development.

Professional Development

Robust professional development and on-site coaching are critical components of SFA's whole-school reform model. SFA will provide introductory workshops for all of SFA educational programs and school-wide initiatives. SFA coaches will follow up this initial training with regular site visits to provide on-going support to teachers and school leaders. Additional SFA PD will align with our PLC structures perfectly. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Relationships (Building relationships between staff and students)

Bridgestone has identified the need for improved relationships between staff and students. The Schoolwide Solutions component included in SFA's whole-school reform model will help address this need and improve staff/student relationships, as well as student/student relationships.

Schoolwide Solutions teams design a schoolwide behavior-management plan based on the needs of each school. This approach includes:

- *Pro-social skills*
- *Proactive behavior management,*
- *Behavior-tracking mechanisms,*
- *Behavior-management workshops,*

Getting Along Together (GAT) is also implemented as a key piece of the Schoolwide Solutions component. Through GAT, students learn to use and master interpersonal and social problem solving skills. GAT teaches students strategies to manage their behavior, focus their thinking, build positive social relationships, and understand and deal with their feelings.

All staff members, including the principal and other administrators, are trained and involved in the Getting Along Together process. This collaborative involvement promotes an effective, consistent schoolwide structure that is reinforced throughout the year.

SCHOOL SMART GOALS

Complete the charts below by providing annual SMART Goals for four (4) consecutive years in Reading/Language Arts, Mathematics, and Graduation Rate (if applicable) for the All Students subgroup. See the Application Instructions for the School Section for more information on SMART Goals.

SMART Reading/Language Arts Goals
Goal for 2017-2018: 70% of all students in grades 5-6 at Bridgestone will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests.
Goal for 2018-2019: 75% of all students in grades 5-6 at Bridgestone will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests.
Goal for 2019-2020: 80% of all students in grades 5-6 at Bridgestone will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests.
Goal for 2020-2021: 85% of all students in grades 5-6 at Bridgestone will score proficient or above in reading as measured by the Oklahoma Core Curriculum Tests.
Rationale: Based on preliminary reports from Measured Progress, 38% of students in grades 5-6 at Bridgestone scored in bottom quartile on the Oklahoma Core Curriculum Tests for the 2015-2016 school year. The goals are attainable based on awarding of SIG, and the support and implementation of the SFA Whole-School Reform Model.

SMART Mathematics Goals
Goal for 2017-2018: 65% of all students in grades 5-6 at Bridgestone will score proficient or above in math as measured by the Oklahoma Core Curriculum Tests.

Goal for 2018-2019: 70% of all students in grades 5-6 at Bridgestone will score proficient or above in math as measured by the Oklahoma Core Curriculum Tests.
Goal for 2019-2020: 75% of all students in grades 5-6 at Bridgestone will score proficient or above in math as measured by the Oklahoma Core Curriculum Tests.
Goal for 2020-2021: 80% of all students in grades 5-6 at Bridgestone will score proficient or above in math as measured by the Oklahoma Core Curriculum Tests.
Rationale: Based on preliminary reports from Measured Progress, 50% of students in grades 5-6 at Bridgestone scored in bottom quartile on the Oklahoma Core Curriculum Tests for the 2015-2016 school year. The goals are attainable based on awarding of SIG, and the support and implementation of the SFA Whole-School Reform Model.

SMART Graduation Rate Goals
Goal for 2017-2018: N/A
Goal for 2018-2019: N/A
Goal for 2019-2020: N/A
Goal for 2020-2021: N/A
Rationale:

INTEGRATION OF SERVICES

Complete the following Integration of Services chart showing how the school will align any other federal, state, and local resources to the selected intervention models. You may add boxes as necessary. Examples can be found in the Application Instructions: School Section.

Resource	Alignment with 1003(g)
Title I, Part A	<ul style="list-style-type: none"> • <i>Salaries for elementary instructional and curricular administration staff</i> • <i>Portion of salary for Director of Community Resources as part of the family and community outreach efforts under SFA</i> • <i>Provide needed services for homeless and/or migrant children</i> • <i>Assist with extended day programming that provides tutor-based supplemental literacy</i>

	<p><i>and mathematics instruction for struggling learners, and to reinforce and provide assistance for literacy and mathematics skills acquisition</i></p>
Title II, Part A	<ul style="list-style-type: none"> • <i>Stipends for teachers attending professional development</i> • <i>Registration and travel for teachers and SFA school-level implementation staff (aka the Turnaround Officers also called the SFA Facilitators) along with the Solutions Team Leader, and school principals to attend New Leaders Institute in Year 1 and Experience Site Conference annually</i> • <i>Salary for elementary instructional and curricular administration staff to provide ongoing professional development and coaching</i>
Title III, Part A	<ul style="list-style-type: none"> • <i>Professional development on implementing and supporting strategies for English Language Learners placed in SFA</i> • <i>Supplemental instructional materials for ELL to extended school hours</i>
Title VI, Subpart 1 or 2 of Part B, if applicable	N/A
<p>Other Federal Resources</p> <p><i>Child Nutrition Program</i></p> <ul style="list-style-type: none"> • <i>After School Snack Program</i> • <i>Summer Food Service Program</i> 	<ul style="list-style-type: none"> • <i>Child Nutrition Program will participate in and provide an After School Snack Program (ASSP) for students in an extended-day setting. This will assist students as they participate in after-school supplemental reading and math instruction.</i> • <i>Child Nutrition Program will sponsor and participate in the Summer Food Service Program (SFSP). Provide breakfast and lunch for students in need of remediation and support through a Summer School program focusing on literacy and mathematics instruction.</i>
<p>State Resources</p> <ul style="list-style-type: none"> • <i>Reading Sufficiency Funds</i> • <i>Professional Development</i> 	<ul style="list-style-type: none"> • <i>Supplemental instructional materials for extended school hours</i> • <i>Assist in provision of professional development activities that will implement with fidelity the key provisions of the Success for All framework. Items that may be included are: registration fees, stipends,</i>

materials, and travel expenses.

SCHOOL MODIFICATION OF POLICIES AND PROCEDURES

In the space below, provide a narrative describing the steps the school has taken or will take to modify its policies and procedures to enable the schools to effectively implement the selected intervention models.

At this time, Bridgestone does not need to modify its policies and procedures to implement the whole-school reform model. Western Heights will contract with SFAF under normal contractual guidelines and procedures established by the State of Oklahoma for school district administration.

SCHOOL SUSTAINABILITY EFFORTS

In the space below provide the school plan for sustaining the reform efforts after the funding period ends. Provide in the narrative, evidence of the following:

- All stakeholders were involved in the planning phase and will share leadership throughout the implementation;
- There are written plans in place for transitions, including staffing, funding, exit of external providers and changes in leadership;
- The LEA has a strategic plan in place for professional development to sustain the implemented strategies to improve student achievement;
- The LEA has processes in place to establish a schedule that will allow for teacher collaboration and teaming to produce effective delivery of instruction;
- The school has in place a strategic planning process utilizing an online integrated planning and coaching tool;
- The school has a system of formative and summative data collection in place, including benchmarks;
- Other funding sources have been secured or are being actively sought to enable the school to continue the reform efforts and initiatives; and
- The Title I, Part A schoolwide plan includes goals and action steps that will sustain reform efforts.

Bridgestone Intermediate Center is an urban, high poverty, minority-majority school serving 5th and 6th grade. It is in the middle of Western Heights Schools in the southwest side of Oklahoma City with roughly 550 students. Over the last 15 years, the district has passed a series of very successful bond issues, which has allowed it to address technology and other infrastructure concerns and to renovate or rebuild all schools including Bridgestone, which is in a new building. The faculty and staff of Bridgestone bring a diverse set of experiences in education and the community at-large. The school took steps to involve all stakeholders during the planning phase for selecting SFA as an evidence based, whole-school reform model. A needs assessment was initially collected from teachers, support staff, students, parents/guardians, and community members to determine the priorities of the district. This assessment is actually a continual process as part of the federal funds the district receives annually, including Title I. A special

planning team was formed to analyze the results of the needs assessment and provide direction in the pursuit of a School Improvement Grant. This planning team has worked in collaboration with the Professional Learning Communities (PLC) for each participating school site, which has also included an increased engagement with parents and community partners through the required community stakeholders meetings that are part of Title I funds. School visits to a SFA school in Oklahoma were conducted by Bridgestone staff to observe instruction and assess implementation expectations. Following the visits, Bridgestone decided to move forward and be included in the SIG application from the district level. From these engagements, the Whole-School Reform Model with SFA as a partner was developed. Bridgestone will continue to coordinate with these stakeholders through meetings, surveys, family/community events, and other measures for the term of this grant and years following to insure the sustainability of the progress achieved. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Transition plans are in place that address and delineate the roles of those in leadership positions, should there be a change in individuals. In addition, SFA provides ongoing training for current and new leadership positions. The partnership with SFA strengthens and helps create seamless transitions should they arise. SFA also is a form of “Train the Trainer” regarding instructional approaches to reading and math. Any new instructional staff will benefit from peer coaching and be supported by intensive introductory professional development provided by the district and SFA. Any first-year staff and/or intern teachers will also be supported by staff from Oklahoma State University College of Education, which the district has long partnered. Continued direction and oversight that will assist with any transitions will be the responsibility of the newly defined and reorganized PLCs.

SFAF will provide professional development over the course of the SIG grant to enable Bridgestone to build the internal capacity to sustain the implemented strategies to improve student achievement. Key leadership staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFA. The GREATER Coaching process is accompanied by a goal-focus process aligned to the Oklahoma State Data Inquiry Process that helps leaders and staff analyze data, determine areas of strength and concern, investigate root causes, determine actions, and verify results. The level of professional development with SFA tapers off during the four years of the SIG grant to a level appropriate for experienced sites focusing on refinement of the implementation. By the end of Year 4, Bridgestone will exercise the option of maintaining a minimal association with SFAF in order to obtain online data tools support, updates to program materials, access to online professional learning communities and yearly conferences, and limited onsite support based on how schools are achieving their SMART goals. It is expected that Bridgestone will be achieving these goals before Year 4 and be well positioned to support the refinement of the model with their own staff and only minimal support from SFAF. Beyond the four years of the SIG grant Bridgestone will continue to partner with SFAF to provide this refinement level of professional development and support. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

As previously mentioned, Western Heights will develop and modify class schedules, so that instructional staff are provided a minimum of 90 minutes for collaboration each week. This will

be mandated across the district. Per SFA requirements, Bridgestone will continue to schedule early release to allow for even more collaboration. Further collaboration will be an integral part of the extensive and timely delivery of professional development. This will aid in the district goal of refining the role and implementation of PLCs. Collaboration activities will include the support for team teaching and other collaborative activities. SFA requires and expects this type of collaboration as part of the Whole-School Reform Model. As a part of implementing SFAs Whole-School Reform Model, Bridgestone will use SFA's Member Center, an online tool for data collection, planning, and coaching. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation)

Western Heights utilizes Mizuni data collection and management tools. Mizuni provide an integrated, open-source system for data and standards warehousing. It also allows for culling curriculum and assessment resources into tables and visualization tools like charts, graphs, and indicator icons. Mizuni is a versatile resource that allows staff to analyze demographic, benchmark, formative, and survey data. The data collected is then sorted and categorized for placement on each individual teacher's data wall. Further data walls congregate data for different grade levels and the school as a whole. SFA Member Center collects Reading planning information and formative SFA data points, allowing teachers to use data to drive their instruction. This is a perfect complement to the Mizuni data collection system. SFA coaches will work with Western Heights staff to review and analyze this, along with SFA Member Center data, to set goals, and create action plans to ensure student achievement (See Evidence-Based, Whole-School Reform Model: Description of the Implementation). Additional data on teacher and administrator performance will be collected as part of the evaluation for Teacher and Leader Effectiveness utilizing both the Tulsa Teacher and Leader assessment models.

After the four-year term of the SIG grant has ended, Bridgestone will seek to channel its available funds including securing other funding sources to continue efforts under the Whole-School Reform Model and continue the partnership with SFAF to provide the professional development and support necessary to sustain the program that is in place. Planned funding sources include Title I, Title II (as REAP), Title III, and other state/local funds that are available.

The schoolwide plan is currently approved by the Oklahoma State Department of Education, but will undergo revision based on elements of the SIG grant application and as part of the new application process in the OSDE Grants Management System. The goals and action steps as outlined in the SFA Whole-School Reform Model (See Evidence-Based, Whole-School Reform Model: Description of the Implementation and Action Plan) will be incorporated into the revised schoolwide plan. The increased responsibility of the PLC and Title I committee will undertake the task of revising the schoolwide plan and addressing the goal and action steps that need to be taken.

SCHOOL ACTION PLAN FOR ENGAGING FAMILY AND COMMUNITY

In the space below, provide a narrative that describes, in detail:

1. How the school involved and received commitment of support from all stakeholders in activities related to decision-making, choosing an intervention model, and/or development of the model's design.
2. The school's plan for engaging families on an ongoing basis throughout the implementation of the selected intervention model.

The district took steps to involve all stakeholders during the planning phase for selecting SFA as an evidence-based, whole-school reform model. Discussions about a needs assessment can be found in other sections of this application as well as the use of team planning to move programmatic ideas and initiatives forward. Moving forward, Bridgestone will continue to coordinate with stakeholders through meetings, surveys, family/community events, and other measures for the term of this grant and beyond to insure the sustainability of the progress achieved.

The parent and family involvement in school committees will be one of the strategies that is implemented in Year I as a part of the schoolwide solutions component of the program, and this will continue throughout Bridgestone's implementation of SFA's whole-school reform model. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation below)

Participants in the parent and family involvement component work to identify what family activities could have the greatest impact on the students' success and then design implementation plans that are engaging to their community.

Members of this team participate in quarterly meetings. They identify the needs of specific parent/family groups and design plans to implement the initiatives that most meet those needs. During training, these participants gain a greater understanding of the needs of the families in the community and how the school can best meet those needs, keeping in mind the best academic interests of the students. (See Evidence-Based, Whole-School Reform Model: Description of the Implementation below)

Several essential elements that are based on best practices and research are designed to involve families in the ways that best support the students, teachers, and the school. Some of these essentials are:

- *SFAF Success Cards: Success Cards are brightly colored postcards sent to a parent at least twice a year. These cards give an unsolicited compliment to the parent's child based on a recent accomplishment. Success Cards are one of many proven methods of reaching previously disengaged parents.*
- *Positive Home Visits: Similar to the Success Cards, Positive Home Visits are meant to communicate good news to the parent regarding their child. The physical presence of the teacher at the family's home, however, establishes an even greater level of trust between the parent and teacher. The family feels that they have engaged the teacher on a much more personal level, and the parent is empowered to be the one directing the conversation, rather than just being the guest at the school.*
- *Second Cup of Coffee: This is an event that occurs once every quarter, and caters to the time constraints experienced by many working parents. Coffee is set up in the vestibule of the school, and parents are encouraged to stop and have a cup before heading off to*

work. Members of the Leading for Success teams and other staff are available to greet parents and discuss upcoming projects of interest. Results have shown that these small events go a long way in establishing a positive relationship between staff and parents.

- *Read and Respond: Read and Respond facilitates parental involvement by requiring them to read with their child for 20 minutes each school night. At early grade levels, the parent usually must sign a form confirming that their child read their homework, while higher levels require basic summary and analysis of the material.*
- *Volunteer Listeners: A volunteer listener is generally an adult who is willing to listen to a few children read. The goals are the same as with Read and Respond, so the reader needs an adult to listen, give encouragement, and, most importantly, give praise for a job well done. Staff members, older students, other parents, college students, retirees, and business and community partners should all be considered as possible listeners.*

SCHOOL ACTION PLAN

For each Priority and/or Focus School, complete an annual action plan for each year over the period of availability of the grant for the selected intervention model. Be specific and provide detailed information regarding action steps, timelines, and person(s) responsible. Action plans can be expanded as needed.

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Requirements for the Evidenced-Based, Whole-School Reform Model LEAs must implement actions (1-3)			
1. Is supported by evidence of effectiveness, which must include at least one study of the model that meets <i>What Works Clearinghouse</i> evidence standards with or without reservations; found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in	The What Works Clearing House has found that SFA has “positive effects on alphabetic, mixed effects for comprehension, and potentially positive effects on general reading achievement” with an Extent of Evidence rating of “Medium to Large”. One study of SFA met the What Works Clearinghouse (WWC) evidence standards and six studies met WWC evidence standards with reservations. The studies included nearly 4,000 students attending more than 70 elementary schools across the United States. (http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=496) Additionally, SFA has been researched by over	(See timeline in Section 2)	See timeline in Section 2)

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<p>other studies of the intervention reviewed by and reported on by the <i>What Works Clearinghouse</i>; and if meeting <i>What Works Clearinghouse</i> evidence standards with reservation, includes a large sample and a multi-site sample as defined in 34CFR 77.1 (Note: multiple studies can cumulatively meet the large and multi-site sample requirements so long as each study meets the other requirements in this section;</p>	<p>thirty institutions for more than two decades. SFA has been found to increase reading achievement, cut the achievement gap between African Americans, Hispanic, and white students, and prepare teachers to support the needs of English language learners. (http://www2.ed.gov/programs/sif/sigevidencebased/sucsessevidence.pdf)</p> <p>In 2010, SFA received the highest score in the Department of Education’s Investing in Innovation (i3) scale-up competition, which required strong scientific evidence of effectiveness.</p> <p>A meta-analysis of research on twenty-nine models categorized SFA as one of only three programs with the “Strongest Evidence of Effectiveness” (Borman, Hewes, Overman, and Brown, 2003).</p> <p>SFA was evaluated in a three-year randomized control trial, the gold standard of research, funded by the U.S. Department of Education between 2002 and 2006. Students in SFA schools achieved at significantly higher levels than similar students in control schools. The difference in student performance in only three years was enough to cut</p>		

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	<p>the black-white achievement gap in half (Borman, Slavin, Cheung, Chamberlin, Madden, and Chambers, 2007).</p> <p>Six studies have involved ELLs and have shown that SFA increases their reading levels substantially more than those ELLs in control schools (Cheung and Slavin, 2005).</p> <p>In a series of studies involving more than 6,000 students over ten years, students in SFA schools were, on average, a full grade level ahead of students in similar control schools by the fifth grade. This difference was maintained during middle school even though the intervention was finished (Borman and Hewes, 2002).</p>		
2. Is a whole-school reform model as defined in these requirements;	<p>SFA is one of the evidence-based, whole-school reform models identified by the United States Department of Education (http://www2.ed.gov/programs/sif/sigevidencebased/index.html). (http://www2.ed.gov/programs/sif/sigevidencebased/successforallnarrativedescription.pdf)</p> <p>The SFA PreK–8 comprehensive approach to</p>	(See 4 year timeline below under heading Implementation Plan)	(See 4 year timeline below under heading Implementation Plan)

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	<p>school improvement focuses on ensuring grade-level performance in reading for every student—the key to success in school. The approach relies on these important components:</p> <ul style="list-style-type: none"> • Cooperative learning is the basis of the Cycle of Effective Instruction. Students work together productively to learn and take responsibility for one another’s learning. • Reading approaches and materials emphasize phonemic awareness, phonics, comprehension, vocabulary, and fluency. • Technology is deeply embedded in daily teaching and learning. • Students are highly motivated and engaged and discuss curricular content every day. • Proven strategies are used to support English language learners. • The pace of instruction is fast, and students keep up with the pace. • Every minute of teaching is well planned, 		

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	<p>exciting, and engaging.</p> <ul style="list-style-type: none"> • Learning is consistently monitored, and problems are solved immediately. • Teachers teach the whole child—social/emotional learning, behavior, and cooperation are as important as academics. • Professional development is high quality and continuous. Teachers know their craft and apply it with intelligence and adapt it to students’ needs. • Everyone is involved in supporting student success—teachers, parents, community members, and the students themselves. • A facilitator from the school’s own faculty helps every teacher succeed and grow in skill and sophistication. • Teachers work in teams to help one another develop as professionals. • A coach is assigned to each site to assist and guide each school in refining its 		

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

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	<ul style="list-style-type: none"> • assess the current status, • set annual and quarterly goals for growth, • identify measurable targets for short-term improvement, • make a detailed action plan based on root causes and leverage points to ensure achievement of those targets, and • review progress quarterly, celebrate targets met, and then plan the actions to be taken. <p>The Leading for Success process is built around teams of staff members who take responsibility for different aspects of building school and student success. It is a distributed leadership model.</p> <p>Instructional teams examine student progress and address the implementation quality for each of the academic components. Team members support one another to improve instruction and increase student learning.</p> <p>Schoolwide Solutions teams, including those for attendance, intervention (which focuses on referrals of individual students from teachers), parent and</p>		

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	<p>family involvement, cooperative culture (Getting Along Together program is part of this), and community connections, focus on creating systems to support students, parents, and teachers. They design solutions to meet the needs of individual students.</p> <p>Every team makes a quarterly plan, meets regularly to put it in place, and reports progress to the entire school each quarter in a Quarterly Data Review. Together they build a dynamic school culture that provides powerful instruction in every classroom and ensures that no student falls between the cracks.</p> <p><u>Online Data Tools: Member Center</u></p> <p>The SFA Member Center allows each teacher to have an ongoing record of students’ progress to facilitate differentiated instruction, celebration of students’ successes, and easy communication with parents. Data-management tools that link day-to-day classroom performance in reading with quarterly benchmarks make data easy to use for discussion and decision making throughout the year. The tool tracks the quality of students’ spoken</p>		

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	<p>and written responses to questions related to the texts they read and their use of key reading-comprehension strategies. The reports address phonics skills, vocabulary development, and comprehension strategy use. Member Center reports produce summaries at the classroom, school, and district levels across grading periods.</p> <p>Professional Development and Coaching</p> <p>The SFA K–8 approach is supported by extensive professional development and job-embedded coaching that enables teachers and school leaders to make the most of SFA’s research-proven approach.</p> <p>Each SFA partner school in the United States is assigned a Regional Manager in its region. Additionally, each school is assigned one or more point coaches who specialize in components of the program. These individuals are the school’s first points of contact with SFAF, and they ensure that other supports are available as needed. The relationship with SFAF coaches is developed through topic-specific workshops, school visits, telephone conferences, e-mail, online resources,</p>		

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	<p>and online data sharing.</p> <p>The school’s SFA Facilitator, Leading for Solutions Coordinator, and district point staff receive additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model. The GREATER Coaching process is accompanied by a Goal-Focus process aligned to the OK State Data Inquiry Process that helps leaders and staff analyze data, determine areas of strength and concern, investigate root causes, determine actions, and verify results. GREATER Coaching enables schools to build the internal capacity to sustain the whole-school reform model in later years, with minimal support from SFAF.</p> <p>The SFAF coaching network is comprised of more than one hundred former teachers, school leaders, principals, and superintendents. SFAF coaches monitor schools' reading and math achievement data and work with school leaders to create schoolwide and individual-student achievement goals through achievement planning, data reviews,</p>		

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	<p>and program monitoring.</p> <p>Schoolwide Support and Intervention Tools</p> <p>SFA’s research-proven strategies for the Solutions component involve a cross section of the school’s community working together in a problem-solving model that begins in the classroom and extends into the community. SFA helps schools establish a coordinated, proactive support network consisting of a core group of school leaders, teachers, parents, and support staff to address all barriers to individual students’ success and to ensure that the school meets the targets set forth in its achievement plan. This network meets throughout the school year to discuss, monitor, and plan strategies to focus on issues such as parent involvement, attendance, school climate, behavior, and health.</p> <p>The parent involvement team sets realistic expectations for reaching families, educating them on what is going on at the school, and creating opportunities to build partnerships to support learning.</p> <p>Schoolwide Solutions teams design a schoolwide</p>		

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	<p>behavior-management plan based on the needs of each school. Data, including discipline referrals, suspension records, and teacher surveys, are used to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:</p> <ul style="list-style-type: none"> • behavior-tracking mechanisms, • proactive behavior management, • behavior-management workshops, and • end-of-year data reviews to update plans. • Getting Along Together is the SFA’s schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams. • Attendance • Community Connections • Structured individualized student 		

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	<p>interventions to help individual students who are identified as having difficulty.</p> <p>Cooperative Learning and Powerful Instruction</p> <p>Cooperative learning is one of the most powerful tools teachers have in providing the level of engagement and academic and social support their students need to be successful. In the cooperative-learning classroom, all students benefit from the constant coaching, encouragement, and feedback of their peers. Teachers still initiate the learning process with fast-paced lessons, but after the initial instruction, more of the responsibility for learning rests on students and teams, allowing teachers to spend more time working with individuals and small groups of learners.</p> <p>Research shows that cooperative learning provides opportunities for cognitive rehearsal, clarification, and reteaching that have a positive effect on academic achievement.</p> <p>When students collaborate, they have an opportunity to discuss new concepts with someone close to their own level of understanding. They get</p>		

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	<p>to practice new ideas and ask questions in a small group before speaking to the whole class or finishing a written product. When students discuss and defend their ideas or solutions with teammates, they learn to think problems through, to support their own opinions, and to critically consider the opinions of others before coming to a conclusion. And they learn that, in the end, the responsibility for learning still rests with them.</p> <p>The SFA K–8 curriculum emphasizes team goals that can only be achieved when all members of the team are learning and improving. The task is not only to do something as a team, but also to learn something as a team. Because individual students compare their scores only with their own past performance, every team member is able to contribute equally to the success of the team.</p> <p>Differentiation and Grouping</p> <p>In SFA K–8 schools, all teachers of grades 1–5 teach reading for ninety minutes at the same time each day. In grades 6–8, sixty uninterrupted minutes are required. During this time, students move to reading classes in which every student is</p>		

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	<p>reading at one instructional level. Students are grouped across grades and across classes to allow this arrangement because increasing teacher-led instructional time and reducing seatwork increases students’ progress in developing reading skills. In each grading period each student is placed in a reading class at his or her instructional level. Most students move to new reading levels every quarter, and many students who start at lower reading levels catch up to grade-level performance within a year.</p> <p>Math classes are not regrouped. Math instruction is done in students’ homerooms.</p> <p>Programs Proposed for Implementation at Bridgestone</p> <p>Reading Wings (reading levels 2–6):</p> <p>Reading Wings 4th Edition is a research-based reading curriculum that provides ninety-minute daily lessons and targets the needs of students reading on a second- through sixth-grade level who have successfully learned to decode but need to develop more sophisticated reading skills.</p> <p>To ensure that students become proficient readers,</p>		

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	<p>Reading Wings uses SFA’s core instructional structures to target vocabulary development, reading comprehension, fluency, oral-language development, and written expression by providing students ample opportunities with both literary and informational texts.</p> <p>Targeted Treasure Hunts, a key component of the Reading Wings program, provide instruction focused on targeted reading skills and strategies. All the instruction accompanying each five- or six-day lesson cycle centers around a literary or informational trade book or basal selection, allowing for background building, topic-specific and technical vocabulary development, utilization of targeted skills, team discussion, relevant writing activities, and assessment.</p> <p>Reading Wings further supports reading comprehension through the Savvy Reader. The Savvy Reader provides intensive, engaging introductions to each of the four core comprehension strategies—clarifying, questioning, predicting, and summarizing. Additional Savvy Reader lessons provide comprehension-strategy</p>		

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	<p>instruction throughout the year, and this instruction is reinforced through Targeted Treasure Hunts.</p> <p>Video vignettes for use on interactive whiteboards or other electronic formats include compelling introductions to novels and literary texts, modeling of advanced reading and writing strategies, and modeling of cooperative learning</p> <p>Primary PowerTeaching Math:</p> <p>Primary PowerTeaching Math is an instructional multiday mathematics framework for 1st – 6th grade levels. It is composed of research-proven instructional strategies that increase student achievement. PowerTeaching provides teachers with a clear and simple structure for framing their mathematics instruction no matter which curriculum or textbook they use.</p> <p>The PowerTeaching professional-development series gives a fresh approach to instruction that can be directly applied to the mathematics textbook or curriculum. To ensure effective implementation, the PowerTeaching professional-development series incorporates ongoing coaching and support,</p>		

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	<p>both inside and outside the classroom. PowerTeaching empowers students to work together to improve their understanding of mathematics concepts and encourages students to take ownership of their learning during multiple opportunities for practice and evaluation. PowerTeaching leads to academic success by establishing a student-centered classroom through the use of compelling concept presentations, assessments for learning, and student learning teams.</p> <p>Tutoring:</p> <p>Lightning Squad is a web-based reading-intervention program for struggling readers. Tutors use Lightning Squad to assess students, develop instructional plans, and deliver effective, fun instruction. Lightning Squad provides the assessment, planning, and instructional tools for one-to-one tutoring and small-group tutoring. Lightning Squad apply to 1st-3rd grade levels and address skill development in phonemic awareness, phonics, vocabulary, fluency, and comprehension. Lightning Squad instruction is aligned to the</p>		

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	<p>classroom objectives the SFA Reading curriculum being taught.</p> <p>Writing Wings:</p> <p>Writing Wings is a 3rd – 5th grade curriculum that uses the power of Cooperative Learning as a vehicle for learning the steps of the writing process, allowing for more student engagement and learning.</p> <p>Bridgestone proposes to implement the SFA whole-school reform model for Pre-Kindergarten to 4th grade.</p> <p style="text-align: center;">Implementation Plan</p> <p>The plan for implementation in Year 1 will be as follows:</p> <p>Preparing for Implementation and Beginning Implementation</p> <p><u>Year 1 Materials</u></p> <p>Delivery of materials for schoolwide structures provided for start-up including the Leadership</p>		

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	<p>Guide, the Leading for Success Schoolwide Solutions Guide, and Getting Along Together classroom materials. Delivery of all Reading curricular materials.</p> <p><u>Implementation Planning</u></p> <p>Success for All Foundation consultants will conduct an initial needs assessment based on information provided in the SIG Application. The needs assessment may include classroom walk-throughs, review of district-wide and school-wide student achievement data, data on interventions and programs implemented, Attendance, Discipline, Parent Involvement, Community partnerships. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in for the remainder of the school year.</p> <p><u>Introductory Workshops</u></p> <p>Success for All coaches will present Leading for Success workshops for the superintendent, district leaders, principals, the Turnaround Officer/Success for All Facilitators, and the Schoolwide Solutions</p>		

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	<p>coordinators (School Counselor). Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA PreK–8 approach.</p> <p>The Success for All point coach will conduct specific Leading for Success kick-off planning workshop with each school’s Leadership team. This workshop will be at the school site in preparation for the Leading for Success and Getting Along Together implementation and Reading implementation in the Planning Year 1.</p> <p>SFA coaches will deliver a 5-day Teacher Academy. Program-introduction workshops will present the schoolwide structures and instructional processes with an emphasis on preparing teachers to use the SFA instructional tools and classroom materials. After a one-day whole-school overview, teachers meet in break-out groups, each guided by a SFAF coach, for introductions in Reading Wings, and Tutoring.</p> <p>In addition, a SFA coach will present introductory</p>		

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	<p>workshops for the staff responsible for implementing the Schoolwide Solutions component (Attendance, Parent/Family Involvement, Cooperative Culture, Community Connections, and Intervention) and Getting Along Together curriculum and the Leading for Success structure to the entire school staff.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers that provide tools to track student progress on both classroom measures and formal assessments throughout the year and provide a wide variety of reports. In addition, teachers and school leaders will have access to webinars, tutorials, instructional resources, and members of the SFA Foundation community for implementation support. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Program Implementation</u></p> <p>Implementation begins for the SFA components: Reading Wings, Tutoring, Getting Along Together</p>		

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	<p>and Schoolwide Solutions. Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.</p> <p><u>Ongoing Coaching</u></p> <p>SFA coaches will visit each school throughout the year (approximately two to four days per month) to provide coaching related to all aspects of SFA PreK–6 implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for Reading implementation, Tutoring, and schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer</p>		

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	questions, and problem solve between visits.		
	Timeline SY 2017-2018		
	<p>New Leaders workshops for principal, facilitator, Schoolwide Solutions coordinator</p> <p>Leading for Success training with Leadership team (All members of the school Leadership team attend this training.)</p> <p>5-Day Teacher Academy: Getting Along Together program introduction, Reading Wings, and Tutoring training</p> <p>Schoolwide Solutions introduction (principal, facilitator, Schoolwide Solutions coordinator, and Schoolwide Solutions team members)</p>	<p>July 2017</p> <p>August 2017</p> <p>September 2017</p>	<p>Bridgestone:</p> <p>SFA Regional Manager: Dennis Lee</p> <p>SFA Leading for Success Lead: Dan Maluski</p> <p>SFA Point Coaches: Sharon Waters, Debra Shaw</p>
	<p>Baseline assessment and implementation visit:</p> <ul style="list-style-type: none"> • Regrouping • Initial coaching with all faculty 	September 2017	<p>SFA Regional Manager: Dennis Lee</p> <p>SFA Leading for Success Lead: Dan</p>

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	<ul style="list-style-type: none"> • Leading for Success • Meeting with principal • Setting goals 		Maluski SFA Point Coaches: Sharon Waters, Debra Shaw
	Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)* Reading implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members): <ul style="list-style-type: none"> • Meeting with principal, Leading for Success • Walk-throughs • Setting targets • Reviewing data 	October/ November 2017	SFA Regional Manager: Dennis Lee SFA Leading for Success Lead: Dan Maluski SFA Point Coaches: Sharon Waters, Debra Shaw
	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities	January/February 2018	Bridgestone: SFA Regional Manager: Dennis Lee

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	<p>for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of Reading, Getting Along Together, and SFA Reading implementation • Review second quarter results. • Classroom Walk-throughs • Meeting with principal, Leading for Success • Reviewing progress of interventions <p>Reading and Leading for Success follow-up implementation</p> <ul style="list-style-type: none"> • Meet with Reading teachers and subcommittees of Schoolwide Solutions components to review goals. • Discuss the structure of a Leading for Success quarterly meeting. 		<p>SFA Leading for Success Lead: Dan Maluski</p> <p>SFA Point Coaches: Sharon Waters, Debra Shaw</p>

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	Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide Solutions coordinator	February 2018	Bridgestone: SFA National Coaches
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Third quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of Reading, Getting Along Together, and SFA Reading implementation • Review third quarter results. • Classroom Walk-throughs • Meeting with principal, Leading for Success • Reviewing progress of interventions <p>Reading and Leading for Success follow-up</p>	March 2018	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	<p>implementation</p> <ul style="list-style-type: none"> • Meet with Reading teachers and subcommittees of Schoolwide Solutions components to review goals. • Discuss the structure of a Leading for Success quarterly meeting. 		
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Reading implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Coaching • Leading for Success • Contract planning 	<p>April/ May 2018</p>	<p>Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw</p>

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	<ul style="list-style-type: none"> • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 		
	<p>The plan for implementation in Year 2 will be as follows:</p> <p>Refining Implementation</p> <p><u>Year 2 Materials</u></p> <p>New materials delivered for Primary Power Teaching Math and for comprehension-strategy instruction, The Savvy Reader—Predicting and The Savvy Reader—Questioning, are included for the Reading Wings instructional groups. Online Tutoring licenses are renewed. In addition, consumable materials for Reading Wings may need to be replenished.</p> <p><u>Introductory and Refresher Workshops</u></p> <p>During the 5-day Teacher Academy, Success for</p>		

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	<p>All coaches will present program introduction for Primary Power Teaching Math with an emphasis on preparing teachers to use curriculum materials and lesson templates, data and lesson planning tools. Refresher trainings for Reading Wings and Tutoring will be offered based on need.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFA Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Program Implementation</u></p> <p>Implementation continues for Getting Along Together, Reading Wings, Tutoring, and Schoolwide Solutions. New implementation will begin for Primary Power Teaching Math.</p> <p><u>Ongoing Coaching</u></p>		

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	SFA coaches will visit each school throughout the year (approximately two to four days per month) to provide coaching related to all aspects of SFA PreK–6 implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline SY 2018-2019		
	5-Day Teacher Academy: Primary Power Teaching Math program introduction, refresher for SFA Reading Wings and Tutoring Planning for upcoming site visit (via phone	August 2018	Bridgestone: SFA Point Coaches: Sharon Waters, Debra

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	conference or webinar)		Shaw
	<p>Leading for Success quarterly review</p> <p>Power Teaching Math and Reading implementation visit:</p> <ul style="list-style-type: none"> • Meeting with all Power Teaching Math teachers • Setting goals • Walk-throughs Power Teaching Math and Reading classrooms • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Check on Reading Regrouping 	August/ September 2018	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw
	Planning for upcoming site visit to strengthen implementation and build leadership capacity (via	November/ December	Bridgestone: SFA Point Coaches:

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	<p>phone conference or webinar)*</p> <p>Leading for Success quarterly review</p> <p>Implementation visit and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • GREATER coaching practice and modeling • Meeting with principal • Leading for Success • Setting targets • Reviewing data 	2018	Sharon Waters, Debra Shaw
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation 	January/ February 2019	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	<ul style="list-style-type: none"> • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 		
	Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide Solutions coordinator	February 2019	Bridgestone: SFA National Coaches
	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff Leading for Success quarterly review Third quarter review - implementation visit: <ul style="list-style-type: none"> • Coaching • Leading for Success 	April/ May 2019	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	<ul style="list-style-type: none"> • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 		
	<p>The plan for implementation in Year 3 will be as follows:</p> <p>Building Internal Capacity for Supporting Implementation Quality</p> <p><u>Year 3 Materials</u></p> <p>New materials delivered for Writing Wings. Online Tutoring licenses are renewed. In addition, consumable materials for Reading Wings and Primary Power Teaching Math, may need to be replenished.</p> <p><u>Introductory and Refresher Workshops</u></p> <p>During the 5-day Teacher Academy, Success for All coaches will present program introduction for</p>		

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	<p>Writing Wings with an emphasis on preparing teachers to use curriculum materials and instructional processes. Refresher trainings for Reading Wings, Tutoring, and Primary Power Teaching Math will be offered based on need.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFA Foundation community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Program Implementation</u></p> <p>Implementation continues for Getting Along Together, Reading Wings, Tutoring, Primary Power Teaching Math and Schoolwide Solutions. New implementation will begin for Writing Wings.</p> <p><u>Ongoing Coaching</u></p> <p>SFA coaches will visit each school throughout the</p>		

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	year (approximately two to four days per month) to provide coaching related to all aspects of SFA PreK–6 implementation. During visits, coaches will review progress relative to previously set goals and against previously selected progress metrics and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders, reviews of implementation self-assessments, planning for achievement growth, and meetings with school staff responsible for schoolwide initiatives related to prevention and intervention (such as attendance, parent involvement, and student referrals). Coaches are also available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline SY 2019-2020		
	Planning for upcoming site visit (via phone conference or webinar) 5-Day Teacher Academy: Writing Wings program introduction, refreshers for SFA Reading Wings,	August 2019	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	Primary Power Teaching Math, and Tutoring		
	<p>Leading for Success follow-up implementation visit:</p> <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if possible. • Discuss the structure of a Leading for Success quarterly meeting 	August/ September 2019	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw
	<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> • Visit classrooms for Writing • Quality of implementation 	November/ December 2019	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	<ul style="list-style-type: none"> • GREATER coaching practice and modeling • Leading for Success • Meeting with principal • Reviewing progress of interventions 		
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results • Leading for Success • Meeting with principal • Reviewing progress of interventions 	<p>January/ February 2020</p>	<p>Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw</p>
	<p>Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide</p>	<p>February 2020</p>	<p>Bridgestone: SFA National Coaches</p>

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	Solutions coordinator.		
	Planning for upcoming site visit (via phone conference or webinar)* Additional professional-development opportunities for staff Leading for Success quarterly review Third quarter review - implementation visit: <ul style="list-style-type: none"> • Coaching • Leading for Success • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 	April/ May 2020	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw
	The plan for implementation in Year 4 will be as follows:		

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	<p>Sustaining Implementation Quality</p> <p><u>Year 4 Materials</u></p> <p>Online Tutoring licenses are renewed. Schools may need to replenish consumables for Reading Wings, Primary Power Teaching Math, and Writing Wings.</p> <p><u>Online Tools</u></p> <p>Login passwords for all staff members and administrators are provided for the online SFAF Resource Centers. In addition, teachers and school leaders will have access to new webinars, tutorials, instructional resources, and members of the SFAF community through discussion boards. The Resource Centers also include support for SFAF classroom interactive whiteboard media.</p> <p><u>Workshops</u></p> <p>The SFA point coach will conduct a Leading for Success planning meeting with the school Leadership team to review progress and set the stage for continuous improvement of implementation and student achievement. This meeting will be at the school site in preparation for the year 4 capacity-building workshops for the full</p>		

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	<p>staff.</p> <p>SFA coaches will deliver a 5-day Teacher Academy.</p> <p>Capacity-building workshops will focus on self-assessment and planning for continuous improvement in student achievement based on the specific needs of the school.</p> <p><u>Program Implementation</u></p> <p>Implementation continues for Getting Along Together, Reading Wings, Tutoring, Primary Power Teaching Math, Schoolwide Solutions, and Writing Wings.</p> <p><u>Ongoing Coaching</u></p> <p>SFA coaches will conduct on-site support days at each school, distributed throughout the year. Specific activities will be geared toward observing levels of implementation of all program elements and utilizing the classroom data and other assessments to identify opportunities for accelerating growth. Every visit will include meetings with school leaders, review of student-progress and implementation-progress data, review</p>		

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	of Schoolwide Solutions data (attendance, parent involvement, and student referrals), selected classroom observations, teacher meetings, plans for continuous improvement, and a summary report. In addition, Schoolwide Solutions team members may be provided with refinement workshops and/or coaching. Coaches will continue to be available by telephone and e-mail to check on progress, answer questions, and problem solve between visits.		
	Timeline SY 2020 - 2021		
	Planning for upcoming site visit (via phone conference or webinar) 5-day Teacher Academy: Capacity Building workshops and refreshers for Reading Wings, Tutoring, Primary Power Teaching Math, and Writing Wings.	August 2020	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw
	Leading for Success follow-up implementation: <ul style="list-style-type: none"> • Meet with subcommittees of Schoolwide Solutions components to review goals. • View an Intervention team meeting if 	August/ September 2020	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	<p>possible.</p> <ul style="list-style-type: none"> Discuss the structure of a Leading for Success quarterly meeting 		
	<p>Planning for upcoming site visit to strengthen implementation and build leadership capacity (via phone conference or webinar)</p> <p>Leading for Success quarterly review</p> <p>Implementation visit – quality of implementation and Schoolwide Solutions teams support (Schoolwide Solutions teams’ members):</p> <ul style="list-style-type: none"> Visit classrooms. Quality of implementation GREATER coaching practice and modeling Leading for Success Meeting with principal Reviewing progress of interventions 	<p>November/ December 2020</p>	<p>Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw</p>
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p>	<p>January/ February 2021</p>	<p>Bridgestone: SFA Point Coaches:</p>

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	<p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p> <p>Second quarter review – implementation visit:</p> <ul style="list-style-type: none"> • Quality of implementation • Review second quarter results. • Leading for Success • Meeting with principal • Reviewing progress of interventions 		Sharon Waters, Debra Shaw
	Attendance at three-day Experienced Sites Conference for principal, facilitator, Schoolwide Solutions coordinator.	February 2021	Bridgestone: SFA National Coaches
	<p>Planning for upcoming site visit (via phone conference or webinar)*</p> <p>Additional professional-development opportunities for staff</p> <p>Leading for Success quarterly review</p>	April/ May 2021	Bridgestone: SFA Point Coaches: Sharon Waters, Debra Shaw

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	<p>Third quarter review - implementation visit:</p> <ul style="list-style-type: none"> • Coaching • Leading for Success • Contract planning • Review accomplishments. • Review results. • Review goals and direction for the next year. • Celebrate! 		
3. Is implemented by the LEA in partnership with a whole-school reform model developer as defined in these requirements.	Bridgestone will work in partnership with the SFA Foundation (SFAF) to implement SFAF’s evidence-based, whole-school reform model for grades PreK-6. SFAF meets the definition of a whole-school reform developer as defined in the SIG grant requirements as SFAF maintains the proprietary rights to the curriculum, organizational, and professional development components that comprise its whole-school reform model.		