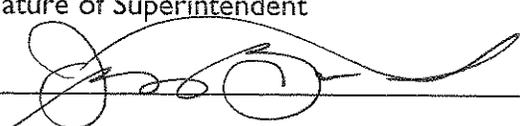


**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: Kokomo-Center Township Consolidated School Corporation		Corporation Number: 3500
Contact for the School Improvement Grant: Dr. Dorothea Irwin		
Position and Office: Director of Professional Learning Administrative Service Center		Contact's Mailing Address: 1500 S. Washington P.O. Box 2188 Kokomo, IN 46904-2188
Telephone: 765-776-7131		Fax: 765-455-8018
Email Address: dirwin@kokomo.k12.in.us		
Superintendent (Printed name) Dr. Jeff Hauswald		Telephone: 765-455-8000
Signature of Superintendent X 		Date: 6/10/13

- ➔ Complete and submit this form one time only.
- ➔ Complete a second form, "Priority Application" for each school applying for a school improvement grant.

Appendix B:

Worksheet #1A: Analysis of Student and School Data
Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013
Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example:</i> LEP	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture

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Mathematics

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. “</p> <p><i>Appropriate example:</i> “75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+.”</p> <p><i>Appropriate example:</i> “65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of ‘vocabulary’.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English.”</p> <p><i>Appropriate example:</i> “Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years.”</p>

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school		
2. Dropout rate*	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)		
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	NA
5. Number of students completing dual enrollment classes	NA	NA
6. Types of increased learning time offered LSY- Longer School Year		

LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other		
7. Discipline incidents*		
8. Truants (# of unduplicated students, enter as a whole number)	0	0
9. Distribution of teachers by performance level on LEA's teacher evaluation system		
10 Teacher attendance rate		

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data? <i>Inappropriate example:</i> "Teachers are absent a lot." <i>Appropriate example:</i> "Teachers on average are out of the classroom 32 days of the school year."	What is at the "root" of the findings? What is the underlying cause? <i>Inappropriate example:</i> "Teachers don't feel like coming to school" <i>Appropriate example:</i> "Teachers' working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers' classrooms"

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school. 2. Is rarely in the classrooms. 3. Is not knowledgeable about English/ language arts or mathematics instruction. 4. Serves as lone leader of the school 5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.					1. Spends great deal of time in classrooms. 2. Conducts frequent walk-throughs. 3. Knows E/LA and mathematics instruction well and is able to assist teachers. 4. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered. 2. Places the same cognitive demands on all learners (no differentiation). 3. Is primarily textbook-oriented.					1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).

<p>4. Does not include technology.</p> <p>5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>7. Instruction is not increased to allow for more student learning time.</p>				<p>3. Uses multiple sources beyond textbooks.</p> <p>4. Includes frequent use of technology.</p> <p>5. Works in teams, discussing student learning and instructional ideas.</p> <p>6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>7. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
<ol style="list-style-type: none"> 1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students. 					<ol style="list-style-type: none"> 1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<ol style="list-style-type: none"> 1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies. 					<ol style="list-style-type: none"> 1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work
Professional Development	1	2	3	4	Professional Development
<ol style="list-style-type: none"> 1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment. 3. Is short, i.e., one-shot sessions. 4. Does not include follow-up 					<ol style="list-style-type: none"> 1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program. 3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.

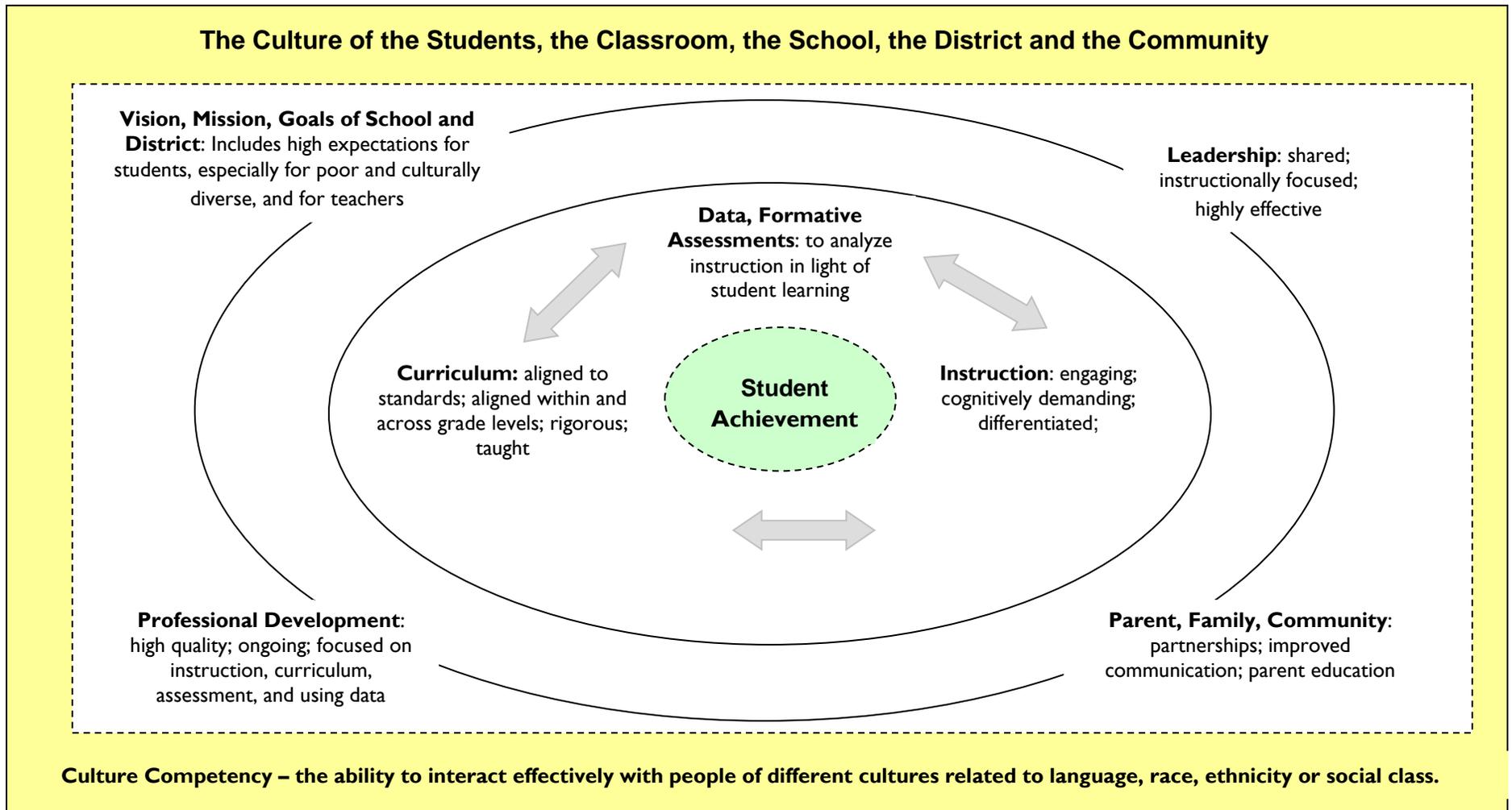
assistance, mentoring, or monitoring of classroom implementation.				4	Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
<ol style="list-style-type: none"> 1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children. 					<ol style="list-style-type: none"> 1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
<ol style="list-style-type: none"> 1. Holds the belief that all students learn the same way. 2. Uses the textbook to determine the focus of study. 3. “Cultural instruction” is limited to study of flags, festivals, and foods of countries/people. 4. Does not investigate students’ level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 5. Does not connect curriculum and learning to students’ own life experiences as related to race, ethnicity, or social class. 					<ol style="list-style-type: none"> 1. Holds the belief that students learn differently and provides for by using various instructional practices. 2. Combines what learners need to know from the standards and curriculum with the needs in their lives. 3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 4. Investigates students’ education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 5. Connects curriculum and learning to students’ own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p><i>Appropriate example:</i> “We don’t have a curriculum aligned across grade levels.”</p> <p><i>Appropriate example:</i> “We only teach flags, festivals and foods with our students. “</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Appropriate example:</i>” We don’t know how to align our curriculum across grade levels.”</p> <p><i>Appropriate example:</i> “Connecting curriculum to students’ lives takes longer to prepare lessons.”</p>
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Appendix C: Theory of Action for Indiana High-Poverty Schools and District in Improvement: Moving towards High-Performance

The Indiana Department of Education, Title I analyzed the literature and research on high-performance, high-poverty schools and districts. The findings revealed specific practices and policies of successful high-poverty schools and districts. These findings serve as the components of the Theory of Action below. Supports to and requirements of schools and districts correspond to these components of successfulness.



Appendix D: Elements of School Intervention/Improvement Models

Turnaround Model	Transformation Model
Required Elements	Required Elements
<p>Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.</p>	<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Replace the principal who led the school prior to implementing the model. 2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 3. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 4. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 5. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
<p>Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.</p>	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Establish schedules and implement strategies that provide increased learning time. 2. Provide ongoing mechanisms for family and community engagement.
<p>Promote the use of student data to inform and differentiate instruction.</p>	<p><u>Comprehensive Instructional Reform Strategies</u></p> <ol style="list-style-type: none"> 1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 2. Promote the continuous use of student data to inform and differentiate instruction.
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, calendars/time and budgeting). 2. Ensure school receives ongoing, intensive technical assistance and support from the LEA, SEA, or designated external lead partner organization.
<p>Provide appropriate social-emotional and community-oriented services and supports for students.</p>	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 1. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 2. Institute a system for measuring changes in instructional practices resulting from professional development. 3. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 4. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 1. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 2. Implement a school wide “response-to-intervention” model. 3. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 4. Using technology-based supports. 5. In secondary schools – <ol style="list-style-type: none"> a) increase rigor b) summer transition programs; freshman academies c) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 1. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 2. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 3. Implement approaches to improve school climate and discipline. 4. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 2. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

Appendix E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation Restart	Title III, Part A - LEP
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students.	Turnaround Transformation Restart	High Ability Grant

**Appendix F: LEA Application of General Information
2013-2014**

**School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov**

LEA Application: General Information

Corporation Name: Kokomo-Center Township Consolidated School Corporation		Corporation Number: 3500
Contact for the School Improvement Grant: Dr. Dorothea Irwin		
Position and Office: Director of Professional Learning Administrative Service Center	Contact's Mailing Address: 1500 S. Washington P.O. Box 2188 Kokomo, IN 46904-2188	
Telephone: 765-776-7131	Fax: 765-455-8018	
Email Address: dirwin@kokomo.k12.in.us		
Superintendent (Printed name) Dr. Jeff Hauswald	Telephone: 765-455-8000	
Signature of Superintendent X _____	Date: 6/10/13	

- ➔ **Complete and submit this form one time only.**
- ➔ **Complete a second form, "Priority Application" for each school applying for a school improvement grant.**

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating priority and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Bon Air Elementary	K-5	X	X				
2.							
3.							
4.							
5.							
6.							

2. Explanation if LEA is Not Applying to Serve Each Priority School

- We will serve all of our Priority schools.
- We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA’s intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Bon Air Elementary School Number: 2945

Stakeholder Group	Mode of Communication	Date
School Improvement Team (InSAI)	End of Year Team Meeting	March 26, 2013
Grade Level Teams (K-5)	End of Year Team Meeting	May 1, 2, 7, 9, 14, 16
Parent Involvement Group	End of Year Team Meeting	May 15, 2013

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

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School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Kokomo Center Consolidated School Corporation assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II 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;
- (4) 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;
- (5) 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; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Appendix G: LEA Application for Each Priority School

School Improvement Grant (1003g) 2013-2014

LEA School Application: Priority

The LEA must complete this form for *each* Priority school applying for a school improvement grant.

School Corporation Kokomo Center Consolidated School Corporation Number 3500

School Name Bon Air Elementary

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

Turnaround

Restart

Transformation

Closure

Assurances

Kokomo Center Consolidated School Corporation assures that it will

Corporation/Charter School Name

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) 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 in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Priority, Tier I or Tier II 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;
- (4) 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;
- (5) 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; and
- (6) Report to the SEA the school-level data required under section III of the final requirements.

Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

A. LEA Analysis of School Needs

➤ Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

Appendix B:

Worksheet #1A: Analysis of Student and School Data Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013 Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ **Instructions:**

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example:</i> LEP	75%	52		
White	33.9%	42	Low The school's rate is alarming but the subgroup of white students has a lower failure rate than other subgroups	High In comparison to other schools the percentage of failures is high. Our students in all categories cross over into multiple categories with Free/Reduced lunches accounting for 86% of our

				enrollment.
Multiracial	31.2%	5	Low Our students in this sub group outperform other subgroups.	Medium Our students in all categories can be assigned to multiple groups when Free/Reduced lunch is factored in.(i.e, Multi racial and Free/Reduced)
Black	52.9%	9	High The number of students in this subgroup is low but the percentage of students failing is significantly high in comparison to other subgroups in the school.	High More differentiation of instruction is needed to engage students of color in culturally responsive teaching environments.
Free/Reduced	38.2%	55	High In all subgroups students also belong to the category, Free/Reduced.	High Students need to have more time and practice in conceptual learning in order to become proficient in ELA.
Special Ed.	25%	4	Low This percentage is lower than all other subgroups. This group of students was tested in small groups and had additional time per IEP accommodations	High Students need to have accommodations in order to stay focused on testing. These accommodations have made the testing environment more equitable for students who have a hard time staying on task in a large class.

Mathematics

White	43.5%	54	Medium The score is medium in relation to the schools total scoring but lower than all other schools in the county	High Students need instruction that focuses on conceptual understanding and thinking not memorization
Multiracial	43.7%	7	Medium The score is medium in relation to the schools total scoring but lower than all other schools in the county	High All groups scored significantly lower in math. Students need to be able to take their time and think through a problem
Black	64.7%	11	High This score is significantly higher in terms of failure than all other subgroups and when compared to the school as a whole	High Students need to learn math through multiple methods and with a variety of materials and instructional strategies that promote thinking and reasoning.
Free/Reduced	46.5%	67	Medium This category applies to almost all of the students in every other group. 86% of the student body is on Free/Reduced lunch.	High Additional time is needed for students to practice their learning so that it can be committed to memory and be mastered

Special Ed	50%	8	High Students in this subgroup do not show their work or believe they can think through a problem	High Students need to have time to practice their learning before application

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p>
<p>High percentages ranging from 40-60% of our students at all grade levels and across all subgroups are not passing ISTEP+ in Math</p> <p>45% of all students taking ISTEP+ did not master the proficiency in the strand of Problem Solving in Math</p> <p>45% of all students taking ISTEP+ did not master the proficiency in the strand of Number Sense in Math</p>	<p>The average math class is 40 minutes a day. Teachers do not differentiate approaches to teaching math. Students do not get immediate feedback on classwork and homework.</p> <p>Students are not completing all steps in multi- step problems and are not showing their work. Teachers do not have regularly scheduled Problem Solving as part of the math instruction.</p> <p>Teachers have not had solid professional development in teaching math for conceptual understanding. The curriculum in math was based on a new math series that did not provide a clear plan for setting math learning targets.</p>
<p>33% of all students taking ISTEP+ did not master the proficiency in the strand of vocabulary in ELA</p> <p>30% of all students taking ISTEP+ did not master the proficiency in the strand of writing applications in ELA</p>	<p>Academic vocabulary is not stressed in classes. Classes are not all following a planned period where students work with words to build vocabulary. Teachers are not using learning targets in their planning of instruction.</p> <p>A separate block of time for writing is not included in daily instructional practices. Units of study in writing are not present.</p>

Student Leading Indicators

➤ **Instructions:**

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.7%	95.6%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	NA
5. Number of students completing dual enrollment classes	NA	NA
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS	AS-After School Interv SS Summer School OTH-Acuity Lab

7. Discipline incidents*	256	230
8. Truants (# of unduplicated students, enter as a whole number)	0	0
9. Distribution of teachers by performance level on LEA's teacher evaluation system	TBD	TBD
10 Teacher attendance rate	94.0	94.5

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p>
<p><i>On the average teachers are out of the classroom due to sickness, bereavement, or personal business for 11 days during the school year.</i></p> <p><i>There are little or no data on the amount of time students are sent to the office or out of class during instructional time.</i></p> <p><i>The teacher evaluation tool indicates that teachers continue to plan in isolation when collaboration time is not embedded in the school day.</i></p> <p><i>The evaluation ratings indicate that teachers struggle with designing differentiated instruction and assessment to meet the needs of the students.</i></p> <p><i>The evaluation ratings indicate that teachers need improvement in goal setting, and monitoring progress toward goals that are set.</i></p>	<p><i>There is little discussion with the faculty about the importance of attendance.</i></p> <p><i>Procedures and process are lacking in documenting student referrals. Teachers do not consistently enter data into Power School when a student is sent out of the room during instructional time because of behavior.</i></p> <p><i>There is little accountability for focused lesson plans that address student learning targets in specific grade levels during specific times during the year. No pacing guide is used across grade levels.</i></p> <p><i>Teachers need more professional development and practice in planning and assessment. Teachers practice in isolation and do not get feedback on instructional design and practice.</i></p> <p><i>The majority of the teachers do not ask for assistance when they are stuck or unsure of how to meet the needs of a student. Only 25% of the certified staff requested assistance through instructional consultation teams when uncertain about instruction or how to address a student’s needs.</i></p>

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ **Instructions:**

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
6. Spends most of the time managing the school. 7. Is rarely in the classrooms. 8. Is not knowledgeable about English/ language arts or mathematics instruction. 9. Serves as lone leader of the school 10. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.		X			6. Spends great deal of time in classrooms. 7. Conducts frequent walk-throughs. 8. Knows E/LA and mathematics instruction well and is able to assist teachers. 9. Utilizes various forms of leadership teams and fosters teachers' development as leaders. 10. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
8. Is primarily lecture-style and teacher-centered. 9. Places the same cognitive demands on all learners (no differentiation). 10. Is primarily textbook-oriented.		X			8. Includes a variety of methods that are student-centered. 9. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI). 10. Uses multiple sources beyond textbooks.

<p>11. Does not include technology.</p> <p>12. Works alone, rarely meeting in or across grade-level teams to discuss and improve.</p> <p>13. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.</p> <p>14. Instruction is not increased to allow for more student learning time.</p>			X		<p>11. Includes frequent use of technology.</p> <p>12. Works in teams, discussing student learning and instructional ideas.</p> <p>13. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.</p> <p>14. Schedules and strategies provide for increased student learning time.</p>
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Curriculum	1	2	3	4	Curriculum
<p>7. Leadership does not observe or evaluate teachers for use of the curriculum.</p> <p>8. Is considered to be the textbook or the state standards.</p> <p>9. Is not aligned within or across grade levels.</p> <p>10. Is not rigorous or cognitively demanding.</p> <p>11. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.</p> <p>12. Is not differentiated for struggling students.</p>		X			<p>7. Is observed by school leadership that it is being taught.</p> <p>8. Is developed by the district/teachers based on unpacking the state standards.</p> <p>9. Is aligned within and across grade levels.</p> <p>10. Is rigorous and cognitively demanding.</p> <p>11. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.</p> <p>12. Is differentiated for struggling students.</p>
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
<p>4. Are not regularly used by teachers.</p> <p>5. Are not routinely disaggregated by teachers.</p> <p>6. Are not used to determine appropriate instructional strategies.</p>		X			<p>4. Are used to implement an aligned instructional program.</p> <p>5. Are used to provide differentiated instruction.</p> <p>6. Are discussed regularly in teacher groups to discuss student work</p>
Professional Development	1	2	3	4	Professional Development
<p>4. Is individually selected by each teacher; includes conferences and conventions.</p> <p>5. Is not related to curriculum, instruction, or assessment.</p> <p>6. Is short, i.e., one-shot sessions.</p>			X		<p>4. Is of high quality and job-embedded.</p> <p>5. Is aligned to the curriculum and instructional program.</p> <p>6. Includes increasing staff's knowledge and skills in instructing English</p>

7. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X			language learners and students with disabilities. 7. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
3. Does not provide extended supports. 4. Does not ensure a safe school and community environment for children.			X		3. Provides social and emotional supports from school and community organizations. 4. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
6. Holds the belief that all students learn the same way. 7. Uses the textbook to determine the focus of study. 8. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people. 9. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups. 10. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X X X			6. Holds the belief that students learn differently and provides for by using various instructional practices. 7. Combines what learners need to know from the standards and curriculum with the needs in their lives. 8. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others. 9. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups. 10. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	What is at the “root” of the findings? What is the underlying cause?
The principal spends a lot of time managing the school and is not in the classrooms regularly conducting frequent walkthroughs with feedback.	The referrals to the office take up a lot of the principal’s time. Teachers are struggling with discriminating between minor and major offenses.
Teachers tend to use textbooks for determining when and what to teach.	Teachers do not use a common framework for teaching ELA and Math. A pacing guide has not been completed.
Teachers do not work in collaborative planning groups weekly or bi weekly.	The school does not have a daily planning period. Related arts classes are not available every day and when held are only 25 minutes.
Teachers do not get immediate feedback on instructional practices	A system is not in place for regularly scheduled walk-throughs by the principal or other administrator that results in immediate feedback and reflection.
Teachers do not meet as teams to evaluate instructional practices	The teachers do not have a biweekly collaborative time to discuss instruction and student learning through data.
Grade levels do not have common assessments	Teachers need more professional development in Universal Design Differentiated Instruction Unit planning. Units have been written but not taught and reflected on focusing on what the students need to know and what they need to do.
Differentiation of instruction is still not visible in most classrooms	Teachers need more professional development and more practice in identifying student learning barriers and how to address them through instruction.
Teachers need to ask for assistance when uncertain about how to teach a struggling student	Only 25% of the staff has accessed the support of a case manager through Instructional Consultation.

B. Selection of School Improvement Model

➤ **Instructions:** Read and discuss with the team the elements of the four school intervention models below.

Turnaround Model	Transformation Model
Required Elements	Required Elements
Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a turnaround office, hire a turnaround leader, or enter into a contract to obtain added flexibility in exchange for greater accountability.	<u>Develop Teacher and Leader Effectiveness</u> <ol style="list-style-type: none"> 6. Replace the principal who led the school prior to implementing the model. 7. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that take into account data on student growth, multiple assessments, and increased graduation rates. Evaluations are developed with teacher and principal 8. Reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and H.S. graduation rates. Remove those who, after opportunities have been provided to improve, have not. 9. Provide staff ongoing, high quality, job-embedded professional development that is aligned with the instructional program and designed with school staff. 10. Implement strategies such as financial incentives, promotion, career growth, and flexible work conditions that are designed to recruit, place and retain staff.
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	<u>Increasing Learning Time and Creating Community-Oriented Schools</u> <ol style="list-style-type: none"> 3. Establish schedules and implement strategies that provide increased learning time. 4. Provide ongoing mechanisms for family and community engagement.
Promote the use of student data to inform and differentiate instruction.	<u>Comprehensive Instructional Reform Strategies</u> <ol style="list-style-type: none"> 3. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. 4. Promote the continuous use of student data to inform and differentiate instruction.
Establish schedules and implement strategies that provide increased learning time.	<u>Provide Operational Flexibility and Sustained Support</u>
Provide appropriate social-emotional and community-oriented services and supports for students.	

Turnaround Model
<i>Permissible Elements</i>
New school model (e.g., themed, dual language academy)
Any of the required and permissible activities under the transformation model – these would be in addition to, not instead of, the actions that are required as part of a turnaround model.

Transformation Model
<i>Permissible Elements</i>
<p><u>Develop Teacher and Leader Effectiveness</u></p> <ol style="list-style-type: none"> 5. Provide additional compensation to attract and retain staff with skills necessary to meet the needs of students in a transformation model. 6. Institute a system for measuring changes in instructional practices resulting from professional development. 7. Ensure that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher’s seniority. 8. LEAs have flexibility to develop and implement their own strategies to increase the effectiveness of teachers and school leaders. Strategies must be in addition to those that are required as part of this model.
<p><u>Comprehensive Instructional Reform</u></p> <ol style="list-style-type: none"> 6. Conduct periodic reviews to ensure that the curriculum is being implemented with fidelity. 7. Implement a school wide “response-to-intervention” model. 8. Provide additional supports to teachers and principals to implement strategies to support students with disabilities and limited English proficient students. 9. Using technology-based supports. 10. In secondary schools – <ol style="list-style-type: none"> d) increase rigor e) summer transition programs; freshman academies f) increasing graduation rates establishing early warning systems
<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <ol style="list-style-type: none"> 5. Partner with parents, faith and community-based organizations, health clinics, State or local agencies to create safe environments. 6. Extend or restructure the school day to add time for such strategies as advisory periods that build relationships. 7. Implement approaches to improve school climate and discipline. 8. Expand the school program to offer full-day kindergarten or pre-kindergarten.
<p><u>Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 3. Allow school to be run under a new governance arrangement, e.g., turnaround division in the LEA. 4. Implement a per-pupil school-based budget formula that is weighted based on student needs.

Restart Model
<i>Required Elements</i>
Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.
Must enroll within the grades it serves, any former student who wishes to attend.
<i>Permissible Elements</i>
May implement any of the required or permissible activities of a turnaround model or a transformation model.

School Closure Model
<i>Required Elements</i>
Close the school and enroll the students in other schools in the LEA that are higher achieving.

II. Selection of Improvement Model

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

- | | |
|--|----------------------------------|
| <input checked="" type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and 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.

Intervention model selected Turnaround model

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

The Turnaround model corresponds to the data indicating the need to address management versus leadership at the administrative level. The principal will be given more opportunities and flexibility to delegate the management of the school to classified staff so that the strategic work of the school can be done by the instructional leader. Among the support team of certified staff the principal will have:

- Instructional coach to work with teachers on vertical and horizontal alignment of the curriculum so that students learning will progress smoothly from grade level to grade level and learning targets can be designed by the teacher and the student.
- Second Instructional Coach and academic advisor who will work closely with the principal on observations to increase the number of observational walk throughs each month with immediate feedback
- Instructional consultation Facilitator who trains staff in working in a problem solving approach to RTI and differentiation of instruction.
- An outside consultant who works with teachers in analyzing and disaggregating data to design differentiated instruction and assessments to meet the needs of the students.

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

To create teacher, principal, and student change, the Director of Professional Learning and Inclusion will work closely with the principal to monitor the progress of the school improvement plan and to ensure that the principal has time to observe instruction during the school day. Bi weekly consultation time will be scheduled with the director and the principal so that a form of collaborative problem solving can be utilized.

Well focused professional development and collaborative planning time that focuses on rigorous instruction that identifies learning targets, assesses student performance and drives instruction will result in higher student performance. Teachers will receive regular feedback as a result of classroom walkthroughs by administrators, coaches, and consultants.

An outside consultant will continue working with the school grade level teams and the principal to provide guidance and instruction on using data to design instruction. The Teacher Learning Coach will work closely with the principal and the grade level teams on aligning the curriculum vertically and horizontally.

A common framework will be introduced to teachers during summer pd to identify the essential elements in math and ELA instruction. These elements will be documented in weekly lesson plans and be evident during walkthrough observations.

The Director of Professional Learning and Inclusion will work with the principal and teachers on identifying the essential elements that must be included in lesson plans. Student learning targets will be identified and made visible in the classroom. These learning targets will be communicated to the students and to families so that students and families can monitor growth and set personal goals.

C. LEA Capacity to Implement the Intervention Model

➤ **Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		See Attached Budget
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Budget was designed to build sustainability after three years of implementation. See Attached Budget
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		See attached budget
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school. <i>All models</i>	X		See attached budget

Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	X		See attached budget and assurances
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 	X X		<p>All funding aligns with goals and interventions (See attached budget)</p> <ul style="list-style-type: none"> • All funding supports interventions that will be sustainable after three years allowing time for teacher development <p>Appendix A, pages 1-2 Data Target Summary</p>

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	X		<p>Appendix D, pages 26-31: Vitae of Grant Leaders</p> <p>Appendix A, pages 1-2: Highly Qualified Status</p> <p>Appendix C, pages 1-2 Strategies Impact Report</p> <ul style="list-style-type: none"> • Goals set for Acuity. (Attached scores included in appendix)
<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	X		<p>Appendix B, pages 3-10: Strategy Signatures</p> <p>Appendix D, pages 1-25: Building Practices Survey by an Outside Consultant</p> <p>Appendix C, pages 30-31 Full Faculty Meeting Minutes</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> 	X		<p>Parents have been actively involved in school improvement process and have been active in the Parent Academy</p> <p>Appendix C, pages 3-5</p>

<ul style="list-style-type: none"> • <i>Parent Focus Groups</i> 			
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Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		<p>The board has accepted the redesign of Bon Air as a 1:1 school and supports the work begun under the 1003a grant.</p> <ul style="list-style-type: none"> • Board Docs. Acceptance of 1003a grant

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></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 a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and</i> 	X		<p>The superintendent is in full support of the school improvement plan as evidenced in his signature on the Superintendent Assurance page as well as his bringing the 1003a grant before the board for approval last fall.</p> <p>Notes from Board Retreat and Power Point presentation on the state of schools. (See appendix)</p>
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<i>successful experience in changing schools</i>			
Capacity Task	Yes	No	District Evidence
<p>12. 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> <p><i>Turnaround, Transformation Models</i></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> 	X		<p>The teacher’s union is fully committed to the full implementation of this model as evidenced in the letter of assurance (see appendix)</p> <p>The teacher’s union was also actively engaged in designing the teacher evaluation tool, KEEP which promotes professional learning for teachers and identifies strengths as well as areas in need of improvement. (See KEEP model in appendix)</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 	x		<p>The district has close partnerships with several universities including: IU (Kokomo) IU (Bloomington) INTASS, CELL Ball State Indiana State University Butler University Purdue University</p>

Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 		X	

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 	X		<p>Appendix A, pages 1-2: Data Target Summaries</p> <p>Appendix A, pages 3-42: Achievement Data Reports</p> <p>Appendix A, pages 3-42: Achievement Data Reports</p>
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Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 	x		<p>Instructional Consultation Teams UDDI Framework support</p> <p>Appendix C, pages 6-10 Professional Development Summary Report</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X		<p>Appendix C, pages 36-45 Parent Sign in Sheets</p> <p>Appendix C, pages 46-47 Parent Brochure</p> <p>Appendix B, pages 3-10 Strategy Signatures</p> <p>Appendix C, pages 32-35 Mailing Documentation</p>
Capacity Task	Yes	No	District Evidence
<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 	X		<p>See attachment in appendix</p> <ul style="list-style-type: none"> • Instructional Facilitator, Interventionists for small group re-teaching, Instructional Consultation Team Facilitator • Support of staff development • Appropriate instruction and learning for teachers of ENL students • Highly Qualified teachers specializing in special education working in co teaching models • Technological support • Teacher evaluation Tool (KEEP) <p>Appendix C, pages 11-12: Title I Self Study Report</p>

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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 	<p>X</p>	<p>90 minute reading block, 40 minute writing block, 60 minutes of math daily,</p> <p>Case managers from IC Team work with individual teachers on how to tier instruction in the classroom providing needed support to students.</p> <p>Appendix C, pages 17-29 Needs Assessment Documentation</p> <p>InSAI school improvement plan identified strategies to address areas of concern.</p> <p>According to survey more time is needed. – Appendix C, pages 13-16</p> <p>New Achieve 3000 lab for additional 50 minutes of Reading informational text at student reading level.</p> <p>New STEM after school program will be held at Bon Air (21st Century Grant)</p>
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ *Instructions:*

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <p>(a) Assessing the completed SIG School Needs Assessment to identify the greatest needs;</p> <p>(b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific</p>	<p>Through the school improvement plan process the teachers, students and families identified areas of high impact. The concerns coincide with the findings in this data analysis and root cause analysis.</p>

<p>interventions and school improvement activities;</p> <p>(c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>Current Reality: Teachers are concerned about math instruction and want more professional development to help them design meaningful an engaging lessons built on conceptual understanding.</p> <p>Strategy and Intervention: More emphasis on instructional design that meets the needs of all students by allowing for differentiation in instruction and in assessment.</p> <p>Teachers were able to participate in a three day workshop for grades K5 this summer to develop skills in setting up a workshop approach for math where the teacher begins with a mini lesson, small group instruction, independent and group practice as well as a daily math review.</p> <p>More professional development is scheduled to further teachers understanding of individual assessments in number sense.</p> <p>Teachers will do regular assessments using a digital device to monitor student progress and conceptual understanding.</p> <p>Instructional coaches will schedule time in all classrooms working in a co teaching model during a math lesson. Time to reflect on the lesson will be provided so that dialogue can be used to recognize areas that need improvement.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p> <p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>The school has researched external providers and has seen the success rate of the Leadership and Learning Center's work with schools of high poverty. A three year plan has been designed to work with all teachers in grades K-5 on a balanced math program. (see appendix for plan)</p> <p>Current Reality: High percentages of students in all subgroups at all grade levels are not passing ISTEP+ in Math. 45% of all students at all grade levels did not attain proficiency in problem solving or in number sense.</p> <p>Strategy and Intervention: Schedules will be redesigned to ensure that all classes K-5 spend 60 minutes a day in Math. Research indicates that review of previous concepts with immediate practice and feedback is an important element in mastering math concepts (Ainsworth, 2009; Marzano, 2009)</p> <p>Teacher Learning: The district will contract with The Leadership and Learning Center for a three year plan of building capacity in the school in the teaching of math focusing on conceptual understanding. This model focuses on the importance of differentiation of instruction and addresses the diverse learning needs of all students.</p> <p>Research supports the belief that learning requires instruction, practice, and reflection (Danielson, 2007; York-Barr, 2005). Teachers need to have the opportunity to learn what effective instruction looks like. Strong Professional development from those who are experts in the field can be effective when embedded in the school day, opportunities for guided practice, and time to reflect and dialogue about the effectiveness of the lesson and the learning of the students</p>

<p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<p>(Danielson, 2010).</p> <p>The Leadership and Learning consultant will facilitate 2 days of training with for all certified teachers and administrators followed by 2 visits per month to come into the classrooms to observe teaching practice and student learning. These visits will set aside time to reflect on what was observed with coaching for how to move forward.</p> <p>Strategy: A team of 10 educators, instructional coaches, principal, district leader, and classroom teachers will go through a training for certified trainers in leading math instruction and professional development. These trainers will have 3 full days of staff development with on site followup and coaching. The identified team will be able to distribute the leadership and build capacity in the school and ultimately the district.</p> <p>Research demonstrates that focusing on the creation of goal setting and then measuring growth toward the goals can lead to learning and achievement (Ainsworth, 2009; Marzano, 2009; Reeves, 2008). Continued work from the with a consultant from Equitable Education Solutions will focus on monitoring teacher and student progress toward identified learning targets.</p> <p>Current Reality: Students in all grade levels are underperforming in areas of writing. Classes focus on a 90 minute reading block but a separate block for writing is not in the schedule in all classrooms. 30% of our students are not demonstrating proficiency in vocabulary or in the writing applications.</p> <p>Strategy: Teachers will use the Units of Study out of Columbia Teachers College to design units of study in writing. All units will be posted on curriculum loft so that the work may be shared with teams.</p> <p>Developing a common framework in reading, writing and math will work toward a</p>
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	more cohesive and consistent curriculum.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).</p>	
<p>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making 	<p>The school has been working on developing capacity with the Instructional Consultation Team model of RTI where teachers can request assistance and get one on one assistance from a case manager trained in collaborative consultation practices. These coaches work in the schools to support differentiation of instruction and to help teachers help students by finding the instructional match through curriculum based assessments. A coach (.5FTE) will continue to work in the school developing an Instructional Consultation Team.</p> <p>Through Title I each the school has an Instructional Facilitator (coach) that is highly trained in Literacy and curriculum development. This coach this year, funded by Title I will be joined by another Instructional Coach who is also an administrator.</p> <p>Having an additional administrator in the school will assist the principal in conducting regular walk throughs in the building and particularly in the classrooms.</p> <p>The Director Of Professional Learning will participate in the staff development in the school and work closely with the principal reviewing progress on a weekly basis.</p>

adjustments as necessary;

(f) Redirecting resources that are not being used to support the school improvement process; and

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.

Indicators of LEA Commitment	Description of how this action was or will be completed
<p>4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.</p>	
<p>The IDOE will assess the LEA’s commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal procedures; 	<p>Teacher and administrator evaluation tool, KEEP (Kokomo Educators Evaluation Process) provides a method to promote continuous conversation and dialogue focused on student and teacher learning. Additional leadership support staff will be added to the administrative team to ensure that frequent observational walk throughs with immediate feedback are part of the learning environment. (Danielson, 2009; Marzano, 2009)</p> <p>Grade level teachers and special education teachers will meet for 50 minutes once a week to discuss student work through data. SMART goals will be set and all team members will work toward achieving the goal.</p>

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| <ul style="list-style-type: none">(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data](v) school administrator and staff rewards for increased student achievement and/or graduation rate;(vi) school administrator and staff recruitment, placement and retention procedures ; and(vii) altering the traditional school day and/or calendar to include additional instructional and planning time. | |
|---|--|

Indicators of LEA Commitment	Description of how this action was or will be completed
5. <i>Sustain the model after the funding period ends.</i>	

The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:

- (a) *Developing school improvement planning processes that support sustainability of education reform protocol;*
- (b) *Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school;*
- (c) *Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities;*
- (d) *Identifying alternative funding sources to sustain operational protocol that may require financial support;*
- (e) *Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement;*
- (f) *Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;*

The plan that has been written provides the opportunity to build capacity by going through three years of introduction, implementation, and ultimately institutionalization. These stages in staff development will improve and enhance student and teacher learning.

The outside consultant in math will be working with identifying and shaping teacher leaders who can continue the work after the grant is gone.

- (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;*
- (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;*
- (i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;*
- (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;*
- (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities;*
- (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.*

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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Turnaround Model

We will implement this model. We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
I. <i>Replace the principal and grant principal operational flexibility.</i>	<p>An internal coach and outside consultant will work alongside of the principal to implement the changes identified in this document.</p> <p>The Principal was evaluated by the new Teacher/Administrator Evaluating System</p>	<p>Director of Professional Learning</p> <p>Assistant Superintendent</p>	<p>July 2013</p> <p>June 2013</p>

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>2. <i>Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.</i></p>	<p>All staff have undergone a year of evaluation through a rigorous method of multiple observations. Effectiveness was rated based on Four Domains: Planning, Instruction, Reflection, Student Performance. The student performance scores on ISTEP+ 2013 are not available to schools at this time. Acuity data and scoring on Fountas and Pinnell Reading Assessment has been used as additional data source for teacher effectiveness based on student growth</p>	<p>Principal Assistant Superintendent/Human Resources</p>	<p>May 2013</p>
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>The new Teacher Evaluation Tool was developed and piloted this year. The Assistant Superintendent works closely with the principal in reviewing teacher evaluations and addressing areas where teachers need additional support to achieve the standards set by Evaluation Committee and voted on by the teacher's union. The 2013-2014 will be a full implementation year.</p> <p>A compensation model will go into effect in 2014 when the contract is opened up for negotiation.</p> <p>Teachers are given credit for all staff development that aligns with district strategic plan and initiatives. This credit can be used toward renewing their license. Any staff development that occurs outside of contract hours and is aligned with the district plan is credited with CRUs which assist teachers in making lane changes on the pay scale.</p> <p>Every spring teams of administrators attend recruitment</p>	<p>Assistant Superintendent</p> <p>Superintendent and KTA</p>	<p>August 2013</p> <p>March 2014</p> <p>June 2013</p> <p>March 2014</p>

	fairs at Indiana Universities, including Ball State, Purdue, Indiana University, Butler etc. These fairs provide opportunities to promote the district and hire teachers who are young and innovative.		
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>Teacher Learning Coaches (Instructional Facilitators) work with teachers to provide support in designing UDDI unit plans to ensure instruction is focused and intentional. Quarterly ½ day planning periods for grade level teams will be scheduled to ensure time for planning and reflection on instructional units.</p> <p>Teachers can request assistance from Instructional Consultation Team when “stuck” on a learning issue for a student. This is a ‘shoulder to shoulder” form of staff development tailored toward teacher and student needs.</p> <p>The school will contract with the Leadership and Learning Center to provide job embedded staff development in math</p> <p>Work will continue with Equitable Solutions center to articulate the curriculum, design assessments, and create units of study that address learning barriers.</p> <p>Study groups will be designed to reacquaint staff with the Units of Study for Writing. Teaching Learning coaches will present 15 minute mini lessons on units and will follow up with coaching in the classroom</p> <p>Instructional Consultation Teams Continued work on use of data to drive instruction Math Frameworks English Language Arts ELA block “readers workshop with</p>	<p>Principal and Instructional Facilitator</p> <p>ICT Facilitator</p> <p>Principal</p> <p>Principal</p> <p>Teaching and Learning coach</p>	<p>June 2013-ongoing</p> <p>August 2013 –ongoing</p> <p>August 2013-August 2014</p> <p>August 2013-August 2014</p> <p>September 2013</p>

	emphasis on a form of the Daily Five Writing using 6+1 Traits Math Kathy Richardson K-3 Balanced Math 4 and 5		
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5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i>	Principal will work with an additional instructional administrator and teaching learning coach to assess teachers and provide immediate feedback		
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6. <i>Use data to implement an aligned instructional program.</i>	Teachers will develop learning targets with students and they will be posted in the classrooms. Units of study will be written by grade level teams and posted on curriculum loft. All units should be taught, assessed and reflected on by the end of the school year.	Grade Level teams Teacher Learning Coach	
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. <i>Promote the use of data to inform and differentiated instruction.</i>	Teachers will continue to use Fontas and Pinnell benchmark data to assess students in reading and monitor reading levels. Guided groups will be informed by this data	Teaching and Learning Coach	Aug 2013-ongoing

	<p>Acuity Predictive assessments will be given three times a year. Data will be used to identify areas that need additional instruction</p> <p>The outside facilitator and evaluator will work with teachers in designing custom tests to further assess student learning.</p> <p>Teachers in grades K-3 will begin to use the Number Sense Assessments designed by Kathy Richardson.</p>	<p>Outside evaluator</p> <p>Outside evaluator</p> <p>Curriculum coach</p>	<p>August 2013-ongoing</p> <p>October 2013</p> <p>September 2013</p>
<p>8. <i>Provide increased learning time for students and staff.</i></p>	<p>Additional 50 minute block for 4th and 5th grade reading of informational text will be held in Achieve 3000 lab or students can use portable devices in the library</p> <p>Framework will be identified for 90 minute reading block</p> <p>40 minute writing block will be established with focus on Lucy Calkins Units of Study</p> <p>60 minutes of math each day including daily math review and bi weekly Problem of the Week.</p>	<p>Instructional Coach/Digital</p> <p>Curriculum coach</p> <p>Instructional Coach</p> <p>Curriculum Coach</p>	<p>September 2013</p> <p>September 2013</p> <p>September 2013</p> <p>September 2013</p>
<p>9. <i>Provide social-emotional and community-oriented services/supports.</i></p>	<p>Behavior Mentor will be hired through outside agency to work with teachers and students on identifying the function of the behavior and designing behavior plans to redirect negative behavior</p>	<p>Principal</p>	<p>August 2013</p>

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➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

We began the implementation of the turnaround model last year (2012-2013) when granted the SIG 1003a grant. The strategy in that application outlined the reassignment of the Assistant Principal and the assigning of an instructional support staff, consisting of:

- an Instructional Facilitator (coach) that works directly with the principal and teachers with instruction,
- An Instructional Consultation Team Facilitator who works directly with a team and with teachers who request assistance. (The ICT model is a problem solving approach to RTi).
- Weekly collaboration with the Director of Professional Learning and Inclusion
- Quarterly visits from an Outside specialist who works with transformational change in schools.
- A rigorous evaluation tool was also put in place. This tool assesses teaching staff as well as administrators at all levels

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: Continued support for the principal in the form of counsel and assistance will continue with the identified team above. This year an Instructional Facilitator who also has her administrative license will assist the principal in evaluations (walk throughs) and giving feedback to the principal. This facilitator will focus on curriculum and instruction including assessment and teacher and student goal setting.

Timeline: This position will begin in August 2013 and will continue each year after the year's progress has been evaluated.

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	x	
2. The descriptions of how all of the elements will be or have been implemented are specific, logical and comprehensive.	x	
3. The timeline demonstrates that all of the model's elements will be implemented during the 2013-2014 school year.	x	



Transformation Model

We will implement this model. We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>			
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>			
3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>			

Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>			
5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>			
6. <i>Provide increased learning time for students and staff.</i>			
7. <i>Use data to implement an aligned instructional program.</i>			

Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>			
9. <i>Provide mechanisms for family and community engagement.</i>			
10. <i>Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).</i>			
11. <i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i>			

➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

Restart Model

We will implement this model. We will not implement this model – move to next model.

If implementing the restart model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Convert a school or close and reopen it under a charter school operator, a charter management organization or an educational management organization.</i>			
2. <i>Must enroll within the grades it serves, any former student who wishes to attend.</i>			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

School Closure

We will implement this model.

We will not implement this model – do not complete.

If implementing the school closure model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Close the school.</i>			
2. <i>Must enroll the students in other schools in the LEA that are higher achieving.</i>			

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action:

Timeline:

Budget:

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. <i>All</i> the elements of the selected intervention model are included.		
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.		
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.		

5. Annual Goals for Priority Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measurable and aggressive, yet attainable.

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
55% of all students are proficient on ISTEP+ mathematics	65% of all students are proficient on ISTEP+ mathematics	70% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics
65% of all students are proficient on ISTEP+ ELA	75% of all students are proficient on ISTEP+ ELA	80% of all students are proficient on ISTEP+ ELA	85% of all students are proficient on ISTEP+ ELA

II: Budget

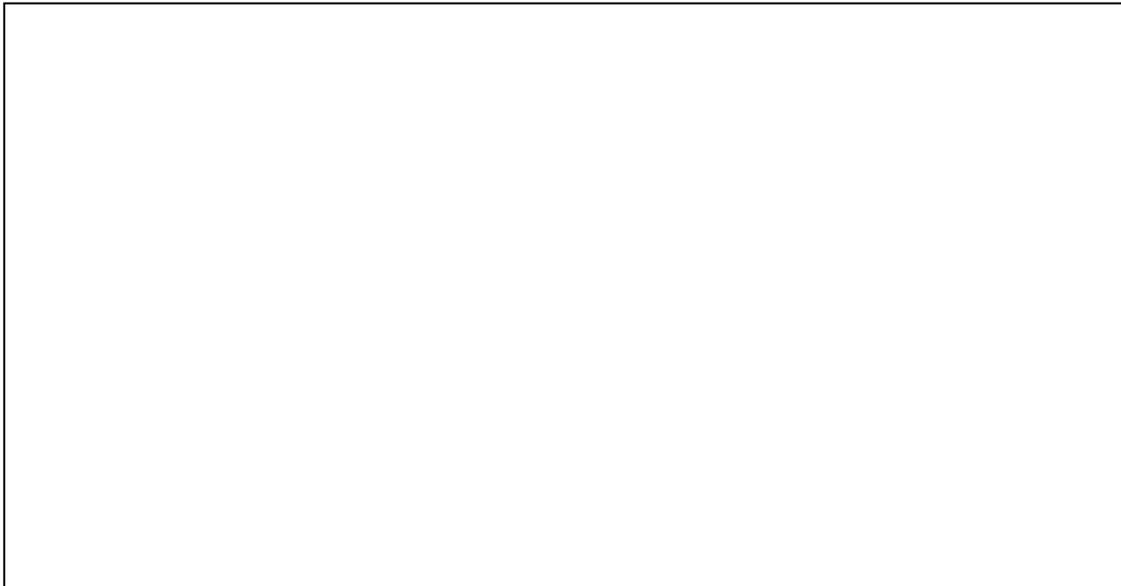
Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000 per year.*

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)



**Submit all materials in this document,
including the two worksheets in this application to IDOE**

Attachment A: LEA Budget Capacity Scoring Rubric

Capacity Task	Yes	No	IDOE Comments
<p>1. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>			
<p>2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years.</p> <p><i>All models</i></p>			
<p>3. Projected budgets meet the requirements of reasonable, allocable, and allowable.</p> <p><i>All models</i></p>			
<p>4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.</p> <p><i>All models</i></p>			
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>			

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<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement 			
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<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 			
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<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 			
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 			
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			

<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></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 a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 			
<p>12. 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> <p><i>Turnaround, Transformation Models</i></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>13. The district has the ability to recruit new principals.</p>			

<p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities</i> • <i>Statewide and national postings</i> • <i>External networking</i> 			
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Principal and staff hiring practices</i> • <i>Principal and staff transfer policies/procedures</i> • <i>principal and staff recruitment, placement and retention procedures</i> 			
<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Monthly focus with identified objectives</i> • <i>Smart Goals</i> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> 			

<ul style="list-style-type: none"> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 			
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<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. <i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			
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<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. <i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 			
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<p>18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 			
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<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> 			
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<ul style="list-style-type: none">○ <i>Saturday intervention</i>○ <i>Before or after school enrichment/remediation</i>○ <i>School vacation weeks</i>● <i>Compensation for extended day is identified by the LEA</i>			
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Attachment B: LEA Commitments Scoring Rubric

(1) The LEA has analyzed the needs of each school and has selected an intervention for each one.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<ul style="list-style-type: none"> • Full completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • All of the required data sources have been provided • All of the analysis (findings) from the data and the root cause analysis are logical • The alignment between the needs of the school and the model chosen is <i>specifically and conclusively</i> demonstrated as appropriate. 	<ul style="list-style-type: none"> • Some completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • Some of the required data sources have been provided • Some of the analysis (findings) from the data and the root cause analysis is accurate • A <i>general</i> alignment between the needs of the school and the model chosen is has been demonstrated 	<ul style="list-style-type: none"> • No completion of worksheets, “Analysis of Student and School Data” and “Self-Assessment of Practices of High-Poverty, High-Performing Schools” • <i>Little to none</i> of the required data sources have been provided and/or the analysis (findings) is lacking or minimal • <i>Little or no</i> use of root cause analysis and/or causes are illogical and not based on data • The alignment of the school and its needs and the improvement model chosen is <i>lacking or minimal</i>.

(2) Recruit, screen, and select external providers, if applicable, to ensure their quality.

<p style="text-align: center;">Exceptional 3 points</p>	<p style="text-align: center;">Adequate 2 points</p>	<p style="text-align: center;">Inadequate 1 point</p>
<p>There is exceptional evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>All of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is adequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Most of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for recruiting, screening and selecting an external provider to meet the needs identified.</p>	<p>There is inadequate evidence of a process for recruiting, screening, and selecting an external provider.</p> <p>Some or none of the decisive factors regarding the process for recruiting, screening and selecting an external provider are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for recruiting, screening, and selecting an external provider does not meet the identified needs.</p>

(3) Align other resources with the interventions.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for aligning resources with the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for aligning resources with the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for aligning resources with the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for aligning resources with the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

(4) Modify LEA practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

<p>Exceptional 3 points</p>	<p>Adequate 2 points</p>	<p>Inadequate 1 point</p>
<p>There is exceptional evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>All of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is adequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Most of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities to meet the needs identified.</p>	<p>There is inadequate evidence of a process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities.</p> <p>Some or none of the decisive factors regarding the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for modifying practices and policies to enable full and effective implementation of the selected model, interventions, and/or school improvement activities does not meet the identified needs.</p>

(5) Sustain the reforms after the funding period ends.		
Exceptional 3 points	Adequate 2 points	Inadequate 1 point
<p>There is exceptional evidence of a process for sustaining reforms after the funding period ends.</p> <p>All of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and thoroughly explained.</p> <p>The LEA includes a comprehensive process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is adequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Most of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and adequately explained.</p> <p>Minor changes are needed to the LEA process for sustaining reforms after the funding period ends to meet the needs identified.</p>	<p>There is inadequate evidence of a process for sustaining reforms after the funding period ends.</p> <p>Some or none of the decisive factors regarding the process for sustaining reforms after the funding period ends are addressed and inadequately explained.</p> <p>The plan is not consistent with the final requirements and the process for sustaining reforms after the funding period ends does not meet the identified needs.</p>

Attachment C: Budget

School Improvement Grant (1003g) Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total no less than \$50,000 and no greater than \$2,000,000 per year.

Corporation Name: Kokomo
Center Consolidated School
Corporation
Corporation Number:3500
School Name: Bon
Air Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Para	1		x	Monitor Reading Lab and Acuity Lab	11,515.00	
Building Substitute	2 days/wk		x	Provide coverage for teachers	5,400.00 yr.	
Building Substitute	2 days/wk		x	Provide coverage for teachers	5,400.00 yr	
Building Substitute	2 days/wk		x	Provide coverage for teachers =	5,400.00 yr.	
		TOTAL SALARIES				\$27,715
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL						

above and only for the percentage of time devoted to this project.			
Instructional Para & Building Subs	Fixed charges and benefits for listed personnel		\$ 14,000
3. TRAVEL: (differentiate in-state and out-of-state)			
out-of-state			
in-state			
	TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Math Workshops Assessment	Math Perspectives	12,400	
Balanced Math Grades 3-5	Leadership & Learning -2 day seminar plus certification training	142,670	
Michael Langevin	Equitable Education Solutions 12.5 days	15,000	
Behavior Mentor	Contract with outside agency (\$25.00/hour, 30 hours/week) x 36 wks	27,000	
	TOTAL CONTRACTED SERVICES	\$197,069.78	\$197,070
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$42,995.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$23,100
7. OTHER SERVICES: (Include a specific description of services.)			
	Conferences for continued professional development for coaches	\$ 2000.00	

	TOTAL OTHER SERVICES		\$2000.00
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$306,880.00

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
10	Classroom Libraries	\$ 8,190.00	\$ 8,190.00
1 complete set	Book Room Set K-5	\$17,795.00	\$17,795.00
3 bundles	Units of Study (Writing)	\$ 1000.00	\$ 3,000.00
2 sets	Unit of Study Writing	\$200.00	\$400.00
8	Book One Beginning Number Concepts: Counting Comparing, Pattern (Activity Box)	\$150.00	\$ 1200.00
16	Book Two Addition and Subtraction (Activity Box)	\$110.00-	\$ 1760.00
10	Book Three: Place Value, Multiplication, Division (Activity Box)	\$90.00	\$900.00
90	Math Perspectives Planning Guide	\$ 30.00	\$ 2700.00
1 set for staff of 30	Balanced Math books for staff of 30	\$2500.00	\$2500.00
60	Professional books for teacher study groups	\$30.00	\$1800.00
11	Math manipulatives – pattern blocks, tiles, unifix cubes	\$250.00	\$2750.00
	TOTAL SUPPLIES COSTS		\$ 4 2,995.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
30	Digital Tablets to be used for Assessment, Observation, Evaluation	\$500.00	\$ 15,000.00 -
300 students	Software (web based) Math Assessment K-3	\$7.00/student	\$ 2,100.00 -
30	Software Apps for IPADS - \$20.00 per teacher	\$ 20.00	\$ 600.00 -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -

		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 23,100.00 -

LEA/GOVERNANCE: *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

A large, empty rectangular box with a thin black border, intended for listing LEA-level activities and their associated budgeted amounts. The box is currently blank.

**School Improvement Grant (1003g)
Section II -- BUDGET**

School Year 2014 - 2015

Note: The total amount of funding per year must total ***no less than \$50,000*** and ***no greater than \$2,000,000*** per year.

Corporation Name: Kokomo Center Township Consolidated School Corp.
 Corporation Number: 3500
 School Name: Bon Air Elementary

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Para	1		X	Monitor Reading Lab and Acuity Lab	\$11, 516.00	
Building Substitute	2 days /wk.		X	Provide coverage for teachers	\$5400.00	
Building Substitute	2 days /wk		X	Provide coverage for teachers	\$5400.00	
Building Substitute	2 days /wk		X	Provide coverage for teachers	\$5400.00	
		TOTAL SALARIES				\$27715.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
Instructional Para & Building Subs	Fixed charges and benefits for listed personnel					\$14,000.00
3. TRAVEL: (differentiate in-state and out-of-state)						
	out-of-state					
	in-state					

	TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
Balanced Math	Leadership & Learning -consultation fees for monthly visits and training	\$144,250.00	
Behavior Mentor	Contract with outside agency (25.00 /hour 30 hours/wk) – 36 weeks	27,000.00	
	TOTAL CONTRACTED SERVICES		\$ 171,250.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$ 23,020.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$ 17,100.00
7. OTHER SERVICES: (Include a specific description of services.)			
	Staff Retreats	\$ 6,000.00	
	Professional Development Stipends	\$ 12,000.00	
	Attendance Incentive	\$ 5,000.00	
	Teacher Innovation Mini Grants	\$ 10,000.00	
		\$	
	TOTAL OTHER SERVICES		\$33,000
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			\$ 286,085

SUPPLIES: *The following list represents the anticipated materials and supplies purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
60	Professional books for teacher study groups	\$ 30.00	\$ 18,000.00 -
14	Math manipulatives – dice, spinners	\$ 50.00	\$ 700.00 -
27	Math literature classroom books from Booksource	\$ 160.00	\$ 4320.00 -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ 23,020.00 -

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
250 + licenses	Achieve 3000	\$ -	\$ 15,000
300 students	Software (web based) Math Assessment K-3	\$ 7.00	\$ 2,100.00 -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ \$17,100.00 -

**School Improvement Grant (1003g)
Section II -- BUDGET**

School Year 2015 - 2016

Note: The total amount of funding per year must total **no less than \$50,000** and **no greater than \$2,000,000** per year.

Corporation Name: Kokomo Center Consolidated School Corp.
 Corporation Number: 3500
 School Name: Bon Air

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Para	1		X	Monitor Reading Lab and Acuity Lab	11,516.00	
Building Substitute	2 days/ wk		X	Provide coverage for teachers	5400.00	
Building Substitute	2 days/ wk		X	Provide coverage for teachers	5400.00	
Building Substitute	2 days/ wk		X	Provide coverage for teachers	5400.00	
				TOTAL SALARIES		\$27,716.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
Instructional Para and Subs				Fixed charges for benefits for instructional para and subs		\$14,000
3. TRAVEL: (differentiate in-state and out-of-state)						

out-of-state			
in-state			
	TOTAL TRAVEL		
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)			
	Leadership and Learning Center – consultation fees	212,800.00	
	Contract with outside agency (25.00 /hour 30 hours/wk) – 36 weeks	27,000	
	TOTAL CONTRACTED SERVICES	239,800.00	\$239,800.00
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)			
	TOTAL SUPPLIES		\$1800.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		\$17,100
7. OTHER SERVICES: (Include a specific description of services.)			
	Staff retreats	6000.00	
	Professional Development Stipends	12,000.00	
	Attendance Incentive	5,00.00	
	Teacher Innovation Mini Grants	10,000.00	
	Conferences for coaches	2,000.00	
	TOTAL OTHER SERVICES		\$35,000.00

TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).	\$333,616.00
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SUPPLIES: *The following list represents the anticipated materials and supplies purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
60	Professional books for study groups	\$ 30.00	\$ 1800.00	-
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
	TOTAL SUPPLIES COSTS		\$ 1800.00	-

EQUIPMENT AND TECHNOLOGY: *The following list represents the anticipated equipment and technology purchases.*

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
250+ students	Achieve 3000	\$ -	\$ 15,000	-
300 students	Software (web based) Math Assessment K-3	\$ 7.00	\$ 2,100.00	-
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
		\$ -	\$ -	
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ 17,100.00	-

Attachment E: Example of Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	Intervention	Resource
<i>Federal Resources</i>		
Use of <i>research-based instructional practices</i> that are vertically aligned across grade levels and the state standards	Turnaround Transformation Restart	Title I, Part A - regular and stimulus funds (school wide or targeted assistance programs)
Assistance with design and implementation of <i>improvement plan</i> including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround Transformation Restart	1003(a) School Improvement Grant - AYP funds
<i>Recruitment of teaching staff</i> with skills and experience to effectively implement the selected intervention model	Turnaround Transformation	Title II, Part A
Job-embedded <i>staff development</i> aligned to grant goals to assist <i>English language learners</i>	Turnaround Transformation	Title III, Part A - LEP

	Restart	
State Resources		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read.	Turnaround Transformation Restart	Early Intervention Grant

Attachment F: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
I. Replace the principal and grant principal operational flexibility	○ Principal is replaced with one that has evidence of a proven track record	○ Principal is replaced with one without evidence of a proven track record	○ Principal is replaced with one having an ineffective track record	
	○ LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the principal	○ LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the principal	○ LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the principal to make operational decisions; or the decisions allowed are <i>not of significance</i> .	

<p>2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff</p>	<ul style="list-style-type: none"> ○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and at least two additional sources to determine effectiveness 	<ul style="list-style-type: none"> ○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness 	<ul style="list-style-type: none"> ○ LEA calibrates and tracks the effectiveness of staff using classroom observations or another single source to determine effectiveness 	
	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by a team of school and district personnel and an external partner; interview questions are rigorous and relevant to determine the staff's willingness to fully implement the model 	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by a team of school and district personnel; interview questions are general in nature and offer some insight in the staff's willingness to implement the model 	<ul style="list-style-type: none"> ○ Screening of current staff is conducted by the school or district; interview questions are of insufficient nature to determine staff's willingness to implement the model 	
	<ul style="list-style-type: none"> ○ Less than 50 percent of the staff is rehired 	<ul style="list-style-type: none"> ○ 50 percent of the staff is rehired 	<ul style="list-style-type: none"> ○ More than 50 percent of the staff is rehired 	
<p>3. Implement strategies to recruit, place, and retain staff</p>	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> ○ Recruitment and retention of staff includes at least two strategies known to be effective, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> ○ Strategies for recruitment and retention do not correspond with strategies known to be effective 	

	○ <i>Mentors and/or coaches are provided for all staff</i>	○ <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i>	○ <i>Mentors nor coaches are included</i>	
4. Provide high-quality, job embedded professional development	○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</i>	○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need</i>	○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not differentiated by teacher need</i>	
	○ <i>Professional development is conducted weekly through job-embedded opportunities at the school</i>	○ <i>Professional development is conducted monthly through job-embedded opportunities at the school</i>	○ <i>Professional development is rarely provided at the school; usually occurs as a whole district</i>	
	○ <i>Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction</i>	○ <i>Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction</i>	○ <i>Focus of professional development is not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Adopt a new governance structure	○ <i>Creates a new turnaround office with an appointed turnaround leader who has significant and successful experience in school turnaround</i>	○ <i>Creates a new turnaround office and/or appoints a turnaround leader with successful experience in school turnaround</i>	○ <i>Reshuffles or redesigns its current structure rather than creating a turnaround office and appointing a turnaround leader</i>	

	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>extensive time in the school</i> allowing for a highly visible, supportive, and transparent relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff will spend <i>some time in the school</i> allowing for a supportive relationship with the school 	<ul style="list-style-type: none"> ○ Turnaround leader and staff provides minimal and/or inconsistent support and time in the school 	
6. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> ○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA provides <i>some assessments and data</i> with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> ○ LEA <i>provides minimal assessments</i> with no data; technology is not used 	
	<ul style="list-style-type: none"> ○ LEA provides <i>intensive and ongoing</i> professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> ○ LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> ○ LEA <i>rarely provides</i> professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
7. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> ○ Provides <i>frequent structured time</i> (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ Provide <i>regular time</i> (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> ○ <i>Rarely</i> provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> ○ Provides <i>extended, job-embedded professional development</i> that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides <i>job-embedded professional development</i> to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> ○ Provides professional development that occurs <i>outside of the classroom</i> and does <i>not focus on</i> live student data or on improving differentiated instruction 	

8. Provide increased learning time for students and staff	○ Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff	○ Provides increased learning time for <i>all</i> students and staff	○ Does not provide increased learning time for all students and staff	
	○ Time is of <i>extensive length (at least 300 hours)</i> to potentially increase learning	○ Time is of <i>sufficient length (at least 180 hours)</i> to potentially increase learning	○ Time is <i>not of sufficient length (90 hours or less)</i> to create change	
9. Provide social-emotional and community-oriented services/supports	○ Collaborates with several <i>external organizations and community partners</i> to provide sustainable space and services for <i>student needs</i> , (e.g., dental, medical, behavioral, etc)	○ Collaborates with minimal <i>external organizations or community partners</i> to provide space and services for <i>student needs</i> , (e.g., dental, medical, behavioral, etc) as needed	○ Does not collaborate with external organizations; support to families is <i>limited</i>	
	○ Works with community to provide on-going and consistent <i>family and community engagement activities</i>	○ Works with community to provide limited <i>family and community engagement activities</i>	○ <i>No partnerships</i> in the community to provide <i>family and community engagement activities</i>	

Total Score _____/60

Transformation

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. Replace the principal who led the school prior to implementing the model.	<ul style="list-style-type: none"> ○ Principal is replaced with one that has evidence of a proven track record 	<ul style="list-style-type: none"> ○ Principal is replaced with one without evidence of a proven track record 	<ul style="list-style-type: none"> ○ Principal is replaced with one having an ineffective track record 	
2. Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement	<ul style="list-style-type: none"> ○ Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth 	<ul style="list-style-type: none"> ○ Evaluation systems for principal and teachers includes a single assessment aligned to student academic growth 	<ul style="list-style-type: none"> ○ Evaluation systems for principal and teachers does not include an assessment aligned to student academic growth 	
	<ul style="list-style-type: none"> ○ Evaluation systems are developed with teachers' and principal involvement 	<ul style="list-style-type: none"> ○ Evaluation systems are developed with teachers' or principals involvement 	<ul style="list-style-type: none"> ○ Evaluation system development does <i>not include involvement</i> of principal or teachers 	

<p>3. Reward school leaders, teachers and staff who, in implementing the model, increase student achievement or high school graduation rates; remove those who, after professional development, have not.</p>	<ul style="list-style-type: none"> ○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> ○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	<ul style="list-style-type: none"> ○ Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. 	
	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment 	<ul style="list-style-type: none"> ○ The awards correspond to <i>effective practices</i> of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions 	<ul style="list-style-type: none"> ○ Awards <i>not described or do not correspond to effective practices</i> of retaining teachers and thus are unlikely motivators 	
	<ul style="list-style-type: none"> ○ Provides a comprehensive, <i>effective, and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release 	<ul style="list-style-type: none"> ○ Provides description of <i>effective and logical</i> process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates 	<ul style="list-style-type: none"> ○ Description for assisting teachers who are not improving student learning or graduation rates is <i>not given, not detailed, or not likely to change teachers' practices</i> 	
<p>4. Provide high-quality, job embedded professional development</p>	<ul style="list-style-type: none"> ○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated</i> 	<ul style="list-style-type: none"> ○ <i>Topics of professional development are disparate; do not align to SIG goals, needs assessments or other data points; established by the LEA; not</i> 	

	<i>is differentiated by teacher need</i>	<i>by teacher need</i>	<i>differentiated by teacher need</i>	
	<ul style="list-style-type: none"> Professional development is conducted <i>weekly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is conducted <i>monthly through job-embedded opportunities at the school</i> 	<ul style="list-style-type: none"> Professional development is <i>rarely</i> provided at the school; <i>usually occurs as a whole district</i> 	
	<ul style="list-style-type: none"> Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Professional development often includes vertical collaboration; may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction 	<ul style="list-style-type: none"> Focus of professional development is <i>not related to teacher collaboration, coaching and mentoring, data analysis or curriculum and instruction</i> 	
5. Implement strategies to recruit, place, and retain staff	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least three <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and offering job promotions 	<ul style="list-style-type: none"> Recruitment and retention of staff includes at least two <i>strategies known to be effective</i>, such as improving working conditions, providing higher salaries, and/or offering job promotions 	<ul style="list-style-type: none"> Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i> 	
	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for all staff</i> 	<ul style="list-style-type: none"> <i>Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels</i> 	<ul style="list-style-type: none"> <i>Mentors nor coaches are included</i> 	
6. Provide increased learning time for students and staff	<ul style="list-style-type: none"> Provides increased, intentional learning time driven by student data indicated for <i>all</i> students and staff 	<ul style="list-style-type: none"> Provides increased learning time for <i>all</i> students and staff 	<ul style="list-style-type: none"> Does not provide increased learning time for all students and staff 	
	<ul style="list-style-type: none"> Time is of <i>extensive length (at least 300 hours)</i> to potentially 	<ul style="list-style-type: none"> Time is of <i>sufficient length (at least 180 hours)</i> to potentially 	<ul style="list-style-type: none"> Time is <i>not of sufficient length (90</i> 	

	increase learning	increase learning	hours or less) to create change	
7. Use data to implement an aligned instructional program	<ul style="list-style-type: none"> LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program 	<ul style="list-style-type: none"> LEA provides some assessments and data with minimal technology for the school to align its instructional program 	<ul style="list-style-type: none"> LEA provides minimal assessments with no data; technology is not used 	
	<ul style="list-style-type: none"> LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year 	<ul style="list-style-type: none"> LEA provides professional development in conducting and using assessment results to inform instruction throughout the year 	<ul style="list-style-type: none"> LEA rarely provides professional development for teachers to increase skills in conducting assessments and using results to inform instruction 	
8. Promote the use of data to inform and differentiate instruction	<ul style="list-style-type: none"> Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Provide regular time (e.g., monthly) for teachers to collaborate and analyze student data and make instructional decisions 	<ul style="list-style-type: none"> Rarely provides time for teachers to collaborate and analyze student data and make instructional decisions 	
	<ul style="list-style-type: none"> Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides job-embedded professional development to increase knowledge of differentiated instruction 	<ul style="list-style-type: none"> Provides professional development that occurs outside of the classroom and does not focus on live student data or on improving differentiated instruction 	
9. Provide mechanism for family and community engagement	<ul style="list-style-type: none"> LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the 	<ul style="list-style-type: none"> LEA conducts a basic, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the 	<ul style="list-style-type: none"> LEA did not conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an 	

	academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges.	
10. Give school sufficient operational flexibility	<ul style="list-style-type: none"> LEA provides a comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school 	<ul style="list-style-type: none"> LEA provides a document or plan that indicates areas that will grant <i>minor</i> operational decisions to the school 	<ul style="list-style-type: none"> LEA <i>does not provide a document or plan that indicates</i> authority will be granted to the school to make operational decisions; or the decisions allowed are <i>not of significance</i>. 	
11. LEA, SEA, or designated external partner(s) assist the school with ongoing technical assistance and support	<ul style="list-style-type: none"> <i>Multiple</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> <i>Some</i> supports detailed; occur <i>throughout the year</i> 	<ul style="list-style-type: none"> <i>No</i> supports are described; support appears <i>sporadic</i> 	
	<ul style="list-style-type: none"> Multiple support for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> <i>Some</i> supports for <i>both</i> teachers and principals are in place 	<ul style="list-style-type: none"> Support for <i>both</i> teachers and principals are not in place or transparent 	
	<ul style="list-style-type: none"> Provided by external, <i>experienced leaders</i> in change and in the school model 	<ul style="list-style-type: none"> Provided by <i>external leaders</i> in change with knowledge of the identified school model 	<ul style="list-style-type: none"> Provided by district staff or others <i>without proven track records</i> in school change or the model 	

Total Score ____/66

APPENDIX A

Data

Goals

Data Target Summary (2013-2014)

Bon Air Elementary Sch

All students - Pass ISTEP - English Language Arts (AYP): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
68%	67.3	71%	65%	75%		79%		81%		83%		100%

All students - Pass ISTEP - Math Problem solving: Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
71%	71.9	74%	55%	78%		82%		84%		84%		100%

First grade - F & P showing level J or higher (Spring Assessment): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
30%	83%	85%	48%	86%		87%		88%		89%		100%

Grade 2 students - F & P showing level M or higher (Spring Assessment): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
45%	66%	69%	85%	72%		75%		78%		83%		100%

Grade 3 Students - F & P showing level P or higher (Spring Assessment): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
65	40%	46%	72%	52%		57%		61%		75%		100

Grade 4 students - F & P showing level S or higher (Spring Assessment): Trend Data

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2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
65	65%	69%	74%	72%		75%		78%		80%		100

Grade 5 students - F & P showing level V or higher (Spring Assessment): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
62	50	55%	47%	60%		64%		68%		72%		100

Kindergarten - F & P showing Level C/D or higher (Spring Assessment): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
63%	67%	71%	79%	73%		76%		79%		80%		100%

Special Ed Students Grades 3-5 - Passing ISTEP / IMAST Reading Comprehension (seat data): Trend Data

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
43%	75.4	78%	15%	80%		82%		84%		87%		100%

School Data System

Program Priorities

Bon Air Elementary Sch, Kokomo - Grades KG-5

ACHIEVEMENT DATA REPORT

Jun 9, 2013

NOTE: To maintain student confidentiality, for any subgroup consisting of fewer than ten students, please enter the total number of students, but do NOT complete the remaining columns.

Additional data, including data for specific student groups, may be found at:

<http://www.doe.in.gov/data/reports.html>

STATE TESTING ALL STUDENTS

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
All Students	Pass ISTEP Math	66% (131/197)	55% (92/167)	
All Students	Pass ISTEP English / Language Arts	63% (125/197)	65% (108/167)	
All Students	Pass ISTEP Science	56% (37/66)	63% (27/43)	
All Students	Pass ISTEP Social Studies	42% (27/64)	36% (19/53)	

STATE TESTING GRADE LEVEL REPORT

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
3rd graders	Pass ISTEP Math		40% (27/67)	46% (33/71)
4th graders	Pass ISTEP Math		73% (48/66)	51% (22/43)
5th graders	Pass ISTEP Math		88% (56/64)	70% (37/53)
3rd graders	Pass ISTEP English / Language Arts		67% (45/67)	65% (46/71)
4th graders	Pass ISTEP English / Language Arts		62% (41/66)	72% (31/43)
5th graders	Pass ISTEP English / Language Arts		61% (39/64)	58% (31/53)
4th graders	Pass ISTEP Science		56% (37/66)	63% (27/43)
5th graders	Pass ISTEP Social Studies		42% (27/64)	36% (19/53)

STATE TESTING GENDER REPORT

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
Female Students	Pass ISTEP Math		62% (66/107)	
Male Students	Pass ISTEP Math		73% (63/86)	
Female Students	Pass ISTEP English / Language Arts		61% (65/107)	
Male Students	Pass ISTEP English / Language Arts		67% (58/86)	
Female Students	Pass ISTEP Science		49% (17/35)	
Male Students	Pass ISTEP Science		67% (20/30)	
Female Students	Pass ISTEP Social Studies		44% (16/36)	
Male Students	Pass ISTEP Social Studies		39% (11/28)	

STATE TESTING - ETHNICITY / RACE REPORT

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
Black Students	Pass ISTEP Math		59% (13/22)	35% (6/17)
Multiracial Students	Pass ISTEP Math		71% (12/17)	56% (9/16)
White Students	Pass ISTEP Math		67% (99/147)	56% (70/124)
Black Students	Pass ISTEP English / Language Arts		50% (11/22)	47% (8/17)
Multiracial Students	Pass ISTEP English / Language Arts		82% (14/17)	69% (11/16)
White Students	Pass ISTEP English / Language Arts		64% (94/147)	66% (82/124)
White Students	Pass ISTEP Science		56% (29/52)	
White Students	Pass ISTEP Social Studies		40% (19/48)	

STATE TESTING - LUNCH PROGRAM STATUS

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
Paid meals Students	Pass ISTEP Math		80% (24/30)	68% (15/22)
Free/Reduced price meals Students	Pass ISTEP Math		64% (105/163)	53% (77/144)
Paid meals Students	Pass ISTEP English / Language Arts		73% (22/30)	82% (18/22)
Free/Reduced price meals Students	Pass ISTEP English / Language Arts		62% (101/163)	62% (89/144)
Free/Reduced price meals Students	Pass ISTEP Science		57% (33/58)	
Paid meals Students	Pass ISTEP Social Studies		57% (8/14)	
Free/Reduced price meals Students	Pass ISTEP Social Studies		38% (19/50)	

STATE TESTING LIMITED ENGLISH PROFICIENCY REPORT

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
Non-English Language Learners	Pass ISTEP Math		67% (129/193)	55% (92/167)
Non-English Language Learners	Pass ISTEP English / Language Arts		64% (123/193)	65% (108/167)
Non-English Language Learners	Pass ISTEP Science		57% (37/65)	
Non-English Language Learners	Pass ISTEP Social Studies		42% (27/64)	

STATE TESTING SPECIAL EDUCATION STATUS REPORT

Student Group	Benchmark	% Meeting Benchmark		
		2010	2011	2012
General Education Students	Pass ISTEP Math		69% (118/171)	56% (84/151)
Special Education Students	Pass ISTEP Math		48% (11/23)	50% (8/16)
General Education Students	Pass ISTEP English / Language Arts		65% (111/171)	64% (96/151)
Special Education Students	Pass ISTEP English / Language Arts		52% (12/23)	75% (12/16)

General Education Students	Pass ISTEP Science	59% (33/56)
General Education Students	Pass ISTEP Social Studies	43% (26/61)

The ISTEP data table begins with the 2011 ISTEP assessment. In 2011, IDOE began excluding students whose ISTEP+ scores were "undetermined" from ISTEP calculations. School results are now reported based only on students who have received test scores in a content area. Therefore, 2011 results should not be compared to ISTEP results from previous years.

Program Priorities

Bon Air Elementary Sch, Kokomo - Grades KG-5

ACHIEVEMENT DATA REPORT

Jun 9, 2013

Kindergarten: Winter F & P Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	34% (21/62)	10% (7/73)	10% (7/70)
Female	24% (7/29)	15% (5/33)	3% (1/34)
Male	42% (14/33)	5% (2/40)	17% (6/36)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	20% (2/10)	-	17% (2/12)
White	39% (16/41)	12% (7/58)	8% (4/50)
Free/Reduced	32% (18/57)	9% (6/65)	10% (7/68)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	-	6% (1/17)	8% (1/12)
General Ed	34% (19/56)	11% (6/56)	10% (6/58)

Kindergarten: Winter F & P Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	24% (15/62)	40% (29/73)	34% (24/70)
Female	24% (7/29)	39% (13/33)	35% (12/34)
Male	24% (8/33)	40% (16/40)	50% (18/36)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	40% (4/10)	-	67% (8/12)
White	20% (8/41)	36% (21/58)	40% (20/50)
Free/Reduced	26% (15/57)	38% (25/65)	49% (33/68)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	-	35% (6/17)	25% (3/12)
General Ed	27% (15/56)	41% (23/56)	47% (27/58)

Kindergarten: Winter F & P Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	42% (26/62)	51% (37/73)	56% (39/70)
Female	52% (15/29)	45% (15/33)	62% (21/34)
Male	33% (11/33)	55% (22/40)	33% (12/36)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	40% (4/10)	-	17% (2/12)
White	41% (17/41)	52% (30/58)	52% (26/50)
Free/Reduced	42% (24/57)	52% (34/65)	41% (28/68)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	-	59% (10/17)	67% (8/12)
General Ed	39% (22/56)	48% (27/56)	43% (25/58)

Kindergarten: Spring F & P Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	45% (38/85)	45% (37/82)	20% (13/64)
Female	32% (13/41)	46% (19/41)	26% (8/31)
Male	55% (24/44)	44% (18/41)	21% (7/33)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	70% (7/10)	-	-
Hawaiian / Pacific	-	-	-
Multiracial	33% (4/12)	-	-
White	41% (24/58)	48% (30/62)	19% (9/48)
Free/Reduced	44% (34/78)	42% (31/74)	23% (14/62)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	-	28% (5/18)	0% (0/10)
General Ed	44% (35/79)	50% (32/64)	24% (13/54)

Kindergarten: Spring F & P Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	22% (19/85)	34% (28/82)	64% (41/64)
Female	27% (11/41)	37% (15/41)	61% (19/31)
Male	18% (8/44)	32% (13/41)	58% (19/33)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	10% (1/10)	-	-
Hawaiian / Pacific	-	-	-
Multiracial	25% (3/12)	-	-
White	24% (14/58)	29% (18/62)	63% (30/48)
Free/Reduced	23% (18/78)	36% (27/74)	61% (38/62)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	-	22% (4/18)	60% (6/10)
General Ed	23% (18/79)	38% (24/64)	65% (35/54)

Kindergarten: Spring F & P Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	9% (8/85)	21% (17/82)	16% (10/64)
Female	39% (16/41)	17% (7/41)	13% (4/31)
Male	27% (12/44)	24% (10/41)	21% (7/33)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	20% (2/10)	-	-
Hawaiian / Pacific	-	-	-
Multiracial	42% (5/12)	-	-
White	34% (20/58)	23% (14/62)	19% (9/48)
Free/Reduced	33% (26/78)	22% (16/74)	16% (10/62)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	-	50% (9/18)	40% (4/10)
General Ed	33% (26/79)	13% (8/64)	11% (6/54)

1st Grade: F & P Fall Reading Level : Above Grade Level : %

Student Group	2012-2013
All Students	34% (28/83)
Female	38% (16/42)
Male	29% (12/41)
Hispanic	-
American Indian	-
Asian	-
Black	-
Hawaiian / Pacific	-
Multiracial	-
White	40% (25/62)
Free/Reduced	31% (23/74)
Paid Lunch	-
Non-Limited English	-
Limited English	-
Special Ed - IEP	17% (3/18)
General Ed	38% (25/65)

1st Grade: F & P Fall Reading Level : At Grade Level : %

Student Group	2012-2013
All Students	13% (11/83)
Female	21% (9/42)
Male	5% (2/41)
Hispanic	-
American Indian	-
Asian	-
Black	-
Hawaiian / Pacific	-
Multiracial	-
White	13% (8/62)
Free/Reduced	15% (11/74)
Paid Lunch	-
Non-Limited English	-
Limited English	-
Special Ed - IEP	17% (3/18)
General Ed	12% (8/65)

1st Grade: F & P Fall Reading Level : Below Grade Level : %

Student Group	2012-2013
All Students	53% (44/83)
Female	40% (17/42)
Male	66% (27/41)
Hispanic	-
American Indian	-
Asian	-
Black	-
Hawaiian / Pacific	-
Multiracial	-
White	47% (29/62)
Free/Reduced	54% (40/74)
Paid Lunch	-
Non-Limited English	-
Limited English	-
Special Ed - IEP	67% (12/18)
General Ed	48% (31/65)

1st Grade: F & P Spring Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	68% (44/65)	25% (14/56)	46% (32/70)
Female	67% (18/27)	24% (6/25)	50% (18/36)
Male	68% (26/38)	26% (8/31)	41% (14/34)
Hispanic	-	-	0% (0/41)
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	58% (30/52)	28% (12/43)	4% (2/55)
Free/Reduced	55% (33/60)	26% (14/53)	47% (29/62)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	30% (3/10)	13% (2/16)	-
General Ed	64% (35/55)	30% (12/40)	48% (27/56)

1st Grade: F & P Spring Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	15% (10/65)	23% (13/56)	21% (15/70)
Female	11% (3/27)	16% (4/25)	17% (6/36)
Male	18% (7/38)	23% (7/31)	26% (9/34)
Hispanic	-	-	7% (3/41)
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	15% (8/52)	26% (11/43)	22% (12/55)
Free/Reduced	17% (10/60)	23% (12/53)	18% (11/62)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	10% (1/10)	6% (1/16)	-
General Ed	16% (9/55)	30% (12/40)	20% (11/56)

1st Grade: F & P Spring Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	17% (11/65)	52% (29/56)	33% (23/70)
Female	22% (6/27)	60% (15/25)	33% (12/36)
Male	13% (5/38)	45% (14/31)	32% (11/34)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	27% (14/52)	47% (20/43)	25% (14/55)
Free/Reduced	28% (17/60)	51% (27/53)	35% (22/62)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	60% (6/10)	81% (13/16)	-
General Ed	20% (11/55)	40% (16/40)	32% (18/56)

2nd Grade: F & P Fall Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	30% (27/90)	4% (2/46)	16% (16/98)
Female	44% (19/43)	6% (1/18)	13% (6/46)
Male	17% (8/47)	4% (1/28)	27% (14/52)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	40% (4/10)
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	30% (21/71)	6% (2/35)	14% (10/70)
Free/Reduced	31% (26/83)	5% (2/43)	10% (9/92)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	11% (2/19)	-	0% (0/22)
General Ed	35% (25/71)	3% (1/38)	21% (16/76)

2nd Grade: F & P Fall Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	18% (16/90)	17% (8/46)	13% (13/98)
Female	19% (8/43)	33% (6/18)	20% (9/46)
Male	17% (8/47)	7% (2/28)	21% (11/52)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	0% (0/10)
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	20% (14/71)	17% (6/35)	14% (10/70)
Free/Reduced	19% (16/83)	19% (8/43)	12% (11/92)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	11% (2/19)	-	5% (1/22)
General Ed	20% (14/71)	24% (9/38)	16% (12/76)

2nd Grade: F & P Fall Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	52% (47/90)	78% (36/46)	70% (69/98)
Female	37% (16/43)	61% (11/18)	67% (31/46)
Male	66% (31/47)	89% (25/28)	52% (27/52)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	60% (6/10)
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	54% (38/71)	77% (27/35)	71% (50/70)
Free/Reduced	54% (45/83)	77% (33/43)	78% (72/92)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	79% (15/19)	-	95% (21/22)
General Ed	45% (32/71)	74% (28/38)	63% (48/76)

Grade 2: F & P Spring Reading Level Chart : Above Grade Level : %

Student Group	2010-2011	2011-2012
All Students	35% (31/89)	85% (40/47)
Female	44% (19/43)	89% (16/18)
Male	26% (12/46)	83% (24/29)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	42% (27/65)	87% (33/38)
Free/Reduced	35% (30/86)	87% (39/45)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	18% (3/17)	-
General Ed	39% (28/72)	87% (34/39)

Grade 2: F & P Spring Reading Level Chart : At Grade Level : %

Student Group	2010-2011	2011-2012
All Students	31% (28/89)	-
Female	33% (14/43)	-
Male	30% (14/46)	-
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	38% (25/65)	-
Free/Reduced	31% (27/86)	-
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	24% (4/17)	-
General Ed	33% (24/72)	-

Grade 2: F & P Spring Reading Level Chart : Below Grade Level : %

Student Group	2010-2011	2011-2012
All Students	34% (30/89)	15% (7/47)
Female	23% (10/43)	11% (2/18)
Male	43% (20/46)	17% (5/29)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	35% (23/65)	13% (5/38)
Free/Reduced	34% (29/86)	13% (6/45)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	59% (10/17)	-
General Ed	28% (20/72)	13% (5/39)

3rd Grade: F & P Fall Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	43% (28/65)	6% (4/64)	22% (15/69)
Female	38% (12/32)	10% (3/31)	26% (7/27)
Male	48% (16/33)	3% (1/33)	19% (8/42)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	10% (1/10)
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	40% (19/47)	6% (3/48)	22% (11/50)
Free/Reduced	37% (21/57)	7% (4/61)	22% (14/64)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	107% (15/14)	-	6% (1/17)
General Ed	45% (23/51)	6% (3/54)	27% (14/52)

3rd Grade: F & P Fall Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	23% (15/65)	11% (7/64)	23% (16/69)
Female	47% (15/32)	19% (6/31)	30% (8/27)
Male	30% (10/33)	3% (1/33)	19% (8/42)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	30% (3/10)
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	40% (19/47)	15% (7/48)	22% (11/50)
Free/Reduced	42% (24/57)	11% (7/61)	23% (15/64)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	14% (2/14)	-	6% (1/17)
General Ed	45% (23/51)	13% (7/54)	29% (15/52)

3rd Grade: F & P Fall Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	18% (12/65)	83% (53/64)	55% (38/69)
Female	16% (5/32)	71% (22/31)	44% (12/27)
Male	21% (7/33)	94% (31/33)	62% (26/42)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	60% (6/10)
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	19% (9/47)	79% (38/48)	56% (28/50)
Free/Reduced	21% (12/57)	82% (50/61)	55% (35/64)
Paid Lunch	-	-	-
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	50% (7/14)	-	88% (15/17)
General Ed	10% (5/51)	85% (46/54)	44% (23/52)

Grade 3: F & P Spring Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012
All Students	21% (15/73)	50% (34/68)
Female	16% (6/38)	57% (20/35)
Male	26% (9/35)	42% (14/33)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	0% (0/12)	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	25% (13/51)	43% (22/51)
Free/Reduced	15% (10/65)	48% (30/62)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	13% (2/15)	-
General Ed	22% (13/58)	53% (32/60)

Grade 3: F & P Spring Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012
All Students	19% (14/73)	22% (15/68)
Female	13% (5/38)	14% (5/35)
Male	26% (9/35)	30% (10/33)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	42% (5/12)	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	14% (7/51)	25% (13/51)
Free/Reduced	17% (11/65)	24% (15/62)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	13% (2/15)	-
General Ed	21% (12/58)	18% (11/60)

Grade 3: F & P Spring Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012
All Students	60% (44/73)	28% (19/68)
Female	71% (27/38)	29% (10/35)
Male	49% (17/35)	27% (9/33)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	58% (7/12)	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	61% (31/51)	31% (16/51)
Free/Reduced	83% (54/65)	27% (17/62)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	73% (11/15)	-
General Ed	57% (33/58)	28% (17/60)

4th Grade: Fall F & P Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	51% (40/79)	-	16% (9/58)
Female	45% (18/40)	-	20% (6/30)
Male	56% (22/39)	-	11% (3/28)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	52% (33/63)	-	17% (8/47)
Free/Reduced	49% (35/71)	-	13% (7/52)
Paid Lunch	-	-	-
Non-Limited English	51% (40/79)	-	-
Limited English	-	-	-
Special Ed - IEP	18% (3/17)	-	7% (1/14)
General Ed	60% (37/62)	-	18% (8/44)

4th Grade: Fall F & P Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	4% (3/79)	2% (1/57)	7% (4/58)
Female	5% (2/40)	-	7% (2/30)
Male	3% (1/39)	3% (1/29)	7% (2/28)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	3% (2/63)	2% (1/44)	4% (2/47)
Free/Reduced	4% (3/71)	2% (1/49)	8% (4/52)
Paid Lunch	-	-	-
Non-Limited English	4% (3/79)	-	-
Limited English	-	-	-
Special Ed - IEP	0% (0/17)	-	7% (1/14)
General Ed	5% (3/62)	3% (1/40)	7% (3/44)

4th Grade: Fall F & P Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	46% (36/79)	98% (56/57)	78% (45/58)
Female	50% (20/40)	100% (28/28)	73% (22/30)
Male	41% (16/39)	97% (28/29)	82% (23/28)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	-	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	44% (28/63)	98% (43/44)	79% (37/47)
Free/Reduced	46% (33/71)	98% (48/49)	79% (41/52)
Paid Lunch	-	-	-
Non-Limited English	46% (36/79)	-	-
Limited English	-	-	-
Special Ed - IEP	82% (14/17)	100% (17/17)	86% (12/14)
General Ed	35% (22/62)	98% (39/40)	75% (33/44)

4th Grade: Spring F & P Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012
All Students	45% (33/74)	51% (24/47)
Female	41% (16/39)	42% (10/24)
Male	49% (17/35)	61% (14/23)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	44% (26/59)	55% (22/40)
Free/Reduced	47% (31/66)	50% (20/40)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	26% (5/19)	50% (7/14)
General Ed	51% (28/55)	52% (17/33)

4th Grade: Spring F & P Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012
All Students	20% (15/74)	23% (11/47)
Female	23% (9/39)	25% (6/24)
Male	17% (6/35)	22% (5/23)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	24% (14/59)	20% (8/40)
Free/Reduced	21% (14/66)	23% (9/40)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	21% (4/19)	14% (2/14)
General Ed	20% (11/55)	27% (9/33)

4th Grade: Spring F & P Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012
All Students	35% (26/74)	26% (12/47)
Female	36% (14/39)	33% (8/24)
Male	34% (12/35)	17% (4/23)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	32% (19/59)	25% (10/40)
Free/Reduced	32% (21/66)	28% (11/40)
Paid Lunch	-	-
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	53% (10/19)	36% (5/14)
General Ed	29% (16/55)	21% (7/33)

5th Grade: Fall F & P Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	43% (33/76)	9% (5/53)	9% (5/56)
Female	38% (16/42)	4% (1/25)	8% (2/26)
Male	50% (17/34)	14% (4/28)	10% (3/30)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	40% (4/10)	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	43% (25/58)	5% (2/40)	23% (10/44)
Free/Reduced	41% (25/61)	5% (2/44)	9% (4/46)
Paid Lunch	50% (8/16)	-	40% (4/10)
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	15% (2/13)	8% (1/13)	5% (1/21)
General Ed	49% (31/63)	10% (4/40)	14% (5/35)

5th Grade: Fall F & P Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	21% (16/76)	15% (8/53)	36% (20/56)
Female	29% (12/42)	8% (2/25)	46% (12/26)
Male	12% (4/34)	21% (6/28)	27% (8/30)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	20% (2/10)	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	21% (12/58)	18% (7/40)	25% (11/44)
Free/Reduced	21% (13/61)	9% (4/44)	30% (14/46)
Paid Lunch	25% (4/16)	-	30% (3/10)
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	8% (1/13)	-	14% (3/21)
General Ed	24% (15/63)	20% (8/40)	46% (16/35)

5th Grade: Fall F & P Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012	2012-2013
All Students	34% (26/76)	75% (40/53)	55% (31/56)
Female	33% (14/42)	88% (22/25)	46% (12/26)
Male	35% (12/34)	64% (18/28)	63% (19/30)
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Black	40% (4/10)	-	-
Hawaiian / Pacific	-	-	-
Multiracial	-	-	-
White	36% (21/58)	78% (31/40)	57% (25/44)
Free/Reduced	38% (23/61)	80% (35/44)	61% (28/46)
Paid Lunch	25% (4/16)	-	30% (3/10)
Non-Limited English	-	-	-
Limited English	-	-	-
Special Ed - IEP	77% (10/13)	92% (12/13)	81% (17/21)
General Ed	27% (17/63)	70% (28/40)	40% (14/35)

5th Grade: Spring F & P Reading Level : Above Grade Level : %

Student Group	2010-2011	2011-2012
All Students	27% (14/52)	33% (21/63)
Female	15% (4/26)	22% (6/27)
Male	38% (10/26)	31% (11/36)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	22% (9/41)	-
Free/Reduced	26% (10/38)	40% (17/43)
Paid Lunch	29% (4/14)	24% (4/17)
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	-	15% (2/13)
General Ed	30% (13/43)	42% (21/50)

5th Grade: Spring F & P Reading Level : At Grade Level : %

Student Group	2010-2011	2011-2012
All Students	23% (12/52)	14% (9/63)
Female	31% (8/26)	15% (4/27)
Male	15% (4/26)	14% (5/36)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	22% (9/41)	-
Free/Reduced	18% (7/38)	26% (11/43)
Paid Lunch	36% (5/14)	6% (1/17)
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	-	8% (1/13)
General Ed	51% (22/43)	2% (1/50)

5th Grade: Spring F & P Reading Level : Below Grade Level : %

Student Group	2010-2011	2011-2012
All Students	50% (26/52)	51% (32/63)
Female	54% (14/26)	63% (17/27)
Male	46% (12/26)	56% (20/36)
Hispanic	-	-
American Indian	-	-
Asian	-	-
Black	-	-
Hawaiian / Pacific	-	-
Multiracial	-	-
White	56% (23/41)	-
Free/Reduced	55% (21/38)	35% (15/43)
Paid Lunch	36% (5/14)	71% (12/17)
Non-Limited English	-	-
Limited English	-	-
Special Ed - IEP	-	77% (10/13)
General Ed	42% (18/43)	56% (28/50)

APPENDIX B

Highly Qualified Status

Strategy Signatures



Indiana Student Achievement Institute

Raising the Bar • Meeting the Challenge

**Title I Schoolwide Toolkit
Teacher Roster • Indiana Highly Qualified Status**

The information required to complete this form should be available from your central office. Your school corporation is required to submit data to the Indiana Department of Education regarding the Highly Qualified status of each teacher via the DOE Application Center. The collection is called "Certified Position HQ Verification" and can be accessed at <https://ac.doe.state.in.us/AppCenter>

To meet the highly qualified standard, veteran teachers must have 1) completed requirements for a valid Indiana teaching license (or be in an approved alternative certification program) and 2) demonstrated subject matter knowledge in one of the ways identified below.

- NBPTS = National Board for Professional Teaching Standards
- NTE = National Teacher Exam
- CAS = Core Academic Subjects / The CAS are defined as the following: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, history, geography, and fine arts (music, art and theater).

Note: All Title I Schoolwide schools should include strategies to assist non-highly qualified teachers in meeting the highly qualified teacher requirements, or if all teachers in the building are highly qualified, to ensure that new teachers are also highly qualified.

Name	Teaching Assignment(s)	CHECK ALL THAT APPLY										
		ALL	DEMONSTRATE SUBJECT MATTER KNOWLEDGE IN ONE OF THE FOLLOWING WAYS									
			GRADES K-6			GRADES 6-12 <i>(for each core academic subject area taught)</i>						
		Valid Indiana Teaching License	PRAXIS II Exam	NTE "Education in the Elementary School" Exam	HOUSE - 100 points	PRAXIS II Exam	NTE "Specialty" Exam	24 credit hours in CAS * **	Bachelor's Degree in CAS * **	Masters degree in CAS * **	Complete NBPTS *** in CAS * **	HOUSE - 100 points
Kristina Middleton	Kindergarten	X	X									
Lindsey Banker	Kindergarten	X	X									
Angie Houston	Kindergarten	X			X							
Joni Barr	First Grade	X			X							

Britney Miller	First Grade	X	X																
Alicia Ralstin	First Grade	X	X																
MaryAnn McDonald	First Grade	X	X																
Natalie Keck	Second Grade	X				X													
Tina Robinson	Second Grade	X				X													
Stephanie Parent	Second Grade	X				X													
Mandy Enoch	Second Grade	X				X													
Elizabeth Fulk	Third Grade	X				X													
Roxanne York	Third Grade	X				X													
Ann Catt	Third Grade	X				X													
Brooke Norton	Fourth Grade	X	X																
Rita Sale	Fourth Grade	X				X													
Paula Jensen	Fourth Grade	X				X													
Pat Heinig	Fifth Grade	X				X													
Travis Cunningham	Fifth Grade	X				X													
Barb Crites	Fifth Grade	X				X													
Kirsten Southwell	Special Education	X	X																
Marie Guyer	Special Education	X				X													
Jonathon Dicken	Special Education	X	X																
Virginia Anglin	Special Education – 4/5th	X				X													
Adam Van Dam	Special Education	X				X													
Jenny McKee	Special Education	X				X													
Stephanie Novinger	Special Education	X				X													
Nancy Hostetler	Title I	X				X													
Darlene Welke	Title I	X				X													
Melanie Longworth	Title I	X				X													
Cathy Radke	Special Education-Lifeskills	X				X													
Janet Harrison	Special Education-Lifeskills	X				X													
Dave Mygrant	Special Education-Lifeskills	X				X													
Paul Buesking	Art	X				X													
Michelle Boehm	Music	X				X													
Mary Madden	Physical Education	X				X													
Jessica Hollingsworth	Technology Coach	X				X													
Carol Lutz	District Literacy Coach	X				X													

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Small Guided Reading groups & Independent Reading

List all strategies to be implemented

Based on reading assessments, teachers will group students based on his/her reading level and provide small group instruction to meet the needs of all students. Teachers will utilize technology to enhance small group and independent reading for each student. Teachers will monitor word accuracy, fluency, and comprehension.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
Paul Cook		✓				Krista Scheerman		✓			
Adrian Van D...		✓				Stacia Schreyer		✓			
Stephanie Parent		✓				Brandie Phelps		✓			
Sheryl Easter		✓				Pam Buesching					
John A. ...		✓				Denise Richard					
Cathy ...		✓				Lynnea Clinton		✓			
Maria ...		✓				Stephanie ...		✓			
Melissa Mayfield		✓									

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Small Guided Reading groups & Independent Reading

List all strategies to be implemented

Based on reading assessments, teachers will group students based on his/her reading level and provide small group instruction to meet the needs of all students. Teachers will utilize technology to enhance small group and independent reading for each student. Teachers will monitor word accuracy.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
Alicia Ralston	✓					Cara Brown	✓				
Virginia Anglin	✓					Cathy Radtke	✓				
Ann G. Cott	✓					Michelle Boehm	✓				
Jatavia Keck	✓					Joni Baum	✓				
Brooke D. Norton	✓					Emmilee Schuck	✓				
Wendy D. Starnell	✓					Forrest Braden	✓				
Michelle Johnson	✓					Pat Fleming	✓				
Rita Sale	✓					Jimmy Miller	✓				

Please Sign

Indiana Student Achievement Institute

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Small Guided Reading groups & Independent Reading
List all strategies to be implemented

Based on reading assessments, teachers will group students based on his/her reading level and provide small group instruction to meet the needs of all students. Teachers will utilize technology to enhance small group and independent reading for each student. Teachers will monitor word accuracy, fluency, and comprehension.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
Paula Jensen	✓					Mary A. Hill		✓			
Carol Spitz	✓					Britney Miller		✓			
Marie Guyon	✓					Broxanne York		✓			
Jessica Holzgsworth	✓					Mandy Enoch		✓			
Elizabeth Fryer	✓					Jackie		✓			
Christine Welke	✓					Christy Barker		✓			
Phil Longworth	✓					Angela King		✓			
Maryann McDonald	✓					Mary Westler		✓			

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Math

List all strategies to be implemented

Daily review of critical math skills as identified by grade level teachers will be implemented. Resources such as Drops in the Bucket, Kathy Richardson materials, Read It, Draw It, Solve It, etc., can be utilized.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
	<i>Veronica Cleaton</i>		✓								
<i>Anna Davis</i>											
<i>Heather Barbary</i>											
<i>Christa S. Russell</i>											
<i>Stephany Powell</i>											

Add additional sheets as necessary

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Math

List all strategies to be implemented

Daily review of critical math skills as identified by grade level teachers will be implemented. Resources such as Drops in the Bucket, Kathy Richardson materials, Read It, Draw It, Solve It, etc., can be utilized.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
<i>Paula Crute</i>		✓				<i>Kap.</i>		✓			
<i>Alma V. D.</i>		✓				<i>Hilda Scheneman</i>		✓			
<i>Stephanie Jant</i>		✓				<i>STACIA SCHNEKER</i>		✓			
<i>Sheryl Easter</i>		✓				<i>Ann Pousberg</i>					
<i>Paula D. Jant</i>		✓				<i>Denise Richard</i>					
<i>Catherine Jant</i>		✓				<i>Stephanie Pousberg</i>					
<i>Melissa Mayfield</i>		✓									

Add additional sheets as necessary

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Math

List all strategies to be implemented

Daily review of critical math skills as identified by grade level teachers will be implemented. Resources such as Drops in the Bucket, Kathy Richardson materials, Read It, Draw It, Solve It, etc., can be utilized.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
Alicia Rabstein	✓					Carol Jura		✓			
Mary A. M... ..	✓					Cathy Radke		✓			
Virginia Anglin	✓					Michelle Boehm		✓			
Britney Miller	✓					Joni Bean		✓			
Matthew N. Spattell	✓					Monica Schuck		✓			
Brooke D. Norton	✓					Krista Haddad		✓			
Jim Robbins	✓					Pat Heinig		✓			
Pat Sale	✓					Jenny Miller		✓			

Add additional sheets as necessary

Please Sign

Indiana Student Achievement Institute

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Math

List all strategies to be implemented

Daily review of critical math skills as identified by grade level teachers will be implemented. Resources such as Drops in the Bucket, Kathy Richardson materials, Read It, Draw It, Solve It, etc., can be utilized.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
Paula Jensen		✓				Sharonne York		✓			
Carol Lutz		✓				Mandy Snock		✓			
Maria Dwyer		✓				Angie [unclear]		✓			
Janice [unclear]		✓				Andrew Banker		✓			
Elizabeth Fulk		✓				Marilyn [unclear]		✓			
Barbara Welke		✓				Ann D. Cull		✓			
Mel Longworth		✓				Matalie Kuck		✓			
Maryann McDonald		✓									

Add additional sheets as necessary

STRATEGY SIGNATURES

SCHOOL Bon Air

STRATEGY TITLES: Small Guided Reading groups & Independent Reading

List all strategies to be implemented

Based on reading assessments, teachers will group students based on his/her reading level and provide small group instruction to meet the needs of all students. Teachers will utilize technology to enhance small group and independent reading for each student. Teachers will monitor word accuracy, fluency, and comprehension.

Our signatures indicate that we are aware that the strategies listed above will be implemented in the school next year and support them in concept.

SIGNATURE	Administrator	Faculty	School Board	Community	Student Body	SIGNATURE	Administrator	Faculty	School Board	Community	Student Body
<i>Olivera Vagoni</i>		✓									

APPENDIX C

Strategy Impact Reports

Surveys

Documentation of Meetings

Strategy Impact Report

All students -- Pass ISTEP - English Language Arts (AYP)

High Impact - Inside

- Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting (Specific)
- Focused Academic Area: Schoolwide Reform Strategy: Reading Workshop (Specific)
- Attracting Highly Qualified Teachers (Specific)
- Instruction by Highly Qualified Paraprofessionals. (Specific)
- Instruction by Highly Qualified Teachers (Specific)
- Instruction by Highly Qualified Teachers (Specific)
- Teachers Included in Assessment Decisions (Specific)
- Timely Additional Assistance: Afterschool Assistance (Specific)
- Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups (Specific)

- Parent Involvement: Conferences (General)
- Schoolwide Reform Strategy: Positive Behavior Program (General)
- Timely Additional Assistance: Targeted Interventions (General)

High Impact - Outside

- Parent Right-to-Know Letter - Non-Qualified Teacher (Specific)

- Parent Involvement: Picnic (General)
- Parent Involvement: Parent Academy (General)
- Parent Notice - Assessment Results (General)
- Parent Right-to-Know Letter - Qualifications (General)
- Schoolwide Reform Strategy-College Awareness (General)

Low Impact

- Attendance (General)
- Annual Parent Meeting (General)
- Parent Involvement & Communication: Automated School Messenger (General)
- Parent Involvement : Breakfasts (General)
- Parent Involvement : School-Wide Plan (General)
- Parent Involvement : Awards Program (General)
- School-Parent Compact (General)
- Student Transition (General)
- Educator Training - Parent Involvement (General)

All students -- Pass ISTEP - Math Problem solving

High Impact - Inside

- Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting (Specific)
- Instruction by Highly Qualified Paraprofessionals. (Specific)
- Instruction by Highly Qualified Teachers (Specific)
- Instruction by Highly Qualified Teachers (Specific)
- Teachers Included in Assessment Decisions (Specific)
- Timely Additional Assistance: Afterschool Assistance (Specific)
- Focused Academic Area: Critical math skills (Specific)

- Parent Involvement: Conferences (General)
- Schoolwide Reform Strategy: Positive Behavior Program (General)
- Timely Additional Assistance: Targeted Interventions (General)

High Impact - Outside

- Parent Involvement: Picnic (General)
- Parent Involvement: Parent Academy (General)
- Parent Notice - Assessment Results (General)
- Schoolwide Reform Strategy-College Awareness (General)

Low Impact

- Annual Parent Meeting (General)
- Parent Information Resource Center Website (General)
- Parent Involvement : Breakfasts (General)
- Parent Involvement : Awards Program (General)
- Educator Training - Parent Involvement (General)

Force Field Analysis - Report

Bon Air Elementary Sch

Expectations

- Community is not aware of our of the things we are doing at our school.
- Students are not sure how to apply skills to real-life situations and real-world connections

This can have a high impact outside; this will be addressed in our 1:1 technology plan as well as in our INSAI plan. As it becomes more of who we are, it will move to a low impact. High Impact Outside

Curriculum

Students aren't sure how to apply skills to real-life situations, real world connections. Again, our technology initiative will impact this as well as our CCSS curriculum development over the summer. Our curriculum development will be impacted by our technology also. High Impact Inside

Instruction

- Students don't feel like they are using the computer/technology to support learning.

Our 1:1 Technology Initiative will address much of this concern as will our INSAI goals. High Impact Inside

Assessment

- Community is not aware if we give test covering state standards (now Common Core Standards);
- 31% of teachers do not allow students to take test more than one time;

Again, as we are working on the Technology Initiative, the assessments will be impacted for each teacher. High Impact Inside

Extra Time/Help

Community is not aware if teachers provide extra time for student support. We are giving extra time/ extra help; we need to make sure our community is aware of what we are doing. Low Impact

Guidance

- Attendance of students

- Small groups for areas of need

While our attendance rate is over 95%, we still have those students who have more absences than allowed and therefore show up on the DOE report as "truant". We will continue to meet with parents and provide rewards/ incentives for attendance on an incremental basis. Social Worker works with teachers to provide small group or whole class interventions for areas of need. High Impact Inside

Environment

- Students believe that other students disrupt their learning in class.
- Staff believe that student behavior disrupts classroom learning and instruction.

We will continue to move toward a Positive Behavior System. We have started in 2011-12 and have seen improvement. We will continue to develop this plan. High Impact Inside

Save & Submit for Review



Parent Survey

Please take a minute to answer the following survey questions, and then return the survey to your child's teacher. Students that return the survey to their teacher by **Thursday, November 15th** will receive a GUM BALL.

1. Would you say that the behavior of other students interferes with your child's learning?

All the time

Some of the time

None of the time

2. Having my child/children at school every day, all day is important to his/her/their learning success.

I strongly agree

I agree

I do not agree

3. Setting academic goals helps my child and me monitor and measure how they growing as a student.

I strongly agree

I agree

I do not agree

4. I am planning on my child/children to go to college.

Yes

Maybe

No

5. I believe that being involved in activities at my child's/children's school impacts how well my child/children perform at school.

Yes

Maybe

No



Professional Development Summary Report

Bon Air Elementary Sch

SIP 2013-2014

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Instruction by Highly Qualified Teachers

No professional development is needed for this strategy.

Parent Involvement: Conferences

Words Smithing

Brief Description: Words to use to convey student information

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 8, 2013

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Parent Involvement: Parent Academy

No professional development is needed for this strategy.

Parent Involvement: Picnic

No professional development is needed for this strategy.

Schoolwide Reform Strategy-College Awareness

No professional development is needed for this strategy.

Schoolwide Reform Strategy: Positive Behavior Program

Grade Level Collaboration

Brief Description: How are the PBIS strategies being carried out and are they effective?

Intended Participants: Teachers, Counselors, Administrators, Students

Date: Apr 15, 2013

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Reflective Writing, Collaborative Problem Solving, Action Research

Funding: Title I

Does this activity occur during the school day? Yes

Student Transition

No professional development is needed for this strategy.

Teachers Included in Assessment Decisions

No professional development is needed for this strategy.

Timely Additional Assistance: Afterschool Assistance

No professional development is needed for this strategy.

Timely Additional Assistance: Targeted Interventions

Collaboration on Targeted Interventions

Brief Description: summary of monthly meetings to determine intervention effectiveness and feedback

Intended Participants: Teachers, Administrators

Date: May 15, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Reflective Writing, Collaborative Problem Solving, Action Research

Funding: corp

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting

Provide Goal Setting PD

Brief Description: discuss goal setting and how-to of goal setting

Intended Participants: Teachers, Administrators, Other

Date: Aug 15, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Study Group, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Critical math skills

Plan and Schedule

Brief Description: Collaborate and Prepare Math Daily Review

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2013; Nov 17, 2013; Jan 19, 2014; Mar 23, 2014

Activity Purpose: Information, Skill Building

Activity Format: Collaborative Problem Solving, Action Research

Funding: local

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy: Reading Workshop

Reflect and review

Brief Description: reflect upon and review small group instructional practices-- what is working, what is not, what is needed

Intended Participants: Teachers, Parents, Community Members

Dates: Aug 15, 2013; Sep 15, 2013; Oct 15, 2013; Nov 15, 2013; Dec 15, 2013; Jan 15, 2014; Feb 15, 2014; Mar 15, 2014; Apr 15, 2014; May 15, 2014

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups

Plan the Implementation

Brief Description: Review and revise small group reading workshop and instruction; what is needed and what is working

Intended Participants: Teachers, Community Members

Dates: Aug 15, 2013; Oct 17, 2013; Dec 19, 2013; Feb 20, 2014; Apr 24, 2014

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education Co-Teaching

Plan the Implementation

Brief Description: Discuss and plan co-teaching strategies

Intended Participants: Teachers, Administrators

Dates: Aug 15, 2013; Sep 15, 2013; Oct 15, 2013; Nov 15, 2013; Dec 15, 2013;
Jan 15, 2014; Feb 15, 2014; Mar 15, 2014; Apr 15, 2014; May 15, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Professional Reading, Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

Self Study Report - IN Rules

Showing data from 2012-2013

PL221 only: Where is the public copy of your school's curriculum located?

In the office

PL221 only: List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.

Acuity (3-5), IREAD (K-2), Fountas & Pinnell Benchmark Assessment (K-5), Simple Six Writing Prompts (K-5, Brigance Screen (Kdg)

PL221 only: What rules or statutes would you like to waive in order to promote student learning?

- Identify the specific statute and and/or rule you wish to waive.
- Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.
- Explain the benefit to student achievement.
- Describe the evaluation process that would be used to measure the success of these strategies.

none

Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221)

Awards Ceremonies, Social Worker/ Parent meetings

Did 95% of your students in the grades taking ISTEP / ECA participate in ISTEP / ECA testing? (PL221)

yes

Do data indicate that your teachers are highly qualified and that their instructional practices are sound? (PL221)

yes

Do data indicate strong parental involvement? (PL221)

yes

Do data indicate that your school climate supports learning? (PL221)

yes

Do data indicate that your school uses technology well to support learning? (PL221)

yes

Do data indicate that student discipline is handled effectively? (PL221)

yes

Do data indicate that your staff members are cultural competent? (PL221)

yes

American Student Achievement Institute

STUDENT FORCE FIELD REPORT BON AIR ELEMENTARY SCH

FORCE FIELD: EXTRA TIME/HELP

Survey Results

Note: Groups with fewer than 10 respondents are not displayed to protect the privacy of survey respondents.

QUESTION: Extra Help - Classroom

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Primary Students:						
My teacher gives me extra help when I need it.	KG-2 - All	86% (231/270)		14% (39/270)		
Students (3-5):						
My teachers provide extra help when I need it.	3-5 - All	46% (70/153)	38% (58/153)	4% (6/153)	2% (3/153)	10% (16/153)
Parents:						
My child's teachers provide extra help when my child needs it.	Parent - All	55% (65/118)	35% (41/118)	4% (5/118)	0% (0/118)	6% (7/118)
Community:						
Teachers at the school provide extra help for their students when they need it.	Community - All	29% (4/14)	50% (7/14)	0% (0/14)	0% (0/14)	21% (3/14)
Faculty:						
I provide extra help for my students when they need it.	Faculty - All	69% (18/26)	23% (6/26)	4% (1/26)	0% (0/26)	4% (1/26)

DRILL DOWN — STUDENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	3-5 - Male	45% (33/74)	34% (25/74)	7% (5/74)	3% (2/74)	12% (9/74)
	3-5 - Female	47% (37/78)	42% (33/78)	0% (0/78)	1% (1/78)	9% (7/78)
	3-5 - Black	44% (7/16)	31% (5/16)	13% (2/16)	0% (0/16)	13% (2/16)
	3-5 - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - White	54% (53/99)	34% (34/99)	2% (2/99)	3% (3/99)	7% (7/99)
	3-5 - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10

Students (3-5):

My teachers provide extra help when I need it.

3-5 - Multiracial	9% (1/11)	73% (8/11)	9% (1/11)	0% (0/11)	9% (1/11)
3-5 - Free/Reduced	46% (49/107)	39% (42/107)	5% (5/107)	3% (3/107)	7% (8/107)
3-5 - Paid Lunch	48% (10/21)	33% (7/21)	5% (1/21)	0% (0/21)	14% (3/21)
3-5 - Special Ed - IEP	47% (21/45)	42% (19/45)	2% (1/45)	2% (1/45)	7% (3/45)
3-5 - General Ed	46% (42/92)	37% (34/92)	5% (5/92)	2% (2/92)	10% (9/92)
3-5 - Gifted	41% (13/32)	50% (16/32)	3% (1/32)	0% (0/32)	6% (2/32)
3-5 - Not Gifted	46% (45/97)	39% (38/97)	4% (4/97)	2% (2/97)	8% (8/97)
3-5 - A parent attended college for at least one day	37% (16/43)	51% (22/43)	7% (3/43)	2% (1/43)	2% (1/43)
3-5 - No parental college experience	59% (20/34)	29% (10/34)	0% (0/34)	0% (0/34)	12% (4/34)
3-5 - Unsure about parental college experience	45% (30/67)	37% (25/67)	3% (2/67)	3% (2/67)	12% (8/67)

QUESTION: Extra Time – Classroom

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Primary Students: I have enough time to finish my work.	KG-2 - All	80% (216/270)		20% (54/270)		
Students (3-5): My teachers let me have extra time for assignments if I need it.	3-5 - All	35% (54/156)	44% (69/156)	6% (10/156)	3% (4/156)	12% (19/156)
Parents: My child's teachers let him or her have extra time for assignments when it is needed.	Parent - All	36% (42/117)	44% (51/117)	6% (7/117)	1% (1/117)	14% (16/117)
Community: Teachers at the school let students have extra time for assignments when they need it.	Community - All	7% (1/14)	50% (7/14)	0% (0/14)	0% (0/14)	43% (6/14)
Faculty: I let students have extra time for assignments if they need it.	Faculty - All	42% (11/26)	50% (13/26)	4% (1/26)	0% (0/26)	4% (1/26)

DRILL DOWN – STUDENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	3-5 - Male	29% (21/72)	47% (34/72)	6% (4/72)	4% (3/72)	14% (10/72)
	3-5 - Female	39% (32/83)	42% (35/83)	7% (6/83)	1% (1/83)	11% (9/83)
	3-5 - Black	33% (5/15)	33% (5/15)	27% (4/15)	0% (0/15)	7% (1/15)
	3-5 - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - White	38% (38/101)	46% (46/101)	5% (5/101)	2% (2/101)	10% (10/101)
	3-5 - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - Multiracial	27% (3/11)	64% (7/11)	0% (0/11)	0% (0/11)	9% (1/11)
	3-5 - Free/Reduced	35% (39/110)	46% (51/110)	6% (7/110)	3% (3/110)	9% (10/110)
	3-5 - Paid Lunch	48% (10/21)	33% (7/21)	5% (1/21)	0% (0/21)	14% (3/21)
Students (3-5): My teachers let me have extra time for assignments if I need it.	3-5 - Special Ed - IEP	35% (17/49)	43% (21/49)	4% (2/49)	4% (2/49)	14% (7/49)
	3-5 - General Ed	34% (31/91)	47% (43/91)	7% (6/91)	2% (2/91)	10% (9/91)
	3-5 - Gifted	41% (13/32)	41% (13/32)	6% (2/32)	3% (1/32)	9% (3/32)
		33%	47%	7%		

3-5 - Not Gifted	(33/101)	(47/101)	(7/101)	3%	11%
				(3/101)	(11/101)
3-5 - A parent attended college for at least one day	37%	51%	7%	0%	5%
	(16/43)	(22/43)	(3/43)	(0/43)	(2/43)
3-5 - No parental college experience	41%	38%	9%	3%	9%
	(14/34)	(13/34)	(3/34)	(1/34)	(3/34)
3-5 - Unsure about parental college experience	33%	43%	6%	4%	14%
	(23/70)	(30/70)	(4/70)	(3/70)	(10/70)

Short Answer Questions

1. List the extra help programs and activities at your school. For each activity or program, list the percentage of students who participated.

ROCK - 15% of eligible students;
 Science Club - 18% of eligible student;
 Mentors - 18% of all students;
 Backpack - 50% of eligible students.

Data from 2010-2011

2. List the programs and activities at your school that help students who can learn difficult material, but at a slower pace. For each activity or program, list the percentage of students who participated.

Special Education - 25% of all students;
 Title I - 38% of all students; Mentoring-
 18% of all students

Data from 2010-2011

Inquiry Questions

1. In addition to what they are currently doing, how could our teachers provide extra help for those students who need it?

Some lessons will be available online that students can access online at home or at the library. Teachers could flip the class by teaching a lesson online and doing the "homework" during class time.

2. In addition to what they are currently doing, how could our teachers provide extra time for those students who need it?

Extra time can be provided by offering online access at home or at the library. Often teachers are available before school or after school if requested by the student.

American Student Achievement Institute

PARENT FORCE FIELD REPORT BON AIR ELEMENTARY SCH

FORCE FIELD: EXPECTATIONS

Survey Results

Note: Groups with fewer than 10 respondents are not displayed to protect the privacy of survey respondents.

QUESTION: Continue Education After High School

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students (3-5): I expect to continue my education after high school.	3-5 - All	44% (67/151)	34% (51/151)	5% (8/151)	0% (0/151)	17% (25/151)
Parents: I expect my child to continue his or her education after high school.	Parent - All	76% (88/116)	22% (25/116)	1% (1/116)	0% (0/116)	2% (2/116)
Community: I expect almost all of our community's young people to continue their education after high school.	Community - All	21% (3/14)	36% (5/14)	36% (5/14)	0% (0/14)	7% (1/14)
Faculty: I expect almost all of my students to continue their education after high school.	Faculty - All	42% (11/26)	35% (9/26)	15% (4/26)	0% (0/26)	8% (2/26)

DRILL DOWN — PARENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	Parent - Black	83% (10/12)	17% (2/12)	0% (0/12)	0% (0/12)	0% (0/12)
	Parent - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - White	72% (67/93)	25% (23/93)	1% (1/93)	0% (0/93)	2% (2/93)
	Parent - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Multiracial	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Free/Reduced	76% (73/96)	22% (21/96)	1% (1/96)	0% (0/96)	1% (1/96)
	Parent - Paid Lunch	78% (14/18)	17% (3/18)	0% (0/18)	0% (0/18)	6% (1/18)
	Parent - 21st Century Scholar Participant	n < 10	n < 10	n < 10	n < 10	n < 10

Parents:

I expect my child to continue his or her education after high school.

Parent - Non-21st Century Scholar	75% (76/101)	22% (22/101)	1% (1/101)	0% (0/101)	2% (2/101)
Parent - Special Ed - IEP	81% (17/21)	19% (4/21)	0% (0/21)	0% (0/21)	0% (0/21)
Parent - General Ed	75% (69/92)	22% (20/92)	1% (1/92)	0% (0/92)	2% (2/92)
Parent - Gifted	n < 10	n < 10	n < 10	n < 10	n < 10
Parent - Not Gifted	75% (79/105)	22% (23/105)	1% (1/105)	0% (0/105)	2% (2/105)
Parent - English	76% (88/116)	22% (25/116)	1% (1/116)	0% (0/116)	2% (2/116)
Parent - A parent attended college for at least one day	79% (49/62)	19% (12/62)	0% (0/62)	0% (0/62)	2% (1/62)
Parent - No parental college experience	72% (39/54)	24% (13/54)	2% (1/54)	0% (0/54)	2% (1/54)

QUESTION: Mastery of Standards

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students (3-5): I expect to master the Indiana Academic Standards.	3-5 - All	22% (36/162)	36% (58/162)	9% (14/162)	1% (1/162)	33% (53/162)
Parents: I expect my child to master the Indiana Academic Standards.	Parent - All	51% (62/121)	43% (52/121)	2% (3/121)	0% (0/121)	3% (4/121)
Community: I expect almost all of our community's young people to master the Indiana Academic Standards.	Community - All	36% (5/14)	57% (8/14)	7% (1/14)	0% (0/14)	0% (0/14)
Faculty: I expect almost all of my students to master the Indiana Academic Standards.	Faculty - All	42% (11/26)	42% (11/26)	12% (3/26)	0% (0/26)	4% (1/26)

DRILL DOWN — PARENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parents: I expect my child to master the Indiana Academic Standards.	Parent - Black	67% (8/12)	25% (3/12)	0% (0/12)	0% (0/12)	8% (1/12)
	Parent - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - White	50% (48/96)	44% (42/96)	3% (3/96)	0% (0/96)	3% (3/96)
	Parent - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Multiracial	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Free/Reduced	50% (51/101)	45% (45/101)	3% (3/101)	0% (0/101)	2% (2/101)
	Parent - Paid Lunch	56% (10/18)	33% (6/18)	0% (0/18)	0% (0/18)	11% (2/18)
	Parent - 21st Century Scholar Participant	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Non-21st Century Scholar	49% (52/106)	45% (48/106)	3% (3/106)	0% (0/106)	3% (3/106)
	Parent - Special Ed - IEP	50% (11/22)	36% (8/22)	5% (1/22)	0% (0/22)	9% (2/22)
	Parent - General Ed	53% (50/95)	44% (42/95)	2% (2/95)	0% (0/95)	1% (1/95)
	Parent - Gifted	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Not Gifted	52% (56/108)	43% (46/108)	3% (3/108)	0% (0/108)	3% (3/108)

Parent - English	51% (62/121)	43% (52/121)	2% (3/121)	0% (0/121)	3% (4/121)
Parent - A parent attended college for at least one day	50% (31/62)	45% (28/62)	3% (2/62)	0% (0/62)	2% (1/62)
Parent - No parental college experience	53% (31/59)	41% (24/59)	2% (1/59)	0% (0/59)	5% (3/59)

QUESTION: Pass ISTEP

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students (3-5): I expect to pass ISTEP.	3-5 - All	59% (91/153)	27% (42/153)	4% (6/153)	2% (3/153)	7% (11/153)
Parents: I expect my child to pass ISTEP.	Parent - All	68% (83/122)	28% (34/122)	2% (2/122)	0% (0/122)	2% (3/122)
Community: I expect almost all of our community's young people to pass ISTEP.	Community - All	36% (5/14)	64% (9/14)	0% (0/14)	0% (0/14)	0% (0/14)
Faculty: I expect almost all of my students to pass ISTEP.	Faculty - All	31% (8/26)	42% (11/26)	15% (4/26)	0% (0/26)	12% (3/26)

DRILL DOWN — PARENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Parents: I expect my child to pass ISTEP.	Parent - Black	83% (10/12)	8% (1/12)	0% (0/12)	0% (0/12)	8% (1/12)
	Parent - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - White	66% (64/97)	30% (29/97)	2% (2/97)	0% (0/97)	2% (2/97)
	Parent - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Multiracial	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Free/Reduced	68% (69/102)	28% (29/102)	2% (2/102)	0% (0/102)	2% (2/102)
	Parent - Paid Lunch	72% (13/18)	22% (4/18)	0% (0/18)	0% (0/18)	6% (1/18)
	Parent - 21st Century Scholar Participant	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Non-21st Century Scholar	68% (73/107)	27% (29/107)	2% (2/107)	0% (0/107)	3% (3/107)
	Parent - Special Ed - IEP	70% (16/23)	26% (6/23)	4% (1/23)	0% (0/23)	0% (0/23)
	Parent - General Ed	69% (66/95)	26% (25/95)	1% (1/95)	0% (0/95)	3% (3/95)
	Parent - Gifted	n < 10	n < 10	n < 10	n < 10	n < 10
	Parent - Not Gifted	68% (73/108)	28% (30/108)	2% (2/108)	0% (0/108)	3% (3/108)
	Parent - English	68% (83/122)	28% (34/122)	2% (2/122)	0% (0/122)	2% (3/122)
	Parent - A parent attended college	69%	26%	2%	0%	3%

for at least one day	(43/62)	(16/62)	(1/62)	(0/62)	(2/62)
Parent - No parental college experience	67% (40/60)	30% (18/60)	2% (1/60)	0% (0/60)	2% (1/60)

American Student Achievement Institute

STUDENT FORCE FIELD REPORT BON AIR ELEMENTARY SCH

FORCE FIELD: EXPECTATIONS

Survey Results

Note: Groups with fewer than 10 respondents are not displayed to protect the privacy of survey respondents.

QUESTION: Continue Education After High School

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students (3-5): I expect to continue my education after high school.	3-5 - All	44% (67/151)	34% (51/151)	5% (8/151)	0% (0/151)	17% (25/151)
Parents: I expect my child to continue his or her education after high school.	Parent - All	76% (88/116)	22% (25/116)	1% (1/116)	0% (0/116)	2% (2/116)
Community: I expect almost all of our community's young people to continue their education after high school.	Community - All	21% (3/14)	36% (5/14)	36% (5/14)	0% (0/14)	7% (1/14)
Faculty: I expect almost all of my students to continue their education after high school.	Faculty - All	42% (11/26)	35% (9/26)	15% (4/26)	0% (0/26)	8% (2/26)

DRILL DOWN – STUDENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
	3-5 - Male	43% (31/72)	38% (27/72)	4% (3/72)	0% (0/72)	15% (11/72)
	3-5 - Female	46% (36/78)	31% (24/78)	5% (4/78)	0% (0/78)	18% (14/78)
	3-5 - Black	50% (8/16)	25% (4/16)	13% (2/16)	0% (0/16)	13% (2/16)
	3-5 - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - White	46% (45/98)	36% (35/98)	6% (6/98)	0% (0/98)	12% (12/98)
	3-5 - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - Multiracial	70% (7/10)	10% (1/10)	0% (0/10)	0% (0/10)	20% (2/10)
	3-5 -					

Students (3-5):

I expect to continue my education after high school.

Free/Reduced	42%	36%	7%	0%	15%
	(45/107)	(39/107)	(7/107)	(0/107)	(16/107)
3-5 - Paid Lunch	56%	33%	0%	0%	11%
	(10/18)	(6/18)	(0/18)	(0/18)	(2/18)
3-5 - Special Ed - IEP	33%	44%	2%	0%	20%
	(15/45)	(20/45)	(1/45)	(0/45)	(9/45)
3-5 - General Ed	51%	30%	5%	0%	13%
	(47/92)	(28/92)	(5/92)	(0/92)	(12/92)
3-5 - Gifted	37%	43%	10%	0%	10%
	(11/30)	(13/30)	(3/30)	(0/30)	(3/30)
3-5 - Not Gifted	47%	30%	5%	0%	18%
	(47/100)	(30/100)	(5/100)	(0/100)	(18/100)
3-5 - A parent attended college for at least one day	43%	40%	5%	0%	12%
	(18/42)	(17/42)	(2/42)	(0/42)	(5/42)
3-5 - No parental college experience	59%	15%	3%	0%	24%
	(20/34)	(5/34)	(1/34)	(0/34)	(8/34)
3-5 - Unsure about parental college experience	36%	39%	7%	0%	18%
	(24/67)	(26/67)	(5/67)	(0/67)	(12/67)

QUESTION: Mastery of Standards

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Don't Disagree	Know
Students (3-5): I expect to master the Indiana Academic Standards.	3-5 - All	22% (36/162)	36% (58/162)	9% (14/162)	1% (1/162)	33% (53/162)
Parents: I expect my child to master the Indiana Academic Standards.	Parent - All	51% (62/121)	43% (52/121)	2% (3/121)	0% (0/121)	3% (4/121)
Community: I expect almost all of our community's young people to master the Indiana Academic Standards.	Community - All	36% (5/14)	57% (8/14)	7% (1/14)	0% (0/14)	0% (0/14)
Faculty: I expect almost all of my students to master the Indiana Academic Standards.	Faculty - All	42% (11/26)	42% (11/26)	12% (3/26)	0% (0/26)	4% (1/26)

DRILL DOWN — STUDENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Don't Disagree	Know
Students (3-5): I expect to master the Indiana Academic Standards.	3-5 - Male	18% (14/76)	37% (28/76)	9% (7/76)	1% (1/76)	34% (26/76)
	3-5 - Female	26% (22/85)	35% (30/85)	8% (7/85)	0% (0/85)	31% (26/85)
	3-5 - Black	24% (4/17)	35% (6/17)	24% (4/17)	0% (0/17)	18% (3/17)
	3-5 - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - White	25% (26/103)	32% (33/103)	7% (7/103)	1% (1/103)	35% (36/103)
	3-5 - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - Multiracial	33% (4/12)	17% (2/12)	8% (1/12)	0% (0/12)	42% (5/12)
	3-5 - Free/Reduced	22% (25/114)	34% (39/114)	10% (11/114)	1% (1/114)	33% (38/114)
	3-5 - Paid Lunch	14% (3/21)	48% (10/21)	0% (0/21)	0% (0/21)	38% (8/21)
	3-5 - Special Ed - IEP	22% (11/50)	42% (21/50)	16% (8/50)	0% (0/50)	20% (10/50)
	3-5 - General Ed	25% (24/96)	32% (31/96)	6% (6/96)	1% (1/96)	35% (34/96)
	3-5 - Gifted	18% (6/33)	30% (10/33)	15% (5/33)	0% (0/33)	36% (12/33)
	3-5 - Not Gifted	24% (25/105)	38% (40/105)	8% (8/105)	1% (1/105)	30% (31/105)
	3-5 - A parent					

attended college for at least one day	27% (12/44)	27% (12/44)	11% (5/44)	0% (0/44)	34% (15/44)
3-5 - No parental college experience	27% (10/37)	46% (17/37)	8% (3/37)	0% (0/37)	19% (7/37)
3-5 - Unsure about parental college experience	17% (12/72)	35% (25/72)	8% (6/72)	1% (1/72)	39% (28/72)

QUESTION: Pass ISTEP

SUMMARY DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students (3-5): I expect to pass ISTEP.	3-5 - All	59% (91/153)	27% (42/153)	4% (6/153)	2% (3/153)	7% (11/153)
Parents: I expect my child to pass ISTEP.	Parent - All	68% (83/122)	28% (34/122)	2% (2/122)	0% (0/122)	2% (3/122)
Community: I expect almost all of our community's young people to pass ISTEP.	Community - All	36% (5/14)	64% (9/14)	0% (0/14)	0% (0/14)	0% (0/14)
Faculty: I expect almost all of my students to pass ISTEP.	Faculty - All	31% (8/26)	42% (11/26)	15% (4/26)	0% (0/26)	12% (3/26)

DRILL DOWN — STUDENT DATA

Question	Grade/ Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Students (3-5): I expect to pass ISTEP.	3-5 - Male	61% (45/74)	30% (22/74)	1% (1/74)	3% (2/74)	5% (4/74)
	3-5 - Female	58% (46/79)	25% (20/79)	6% (5/79)	1% (1/79)	9% (7/79)
	3-5 - Black	64% (9/14)	21% (3/14)	7% (1/14)	0% (0/14)	7% (1/14)
	3-5 - Asian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - White	57% (56/98)	31% (30/98)	4% (4/98)	1% (1/98)	7% (7/98)
	3-5 - Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - American Indian	n < 10	n < 10	n < 10	n < 10	n < 10
	3-5 - Multiracial	83% (10/12)	8% (1/12)	0% (0/12)	0% (0/12)	8% (1/12)
	3-5 - Free/Reduced	59% (64/108)	29% (31/108)	3% (3/108)	2% (2/108)	7% (8/108)
	3-5 - Paid Lunch	67% (14/21)	29% (6/21)	0% (0/21)	0% (0/21)	5% (1/21)
	3-5 - Special Ed - IEP	46% (22/48)	35% (17/48)	6% (3/48)	4% (2/48)	8% (4/48)
	3-5 - General Ed	69% (62/90)	22% (20/90)	2% (2/90)	1% (1/90)	6% (5/90)
	3-5 - Gifted	55% (18/33)	27% (9/33)	6% (2/33)	3% (1/33)	9% (3/33)
	3-5 - Not Gifted	62% (61/98)	26% (25/98)	3% (3/98)	2% (2/98)	7% (7/98)
	3-5 - A parent attended college for at least one day	60% (25/42)	29% (12/42)	7% (3/42)	0% (0/42)	5% (2/42)
	3-5 - No parental					

college experience	69% (24/35)	17% (6/35)	3% (1/35)	6% (2/35)	6% (2/35)
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3-5 - Unsure about parental college experience	52% (35/67)	33% (22/67)	3% (2/67)	1% (1/67)	10% (7/67)
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Short Answer Questions

No short-answer questions exist for this force field.

Inquiry Questions

1. How do we define "high expectations" at our school in terms of academic achievement? What academic expectations do we have for all students?

We expect all students to perform to their best potential. We expect all students to improve on their own scores on ISTEP and Acuity and STAR.

2. What excuses are sometimes stated in our school and community as explanations for why our students (or groups of students) don't achieve at a higher level?

Education is not a priority for our students; lack of parent involvement both at school and at home; student behaviors in the classroom; class sizes; budget cuts that affect after school programs, teacher positions, and additional assistance in the classroom

Bon Air Elementary Sch

Faculty Minutes

Mar 26, 2013

Meeting: Full Faculty Meeting 5

Minutes written by: Brooke Norton

Tuesday, March 26, 2013

Strategies for areas of concern

Paula Jensen started the meeting by stating that we need to narrow our areas of concern to three and then focus on strategies for them. She brought up our chart with our six areas of concern that we had come up with last meeting. 1. % of students below grade level entering 3rd grade 2. % of all students passing ISTEP/ELA 2012-13 Target % 75 3. % of students below grade level in reading is increasing every year (winter data) 4. Drop in student math mastery 5. % of female students showing mastery in math

6. % of males who are below grade level in Reading (F & P data) 7. all # of students below grade level

Paula Jensen then let us know that we needed to work with the people at our table to determine what three strategies we wanted to focus on. We then collected the three strategies from each group and determined which three were the ones we would focus on as a group.

Darlene Welke mentioned that we need more strategies for reading at lower grades. Kristina Middleton said that we need to consider the mobility of our students, with her having 10 move-ins and move-outs this year.

Dorothea Irwin spoke about Kathy Richardson Math and the 3 day professional development seminar that will be held this summer and the benefits from that.

Paula Jensen re-directed us to talk about our strategies for each area of concern.

We then hung our strategies up for each area of concern to discuss.

Rita Sale shared that for strategy #2 Acuity Study lessons are in place and we can perfect that. Also, she stated that we want a basic curriculum skeleton to embellish, not necessarily a book but something to start with. She then shared that for strategy #4, we do bell work with problem solving and that would be a good strategy to implement across the board.

Jessica Hollingsworth spoke on the Acuity study lessons that there might be possible funding for K-2 as well. Dorothea Irwin stated that 3-5 is provided through a grant but K-2 will be expensive to fund but she believes it will be worth it. Darlene Welke asked if the Acuity could be reached at 2nd grade if not younger and be cheaper. Joni Barr asked if Acuity was difficult for the students like Study Island and Carol Lutz stated that it will read the lessons to them.

Natalie Keck shared that small groups for math and reading, differentiated learning and web-based learning are three strategies we can use for our three areas of concern. With students all over the board, she stated that more support is needed. Natalie mentioned the use of SumDog and World Games have been beneficial this year and implementing Study Island more often would be good.

Brittany Miller shared that more support for area of concern #1 would be helpful. She stated that small groups for math would be beneficial in the classroom. Joni Barr shared that the current math does not spiral and each day what students need help on changes. Dorothea Irwin shared that the Kathy Richardson workshop will provide a pacing guide and skeleton to go by. Virginia Anglin shared that ability grouping,

supplemental resources to support Pearson, co-teachers and paras, and recording lessons for review are strategies that could be implemented for math. For reading, she discussed ability grouping, title support, pre-K materials/workshops for parents and required parent participation.

Kristina Middleton discussed Moby Math and Ten Marks for Math. Carol Lutz stated that TenMarks is something that Mike, our Acuity/data person, mentioned to look into. For literacy, she discussed respecting the literacy block with no interruptions and more support as well as assistance during small groups/more Title support in lower levels. Ann Catt shared about a corporation focus on preschool, Acuity at the 2nd grade level, focused and measureable benchmarks at every grade level, more staff resources (k-2), afterschool remediation at the lower level (age appropriate), integrating meaningful technology, think alouds, and learning objectives and essential questions posted. She also shared that students need more exposure to testing practice, teacher collaboration time, supplements for Pearson, and math workshops.

Paula Concus shared that grades 3-5 have been working with Mike Langevine on data and Acuity simply because those grades are ISTEP testing but she has items to share with all grade levels. She stated that we are looking for web-based programs to use across the board. She mentioned the "I can" statements that Mike shared with us to show students and parents what exactly the standards are saying. She shared that we are looking K-5 online records and reports for parents in order to improve parent involvement and communication. We have to start using these strategies and focus on doing 2 or 3 well.

Paula Jensen shared that she will put our strategies on an insta-graph and we will vote on what to focus on. She discussed that we need to write down strategies as we go about our daily work so that we know what we want to go after grant wise when opportunities arise. Paula Concus said that a group of second grade teachers asked for some books after a meeting with Sunnyside and that when money arises, that is on her list. Don't hesitate to ask her and it will go on the possibility list.

Paula Jensen mentioned professional development the week before school starts for a few hours a day on technology tools and the response was very positive from the staff.

The meeting was adjourned with no further questions, comments, or concerns.

ACCOUNTS PAYABLE VOUCHER

Kokomo - Center Township Consolidated School Corporation Kokomo, Indiana

An invoice or bill to be properly itemized must show: kind of service, where performed, dates service rendered, by whom, rates per day, number of hours, rate per hour, number of units, price per unit, etc.

Payee <u>Bona Vista</u> <u>1220 E. Laguna</u> <u>P.O. Box 2496</u> <u>Kokomo, IN 46904</u>	Purchase Order No. _____ Terms _____ Date Due _____ <u>4107-22900.00-532.00-0124</u>
--	---

Invoice Date	Invoice Number	Description (or note attached invoice(s) or bill(s))	Amount
<u>8/24/12</u>		<u>Mailing for</u> <u>BOW Air Elementary</u>	<u>\$116.82</u>
		<u>TITLE I Meeting</u>	
		Total	

I hereby certify that the attached invoice(s), or bill(s), is (are) true and correct and that the materials or services itemized thereon for which charge is made were ordered and received-except _____

9/10, 2012

[Signature]
Signature

Title

I hereby certify that the attached invoice(s), or bill(s), is (are) true and correct and I have audited same in accordance with IC 5-11-10-1.6.

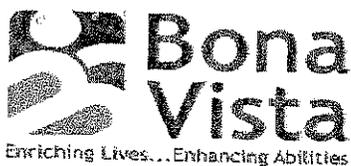
_____, 20____

Date

Treasurer

Pink Copy: Receiving Copy (Business Office)

Published by KCS Central Printing



Invoice

1220 EAST LAGUNA
P.O. BOX 2496
KOKOMO, IN 46904-2496
(765) 457-8273

Invoice Number: 0223476-IN
Invoice Date: 8/24/2012
Customer Number: 03-0004228
Terms: NO TERMS
Customer PO:

Shipping Code:

Bill To:

KOKOMO CENTER SCHOOL BON AIR
MIDDLE SCHOOL *Elementary*

Service Code	Description	UM	Quantity	Price	Amount
BOX MAIL FEE	MAIL PROCESSING FEE		394.000	0.030	11.82
BOX COUR	MAIL COURIER SERVICES		1.000	5.000	5.00
	BULK MAIL AUG 17-23, 2012				

Remit To:	P.O. Box 2496 Kokomo, IN 46904-2496
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Sales Tax	0.00
Invoice Total:	16.82

ACCOUNTS PAYABLE VOUCHER

School Form No. 523, 1995

Kokomo - Center Township Consolidated School Corporation Kokomo, Indiana

An invoice or bill to be properly itemized must show: kind of service, where performed, dates service rendered, by whom, rates per day, number of hours, rate per hour, number of units, price per unit, etc.

Payee <u>United States Postal</u>	Purchase Order No. _____ Terms _____ Date Due _____
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4107-22 900.00 -53200-0124

Invoice Date	Invoice Number	Description (or note attached invoice(s) or bill(s))	Amount
9/21/12		Mailings for Title I Meeting	
		Lafayette Park	\$ 67.57
		Pettit Park	\$ 31.87
		BON AIR	\$ 44.58
		Total	\$ 144.02

Published by KCS Central Printing

I hereby certify that the attached invoice(s), or bill(s), is (are) true and correct and that the materials or services itemized thereon for which charge is made were ordered and received - except _____

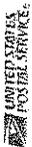
_____, 20____	<i>Donna Down</i> Signature	Director of Professional Learning Title
I hereby certify that the attached invoice(s), or bill(s), is (are) true and correct and I have audited same in accordance with IC 5-11-10-1.6.		
_____, 20____ Date	_____ Treasurer	

Pink Copy: Receiving Copy (Business Office)

RECEIVED SEP 21 2012

*Ensign Building
111012-111012
\$86,617.87
Title I
Mailing Agent
for
Ensign Building*

Page: 1 of 1



Date: September 21, 2012, 7:30:22 AM (CDT)

RESTRICTED INFORMATION

PostalNet RECORDS OF MAILING (360993543) REPORT

Finance Number: 174378 Search by: Payment Date Begin Date: 08/01/2012 End Date: 08/31/2012 Include: Open Transactions, NO Permit Type: FI Permit ID: 1895 Pub No: 21 CRID: 4210403
 Company Name: KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORP Address: PO BOX 2188 City: KOKOMO State: IN ZIP: 46904-2188
 Opening Balance for Date Range: \$ 3,570.49

CRID	ACCOUNT NUMBER	COST CODE FOR POST OFFICE OF MAILING	LOCAL COST CENTER	TRANS NUMBER	PAYMENT DATE	ACTIVITY DATE	MAILING AGENT	MAILING AGENT CRID	MAIL OWNER	MAIL OWNER CRID	PIECES	POUNDS	CLERK	WITHDRAWALS	DEPOSITS	BALANCE	REMARKS
4210403	1728556	1743780966	174378	201221410414601M1	08/01/2012	08/01/2012	BY248FI	4210403	FOR21PI	4210403	402	26.1300	MGW	-\$45.45	\$ 0.00	\$ 3,525.06	
4210403	1728556	1743780966	174378	201222206514743D	08/09/2012	08/09/2012	NONE	4210403	NONE	4210403	0		POS	\$ 0.00	\$ 3,183.03		
4210403	1728556	1743780966	174378	201223710389754M1	08/24/2012	08/24/2012	BY248FI	4210403	FOR21PI	4210403	394	20.8820	MGW	-\$44.58	\$ 0.00	\$ 6,663.51	
4210403	1728556	1743780966	174378	201223710665440M1	08/24/2012	08/24/2012	BY248FI	4210403	FOR21PI	4210403	598	29.9900	MGW	-\$67.57	\$ 0.00	\$ 6,595.94	
4210403	1728556	1743780966	174378	201223711461061M1	08/24/2012	08/24/2012	BY248FI	4210403	FOR21PI	4210403	282	7.0500	MGW	-\$ 31.87	\$ 0.00	\$ 6,564.07	
Closing Balance for Date Range: \$ 6,564.07																	
1 Deposits 4 Withdrawals 0 Withdrawals CAFS Account																	

*Yvette I Mading
C/O Park Eden
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* Indicates CAFS account
 # Indicates an OMAS account
 The balance displayed on this report considers all transactions.
 Note: For CAFS or OMAS accounts, or when CAFS or OMAS transactions occur in the report range, opening and ending balance information does not apply.
 Transaction Date: The date the transaction is actually processed and closed in the PostalOne! system.
 Activity Date: The date entered by the user to identify the actual date of the mailing, invoice, or other transaction

**Annual Title I Parent Meeting
Sign In Sheet**

**Bon Air Elementary
September 18, 2012**

Adult's Name	Number Of Bon Air Students in attendance	Total Attending
Heidi + Stephen Parks	2	4
Amber + Evelyn Pawl	2	5
Amber Bell	2	4
Angela Fee	1	1
Jason McKibben	1	1
Heather White	1	4
John + Ricky Sims	2	4
Stephanie McCray	2	3
Jennifer Doss Williams	2	7
Lucinda David Murphy	1	4
Tara Goulet	1	5
Lindsay Miller	1	3
MENDY HARRIS Demaria Proffitt	1	3
Samantha Gist + Nicholas Pottigerson	2	4
Christine Holmes	2	3
Jessica Calderon	2	4
Charles L. Miller SR	1	3
Jeffrey Harrison	2	3
Mary Riddle	1	3
Stephanie Coalburn	2	4
Melissa Garren	4	9

Handwritten note: 4/10/12
Waller

**Annual Title I Parent Meeting
Sign In Sheet**

**Bon Air Elementary
September 18, 2012**

Adult's Name	Number Of Bon Air Students in attendance	Total Attending
Dwayne Haines		
Mary Jones		
Mindy Donovan	1	3
Maria Jones	4	6
Carolyn Miller / Brandi Lewis	1	5
Carrie Martin	1	2
Tessa Gibson	1	3
Dawn Wilson	2	6 1/2
Sarah Woodruff	4	6
Heather Atkes	1	5
Kennie Atkes	1	5
Diana Hughes	1	2
Jenn Lidy A.J. Morgan	1	4
Samantha Tolley (Sim Branch)	1	4
Sarah Byrd	2	3
Sierra Driver	1	4
Marilyn Driver	1	4
Arnee Salver	1	2
Shawnat Patty East	1	4
Ched Perry	2	5
Robert Dceston	1	2
Jana Chalk	1	2
Carla Bradberry	1	1

**Annual Title I Parent Meeting
Sign In Sheet**

**Bon Air Elementary
September 18, 2012**

Adult's Name	Number Of Bon Air Students in attendance	Total Attending
Jennifer Folk	2	2
David Sears	2	4
Danielle Brock	1	1
Robert Will, AMJ	1	2
Tasha Doodel-Amber Kellon	1	3
Sherry Johnson	1	2
Marie Parker	4	7
Jennifer Shields	1	4
Alicia Shields	1	1
Barbara Enstrom	4	5
Steve Pearce - Miranda	1	5
Ashley Hanley	1	4
Philip Smith	1	1
Marci McKinney		
Jeff McKinney	2	4
Melissa, Cathy Osborne	1	7
Ridny Johnson	1	1
Dan Edwards	1	2
Melody Kegeel	1	2
Meagan Gaddis	1	2
Maria Brown	2	3

**Annual Title I Parent Meeting
Sign In Sheet**

**Bon Air Elementary
September 18, 2012**

Adult's Name	Number Of Bon Air Students in attendance	Total Attending
Jen Keller	1	2
Julia Toliver	1	3
Lena Truman	3	5
Carmel Powell	2	2
Elvira Pasada	1	3
Gabriel & Bob Pigeon	1	3
Alycia Smith & Anson Deaton	2	4

Lunch Academy January 11, 2013 Sign-In sheet

Your Name	Phone #	Email	Student(s)
1. Melissa Garren	765-432-4995	mgarren03@gmail.com	Stephen & Anthony Garren
2. George Smith	765-432-4995	george17012@vps.com	Tori + Dakota Smith
3. Michelle + William Davis	765-461-0785	N/A	Stephen + Anthony Garren Clara Davis (Life Skills)
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Lunch Academy January 11, 2013 Sign-In sheet

Your Name	Phone #	Email	Student(s)
1. Wendy Hendrix	860-5218	rebato@yahoo.com	Trenton Hendrix
2. Jessica Calderon	513-8518	inordertemp@yahoo.com	Allia Copeland Jaylee Copeland
3.			
4.			
5.			
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11.			
12.			
13.			
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15.			

Lunch Academy January 11, 2013 Sign-In sheet

Your Name	Phone #	Email	Student(s)
1. <i>Jack & Bridget Swires</i>	<i>765-271-3766</i>		<i>Jenniferswires Faith Swires</i>
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Lunch Academy January 11, 2013 Sign-In sheet

Your Name	Phone #	Email	Student(s)
1. Akiyah Toliver	453-2946		Simone Robertson
2. Jennifer Shields	432-9453		Antonio Shields
3. Alicia Shields	432-9458		Antonio Shields
4.			
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Lunch Academy January 11, 2013 Sign-In sheet

Your Name	Phone #	Email	Student(s)
1. <i>Angie Runk</i>	<i>715-208-4951</i>		<i>Kyle Runk</i>
2. <i>Dana Hughes</i>	<i>915-457-5329</i>	<i>hughesdian2001@com</i>	<i>Kylie Hughes</i>
3. <i>Annette Rhines (Grandma)</i>	<i>916-759-0490</i>		<i>Elisabeth Bainsalk</i>
4.			
5.			
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9.			
10.			
11.			
12.			
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Lunch Academy January 11, 2013 Sign-In sheet

Your Name	Phone #	Email	Student(s)
1. Barbara Rimmer	765-457-1349	montyremen@comcast.net	Joshua Rimmer
2. Thomas Johnson	765-461-1114		Liam Johnson
3. Sandy Wolfe	765-398-3821		Haylee Bates
4. Jennifer Micholls	765-271-3389		Haylee Bates
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15.			

Bon Air
Elementary

2012-2013

25 Hour

Family

Challenge

Sponsored

by your

Partners At-Article

Host



It's the Bon Air Way!

Family 25 Hour Challenge Acceptance Form

My family accepts the challenge to support Bon Air Elementary School through participation in special events, volunteer opportunities, and school conferences during the 2012-13 school year. I understand that for each event, activity, or volunteer opportunity we participate in, we will accumulate hours that will provide us with entries into the monthly and end of the year "Grand Prize Family Get-Away" drawings. In addition when we have accumulated 25 hours our family's picture will be placed on the "Wall of Heroes". We understand that it is our responsibility to follow the procedures to document our hours of participation to receive our drawing tickets. Don't forget that extended family members are welcome to volunteer at our school!

Family 25 Hour Challenge Acceptance Form

Students Name(s) _____

Mother _____

Father _____

Grandparents _____

Additional Extended Family Members/Close Friends _____

Name of parent completing this form _____

Daytime Phone # (____) _____

Email _____

Evening Phone # (____) _____

I _____ certify that the information on this form is current for the 2012-13 school year. I understand that it is my responsibility to make any changes to this form as needed. These changes will be made in the PIA Room #111

Signed _____

Date ____/____/____

The Bon Air Elementary Partners-in-Action team is excited to announce our 2012-2013 Family Challenge.

Research shows that students are more successful in school when their families:

- Play an active role in school-wide planning.
- Take advantage of volunteer opportunities.
- Regularly visit school, and communicate with administration and staff.

Last year Bon Air became recognized throughout the Kokomo Center School Corporation as a school with exceptional Parent Involvement. Congratulations to each of you for making that happen!

This year we would like to provide opportunities for you to reap the rewards of your parental involvement efforts through:

- Monthly drawings. You will earn 1 drawing ticket for each involvement hour documented.
- Wall of Heroes Recognition. After a family earns 25 documented hours of involvement the family will have their family picture posted on our "Wall of Heroes". What child wouldn't be proud to have their family recognized at their school?
- A year end drawing for a family get-away at the Buccancer Bay indoor Aquatic Center and hotel, in Lafayette, IN.

2.5 Hour Family Challenge

Guidelines

Who can participate as members of each "Challenge family?"

Family" could include:

- Father
- Mother
- Grandparent
- Uncle/Aunt
- Close Family Friends as

designated by the parent/parents on the official *Family Challenge Acceptance form*.

How can I qualify for Parent Involvement rewards?

- Hours will be accumulated minute for minute.
I.e. Sign in at 9:15 and out at 9:45 = 30 minutes for the following Parent Involvement activities:
 - > Volunteer opportunities (excludes field trips and classroom celebrations)
 - > Partners-in-Action school wide planning meetings.
 - > Partners-in-Action event Co-Chair
- 2 hours for each:
 - > Parent Academy event you attend.
 - > Participation in Fundraising efforts.
- 1 hour for each of the following activities/ events:
 - > Parent Teacher conferences
 - > Awards ceremonies

How are "Challenge Hours" Documented?

- Volunteer opportunities, Partners-in-Action planning meetings, Partners-in-Action event Co-Chair and fundraising hours will be documented in the Partners-in-Action Room #111.
- Parent Teacher Conferences and grade level/classroom special event hours will be documented in the individual classrooms.
- Parent Academy and other special events will be documented at the event site.

How do you begin your 25 Hour Challenge?

Complete the

Family Challenge Acceptance form

Participate and attend qualifying activities and events.

Be sure to get your hours documented.

Take the

2.5 Hour Family Challenge

Today!

APPENDIX D

Survey from Outside Consultant

Vitae of Grant Leaders

E E S

Building Practices Survey Comprehensive Analysis Report

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Driving School Improvement25

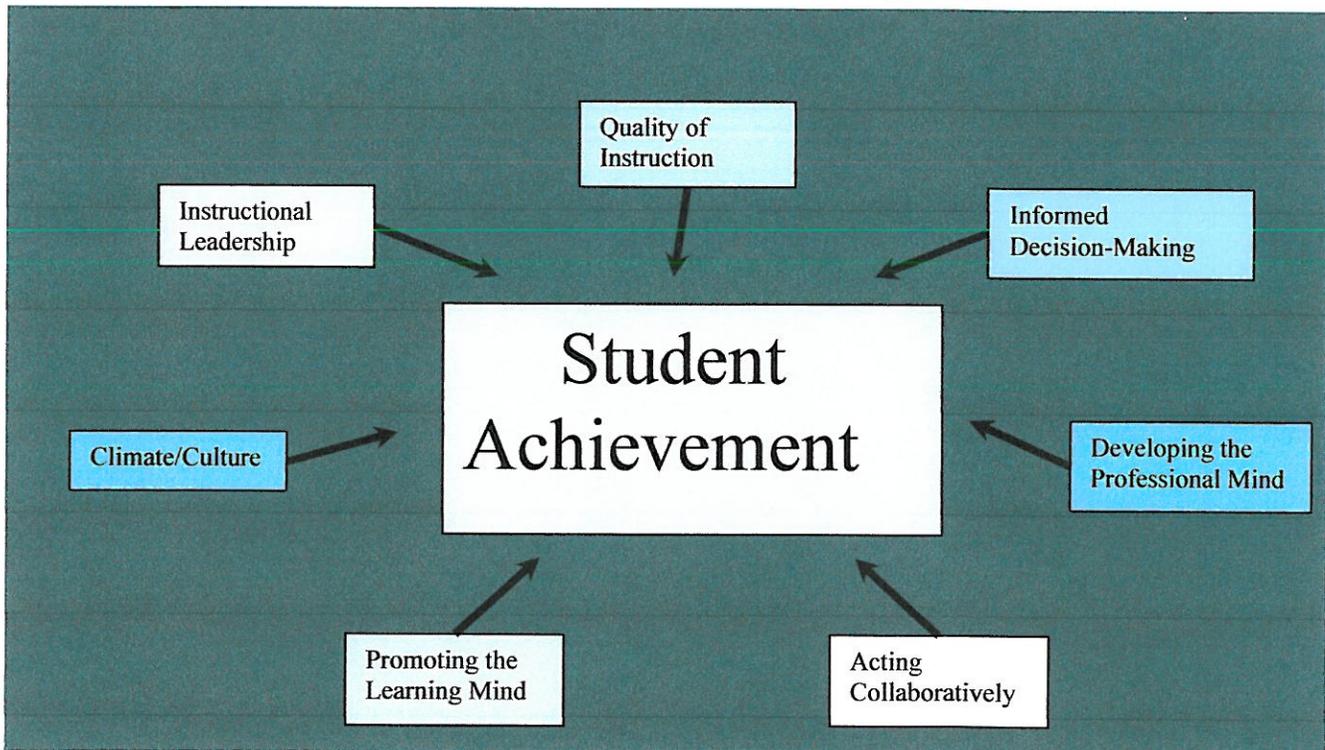
Purpose of the Study

Equitable Education Solutions (EES) was founded for the intent of providing the best educational opportunities for all students. With a focus on educational best practices and the use of data-driven approaches, we allow school leaders and personnel the insight to drive the student achievement within their buildings.

Through extensive research, EES has determined the following seven key components to overall successful student learning: climate/culture, leadership, quality of teaching, informed decision making, developing the professional mind, acting collaboratively, and developing the learning mind. With these very ideas as the centralized focus, we have developed a survey instrument which measures schools on each of these factors. In order to create this survey, examination of over 300 research articles and books were examined to determine what actions were most prevalent in schools that outperform their counterparts.

The focus of this study is to identify a plan that ensures the actions of all staff members are aimed at driving student achievement. By the end of this professional development, the level of disconnect between the research on what drives student achievement and the actual practices by staff in each building will be reduced. Ultimately, this is to improve the education of every child you serve.

Why Indicators of Achievement were Selected

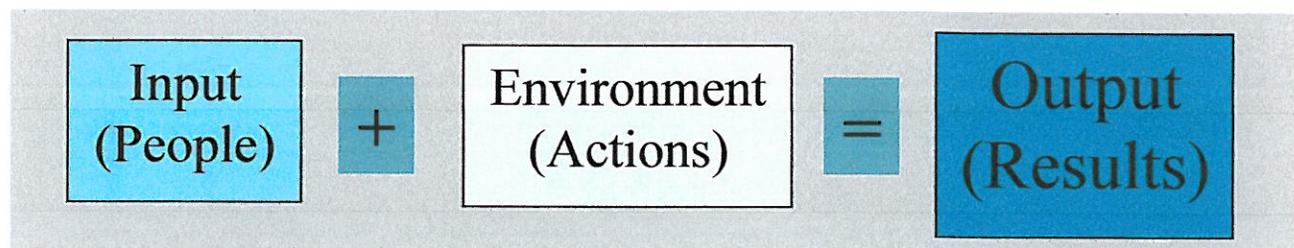


* These indicators were chosen because they are proven through the research to drastically improve student achievement within schools.

Why Look at Actions?

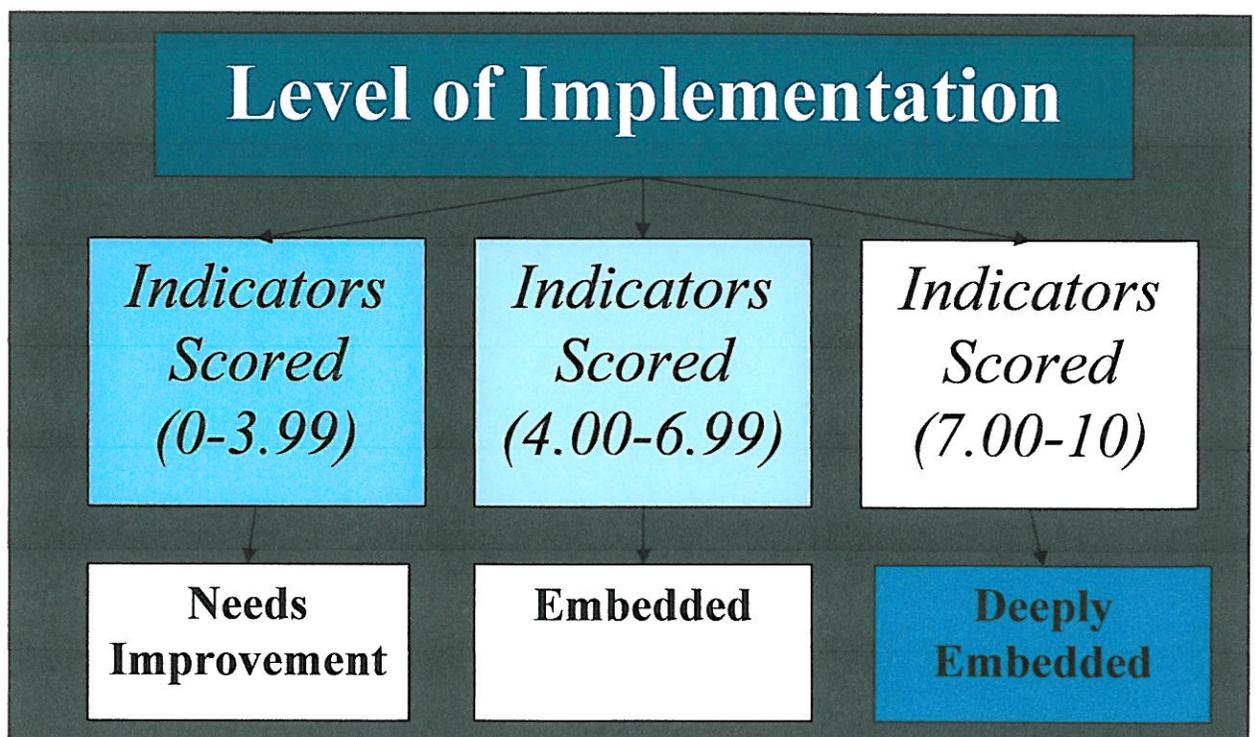
Educators currently place too much focus on student data and not enough focus on the adult practices that drive the student learning. Research substantiates focusing on people creates limited results. Greatest gains in results occurs when the practices are aligned with what we know works.

Kendall (2011) points out the shift towards Common Core curriculum will allow educators to know what to teach, but there is still a great gap in how it is to be taught. The actions of the adults within the school will substantially impact the students' learning experience. Without utilizing best practices, even the best plan (curriculum) will fail to meet the needs of our diverse learning population. Why do we make school improvement so complicated?



* We have little control over the people in the equation above. Controlling people does not work, but changing the actions occurring within the building is what will drive the results.

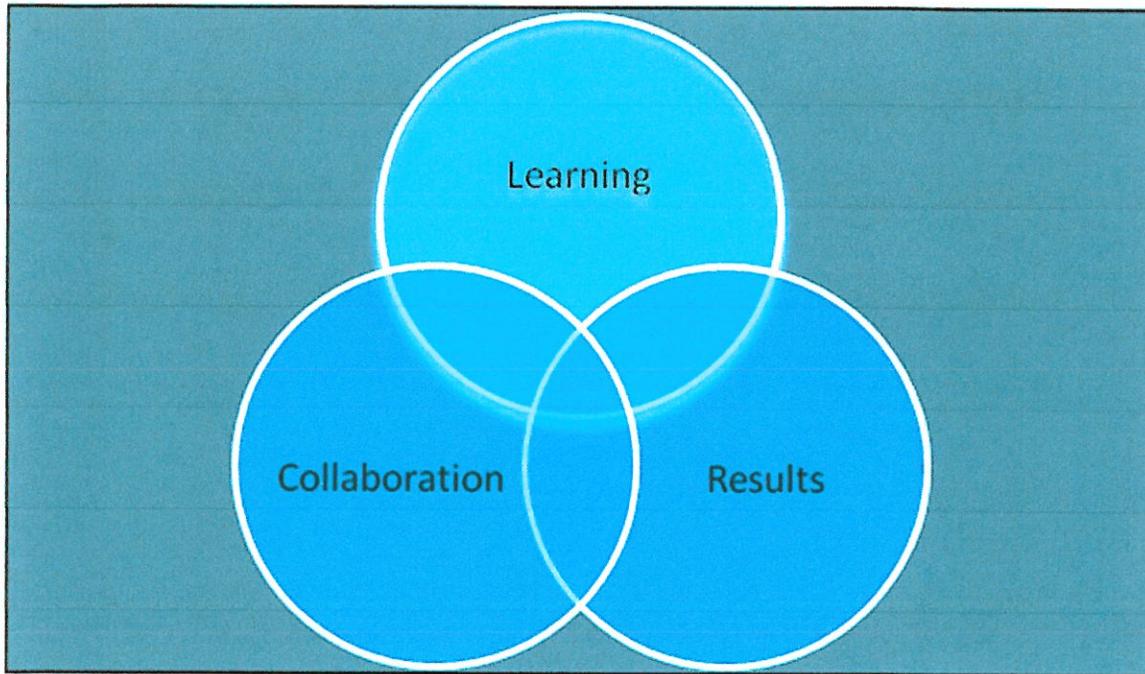
Levels of Implementation



Climate/Culture

Synopsis of Research

Schools with a climate/culture which maximize student learning have the following three focuses in common: focus on learning, focus on collaboration of all members within school community, and focus on frequent examination of results. When these three focuses are harnessed together impressive results are implemented within the building.



Schools demonstrating a focus on learning continuously examine the implications of decisions to ensure they are student-focused. The learning process is always ongoing, and great schools realize the only summative aspect of K-12 education is the graduation ceremony. Everything else is a formative process of improvement.

Incorporating the culture of collaboration drives student achievement because the education of our students is too big of a job for one person to do. When educators team up to take full advantage of the learning experiences they offer their students a much more efficient process.

Examining the results allows the building to keep focus on their intended purpose and see where they can improve their approaches in order to maximize student learning. Results-driven buildings do not fly blindly when addressing student needs, but instead are consistently ensuring their decisions meet the needs of all students. Using all result options reduces the likelihood of too much dependence being placed only on standardized test results, plus constant inspection of results aligns actions to improve standardized testing.

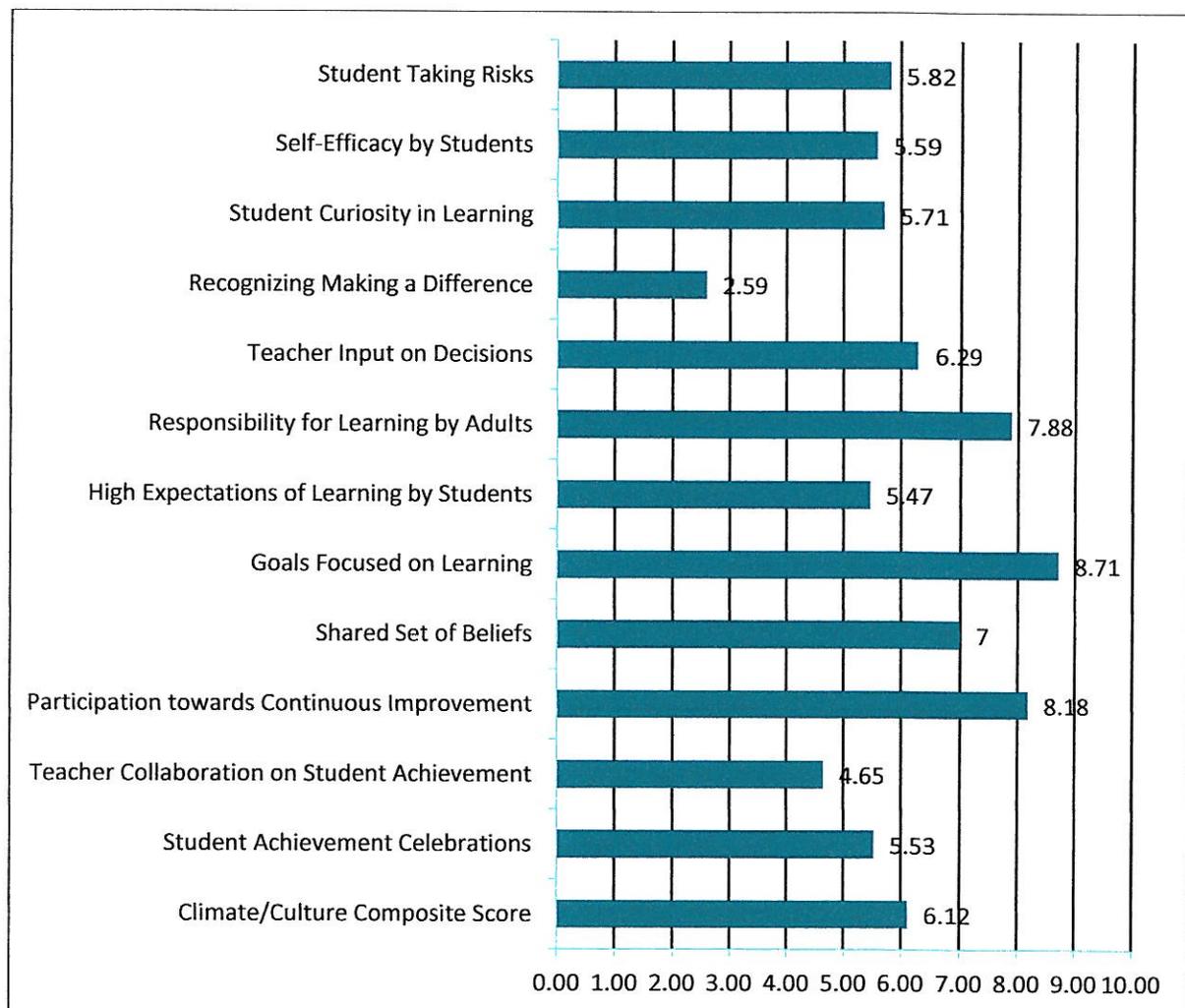
Resources for Deeper Insight

Deal, T. E. & Peterson, K. D. (1999). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.

Eaker, R., Dufour, R., & Dufour, R. (2002). *Getting started: Reculturing schools to become professional learning communities*. Bloomington, IN: Solution Tree.

Walker, B. (2007). *Recipe for a blue ribbon school: A step-by-step guide to creating a positive school climate while improving student achievement*. Lincoln, NE: iUniverse.

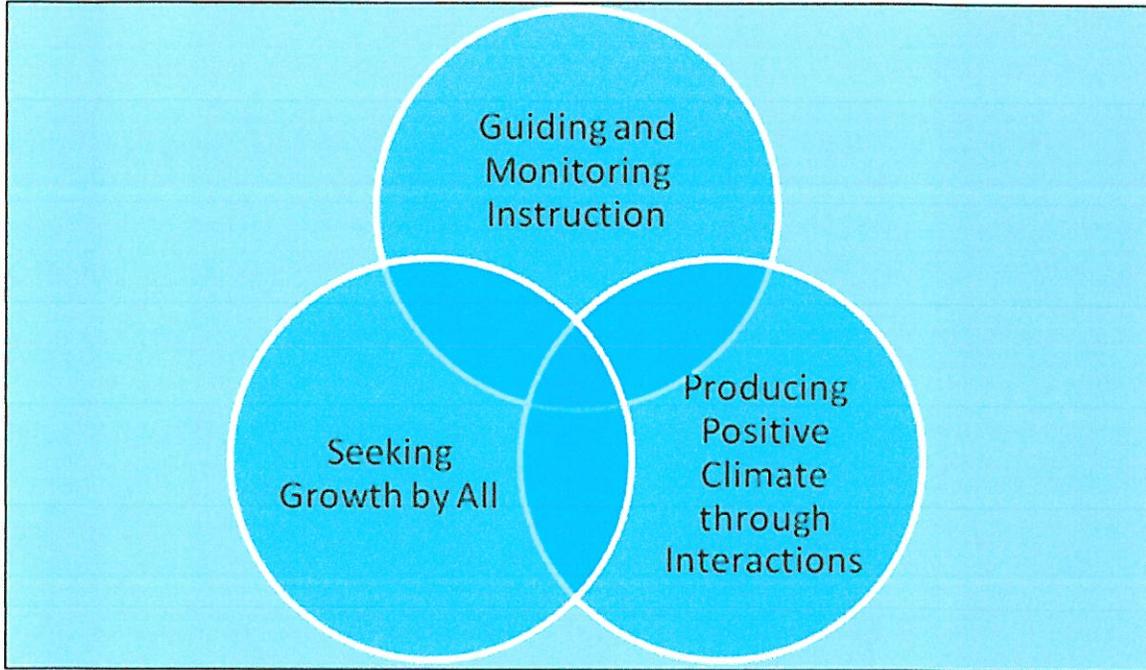
Current State of Actions in Building



Instructional Leadership

Synopsis of Research

Instructional leadership that drives student achievement focuses on the following three elements: guiding and monitoring instruction, seeking growth for all members of the school community, and producing positive climate through interactions with others. When these three focuses are tied together, inspiring outcomes are realized within the building.



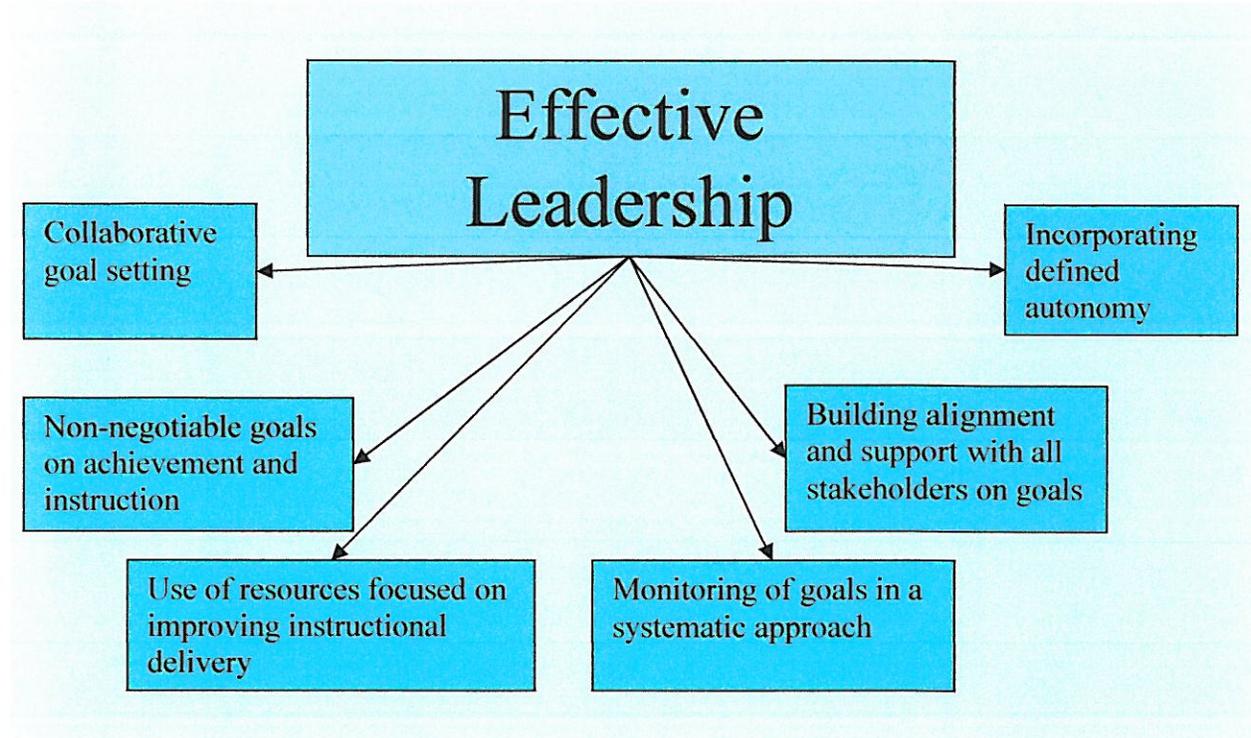
Instructional leaders that maximize student achievement ensure proper instruction is occurring within their building. They do this by aligning the research on instruction with current actions being implemented within the building. While leading the evaluation process, they ensure they are seen more as coaches rather than evaluators in order to ensure proper supports are in place for their teaching staff.

The focus on seeking growth by all members of the school community is needed to consistently ensure growth of both teachers and students. Successful instructional leaders ensure teachers are consistently examining their own results to maximize their effectiveness within the classroom. Instructional leaders are seen as resource providers throughout this process, thus making certain teachers growth is not solely dependent on the instructional leader. Student growth is the focal point of every action the instructional leader endorses.

Producing positive climate through the interactions between instructional leader and other school community members is imperative to accomplishing high levels of instructional leadership. Leaders should avoid alienating school community members. In order to minimize the chance of this occurring, leaders should create dispersed leadership opportunities which creates a

collaborative culture within the building. By empowering others within the building to participate in decisions, it leads to greater success with regards to implementing building goals.

Marzano and Waters Requirements for Effective Leadership



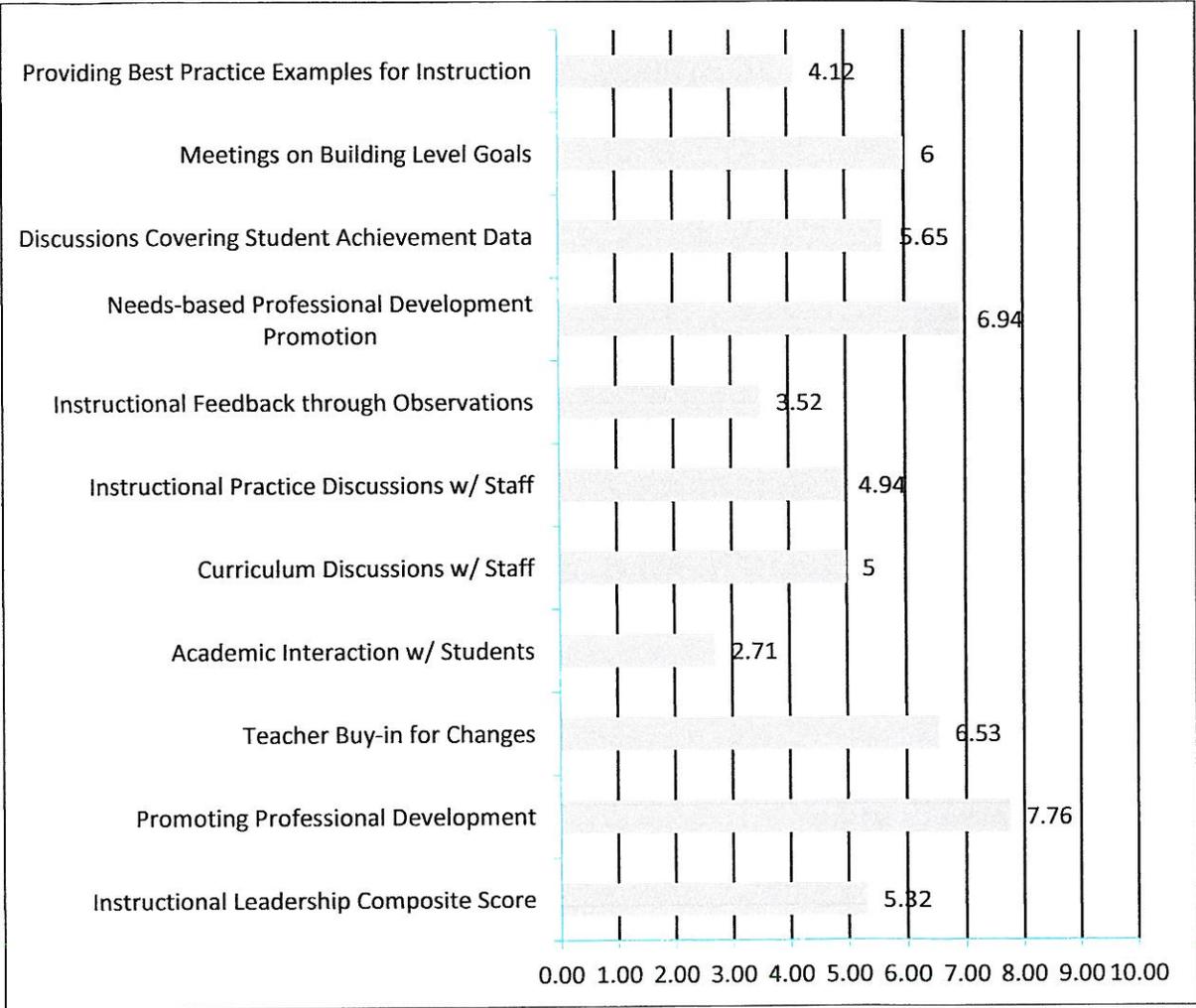
Resources for Deeper Insight

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

Hoy, A. W. & Hoy, W. K. (2008). *Instructional leadership: A research-based guide to learning in schools*. Boston, MA: Allyn & Bacon.

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: ASCD.

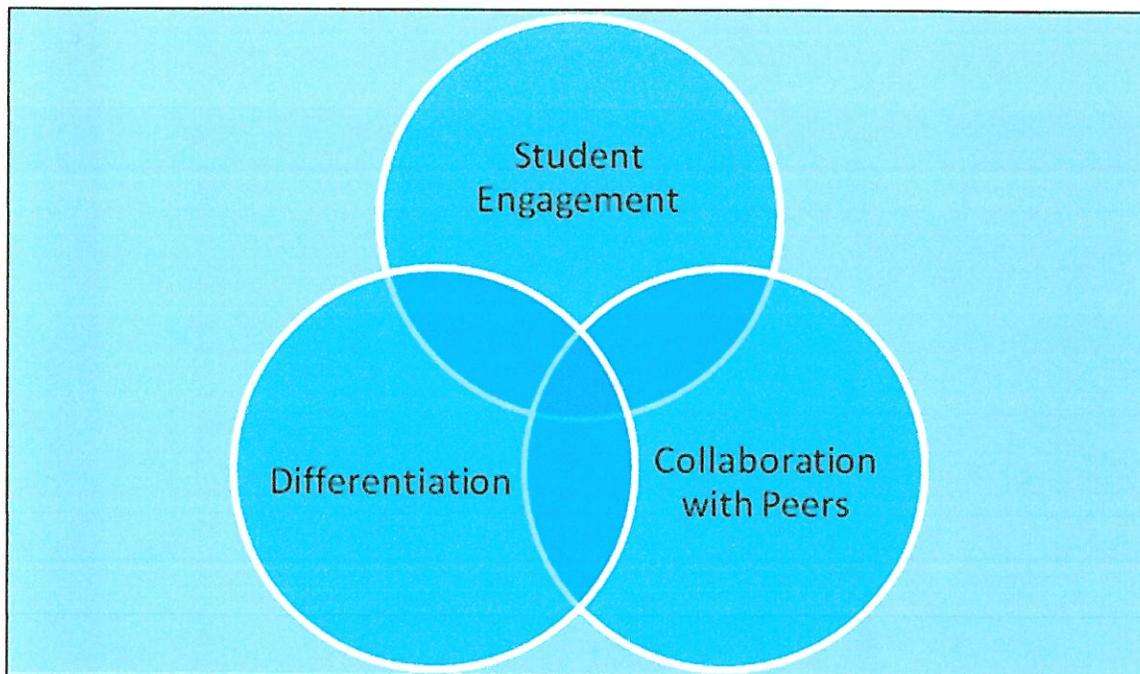
Current State of Actions in Building



Quality of Instruction

Synopsis of Research

Instruction that boosts student achievement results focuses on the following three elements: student engagement, differentiation, and collaboration with peers. When these three elements are cohesively connected throughout the instructional process, high levels of student achievement are attained.



How engaged students are within the lesson is a key determinant of learning outcomes. When students are not active participants in the learning environment there will be no chance for learning to occur. Lessons must be student-centered and draw upon the natural curiosity that students bring with them by utilizing student interests, connecting it to the real-world, and providing challenges at appropriate levels. Students must also be given the chance to reflect throughout the learning process.

Engagement + Understanding (Sense + Meaning) = Success

Carol Tomlinson defines differentiated instruction as “ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student’s readiness level, interests, and preferred mode of learning.” In order for students to master content, it is vital educators gauge the level of understanding throughout the learning process. Teachers must utilize frequent and timely assessments. Each assessment given creates valuable information that can drive future lessons. From this information, teachers must create multi-layered interventions with time and support.

Bon Air Elementary

Delivering quality instruction is a very challenging endeavor for any teacher. To ensure this occurs teachers must work together on all facets of learning. This includes collaborating on learning goals, assessments, instructional delivery, examination of student results, etc. This profession requires collaborative actions in order to get the best results for each student.

Resources for Deeper Insight

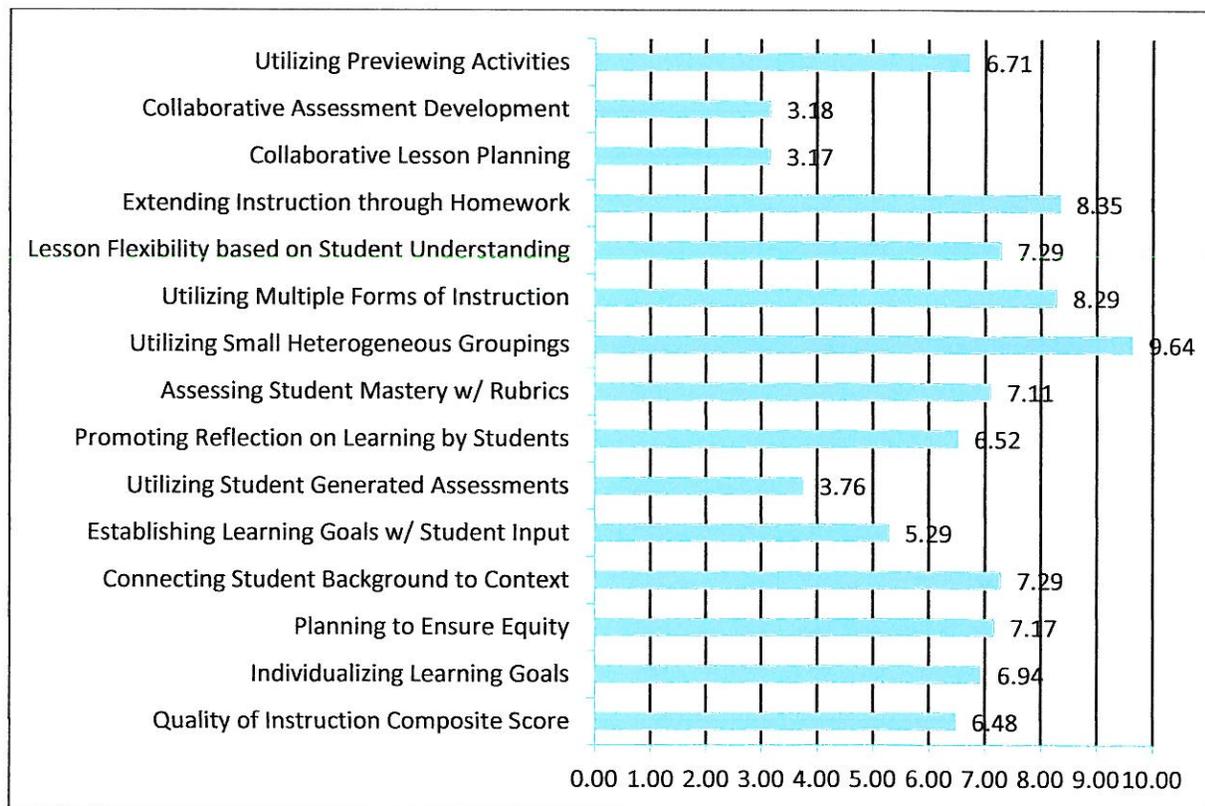
Zemelman, S., Daniels, H., & Hyde, A. (2005). *Best practice: Today's standards for teaching & learning in America's schools*. Portsmouth, NH; Heinemann.

Marzano, R. J., Pickering, D. J., & Pollack, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.

Schlechty, P. C. (2011). *Engaging students: The next level of working on the work*. San Francisco, CA: Jossey-Bass.

Tomlinson, C. A. & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

Current State of Actions in Building



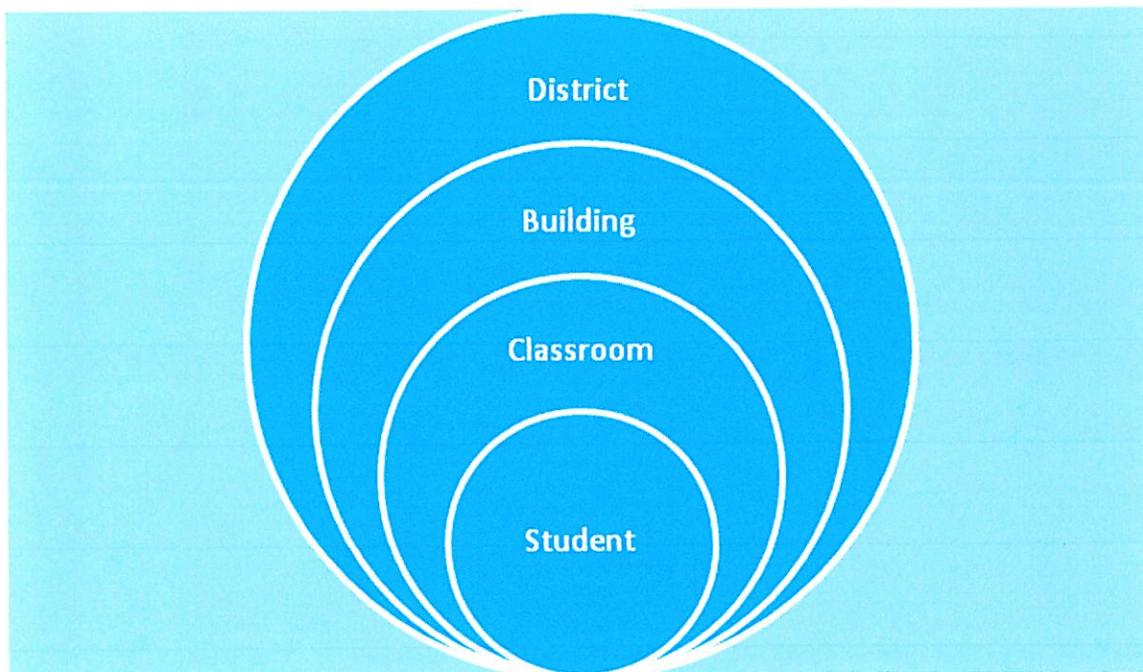
Informed Decision-Making

Synopsis of Research

White (2011) informs us too much of the data that drives the decisions of the schools comes from summative data sources such as state assessments, and too little data is collected on the teaching and learning prior to these assessments. He coins the phrase “rearview-mirror effect” to describe this problem. He also points out true gains in student learning start by examining the practices within the classroom to determine whether they are producing the desired outcomes. Only when practice data is collected, analyzed, and utilized to create modifications within the instructional program will students master content at the highest levels.

Informed decision-making needs to occur at the student, classroom, building, and district levels. Educators at all three levels impact the students’ ability to learn. The actions taken by all members of the school community need to be driven by the data available. Both achievement data and non-academic data need to be examined in order to determine patterns that can enhance the learning of each student.

Levels which Require Data Analysis



Examples of student-level data include: standardized test results, grades, performance levels on formative assessments, student generated assessments, lunch status, homework completion rate, attendance, discipline referrals, participation data, career inventories, etc.

Bon Air Elementary

Examples of classroom-level data include: Item analysis on teacher-created assessments, standardized tests results, homework completion rates, student survey data, student focus group data, grades/state standardized tests correlation analysis, principal observation data, etc.

Examples of building-level and district-level data include: percentage that meet state standards on standardized tests, percentage that were pass plus on state standardized tests, graduation rate, attendance rate, percentage of students taking dual-credit/IB/AP courses, parent/student survey data, percentage of free/reduced lunch students, mobility rate, percentage of ELL students, percentage of special education students, number of suspensions/expulsions, etc.

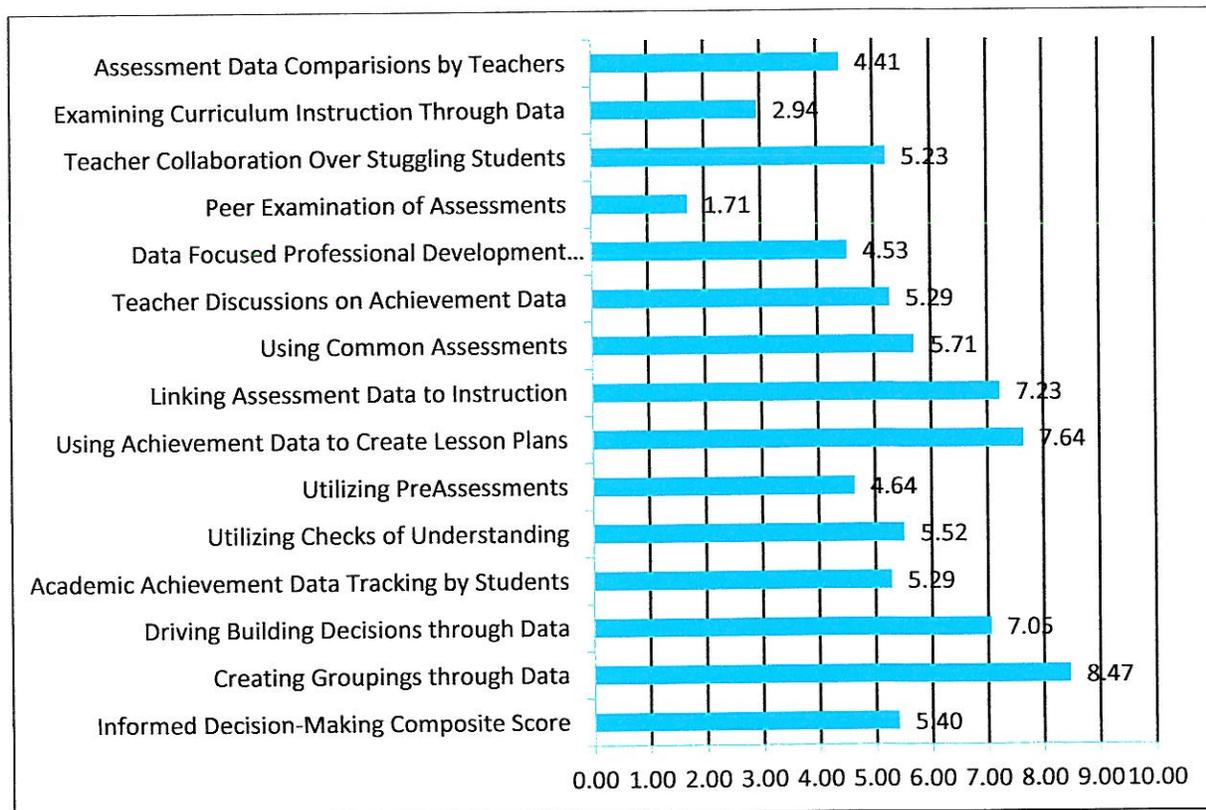
Resources for Deeper Insight

Guskey, T. R. (2009). *Teachers as assessment leaders*. Bloomington, IN: Solution Tree.

Guskey, T. R. (2009). *Principals as assessment leaders*. Bloomington, IN: Solution Tree.

White, S. H. (2011). *Show me the proof!: Tools and strategies to make data work with the Common Core State Standards (2nd Ed.)*. Englewood, CO: The Leadership and Learning Center.

Current State of Actions in Building

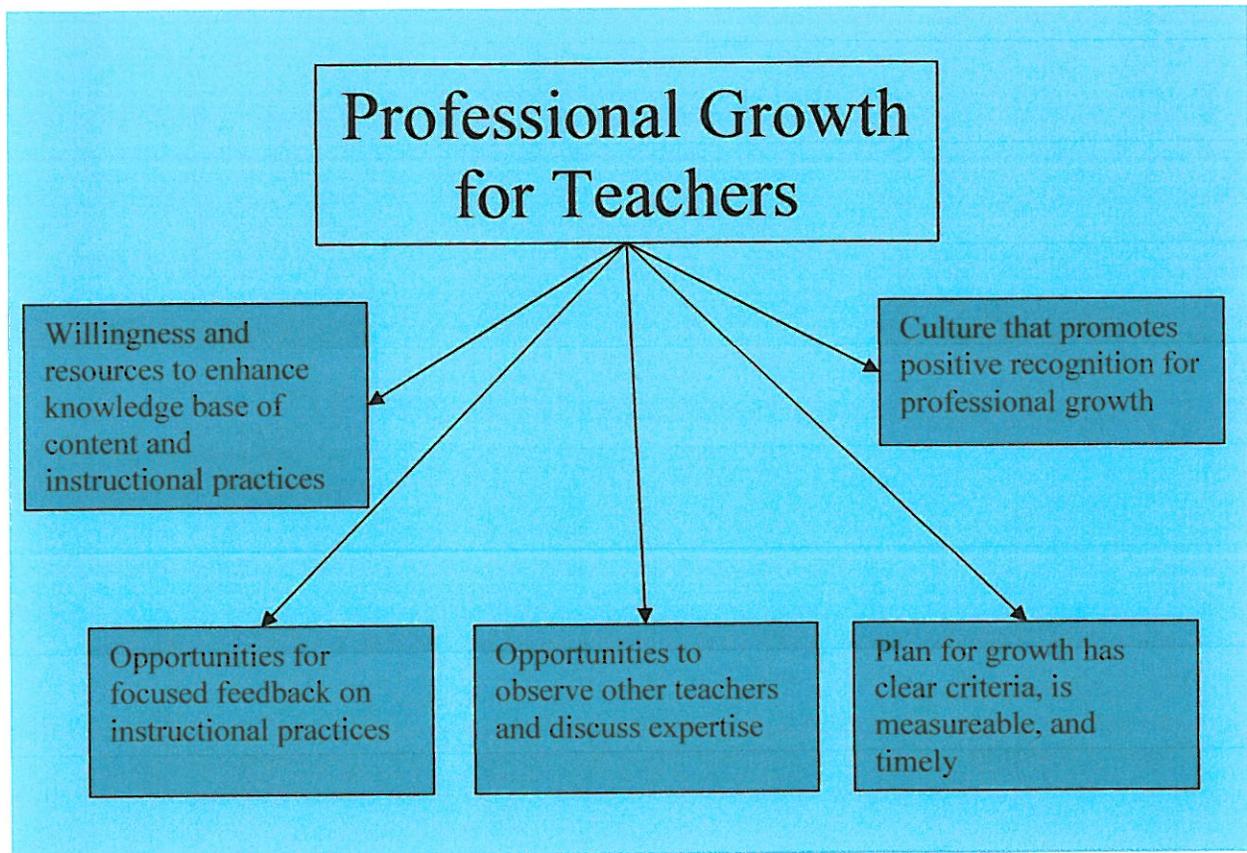


Developing the Professional Mind

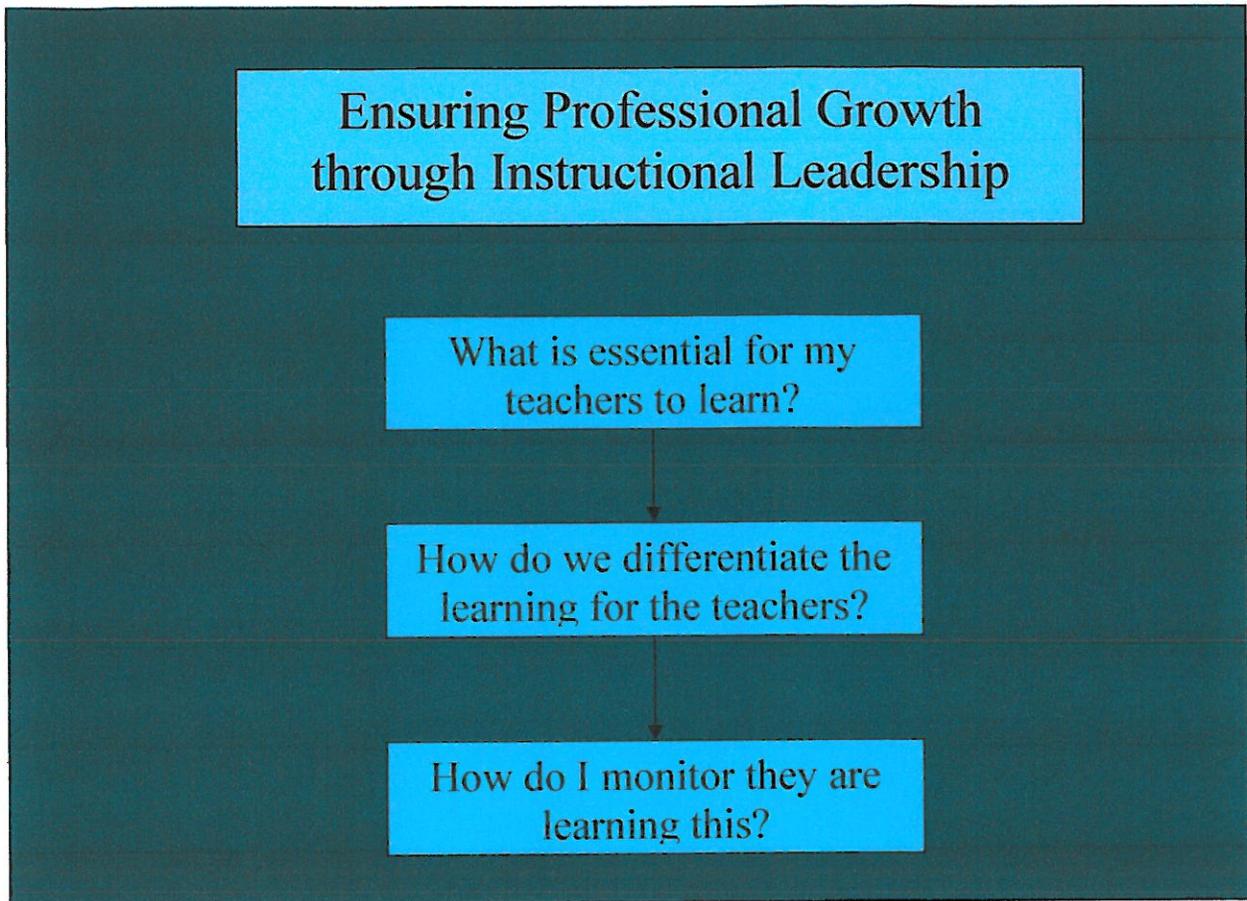
Synopsis of Research

Best professional development is job embedded and collaborative in nature. This profession requires all educators must participate in a continuous process of growth. Educators that continue to grow professionally set good examples for their students.

Key Features of Professional Growth for Teachers



Questions for Instructional Leaders to Consider

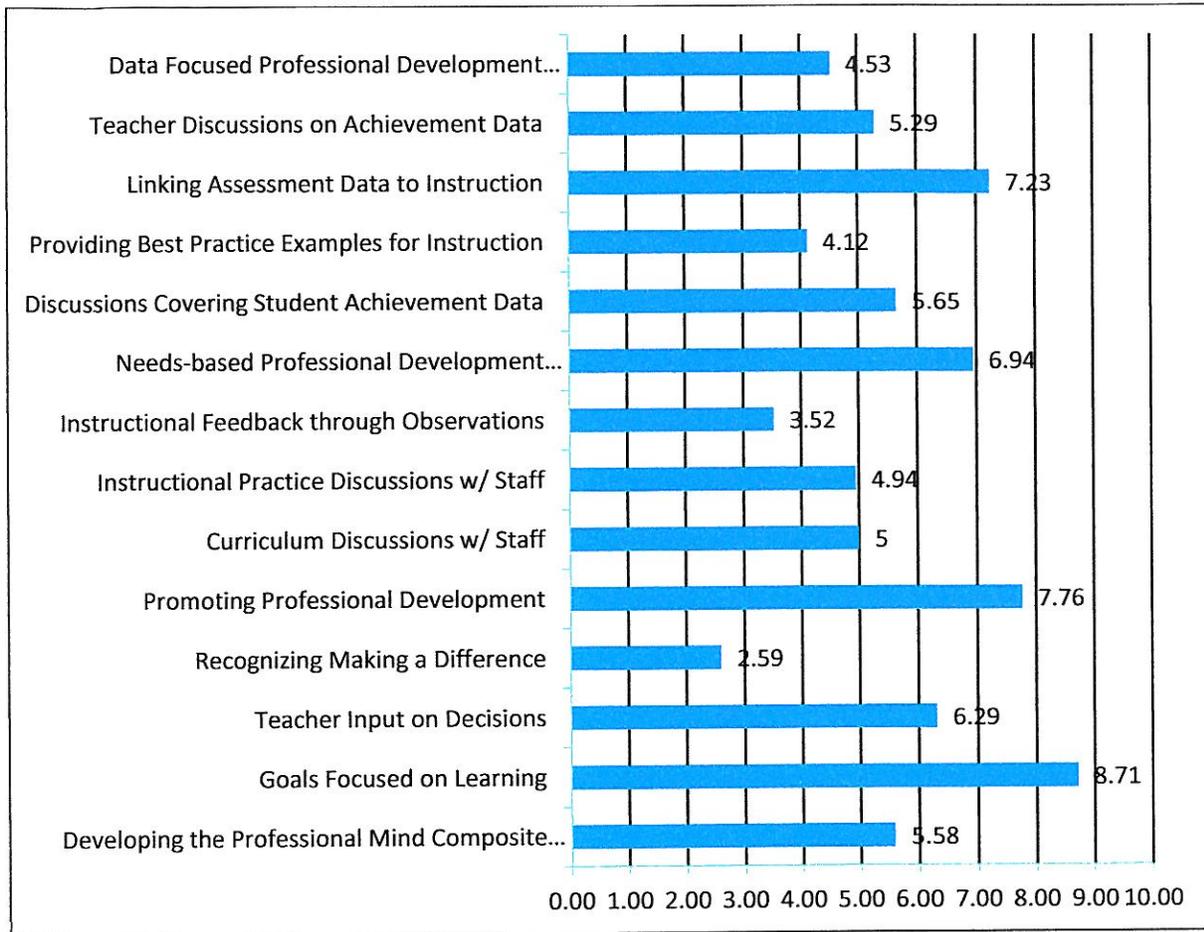


Resources for Deeper Insight

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching*. Alexandria, VA: ASCD.

Reeves, D. B. (2009). *Leading change in your school: How to conquer myths, build commitment, and get results*. Alexandria, VA: ASCD.

Current State of Actions in Building



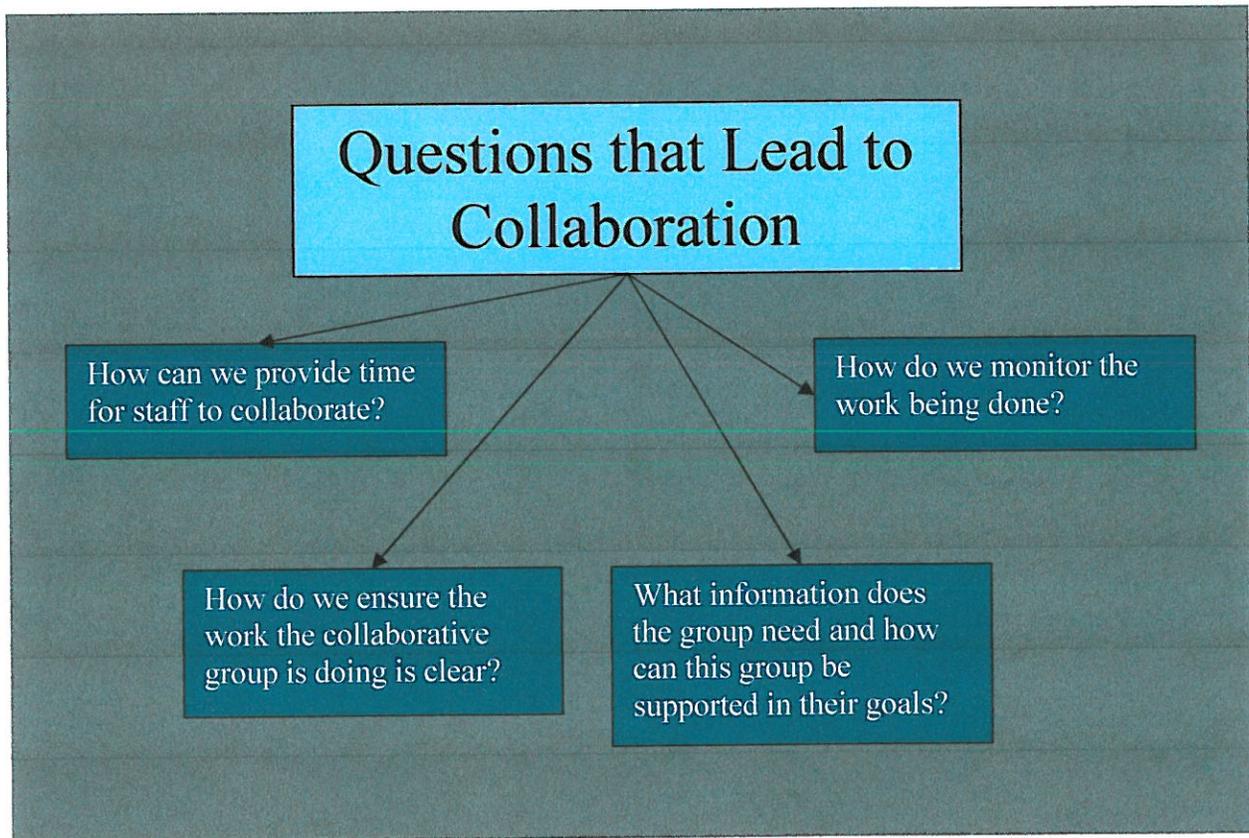
Acting Collaboratively

Synopsis of Research

Even though collaboration is a key focus that drives various other indicators of student achievement, it was essential that it was also a stand-alone indicator due to vast importance displayed in many other factors that drive student achievement.

Schmoker (2006) substantiates the importance of teacher collaboration to improve student achievement because the absence of it has consequences. Without collaboration, teachers work in isolation which ultimately institutionalizes mediocrity and hides the impact teachers make by failing to give points of comparisons. Student learning is dependent on proactive collaboration strategies that pool the expertise of all teachers within the building.

Creating the Culture of Collaboration



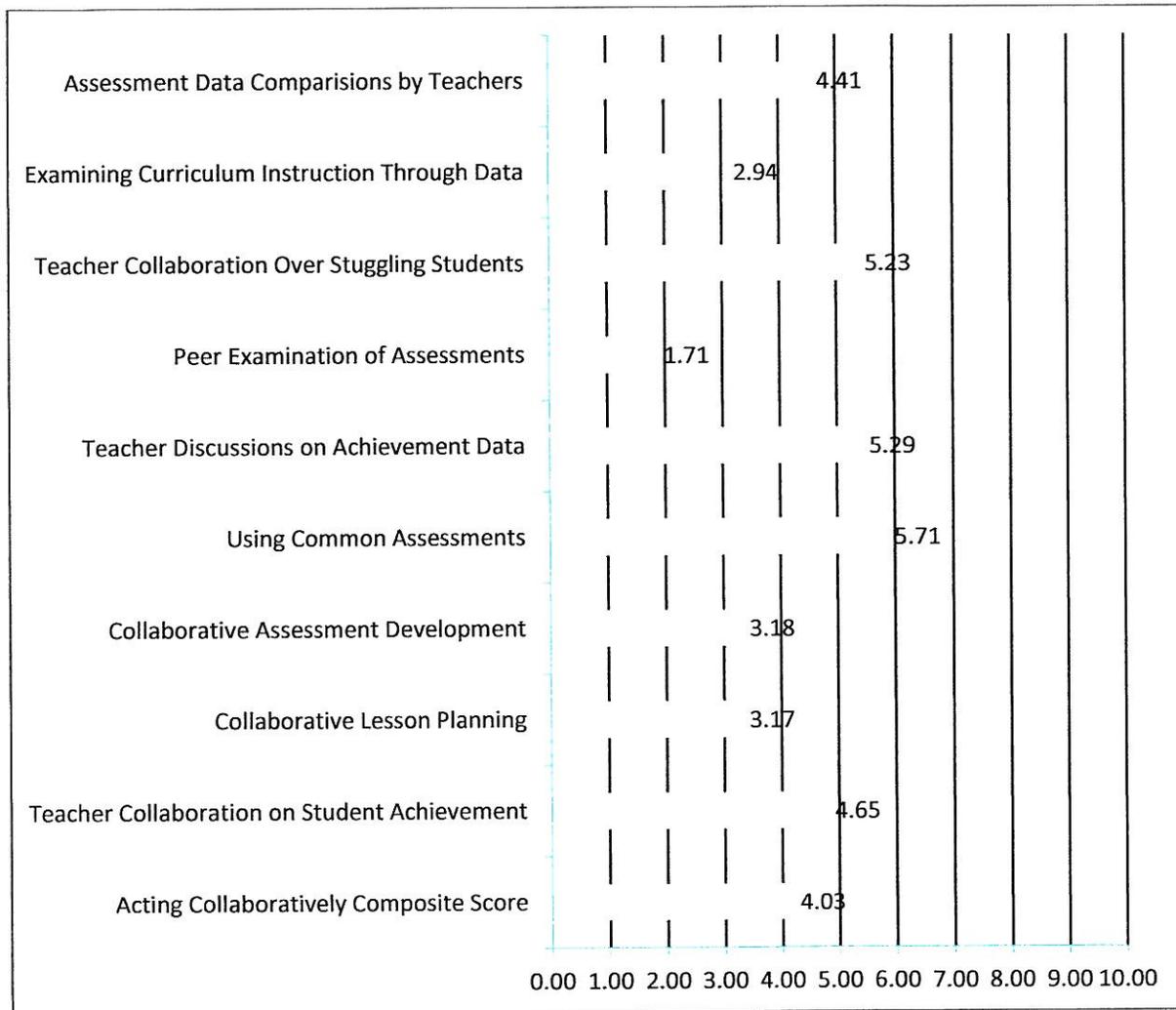
Resources for Deeper Insight

Dufour, R., Eaker, R., & Dufour, R. (2008). Revisiting professional learning communities at work: New insights for improving schools. Bloomington, IN: Solution Tree.

Marshall, K. (2009). Rethinking teacher supervision and evaluation: How to work smart, build collaboration, and close the achievement gap. San Francisco, CA: Jossey-Bass.

Visit: <http://www.allthingsplc.info/>

Current State of Actions in Building



Promoting the Learning Mind

Synopsis of Research

For the mind to open to learning it must first overcome its reflexive inclinations. The brain is wired to think, “how do I survive and how do I feel prior to engaging in learning.” The survival and emotional sensory inputs (reflexive) must be dealt with prior to implementing learning (reflective). The learning mind is opened by incorporating deeper levels of knowledge that is chunked into lessons students believe are relevant. This unlocks the neural networks of the brain.

Dweck (2008) identifies two different types of mindset: fixed and growth. Students taught with practices that reinforce the fixed mindset are limited in the learning process since they see their learning abilities as fixed or created at birth. Students are unable to connect the concept that through hard work I can be successful to their learning experiences. Students with the growth mindset make this connection between effort and learning, thus ultimately are able make substantial improvements within learning due to the lack of a self-imposed ceiling.

Students need to be challenged not overwhelmed. When students believe the level of challenge is too difficult they shut down and do not try. When the level is too easy they do not see merit in investing their time within the learning experience. When the student believes they can accomplish the learning target and it challenges them at the appropriate level, learning occurs. Students will persist when they see small successes. To demonstrate these small successes, we need to be more like videogames by providing students with opportunities for success while continuously providing improvement feedback.

Students need to be part of the learning experience. Schools that promote the learning mind engage students by allowing them some autonomy within the creation of assessments. Student-generated assessments allow students wanting to demonstrate they have gained mastery over a learning goal input within the process.

The learning by students is enhanced when they are given opportunities to learn from their mistakes without penalties. One area that can rapidly diminish the likelihood of promoting a learning mind occurs within the grading practices classroom teachers utilize. The final grade should be a measure of student mastery at the end of the grading period. Penalizing students that did not master the material the first time is not supporting the learning mind. Surgeons work on cadavers long before they begin working on living patients. Pilots spend countless hours in simulators prior to flying planes with passengers. We must create ways for students to make mistakes early on in the learning process without punishing their grades. Research stipulates deeper levels of learning occur when students make mistakes and then work through the process when compared to just getting it right the first time.

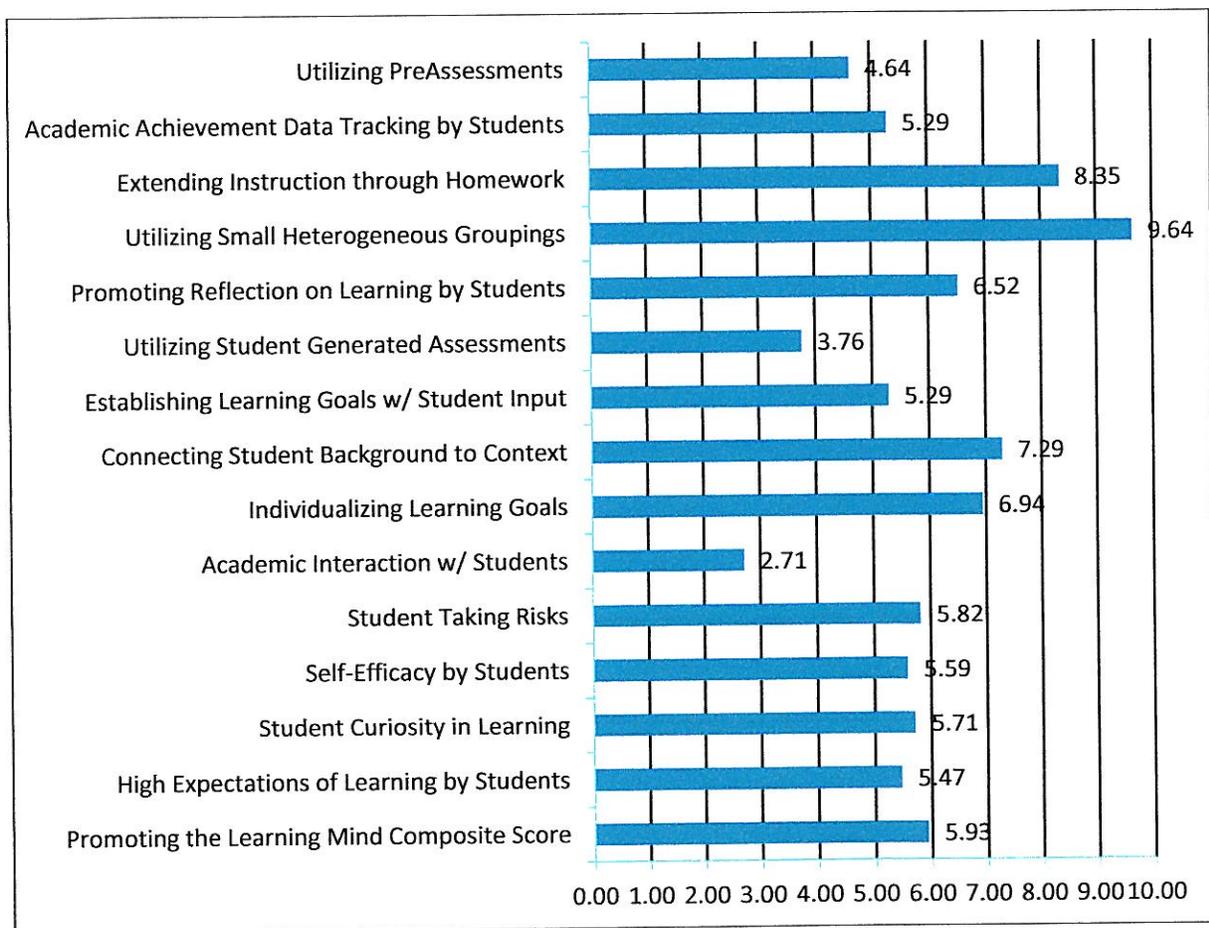
Resources for Deeper Insight

Souza, D. A. & Tomlinson, C. A. (2011). *Differentiation and the brain: How neuroscience supports the learner-friendly classroom*. Bloomington, IN: Solution Tree.

Dweck, C. S. (2008). *Mindset the new psychology of success: How we can learn and fulfill our potential*. New York: Ballantine Books.

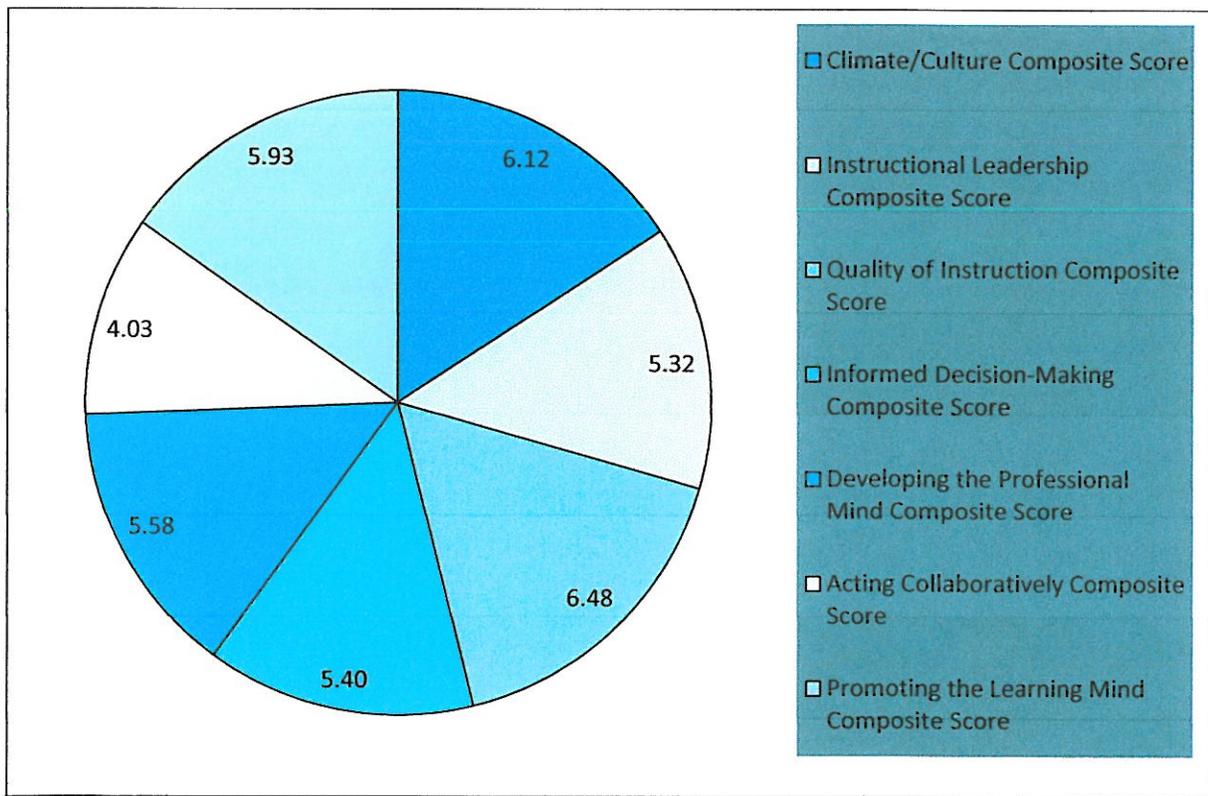
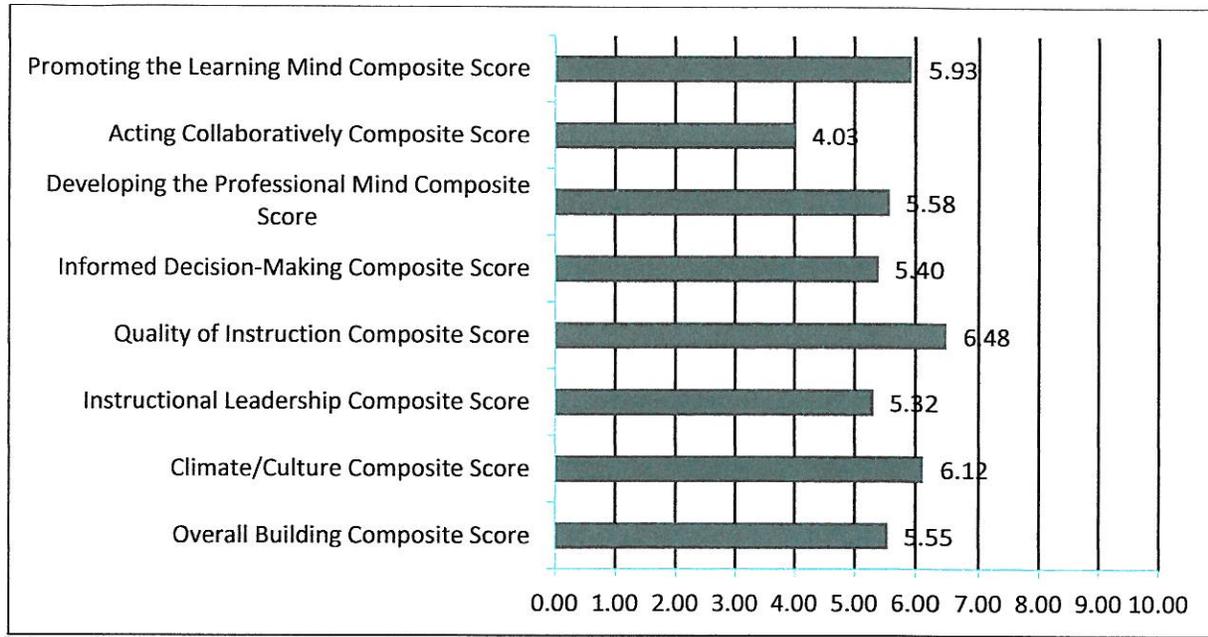
Souza, D. A. (2010). *Mind, brain, and education: Neuroscience implications for the classroom*. Bloomington, IN: Solution Tree.

Current State of Actions in Building



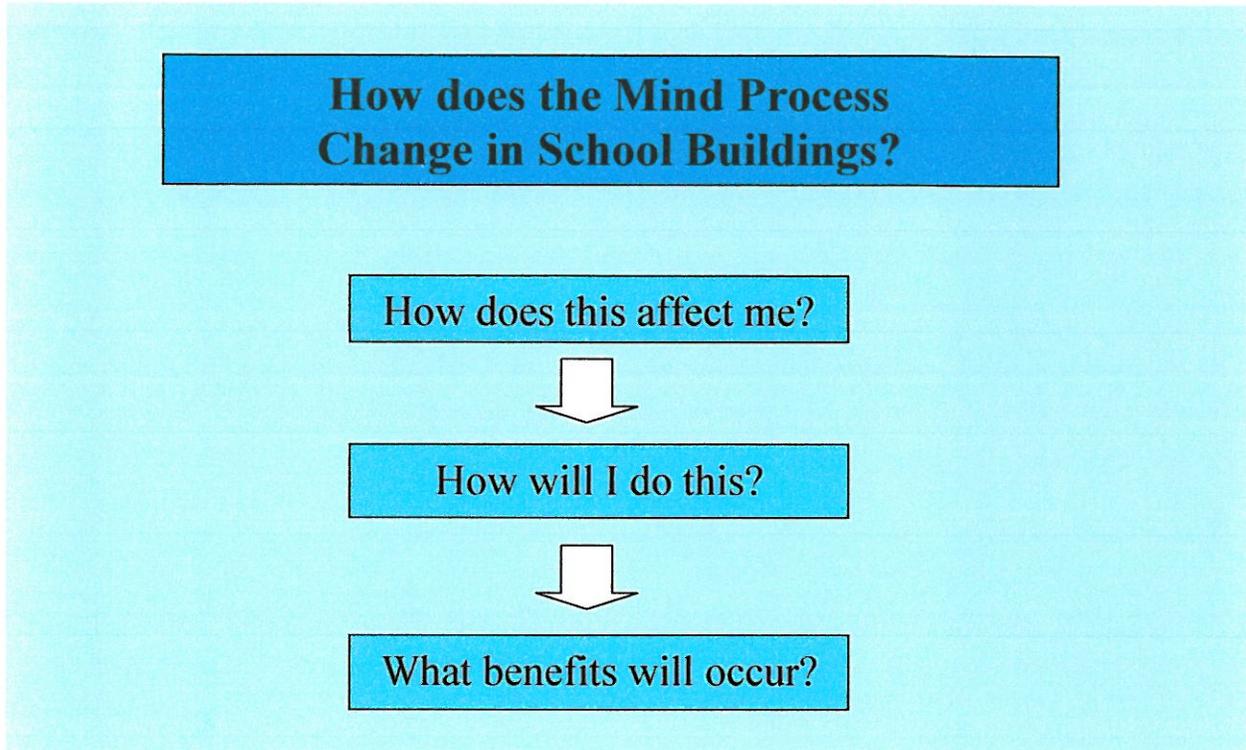
Overview of Building Results

Composite Scores for Each Indicator and Overall Building



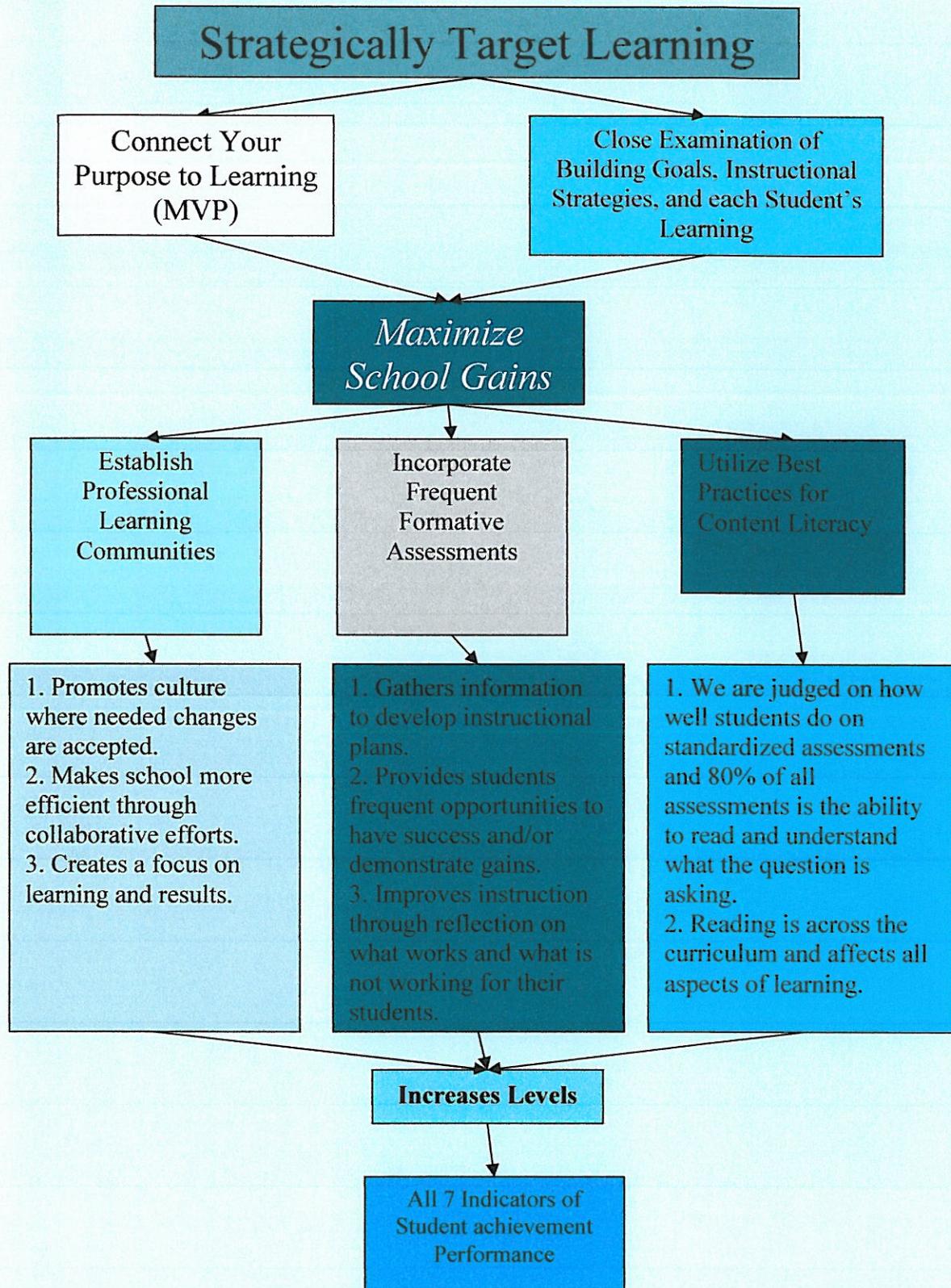
Change Theory

Stages of Concern



* Anyone being asked to change starts with the personal impact on themselves. When personal level of change is worked out, they then shift to the management prior to examining the impact of the change.

Driving School Improvement



Dorothea M. Irwin

dorothea6@gmail.com

Education

EdD, Educational Leadership

Indiana University, Bloomington, IN

Dissertation Topic - Teacher Thinking: The Use of Language as a Socially-Mediated Tool for Professional Learning

MA, Educational Leadership and Supervision

Albany State University, Albany, GA

BA, Education

Catholic University, Washington, D.C.

Employment

Director of Professional Learning and Inclusion

Kokomo Center Township Consolidated Schools, Kokomo, IN

Principal, Winding Ridge Elementary School, School of Inquiry and the Arts

MSD Lawrence Township, Indianapolis, IN

Principal, Mary Castle Elementary School

MSD Lawrence Township, Indianapolis, IN

Administrative Assistant

Educational Leadership Department, Indiana University, Bloomington, IN

Assistant Principal / Director, Pre-K / Teacher, Saint Teresa School, Albany, GA

Teacher – Grades 5 through 8, Saint Ambrose School, Cheverly, MD

Professional Affiliations

International Reading Association (IRA)

Association for Supervision and Curriculum Development (ASCD)

National Council of Teachers of Mathematics (NCTM)

National Staff Development Council (NSDC)

National Association for Gifted Children (NAGT)

International Study Association on Teachers and Teaching (ISATT)

Michael J. Langevin
COMPREHENSIVE PROFESSIONAL VITA

Founder and CEO
Equitable Education Solutions

Associate Superintendent
Decatur County School Corporation

External Evaluator
Indiana Principal Leadership Institute

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Phone: 217-504-3882
Email: mlangevin@equitableeducationsolutions.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

Indiana License:

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

Educational Positions:

Associate Superintendent, Decatur County School Corporation, 2013- present
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:

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

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

Consultant, Bon Air Elementary (Kokomo Schools)
 Utilizing Data to Drive Instruction and Best Practices
 February 2013- Present

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

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- Present

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 Methodology
 AdvancEd
 June 2010- March 2012

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

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

Conducted testing and interviews to screen students for probability of success within an alternative setting using data to guide choices. Responsible for transportation, food services, daily attendance monitoring, communication with parents, and community relations.

Developed and implemented a transition plan to improve the likelihood of success for promoted students from middle school to high school. Administered an online teaching program to meet the individual needs of all learners.

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).

Grants:

Submitted Numerous State Grants
White River Valley School Corporation
2011-2012 School Year
Grant Amounts Ranged from \$27, 812. 47 to \$327,985.28

April 6, 2010 (Not awarded)
Educational Research Grant: 84.363A
Indiana State University- Turnaround Leadership Initiative
Innovative training program for building-level administration in low socioeconomic school districts of Indiana
Grant Total; \$750,000

Organizational Memberships:

American Association of Educational Research
Association for Supervision and Curriculum Development
Indiana Association of School Principals
National Association of Secondary School Principals

KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION



POB 2188 Kokomo, IN 46904-2188 Phone 765 455-8000 Fax 765 455-6851

MINUTES OF THE MEETING OF THE BOARD OF SCHOOL TRUSTEES KOKOMO-CENTER TOWNSHIP CONSOLIDATED SCHOOL CORPORATION AUGUST 6, 2012 6:00 P.M.

*Board meeting last
summer where board
approved 1003a grant.*

See notes

*1003g is slated for
July 10th work session*

D. Irwin

MEMBERS PRESENT

Marsha Bowling, President
Joe Dunbar, Vice President
Crystal Sanburn, Secretary
Cristi Brewer-Allen, Member
Harold Canady, Member
Wayne Luttrell, Member
Karen Sosbe, Member

OTHERS PRESENT

Jeff Hauswald, Superintendent
Penny Siefert, Assistant Superintendent
Gerri Smalling, Director of Business Affairs
Mike Wade, Director of HR / Operations
Karla Dain, Board Secretary
Rebecca Vent, School Attorney
David Barnes, Community Relations
Alyx Arnett, *Kokomo Perspective*
Lindsey Ziliak, *Kokomo Tribune*
Darrell York
Susann York
Matt York
Brayden York
Margaret Delph
Morgan Mohr
Dr. William Mohr
Huey-Ching Ewbank
Max Mohr
Amber Butler
Steve Ballenger
Lisa Ellison
Andrew Ellison
Jazmin Brodhead
Cory Wells
Michele Keller
Tiana Maclin
Joni Sanders
Julia Mills
Cynthia Evans
Jack Lazar
Cheryl Simmons
Glenn Foster
Chee Lee
Vinh Lee
Jing Huang
Dorothea Irwin
Shane Matlock
Sherry Degler
Dwight Cline

OTHERS PRESENT

Darcie York
Lilly York
Mrs. William Mohr
Rick Hagenow
Mei-Ling Ewbank
Ellen Ewbank
Kim Ballenger
Wesley Butler
Brandyn Butler
Brett Ellison
Vicki Geheb
Brandon Wells
Amy Wells
Brianna Keller
Rebecca Maclin
Julie Worland
Sandra Young
Molly Le Clerc
Teng Lee
Heidi Gutwein
George Jiang
Ann Lee
Yining Huang
Changjian Chen
Tammy Tickfer
Thomasa Butler
Sharon Hahn
Rich Arroyo

A regular meeting of the Board of School Trustees of the Kokomo-Center Township Consolidated School Corporation was held in the Board Room of the Administrative Service Center, 1500 S. Washington Street, Kokomo, Indiana, at the hour of 6:00 p.m. pursuant to notice duly given to all members of the Board in accordance with IC 20-26-4-3, IC 20-5-14-1.5, and the rules of the Board.

Minutes of the regular meeting on July 16, 2012 and executive session on July 26-27, 2012 were adopted on a motion by Vice President Dunbar, seconded by Member Luttrell and unanimously carried.

2011-12 Kokomo High School juniors Morgan Mohr and Thomas Jiang were honored for earning a 2012 Debate National Top 18 plaque at the National Forensic League Tournament. A Resolution of Appreciation and Commendation was adopted on a motion by Secretary Sanburn, seconded by Vice President Dunbar and unanimously carried.

Sycamore Elementary School National 4th Grade Math Contest Placement winners were honored for their outstanding performance in the national contest sponsored by the Math League. Honorees included the following students: Wesley Butler, Eric Chen, Brayden York, Jillian Shumaker, and Cory Wells. A Resolution of Appreciation and Commendation was adopted on a motion by Secretary Sanburn, seconded by Member Canady and unanimously carried.

2012 Kokomo High School Future Business Leaders of America (FBLA) State award winners and National Conference qualifiers were honored for their outstanding performances at the Indiana FBLA 2012 State Leadership Conference and the FBLA National Leadership Conference. State Finalists and National Conference Qualifiers included the following students: Adrinece Beard, Jashaun Bottoms, Michael Clifton, Andrew Ellison, Shayla Elmore, Mei-Ling Ewbank, Alexis Fort, Glenda Hernandez, Courtney Hutchison, Luke Johnson, Matt Scharenbroch, Emily Williams, Donnevin Hatten, Tyler Horoho, Vishali Joshi, James Longwith, Tiana Maclin, Morgan Mohr, Brandie Skaggs, John Danley, Brianna Keller, Cassidy Lanning, Chris Logan, Teng Lee, Max Mohr, Brad Rinearson, and Brandon Rinearson. A Resolution of Appreciation and Commendation was adopted on a motion by Secretary Sanburn, seconded by Member Luttrell and unanimously carried.

Head Start Director Mrs. Julie Worland and the Head Start staff were honored for the recent accreditation of the Kokomo-Center Head Start program by the National Association for the Education of Young Children. A Resolution of Appreciation and Commendation was adopted on a motion by Secretary Sanburn, seconded by Member Brewer-Allen and unanimously carried.

In the first matter of New Business, Mrs. Gerri Smalling, director of business affairs, reviewed the process for an additional appropriation for the 2012 Capital Projects Fund. She explained the additional appropriation would be used to pay for the renovations to the Kokomo High School business and IB classrooms and the sealing and striping of the Kokomo High School parking lots. President Bowling opened a public hearing on the Additional Appropriation for the Capital Projects Fund and asked for public comments. No public comments were made. President Bowling closed the public hearing. Mrs. Smalling asked the Board to approve the Additional Appropriation Resolution. Approval and adoption of the resolution were granted on a motion by Member Luttrell, seconded by Member Brewer-Allen and unanimously carried.

Mrs. Smalling reviewed the process for proceeding with the expenditure of the additional appropriation to the Capital Projects Fund by amending the 2012 Capital Projects Fund Plan. She explained that the amendment would allow the movement of existing budget amounts within buildings according to our needs for 2012. President Bowling opened a public hearing on the Capital Projects Fund Amendment and asked for public comments. No public comments were made. President Bowling closed the public hearing. Mrs. Smalling asked the Board to adopt the 2012 Capital Projects Fund Plan Amendment and approve the 2012 Capital Project Fund Amendment Resolution. Approval and adoption of the amendment and resolution were granted on a motion by Vice President Dunbar, seconded by Secretary Sanburn and unanimously carried.

Mrs. Smalling notified the Board that the Annual Financial Report will be published in the local newspapers on August 9, 2012. No Board action was required.

Mr. Mike Wade, director of human resources and operations, asked the Board to approve the extension agreement with Coca Cola Bottling Company for another four years. Approval was granted on a motion by Member Canady, seconded by Member Brewer-Allen and unanimously carried.

Mr. Wade asked the Board to approve a contract with Western School Corporation for transportation services for students who attend the Indiana School for the Deaf and the Indiana School for the Blind. This contract would provide a more cost effective way for the district to transport these students. With the implementation of this contract, cost savings are estimated to be \$35,000 - \$40,000 for this school year. Approval was granted on a motion by Member Sosbe, seconded by Vice President Dunbar and unanimously carried.

Mr. Wade, on behalf of Mrs. Cynthia Evans, director of social and student services, asked the Board to approve the addendum to Classified Manuals and Administrative Handbooks regarding Child Abuse and Neglect Reporting. Approval was granted on a motion by Member Luttrell, seconded by Secretary Sanburn and unanimously carried.

Mrs. Penny Siefert, assistant superintendent, on behalf of Dr. Dawn McGrath, director of programs, asked the Board for permission to apply and accept, if awarded, the following Title I grants: 2012-13 Title I Grant, Part D, Subpart 2 in the amount of \$152,212.21; 2012-13 Title I Grant, Part A, Basic Grant in the amount of \$2,133,615.42; and the 2012-13 Innovative School Improvement Plan-1003 Grant. During discussion, Dr. McGrath shared brief information regarding the distinctions between the three grants. Permission to apply and accept the grants was granted on a motion by Vice President Dunbar, seconded by Member Canady and unanimously carried.

Board approval
1003



In the final matter of New Business, Mrs. Siefert, on behalf of Dr. McGrath, asked the Board to approve the following special education contracted services agreements: Three Occupational Therapists, including Angie Cox, Allison Jonas, and Dawn Skiles; and Linda Miklik for periodic speech and hearing services for the 2012-13 school year. During discussion, a clarification was provided regarding the pay rate for Mrs. Miklik. Approval was granted on a motion by Member Luttrell, seconded by Member Brewer-Allen and unanimously carried.

The following Consent Agenda items were approved on a motion by Vice President Dunbar, seconded by Member Sosbe and unanimously carried.

Field Trip Requests:

1. Kokomo High School Marching Band is requesting approval for the out-of-state field trip to attend Kings Island in Mason, Ohio on Tuesday, August 5, 2012 as a reward for the marching season.

Permission to Accept Donations:

1. \$250.00 from Gibraltar Design, Inc. to Kokomo-Center Schools
2. One R. L. Young watercolor painting of Kokomo High School valued at \$100.00 to Kokomo-Center Schools

Facility Use Requests:

1. A request from Sheila Stephens on behalf of DYW of Howard County Scholarships to use Maple Crest Middle School's Auditorium, Teacher's Lounge, and Classroom for their Distinguished Young Women of Howard County Scholarship Program. A waiver of Rental Fees and a waiver of weekday custodial fees.
2. A request from Steve Christensen on behalf of Storm Watch to use Darrough Chapel's Gymnasium for their Public Service Announcement on August 14, 2012, 6:00 pm – 7:30 pm, with a waiver of rental and custodial fees.

3. A request from Courtney Howay on behalf of Indiana Blood Center, to use Central Middle School's Gymnasium for their CMS Blood Drive on September 13, 2012 3:00pm – 7:00pm, with a waiver of rental and weekday custodial fees.
4. A request from Dominique Williams on behalf of Demond Enterprises (Event Company) to use the KHS Memorial Gymnasium on August 31, 2012 and September 1, 2012 for their "So You Think You Can Hoop? Back To School Edition –School Supply Giveaway". If organization makes a donation of \$500 to Kokomo Schools Education Foundation then we will waive rental and custodial fees.

Under Personnel Matters, Mr. Wade brought the following Personnel Matters (Items 6.01 – 6.05, and 6.07) to the Board for consideration: retirement from Marsha Ackerman; resignations from Jon Bolke, Seth Boyes, Jennifer Brewster, Shannon Ednie-Bassett, Patricia Caruthers, Ara Dixon, Talia Gatehouse, Elizabeth Hansen, Andrea Harris, John Hill, Bob Jarrett, Albert Noelle II, Kevin Ricks, Ted Ringeisen, Kimberly Valdez; leaves of absence from Jennifer Blankenberger, Jessica Grinslade, Christopher Johnson, Britney Miller, Beverly Murphy, Emily Parry; certified recommendations for Lee Bargerhuff as temporary part time criminal justice instructor, Angela Biscella as Title I instructional facilitator, Lynn Daanen as academic facilitator at Maple Crest Middle School, Beth Gunlite as law enforcement instructor at the Kokomo Area Career Center, Casey Hendricks as elementary teacher at Pettit Park Elementary School, Sherri Schweitzer as middle school math teacher at Central Middle School, Rachel Theodore as mild intervention teacher at Kokomo High School, Randy Vaughn as automotive service technology instructor at the Kokomo Area Career Center, Kalyn Whitten as social studies teacher at Kokomo High School; classified recommendations for Nina Abney as instructional paraprofessional at Elwood Haynes Preschool, Kelly Brown as instructional assistant at Maple Crest Middle School, Breshonna Fletcher as attendance clerk at Kokomo High School, DeShanna Harris as instructional paraprofessional at Kokomo High School, LeeAnn Harris as instructional paraprofessional at Sycamore Elementary School, Deborah Johnson as instructional paraprofessional at Lafayette Park Elementary School, Heidi Johnson as instructional paraprofessional at Sycamore Elementary School, Melanie Kuhns as P.T. program support clerk paraprofessional at Head Start/Darrough Chapel Early Learning Center, Paul Novak as instructional paraprofessional at Elwood Haynes Elementary School, Rosemarie Pendergast as office paraprofessional at Central Middle School, Cynthia Ramseyer as cafeteria aide at Darrough Chapel Early Learning Center, Manda Rayle as girls locker room paraprofessional at Central Middle School, Tina Richardson as speech language pathology assistant at a building to be determined, Michelle Stainton as part time classroom paraprofessional at Head Start/Darrough Chapel Early Learning Center, Susan Stevens as instructional paraprofessional at Central Middle School, Sheila Taflinger as instructional paraprofessional at Boulevard Elementary School, Tami Ward as part time classroom paraprofessional at Head Start/Darrough Chapel Early Learning Center, Tymon Whitfield as boys' locker room supervisor paraprofessional at Maple Crest Middle School, Catherine Zabel-Easley as instructional paraprofessional at Transportation Department, verbal additions to the agenda of Pamela Buesking as office paraprofessional at Bon Air Elementary School, Janice Draeger as instructional paraprofessional at Pettit Park Elementary School, Melissa Fearnow as instructional paraprofessional at Maple Crest Middle School, Jeannine Kelly as instructional paraprofessional at Lincoln School, Randy McBee as repairperson at the Wallace School of Integrated Arts, Adriene Riggle as part-time program bus aide at Head Start; and an extended contract request for Laura Salazar. Personnel Matters 6.01 through 6.05 and 6.07 were approved on a motion by Vice President Dunbar, seconded by Member Sosbe and unanimously carried. Mr. Hauswald brought the following Personnel Matter (Items 6.06) to the Board for consideration: administrative recommendation for Tammy Tickfer as assistant principal at Lafayette Park Elementary School. Personnel Matter 6.06 was approved on a motion by Member Canady, seconded by Member Luttrell and carried with six votes. Member Sosbe abstained from voting.

Mrs. Smalling presented the Fund Report.

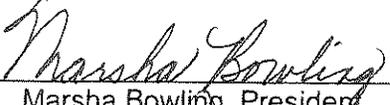
All claims were allowed and ordered paid on a motion by Member Brewer-Allen, seconded by Member Sosbe and unanimously carried.

During Items Brought Up By Board Members, Secretary Sanburn commented about an editorial page article in the *Kokomo Tribune* noting we were #4 in the Top 10 listing for improvements in Kokomo. Member Brewer-Allen shared that she had so much fun on the bus tour around Kokomo with the 34 new

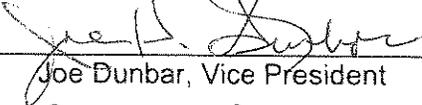
teachers. She also said she was just amazed at the renovations at Central Middle School. President Bowling said that she and other Board members have been visiting all of the buildings in preparation for all of the events getting ready to happen in our schools. Vice President Dunbar shared that he has visited the Wallace School of Integrated Arts several times and has been amazed at the improvements. He commended the Kokomo Area Career Center and Mr. David Peters for the work on the stage in the auditorium. He said the bleachers are actually auditorium seating which is an amazing sight to see. Vice President Dunbar continued his comments by expressing his excitement over the Wallace program. Member Luttrell said he was talking with the president of the Indianapolis Arts Council about the Wallace School of Integrated Arts who commented that it was refreshing to see the opening of this type of a school when so many corporations are cutting arts programs. Member Canady thanked Mr. Hauswald for his successful leadership. He continued by commenting about how wonderful our athletic complex is looking with the recent renovations and how wonderful the complex will be for our students. President Bowling shared that the Wallace School of Integrated Arts had a wonderful rededication ceremony earlier that day with a ribbon cutting and balloon release. She also thanked Member Canady for his work in obtaining donations for the future statue for the pavilion at the athletic complex. Vice President Dunbar reminded everyone that Organization Day was scheduled for the following day, and the Kokomo Education Foundation Board members would be at a table in the Commons Area recruiting memberships for the Kokomo Alumni Association. The cost for an alumni membership was \$10.00.

During Superintendent's Comments, Mr. Hauswald said it was going to be a great school year with so many events occurring. He thanked the media for all of their support in covering our school events.

Thereupon, there being no further business to come before the meeting, on motion duly made, the meeting thereupon adjourned at 7:10 p.m.



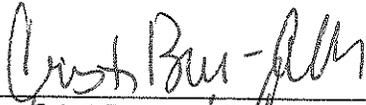
Marsha Bowling, President



Joe Dunbar, Vice President



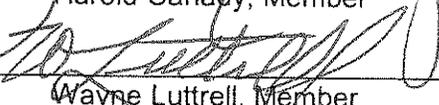
Crystal Sanburn, Secretary



Cristi Brewer-Allen, Member



Harold Canady, Member



Wayne Luttrell, Member

Karen Sosbe, Member

Our mission is to provide a quality education for all students in a safe and secure environment.

School Improvement Plan - 2013-2014

Generated on May 29, 2013 at 2:28 PM

Bon Air Elementary Sch (2945)

Kokomo-Center Twp Con Sch Corp

Kokomo, IN

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



Indiana Student Achievement Institute
931 25th Street
Columbus, IN 47201
Phone: 812-669-0009
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

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School Improvement Plan Introduction

Bon Air Elementary Sch

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- Indiana Rules and Regulations
- Title I - Schoolwide
- Priority

Participation

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
 - Academic expectations
 - Curriculum content
 - Instructional practices
 - Classroom assessment
 - Extra help
 - Student guidance
 - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

Using Data for Decision-Marking

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

Implementation Next Year

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

Steering Team

- Paula Concus - Administrator
- Barb Crites - Teacher
- Vicki Douglas - Community Representative
- Sheryl Eastes - School Counselor
- Wendy Hendrix - Parent/Guardian
- Jessica Hollingsworth - Teacher
- Dorthea Irwin - Administrator
- Paula Jensen - Teacher
- Natalie Keck - Teacher
- Amanda Landrum - Administrator
- Melanie Longworth - Teacher
- Carol Lutz - Teacher
- Rita Sale - Teacher
- Kristi Scheiman - Teacher
- Darlene Welke - Teacher
- Roxanne York - Teacher

Strategy Chairs

- Paula Concus
- Vicki Douglas
- Marie Guyer
- Pat Heinig
- Jessica Hollingsworth

- Angela Houston
- Paula Jensen
- Amanda Landrum
- Melanie Longworth
- Carol Lutz
- Maryann McDonald
- Kristina Middleton
- Tina Robinson
- Darlene Welke

Community Council

- Michelle Davis - Parent of Lifeskills student
- Paul Kepner - Community
- Deb Andrews - Community
- Karen Berg - Community
- Jeremy Burke - Youth Service
- Vicki Douglas - Community
- Amanda Duke - Parent
- Joe Dunbar - Community
- Jamie Dunson - parent
- Clarence Greer - Community
- Wendy Hendrix - Parent
- Vivian Heronemus - Community
- Dorthea Irwin - School District
- Dawn Jarvis - Community
- Jim Jarvis - Community
- Natalie Keck - Community
- Marie Kunkle - Community (higher ed.)
- Mary Lindgren - Community
- Kevin Love - Business
- Carol Lutz - School Staff
- Maryann McDonald - School Staff
- Courtney McKinney - student
- Jeff McKinney - parent
- Marci McKinney - Parent
- Betsy Phelps - Community
- Betsy Phelps - Parent
- Cathy Radke - School Staff
- Debbie Stapleton - Community
- Greg Stephens - Business
- Jennifer Swims - Parent of 2nd grade student
- Curt Welke - Business
- Darlene Welke - Community
- Sarah Woodruff - Parent of Special Needs Child

Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

Vision Statement Bon Air Elementary School We believe all students deserve: At Bon Air Elementary we believe that all students deserve a safe, structured and disciplined environment in a quality building with an abundance of quality materials and surrounded by caring, dedicated, qualified staff. All students should be engaged and meet the highest expectations â meeting or exceeding the standards imbedded in well-prepared lessons as demonstrated through teacher prepared and standardized assessments. To ensure that this occurs, students should have fair opportunities which include reasonably sized classrooms, access to technology, interventions based on the studentâs individual needs, enrichment programs and opportunities outside our community. Education should include not only academics, fine arts and physical education but should assist our students in developing an awareness of the world, a concern for the environment and for other individuals, and a strong moral character. Staff, parents and community members should strive together to guarantee that each student is respected as an individual â listening to their ideas and concerns, seeing that they are clean, well-fed and appropriately dressed and caring for and loving each of them. All students deserve the opportunity to thrive in an atmosphere with teachers, parents and community role models who view this type of education as a high priority. All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions: Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a willingness to cooperate and communicate to ensure that students are surrounded by positive role models willing to go the extra mile to make our school environment a happy, healthy, friendly and positive place to be in our community; â passionate enthusiasm for sharing their time, energy and expertise to assist students in developing a love of learning in a low-stress but disciplined and productive environment; â a commitment to be held accountable in developing honorable, self-disciplined, well-prepared students with strong work ethics modeled by all adults; â teamwork, cooperation and respectful communication by teachers, parents and community to ensure successful attainment of goals by individual students. In this environment where all adults are living by their core convictions, all students: In this environment where all adults are living by their core convictions, all students will appreciate, be responsible for and be excited about learning. Students will demonstrate confidence in their ability to set and attain realistic goals based upon their diverse interests and the high expectations of all involved including themselves. They will follow rules and procedures, knowing when to take appropriate risks without being unduly influenced by negative peer pressure. Students will exhibit a care and concern for others through their willingness to individually and cooperatively help others, and by being responsible, trustworthy, and respectful in their contacts with peers and all adults. The combination of these factors will develop pride and a sense of ownership in their school and their education leading students to feel safer, happier and healthier in their daily educational environment. As a result of these efforts, our school's student achievement data is as follows: â % of students who Pass ISTEP+ Math: 100% â % of students who Pass ISTEP+ English: 100% â % of students who Score 6 on ISTEP+ Writing: 100% â % of students who pass ACUITY Reading (Gr. 3-5): 100% â % of students who pass ACUITY Math: 100% â % of students who pass Early Literacy (K-2): 100% â % of students at/or above grade level in STAR Reading and Math: 100% â % of students who master grade level standards during academic year: 100% â % of students on Honor Roll: 100% â % of students who graduate: 100% â % of students who pass IREAD: 100%

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a willingness to cooperate and communicate to ensure that students are surrounded by positive role models willing to go the extra mile to make our school environment a happy, healthy, friendly and positive place to be in our community;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â passionate enthusiasm for sharing their time, energy and expertise to assist students in developing a love of learning in a low-stress but disciplined and productive environment;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â a commitment to be held accountable in developing honorable, self-disciplined , well-prepared students with strong work ethics modeled by all adults;

Adults in our community are living by this core conviction daily and, as a result, exhibit these attitudes and actions: â teamwork, cooperation and respectful communication by teachers, parents and community to ensure successful attainment of goals by individual students.

In this environment where all adults are living by their core convictions, all students:

In this environment where all adults are living by their core convictions, all students will appreciate, be responsible for and be excited about learning. Students will demonstrate confidence in their ability to set and attain realistic goals based upon their diverse interests and the high expectations of all involved including themselves. They will follow rules and procedures, knowing when to take appropriate risks without being unduly influenced by negative peer pressure. Students will exhibit a care and concern for others through their willingness to individually and cooperatively help others, and by being responsible, trustworthy, and respectful in their contacts with peers and all adults. The combination of these factors will develop pride and a sense of ownership in their school and their education leading students to feel safer, happier and healthier in their daily educational environment.

As a result of these efforts, our school's student achievement data is as follows:

- % of students who % Passing ISTEP+ Math: 100%
- % of students who % Passing ISTEP+ English: 100%
- % of students who % Scoring 6 on ISTEP+ Writing: 100%
- % of students who % of student passing ACUIY Reading (Gr. 3-5): 100%
- % of students who % of students passing ACUIY Math: 100%
- % of students who % of student passing IRDA (Gr. K-2): 100%
- % of students who % of students at/or above grade level in STAR Reading and Math: 100%
- % of students who % of students who master grade level standards during academic year: 100%
- % of students who % of student on Honor Roll: 100%
- % of students who % of students who graduate: 100%

Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

All students - Pass ISTEP - English Language Arts (AYP)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
68%	67.3	71%	65%	75%		79%		81%		83%		100%

All students - Pass ISTEP - Math Problem solving

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
71%	71.9	74%	55%	78%		82%		84%		84%		100%

First grade - F & P showing level J or higher (Spring Assessment)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
30%	83%	85%	48%	86%		87%%		88%		89%		100%

Grade 2 students - F & P showing level M or higher (Spring Assessment)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
45%	66%	69%	85%	72%		75%		78%		83%		100%

Grade 3 Students - F & P showing level P or higher (Spring Assessment)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
65	40%	46%	72%	52%		57%		61%		75%		100

Grade 4 students - F & P showing level S or higher (Spring Assessment)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
65	65%	69%	74%	72%		75%		78%		80%		100

Grade 5 students - F & P showing level V or higher (Spring Assessment)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
62	50	55%	47%	60%		64%		68%		72%		100

Kindergarten - F & P showing Level C/D or higher (Spring Assessment)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
63%	67%	71%	79%	73%		76%		79%		80%		100%

Special Ed Students Grades 3-5 - Passing ISTEP / IMAST Reading Comprehension (seat data)

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual											
43%	75.4	78%	15%	80%		82%		84%		87%		100%

Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

Local Areas of Concern

We are concerned that... Student behavior is interfering with learning

* 34% of our students have been referred outside the classroom for discipline purposes, therefore losing instruction time. 20% of these referrals have resulted in an in-school suspension. * Many students believe they have a hard time paying attention in class because of other students' behavior issues. (Kindergarten= 100%, First Grade= 100%, Second grade= 100%, Third grade= 63%, Fourth grade= 78%, Fifth grade= 58%) * Faculty, Parents and Community also agreed with the students and said that students have a hard time focusing in class because of distracting behavior. (Faculty= 78%, Community= 70% and Parents= 36%) * We will continue to update our data after the 2011-12 school year.

We are concerned that... Using data strategically to address student needs

academic scores, ISTEP scores, formative measurements

We are concerned that... vertical and horizontal critical study of Curriculum Loft and CCSS

implementation of CCSS for 2013-14; DOE 1003a grant report; ISU guidance

We are concerned that... Parent Involvement

We are concerned that... Educator Training - Parent Involvement

We are concerned that... Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

We are concerned that... Instruction by Highly Qualified Paraprofessionals

We are concerned that... Attracting Highly Qualified Teachers

We are concerned that... Student Transition

We are concerned that... Parent Notice - Assessment Results

We are concerned that... School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... School-Parent Compact

We are concerned that... Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Required Areas of Concern

F. Encourage Rigorous Curriculum

G. Attendance

I. Focused Academic Area

U. Focused Student Group

Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment - Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

Strategy Data: Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

Strategy To-Do Lists: Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

Local Strategies

Annual Parent Meeting

Parents are invited to attend the annual Title I meeting to to inform them of their school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in those programs, and to help them learn about curriculum, academic standards and assessments. Meetings are held at the school with sessions during the day and the evening. Parents are given copies of the Parent Involvement Policy, School-Parent Compact and the School Improvement Plan. Parent input is encouraged and discussed as revisions are made to these documents. Parents will be asked to complete a survey that assesses the effectiveness of the school's parent involvement programs. The results of the Annual Review will be discussed. Documentation including an agenda and a parent sign-in sheet will be kept in a school planning binder.

Impact Level: Low Impact

Focus: General

Attracting Highly Qualified Teachers

To ensure that students are taught by highly qualified teachers, we will 1) review teacher qualifications annually; 2) assign only highly qualified teachers to low achieving students; and 3) encourage our highly qualified teachers to stay in our school by providing a supportive and caring environment and by providing professional development opportunities. The Bon Air school website and newsletter will be used to promote community relations and provide information to attract high quality staff. Ongoing professional development during the school year and summer, including an intensive new teacher-training program, professional collaboration and planning time, and coaching by the Instructional Facilitator attracts high quality staff in a safe and secure learning environment. Experienced teachers will be recruited, assigned and retained to serve high needs students through an intensive selection process. The principal will review the qualifications of staff and work with the Instructional Facilitator to provide extensive training.

Impact Level: High Impact - Inside

Focus: Specific

Educator Training - Parent Involvement

During both the first and second semester at a staff meeting, teachers will learn how to understand the value and utility of parental contributions, the importance of having parents involved in school activities, how to effectively communicate and work with parents as partners, how to encourage parents to become more involved in the school community and how to implement and coordinate parent programs that build ties between the parents and the schools.

Impact Level: Low Impact

Focus: General

Instruction by Highly Qualified Paraprofessionals.

Paraprofessionals are required by the Kokomo Center Schools Human Resource Department to meet status of highly qualified prior to hiring. The principal at the school verifies that each paraprofessional meets the requirements. These requirements include having a minimum of 48 credit hours of university credit, or an associate's degree from college, or successfully completing/passing the Parapro Test. When working with students, paraprofessionals are directly supervised a licensed certified teacher. To maintain and improve their skills and knowledge, paraprofessionals are provided ongoing, job-embedded opportunities for professional development by school staff.

Impact Level: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Teachers

To ensure that all of our students are taught by highly qualified teachers, we will 1)hire only highly qualified teachers; 2)help those who are not highly qualified develop and implement a personalized plan for becoming highly qualified, and 3)make sure that our low-achieving students are taught by highly qualified professionals. In addition, we will make parents aware of the school's progress in employing highly qualified teachers and professionals by communicating with them during meetings and parent conferences, and through newsletters, the school website and specific notification letters as needed. Staff is required by the Kokomo Center Schools Human Resource Department to meet the requirements of NCLB prior to hiring. The principal at the school verifies that each staff meets the requirements of NCLB by checking records in the HR department and by discussing qualifications with staff. The principal will maintain a list of all teachers in the building that indicates whether or not each teacher holds a valid Indiana teaching license and that each teacher has demonstrated subject matter knowledge (PRAXIS, NTS, HOUSSE, CAS). All teachers will be assigned to areas in which they are certified to teach. Currently, all teachers are highly qualified. If non-highly qualified teachers were to exist in the school, the instructional facilitator would provide professional development activities to assist the non-highly qualified teacher(s) in meeting the highly qualified teacher requirements.

Impact Level: High Impact - Inside

Focus: Specific

Instruction by Highly Qualified Teachers

Ongoing support will be provided to staff and to improve teacher quality. Teachers, paraprofessionals and the principal will participate in monthly staff training sessions led by the Instructional Facilitators (coaches). The focus of the training will be the Schoolwide Reform Strategies in the Schoolwide Plan. Specifically, staff will be trained to meet the individual needs of all students, particularly the lowest achieving students, through differentiated instruction methods. There will be ongoing technology training and support by a technology coach.

Impact Level: High Impact - Inside

Focus: Specific

Outreach to Preschool Parent Involvement Programs

The principal and kindergarten teachers will send copies of their monthly newsletter about upcoming parent activities to the Parent Enrichment Manager at Head Start. The newsletter may also include information for parents about the knowledge and skills that children need in order to be prepared for kindergarten, and reading/math activities for parents to engage in with their preschooler at home.

Impact Level: Low Impact

Focus: Specific

Parent Information Resource Center Website

At the beginning of the 2013-2014 school year, teachers will notify parents about the Indiana PIRC link(www.fscp.org) on our school website. This information will also be included in our monthly newsletter. Teachers will also provide parents with information about their classroom webpage and Blackboard site.

Impact Level: Low Impact

Focus: General

Parent Involvement & Communication: Automated School Messenger

Teachers will continue to utilize the automated telephone system that will call parents to inform them of important upcoming school events throughout the entire school year, including School Improvement Planning community meetings. The automated school messenger is a tool that will be used to enhance communication between parents and teachers to ensure academic success. The automated school messenger will also be used to notify parents of specific events that are taking place with in specific grade levels such as final project presentation.

Impact Level: Low Impact

Focus: General

Parent Involvement : Awards Program

Following the end of each grading period, the principal and PTO will conduct an awards program to recognize students for academic achievement, citizenship, and attendance. Parents are invited to attend the awards program. The principal will communicate with parents how they can monitor student progress to enhance academic achievement during the awards program.

Impact Level: Low Impact

Focus: General

Parent Involvement : Breakfasts

In the fall, the PTO will provide a breakfast for students and their grandparents. In the spring, the PTO will provide a muffin breakfast for students and their moms as well as a donut breakfast for students and their dads. This breakfast encourages family support and involvement with their child.

Impact Level: Low Impact

Focus: General

Parent Involvement : School-Wide Plan

Parents will be involved in the planning, review and improvement of the School-wide Plan during family/community/staff meetings to be held during the Fall and Spring semesters. During the Fall meeting, the current plan will be reviewed while during the Spring meeting, the plan will be revised and improved for the following school year. Parents will have an opportunity to review the plan prior to the Fall meeting. The current School-wide Plan will be posted on the school website and sent home. Surveys will be sent to parents to collect input about the plan from those that cannot attend the meetings. Moreover, parents will be asked to evaluate the effectiveness of the parent involvement activity by completing surveys at the end of the activity.

Impact Level: Low Impact

Focus: General

Parent Involvement: Conferences

Once during the fall semester teachers will conduct parent/teacher conferences meeting with all parents. Goal 100% participation. In the spring teachers will conduct parent/teacher conferences on a as needed basis. Conferences will focus on students who are having difficulty meeting grade level requirements in one or more subject areas. Teachers and parents will discuss academic progress, social habits, and expectations. In the Fall, teachers will discuss Indiana academic standards that will be taught as well as expectations for ISTEP, I-READ, and any other assessment tools used. The "I CAN" statements will also be shared with parents. These meetings will also be used to explain to parents how to monitor student progress as well as how to effectively communicate with the classroom teacher to enhance academic achievement.

Impact Level: High Impact - Inside

Focus: General

Parent Involvement: Newsletter

Every 9 week grading period a school-wide newsletter will be sent home. Each grade level will submit a highlight of upcoming events and standards being implemented in the classroom. Additionally, the newsletter will include information from the specials teachers, social worker, principal, and nurse. Community resources will be communicated within each newsletter as well.

Impact Level: Low Impact

Focus: General

Parent Involvement: Parent Academy

Four times throughout the school year, teachers will organize and host Parent Academy. Parents and students will be invited to attend sessions that inform and train parents how to encourage and support academic achievement at home. Parents will learn how to help their children at home with reading, including how to monitor their progress. Parents will have opportunities to discuss reading strategies with staff. Parents will be able to make items needed for this enrichment time to have at home. We will send home a follow up survey to determine effectiveness of the Parent Academy as well as to find out what type of follow up assistance would be beneficial.

Impact Level: High Impact - Outside

Focus: General

Parent Involvement: Picnic

During the first week of school, the principal, teachers, and PTO will provide a back to school picnic for parents and students. Parents are introduced to teachers and may tour classrooms. This informal meeting will allow teachers to discuss Indiana academic standards and Common Core that will be taught, ISTEP and IREAD expectations, and how parents can support student achievement at home.

Impact Level: High Impact - Outside

Focus: General

Parent Notice - Assessment Results

Individual reports of student performance on ISTEP+ will be sent to every parent in their native language along with a letter that describes and interprets the ISTEP+ results and encourages parents to contact school staff with questions and concerns. Parents will also be given information about how to access their children's test results online at the IDOE Parent Network website. Other individual assessment results from district benchmark assessments (Acuity, Fountas & Pinnell) will be sent to parents along with an explanation of the assessment and suggestions for parents. Parents may contact the school to meet the teacher and/or principal to further discuss student performance on these assessments.

Impact Level: High Impact - Outside

Focus: General

Parent Right-to-Know Letter - Non-Qualified Teacher

The Parent Right-to-Know Letter (Non Highly Qualified) is sent, in a timely fashion, to parents of students who have been assigned to or who have been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.

Impact Level: High Impact - Outside

Focus: Specific

Parent Right-to-Know Letter - Qualifications

The Parent-Right-to-Know Letter will inform the parents that they have the right to request and receive information in a timely manner regarding the professional qualifications of their student's classroom teachers including all components described on DOE's Parent Right-to-Know Checklist. The Parent-Right-to-Know letter is printed in the Kokomo-Center Schools Guide to Policies and Procedures handbook and is distributed to all parents by mail and during enrollment. Parents are required to sign a form signifying they have received and read the information in the handbook, including the Parent-Right-to-Know letter.

Impact Level: High Impact - Outside

Focus: General

School-Parent Compact

Our school develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The school-parent compact is revised and reviewed annually by staff and parents. The compact is shared with parents and students during parent conferences. Moreover, it is mailed to all parents. The School-Parent Compact will include all components described on the DOE School-Parent Compact Checklist.

Impact Level: Low Impact

Focus: General

School-Parent Involvement Policy

Parents are invited to participate in the development and review of the School-Parent Involvement Policy at the Annual Title I meeting. All parents are mailed a copy of the policy prior to the meeting. Suggestions are reviewed and discussed in order to make any necessary revisions to the policy. The School Parent Involvement Policy will address components listed on the DOE School Parent Involvement Policy Checklist. Parents will also help plan, review and improve programs and the schoolwide plan during the meeting.

Impact Level: Low Impact

Focus: General

Schoolwide Reform Strategy-College Awareness

All teachers in grades K-5 will immerse students with knowledge and information regarding higher education. Teachers will display artifacts of the colleges they attended in their classroom, and hallways will be named after colleges. The display of artifacts and naming of hallways will be done for the entire school year. Additionally, each grade level will visit a local or nearby college so that by the end of the K-5 academic career the 5th grade students will have visited 6 different colleges. College visits

will take place in the fall or spring depending on scheduling.

Impact Level: High Impact - Outside

Focus: General

Schoolwide Reform Strategy: Positive Behavior Program

Teachers will continue to develop and implement a behavior program that encourages positive behavior through positive behavioral supports. The positive behavior program will involve all students and will be designed to encourage appropriate behavior, responsibility, and ownership of individual academic success throughout the school year.

Impact Level: High Impact - Inside

Focus: General

Student Transition

Kindergarten teachers will contact Head Start, other local preschools and families of preschool students to invite them to a collaborative informational meeting prior to the start of school to discuss the Kindergarten curriculum and program. We will work with staff at Head Start to coordinate and align instruction for children transitioning from preschool to kindergarten. To better prepare preschool students for the kindergarten curriculum, preschool teachers and families will be given copies of the curriculum, including grade level standards, skills and expectations needed by preschool students to be ready for Kindergarten. The kindergarten teachers will collaborate with local pre-school programs to assist students and parents in making a smooth transition from pre-school to kindergarten.

Impact Level: High Impact - Inside

Focus: Specific

Student Transition

5th grade teachers will prepare 5th grade students for middle school by taking them to the middle school they will be attending the following year and touring the school. Additionally, 5th grade students will have the opportunity to practice unlocking locker combinations so that they are prepared to use lockers in middle school. 5th grade students will adjust their goal setting to incorporate goals for their upcoming school year. Students will meet the administrators, counselor and 6th grade team, visit classrooms, tour the building, learn about expectations, procedures, courses, and extra curricular opportunities. Middle schools will hold a back to school event prior to the start of 6th grade to give families an opportunity to meet the staff, tour the building and receive information about the school policies, procedures, curriculum, and activities for families. Students in K-4 will also participate in a transition day. Each student will visit and spend time with a classroom teacher at the grade level they will be in the following year. For example: 2nd grade students will visit 3rd grade classrooms and teachers, 3rd grade will visit 4th grade and so on.

Impact Level: Low Impact

Focus: General

Teachers Included in Assessment Decisions

Teachers will be expected to participate in monthly grade level team meetings to review and analyze assessment data, to make decisions based upon results that will improve student achievement, improve student behavior, and link results to instructional strategies and methods. Data will be recorded and graphed on class analysis charts and/or by individual students. Assessment data will be standards-based, utilizing data from the following data assessment selections: ISTEP+, Acuity, Fountas & Pinnell, and Writing Prompts.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance: Afterschool Assistance

Students in need of extra assistance may attend an after school program facilitated by a Title I staff member 3 days a week for 45 minutes from September through November and then January through April. The implementation of the 21st Century Community Learning Center will provide additional after school assistance for students in the areas of reading, math, science, and technology for our at risk students.

Impact Level: High Impact - Inside

Focus: Specific

Timely Additional Assistance: Targeted Interventions

All students will be assessed to determine levels of proficiency (for example Acuity, Fountas & Pinnell, and/or teacher assessment). The teachers will identify students that are at least a year below grade level in reading. Students that have not mastered grade level standards will receive an additional 20-30 minutes per day of small group targeted intervention instruction by support staff that focuses on individual needs for improving vocabulary, phonemic awareness, phonics, comprehension and

fluency as well as writing skills/strategies. Lessons will be differentiated by support staff based upon skill level, learning style and grade level. We will provide thematic, integrated instruction, designed to accommodate the needs of various learning styles. Progress will be monitored with work samples and informal reading assessments; data will be analyzed and linked to modifications in instruction. Each student will set reading goals for the school year and record his/her progress on data charts. Students will share data charts with parents during student led conferences. The timely additional assistance will be coordinated with the Response to Instruction process for identifying, serving, and monitoring students that require Tier 2 and 3 interventions. The implementation of the 21st Century Community Learning Center will provide additional after school assistance for students in the areas of reading, math, science, and technology for our at risk students.

Impact Level: High Impact - Inside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting

Teachers in each grade level will create a goal setting chart for every student in their class based on the academic standards. The goal setting charts will be designed to assist students in setting personal academic goals in all subject areas including reading, writing, and math throughout the entire school year. Additionally, individualized goal setting by each student will assist teachers in providing a rigorous curriculum based on the needs of each individual student. Goals will be correlated with the "I Can" statements for each grade level.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance

The school follows the district attendance policy. Teachers report attendance twice daily via Power School. The school will contact parents after three unexcused absences. Continued unexcused absences will be referred to the School Social Worker or Attendance Coordinator for investigation. They will monitor attendance and make sure students are in compliance.

Monitoring includes letters and meetings with parents, and if needed, further legal action will be taken as dictated by local and state policies. The school recognizes students with perfect attendance at the end of each quarter, as well as at the end of the school year, and awards are given for both the quarter and end of the year perfect attendance.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: Critical math skills

1.)Review of critical math skills 2.)Grade level teachers will identify the math skills to be focused on 3.)The review of the critical math skills will be done daily utilizing resources such as Math Drops in a Bucket and Kathy Richardson Math.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy: Reading Workshop

This strategy increases the quality in reading where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1)They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2)They analyzed force field data (needs assessment) and identified student needs; 3)They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for continued implementation next year. All K-5 teachers will assess students with a benchmark reading test 3 times a year. During grade level team meetings, teachers will analyze data and prepare units of study for each 9 week grading period. As part of the mini-lessons during Reading Workshop, all K-5 teachers will teach and model grade level standards-based reading strategies and skills (with a focus on phonemic awareness, phonics, fluency, vocabulary and comprehension). Students will receive differentiated instruction at their reading level during small group guided reading sessions and at literacy work stations. Students will also receive support during independent and in small reading groups using technology. The technology will add to the differentiation and meet as well as challenge the students current reading level. The classroom teacher will have individual conferences with each student weekly to review reading logs, response journals, reading goals and progress as well as specific needs. During sharing and reflection, students will have time to talk about what they are reading. Teachers will collect data on fluency, word accuracy, and comprehension to determine the effectiveness of these strategies. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1)Strategy data will help us determine the degree to which the adults changed their practices; 2)Force field data will help us determine the degree to which student needs changed; and 3)Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school

year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups

This strategy increases the quality in reading where our students achieve at a lower level in comparison to their performance in other academic areas. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and our Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified an academic area in which our students are weak in comparison to their achievement in other areas; 2) They analyzed force field data (needs assessment) and identified student needs; 3) They explored a variety of possible strategies to address the student needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. All teachers in grades K-5 will implement small guided reading groups following IDOE curriculum maps on a daily basis throughout the entire school year. Based on reading assessments, teachers will group students based on his/her reading level and providing small group reading instruction to meet the needs of all students. Teachers will utilize technology to enhance small group and independent reading for each student. Teachers will monitor word accuracy, fluency, and comprehension. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; and 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data which we will review at the end of each semester next school year, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Special Education Co-Teaching

This strategy addresses the needs of special education students who are low achieving in comparison to their peers. Prior to selecting this strategy for inclusion in the School Improvement Plan, all teachers and the Community Council (including parent representatives) completed three tasks: 1) They analyzed achievement data and identified a student group who low achieving in comparison to their peers, 2) They analyzed force field data (needs assessment) that was disaggregated by the NCLB student groups to help them understand why students in the targeted student group are performing at a lower level; and 3) They explored a variety of possible strategies to address the targeted student group's needs. Following these three steps, the faculty and Community Council selected this strategy for implementation next year. General education teachers and special education teachers will work collaboratively in providing additional support for special education students. Special education teachers will support special education students inside the general education classroom on a daily basis (push in). Grade level teams of teachers will collaborate bi-monthly to develop strategies and match interventions to meet the needs of students who are struggling to master grade level skills. Our school will monitor three types of data to help us understand the degree to which this strategy is meeting student needs: 1) Strategy data will help us determine the degree to which the adults changed their practices; 2) Force field data will help us determine the degree to which student needs changed; 3) Achievement data will help us determine if the changes in adult practices and student needs had an impact on student achievement. Based on our follow-up data, we will make adjustments to this strategy as appropriate.

Impact Level: High Impact - Inside

Focus: Specific

Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

Local Strategies

Schoolwide Reform Strategy-College Awareness

Percent of teachers who display college artifacts in or outside their classroom.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

Schoolwide Reform Strategy: Positive Behavior Program

% of students who take responsibility for their own actions and learning as indicated by the positive behavior system

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

% of staff who implement the positive behavioral system

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
Actual				

Student Transition

% of parents who participate in meet and greet

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Timely Additional Assistance: Afterschool Assistance

% of teachers who participate in the after school program to give students extra assistance

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

Required Strategies

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting

Percent of teachers using the schoolwide goal setting charts

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

I. Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups

% of teachers implementing small guided reading groups

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual

U. Focused Student Group: Special Education Co-Teaching

hours of co-teaching

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	20		30	

% of Special Ed Teachers co-teaching with General Education Teachers

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual

To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

Encourage Rigorous Curriculum

Jul 30, 2013: Plan the Implementation **Person:** Paula Concus

Aug 15, 2013: Provide Goal Setting PD **Person:** Carol Lutz

Nov 30, 2013: Collect fall data: Percent of teachers using the schoolwide goal setting charts **Person:**

Dec 1, 2013: Ongoing collaboration **Person:** Carol Lutz

Mar 10, 2014: Reflection of goal setting **Person:** Carol Lutz

Jun 30, 2014: Collect spring data: Percent of teachers using the schoolwide goal setting charts **Person:**

Focused Academic Area

Aug 15, 2013: Plan the Implementation **Person:** Carol Lutz

Aug 15, 2013: Plan the Implementation **Person:** Carol Lutz

Aug 15, 2013: Plan the Implementation **Person:** Paula Concus

Aug 15, 2013: Reflect and review **Person:** Paula Concus

Sep 15, 2013: Plan and Schedule **Person:** Carol Lutz

Sep 15, 2013: Plan the Implementation **Person:** Carol Lutz

Sep 15, 2013: Plan the Implementation **Person:** Carol Lutz

Sep 15, 2013: Reflect and review **Person:** Paula Concus

Oct 15, 2013: Plan the Implementation **Person:** Carol Lutz

Oct 15, 2013: Plan the Implementation **Person:** Carol Lutz

Oct 15, 2013: Reflect and review **Person:** Paula Concus

Oct 17, 2013: Plan the Implementation **Person:** Carol Lutz

Nov 15, 2013: Plan the Implementation **Person:** Carol Lutz

Nov 15, 2013: Plan the Implementation **Person:** Carol Lutz

Nov 15, 2013: Reflect and review **Person:** Paula Concus

Nov 17, 2013: Plan and Schedule **Person:** Carol Lutz

Nov 30, 2013: Collect fall data: % of teachers implementing small guided reading groups **Person:** Carol Lutz

Dec 15, 2013: Plan the Implementation **Person:** Carol Lutz

Dec 15, 2013: Plan the Implementation **Person:** Carol Lutz

Dec 15, 2013: Reflect and review **Person:** Paula Concus

Dec 19, 2013: Plan the Implementation **Person:** Paula Concus

Jan 15, 2014: Plan the Implementation **Person:** Carol Lutz

Jan 15, 2014: Plan the Implementation **Person:** Carol Lutz

Jan 15, 2014: Reflect and review **Person:** Paula Concus

Jan 19, 2014: Plan and Schedule **Person:** Carol Lutz

Feb 15, 2014: Plan the Implementation **Person:** Carol Lutz

Feb 15, 2014: Plan the Implementation **Person:** Carol Lutz

Feb 15, 2014: Reflect and review **Person:** Paula Concus

Feb 20, 2014: Plan the Implementation **Person:** Carol Lutz

Mar 15, 2014: Plan the Implementation **Person:** Carol Lutz

Mar 15, 2014: Plan the Implementation **Person:** Carol Lutz

Mar 15, 2014: Reflect and review **Person:** Paula Concus

Mar 23, 2014: Plan and Schedule **Person:** Carol Lutz

Apr 15, 2014: Plan the Implementation **Person:** Carol Lutz

Apr 15, 2014: Plan the Implementation **Person:** Carol Lutz

Apr 15, 2014: Reflect and review **Person:** Paula Concus
Apr 24, 2014: Plan the Implementation **Person:** Paula Concus
May 15, 2014: Plan the Implementation **Person:** Carol Lutz
May 15, 2014: Plan the Implementation **Person:** Carol Lutz
May 15, 2014: Reflect and review **Person:** Paula Concus
Jun 30, 2014: Collect spring data: % of teachers implementing small guided reading groups **Person:** Paula Concus

Focused Student Group

Apr 1, 2013: Collect baseline data: hours of co-teaching **Person:**
Aug 15, 2013: Plan and Schedule **Person:** Jenny McKee
Aug 15, 2013: Plan the Implementation **Person:** Jenny McKee
Sep 15, 2013: Plan the Implementation **Person:** Jenny McKee
Oct 15, 2013: Plan the Implementation **Person:** Jenny McKee
Nov 15, 2013: Plan the Implementation **Person:** Jenny McKee
Nov 30, 2013: Collect fall data: % of Special Ed Teachers co-teaching with General Education Teachers **Person:**
Nov 30, 2013: Collect fall data: hours of co-teaching **Person:**
Dec 15, 2013: Plan the Implementation **Person:** Jenny McKee
Jan 15, 2014: Plan the Implementation **Person:** Jenny McKee
Feb 15, 2014: Plan the Implementation **Person:** Jenny McKee
Mar 15, 2014: Plan the Implementation **Person:** Jenny McKee
Apr 15, 2014: Plan the Implementation **Person:** Jenny McKee
May 15, 2014: Plan the Implementation **Person:** Jenny McKee
Jun 30, 2014: Collect spring data: % of Special Ed Teachers co-teaching with General Education Teachers **Person:**
Jun 30, 2014: Collect spring data: hours of co-teaching **Person:**

Instruction by Highly Qualified Teachers

Aug 8, 2013: Check and Recheck **Person:** Paula Concus

Parent Involvement: Conferences

Sep 17, 2013: Meet/ Call/ Visit **Person:** Sheryl Eastes
Sep 19, 2013: Teacher Conference Prep **Person:** Carol Lutz
Oct 8, 2013: Words Smithing **Person:**
Nov 1, 2013: Conference Sign-ups **Person:** Paula Concus

Parent Involvement: Parent Academy

Sep 17, 2013: Plan and Schedule **Person:** Darlene Welke
Oct 15, 2013: Sell the Meeting! **Person:** Kristi Scheiman
Apr 17, 2014: Summary of Evening **Person:** Mel Longworth

Parent Involvement: Picnic

Aug 3, 2013: Plan and Schedule **Person:** Paula Concus
Aug 26, 2013: Evaluate Feedback **Person:** Mel Longworth

Schoolwide Reform Strategy-College Awareness

Aug 24, 2013: Schedule Busses **Person:** Jessica Hollingsworth
Aug 27, 2013: Plan and Schedule **Person:** Jessica Hollingsworth
Nov 30, 2013: Collect fall data: Percent of teachers who display college artifacts in or outside their classroom. **Person:**
Apr 9, 2014: Permission Is Given **Person:** Jessica Hollingsworth
Jun 30, 2014: Collect spring data: Percent of teachers who display college artifacts in or outside their classroom. **Person:**

Schoolwide Reform Strategy: Positive Behavior Program

Apr 15, 2013: Check and Recheck **Person:** Amanda Whybrew

Apr 15, 2013: Grade Level Collaboration **Person:** Carol Lutz

Aug 8, 2013: Plan the Implementation **Person:** Amanda Whybrew

Nov 30, 2013: Collect fall data: % of staff who implement the positive behavioral system **Person:**

Nov 30, 2013: Collect fall data: % of students who take responsibility for their own actions and learning as indicated by the positive behavior system **Person:**

Jun 30, 2014: Collect spring data: % of staff who implement the positive behavioral system **Person:**

Jun 30, 2014: Collect spring data: % of students who take responsibility for their own actions and learning as indicated by the positive behavior system **Person:**

Student Transition

Nov 30, 2013: Collect fall data: % of parents who participate in meet and greet **Person:**

Apr 15, 2014: Plan and Schedule **Person:** Kristina Middleton

Apr 15, 2014: Plan the Implementation **Person:** Kristina Middleton

Jun 30, 2014: Collect spring data: % of parents who participate in meet and greet **Person:**

Teachers Included in Assessment Decisions

Apr 15, 2013: Plan and Schedule **Person:** Paula Concus

Sep 15, 2013: Plan and Schedule **Person:** Paula Concus

Dec 15, 2013: Plan and Schedule **Person:** Paula Concus

Feb 15, 2014: Plan and Schedule **Person:** Paula Concus

Timely Additional Assistance: Afterschool Assistance

Feb 15, 2013: Monitor Implementation **Person:** Paula Concus

Apr 15, 2013: Evaluate Implementation **Person:** Paula Concus

Sep 15, 2013: Plan the Implementation **Person:** Paula Concus

Oct 15, 2013: Monitor Implementation **Person:** Paula Concus

Nov 15, 2013: Monitor Implementation **Person:** Paula Concus

Nov 30, 2013: Collect fall data: % of teachers who participate in the after school program to give students extra assistance **Person:**

Jan 15, 2014: Monitor Implementation **Person:** Paula Concus

Mar 15, 2014: Monitor Implementation **Person:** Paula Concus

Jun 30, 2014: Collect spring data: % of teachers who participate in the after school program to give students extra assistance **Person:**

Timely Additional Assistance: Targeted Interventions

Aug 20, 2013: Reflect and review **Person:** Darlene Welke

Sep 15, 2013: Monitor Implementation **Person:** Darlene Welke

Nov 15, 2013: Reflect and review **Person:** Darlene Welke

Dec 15, 2013: Monitor Implementation **Person:** Darlene Welke

Feb 15, 2014: Reflect and review **Person:** Darlene Welke

Apr 15, 2014: Monitor Implementation **Person:** Darlene Welke

May 15, 2014: Collaboration on Targeted Interventions **Person:** Darlene Welke

May 15, 2014: Evaluate Implementation **Person:** Darlene Welke

May 15, 2014: Reflect and review **Person:** Darlene Welke

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

Effective Learning Process: The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

Professional Growth Environment: Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

Instruction by Highly Qualified Teachers

No professional development is needed for this strategy.

Parent Involvement: Conferences

Words Smithing

Brief Description: Words to use to convey student information

Intended Participants: Teachers, Counselors, Administrators

Date: Oct 8, 2013

Activity Purpose: Skill Building

Activity Format: Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

Parent Involvement: Parent Academy

No professional development is needed for this strategy.

Parent Involvement: Picnic

No professional development is needed for this strategy.

Schoolwide Reform Strategy-College Awareness

No professional development is needed for this strategy.

Schoolwide Reform Strategy: Positive Behavior Program

Grade Level Collaboration

Brief Description: How are the PBIS strategies being carried out and are they effective?

Intended Participants: Teachers, Counselors, Administrators, Students

Date: Apr 15, 2013

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Reflective Writing, Collaborative Problem Solving, Action Research

Funding: Title I

Does this activity occur during the school day? Yes

Student Transition

No professional development is needed for this strategy.

Teachers Included in Assessment Decisions

No professional development is needed for this strategy.

Timely Additional Assistance: Afterschool Assistance

No professional development is needed for this strategy.

Timely Additional Assistance: Targeted Interventions

Collaboration on Targeted Interventions

Brief Description: summary of monthly meetings to determine intervention effectiveness and feedback

Intended Participants: Teachers, Administrators

Date: May 15, 2014

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Reflective Writing, Collaborative Problem Solving, Action Research

Funding: corp

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting

Provide Goal Setting PD

Brief Description: discuss goal setting and how-to of goal setting

Intended Participants: Teachers, Administrators, Other

Date: Aug 15, 2013

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Study Group, Peer Coaching, Collaborative Problem Solving

Funding:

Does this activity occur during the school day? Yes

I. Focused Academic Area: Critical math skills

Plan and Schedule

Brief Description: Collaborate and Prepare Math Daily Review

Intended Participants: Teachers, Administrators

Dates: Sep 15, 2013; Nov 17, 2013; Jan 19, 2014; Mar 23, 2014

Activity Purpose: Information, Skill Building

Activity Format: Collaborative Problem Solving, Action Research

Funding: local

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy: Reading Workshop

Reflect and review

Brief Description: reflect upon and review small group instructional practices--what is working, what is not, what is needed

Intended Participants: Teachers, Parents, Community Members

Dates: Aug 15, 2013; Sep 15, 2013; Oct 15, 2013; Nov 15, 2013; Dec 15, 2013; Jan 15, 2014; Feb 15, 2014; Mar 15, 2014; Apr 15, 2014; May 15, 2014

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

I. Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups

Plan the Implementation

Brief Description: Review and revise small group reading workshop and instruction; what is needed and what is working

Intended Participants: Teachers, Community Members

Dates: Aug 15, 2013; Oct 17, 2013; Dec 19, 2013; Feb 20, 2014; Apr 24, 2014

Activity Purpose: Feedback/Support

Activity Format: Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

U. Focused Student Group: Special Education Co-Teaching

Plan the Implementation

Brief Description: Discuss and plan co-teaching strategies

Intended Participants: Teachers, Administrators

Dates: Aug 15, 2013; Sep 15, 2013; Oct 15, 2013; Nov 15, 2013; Dec 15, 2013; Jan 15, 2014; Feb 15, 2014; Mar 15, 2014; Apr 15, 2014; May 15, 2014

Activity Purpose: Information, Skill Building, Feedback/Support

Activity Format: Presentation, Professional Reading, Collaborative Problem Solving

Funding: local

Does this activity occur during the school day? Yes

Relationship Report: Areas of Concern / Strategies / Achievement Goals

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

Local Areas of Concern

We are concerned that... Student behavior is interfering with learning

Data Targets Influenced by This Concern:

- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Teachers
- Parent Involvement: Conferences
- Schoolwide Reform Strategy: Positive Behavior Program
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Targeted Interventions
- G. Attendance
- I. Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups

We are concerned that... Using data strategically to address student needs

Data Targets Influenced by This Concern:

- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Parent Involvement: Conferences
- Parent Notice - Assessment Results
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Targeted Interventions
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting
- U. Focused Student Group: Special Education Co-Teaching

We are concerned that... vertical and horizontal critical study of Curriculum Loft and CCSS

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving

Strategies to Impact This Concern:**We are concerned that... Parent Involvement****Data Targets Influenced by This Concern:**

- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Educator Training - Parent Involvement
- Parent Information Resource Center Website
- Parent Involvement & Communication: Automated School Messenger
- Parent Involvement : Awards Program
- Parent Involvement : Breakfasts
- Parent Involvement : School-Wide Plan
- Parent Involvement: Conferences
- Parent Involvement: Newsletter
- Parent Involvement: Parent Academy
- Parent Involvement: Picnic
- Parent Notice - Assessment Results
- Parent Right-to-Know Letter - Non-Qualified Teacher
- Parent Right-to-Know Letter - Qualifications
- G. Attendance

We are concerned that... Educator Training - Parent Involvement**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Educator Training - Parent Involvement

We are concerned that... Outreach to Preschool Parent Involvement Programs

Data Targets Influenced by This Concern:

- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs

We are concerned that... Parent Information Resource Center Website

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Parent Information Resource Center Website

We are concerned that... Instruction by Highly Qualified Teachers

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers
- Instruction by Highly Qualified Teachers

We are concerned that... Instruction by Highly Qualified Paraprofessionals

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)

- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.

We are concerned that... Attracting Highly Qualified Teachers

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers

We are concerned that... Student Transition

Data Targets Influenced by This Concern:

- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Schoolwide Reform Strategy-College Awareness
- Student Transition
- Student Transition

We are concerned that... Parent Notice - Assessment Results

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Parent Involvement: Conferences

We are concerned that... School-Parent Involvement Policy

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- School-Parent Involvement Policy

We are concerned that... Parent Right-to-Know Letter - Qualifications**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Qualifications

We are concerned that... Parent Right-to-Know Letter - Non-Qualified Teacher**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Parent Right-to-Know Letter - Non-Qualified Teacher

We are concerned that... School-Parent Compact**Data Targets Influenced by This Concern:**

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Annual Parent Meeting
- School-Parent Compact

We are concerned that... Annual Parent Meeting**Data Targets Influenced by This Concern:**

- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

Strategies to Impact This Concern:

- Annual Parent Meeting

We are concerned that... Timely Additional Assistance

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Instruction by Highly Qualified Paraprofessionals.
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Afterschool Assistance
- Timely Additional Assistance: Targeted Interventions

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules, SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Attracting Highly Qualified Teachers
- Instruction by Highly Qualified Paraprofessionals.
- Instruction by Highly Qualified Teachers
- Instruction by Highly Qualified Teachers
- Teachers Included in Assessment Decisions
- Timely Additional Assistance: Afterschool Assistance
- Timely Additional Assistance: Targeted Interventions
- F. Encourage Rigorous Curriculum: Schoolwide Reform Strategy: Goal Setting
- U. Focused Student Group: Special Education Co-Teaching

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)

- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Parent Involvement & Communication: Automated School Messenger
- Parent Involvement : Awards Program
- Parent Involvement: Parent Academy
- G. Attendance

I. Focused Academic Area (IN Rules, SW)

Data Targets Influenced by This Concern:

- All students -- Pass ISTEP - English Language Arts (AYP)
- All students -- Pass ISTEP - Math Problem solving
- First grade -- F & P showing level J or higher (Spring Assessment)
- Grade 2 students -- F & P showing level M or higher (Spring Assessment)
- Grade 3 Students -- F & P showing level P or higher (Spring Assessment)
- Grade 4 students -- F & P showing level S or higher (Spring Assessment)
- Grade 5 students -- F & P showing level V or higher (Spring Assessment)
- Kindergarten -- F & P showing Level C/D or higher (Spring Assessment)
- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Timely Additional Assistance: Targeted Interventions
- I. Focused Academic Area: Schoolwide Reform Strategy: Small Guided Reading Groups
- I. Focused Academic Area: Critical math skills
- I. Focused Academic Area: Schoolwide Reform Strategy: Reading Workshop

U. Focused Student Group (IN Rules, SW)

Data Targets Influenced by This Concern:

- Special Ed Students Grades 3-5 -- Passing ISTEP / IMAST Reading Comprehension (seat data)

Strategies to Impact This Concern:

- Outreach to Preschool Parent Involvement Programs
- Timely Additional Assistance: Targeted Interventions
- U. Focused Student Group: Special Education Co-Teaching

Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	In the office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	Awards Ceremonies, Social Worker/ Parent meetings
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity (3-5), IREAD (K-2), Fountas & Pinnell Benchmark Assessment (K-5), Simple Six Writing Prompts (K-5, Brigance Screen (Kdg)
E. List the needs assessments used in your school to help you identify areas that are interfering with learning.	parent and student survey; community survey; staff survey
F. List the programs that will be consolidated under the school-wide plan (if applicable). If not consolidating programs, please explain why not.	There are no programs being consolidated.

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
First Year: Rationale + Organizational Structure After First Year: Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year

**Kokomo-Center Township
Consolidated School Corporation**

P. O. Box 2188

Kokomo, Indiana

46904-2188

(765) 455-8000

Fax (765) 455-8018

June 10, 2013

To Whom It May Concern:

As the President for the Kokomo Teachers Association, we agree to fully participate in all components of the school improvement model.

Regards,


Cheryl Simmons
President, KTA

Our mission is to provide a quality education for all students in a safe and secure environment.