



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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

Applicant Information

School Corporation/Eligible Entity	Kokomo School Corporation	Corp #	3500		
School	Bo Air Elementary	School #	2945		
Superintendent Name	Dr. Jeff Hauswald	Email	jhauswald@kokomo.k12.in.us		
Title I Administrator Name	Dr. Dorothea Irwin	Email	dirwin@kokomo.k12.in.us		
Principal	Mrs. Paula Concus	Email	pconcus@kokomo.k12.in.us		
Mailing Address	280 N. Apperson Way	City	Kokomo	Zip Code	46901
Telephone	765-454-7030	Fax	765-454-7034		
Total Funding Request	\$893,583				

Application Type:

Transformation
 Turnaround
 Early Learning
 Whole School Reform
 Restart
 Closure

Important Dates

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

Part 2: LEA and School Assurances and Waivers

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

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

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

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

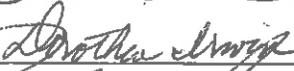
The LEA must check each waiver that the LEA will implement

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

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

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

Superintendent Signature:  Date: 7-6-15

Title I Administrator Signature:  Date: July 4, 2015

Principal Signature:  Date: July 4, 2015

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Jessica Hollingsworth	Instructional Coach (Title I)
Michelle Joyce	Teacher
Wendy Hendrix	Para.
Maryann Woodring	Teacher
Teresa Lancaster	Teacher
Monica Schuck	Teacher
Roxanne York	Teacher
gessica brie	teacher
Ann cott	Teacher
Jenny McKee	teacher
Elizabeth Fulk	teacher

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
Example: Mrs. Joan Smith	Example: Title I Resource Teacher
Joni Ban	1st grade teacher
Paula Jensen	4th grade teacher
Cathy Bell	Teacher
Mary Guyer	4th Grade teacher
Jendrey Bunker	Kindergarten teacher
Rita Sale	4th Grade teacher
Melissa Mayfield	teacher
Broske Norton	4th grade teacher
Daniel Myzant	5th LIFE SKILLS
Anda Dela	1st Grade Teacher
Cathy Radke	K-1 Life Skills

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Kristin Miller	teacher
Kristen Stottuel	teacher
Lyn Smith	Assistant Principal

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

Meeting Topic	Date	Parents/ Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
District Staff Meeting	5/1/15			1		2		Reviewed the grant application with the Assistant Superintendent and the Director of Professional Learning.
KTA (Kokomo Teacher Association)	5/4/15	0	3	2	0	0	0	Principal announced intent to apply for SIG 1003(g) Grant to teachers. Opened for discussion.
Staff Meeting	5/20/15	0	29	2	0	0	0	Principal announced intent to apply for SIG 1003(g) Grant to teachers. Opened for discussion.
Kindergarten End of Year Program	5/26/15	70	8	2	0	0	71	Discussed general SIG information, answered questions, and distributed surveys for parent input
Elementary Final Activities Ceremony	5/28/15	30	30	2	0	0	437	Discussed general SIG information, answered questions, and distributed surveys for parent input
Fifth Grade Graduation	6/2/15	100	5	2	0	0	155	Discussed general SIG information, answered questions, and distributed surveys for parent input

Describe process and comments from Family and Community Input:

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

Family and Community Input	
Family	<p>Our school used the following methods to share information with families and to gather their input about applying for the School Improvement Grant:</p> <ul style="list-style-type: none"> • Parent Meeting • Parent Forum • Discussion with Parents occurred as they attended “end of the year” events such as kindergarten graduation, 5th grade graduation, and final activities. This discussion included general SIG information, answering questions, and distributing surveys for parent input • Discussion with PTO members • Discussion with parents who serve on the InSAI Community Council • Survey which was distributed to all families to gather input about the needs of the school <p>From the discussions and surveys, we found that most of our families were interested in having more help for their children either after school or during school. There was little interest in more time before school hours. Many parents wanted the school to show parents how to help with homework and they also wanted transportation to be provided for after school tutoring. Some of the services that they would like added include homework hotlines, better transportation, after school tutoring with transportation, more support staff for students who struggle and more services for special education students, parenting classes, opportunities for parents to spend time in classrooms, and IPADs. Our families would also like to see changes such as smaller class size, global learning units, and integrated arts. To build better communication, parents would like to see more classroom newsletters, more opportunities for parent volunteers, immediate notification of behavior issues with more detailed explanation of the issue, and text or email notifications or online feedback. need for more family events was expressed. Several behavioral concerns were addressed that parents felt needed attention including bullying and dealing with behavior issues. Many parents expressed praise for the school and the teachers.</p> <p>Impact on the grant: The input gathered in these discussions and surveys was important when thinking about our vision and the kinds of services that we should be offering to our families that will lead to increased achievement for our students. The needs of our families will help drive the kinds of family involvement activities that we have included in this grant that will impact learning. After school tutoring with transportation provided was expressed repeatedly. Bon Air Elementary must provide ways to show parents how to help their students with homework and a homework hotline is needed. The grant has changed based upon this input because the strong need for obtaining help both after school and with homework along with the need for more support for students who struggle was expressed very clearly by</p>

	<p>our families. Therefore, an initiative to open the building twice monthly for parent activities is included in the grant. To provide the additional time that parents requested, the school day schedule will focus on increasing engaged learning time and offering an intervention period.</p>
<p>Community</p>	<p>Input from our school’s stakeholders concerning the application for the School Improvement Grant was gathered in the following manner:</p> <ul style="list-style-type: none"> • Staff Meeting - Principal announced intent to apply for SIG 1003(g) Grant to teachers and opened the floor for discussion • Kokomo Teachers’ Association Building Committee - Principal announced intent to apply for SIG 1003(g) Grant to teachers and opened the floor for discussion • Input from community members who serve on the InSAI Community Council • Survey distributed to community stakeholders to gather input about the needs of the school <p>The survey and discussion with staff and community stakeholders provided great insight into the needs of our school community and the agencies and groups that can assist us in providing activities in this grant that lead to increased student achievement. In surveying our community stakeholders, we had responses from not for profit groups, a commercial business, and a university partner. To improve relationships between home and school, 100% of our respondents indicated a need to offer school and community workshops for to support parents and academics. 60% indicated a need for our school to communicate better with parents and to provide resources to deal with family stress and barriers. Several respondents indicated that the can offer services to help bridge the gap between family and school. 82% of our respondents supported giving more help to students during the school day with 55% recommending that the school provide more time for students after school hours. One service that our community partners think that we should consider is to offer transportation home after extended hours for tutoring and homework assistance. They also recommended providing access to technology for students at home even though there was a concern that the access be limited to school approved websites. When asked how our schools could learn from the families that we serve, 100% of our respondents indicated that our families could help us understand their cultural contexts and also the challenges that compete with parental support. Some respondents indicated that they could help connect our school with volunteers in churches and the community. One of the written comments in the survey cited Bo Air in responding that Bo Air’s outreach program could be used a model for other parent engagement programs.</p> <p>Impact on the grant: These discussions and surveys verified to us that Bon Air Elementary should offer more time for students both during the school day and after hours. The grant includes hiring an interventionist to spend more time with those students who are most in need of extra assistance. Parent University Planning Team will be created and Bo Air will contract with individual to serve as Family Liaison. Course offerings for the Parent University will include technology workshops for parents, student academic supports and a topic of interest from the planning group. These topics were included based upon the input from the community. With the School Improvement Grant, the school will be open from on the second Tuesday of each month, one session during the day and one session from 5-7.</p>

Part 3: Schools to be Served by LEA

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

		Based on the “School Needs Assessment” tool, the LEA has determined this model for the school		
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Bon Air Elementary School	K-5	Priority (P)	Transformation	
Bon Air Middle School	6-8	Priority (P)	Transformation	
Central Middle School	6-8	Priority (P)	Transformation	
Maple Crest Middle School	6-8	Priority (P)	Transformation	
Pettit Park Elementary School	K-5	Priority (P)	Transformation	

Subgroup Achievement Indicators

Review Subgroup Data via the NCLB drop down under the Accountability tab: <http://compass.doe.in.gov/dashboard/overview.aspx>

Student Groups ELA	% of this group passing 2013-2014	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015 2016 Goal	SY 2016 2017 Goal	SY 2017 2018 Goal	SY 2018 2019 Goal	SY 2019 2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	62.74%	111	High – number of root causes are connected to the students' current performance levels. Low student attendance, lack of consistent and intentional use of student data, expectations for academic and social behavior, lack or engaged learning time with students finding relevance in curriculum	65%	69%	75%	77%	80%
African American								
Asian/Pacific Islander								
Hispanic								
White	60.7%	82	Low – Reduced instructional minutes due to being sent to the office for behavior and Inconsistent attendance; limited family academic support, inconsistent core instruction and lack of consistent and intentional use of student data to identify and remove barriers to learning	63%	66%	72%	76%	80%
Students with Disabilities	58.02%	15	High – Tier 1 system supports are not in place. Students lose significant instructional time Tier 2 – system does not have management strategies for high case load. Instructional minutes are again lost. Students with ED are disengaged from their educational progress and testing experience.	60%	63%	66%	67%	70%

LEP								
Free/Reduced Lunch	60.34%	95	Low – 89% of our students receive Free and Reduced lunches. Reduced instructional minutes due to being sent to the office for behavior. Poverty affects students’ ability to attend school in severe weather, limited family academic support. Inconsistent Tier instruction and lack of consistent and intentional use of student data to identify and remove barriers to learning.	63%	66%	72%	76%	80%
HS required - of non-passers of ECA who pass by 12 th grade								
Student Groups Math	% of this group passing	# of students passing in this group	How severe is this group’s failure in comparison to the school’s rate? In what ways are the learning needs of this group unique?	SY 2015 2016 Goal	SY 2016 2017 Goal	SY 2017 2018 Goal	SY 2018 2019 Goal	SY 2019 2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	65.4%	116	High – number of root causes are connected to the students’ current performance levels. Lack of consistent and intentional use of student data, expectations for academic and social behavior, lack of Engaged Learning Time when students do not find relevance in curriculum; lack of fidelity in implementing core math program.	69%	72%	79%	82%	85%
African American								
Asian/Pacific Islander								
Hispanic								
White	65.63%	89	Low – Reduced instructional minutes due to being sent to the office for behavior and Inconsistent attendance; limited family academic support, inconsistent core instruction and lack of consistent	69%	72%	79%	82%	85%

			and intentional use of student data to identify and remove barriers to learning					
Students with Disabilities	63.29%	18	High – Tier 1 system supports are not in place. Students lose significant instructional time due to behavior Tier – system does not have management strategies for high case load. Instructional minutes are again lost. Students with ED are disengaged from their educational progress and do not fully engage during formative and summative assessment.	65%	66%	68%	69%	70%
LEP								
Free/Reduced Lunch	65.73%	102	Low – 89% of our students receive Free and Reduced lunches. Reduced instructional minutes due to being sent to the office for behavior. Poverty affects students' ability to attend school in severe weather, limited family academic support. Inconsistent Tier instruction and lack of consistent and intentional use of student data to identify and remove barriers to learning.	69%	72%	79%	82%	85%
HS required - of non-passers of ECA who pass by 12 th grade								

Part 4: Needs Assessment and Goals

Complete the table below for each available subgroup **that did not pass in English/language Arts and/or mathematics.**

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

- Complete the table below for your **overall student population.**

Overall Achievement	BASELINE SY 2014 2015 Not Yet Available Used SY 2013-2014	S 2015 2016 Goal	S 2016 2017 Goal	S 2017 2018 Goal	S 2018 2019 Goal	S 2019 2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	48%	51%	58	63	66	70%
Percent of students proficient on ISTEP (ELA) (3-8)	61.3%	63%	65%	70%	75%	80%
Percent of students proficient on ISTEP (Math) (3-8)	63.7%	65%	70%	75%	80%	85%
Percent of students proficient on IREAD (Spring Test Only) (3)	61.1% (2015)	63%	66%	72%	75%	77%
10 th grade ECA pass rate (English 10)						
10 th grade ECA pass rate (Algebra I)						
Non-Waiver Graduation Rate – HS only						
College enrollment rates – HS only						

Complete the table below regarding key areas of student learning indicators. Include your 2014-2015 data as baseline data, as well as upcoming goals.

Leading Indicators	BASELINE SY 2014 2015	S 2015 2016 Goal	S 2016 2017 Goal	S 2017 2018 Goal	S 2018 2019 Goal	S 2019 2020 Goal
1. Number of minutes within the school year that students are required to attend school	72,000	72,000	72,000	72000	72000	72000
2. Number of daily minutes of math instruction	75	105	105	105	105	120
3. Number of daily minutes of EL/A instruction	90	120	120	120	120	120
4. Dropout rate – HS only						
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	94.9%	95.5%	96%	96.5%	97%	97.5%
6. <i>Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only</i>						
7. <i>Number of students completing dual enrollment classes HS only</i>						
8. <i>Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only</i>						
9. Types of increased learning time offered LSY- Longer School Year After School Intervention 3 hours T,W, Th Parent University - Bi Weekly SS- Summer School (K,1,2,3)	ASI PU SS	9 hours year hrs/month 8 /summer	9 hours year 4hrs/month 80 /summer	9 hours year hours/month 8 /summer	9 hours year hours/month 8 /summer	9 hours year hours/month 8 /summer
10. Discipline incidents – number of suspensions and/or expulsions	7	<7	<7	<7	<7	<7
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	0					
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)		IN- 0 IMP-2 EF-25 HEF-9 *this is 13-14 based on the previous year	IN- IMP-4 EF-19 HEF-5	IN- IMP-2 EF-18 HEF-8	IN- IMP-0 EF-16 HEF-12	IN- IMP-0 EF-14 HEF14
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	94%	95%	95.5%	96%	96.5%	97%

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

Instructional Programs	
LEA analysis	<p>As we have worked alongside Bon Air Elementary within the Outreach process, we are more acutely aware of:</p> <ul style="list-style-type: none"> • The importance of the intentionality of curriculum, pacing and vertical and horizontal alignment. • The essential relationship of ongoing formative and progress monitoring data to make the necessary adjustments across the year as well as seriously considering the summative data so that we start each school year better prepared. • Finding better ways to use our available resources including time. First we need to maximize our use the allocated instructional minutes. By improving the use of allocated time and adding instructional minutes, we give students more time to learn, time for teachers to learn, and time for teacher reflection about students, data, and the changes that will benefit learning. We need to challenge our assumptions and beliefs to remove barriers that prevent our under-achieving students from making the gains they are capable of and deserve. <p>Bon Air Elementary had approximately 50 “unaccounted for minutes” when we created a mock schedule. Within English Language Arts and Mathematics, teachers must use their newly constructed curriculum maps, and formative assessments to streamline instruction and increase the time students spend learning and applying the standards. One of the paths to accomplish this is to reduce the interruptions to learning that arise from a lack of behavior expectations and supports. In addition as they add instructional minutes, teaches need a framework for Tier II and Tier III interventions.</p> <p>Bon Air’s walkthrough data and feedback from IDOE indicates too much variability among teachers in how they deliver their core instruction. For this grant we established fifteen High Impact Strategies that we expect to be learned and accomplished by the Bon Air’s Elementary teachers over the course of five years. The first five they chose was based on the Needs Assessment in this document. We will supplement our teacher evaluation process with implementation feedback that speaks to the degree to which we are putting into place more effective instructional practices and programs.</p> <p>Finally within our instructional programs Bon Air Elementary teachers strive to support their diverse learners in accomplishing the College and Career Ready standards. The teachers need a consistent structure for collaboration, analyzing formative data, and planning lessons to offer more support and challenge while learning and applying the course content. Bon Air Elementary will use a data driven approach to collaboration to ensure vertical and grade level collaboration.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>Of the available interventions, we began by staying focused on our SMART goals, resisting the temptation to splinter our efforts. Through the conversations with our five principals the District created a model recommended that the interventions they chose be based on increasing (1) school-wide data use; (2) learning time; (3) principal effectiveness; and (4) teacher effectiveness.</p> <p>Bon Air has selected job-embedded staff development and effective feedback from administrators as the main intervention for improving Teacher Effectiveness. Additional hours spent in learning beyond the contractual day will be rewarded with stipends. In the planning year Bon Air Elementary is offering learning experiences through (1) online interactive modules; (2) collaboration two to four times a week, (3) instructional rounds and (4) teacher action plans to improve student growth of subgroups.</p>

	<p>During the Needs Assessment the District began by examining existing programs. In the Case of Bon Air Elementary, PBIS has not been fully implemented so they decided to implement PBIS in year one of the grant so the school community: students and teachers are working in a safe and productive environment.</p> <p>In examining the overall achievement data, in ELA and Math and the performance of subgroups, it became apparent we had to address instructional programs for students who are struggling in Math and English Language Arts. The interventions we selected included adding a Ramping Up Program for those students. Finally we put a great deal of thought and time into adding a math interventions in year one and a reading interventionist in year two to increase the capacity of our teacher to deliver an efficient and effective Tier I and Tier II system of supports.</p>
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School Leadership

LEA analysis	<p>While we are confident that our building principal has the capacity to turn around achievement in Bon Air Elementary, the support from IDOE Outreach has caused us to again to reflect on the importance of professional development, counsel and support for principals by the District.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>Furnishing our principal with a mentor was a required but essential component. We researched thoroughly the available mentors and considered not only the success of providers but their ability to work effectively with our Bon Air Principal.</p> <p>We encouraged the use of an external evaluator and a data catalyst so the principal could concentrate first on more efficiently leading the walkthroughs and providing effective feedback to teachers.</p> <p>In redefining the Leadership team we advised our principal to move beyond not only her leadership structures to focus on the school culture and environment that will greatly enhance and support transformational change.</p>

School Infrastructure

LEA analysis	<p>Bon Air Elementary classroom teachers are supported by the principal, a Title I Instructional Facilitator, and two Title I teachers. Additional paraprofessionals are also assigned to share responsibility in assisting students and teachers. In examining the staffing while going through consultation with the Department of Education, it became very clear that the assignment of the Title I teachers and the instructional paraprofessionals was based on the philosophy of providing intense support at the early grades in order to prevent problems in the years ahead.</p>
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	<p>This system has not worked well. All of the support is centered in K-2. The 3-5 group has demonstrated that more Tier II intervention needs to be scheduled and implemented but more importantly the classroom teacher needs to participate in high quality professional development that focuses on high impact strategies and interventions that can be implemented in the classroom in order to provide appropriate differentiation and progress monitoring.</p> <p>Teachers also need support in working with children who “act out” in class or avoid tasks due to frustration or lack of motivation. This “acting out” behavior can interfere with the student’s ability to learn and the teacher’s ability to teach in a focused and intentional manner.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Providing a Mentor for the principal will ensure better use of time and resources are in place where there is the most need and to have the greatest impact on student learning. The Mentor will also help the principal provide consistent and actionable feedback to teachers using the implementation gauges and feedback cards within the Navigator School TurnAround™ software. The Navigator PLC contains interactive modules that provide an introduction to the High Impact Strategies with additional links and materials to extend depth of understanding and to offer options for differentiated PD.</p> <p>Instructional rounds will provide teachers the opportunity to see one another during classroom instruction and learn from each other’s strengths as well as areas that can be strengthened. Professional development will become focused and targeted.</p> <p>Examining the school day and how the instructional minutes are used will provide a way to recognize “lost” teaching time. This recognition will lead to designing the instructional day in such a way that is intentional and focused as well as a time where students are actively engaged.</p> <p>Teachers will benefit from PBIS training and develop a culture that reinforces the appropriate behavior of students as well as immersing students in a classroom with clear expectations. This change will allow teachers to have more time to focus on instruction by learning strategies and skills in working with behavior.</p> <p>Data Days, built into the collaboration cycle of the PLC will imbed the use of formative and progress monitoring data as a part of planning and gauging the impact of one’s own teaching and supporting each other in taking risks and having honest conversations.</p>

Beginning In Mid-May of 2015, the District began a series of meeting with the principals of schools eligible to submit School Improvement Grants and a Planning Consultant from Navigator Learning Solutions™. As building and district leaders analyzed student achievement, student growth data, walkthrough data and the feedback from their IDOE Outreach Coordinator, common needs for instructional programs included:

(1) Establishing A Clear Vision for School-Wide Data Use; (2) Increasing Learning Time; (3) Improving School Leader Effectiveness and Consistency; (4) Increasing Teacher Effectiveness and Consistency in implementing research based and vertically aligned instructional strategies.

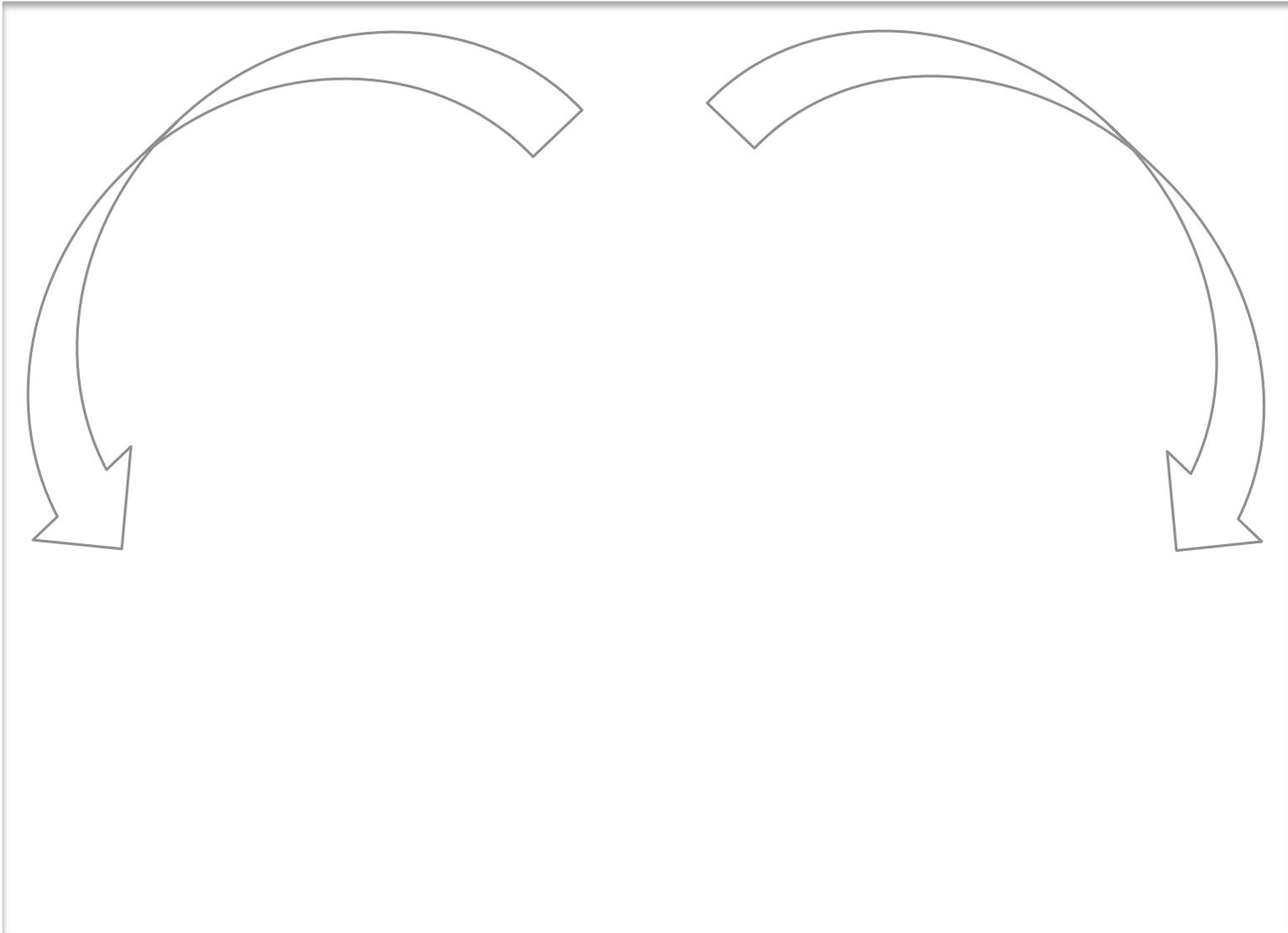
A Bon Air online collection of best practices and creative solutions was created for easy access for each School Leadership team as they continued their Needs Assessment and five-year plans with the School Improvement Grant Application. Among the collection were the IES Practice Guides from the *What Works Clearing House*¹.

Based on numerous discussions with principals and teachers, the following graphic was created to communicate the foundation for each school's Transformation, beginning with Establishing a Clear Vision for School-Wide Data Use

¹U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.

• Implementation Progress • Student Growth • Formative Assessments •

• Teacher Effectiveness • Teacher Reflection •

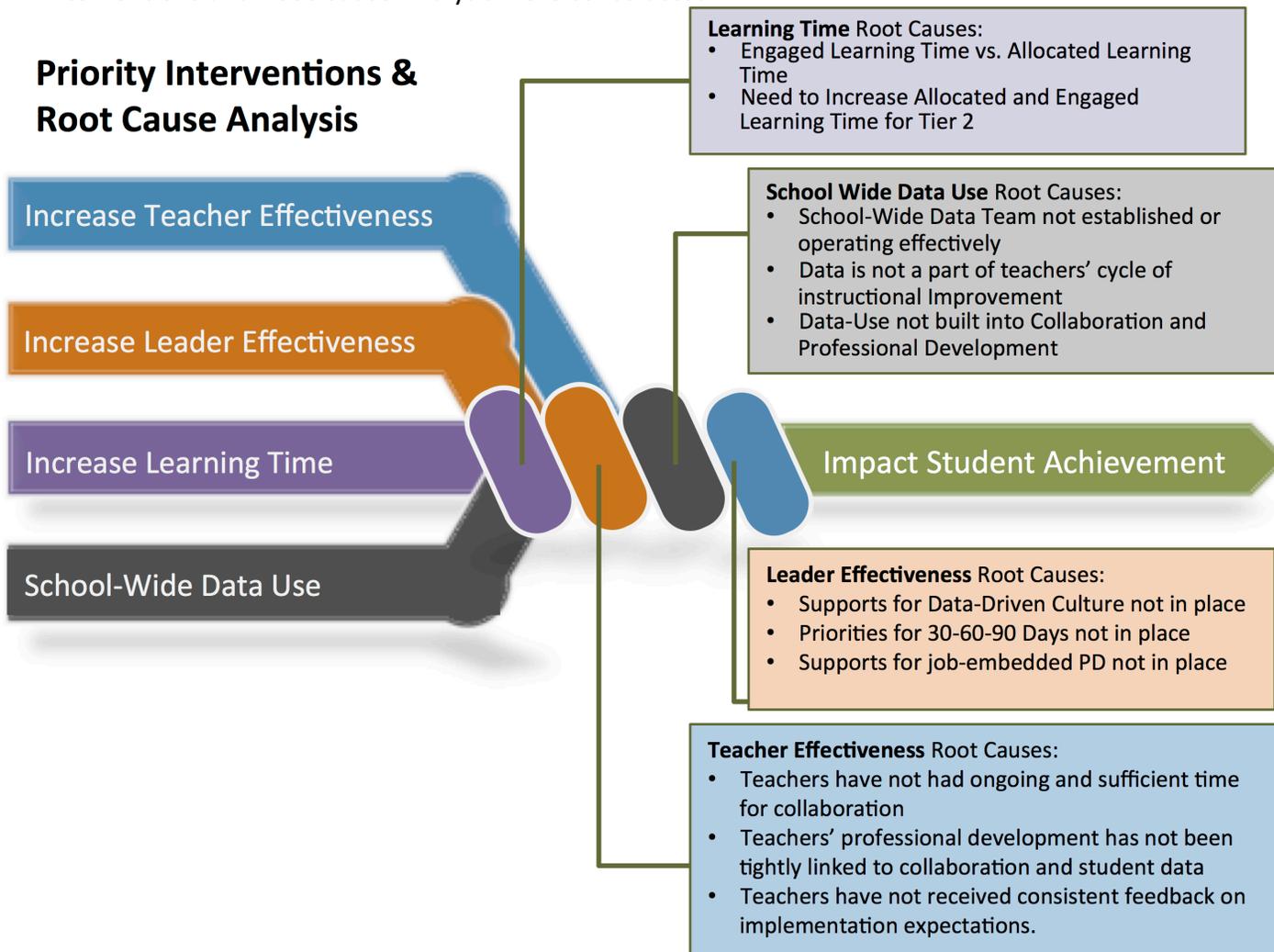


• Progress Monitoring Measures • Achievement Data •

• Enrollment • Attendance • Positive Behavior • Graduation • Post Secondary •

- As the principals worked individually and collectively, with the Planning Consultant and the District Leadership the Kokomo Priority Interventions and Root Cause Analysis were constructed.

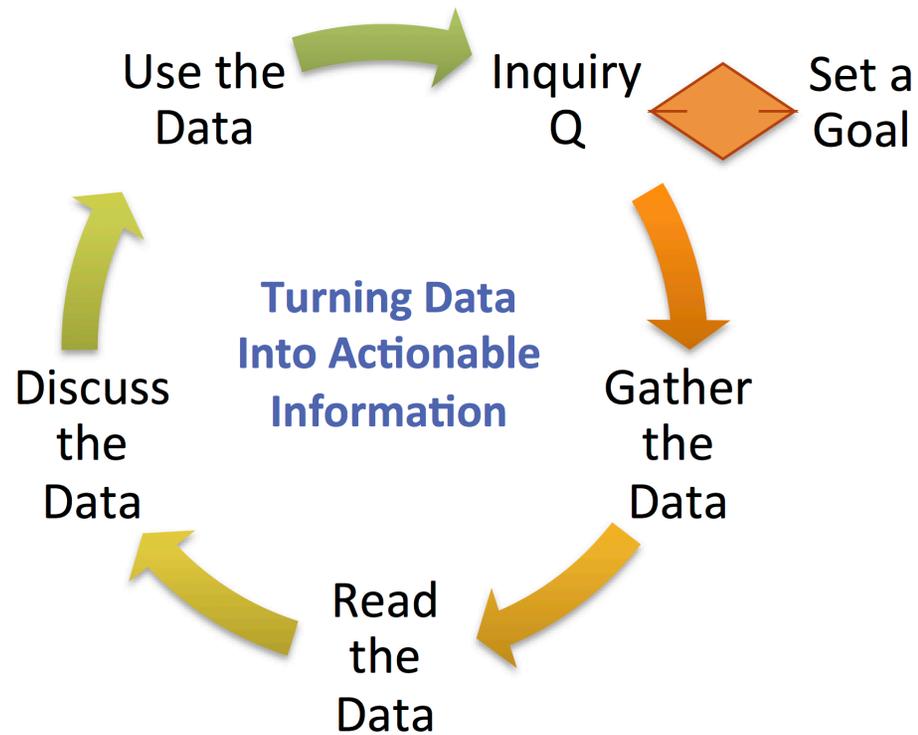
Priority Interventions & Root Cause Analysis



Kokomo Data Analysis Cycle

Used in Conjunction with Data Days

Data Analysis Cycle



Adapted from Western Heights independent School District, PLC Data Analysis Template ©2008

Tier I High Impact Instructional Strategies

Each of the Priority schools is in the process or has completed curriculum maps for ELA and Math. The use of curriculum maps will be integrated within each school's Student Achievement Plan in the fall of 2015. In the discussion that took place within the District Planning for completing the School Improvement Grant applications, all five of the eligible schools also indicated a strong need to establish High Impact Instructional Strategies for Tier I. We researched the appropriate strategies according to the *What Works Clearing House*, the IES Best Practice Guides, and thorough search of the literature on Researched Based Best Practices. Based on that information, the following sets of High Impact Instructional Strategies was chosen. Based on their Needs Assessment Data, each school has chosen their priority High Impact Strategies, beginning with Year One.

Kokomo High Impact Instructional Strategies for Tier I

Set One	Set Two	Set Three
Data Days - Data Analysis Cycle	Productive Talk (PBIS Strategy)	Differentiation
Lesson Planning	Anchor Charts and Visual Support	Rigor
Daily Learning Target	Academic Vocabulary	Grouping for Instruction
Concept Development	Engaged Learning Time	Ensure High Rates of Success
Activation and Organization of Prior Knowledge	Checking for Understanding	Generating and Testing Hypotheses
Gradual Release of Responsibility	Cumulative Comprehensive Review	Developing Independent Self-regulated Learners

Bon Air Elementary High Impact Instructional Strategies for Tier I

DATA Days – Data Review Cycle	Introduce the Data Review Cycle and how it is embedded into Collaboration. Use the Protocol for the Data Review Cycle and the posting of Data on the Data Walls.
Engaged Learning Time	The number of minutes within the allocated instructional minutes that students are focused, working to learn, and involved in mastering and applying grade level concepts and standards.
Productive Talk	Productive talk is talk that promotes learning. Teachers provide structures so students use precise academic vocabulary. They incorporate PBIS strategies. Students listen closely to their peers. They take risks, go public with their ideas, before their ideas are fully formed. Students delve deeply into ideas. They reason with evidence, and they pay close attention to data, and to establish scientific fact. Students learn from each other during discussions.
Gradual Release of Responsibility to Independence	planned sequence of instruction where the responsibility for learning begins with the “expert” taking more responsibility and showing the student or novice how to accomplish the standard, process, or procedure. Based on a

	system of “checking for understanding” the responsibility gradually shifts from teacher to students until the student is independent at the transfer / application level.
Checking for Understanding	Monitoring the emerging understanding of all students at critical times during the lesson. Responding to student data by making adjustments to time, teaching, and options for differentiation
Differentiation	planned response to student and their data during instruction. Additional supports and challenges in learning or using (transferring / apply) new learning in different context with increasing independence.
Rigor	Raising expectations by creating a system of support for all students to independently accomplish daily and unit learning targets. Increase students effort and perseverance with small success and the certainty by students that if they persevere, increase effort, ask and receive support during learning they will be successful

Part 5: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

Describe how the model corresponds to the data, findings, analysis and self assessment.			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>Based on our data findings, root cause analysis, and self-assessment, the Transformation Model will fits the needs of Bon Air Elementary to:</p> <p>Affect Principal Leadership</p> <ul style="list-style-type: none"> • Increase capacity of school principals to lead the turnaround process by: <ul style="list-style-type: none"> – Providing an experienced mentor with a track record of success – mentoring the leadership needed to establish a clear vision for school-wide data use. – mentoring to give teachers with clear expectations for implementation of consistent, research based instructional strategies. – mentoring to provide teachers with more consistent and actionable feedback to teachers • Establish a school-wide data culture 	<p>Subgroup Data indicates we are not reaching all students.</p> <p>In English Language Arts:</p> <p>Free and Reduced: Our largest subgroup is Free and Reduced and they comprise 85% of the total population. The performance goal was 72 percent in 2013 – 2014. Students actual performance was 60.34%</p> <ul style="list-style-type: none"> • These students are losing valuable instructional time because of behavior and lack of engagement. • The students who receive Free and Reduced lunches are from families of generational poverty and are resistant to accessing community resources: medical; economical; and educational. <p>Students With Disabilities</p>	<p>Overall Achievement Data indicates that Bon Air Elementary must make significant improvement toward reaching our performance goal for all students in both English Language Arts and Math.</p> <p>In English Language Arts and Math:</p> <p>Bon Air Elementary scores dropped to 48%, in part due to restructuring from all elementary to an elementary/middle school building. This removed the focus from strategies that had been implemented the prior year when the elementary was a “B”.</p> <p>In English Language Arts:</p> <ul style="list-style-type: none"> • The percentage of All Students passing was 62.74% – well below the District and State average. • IREAD: The preliminary Spring 	<p>Increased Learning Time:</p> <p>The Transformation Model will foster increased learning time for students and staff. As the year begins, the first topic for school wide understanding and action is to address Engaged Learning Time (ELT) within allocated instructional minutes.</p> <p>Making better used of the existing allocated minutes will increase learning time in Tier I.</p> <p>Extended learning time will be added with Tier II Interventions, resulting in of 9 – 30 weeks more of instructional time of 20-30 minutes for students in Tier II.</p> <p>After school additional minutes for Tier II and Tier III students with combination of direct teaching and online tutorials.</p> <p>Student Attendance Rate:</p> <p>The student attendance rate is 94.9% and will increase to 97% during the grant by</p>

<p>that will permeate Tiers I, II, and III so that decisions are made on implementation and impact data.</p> <ul style="list-style-type: none"> Expand leadership opportunities within the school by revamping the Leadership Team <p>Affect Teacher Instruction</p> <ul style="list-style-type: none"> Provide high quality job-embedded staff development <ul style="list-style-type: none"> 36+ hours of professional development focused on high impact instructional strategies in Tier1 18+ hours of PD for Tier II researched based interventions 30 hours of summer PD through <u>Professional Action Plans</u> available to all teachers to impact achievement of subgroups <u>Instructional Rounds</u> to provide positive models for effective teachers and practices as well as peer support available to all teachers <u>Incentives</u> to attract and retain highly effective teachers Establish a comprehensive system to support struggling teachers with content and pedagogy <ul style="list-style-type: none"> <u>Canvas Courses</u> created each quarter furnishes additional learning time and incentives for learning outside of contractual day. <u>PBIS Mentors</u> to provide positive models for effective practices 	<p>The subgroup data, based on NCLB is misleading because in 2013-2014, 35 of the students took IMAST and 40% of those passed. Therefore Students with Disabilities outperformed All Students, by attaining a passing percentage of 58.02%</p> <ul style="list-style-type: none"> Students with Disabilities were the only subgroup to meet their performance goal, due in large part to participation in IMAST. The main reason this group struggles with English Language Arts is because of gaps in academic vocabulary and their difficulty with reading comprehension. <p>Bottom 25% We did not have any students in the student group of the bottom 25%.</p> <p>Top 75% The performance goal of 91% for the Top 75% was not met with the actual performance in 2013-14 of and 66.13%</p> <p>In Mathematics:</p> <p>Free and Reduced: Our largest subgroup is Free and Reduced and they comprise 85% of the total population. These students are losing valuable instructional time because of behavior and lack of engagement.</p> <ul style="list-style-type: none"> The students who receive Free and Reduced lunches are from 	<p>results indicate 61% of the students passed. This is 18% below the Corporation average and 23% below the State average. It also represents a drop of 16% from 2013-2014.</p> <ul style="list-style-type: none"> Student growth in ELA , available for 2013 continues to show low growth for the bottom 25% and the top 25%. <p>Using the curriculum maps, increasing engaged learning time and implementing consistent High Impact Strategies in Tier I should impact overall student growth in ELA.</p> <p>In Math:</p> <ul style="list-style-type: none"> The percentage of All Students passing was 65.4% – well below the District and State average. Use of Kokomo’s Tier I High Impact Instructional Strategies, and ensuring that allocated instructional minutes are truly engaged minutes should significantly impact overall student achievement. <p>The Kokomo Priority Interventions and Root Cause Analysis was accomplished by reviewing the data from overall achievement data, subgroups, walkthroughs and conversations with administrators and staff in the Grant Planning process.</p> <p>The strong support for principals during the required planning year and throughout the five years will lead to increased ability of the principal to lead the transformation process.</p>	<p>increasing parent contact (phone calls, home visits) at the five-absent-mark.</p> <p>Discipline incidents:</p> <p>Job embedded staff development related to PBIS that will take place within the transformation model will reduce discipline incidents by 50% and improve school culture.</p> <p>Teacher performance levels:</p> <p>Teacher performance will be impacted greatly by the changes realized through principal mentoring:</p> <ul style="list-style-type: none"> Establishing a school-wide data model Receiving more consistent implementation feedback Enhancing understanding and use of PBIS to impact school culture and climate Daily collaboration time that incorporates: job-embedded, professional development and use of the data system to make instructional decisions for overall achievement and subgroups. <p>Affect Principal Leadership</p> <p>Principal performance will be impacted greatly by:</p> <ul style="list-style-type: none"> Working with an experienced mentor with a track record of success Receiving job-embedded professional development to provide strong leadership in establishing a school-wide basis for instructional decision-making. Receiving job-embedded professional
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<p>and peer support</p> <ul style="list-style-type: none"> – <u>Professional Action Plans</u> available to all teachers to impact achievement of subgroups • Implementation Feedback through Plus-Delta breaks changes into bite-sized segments with positive feedback and specific recommendations for change <p>Affect Student Learning</p> <ul style="list-style-type: none"> • Increase learning time for all students with implementation of Engaged Learning Time (ELT) • <u>Extended learning time</u> for Tier II Interventions • <u>Summer intercession</u> for students in bottom 25% • <u>Parent University</u> to increase family knowledge about and opportunities to increase the impact they have on their children’s achievement and positive behaviors • <u>Family Engagement Liaison</u> to establish a system for communicating with families and capitalize on their experiences and expertise 	<p>families of generational poverty and are resistant to accessing community resources: medical; economical; and educational.</p> <p>Students With Disabilities</p> <p>The subgroup data, based on NCLB is misleading because in 2013-2014, 35 of the students took IMAST and 40% of those passed. Therefore Students with Disabilities outperformed All Students, by attaining a passing percentage of 63.29%</p> <ul style="list-style-type: none"> • Students with Disabilities were the only subgroup to meet their performance goal, due in large part to participation in IMAST. • The main reason this group struggles with Mathematics is because of gaps in key mathematical concepts and their difficulty with reading comprehension. <p>Bottom 25% We did not have any students in the student group of the bottom 25%.</p> <p>Top 75% The performance goal of 92% for the Top 75% was not met with the actual performance in 2013-14 of and 69.89%</p>	<p>For teachers not only will the job-embedded PD be partnered with ongoing data use, teachers will have consistent opportunities to reflect on their own practice and support their peers using instructional rounds.</p>	<p>development to manage walkthroughs and provide more consistent, actionable feedback focused on implementation of High Impact strategies.</p> <ul style="list-style-type: none"> • Operational flexibility to attract and reward highly effective teachers • Expanding leadership opportunities within the school by revamping the Leadership Team
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Describe how the model will create teacher, principal, and student change.

The Transformation Model will truly transform Bo Air Elementary into a school that supports and challenges each of its students to learn, achieve, and contribute to the school culture and climate.

For the principal, the Transformation interventions provide needed mentoring in managing time and resources, distributing school leadership among the staff and providing opportunities and incentives to hire and retain the best educators. Through the transformation model, we will create a school-wide system of data use, that includes measuring and giving actionable implementation feedback to teachers as they put into place consistent research based instruction for all students and all Tiers.

Teachers will change by having the time and peer dialogue and support to analyze the impact their practices have on student behavior and student achievement. Each year 25% of teachers will be able to research better ways to reach subgroups and address root causes that are impeding their achievement. These *Teacher Action Plans*, focused on student growth data, will be implemented in the fall and their progress tracked by the entire school community. Teachers will also be a part of developing a system of behavior and instructional supports that address the root causes of suppressed performance of all students and give increased opportunities to learn to students in the subgroups who are performing far below their capabilities.

Students and their families will draw closer to the school community because they will receive an environment where they feel safe, supported, challenged and that needs them to grow and improve our entire school community. Students will become certain of the value of the College and Career Ready Standards to their day-to-day work in school, the relevance to their out-of-school life and the relationship to the post-secondary opportunities that await them. Students will become convinced that through their effort and full participation as learners they can not only do rigorous and challenge work, they can do it well.

Part 5a: Selection of Improvement Model – SMART GOALS

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

*CLOSURE schools do not need to complete SMART goals

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

SMART Culture Goal

Goal 1: By May of 2019, all staff will implement PBIS with fidelity as evidenced by:

- Decreasing out of class and instructional time by 50% as measured by Power School log entries
- Display of routines and procedures established by in PBIS Matrix 100% of classrooms and school environment.
- 80% of teachers attaining “Accomplished Implementation” status on the PBIS Implementation Gauge during focused Walkthroughs.
- 100% of teachers having completed the Canvas courses and associated feedback.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Subgroup of Free and Reduced
By May 2019, Bo Air Elementary will increase: overall student achievement from 62.74% (2014) to 80% as measured by the ISTEP+ ELA Proficiency.	By May 2019, Bo Air Elementary will increase: overall student achievement from 65.4% (2014) to 80% as measured by the ISTEP+ Math Proficiency	By May 2019, Bo Air Elementary will increase: the ISTEP + total Math performance for students receiving Free and Reduced Lunches from 47.6% to 64%

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

The planning year for Bon Air Elementary Transformation will incorporate the District support components: (1) *Kokomo's Vision for School Wide Data Use*; (2) *Priority Interventions and Root Cause Analysis*; (3) *Kokomo's Data Analysis Cycle* and (4) *Kokomo Tier I High Impact Strategies*

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Quarter One Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
<p style="color: blue; font-weight: bold;">Principal Changes and Flexibility</p> <ul style="list-style-type: none"> Increase ability of Principal to Lead Turnaround Effort Revise Leadership Team Communicate Options for Operational Flexibility Lead use of Data Dashboard 	<p style="font-weight: bold;">Initiate Mentorship for Principal:</p> <p>Principal and Navigator Mentor</p> <ul style="list-style-type: none"> Leadership – Establish a Data Driven Culture Support System for Teacher Growth Implementing Kokomo High Impact Strategies across all grade levels K-5 	<p>Phase One: August through October</p>	<p>Mentor works with Principal to identify:</p> <ul style="list-style-type: none"> Goals and process for Mentor-Principal Relationship Review / establish graphics and process for school-wide data use. Review SIG Year I Focus, Action Steps and Timeline Review Support System for Teachers Growth <ul style="list-style-type: none"> – Daily Collaboration – Navigator PLC modules – Instructional Rounds – Stipends for Additional PD for new teachers and experienced staff alike – Teacher Action Plan Mini-grants in summer Principal and mentor establish 30 – 60 – 90 day plan for Quarter I 	<p>Principal Mentor (budget under Navigator Learning Turnaround Services)</p>
	<p style="font-weight: bold;">Begin Walkthroughs with the Navigator School TurnAround Software.</p> <p>Principal and Mentor</p>	<p>September - October</p>	<ul style="list-style-type: none"> Establish the protocol for Anecdotal and Implementation Gauge Feedback. Provide Principal with Feedback Quick Cards. Practice with Anecdotal Plus Delta Feedback from volunteers. Observe in classrooms of volunteers using the implementation gauges for (1) PBIS and Daily Learning Target. Hold post-conference where teachers will make suggestion for making the feedback more helpful. 	<p>Stipends for providing Principal with feedback on the experience and suggestions for fine-tuning.</p>

			<ul style="list-style-type: none"> • Mentor models how to create a Plus Delta, using the Anecdotal Feedback • Volunteers receive mentor feedback and share thoughts about the process. 																					
	Leadership Team creates PD Calendar	Mid-August	PD Calendar will have PD events including collaboration and vertical articulation topics. Each topic will be important to (1) school wide data use, (2) increasing learning time, (3) teacher effectiveness or (4) principal effectiveness																					
	Revise Leadership Team and include a new role of Data Catalyst : Principal	August - Oct	Reposting Jobs for Leadership Team <ul style="list-style-type: none"> • Set Roles, Responsibilities, Opportunities to include a new role of Data Catalyst (DC). Data Catalyst ensures ongoing monitoring and update of the Data Dashboard at a minimum of monthly. The DC alerts the Leadership team of the need to update and act on Data • Review SIG and set dates within school calendar • Problem solve new challenges using Kokomo Data Analysis Cycle • Establish the Communication Process for all staff • School Improvement Planning 	Data Catalyst Stipend																				
	Communicate options for operational flexibility to staff: Principal	August First Faculty Meeting	<ul style="list-style-type: none"> • Definition of Operational Flexibility and how it will positively impacts teachers, students, and the opportunity to learn. • Options for Job Embedded Professional Growth 	Stipends for professional staff outside of contractual day for professional development and data analysis																				
Professional Development <ul style="list-style-type: none"> • Teachers have ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. • Initially PD will 	Establish Collaboration Schedule and Protocols for Job-Embedded PD Each grade level will be on a different rotation. <table border="1" data-bbox="415 1172 842 1401"> <tr> <td>D</td> <td>Each grade level will be on a different rotation.</td> </tr> <tr> <td>1</td> <td>PBIS - Vertical</td> </tr> <tr> <td>2</td> <td>Data Days - All</td> </tr> <tr> <td>3</td> <td>High Impact - Vertical</td> </tr> <tr> <td>4</td> <td>Data Day - Goal</td> </tr> <tr> <td>5</td> <td>Data Day - Cohort</td> </tr> </table>	D	Each grade level will be on a different rotation.	1	PBIS - Vertical	2	Data Days - All	3	High Impact - Vertical	4	Data Day - Goal	5	Data Day - Cohort	Begins with First Day of T Contract Continues all year long.	Collaboration Schedule: Data Days Start with an Understanding of the purpose of collaboration and its relationship to the Data Analysis Cycle. Begin with Mathematics in light of SMART Goal #4. <table border="1" data-bbox="1073 1205 1654 1411"> <tr> <th colspan="2">Data Days</th> </tr> <tr> <td colspan="2">Define the purpose and Protocols for DATA days.</td> </tr> <tr> <td>1.</td> <td>All (1 days a week) Review Data and Plan for Priority Standards</td> </tr> <tr> <td>2.</td> <td>Goal (1 days a week) Review Data for Goal #4 Students and plan for WIN and Afterschool</td> </tr> </table>	Data Days		Define the purpose and Protocols for DATA days.		1.	All (1 days a week) Review Data and Plan for Priority Standards	2.	Goal (1 days a week) Review Data for Goal #4 Students and plan for WIN and Afterschool	Behavior Interventionist for PBIS Navigator PLC Module (Budget – Navigator Learning Solutions)
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<p>happen at the same rate for all teachers. When it appears that some teachers are implementing faster than others, they will have the option of working at an accelerated rate and may even receive stipends for additional study and implementation.</p>	<p>(1) PBIS with Behavior Interventionist (2) High Impact Instructional Strategies Interventionist and Principal</p> <table border="1"> <tr> <th colspan="2">Vertical Articulation Focus</th> </tr> <tr> <td>PBIS</td> <td>High Impact</td> </tr> <tr> <td rowspan="3">priority areas</td> <td>Data Days – Purpose and USE</td> </tr> <tr> <td>Engaged Learning Time (ELT)</td> </tr> <tr> <td>Productive Talk</td> </tr> <tr> <td>To be completed by PBIS Team</td> <td>Gradual Release of Responsibility (GRR)</td> </tr> <tr> <td>To be completed by PBIS Team</td> <td>Checking for Understanding</td> </tr> <tr> <td>To be completed by PBIS Team</td> <td>Differentiation</td> </tr> <tr> <td>To be completed by PBIS Team</td> <td>Rigor</td> </tr> </table>	Vertical Articulation Focus		PBIS	High Impact	priority areas	Data Days – Purpose and USE	Engaged Learning Time (ELT)	Productive Talk	To be completed by PBIS Team	Gradual Release of Responsibility (GRR)	To be completed by PBIS Team	Checking for Understanding	To be completed by PBIS Team	Differentiation	To be completed by PBIS Team	Rigor		<p>3. Cohort (1 day a week) All teachers of same S review data of struggling S review Data in Tiers 1 and 2</p> <table border="1"> <tr> <td>Math – Start here days week for 1st semester</td> <td>ELA – Begin Q 3 Math 1 day ELA 1 day</td> </tr> <tr> <td>Curriculum Map – Pick Priority Standard</td> <td>Curriculum Map – Pick Priority Standard</td> </tr> <tr> <td>Select, create, or adapt rigorous Common Assessment</td> <td>Select, create, or adapt rigorous Common Assessment</td> </tr> <tr> <td>Plan strong GRR sequence with visual supports for students who may struggle</td> <td>Plan strong GRR sequence with visual supports for students who may struggle</td> </tr> <tr> <td>Release responsibility and move students to an independent performance</td> <td>Release responsibility and move students to an independent performance</td> </tr> <tr> <td>Administer Formative Assessment and analyze in collaboration to improve practice</td> <td>Administer Formative Assessment and analyze in collaboration to improve practice</td> </tr> </table> <p>Teachers Login to TurnAround System, locate the PLC and complete the Introductory module – Data Days Principal distributes PLC Schedule for the remainder of the Academic Year.</p>	Math – Start here days week for 1st semester	ELA – Begin Q 3 Math 1 day ELA 1 day	Curriculum Map – Pick Priority Standard	Curriculum Map – Pick Priority Standard	Select, create, or adapt rigorous Common Assessment	Select, create, or adapt rigorous Common Assessment	Plan strong GRR sequence with visual supports for students who may struggle	Plan strong GRR sequence with visual supports for students who may struggle	Release responsibility and move students to an independent performance	Release responsibility and move students to an independent performance	Administer Formative Assessment and analyze in collaboration to improve practice	Administer Formative Assessment and analyze in collaboration to improve practice	
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<p>Tier 1 High Impact Strategies Principal and Instructional Facilitation</p> <p>Show additional modules available for individual access.</p>	<p>August First Faculty Meeting</p>	<p>Principal distributes PLC Schedule for the remainder of the Academic Year. August – Data Days Sept - Engaged Learning Time October - Productive Talk November – Gradual Release of Responsibility December – Checking for Understanding January – February: Differentiated Supports and Challenges February – April: Increased Rigor for All Students</p>																														
<p>Comprehensive Reform</p> <ul style="list-style-type: none"> Create a Ramp up program for students with the largest achievement gaps 	<p>Intervention Team: Set up plan for universal screening in mathematics – Principal , Instructional Facilitator, Math interventionist</p>	<p>September</p>	<p>Organize data and recommend S for after school tutoring. Send home an announcement of Focused After School “Tutoring” for Mathematics for 3-5. Make contact with parents by phone or in person.</p>																													
	<p>Universal Screening of K-5 students in</p>	<p>October</p>	<p>Administer SMI, grs. 1-5 (1 on 1 diagnostic for K)</p>	<p>Scholastic Math Inventory</p>																												

<ul style="list-style-type: none"> • Create an intervention plan for students who are behind academically • Contract with building level interventionists 	Mathematics – Intervention Team		<ul style="list-style-type: none"> • Analyze SMI for all students and subgroups from Universal Screening. • Begin with Third Grade • Write math data statements and post on Data Wall. 	(450 students)
	Increase Instructional Minutes in Math for All Students Principal	Begin October	Add a 20 – 30 focus on WIN (What I Need) using Blended (online and small group) 10 Mark Math for all students.	450 student licenses,
	Math Ramping Up (Bottom 25%) Math Interventionist Navigator Consultant will support the use of the Student Growth component in the software.	Begin October	Math Interventionist will be on flex schedule by arriving mid morning and providing an additional hour of intervention 3 days a week for bottom 25% Additional teachers will be added to accommodate numbers. <ul style="list-style-type: none"> • Use Navigator Students Growth component within the Navigator Software • Explain how the System Works at October Faculty Meeting 	Stipends for Teacher (2 teachers, 1 hour, 3 days a week) Transportation (BUS) Navigator School TurnAround™ Software (already in budget)
	Reading Ramping Up – (Bottom 25%) Instructional Facilitator Navigator Consultant will support the use of the Student Growth component in the software.	Begin October	IREAD for K-2 students in bottom 25%, increase during WIN reading period. <ul style="list-style-type: none"> • Use Navigator Students Growth component within the Navigator Software 	School Site License for IREAD (\$1,500) 30 iPads for K-2, with cases and charger stand
	Fidelity External Evaluator – Principal	August and November	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	External Evaluator: Equitable Education Solutions (6 onsites per year @ \$1500 per onsite) \$6,000 per year
	Sustainability: introduce the concept of sustainability to the staff and explain how Canvas courses will be created to store the materials for implementing PBIS with fidelity. <u>Create Canvas Course : PBIS</u> <u>Introduction:</u> <ul style="list-style-type: none"> • <u>All Aboard</u> • <u>Staff Survey</u> • <u>Framework for Rewards</u> 	Phase One: Begin in October, Year Long Process	As practices are implemented in classrooms. Teachers will be given option to have a video segment from one of their classes included in course/collection <ul style="list-style-type: none"> • Outside videographer will work 5 hours per quarter to film and edit the video clips. • Contract with Subject Matter Expert (SME) to assist with editing and organizing materials to create a course for each initiative in the Grant. Work will be completed outside contractual hours 	Video equipment: 2 Canon videocams 1 lavalier microphone 1 wireless microphone and 4-channel recorder. Editing Software (Camtasia Studio for PC) Subject Matter Expert

	<ul style="list-style-type: none"> • <u>Continuum of Consequences</u> • <u>Verbal Acknowledgements</u> • <u>One Sentence Interventions</u> <p>Subject Matter Expert in Professional Development (SME) and Navigator Learning Consultant</p>		<ul style="list-style-type: none"> • Navigator Learning will provide the structure for gathering the associated content for each part of the course. As soon as the Teacher Expert can accomplish the process independently, he/she will do so without assistance. Navigator Learning Consultant will monitor the quality and usability of the information for the Planning Year. <p>Navigator Learning will create Implementation Gauges in consultation with the Principal and the Leadership Team.</p>	<p>(SME) contract</p> <p>Videographer</p>
<p>Building Culture</p> <ul style="list-style-type: none"> • Safe, orderly and equitable learning environment • The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff 	<p>PBIS Team Organizes to review the SIG and Planning Year Goals.</p>	<p>Begins in August – Year Long Process</p>	<p>Members: 5 teachers, Behavioral Interventionist and Social Worker. All teachers will be enrolled in the course. (See Sustainability Below)</p>	<p>Contract for PBIS Team Training and Onsite Visits</p>
	<p>Introduce the Kokomo Data Analysis Cycle: Leadership Team</p>	<p>Phase One: August 1 Faculty Meeting Year Long Process</p>	<p>Present the Kokomo Data Analysis Cycle at the 1st Staff Faculty Meeting. Principal or Behavioral Interventionist will meet with each grade level collaboration team on their first grade level collaboration day to take them through the cycle as it applies to initial 3 Priority PBIS Universal behaviors that the Leadership Team selected.</p> <p>Begin with Subgroup Achievement Analysis and move to individual data during progress monitoring.</p> <p>Specific attention and analysis will be given to the performance of our subgroup of (Academic Goal #3) African Americans.</p>	
	<p>PBIS - Plan PD for Session 1 Launch of “All Aboard” to develop an shared understanding of the PBIS system of supports for students, teachers and families</p>	<p>August</p>	<ul style="list-style-type: none"> • PD to establish PBIS with fidelity for Tier I in 100% of teachers’ classrooms and throughout the school. • Establish 3 universal behaviors to understand and implement and create a positive expectation Matrix (use activities and give support materials). (Positive Expectation Matrix) 	<p>Stipends to non-administrative members of Leadership Team for work outside of contractual day</p>
	<p>PBIS - Establish a baseline of current implementation of PBIS: Behavioral Interventionist All Staff take Readiness Survey for PBIS</p>	<p>August</p>	<p>Post Data for both in the Professional Growth Room as a part of the Data Walls</p>	

	PBIS - Develop a Framework for a System of Acknowledgements and Adopt a Continuum of Response to Behavior for PBIS Team	September	Share in Vertical Articulation Collaboration Time <ul style="list-style-type: none"> • Provide Teachers with materials to use in teaching the reward system and continuum of consequences. 	
	PBIS - Create reference card of Verbal Acknowledgements and One Sentence Interventions – PBIS Team PBIS - Teach Expectations and Implement PBIS Program with All Students All Teachers	October	<ul style="list-style-type: none"> • Provide Teachers with Implementation Gauge for PBIS • Behavioral Interventionist meets with each Grade Level Team during Collaboration 	
Family and Community Engagement	Create a Parent University Planning Team – Principal Contract with individual to serve as Family Liaison (from 5-7pm) Family Engagement Team Includes Family Liaison, Social Worker, and Behavioral Interventionist	October	Planning Group to will create the structures for Parent University. <ul style="list-style-type: none"> • Parents meetings will be held on the second Tues of the month: a daytime and after school session for two hours each. • Course offerings will include technology workshops for parents, student academic supports and a topic of interest from the planning group. • Academic Supports topic for Meeting 1 is PBIS Introduction. 	Family Liaison Contract 20 hours monthly, August to May Family Engagement Incentives and Rewards

Quarter Two Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
<p>Principal Changes and Flexibility</p> <ul style="list-style-type: none"> • Increase ability of Principal to Lead Turnaround Effort • Revise Leadership Team • Communicate Options for Operational Flexibility • Lead use of Data Dashboard 	<p>Principal and Navigator Mentor review 60-Day plan Implementation and revise goals for 90-Day Plan as needed.</p> <p>Principal and Navigator Mentor begin Walkthroughs with Plus Delta Feedback for Engaged Learning Time</p> 	<p>November-December</p>	<p>Review of Data Associated with 60 – Day Plan Goals. Principal posts information on Data Wall</p> <p>By design, Feedback from Navigator School TurnAround Software™ represents Formative Data of Implementation and does not contribute to the Summative Rating from Teacher Evaluation. Therefore, teachers can learn new practices without adverse consequences. Volunteers will be used initially so teachers become comfortable the process.</p> <p>District will monitor the quality of Principal’s feedback to teachers in the Navigator School TurnAround Software™.</p> <ul style="list-style-type: none"> • The appropriate Assistant Superintendent (elementary or secondary) will review on a monthly basis. • Navigator will provide PD for District Monitoring at no additional charge • Both Assistant Superintendents will be granted a license and login for Navigator School TurnAround™ Software at no cost. 	<p>Stipend for Volunteers for Introduction to Navigator PLC™ and Feedback</p>
<p>Effectiveness of staff</p> <ul style="list-style-type: none"> • Give online support for Tier I Research-Based Practices <ul style="list-style-type: none"> – PBIS – Kokomo’s Tier I High Impact Instructional Strategies 	<p>Navigator PLC – Principal / Behavioral Interventionist</p> <ol style="list-style-type: none"> 1. Post announcement that PBIS Introductory Course Introduction has been uploaded to Canvas: SME 2. Post reminder that Increasing Engaged Learning Time and Gradual Release of Responsibility is available on Navigator PLC and should be accomplished during Collaboration for High Impact 	<p>2nd Quarter November-December</p>	<p>PD is built into the Collaboration Schedule.</p> <ul style="list-style-type: none"> • Principal or Behavioral Interventionist meets with each Team as they review data, and plan for continued implementation of PBIS • Implementation Gauge for <i>Engaged Learning Time</i> is located within Navigator PLC Module. Principal or Behavioral Interventionist attends collaboration. • Implementation Gauge for <i>Gradual Release of Responsibility</i> is located within Navigator PLC Module. Principal or Behavioral Interventionist attends collaboration. 	

	Strategies		<ul style="list-style-type: none"> (See Principal changes below for Plus-Delta Feedback through Navigator School TurnAround™ Software) 	
Professional Development <ul style="list-style-type: none"> Ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually. Teachers earn CEC's 	Provide job-embedded PD modules <ul style="list-style-type: none"> Aligned with Kokomo's Tier I High Impact Instructional Strategies: Increasing Engaged Learning Time: Navigator PLC within Navigator School TurnAround Software™ Gradual Release of Responsibility: Navigator PLC within Navigator School TurnAround Software™ 	2 nd Quarter November	<p>Teachers continue to use Navigator PLC Interactive online modules. Additional resources contain additional print and media links to allow teachers to customize their own learning.</p> <ul style="list-style-type: none"> Implementation Gauges Feedback Quick-Cards for Principals to give actionable feedback, based on Root Cause Analysis Strategy Quick Cards for Teachers Suggestions for Instructional Rounds <p>Define the concept of Engaged Learning Time as the actual time within an instructional block that students are working on the Daily Learning Target (DLT) and not engaged in unrelated non-learning events .</p>	Navigator School TurnAround™ Software
	Introduce Instructional Rounds – learn the structure so teachers can self-evaluate and support each other in implementing PBIS and Research-Based Practices. Principal and Behavioral Interventionist	December Faculty Meeting	<p>Focus of Instructional Rounds for each month in year one will focus on PBIS.</p> <ul style="list-style-type: none"> Instructional Rounds will be accomplished during one of the two grade level collaboration days. Principal, Behavioral Interventionist or Instructional Facilitator accompanies each team on Instructional Rounds to Observe PBIS supports in place. 	
	Intervention Team: continues with to update teachers on the progress of afterschool tutoring.	December Faculty meeting	Math Interventionist Math Interventionist will give presentation of Student Growth Data (Navigator Software) from After School Tutoring. <ul style="list-style-type: none"> Each Teacher will identify one subgroup they will set Student Growth goals for and set up in Navigator in January 	
	Design a structure for Tier II Blended Intervention Team	November - December	<ul style="list-style-type: none"> Continue Universal Screening with grades 4 and 5. Math Interventionist establishes a Blended WIN 	Subject Matter Expert contract Videographer

			<p>period for one grade three group.</p> <ul style="list-style-type: none"> • Navigator works with Math Interventionist to create a Specialty Module for WIN blended learning using Ten Marks • Schedule Videographer and record representative sessions to begin Canvas Library on Tier II Interventions. 	Ten Marks (already in budget)
<p>Comprehensive Reform</p> <ul style="list-style-type: none"> • Create a Ramp up program for students with the largest achievement gaps • Create an intervention plan for students who are behind academically • Hire building level interventionists 	<p>Increase Instructional Minutes in Math for All Students</p>	2 nd Quarter	<ul style="list-style-type: none"> • Continue 20 – 30 focus on WIN (What I Need) Math Interventionists and Instructional Specialists will offer sign up times for T’s to preview the 10 Mark online system during their Data Days. • Each grade level will use the same structure for a blended WIN period, but assign the specific resources based on S Data. • Instructional Specialist and will Math Interventionist will provide differentiated support for 10 Mark Intervention. 	
	<p>Math Ramping Up (Bottom 25%) Math Interventionist After School Intervention</p>	2 nd Quarter	<p>After School Intervention Continue use of Student Growth component, progress monitor.</p> <ul style="list-style-type: none"> • Post progress of grade 3 Tutoring on Data Wall • Additional Stipends will be used for Teachers who want to become afterschool Tutors • Spend one week attending all three sessions and meet with Intervention Team to plan their grade four and five after school students. • Math Interventionist and Instructional Facilitator will work with them to set up grade four and five student growth goals. (Alternative PD on High Impact Day) 	Stipends for Teacher (2 teachers, 1 hour, 3 days a week)
	<p>Reading Ramping Up – (Bottom 25%) Instructional Facilitator</p>	2 nd Quarter	<p>Continue IREAD for K-2 students in bottom 25%, increase during WIN reading period.</p> <ul style="list-style-type: none"> • Continue use of Student Growth component, progress monitor. • Post Data on Data Wall 	

	Fidelity External Evaluator – Principal	November	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	
Family and Community Engagement	Create Courses for Parent University for November and December: Parent Team – Family Liaison (from 5-7pm) Family Engagement Team Includes Family Liaison, Social Worker, and Behavioral Interventionist	November - December	Family Liaison will work with the Family Engagement Team to assemble materials. <ul style="list-style-type: none"> Announce the course offerings for November and December. Post on School Website and contacts in emails from Canvas 	Light Snacks Family Liaison

Quarter Three Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility <ul style="list-style-type: none"> Increase ability of Principal to Lead Turnaround Effort Revise Leadership Team Communicate Options for Operational Flexibility Lead use of Data Dashboard 	Principal and Navigator Mentor review 90-Day plan Implementation and revise goals for 120-Day Plan as needed.	January	Review of Data Associated with 90 – Day Plan Goals. Principal posts information on Data Wall in Professional Growth Wall	
	Principal Feedback to Teachers Principal gives Plus Delta Feedback using the Implementation Gauge in Navigator School TurnAround™ Software	January	<ul style="list-style-type: none"> Behavioral Interventionist and Navigator Mentor conduct walkthrough to gather data on implementation of school-wide PBIS Data is charted and shared on Data Walls 	
		February	<ul style="list-style-type: none"> Principal, Instructional Specialist and Navigator Mentor conduct walkthrough to gather data on implementation of Data Days and give feedback to each Team. Principal and Behavioral Interventionist give Feedback on Engaged Learning Time and Gradual Release of Responsibility Teachers who request it will receive feedback on Checking for Understanding and Differentiation <p>District continues to monitor the quality of feedback given to teachers using Navigator School TurnAround Software™.</p>	

		March	Principal and Navigator Mentor conduct walkthrough to gather data on implementation and provide feedback of Checking for Understanding and Differentiation (depends on the where individual teachers are).	
	Principal and Navigator Mentor conduct walkthrough to gather data on implementation of Differentiated Support and Challenges .	March - April	Principal gives Plus Delta Feedback using the Implementation Gauge in Navigator School TurnAround™ Software	
Professional Development <ul style="list-style-type: none"> Ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration. Teachers continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually through Instructional Rounds 	(1) Review PD schedule for 2nd Semester for Implementation of Tier 1 High Impact Instructional Strategies – Instructional Facilitator and Principal	January	<ul style="list-style-type: none"> Instructional Facilitator will continue to monitor and support with additional professional development WIN teachers will meet with the Math Interventionist during the Data Day Collaboration or the Instructional Specialist to set Growth Plan Goals for students within their WIN group. Teachers will bring common performance DATA to the All and Goal Data Days and, where appropriate, data from Instructional Rounds to Collaboration. At 2 week mark, DATA Catalyst will remind teachers about progress monitoring and updating Student Growth Data. 	
	Continue Job-embedded PD Aligned with Kokomo’s Tier I High Impact Instructional Strategies Differentiation : Leadership Team and Navigator PLC	3 rd Quarter January	Interactive online module contains additional print and media links to allow teachers to customize their own learning. <ul style="list-style-type: none"> Implementation Gauges Feedback Quick-Cards for Principals to give actionable feedback, based on Root Cause Analysis Strategy Quick Cards for Teachers Suggestions for Instructional Rounds 	Navigator School TurnAround™ Software
	Job-embedded PD – Kokomo’s Tier I High Impact Instructional Strategies Differentiation	February	Interactive online module contains additional print and media links to allow teachers to customize their own learning including Implementation Gauges (See Above)	

	Job-embedded PD – Kokomo’s Tier I High Impact Instructional Strategies Differentiated Supports and Challenges	March	Interactive online module contains additional print and media links to allow teachers to customize their own learning including Implementation Gauges (See Above)	
Comprehensive Reform <ul style="list-style-type: none"> Ramp up program for students with the largest achievement gaps Intervention plan for students who are behind academically Building level interventionists 	Increase Instructional Minutes in Math for All Students	3 rd Quarter	Continue 20 – 30 focus on WIN (What I Need) using Blended (online and small group) 10 Mark Math for all students.	
	Math Ramping Up (Bottom 25%) Math Interventionist After School Intervention	3 rd Quarter	After School Intervention Continue to set goals, progress monitor	Stipends for Teacher (2 teachers, 1 hour, 3 days a week)
	Reading Ramping Up – (Bottom 25%) Instructional Facilitator	3 rd Quarter	Continue IREAD for K-2 students in bottom 25%, increase during WIN reading period. Progress monitor and update Student Growth Plan in Navigator Software.	
	Fidelity External Evaluator – Principal	March	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	
Building Culture <ul style="list-style-type: none"> Safe, orderly and equitable learning environment The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff Supports for increasing teacher leadership. 	PBIS Team Organizes materials to reviews the data from the Instructional Rounds (PBIS) and prepares materials for Vertical Articulation and data analysis during Collaboration	January	Vertical Articulation During Collaboration using Kokomo Data Analysis Cycle. Teams display data on Data Walks for All Students and Subgroup of African American and Free and Reduced. Recommendations are shared across teams for 100% implementation with fidelity of PBIS for Tier I PBIS Mentors are recommended by teachers and administrators to support those still implementing PBIS aspects	Stipends for preparation occurring outside of contractual day, by PBIS Mentors
			Teachers complete a self-reflection and meet with PBIS mentors to identify concrete ways to accomplish goal of 100% implementation by all teachers.	
	Instructional Rounds Continue	January - March	Teachers give specific feedback identifying 3 Pluses and 1 Delta to make implementation 100%	
Family and Community Engagement	Continue Parent University Parent Team	January to March	Family Liaison will work with the Family Engagement Team to assemble materials and announce the course	Light Snacks

			offerings for January to March. Post on School Website and contacts in emails from Canvas	Family Liaison
Quarter Four Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility <ul style="list-style-type: none"> Increase ability of Principal to Lead Turnaround Effort Revise Leadership Team Communicate Options for Operational Flexibility Lead use of Data Dashboard 	Principal and Navigator Mentor conduct walkthroughs to gather data on implementation of Differentiated Support and Challenge	April 3 rd Quarter	Principal gives Plus Delta Feedback using the Implementation Gauge in Navigator School TurnAround™ Software	
	Principal Discusses IDOE Outreach Feedback with Mentor. Create a April May 30-Day Plan		Review progress toward goals and create a Plus Delta for Administrator	
	Data Catalyst creates a Plus Delta for the use of the Data Dashboard and review with the Principal: Principal and Data Catalyst		Data Catalyst lead the update for the Leadership Team to Improve the use of the School-wide Data System	
Comprehensive Reform <ul style="list-style-type: none"> Ramp up program for students with the largest achievement gaps Intervention plan for students who are behind academically Building level interventionists 	Increase Instructional Minutes in Math for All Students		Continue 20 – 30 focus on WIN (What I Need) using Blended (online and small group) 10 Mark Math for all students.	
	Math Ramping Up (Bottom 25%) Math Interventionist After School Intervention		After School Intervention Continue to set goals, progress monitor	Stipends for Teacher (2 teachers, 1 hour, 3 days a week)
	Reading Ramping Up – (Bottom 25%) Instructional Facilitator		Continue IREAD for K-2 students in bottom 25%, increase during WIN reading period. Set goals, progress monitor	
	Fidelity External Evaluator – Principal	June	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	
Instructional Programs	Add Read 180 to Tier II Instructional Program Resources - Principal	April	Identify a universal screening for K-2; 3-5.	Read 180, 30 licenses Scholastic System 44, 10 licenses
Building Culture	Principal offers teachers the opportunity to create a summer		<ul style="list-style-type: none"> Teachers submit a Teacher Action Plan using the tools of Navigator School TurnAround™ Software. 	Summer Stipends for 15 Teacher Action Plans

	professional development plan for personalized learning using the Teacher Action Plan and Portfolio in Navigator School TurnAround™ Software		Professional must be approved by building principal and presented to Leadership Team for their endorsement. <ul style="list-style-type: none"> Guidelines to be created by Leadership Team in Consult with Navigator Mentor but will include a plan to become a Subject Matter Expert on either Tier I or Tier 2 supports and interventions. 	based on 30 hours of independent study = \$660 per teacher. \$1000 for materials to Implement the study in the fall.
Family and Community Engagement	Continue Parent University Parent Team	April - May	Family Liaison will work with the Family Engagement Team to assemble materials and announce the course offerings for April and May <ul style="list-style-type: none"> Course offerings will include technology workshops for parents, student academic supports and a topic of interest from the planning group. Academic Supports topic for Meeting 1 is PBIS Introduction. Post on School Website and contacts in emails from Canvas	Light Snacks Family Liaison

Quarter Five Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Effectiveness of staff and recruitment/ retainment of staff	Teacher-Led Professional Development	Phase five (summer 2016) Summer intercession	District – Differentiation based on data from Student Achievement and Growth Data and Teacher Data (instructional rounds, walkthrough data, Summative Data from Teacher Evaluation System) (Stipend plus sustainability) goals and outcomes for implementation. Designed by outcomes for teachers and students	District Expense
Instructional Programs	Read and Math 180 PD for Reading Interventionist, Math Interventionist Learn to use Read 180, IREAD and Math 180 as a part of Tier II Instructional Program Establish the Schedule, Framework for	June or July 2 week Training and Implementation	<ul style="list-style-type: none"> Optional Tier II Professional Development by Math Interventionist Reading Interventionist with Blended WIN period. Training and Implementation of Scholastic 180 Blended Interventions for Math and ELA. Summer WIN Intercession for students (3 - 5 	Teacher Stipends (9 individuals) Tier II Math Interventionist Contract Tier II Reading Interventionist Contract

	Tier II Interventions within the 30 minutes class. Principal – Title I Teacher, Reading Interventionist		<p>graders) at same time as Training for Staff</p> <ul style="list-style-type: none"> • ELA and Math Interventionists will teach the 1 hour intercession classes in the morning followed by a seminar for on Tier I and Tier II Supports 	Stipends for Teachers of Students for 2 week session, 4 days a week
Professional Development	<p>Optional Teacher Action Plan or Book Study of <u>Engaging Students With Poverty in Mind: Practical Strategies for Raising Achievement</u> (Online PLC led by Behavioral Interventionist and Instructional Facilitator)</p> <p>Back to School Retreat</p>	1-2 Days	Planning will take place in April of 2016	Stipends for Teachers
Family and Community Engagement	Summer Hours for Parent University	TBA	Planning will take place in March of 2016 after Family and Teacher Survey	Stipends for Teachers providing session

Part 5c: Selection of Improvement Model – Implementation Years – SY 2016-2017, SY 2017-2018, and SY 2018-2019

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

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016 2017	SY 2017 2018	SY 2018 2019	Budgeted Items
<p>Principal Changes and Flexibility</p> <ul style="list-style-type: none"> Increase ability of Principal to Lead Turnaround Effort Evaluate Leadership Team Effectiveness Lead use of Data Dashboard Increase Teacher Leadership 	<p>Mentorship for Principal – Principal and Navigator Learning Solutions</p>	<p>12 Onsite Visits / 8 hours online consultation</p> <ul style="list-style-type: none"> Review and set new goals for Data Driven Culture Review data for implementation of Teacher Action Plans Define and implement Set 2 of High Impact Strategies Review Plan for Full Implementation of Tier II supports for ELA and Math Conduct walkthroughs for baseline of PBIS , High Impact Strategies I and Effective Collaboration Establish and Monitor 30-60-90 Day Plans 	<p>8 Onsite Visits / 8 hours online consultation</p> <ul style="list-style-type: none"> Review maintenance plan for PBIS. Take baseline Review data for implementation of Teacher Action Plans Define and implement Set 3 of High Impact Strategies Review and Refine Plan for Implementation of Tier II supports for ELA and Math Review Plan for Full Implementation of Tier III supports for ELA and Math Conduct walkthroughs for baseline of PBIS , High Impact Strategies I and Effective Collaboration <p>Establish 30-60-90 Day</p>	<p>6 Onsite Visits / 8 hours</p> <ul style="list-style-type: none"> Review maintenance plan for PBIS. Take baseline Review data for implementation of Teacher Action Plans Conduct walkthroughs for baseline of PBIS , High Impact Strategies I and Effective Collaboration Review effectiveness of Leadership Team. Make needed changes 	<p>Navigator Learning Mentor</p> <p>Navigator School TurnAround™ Software</p>

			<ul style="list-style-type: none"> Plans 		
	Principal Uses Data to Maintain a Safe, Orderly and Equitable Environment: - Principal	<ul style="list-style-type: none"> Leadership team gathers data to monitor the PBIS system. Principal conducts walkthroughs with Behavioral Specialist. Use Implementation Gauge to give actionable feedback Data towards PBIS goal of 100% is kept on Data Walls 	<ul style="list-style-type: none"> Leadership team gathers data to monitor the PBIS system. Leadership team summarizes the data and makes recommendation. Climate Audit of PBIS by external evaluator 	<ul style="list-style-type: none"> Leadership team gathers data to monitor the PBIS system. Leadership team summarizes the data and makes recommendation. Climate Audit of PBIS by District Personnel 	
	Principal leads the School Transformation Process	<ul style="list-style-type: none"> Principal involves Leadership Team in conducting building wide observation of at least 10 minutes to ensure instruction and alignment with standards based curriculum . Data summarized at Faculty Meeting and reported on Data wall. Use of formative assessments, aligned with curriculum Formative assessments are analyzed within the Data Review Cycle during collaboration 	<ul style="list-style-type: none"> Principal involves Leadership team in taking a baseline of the degree to which student work is cognitively challenging using Implementation gauge. Data summarized at Faculty Meeting and reported on Data Wall. Formative assessments are revised to improve alignment with the standards and to offer sufficient rigor. 	<ul style="list-style-type: none"> Principal involves Leadership team in taking a baseline of the degree to which student work is cognitively challenging using Implementation gauge. Data summarized at Faculty Meeting and reported on Data Wall. Formative assessments are revised to improve alignment with the standards and to offer sufficient rigor. 	
	Principal monitors and improves instructional practices	<ul style="list-style-type: none"> Principal uses walk-throughs, instructional rounds and student data to monitor the degree to which High Impact 	<ul style="list-style-type: none"> Principal involves the staff in taking a baseline of engaged learning time as defined by Implementation Gauge 	<ul style="list-style-type: none"> Leadership Team works with the principal and teachers to establish a Problem of Practice for each grade level based on 	

		<p>Strategies are in Place.</p> <ul style="list-style-type: none"> Principal involves Intervention Team in conducting building wide observation of Tier I, Tier II and Tier III interventions. Report at Faculty Meeting 	<ul style="list-style-type: none"> Based on Instructional Rounds and Administrative Walkthroughs, Engagement Mentors (1 primary and 1 intermediate) 	<p>impacting student growth in Math, ELA or for Academic Goal #3</p>	
<p>Building Culture</p> <ul style="list-style-type: none"> Safe, orderly and equitable learning environment The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff 	<p>PBIS Team Organizes to Review the SIG, Year Data and set measurable goals for Year 2</p>	<ul style="list-style-type: none"> Survey to all Stakeholders of efficacy of PBIS. Instructional Rounds to establish baseline data. Create Data Wall of PBIS Review Canvas Course of PBIS Year I. Determine need for additional supports Communicate recommendations to staff Provide Induction and Mentor for new Staff 	<ul style="list-style-type: none"> Survey to all Stakeholders of efficacy of PBIS. Instructional Rounds to establish baseline data. Communicate recommendations to staff Create Data Wall of PBIS Provide Induction and Mentor for new Staff Teachers self-evaluate and set one measureable goal for PBIS 	<ul style="list-style-type: none"> Survey to all Stakeholders of efficacy of PBIS. Instructional Rounds to establish baseline data. Communicate recommendations to staff Create Data Wall of PBIS Provide Induction and Mentor for new Staff Teachers self-evaluate and set one measureable goal for PBIS 	<p>Contract for Year of PBIS Team Training a(3 Onsites)</p> <p>Self-sustaining in years 3 and 4 with Behavior Interventionist on Staff</p>
<p>Professional Development</p> <ul style="list-style-type: none"> Teachers have ongoing consistent and sufficient times to improve their practice and to student and act on grade level, sub-group and individual student data. 	<p>Weekly Collaboration – Use Vertical Articulation to increase Teacher Effectiveness</p> <p>Weekly Collaboration – Data Days: Use Horizontal Articulation to</p>	<p>Weekly Collaboration – Use Vertical Articulation to Study and Implement Set 2 of High Impact Strategies</p> <p>Weekly Collaboration – Use Horizontal Articulation to Implement Tier II Small Group Math Interventions - Data Days</p>	<p>Weekly Collaboration – Use Vertical Articulation to Study and Implement Set 3 of High Impact Strategies</p> <p>Weekly Collaboration – Use Horizontal Articulation to Implement Tier II Small Group Reading Interventions –Data Days</p>	<p>Weekly Collaboration – Use Vertical Articulation to form Inquiry Teams using a Problem of Practice (PP) Protocol. Inquiry Teams Last 2 - quarters to allow teams to study a PP and implement a plan</p> <p>Weekly Collaboration – Use Horizontal Articulation to Implement Tier II Small Group Reading</p>	<p>Stipends for Collaboration outside of contractual day</p> <p>Stipends for Curriculum Team work outside of contractual day</p>

	Address Student Learning			Interventions – Data Days	
<p>Comprehensive Reform</p> <ul style="list-style-type: none"> Sustain and Improve a Ramp up program for students with the largest achievement gaps Create an intervention plan for students who are behind academically Develop building level expertise on Intervention 	<p>Intervention Team – Universal Screening</p> <p>Maintain Increased Math Instructional Minutes (WIN)</p> <p>Increase Instructional Minutes in Reading for all Students (WIN)</p> <p>Address Bottom 25% in Math</p> <p>Address Bottom 25% in Reading</p>	<p>Intervention Team Set up plan for universal screen in reading – Principal, Instructional Facilitator, Reading Interventionist</p> <p>Increase Effectiveness of Math Tier II Small Group Interventions (Use Data Analysis Cycle)</p> <p>Increase Effectiveness of Reading Tier II Small Group Interventions (Use Data Analysis Cycle)</p> <p>Math Ramping Up (Bottom 25%)</p> <p>Begin Reading Ramping Up (Bottom 25%) Reading Interventionist, Instructional Facilitator</p>	<p>Intervention Team Establish Protocols for effective Tier small group blended interventions for Math and Reading</p> <p>Increase Effectiveness of Math Tier II Small Group Interventions (Use Data Analysis Cycle)</p> <p>Increase Effectiveness of Reading Tier II Small Group Interventions (Use Data Analysis Cycle)</p> <p>Math Ramping Up (Bottom 25%)</p> <p>Reading Ramping Up (Bottom 25%) Reading Interventionist, Instructional Facilitator</p>	<p>Intervention Team Establish SME experts for Math or Reading Tier II (See Sustainability)</p> <p>Increase Effectiveness of Math Tier II Small Group Interventions (Use Data Analysis Cycle)</p> <p>Increase Effectiveness of Reading Tier II Small Group Interventions (Use Data Analysis Cycle)</p> <p>Math Ramping Up (Bottom 25%)</p> <p>Reading Ramping Up (Bottom 25%) Reading Interventionist, Instructional Facilitator</p>	
	Fidelity External Evaluator – Principal	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	External Evaluator: Equitable Education Solutions (6 onsites per year @ \$1500 per onsite) \$6,000 per year

	<p>Sustainability:</p> <p>Design within Vertical Articulation SME (SME) and Videographer</p>	<p><u>Create Canvas Course :</u> Differentiation</p> <p><u>Create Canvas Course :</u> Math Tier II Interventions</p> <p><u>Create Canvas Course :</u> Parent University</p>	<p><u>Create Canvas Course :</u> Academic Vocabulary and Productive Talk</p> <p><u>Create Canvas Course :</u> Reading Tier II Interventions Process</p> <p><u>Create Canvas Course :</u> Math Tier II Interventions</p>	<p><u>Create Canvas Course :</u> Ensuring High Success Rate</p> <p><u>Create Canvas Course :</u> Rigor</p> <p><u>Create Canvas Course :</u> Math Tier II Interventions</p>	<p>Subject Matter Expert (SME) contract</p> <p>Videographer</p>
<p>Family and Community Engagement</p>	<p>Parent University Family Liaison, Social worker, and Behavioral Interventionist</p>	<p>Two session per quarter: one during the day and one from 5-7</p> <ul style="list-style-type: none"> • One offering from PBIS • One offering for Academic Support • One offering from fall Parent Survey 	<p>Two session per quarter: one during the day and one from 5-7</p> <ul style="list-style-type: none"> • One offering from PBIS • One offering for Academic Support • One offering from fall Parent Survey 	<p>Two session per quarter: one during the day and one from 5-7</p> <ul style="list-style-type: none"> • One offering from PBIS • One offering for Academic Support • One offering from fall Parent Survey 	<p>Family Liaison Contract 20 hours monthly, August to May</p> <p>Family Engagement Incentives and Rewards</p>

Part 5d: Selection of Improvement Model – Sustainability Year - SY 2019-2020

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

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership	Mentor - to Increase Principal Leadership	Phase one (1 st quarter)	<ul style="list-style-type: none"> • Mentor has been using Gradual Release of Responsibility and working with appropriate Assistant Superintendent. • To ease the transition, Navigator will provide up to 10 hours of online consultation at not charge. 	If school wishes to use Navigator Turnaround Software, Title I will fund it.
Instructional Programs	Mentors to provide job embedded coaching in year five.		<ul style="list-style-type: none"> • .75 days of in class support for Tier II coaching by Math and Reading Interventionists 	Part Time Reading an Math Interventionists
	Principal – Intervention Technology		<ul style="list-style-type: none"> • Maintain “seats” for Read 180, Math 180, System 44 	Se Budget
Maintaining Culture	PBIS Leadership Team		<ul style="list-style-type: none"> • Team maintains integrity of the PBIS System • Self-sustaining in years 3 and 4 with Behavior Interventionist on Staff • Canvas Courses created for PBIS 	No costs
Effectiveness of staff and retainment of staff	Instructional Facilitator		<ul style="list-style-type: none"> • New teacher induction is now established within the system. Resources include Canvas courses • Mentorships and additional responsibilities may be accommodated with career ladders • Instructional Facilitator is a school employee 	No additional costs

Professional Development	Job embedded PD is established as a process through Collaboration, Instructional Rounds and Problems of Practice	Phase two (2 nd quarter)	Support staff for PD are employees: Behavior Interventionist and Instructional Facilitator	No additional costs
Leadership Instructional Programs Professional Development	Principal and District - Canvas Courses for PBIS , High Impact Strategies, and Data Analysis System. Principal, Behavioral Specialist, Instructional Facilitator PBIS Courses, Capacity of Principal and staff to maintain systems	Phase three (3 rd quarter)	Principal and staff to maintain systems <ul style="list-style-type: none"> • Mentor has been using Gradual Release of Responsibility and working with appropriate Assistant Superintendent. • To ease the transition, Navigator will provide up to 10 hours of online consultation at no charge for a year All instructional programs will be sustained because of Sustainability Plan that was instituted from Year One. Job-embedded PD is established as a process through Collaboration, Instructional Rounds and Problems of Practice	If school wishes to use Navigator Turnaround Software, Title I will fund it. No Cost
Maintaining Culture Family and Community Engagement	Principal, Behavioral Specialist Family Engagement Team	Phase four (4 th quarter)	Structures are now in place to maintain PBIS with fidelity. Family Engagement Team will be major part of school. At all convocations and special events they will be included and recognized.	District walkthroughs with leadership team once each quarter School Title I will
Effectiveness of staff and retainment of staff Instructional Programs	Principal has the capacity and resources with staff and district Tier II Reading and Math Interventions	Phase five (summer 2016)	Mentors and SME will be compensated as providers of summer PD. Beginning in Year Three, the Leadership team will assess the ability of Title I to fund the Reading and Math Interventions. If Title is not able to fund it, alternative funds will be found.	Summer professional development is a District Initiative If Tier II Instructional Programs are shown to be effective, Title I can fund them.

Professional Development	PBIS Courses, Capacity of Principal and staff to maintain systems		Job embedded PD is established as a process through Collaboration, through use of Data, Instructional Rounds and Walkthrough evidence. Additional data will be obtained with surveys of families and teachers.	No Additional Cost
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Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021

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

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership	Mentor - to Increase Principal Leadership	Phase one (1 st quarter)	<ul style="list-style-type: none"> Mentor has been using Gradual Release of Responsibility and working with appropriate Assistant Superintendent. To ease the transition, Navigator will provide up to 10 hours of online consultation at not charge.	If school wishes to use Navigator Turnaround Software, Title I will fund it.
Effectiveness of staff and retainment of staff Professional Development	Principal, Instructional Behaviorist and Instructional Facilitator	Phase two (2 nd quarter)	This Instructional Team will also include one Primary and One Intermediate Teachers on a rotating basis.	No cost since all three are school employees.
Leadership Instructional Programs Professional Development	Principal and District PBIS Courses, Capacity of Principal and staff to maintain systems Leadership Team, Behavioral Interventionist and Instructional Facilitator are on staff	Phase three (3 rd quarter)	<ul style="list-style-type: none"> Mentor has been using Gradual Release of Responsibility and working with appropriate Assistant Superintendent. To ease the transition, Navigator will provide up to 10 hours of online consultation at not charge for a year	If school wishes to use Navigator Turnaround Software, Title I will fund it.

	Job embedded PD is established as a process through Collaboration, Instructional Rounds and Problems of Practice			No Cost
Maintaining Culture Family and Community Engagement	Expand Parent University Team to include 5 representative parents that meet once a month to plan the next months Parent University.	Phase four (4 th quarter)	Incentives will taken care by PTO funds	No Cost
Effectiveness of staff and retainment of staff Instructional Programs	Principal has the capacity and resources with staff and district Tier II Reading and Math Interventions	Phase five (summer 2016)	Mentors and SME will be compensated as providers of summer PD.	Summer professional development is a District Initiative If Tier I Instructional Programs are shown to be effective, Title I can fund them.

Part 6: Outcome Artifact

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

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

Each school will submit a site map of the Canvas Courses they created for Sustainability. These resources for job embedded PD, will be located in the Kokomo Sustainability Center. Each PLC toolkits will contain:

- Topics which align to the goals of each school’s SIG and reference Turnaround Principles and/or State Standards
- Learner objectives in terms of what staff members will know, understand and be able to implement in their classrooms (teachers) or building (administrators)
- Video and/or PowerPoint overview of the topic with links to research and guiding principles.
- Strategies for implementing best practices.
- Resources, print and media (video and games), to support the implementation.
- Resources for teacher reflection and peer support, including Instructional Rounds

The Kokomo School Center for Sustainability (KSCES) will be created by the teachers and leaders of each school receiving a SIG. Participation in creating the KSCS will be voluntary and stipends will be awarded to participating staff. Kokomo Schools will leverage its existing resources including a production studio and high school students enrolled in media courses to support the work of the Center for Sustainability. In year two of the SIG, courses in media production, including gaming and coding will be added to the middle school College and Career Academies. Students will contribute their ideas and perspective to the KSCS collection, including Climate, Culture, and Student Motivation for Learning.

The KSCS collection will include specific resources for New Teacher Induction and Special Populations. The KSCS will be housed in one of the existing buildings but will be online and accessible 24/7 via internet. Indiana schools participating in the IDOE Turnaround Process will be granted free access at the conclusion of the 2018 school year.

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

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

<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>See the proposed budget which is aligned with the Transformational Model for the length of the grant.</p> <p>The budget is based on assessed needs that are included in the school improvement plan.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> ● <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i> ● <i>Statewide and national postings for administrative openings</i> ● <i>External networking</i> ● <i>Resumes provided</i> ● <i>Data examined to demonstrate track record</i> ● <i>Principal hiring process</i> ● <i>Principal transfer procedures/policies</i> 	<p>Administrators from the district office hold doctoral degrees in Educational Leadership and Curriculum Development. The Superintendent, Board of Trustees, and building level Principal are all committed to the five year plan and the implementation of the Transformation Model.</p> <ul style="list-style-type: none"> ● See letters of support in Section of Attachments ● Partnerships with IUK, Purdue, Butler, and IU provide opportunities to connect with educational leaders throughout the state for networking and for job placement (Membership in IUSAA) ● Kokomo posts principal positions on the Learning Connection and seeks to hire principals from a diverse pool of applicants ● Kokomo belongs to INTASS and together with teachers and administrators developed a digital evaluation tool using Pivot Fivestar to make it available online. The KEEP evaluation tool is based on Danielson’s professional development framework and on Marzano’s teacher effectiveness rubric (See copy of administrators effectiveness ratings in Section of Attachments) ● Principal resume is included in Section of Attachments ●
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility,</p>	<p>See Board letter of support in Section of Attachments</p>

<p>to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Supports the creation of a new turnaround office (or and successful experience in changing schools reorganization if additional schools are being added within district) with an appointed turnaround leader having significant</i> 	<ul style="list-style-type: none"> • Board Meeting Notes from Work Session • Board Letter of Support
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Superintendent SIG Presentation</i> • <i>Creation of new turnaround office (or reorganization if additional schools are being added within district) with an appointed turnaround leader having significant an successful experience in changing schools</i> 	<p>See Section of Attachments</p> <ul style="list-style-type: none"> • Superintendent Letter of support • Board Work Session notes reflecting introduction of the grant
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> • <i>Teacher Union Assurance</i> • <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> 	<p>The teacher’s union was involved in discussion at the building level of each school that has applied for the grant and at the district level. Both the incoming president and the outgoing president signed</p> <p>See Section of Attachments</p> <ul style="list-style-type: none"> • KTA letter of support

<p>6. The district has a robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> ● <i>Teacher Union Assurance</i> ● <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i> ● <i>Principal ownership in staff hiring process</i> ● <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> ○ <i>Staff transfer policies and procedures</i> ○ <i>Staff recruitment, placement, and retention procedures</i> 	<p>Principals and teachers are involved in the process of hiring and selecting staff for the building by participating in a series of interviews and then dialogue with the Assistant Superintendent. Teachers give input from the building level on the qualities they would like to see in the individual candidate.</p> <p>See Section on Attachments for Hiring practices</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. District has included its monitoring process and it includes, at minimum, the following required pieces:</p> <ul style="list-style-type: none"> ● <i>Monthly Monitoring of SIG Programming and Implementation</i> ● <i>Evaluation System for Programming and Implementation of SIG</i> ● <i>Data Review Plan</i> ● <i>Special Populations Review Plan</i> ● <i>Fiscal Monitoring Plan</i> ● <i>Timeline and Responsible Parties for all above plans</i> 	<p>The Assistant Superintendent of Elementary will conduct monthly meetings with the Principal and leadership team as well as the Principal Mentor. These meetings will provide scheduled time to review the SIG programming and implementation. The Navigator Learning Tool will also serve as documentation of the implementation of the SIG programming</p> <p>All areas will be included in the monthly meetings:</p> <ul style="list-style-type: none"> ● Data will be available on Pivot to examine growth which will address the special populations ● Data will be available on Navigator Learning ● Fiscal Monitoring will also be done by the Principal, Assistant Superintendent and the District Title I financial person

Part 8: Selection of External Providers

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

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

Capacity Task	District Evidence
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based o each schools identified SIG needs;	<p>Kokomo school corporation adheres to the following protocol for ensuring quality of external providers:</p> <ul style="list-style-type: none"> • Ask for and check references of corporations and schools in which they have worked. • Interview external providers to find out whether they understand the School / District plan and how they interface with existing supports and structures • Title I director will manage partnerships with agreements outlining services. District administrators will attend on-sites and meet with building principals at least once a month.
(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;	Two of the external providers have worked in our District and schools in the past. Both have a commitment of timely and effective implementation, the ability to meet school needs, expertise in their assigned roles and excellent communication skills and processes. The additional external providers will sign a MOU to ensure they are committed to our expectations.
(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;	When we begin a relationship with an external provider, Title I and the designated Assistant Superintendent meet with the individual(s) to provide the background knowledge and insights they need to interface effectively and to align their work with that of the school and vision of the District.
(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.	In our current school improvement grant we have assigned either a elementary or secondary Assistant Superintendent to monitor activity within the Data Dashboard and to review the Feedback and Reports within the Navigator School TurnAround System12 Onsite Visits / hours

(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. ***Prior to an external provider work beginning, LEA must receive approval from IDOE.***

The scope of the work for each of the external providers is elaborated in the grant application.

Part 9: Budget

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

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

Appendix: Additional Documents



KOKOMO SCHOOL CORPORATION

Creating a Better World Through Education

July 2, 2015

**Board of School
Trustees**

**Cristi Brewer-Allen
President**

**Crystal Sanburn
Vice President**

**Marsha Bowling
Secretary**

**Jim Callane
Trustee**

**Lisa Ellison
Trustee**

**Michael Gault
Trustee**

**Stephanie McClelland
Trustee**

Dear Superintendent Ritz,

As President of the *Board of School Trustees Kokomo School Corporation*, it is my pleasure to write this letter supporting the work of our five Priority Schools in outlining the work they intended to accomplish with the School Improvement Grants:

- Bon Air Elementary School
- Bon Air Middle School
- Central Middle School
- Maple Crest Middle School
- Pettit Park Elementary School

The Board fully understands that for each of the five schools, the intent is to accomplish a school Transformation by fully implementing this five-year plan, beginning with a planning year and culminating in a fifth year of making the accomplishments, programs, and services self-sustaining. The Transformation will increase student achievement by increasing the capacity of teachers and administrators to implement best practices and to make decisions based on data linked to each of the goals.

The Board, in partnership with the Dr. Jeff Hauswald, will support all aspects of the Transformation Models with appropriate oversight, including giving the schools operational flexibility. We are appreciative of this enormous opportunity.

Respectfully,

Cristi Brewer-Allen
President, Board of School Trustees

Mission Statement

Our mission is to
develop global-minded
and compassionate
lifelong learners for a
changing world



**MINUTES FOR
A PUBLIC WORK SESSION
FOR THE BOARD OF SCHOOL TRUSTEES
OF KOKOMO SCHOOL CORPORATION
JULY 2, 2015 1:00 P.M.**

A work session of the Board of School Trustees of the Kokomo School Corporation was held at 1:00 p.m. on Thursday, July 2, 2015, in Meeting Room 1 of the Administrative Service Center, 1500 S. Washington Street, Kokomo, Indiana.

The work session was open to the public.

Members Present:

Marsha Bowling, Secretary
Jim Callane, Member
Lisa Ellison, Member
Michael Gault, Member
Stephanie McClelland, Member

Members Absent:

Cristi Brewer-Allen, President
Crystal Sanburn, Vice President

Dr. Mike Sargent, assistant superintendent - secondary, presented student handbook revisions for 2015-16. A recommendation for these handbooks will be brought to the Board for consideration at the July Board meeting.

Mr. Mike Wade, director of human resources and operations, presented classified and administrative handbook revisions. A recommendation for these handbooks will be brought to the Board for consideration at the July Board meeting.

Dr. Jeff Hauswald, superintendent, presented a staffing update. Recommendations regarding staffing will be brought to the Board for consideration at the July Board meeting.

Mrs. Michelle Cronk, director of business, presented a financial update, including a preview of an upcoming Board of Finance meeting.

Mr. Wade gave an update on the current construction projects in the district. Recommendations will be brought to the Board for consideration at the July Board meeting.

The Board conducted a First Reading on the following revised Board policies: #3440 (Professional Staff) Travel Expenses; #4440 (Classified Staff) Travel Expenses; #9150 School Visitors.

Dr. Hauswald said the second reading on revised Board policies #3440, #4440, and #9150, along with revised Board Policies #5330 and #6423 would be conducted at the July Board meeting.

Dr. Hauswald and administrators previewed other items that will be brought to the Board for consideration at the July Board meeting, including the following: Food Service Bid Awards; Textbook Rental Fees; The Crossing Agreement and The Crossing Lease for 2015-16; Special Education Contracted Services Agreements for 2015-16; 1003g Grant; 2015-16 Title I Grant; and Head Start Memorandums of Understanding for 2015-16.

The Board reviewed the calendar of events for meetings and other special events during July and August.

The Work Session adjourned at 2:45 p.m.

Cristi Brewer-Allen, President

Jim Callane, Member

Crystal Sanburn, Vice President

Lisa C. Ellison, Member

Marsha Bowling, Secretary

Michael A. Gault, Member

Stephanie McClelland, Member



June 15, 2015

**Board of School
Trustees**

Dear Superintendent Ritz,

**Cristi Brewer-Allen
President**

As Superintendent of Kokomo School Corporation, it is my pleasure to write this letter of assurance for the important work of the School Improvement Grant as outlined in each of our five schools' School Improvement Grant Applications under Section 1003(g) of Title I. Through the resources provided by the School Improvement Grant, each of schools will fully participate in the Transformation of their schools in this five-year plan, beginning with Year 1 of Planning and culminating in making the programs and services self-sustaining in years four and five. The Transformation will increase student achievement by increasing the capacity of teachers and administrators to implement best practices and to make decisions based on data linked to each of the goals.

**Crystal Sanburn
Vice President**

The members of the School Board of Trustees and I are committed to continuously supporting the Transformation Models at:

**Marsha Bowling
Secretary**

- Bon Air Elementary School
- Bon Air Middle School
- Central Middle School
- Maple Crest Middle School
- Pettit Park Elementary School

**Jim Callane
Trustee**

I understand and give you my assurance that for each school attaining these valuable resources I will:

**Lisa Ellison
Trustee**

- Monitor each Priority school that we serve with school improvement funds, and will establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds.
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- Help each school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- Provide each school with the operational flexibility needed to attain the goals of the grant.

**Michael Gault
Trustee**

**Stephanie McClelland
Trustee**

Mission Statement

Our mission is to develop global-minded and compassionate lifelong learners for a changing world.

Thank you for this opportunity to increase the resources and use of data to drive decision-making to increase student learning and achievement.

Sincerely,

Dr. Jeff Hauswald,
Superintendent



KOKOMO SCHOOL CORPORATION

Creating a Better World Through Education

P.O. Box 2188 Kokomo, Indiana 46904-2188 Telephone 765 455-8000 Fax 765 455-8851

MINUTES FOR A PUBLIC WORK SESSION FOR THE BOARD OF SCHOOL TRUSTEES OF KOKOMO SCHOOL CORPORATION JULY 2, 2015 1:00 P.M.

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Jim Callane, Member
Lisa Ellison, Member
Michael Gault, Member
Stephanie McClelland, Member

Members Absent:

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The Board conducted a First Reading on the following revised Board policies: #3440 (Professional Staff) Travel Expenses; #4440 (Classified Staff) Travel Expenses; #9150 School Visitors.

Dr. Hauswald said the second reading on revised Board policies #3440, #4440, and #9150, along with revised Board Policies #5330 and #6423 would be conducted at the July Board meeting.

Dr. Hauswald and administrators previewed other items that will be brought to the Board for consideration at the July Board meeting, including the following: Food Service Bid Awards; Textbook Rental Fees; The Crossing Agreement and The Crossing Lease for 2015-16; Special Education Contracted Services Agreements for 2015-16; 1003g Grant; 2015-16 Title I Grant; and Head Start Memorandums of Understanding for 2015-16.

The Board reviewed the calendar of events for meetings and other special events during July and August.

The Work Session adjourned at 2:45 p.m.

Cristi Brewer-Allen, President

Jim Callane, Member

Crystal Sanburn, Vice President

Lisa C. Ellison, Member

Marsha Bowling, Secretary

Michael A. Gault, Member

Stephanie McClelland, Member

Date: June 15, 2015

Dear Mrs. Concus,

We are writing today, as representatives of the Kokomo Teachers Association (KTA), to express our support for the School Improvement Grant Application for Bon Air Elementary School. The KTA is committed to removing barriers that might impede higher achievement of our students. We clearly understand the School Improvement Grant requires five years for full implementation with the first year being for planning.

Sincerely,



Cheryl Simmons
Current KTA President



Jason Burns
Incoming KTA President

Paula Concus

4587 E Co Rd 00 NS
Kokomo, IN 46901
765-437-6246

"Know well that for which you aim...and aim well" *Odyssey*

Vision Statement

Learning is a lifelong experience, part of which includes formal education at school. As educators it is important to engage the mind of the student, to provide "just right" support in order to scaffold skills, and to assist family and community in establishing guidelines to help students become independent and productive citizens in our society.

Profile of Qualifications

- Effective at listening to people
- Ability to de-escalate volatile situations;
- Knowledgeable about grading practices and standards-based reporting
- Committed to improvement of instructional practices
- Active in Upwards Basketball and Video Operations at church
- Experienced in technology and use spreadsheets effectively in data collection and disaggregation.
- Lifelong learner.

Educational Background

- Writing dissertation for Doctoral Coursework at Indiana State University, 2012-present
- Indiana Education Leadership Academy, Kelley School of Business, 2013-14
- Principal of school designated as 4 Star, 2003-04 (Wheatfield Elementary, Wheatfield, IN)
- IPLA, Cohort 38, 2002-2003
- Administration License, Purdue Calumet, May 1998
- Master's Degree, Valparaiso University, May 1988
- BS in Elementary Education, Evangel College, May 1975

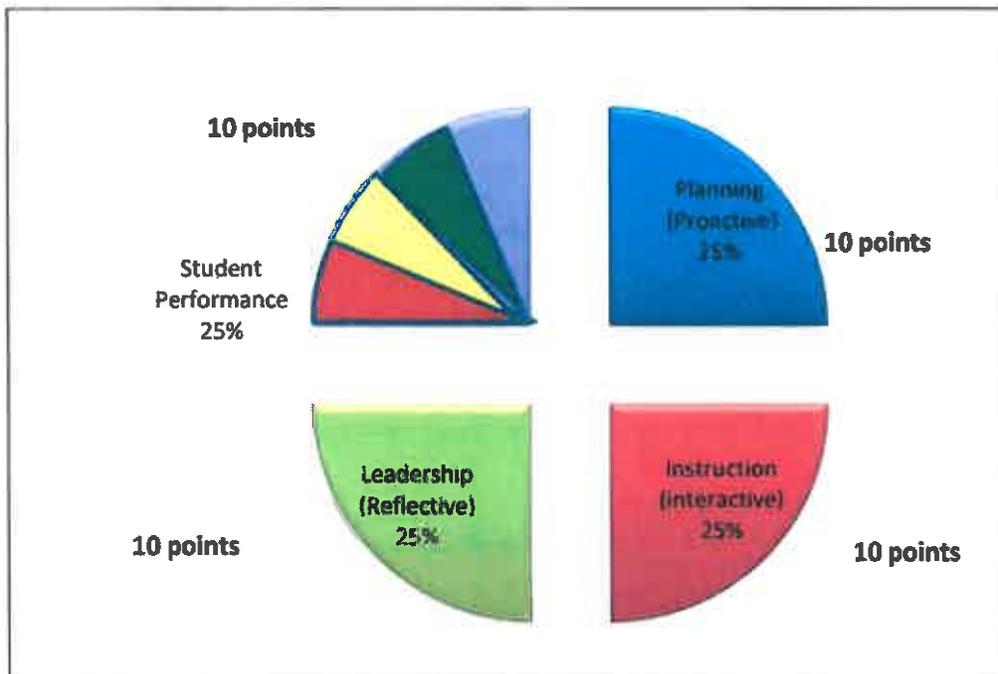
Professional Experience

- Principal, Bon Air, Kokomo (IN), 2009-present
- Principal, Darrough Chapel, Kokomo (IN), 2004-2009
- Principal, Wheatfield Elementary, Wheatfield (IN), 2001-2004
- Principal, Beiriger Elementary, Griffith (IN), 1998-2001
- Title I Director/ Teacher, Kankakee Valley, DeMotte (IN), 1994-1998
- Title I Teacher, DeMotte Elementary, DeMotte (IN), 1988-1994
- Teacher, DeMotte Elementary, DeMotte (IN), 1983-1988
- Teacher, Buffalo Elementary, Buffalo (MO), 1975-1978
- Member of Delta Kappa Gamma, sorority for teachers
- InSAI Steering Committee Member, 2002-2004; 2007-present
- Member of Pi Lambda Theta, Education Honor Society

*Approved by Kokomo Teacher's Association (KTA)
Via a Unanimous Vote on
June 20, 2012*

KEEP

Kokomo Educator Evaluation Process



KOKOMO SCHOOL CORPORATION
IN-TASS Teacher Appraisal Plan for the 2014 – 2015 School Year

Vision:

Kokomo Schools will be the best school district in the world. We strive to create a better and more peaceful world through education. We make this possible by creating a culture in which learning is valued and honored, and mutual understanding and respect are celebrated!

Mission:

Kokomo School's mission is to develop globally minded and compassionate lifelong learners for a changing world. Our touchstones are that every child deserves:

1. A quality education
2. A challenging curriculum
3. An engaging and collaborative environment
4. A "menu" of healthy lifestyle choices
5. A safe and secure learning environment

Purpose of this Process:

Our intention is to support student success by designing an evaluation system that will drive excellence in teaching through collaboration, professional development, accountability, and respect for educators as self-directed learners. Beyond meeting the requirements of the law, this system will be designed to relieve administrative and clerical burden while empowering teachers through the examination of teacher performance variables in relationship to student performance data.

Core Belief Statements:

- Teacher performance is key to student achievement.
- Multiple data points, a variety of information sources, and other quantitatively and qualitatively considerations are required for a valid, comprehensive measure of teacher performance.
- Professional development is a process that involves continuous communication and a willingness to grow and change.
- Administrators and educators must work together for the common goal of student success.

IN-TASS Guiding Principles

- A system that strives for accurate judgments about the teaching and learning process.
- A system that enable valid judgments/assessment of student growth.
- A system that includes multiple measures of student achievement.
- A system that facilitates a productive professional dialogue among all involved.
- A system that creates confidence and support for all stakeholders.
- A system that has procedures incorporated to address anomalies and variance/inconsistencies in implementation and judgments.
- A system that incorporates collegial decision-making.

Components Required by Legislation: The following requirements have been met:

- Each teacher will receive an annual designation of effectiveness which will be reported to the Indiana Department of Education.
- Rigorous measures of teacher effectiveness will be applying in on ongoing fashion throughout the school year.
- Teachers who have been identified as negatively affecting student achievement will not have access to additional compensation.
- Student performance data is a significant percentage of the teacher evaluation rating.
- IGM (growth) scores are the primary measure of student performance for the evaluation of teachers who teach those grades and courses where IGM is provided.

Description of Plan Development Process:

A district team was assembled with eight teachers and eight administrators. The Kokomo Teachers Association (KTA) president and the superintendent participated in an ex officio capacity. The following chart lists the team members:

Name	Building	Position
Blatt, Candace	KHS	Spanish
Brown, Marcy	LP	3 rd Grade IB
Burns, Jason	KHS	Science/Math
Campbell, Linda	ELW	Principal
Hauswald, Jeff	ASC	Superintendent
Irwin, Dorothea	ASC	Coordinator of Professional Learning
Lagoni, Chris	KHS	Vice Principal
Landrum, Amanda	BA, BLVD, ELW, PPE	Media Specialist
Mathias, Scott	KHS	Social Studies
Matlock, Shane	DC HeadStart	Education Manager
McGrath, Dawn	ASC	Director of Leadership
Mosley, Michelle	KACC	Cosmetology
Quinton, Sandi	ASC	Director of Title 1
Reckard, Katie	MC	Principal
Sargent, Mike	CMS	Principal
Siefert, Penny	ASC	Assistant Superintendent
Simmons, Cheryl	SYC	5 th Grade, KTA president
Stockdell, Otis	CMS	Science

From this group, a small subcommittee was formed to take part in the IN-TASS training. This IN-TASS Subcommittee attended all IN-TASS training sessions held in Indianapolis. After attending the IN-TASS training, the subcommittee would return to the Evaluation Committee to share the IN-TASS process with the entire team. The IN-TASS materials and the leadership of the subcommittee guided in the formation of our new evaluation model. Through a series of work sessions the philosophical and practical parameters of the system were agreed upon.

*Indiana Teacher Appraisal and Support System is a model developed for evaluating teacher effectiveness in compliance with a new state law. This design model was created in collaboration with the Center on Education and Life Long Learning at Indiana University and Hardy Murphy, Superintendent of Evansville/Skokie, Illinois, School District 65, and the School of Education at Indiana University-Purdue University Indianapolis.

The following lists the dates of the trainings and work group sessions:

Date	Topic	Location	Audience
Nov 8, 2011	Establish Group Norms, Goals & Timeline	Kokomo	District Committee
Nov 18, 2011	Development Process	Indianapolis	Subcommittee
Nov 30, 2011	Develop Communication Plan & Determine District Values	Kokomo	District Committee
Dec 15, 2011	Weight of Measures	Kokomo	District Committee
Jan 5, 2012	Reviewing INTASS Subcommittee Framework	Kokomo	District Committee
Jan 25, 2012	Rubric & Exemplars	Kokomo	District Committee
Feb 9, 2012	Refinement of Rubric & Exemplars	Kokomo	District Committee
Feb 17, 2012	Evaluation Components	Indianapolis	Subcommittee
Feb 28, 2012	Matching Rubric Criteria to Classifications	Kokomo	District Committee
Mar 13, 2012	Defining Assessments for Student Performance Data	Kokomo	District Committee
March 27, 2012	Completing Components of INTASS	Kokomo	District Committee
April 27, 2012	Using assessments to gather student learning data	Indianapolis	Subcommittee
May 4, 2012	Data Systems & Compensation Models	Indianapolis	Subcommittee
June 4-8, 2012	Summer PD overview	Kokomo	Certified Staff
June 6-7, 2012	Principals Retreat	Indiana University	Principals
June 8, 2012	Administrative Implementation	Kokomo	Principals
July 23, 2012	Building Principal Training	Kokomo	Principals
August 2, 2012	KEEP Administrative Training	Kokomo	KHS and KACC Administrators and Curriculum Supervisors
August 3, 2012	KEEP Administrative Training	Kokomo	Assistant Principals

August 7, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Central MS
August 14, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Head Start
August 14, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Wallace ES
August 16, 2012	KEEP Teacher Training	Kokomo	Certified Staff – McKinley Alternative School
August 17, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Lafayette Park ES
August 17, 2012	KEEP Administrator Training	Kokomo	Assistant Principal – Lafayette Park ES
August 20, 2012	IDOE Evaluation Plan Submission Rubric	Kokomo	District Committee
August 22, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Sycamore ES
August 23, 2012	KEEP Teacher Training	Kokomo	Certified Staff – KACC
August 27, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Bon Air ES
August 29, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Maple Crest MS
August 29, 2012	KEEP Administrator Training	Kokomo	Assistant Principal – Central MS
August 30, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Elwood Haynes ES
September 4, 2012	KEEP Teacher Training	Kokomo	Certified Staff – KHS
September 6, 2012	KEEP Teacher Training	Kokomo	Certified Staff – Pettit Park ES
September 11, 2012	KEEP Administrator Training	Kokomo	Building Principals
Fall/Spring 2012	Ongoing KEEP Training	Kokomo	Administrators/Certified Staff
July, 2012	KEEP Training	Kokomo	Administrator
August, September 2012	KEEP Training	Kokomo	Certified Staff
August, 2012	Implemented district-wide but will not affect merit pay or compensation until 2015 – 2016. Baseline data will be established in 2012 – 2013 to calculate growth.		

Process for Gathering Feedback and Communicating with Stakeholders

Our Evaluation Committee used several methods to gather feedback from our certified staff. Through our web portal, a website was created to share all relevant information regarding the evaluation process. Pertinent documents, examples of other evaluation models, timelines, etc. were uploaded to the website so that our certified staff could be constantly aware of what our Evaluation Committee was working on. Through our evaluation website, a blog was also available for comments, questions and concerns raised by information on the site. Certified staff were all able to participate in this blog, if they so wished. Another form of communication used to gather feedback included newsletter-esque emails sent to all certified staff. These emails were meant to illicit comments and to direct staff to our website and blog. Lastly, our local teachers association held small “subcommittee” meetings with its members to share information and gather feedback in small group settings. In all instances, any feedback shared was taken directly to the Evaluation Committee for its advisement.

Kokomo School and the Kokomo Teachers Association strived to ensure that all parties had buy-in to the new model. In order to help with this, the Evaluation Committee used various ways to communicate information. Through our web portal, a website was created to share all relevant information regarding the evaluation process. Pertinent documents, examples of other evaluation models, timelines, etc. were uploaded to the website so that our certified staff could be constantly aware of what our Evaluation Committee was working on. Important information was also shared through emails to all certified staff. These emails were short, to the point, emails meant to illicit comments and discussion among staff. Our principals have also begun discussing the new evaluation model with their staff at building level meetings. Lastly, our Evaluation Committee will present in our annual Summer Professional Development Conference where we will host two hour information sessions on the new evaluation for all participating teachers and administrators.

Revision Process

During the 2012-2013 and 2013 – 2014 school years, district administrators and KTA representatives met to revise KEEP. During these meetings, discussions discovered methods to improve the overall evaluative process. In addition, district administrators continued participation in IN-TASS for support in the implementation of the new evaluation system and provide support to improve the teacher evaluation system. Through this process district guidelines were developed to support the continuation of the evaluation process.

Evaluation Design Teachers

The evaluation design is intended to frame a universal set of components that will be used to set priorities and measure the progress of all employees. Each area will have exemplars and details that make that competency relevant to the job assignment. The focus on student achievement will be pervasive throughout the corporation.

General Overview of Teacher Evaluation Process

Pre-Conferences will be held during the first month of school. They may be held with grade level teams, content area teams or with individuals depending on the needs of the building. At these meetings, the educators will look at achievement data, set goals, and receive the support they need to understand the evaluation model and the processes by which the appraisal system is based.

There will be a minimum of one Informal observation/walk-through per semester with feedback. Additional observations/walk-throughs may be arranged based on teacher request or a need determined by principal. Software will allow teachers and administrators the ability to collect evidence of competencies. The intention is to create a continuous, responsive conversation focused on professional development.

Check-up conferences will be held November – February. These may be conducted individually or in teams based on the principal's discretion.

Post-Conferences will occur in April and May. These meetings will be individual and will serve as a review of a summative assessment for the final evaluation. The Post-Conference will occur seven business days after the completion of the evaluation. At these meetings, anticipated future growth and goals for the next year will be discussed.

In situations where the teacher is rated "Improvement Necessary" or "Ineffective" the teacher will be placed on a Remediation Plan. The Remediation Plan will specifically indicate areas of growth based on the KEEP model. This conference will include the teacher and evaluating administrator. The teacher will be required to attend professional development opportunities based on the areas of growth indicated in the KEEP model. In addition, the teacher may use license renewal credits as part of the following year's summative evaluation as identified in the KEEP Rubric (See page 9). If a teacher is rated "Ineffective", the teacher may request a private conference with the Superintendent of Schools.

In subsequent years, the purpose of the post-conference and pre-conference meetings may begin to align and overlap, connecting past progress with future goals. At that point, one meeting may be established to address both purposes.

Immediately, the focus is to get this system functional for the teaching staff. During the 2012-2013 school year, the components were customized for the other staff categories. These components will continue for use during the 2013-2014 school year revising the rating categories from 5 to 4. For the 2014-2015 school year, the components were maintained with the same 4 categories from the 2013-2014 school year.

What is the "Effectiveness Rating"? The Effectiveness Rating is a single categorical designation derived from the certified employee performance evaluation. As required by law, each certified employee must receive an annual rating that is reported as public information. This designation will either be: **Highly Effective, Effective, Improvement Necessary, or Ineffective.**

Kokomo Schools has developed the KEEP system, which stands for Kokomo Employee Evaluation Process. The following table outlines the goal areas that will be measured and the values assigned to each part to make up the entire effectiveness rating of the KEEP system for both teachers and administrators.

Performance Area	Competency Area	Number of Items	Percent of Score
Planning			25%
	Using Data and Information to Inform Planning	5	
	Setting Goals Related to Student Learning	3	
	Monitoring Progress Related to the Learning of Others	2	
Instruction/Interaction			25%
	Engaging Stakeholders through Flexibility and Responsiveness	3	
	Managing	4	
	Establishing and Promoting a Culture of Learning	3	
Leadership/Reflection			25%
	Collaborating	3	
	Practicing Professionalism	2	
	Reflecting	5	
Student Performance Data		Value Index	25%
	State Data	2.8	7%
	School InSAI Goal Data	2.4	6%
	District Subject Area Data	2.4	6%
	Individual Goal Data	2.4	6%

The competency areas will be used for goal setting. However, each area has a number of competencies, each with rubric descriptors and exemplars to assist with valid data collection on certified employee performance. The rating sheet will serve as the foundational structure for the software that will be developed to manage the KEEP system.

Kokomo School Teacher Evaluation Score Sheet

HE=Highly Effective, E=Effective, N=Improvement Necessary, I=ineffective

	I	N	E	HE
Using Data and Information to Inform Planning				
<i>Demonstrates knowledge of students</i>				
<i>Demonstrates research-based strategies in planning and assessment</i>				
<i>Utilizes assessment data to plan effectively</i>				
<i>Demonstrates knowledge of content</i>				
<i>Organizes the physical layout of the learning environment</i>				
Setting Goals Related to Student Learning				
<i>Create rigorous, measurable learning goals</i>				
<i>Develops instructional plans and assessments aligned to standards</i>				
<i>Develops engaging instructional plans and assessments relevant to student needs and interests</i>				
Monitoring Progress Related to the Learning of Others				
<i>Uses formative assessment in planning</i>				
<i>Tracks student data and analyzes progress</i>				
Engaging Stakeholders through Flexibility and Responsiveness				
<i>Uses a variety of creative and appropriate learning experiences</i>				
<i>Makes adjustments to learning experiences when needed</i>				
<i>Makes connections to students' background knowledge and interest</i>				
Managing				
<i>Organizes students for optimal learning</i>				
<i>Identifies and conveys critical information and content</i>				
<i>Maximizes time on task using effective classroom management</i>				
<i>Maintains positive discipline practices</i>				
Establishing & Promoting a Culture of Learning				
<i>Maintains rapport that motivates and encourages all students</i>				
<i>Conveys high expectations for all students</i>				
<i>Provides resources and guidance to extend content knowledge and strategies</i>				
Collaborating				
<i>Participates in positive interactions with colleagues</i>				
<i>Participates in school and district initiatives</i>				
<i>Communicates with stakeholders</i>				
Practicing Professionalism				
<i>Adheres to rules, procedures and expectations</i>				
<i>Completes assignments and reports</i>				
Reflecting				
<i>Monitors data and analyzes progress towards goals</i>				
<i>Identifies specific areas of instructional program strength and weakness</i>				
<i>Establishes professional goals and improvement plans for self</i>				
<i>Self-monitors progress on professional goals</i>				
<i>Demonstrates effectiveness through the presentation of evidence</i>				

What is involved in calculating the first three performance areas of KEEP? Each proficiency will be rated through rubric criteria that indicate a proficiency level as **Highly Effective, Effective, Improvement Necessary, and Ineffective**. There is a range of 40 points to zero for each quadrant of the evaluation pie since each proficiency rating is potentially worth the following:

Abbreviation	Rubric Level	Value
HE	Highly Effective	4
E	Effective	2
N	Improvement Necessary	1
I	Ineffective	0

What is involved in calculating “Student Performance Data” for teachers? The final 25% is based on objective measures of student achievement and growth. The law requires student performance data to “significantly” inform the evaluation. It also requires that student growth data provided by the state be the “primary” measure in cases where it is available. This is the reason that state data is set at 7% while the other data sources are 6% each.

State Performance Data: This category uses summative assessments. For teachers of subjects measured through the state growth model, the state will provide the district with scores that must be used for this section. Currently this involves teachers of 4th and 5th grades and teachers of math and language arts in 6th – 8th grades. For certified staff members that do not teach a course that is tested by the state, the 7% is based on the performance of the school or schools where they work.

District Assessment: This category primarily uses formative data. Once this system has been fully developed, each teacher will be assigned to use a particular measure of student progress that is used for all students in that subject area across the district. The results of the students specifically assigned to that teacher will be used to credit this area. Prior to having these assessments in place, an individual may use a second InSAI data point or a second individual goal for this section.

Building - School Improvement Data: This category primarily uses benchmark data. Each school will have a single goal by which all certified staff in that building will be measured. It will be in the InSAI area identified as the largest priority for that building. Results of progress in this area will be applied uniformly for all certified staff members of the building.

Classroom Goal: This category primarily uses classroom data or data from custom student groups. An important part of the evaluation process is for teachers to examine the data and identify an area of weakness on which they intend to work. Each teacher will individually design how they will measure progress toward success in this area through identifying a goal in collaboration with their principal or evaluator designee.

For District, Building, and Classroom Goals, the certified staff member will propose a goal and targets for each of these goals. Goals will be based on existing data whenever possible. The certified staff member's goal will be accepted until the evaluator presents rationale that the goal is a weak goal or that it targets an insignificant scope. The evaluator makes final approval of all goals and targets within goals. If the certified staff member and evaluator do not come to consensus on the goal or targets, the certified staff member may request a meeting with the evaluator's direct supervisor to present rationale for the goal and targets. During the evaluation period, a target may be renegotiated with the evaluator to revise the target based on additional considerations or if the target was unable to be validated against existing data.

Because there is variability of instrumentation for collecting student data in each of the assessment categories or goals (State, District, Building and Individual), the following rubric will be used to assign a consistent value to the results of each assessment tool. Cut scores for each instrument will be applied so that points can be awarded using these four descriptor levels:

Descriptor	Rubric Level	Value
Exceeded target	Highly Effective	4
Meet target	Effective	2
Inadequately approaches target	Improvement Necessary	1
Significantly missed target	Ineffective	0

The value derived in each of the four assessment areas will be multiplied by value indices to get the final score for the Student Performance Data area. (Reference the purple section of chart on first page.) As an example, a certified employee approaches target in all four assessment areas. The score for this would be one point multiplied times 2.8, 2.4, 2.4, and 2.4 or 10 points total. If a hypothetical certified employee is rated as exceeding the target in all four categories, each of those numbers would be multiplied by 4 points, giving 40 points for the entire performance area, similar to the calculation of the other three areas.

The Indiana Department of Education will set a cut level that will define "negative impact on growth." Certified employee who falls below this level may not receive an effective or highly effective final rating regardless of their scores on the KEEP instrument.

For those certified employees who do not have defined by the Indiana Department of Education for Student Performance for the "negative impact on growth," a certified employee who receives a negative score on all goals in Student Performance will be defined as negative growth. Certified employees who fall below this level may not receive an effective or highly effective final rating regardless of their scores on the KEEP instrument.

Extenuating Circumstances Descriptions for Teachers

On occasion, there may be an effectiveness rating that has been unfairly affected by one of the following circumstances:

1. Chronic absences from class or from school
2. Major life event such as a family crisis that interfered with instruction or assessment
3. Medical issue that prevented valid collection of data
4. Technical issues during testing

5. Administrative association of students to teachers required for state reporting even though the teacher did not instruct the student, as in the case of virtual school
6. Other documented reasons that the assessment event is invalid and retesting is not a possibility.

If this is the case, the teacher may present evidence that

1. supports the claim of an extenuating circumstance with a student or students AND
2. calculates how the removal of that data changes the final rating

The Building Principal will review the claim of extenuating circumstances with the Director of Evaluation and determine the degree to which the claim is substantive, adjusting the rating if such a decision is adequately supported.

Extenuating Circumstances for Teachers not Evaluated

All certified staff who are employed at least two-thirds of the school year will be evaluated to ensure an accurate evaluation can be measured. In addition, certified staff that are on School Board of Trustees approved leave of absences in which they were unable to teach two-thirds of the school year will not be evaluated.

Technical Support to Prepare Evaluators

Teacher evaluations will be completed by administrators and curriculum supervisors. All administrators are continually trained in July and August on the KEEP model. The training was conducted by Director of Evaluation. This training included the Student Performance goals, creation of goals, competencies within the KEEP model, ratings during observations, timeline, and requirements. Additional trainings are offered to the administrators as requested throughout the school year. Ongoing training will occur for all administrators throughout the school year and following school years.

Training will be provided to all administrators on the KEEP software. Teacher trainings on the KEEP software will be conducted at each building. Ongoing training of the KEEP software will occur throughout the school year and following school years.

Building Principals were trained on the KEEP model on July 23, 2012. Continuous training will occur at the beginning of each school year. New administrator will receive training on the KEEP model prior to the beginning of the evaluation period.

The initial training for Kokomo High School and Kokomo Area Career Center Assistant Principals and Curriculum Supervisors was conducted on the KEEP model on August 2, 2012.

The initial training for Elementary and Middle School Assistant Principals was conducted on the KEEP model on August 3, 2012.

All Administrators and Curriculum Supervisors will receive continuous training throughout the school year.

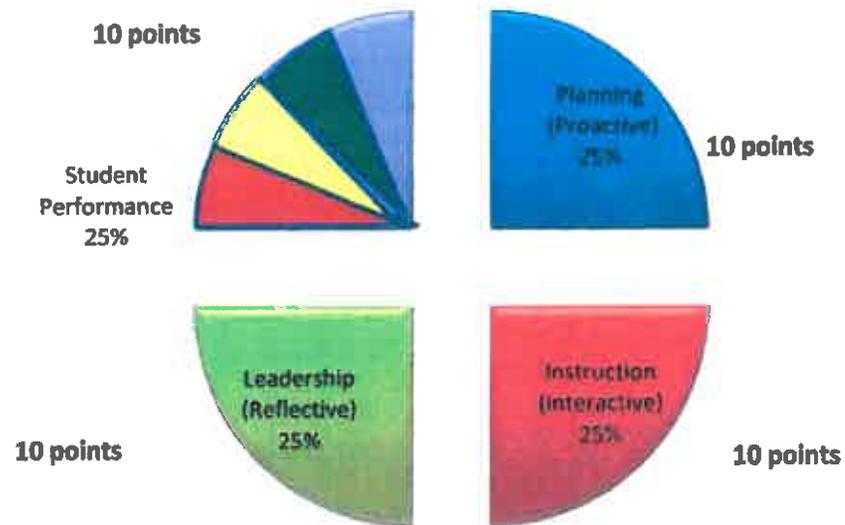
Instruction Delivered by Teachers Rated Ineffective

Kokomo School Corporation staff and student placement process was created to ensure students would not be instructed for two consecutive years by two consecutive teachers as rated ineffective. This process is reviewed annually to ensure students are not instructed for two consecutive years by two consecutive teachers as rated ineffective. In the event this occurs, a letter will be sent to parents informing them that their student was instructed for two consecutive years by two consecutive teachers as rated ineffective.

KEEP

Competency Rubric - Teachers

Kokomo Educator Evaluation Process



DOMAIN: PREACTIVE (PLANNING)			
Component	Needs Improvement (0)	Effective (1)	Highly Effective (2)
Using Data and Information to Inform Planning			
<i>Demonstrates knowledge of students</i>	Plans with little evidence of understanding students' backgrounds, cultures, skills, language proficiency, interests and special needs for planning.	Incorporates knowledge of individual students in planning.	Plans comprehensively with detailed knowledge of individual students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
<i>Demonstrates research-based strategies in planning and assessment</i>	Never or rarely incorporates a variety of research-based instructional strategies in planning.	Incorporates research-based instructional strategies in unit planning.	Consistently incorporates a variety of research-based instructional strategies in planning and differentiation.
<i>Utilizes assessment data to plan effectively</i>	Rarely or never uses prior assessment data when planning.	Considers assessment data to formulate achievement goals, unit plans, or lesson plans.	Consistently applies prior assessment data to drive the development of achievement goals, units, and lesson plans in preparation for differentiation.
<i>Demonstrates knowledge of content</i>	Plans rarely evidence the important key concepts of the subject or discipline.	Adequate knowledge of the content is evident.	Comprehensive knowledge of the content and prerequisite relationships between aspects of the content is evident.
<i>Organizes the physical layout of the learning environment</i>	Poor use of the physical environment is evidenced, resulting in potentially unsafe or inaccessible conditions.	Learning environment is safe, accessible, and effective for the purpose of instruction.	Safe physical environment and thoughtful physical arrangement optimizes the learning of all students, including those with special needs.
Setting Goals Related to Student Learning			
<i>Create rigorous, measurable learning goals</i>	Goals are not rigorous, measurable, or significant.	Creates measurable goals directed toward issues of significance.	Creates rigorous, measurable achievement goals that include benchmarks to assess learning and inform instruction and intervention.

<i>Develops instructional plans and assessments aligned to standards</i>	Little evidence of instructional plans and assessments aligned to standards exists.	Adequate evidence of instructional plans and assessments aligned to standards is evident.	Instructional plans and assessments are meticulously aligned to each other within a standard framework.
<i>Develops engaging instructional plans and assessments relevant to student needs and interests</i>	Little evidence of instructional plans and assessments designed to be relevant to student needs and interests exists.	Consideration of student needs and interests is evident in plans and assessments.	A consistent and responsive instructional match is evident through the designing of plans and assessments relevant to all student needs and interests.
Monitoring Progress Related to the Learning of Others			
<i>Uses formative assessment in planning</i>	Little evidence exists that formative assessments are used in planning.	Formative assessment data are considered in planning.	Formative assessment data consistently drives planning and effective differentiation.
<i>Tracks student data and analyzes progress</i>	Data are rarely used to track progress.	Student assessment data or grades are accurately recorded and referenced in terms of progress.	Student assessments are recorded and lessons are consistently adjusted and differentiated in response to ongoing individualized student learning goals

DOMAIN: INTERACTIVE (INSTRUCTION)			
Component	Needs Improvement (0)	Effective (1)	Highly Effective (2)
Engaging Stakeholders through Flexibility and Responsiveness			
<i>Uses a variety of creative and appropriate learning experiences</i>	Learning experiences lack creativity and appropriateness.	Learning experiences are varied and appropriate.	Learning experiences evidence new creative strategies appropriate for unique student needs and situations.
<i>Makes adjustments to learning experiences when needed</i>	Learning experiences lack differentiation or flexibility. Action is taken inconsistently to engage students. Instructional pace is not matched to student learning.	Flexibility is evidenced in lessons. Action is taken to engage students. Instructional pace is appropriate.	Learning experiences are rich with choice and flexibility. Pacing is differentiated to meet the needs of all learners. Differentiation is applied regularly. All students are consistently engaged.
<i>Makes connections to students' background knowledge and interest</i>	Learning experiences evidence limited connection to students' background knowledge or interests.	Students are provided opportunities to relate the learning experiences to their personal interests.	Learning experiences are consistently optimized through meaningful connections to student's background knowledge and interests.
Managing			
<i>Organizes students for optimal learning</i>	The arrangement of students is not conducive to learning	Organizes students to facilitate the individual acquisition of new skills and knowledge	Organizes students to facilitate the collaborative acquisition, processing, and practice of new skills and knowledge with expert attention to differentiation.
<i>Identifies and conveys critical information and content</i>	Critical information and content is inadequately identified or conveyed.	Critical information and content is adequately identified or conveyed.	Critical information and content is expertly identified, conveyed, and applied to new learning.
<i>Maximizes time on task using effective classroom management</i>	Student time on task is routinely compromised.	Student time on task is adequate throughout the learning experience.	Time on task for all students is monitored and optimized through expert motivational strategies.

<i>Maintains positive discipline practices</i>	Classroom expectations are inadequately articulated or inconsistently communicated.	Classroom expectations are clearly communicated and implemented.	Classroom expectations are mutually agreed upon, clearly communicated, effectively implemented, and fairly adjusted based on new information.
Establishing & Promoting a Culture of Learning			
<i>Maintains rapport that motivates and encourages all students</i>	Positive rapport with students is inconsistent.	Positive rapport with students and families is evident.	Demonstrates consistent positive rapport with all students and families as evidenced in motivating students to achieve.
<i>Conveys high expectations for all students</i>	Expectations are occasionally inconsistent, inappropriate, or inadequate.	Expectations consistently and appropriately challenge all students.	Data reflect that all students consistently achieve to potential due to high expectations.
<i>Provides resources and guidance to extend content knowledge and strategies</i>	Provides inadequate evidence of utilizing resources to enhance content and strategies.	Adequate evidence of utilizing resources to enhance content and strategies is evident.	Learning experiences are rich with resources and guidance targeted at identified needs.

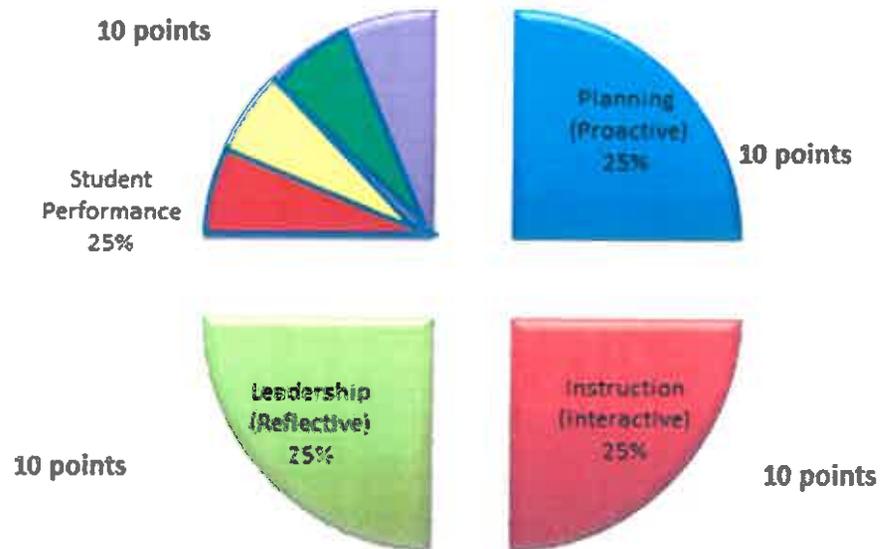
DOMAIN: REFLECTIVE (PROFESSIONALISM)			
Component	Needs Improvement (0)	Effective (1)	Highly Effective (2)
Collaborating			
<i>Participates in positive interactions with colleagues</i>	Interactions with colleagues are lacking positive collaboration.	Participates in positive interactions with colleagues as required.	Enhances effectiveness through the initiation of positive interactions with colleagues and addresses conflict courageously.
<i>Participates in school and district initiatives</i>	Inconsistently participates in school or district initiatives only when required.	Participates in school or district initiatives when required.	Provides leadership and makes substantial contributions to school and district initiatives.
<i>Communicates with stakeholders</i>	Attempts to communicate with stakeholders and maintain a positive relationship are inconsistent.	Communicates appropriately with stakeholders on the instructional program with consistent follow through.	Evidences extraordinary communication with stakeholders in ways that significantly advances the instructional program.
Practicing Professionalism			
<i>Adheres to rules, procedures and expectations</i>	Adheres inconsistently to all district and school rules, procedures and expectations.	Adheres to all district and school rules, procedures and expectations as required.	Provides leadership in the articulation and dissemination of district and school rules, procedures, and expectations.
<i>Completes assignments and reports</i>	Completes some assignments and reports inconsistently.	Completes assignments and reports as expected.	Provides leadership and support to others in the timely completion of assignments and reports that reflect high quality standards.

Reflecting			
<i>Monitors data and analyzes progress towards goals</i>	Little evidence exists of monitoring data and analyzing progress toward goals.	Evidence exists of monitoring data and analyzing progress toward goals.	Data is monitored regularly and adjustments are made responsively to assure goal achievement.
<i>Identifies specific areas of instructional program strength and weakness</i>	Does not consistently follow through on necessary changes to improve instruction.	Identifies specific areas of instructional program strengths and weaknesses.	Identifies specific areas of strengths and weaknesses in the implementation of a corporation-wide program and the variables affecting systemic progress.
<i>Establishes professional goals and improvement plans for self</i>	Does not use data to create professional goals and improvement plans for self.	Uses data to create reasonable professional goals for self.	Uses data to establish rigorous professional goals for self and others within the system.
<i>Self-monitors progress on professional goals</i>	Does not consistently monitor progress on professional goals or initiate improvement activities	Consistently monitors progress on professional goals.	Consistently monitors progress on professional goals and provides data to demonstrate correction or improvement.
<i>Demonstrates effectiveness through presentation of evidence</i>	Provides incomplete or inconclusive data.	Provides data that speak to effectiveness.	Provides exemplary data that demonstrate distinguished instructional effectiveness.

KEEP

Competency Rubric – Administrators

Kokomo Educator Evaluation Process



	DOMAIN: PRACTICE (PLANNING)		
Component	Needs Improvement (0)	Effective (1)	Highly Effective (2)
Using Data and Information to Inform Planning			
<i>Demonstrates knowledge of stakeholder</i>	Plans with little evidence of understanding stakeholders' backgrounds, cultures, skills, language proficiency, interests and special needs for planning.	Incorporates knowledge of individual stakeholders' in planning.	Plans comprehensively with detailed knowledge of individual stakeholders' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources.
<i>Demonstrates research-based strategies in planning and assessment</i>	Never or rarely incorporates a variety of research-based strategies in planning.	Incorporates research-based strategies in unit planning.	Consistently incorporates a variety of research-based strategies in planning.
<i>Utilizes assessment data to content and instructional leadership</i>	Rarely or never uses prior assessment data to content and instructional leadership when planning.	Considers assessment data to formulate achievement goals in regards to content and instructional leadership.	Consistently applies prior assessment data to drive the development of achievement goals in regards to content and instructional leadership..
<i>Demonstrates knowledge of content</i>	Plans rarely evidence the important key concepts of content.	Adequate knowledge of the content is evident.	Comprehensive knowledge of the content and prerequisite relationships between aspects of the content is evident.
<i>Organizes the physical layout of the learning environment</i>	Poor use of the physical environment is evidenced, resulting in potentially unsafe or inaccessible conditions.	Learning environment is safe, accessible, and effective for the purpose of instruction.	Safe physical environment and thoughtful physical arrangement optimizes the learning of all students, including those with special needs.
<i>Create rigorous, measurable learning goals</i>	Goals are not rigorous, measurable, or significant.	Creates measurable goals directed toward issues of significance.	Creates rigorous, measurable achievement goals that include benchmarks to assess scope of responsibility and inform leadership decisions.
<i>Develops engaging professional development</i>	Little evidence of professional development plans aligned to staff competencies.	Adequate evidence of professional development plans and implementation	Professional development plans and implementation assessments are meticulously

<i>plans aligned to staff competencies</i>		assessments aligned to staff competencies is evident.	aligned to each other within a standard framework.
<i>Ensuring student needs are met through ones scope of responsibility</i>	Little evidence of professional development plans and implementation assessments designed to be relevant to stakeholder needs and interests exists.	Consideration of stakeholder needs and interests is evident in professional development plans and implementation assessments.	A consistent and responsive leadership match is evident through the designing of professional development plans and implementation assessments relevant to all stakeholder needs and interests.
Monitoring Progress Related to the Learning of Others			
<i>Uses the evaluation tool to provide continuous professional growth</i>	Little evidence exists that evaluation tool are used in planning continuous professional growth of stakeholders.	Evaluative tool data are considered in planning professional development.	Evaluative tool data consistently drives planning professional development and effective implementation.
<i>Tracks data and analyzes progress based on scope of responsibility</i>	Data are rarely used to track progress.	Evaluation tool data are accurately recorded and referenced in terms of progress.	Evaluative tool data are recorded and professional development plans are consistently adjusted and differentiated in response to ongoing individualized stakeholder learning goals

DOMAIN: INTERACTIVE (INSTRUCTION)

Component	Needs Improvement (0)	Effective (1)	Ineffective (2)
Engaging Stakeholders through Flexibility and Responsiveness			
<i>Creating and providing collaborative opportunities for staff</i>	Collaborative opportunities for staff lack creativity and appropriateness.	Collaborative opportunities for staff are varied and appropriate.	Collaborative opportunities for staff have evidence of research based strategies appropriate for unique stakeholder needs and situations.
<i>Makes adjustments to supervisory approaches and strategies when needed</i>	Supervisory approaches and strategies lack differentiation or flexibility. Action is taken inconsistently to engage stakeholders. Supervisory pace is not matched to stakeholders' needs.	Flexibility is evidenced in approaches and strategies. Action is taken to engage stakeholders. Supervisory pace is appropriate.	Supervisory approaches and strategies are rich with flexibility. Supervision is differentiated to meet the needs of all stakeholders and applied regularly. All stakeholders are consistently engaged.
<i>Utilizes staff strengths and interests</i>	Staff strengths are not utilized and there is a limited connection to stakeholders' background knowledge or interests.	Stakeholders are provided opportunities to utilize their strengths and personal interests.	Staff strengths are consistently optimized through meaningful connections to stakeholder's background knowledge and interests.
Managing			
<i>Oversees day to day operations based on scope of responsibility</i>	Day to day operations within the scope of responsibility is not met.	Day to day operations within the scope of responsibility is consistently met.	Day to day operations based on scope of responsibility have evidence of new creative strategies to appropriately and efficiently meet the needs of the responsibility.
<i>Recognizing district initiatives and communicates initiatives to staff</i>	Critical information and content is inadequately identified or conveyed.	Critical information and content is adequately identified or conveyed.	Critical information and content is expertly identified, conveyed, and applied to new learning.
<i>Maximizes time on task effectively</i>	Time on task is routinely compromised due to ineffective use of time.	Time on task is adequate throughout the year.	Efforts to monitor and optimize the time on task of others through expert leadership strategies.

<i>Maintains and promotes positive discipline practices</i>	District or school expectations are inadequately articulated or inconsistently communicated.	District or school expectations are clearly communicated and implemented.	District or school expectations are mutually agreed upon, clearly understood by the community, effectively implemented, and fairly adjusted based on new information.
Establishing & Promoting a Culture of Learning			
<i>Maintains rapport that motivates and encourages all stakeholders</i>	Positive rapport with stakeholders is inconsistent.	Positive rapport with stakeholders is evident.	Demonstrates consistent positive rapport with all stakeholders as evidenced in motivating stakeholders to achieve and encourages others to maintain positive rapport.
<i>Conveys high expectations to promote positive progress</i>	Expectations are occasionally inconsistent, inappropriate, or inadequate.	Expectations consistently and appropriately challenge all stakeholders.	Data reflect that all stakeholders consistently achieve a distinguished standard of progress.
<i>Provides resources and guidance to extend content knowledge and strategies</i>	Provides inadequate evidence of utilizing resources to enhance content knowledge and strategies.	Adequate evidence of utilizing resources to enhance content knowledge and strategies is evident.	Resource and guidance is richly provided to address target areas.

DOMAIN: REFLECTIVE (PROFESSIONALISM)

Component	Needs Improvement (0)	Effective (1)	Highly Effective (2)
Collaborating			
<i>Participates in positive interactions with colleagues</i>	Interactions with colleagues are lacking positive collaboration.	Participates in positive interactions with colleagues as required.	Enhances effectiveness through the maintenance of positive interactions with colleagues and addresses conflict courageously.
<i>Participates in school and district initiatives</i>	Inconsistently participates in school or district initiatives only when required.	Participates in school or district initiatives when required.	Provides critical leadership and essential contributions to key school and district initiatives.
<i>Communicates with stakeholders</i>	Attempts to communicate with stakeholders and maintain a positive relationship are inconsistent.	Communicates appropriately with stakeholders on the instructional program with consistent follow through.	Evidences extraordinary communication with stakeholders in ways that significantly advances the instructional program.
Practicing Professionalism			
<i>Adheres to rules, procedures and expectations</i>	Adheres inconsistently to all district and school rules, procedures and expectations.	Adheres to all district and school rules, procedures and expectations as required.	Provides leadership in the articulation, dissemination, and implementation of district and school rules, procedures, and expectations.
<i>Completes assignments and reports</i>	Completes some assignments and reports inconsistently.	Completes assignments and reports as expected.	Provides leadership and support to others in the timely completion of assignments and reports that reflect high quality standards.

Reflecting			
<i>Monitors data and analyzes progress towards goals</i>	Little evidence exists of monitoring data and analyzing progress toward goals.	Evidence exists of monitoring data and analyzing progress toward goals.	Data is monitored regularly and adjustments are made responsively to assure goal achievement.
<i>Identifies specific areas of scope of responsibility strength and weakness</i>	Does not consistently follow through on necessary changes to improve scope of responsibility.	Identifies specific areas of scope of responsibility strengths and weaknesses.	Identifies variables affecting systemic progress in the implementation of corporation-wide programs.
<i>Establishes professional goals and improvement plans</i>	Does not use data to create professional goals and improvement plans for self.	Uses data to create reasonable professional goals for self.	Uses data to establish rigorous professional goals for self and others within the system.
<i>Self-monitors progress on professional goals</i>	Does not consistently monitor progress on professional goals or initiate improvement activities	Consistently monitors progress on professional goals.	Consistently monitors progress on professional goals and provides data to demonstrate correction or improvement.
<i>Demonstrates effectiveness through presentation of evidence</i>	Provides incomplete or inconclusive data.	Provides data that speak to effectiveness.	Provides exemplary data that demonstrate distinguished instructional effectiveness and systemic progress.

**Kokomo School Corporation
Teacher Recruitment Procedures**

- 1. Work with Assistant Superintendent to determine which local recruitment fairs will be attended.**
- 2. Register for selected recruitment fairs.**
- 3. Communicate with administrators attending the fairs regarding housing (if applicable), travel, and any fees that have not be paid ahead (ex: parking).**
- 4. Prepare recruitment materials needed for the specific days for administrators to take with them. This will included travel directions, evaluation sheets, office supplies, visual supplies.**
- 5. After the events, administrators will turn in candidate information to HR. Human Resources will then provide this information to administrators who are looking for specific qualifications, or as a back-up when we don't get enough online applicants for open positions.**

Kokomo School Corporation

Staff Recruitment

Spring 2015

Date	College/University	Recruiters
Wednesday, April 22, 2015 8:00 AM-3:30 PM REGISTERED	Teacher Candidate Interview Day (TCID) at the Hendricks Co. 4-H Fairgrounds 1900 East Main Street Danville, IN 46122 Registration Fee: \$230	Sharon Hahn* Angela Blessing Amanda Whybrew Idowu Ikudabo
Friday, April 24, 2015 8:00 AM-3:30 PM	Butler University	Dorothea Irwin* Charley Hinkle Christopher Henderson
Monday, April 27, 2015 7:45 AM-5:00 PM REGISTERED	Indiana University Bloomington, IN Registration Fee: FREE *Bring \$11 in cash for parking.	Dorothea Irwin* Kathi Hoover
Tuesday, April 28, 2015 8:00 AM-4:00 PM REGISTERED	Purdue University Purdue Memorial Union North and South Ballroom	Katie Reckard* Tony Harl Tammy Tickfer
Wednesday, April 29, 2015 5:00 PM-7:30 PM Thursday, April 30, 2015 8:00 AM- 3:00 PM REGISTERED	Ball State University Worthen Arena Muncie, IN Registration Fee: \$150	Mike Sargent* Jonathan Schuck
		*Team Leader

KOKOMO SCHOOL COPROATION

INTERVIEW RATING SHEET

CANDIDATE: _____ DATE: _____

INTERVIEWER: _____

	Below Average	Average	Above Average	Outstanding
First Impression				
Preparation for Interview				
Verbal Communication				
Child Oriented				
Poise/Self-Confidence				
Activities/Involvement				
Experience				
Knowledge of Standards & Best Practices				
OVERALL RATING	Below Average	Average	Above Average	Outstanding

University _____ Degree _____ GPA _____

Major _____ Minor _____

Teaching Preference _____

Status of Praxis _____ Status of License _____

Please note anything outstanding (positive or negative) about this person that would support/not support candidacy.

Interested in relocating to Kokomo ___ Yes ___ No ___ Undecided ___ N/A

Consider ___ Yes ___ No

2015-2016 Certified Areas Available

International Baccalaureate

Integrated Arts

Elementary Education

Instrumental Music

Science

Mathematics

English/Language Arts

Special Education



KOKOMO SCHOOL CORPORATION

Creating a Better World Through Education

Susan E. Page, Ed.D.

PO Box 49 • Yorktown, IN • Phone: 765-749-0361 • E-Mail: navigatorlearningsolutions@gmail.com

Education

- B.S. Speech and Language, 1973. **Ball State University, Muncie, Indiana**
- M.A.E. Elementary Education, 1979. **Ball State University, Muncie, Indiana**
- Ed.D. Reading, 1981. **Ball State University, Muncie, Indiana**

Experience and Skills

E-Learning Development: 2011 – Present, *Navigator Learning Solutions*

- Develop Requirement Specification Documents (RSD) to define the requirements for software development.
- Design wireframes and visuals for website and software development specifications.
- Act as liaison between client and software development team.
- Develop courseware for interactive learning on a variety of topics
- Act as Subject Matter Expert (SME) for educational content.
- Create and maintain websites using Wordpress.org. to support company goals.

Professional Writer: 1986 - Present

- Create effective presentations in a variety of formats: MS Word, MS PowerPoint, Articulate Storyline, Go-Animate
- Technical writing to explain, summarize, or inform. Includes curriculum guides, articles, position papers, and resource manuals. Skilled at presenting technical information in a non-technical manner.
- Grant and proposal development.
- Writes and produces media on a variety of educational topics.

Education Consultant: 1988 – Present, *Page Consulting and Navigator Learning Solutions*

- Administrative mentor to improve administrator ability to lead the turn around process.
- Grant writer and proposal development for organizational improvement based on performance data.
- Coordinate development, delivery, implementation and evaluation of improvement initiatives.
- Consultation accomplished in a variety of settings and ranges from education to industry. Listens effectively to different perspectives. Efficient at gathering background information. Deals with people in a warm, yet direct manner and enlists their expertise in solving the problems they face. Able to stay focused on the problem at hand or the need for change while maintaining an appreciation for the impact change has on people.
- Extensive experience evaluating school climate, environment for learning, effectiveness of instruction and opportunities for improving learning and achievement. Skilled in use of observational skills and synthesizing information gained to provide a concise picture of strengths along with recommendations for change.
- Skilled in data analysis, formative and summative. Recognizes patterns in data, and implications for curriculum and instruction at all levels: school, classroom and individuals.

Marketing Manager and National Consultant: 1984-1988, *DC Heath and Houghton Mifflin Company*

- Analyzed marketing trends, provided competition analyses, developed and implemented marketing plans.
- Developed sales campaigns and marketing support.
- Worked with sales, editorial and marketing staff to define customer needs and to shape product development.
- Provided staff development for sales force on topics ranging from effective sales techniques to handling objections.
- Provided staff development for customers. Wrote newsletters and professional materials on topics of interest to customers.

Educational Consultant: 1981-1984, *Houghton Mifflin Company*

- Supported sales efforts of educational publisher by providing staff development to school districts that purchased reading/language arts materials.
- Presented product to customers during formal sales presentations.
- Analyzed competition and provided regional offices with data about customer needs and preferences.

Graduate Fellow: 1977-1981, *Ball State University*

- Graduate fellow responsible for parent programs, grant writing, diagnosis and evaluation of reading problems, and teaching undergraduate classes at Ball State University.
- Conducted research in the area of special education and reading problems.

Teacher: 1973-1977, *Pennsylvania School for the Deaf*

- Ages 6-14, Pennsylvania School for the Deaf, Philadelphia, PA.
- Adult lip reading through a continuing education program.
- Private tutor for students with learning problems.

Current Community Service

CASA Volunteer

- Provide the Delaware County Courts with information relevant to the best interests of Children in Need of Services (CHINS).
- Meet with children assigned by the Delaware County Courts to understand and represent their wishes in court.
- Gather data and meet with all individuals relevant to the issues affecting the placement of children with the Department of Child Services as a Child in Need of Services.
- Appear in court to represent the wishes of the assigned children and to provide relevant data.

Literacy Interventionist

- Provide diagnostic assessment and focused intervention to children in the community that are in danger of academic failure.
- Counsel parents and families in supporting their child to turn around academic failure.
- Services are provided free of charge.

Michael J. Langevin
COMPREHENSIVE PROFESSIONAL VITA

Founder and CEO
Equitable Education Solutions

External Evaluator
Indiana Principal Leadership Institute

Adjunct Faculty
Indiana State University

Address:

2883 Shadows Run Lane
Crawfordsville, IN 47933
Phone: (765) 365-3340
Email: k12boost@gmail.com

Education:

Ph.D. (2010) Educational Leadership and Foundations, Indiana State University
Ed.S. (2009) Educational Leadership and Foundations, Eastern Illinois University
M.S. (2007) Educational Leadership and Foundations, Eastern Illinois University
B.S. (1999) Political Science/Public Administration, Blackburn College
M.S. (Present) Measurement, Evaluation, Statistics, and Assessment, University of Illinois-Chicago

Indiana License:

Superintendent in Indiana
Administration and Supervision (K-12) in Indiana and Illinois
Secondary Instructional Social Science (6-12) in Indiana and Illinois
Secondary Instructional Business, 6-12 in Indiana and Illinois

Educational Positions:

Associate Superintendent, Decatur County School Corporation, 2013- 2015
Adjunct Faculty Member, Indiana State University, Statistics, 2012
Director of Student Achievement, White River Valley, 2011- 2013
Teacher, Grade 7, North Ridge Middle School, 2010- 2011
Graduate Assistant, Indiana State University, 2009-2010
Program Coordinator, Danville District 118, 2007- 2009
Teacher, Grade 6, South View Middle School, 2006-2007
Teacher, Grade 7/8, High School Preparatory Program, 2004-2006

Educational Roles, Responsibilities and Appointments:

Service:

Consultant, Medora School Corporation
Teacher Evaluation, Curriculum Development, and Using Data
Spring 2014 - Present

Consultant, Switzerland County School Corporation
Curriculum Development and Researched-based Instruction
Summer 2013- Present

Consultant, Tri-Central School Corporation
Raising Standardized Testing through Focused Instruction and Assessments Practices
Fall 2014- Present

Consultant, Maconaquah School Corporation
Using Data to Drive Instruction and Curriculum Development
Fall 2014- Present

Consultant, South Vermilion School Corporation
Curriculum Development
Fall 2014- Present

Consultant, Southern Hancock School Corporation
Utilizing Data to Drive Instruction and Best Practices
March 2013- May 2014

Consultant, Kokomo School Corporation
Utilizing Data to Drive Instruction and Best Practices
February 2013- Present

Adjunct Professor, Indiana State University
EPSY 612 Inferential Statistics
Fall 2012

Consultant, Washington School Corporation
Utilizing Data to Drive Instruction and Best Practices
July 2012- Present

Consultant, Yorktown School Corporation
Reducing the Disconnect Between Practices and Research
October 2011- 2014

Consultant, Attica School Corporation
Reducing the Disconnect Between Practices and Research
October 2011- May 2013

Consultant, Southeast Fountain County School Corporation
Reducing the Disconnect Between Practices and Research
October 2011- August 2012

Consultant, Clay Community School Corporation
Reducing the Disconnect Between Practices and Research
October 2011- Present

Consultant, Eastern Greene School District
Reducing the Disconnect Between Practices and Research
September 2011- May 2012

Consultant, Decatur County Community School District
Data-Driven Instruction
March 2011- June 2013

Consultant, White River Valley School District
Data-Driven Instruction and Motivating Students through Instructional Practices
January 2011- June 2011

Member, AdvancEd 3rd Impact Study Research Team
Statistical Analysis and Research Design Team
June 2010- March 2012

Member, AdvancEd 2nd Impact Study Research Team
Statistical Analysis
March 2010- May 2010

Coordinator, High School Preparatory Program
Danville District 118
August 2007- June 2009

Publications:

Langevin, M. J. (2013). *Shaping educational practices to drive student achievement*.
Book is expected to be published late 2012 or early 2013

Langevin, M. J. (2011). EES Building Practices Survey. Copyrighted in 2011.

Langevin, M. J. (2010). *AdvancEd accreditation impact regarding the achievement gap between schools of poverty and schools of affluence for secondary education in a five-state region*. (Doctoral Dissertation). Terre Haute: Indiana State University.

AdvancEd. (2010) District accreditation: Leveraging change. Atlanta, GA: (Research Study conducted by AdvancEd).

Presentations:

Teacher Development through Evaluation Practices
June 30, 2015
Ed. S. Cohort
Indiana State University

Legislative Code on Teacher Evaluations
June 30, 2015
Principal Interns
Indiana State University

Curriculum Development with Depth
April 22, 2015
ISU Law Conference
Indiana State University

Accountability Changes in the State of Indiana
October 29, 2014
Ph. D. Cohort
Indiana State University

Enhancing Teacher Development through the Evaluation Process
September 6, 2014
Principal Program Interns
Indiana State University

Enhancing Student Learning Outcomes
June 30, 2014
Ed. S. Cohort
Indiana State University

Implementing a Curriculum to Improve Learning Outcomes
April 30, 2014
ISU Law Conference
Indiana State University

Developing a Growth Mindset with Instructional Choices
September 14, 2013
Principal Program Interns
Indiana State University

Utilizing Formative Assessment to Improve Instruction
April 18, 2013
Group of Thailand Educators
Indiana State University

Susan E. Page, Ed.D.



PO Box 49 • Yorktown, IN • Phone: 765•749•0361 • E-Mail: navigatorlearningsolutions@gmail.com

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- Appear in court to represent the wishes of the assigned children and to provide relevant data.

Literacy Interventionist

- Provide diagnostic assessment and focused intervention to children in the community that are in danger of academic failure.
- Counsel parents and families in supporting their child to turn around academic failure.
- Services are provided free of charge.