



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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

Part 1: Grantee Information

Applicant Information

School Corporation/Eligible Entity	Anderson Community School Corporation	Corp #	5275		
School	Highland Middle School	School #	5076		
Superintendent Name	Mr. Terry Thompson	Email	tthompson@acsc.net		
Title I Administrator Name	Ms. Pamela Storm	Email	pstorm@acsc.net		
Principal	Mr. David Tijerina	Email	dtijerina@acsc.net		
Mailing Address	2108 E 200 N	City	Anderson	Zip Code	46012
Telephone	765-641-2059	Fax	765-641-2067		
Total Funding Request	\$2,533,308.76				
<input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Early Learning <input type="checkbox"/> Whole School Reform <input type="checkbox"/> Restart <input type="checkbox"/> Closure					

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

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
David Tijerina	Principal, Highland Middle School
Jeff Brandes	Associate Principal, Highland Middle School
Jason Stecher	Assistant Principal, Highland Middle School
Leah Maxey	Assistant Principal, Highland Middle School
Amanda McCammon	Assistant Superintendent, College & Career, Community Engagement, & Secondary, Anderson Community School Corporation
Pamela Storm	Title I Administrator, Anderson Community School Corporation
Ryan Glaze	Assistant Superintendent, Instruction, Innovation & Elementary, Anderson Community School Corporation
Randy Harrison	Social Studies Teacher, Anderson High School & Anderson Federation of Teachers, President-Elect
John Skipper	Science teacher and Department Co-chair, Anderson High School
Ellen Finney Pickett	Anderson High School-Instructional Coach & Anderson Federation of Teachers, Vice President of Secondary
Kristal McCorkle	COMPASS Lead Teacher - Alternative Ed Program Grades 6-12
Marissa Graham	Dean, Erskine Elementary School, & Anderson Federation of Teachers, Anderson Federation of Teachers, Vice President of Elementary
Carlynn Malone	Teacher, Valley Grove Elementary & Anderson Federation of Teachers, Secretary
Ed Bonner	Electrician, Maintenance Department & Anderson Federation of Teachers, Non-Certified Vice President

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

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Faculty Meeting	4-6-15	0	101	4	0	0	0	Discussion and overview of the school turnaround opportunity
PLC work sessions	April / May 2015	0	94	4	0	0	0	During PLC teacher teams led a school-wide self-assessment. Provided feedback on strengths and weaknesses of HMS
HMS Survey	April / May 2015	15	78	0	0	0	902	HMS self-assessment survey from all stakeholders: parents, community, staff, and students.
Stakeholder Forum	6-22-15	8	1	7	1	2	0	Open Forum for all stakeholders to discuss grant opportunity
Stakeholder Forum	6-30-15	3	2	2	0	1	0	Open Forum for all stakeholders to discuss grant opportunity
Board Meeting	6-24-15	1	3	3	5	5		Public Comment at Board meeting when SIG Grant was discussed.
Staff Survey	6-19-15	0	64	0	0	0	0	Electronic Survey of staff focusing on increasing teacher effectiveness, instructional reform strategies, and creating community-oriented schools.

Describe process and comments from Family and Community Input:

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

Family and Community Input	
Family	<p>On April 2, 2015 HMS made available a stakeholder survey. On three separate occasions HMS reached out to the community asking for their participation as a partner in the educational process. In order to facilitate this the survey window was extended through mid-June. We were encouraged with the results and the information gathered. Some of the key input was in the area of high ability classes that are offered here at HMS. Some survey comments were, "the higher level of classes offered", "I am glad that the Engineering and Technology course was offered to introduce my son to Inventor software", "there is the opportunity to take a variety of classes." The other key piece was in the area of parent involvement and communication. As a result of these two pieces of disaggregated data HMS will continue to look at how high ability classes can evolve into a learning experience that will continue to prepare students for the next level. This may include forming pathways, or even adding new high ability offerings. As far as parent communication HMS will continue with the use of a Life Coach as an extension of HMS in the community. Another aspect of community involvement will be the implementation of bi-monthly meetings with our current parent advisory committee. HMS is also looking into various technologies that will enhance our ability to reach all sections of the community.</p>
Community	<p>On 6-22-15 and again on 6-30-15 a community forum was held to elicit feedback from parents, community members and other stakeholders. Some ideas that were presented by the community were: adding a cultural competency piece to teacher professional development, an awareness of mental health issues, a dedicated time for teachers to collaborate and visit peers, share data with parents, train parents in interpreting the data, help students with truancy issues, perhaps establish a non-O tolerance policy, programs for ENL students for all students, and programs to bring the community into the building.</p>

Part 3: Schools to be Served by LEA

Schools to be Served by LEA – ALL schools who qualify must be listed				
Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Highland Middle School	6-8	P	Transformation	
Anderson High School	9-12	P	Transformation	

Part 4: Needs Assessment and Goals

Subgroup Achievement Indicators

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

Student Groups - ELA	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	59.4%	842	HIGH - Intervention plan for ALL students to succeed.	65%	68%	72%	75%	80%
African American	42.6%	146	HIGH - Understanding of community and cultural competency from all stakeholders. Gaps in educational and environmental resources.	47%	52%	57%	62%	67%
Multiracial	64.6%	51	HIGH - Gaps in educational and environmental resources.	68%	71%	74%	77%	80%
Asian/Pacific Islander	NA	NA	N/A	NA	NA	NA	NA	NA
Hispanic	59.2%	84	High - Further intentional LEP instructional strategies.	63%	67%	71%	75%	79%
White	65.9%	554	Medium - Little incentive to stay in school, mainly from low income families, will be first graduate	70%	74%	78%	82%	86%
Students with Disabilities	25.3%	59	HIGH - many students two or more years below grade level	28%	31%	34%	37%	40%
LEP	50.0%	28	HIGH - Further intentional instructional strategies.	54%	58%	62%	66%	70%
Free/Reduced Lunch	55.1%	596	HIGH - Gaps in educational and environmental resources.	60%	65%	70%	75%	80%
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA
Student Groups - Math	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	64.4%	913	HIGH - Intervention plan for ALL students to succeed.	68%	71%	75%	78%	80%
African American	49.7%	170	HIGH - understanding of community and cultural competency from all stakeholders.	54%	58%	62%	66%	70%

			Gaps in educational and environmental resources.					
Multiracial	69.6%	55	Medium - little incentive to stay in school, lacks motivation, culture of poverty	75%	79%	83%	87%	91%
Asian/Pacific Islander	NA	NA	N/A	NA	NA	NA	NA	NA
Hispanic	71.4%	100	Low - expectation to begin working, thus little incentive to stay in school	75%	79%	83%	87%	91%
White	69.2%	583	Medium-Little incentive to stay in school, mainly from low income families, will be first graduate	73%	77%	81%	85%	89%
Students with Disabilities	35.2%	82	HIGH - many students two or more years below grade level	38%	41%	44%	47%	50%
LEP	50.0%	28	HIGH - Further intentional instructional strategies.	60%	64%	68%	72%	74%
Free/Reduced Lunch	61.6%	665	HIGH - Gaps in educational and environmental resources.	65%	68%	71%	74%	77%
HS required - % of non-passers of ECA who pass by 12 th grade	NA	NA	NA	NA	NA	NA	NA	NA

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

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

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

Overall Achievement	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
Percent of students proficient on ISTEP (Both ELA and Math) (6-8)	*SY2013-14 50.2%	55%	59%	62%	65%	70%
Percent of students proficient on ISTEP (ELA) (6-8)	*SY2013-14 59.4%	65%	68%	72%	75%	80%
Percent of students proficient on ISTEP (Math) (6-8)	*SY2013-14 64.4%	68%	71%	75%	78%	80%
Percent of students proficient on IREAD (Spring Test Only) (3)	NA	NA	NA	NA	NA	NA
10 th grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA
10 th grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA
Non-Waiver Graduation Rate – HS only	NA	NA	NA	NA	NA	NA
College enrollment rates – HS only	NA	NA	NA	NA	NA	NA

Leading Indicators	BASELINE SY 2014-2015	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
1. Number of minutes within the school year that students are required to attend school	75,600	75,600	75,600	75,600	75,600	75,600
2. Number of daily minutes of math instruction	45-90	45-90	45-90	45-90	45-90	45-90
3. Number of daily minutes of EL/A instruction	45-90	45-90	45-90	45-90	45-90	45-90
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	94.42%	95.00%	95.50%	96.00%	96.50%	97.00%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – HS only	NA	NA	NA	NA	NA	NA
7. Number of students completing dual enrollment classes – HS only	NA	NA	NA	NA	NA	NA
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) – HS only	NA	NA	NA	NA	NA	NA
9. Types of increased learning time offered <ul style="list-style-type: none"> ● LSY- Longer School Year ● LSD- Longer School Day ● BAS-Before/After School ● SS- Summer School ● WES-Weekend School ● OTH-Other 	BAS – homework after school program BAS – Activity bus for students receiving individual / group tutoring after school	BAS – homework after school program BAS – Activity bus for students receiving individual / group tutoring after school SS -Summer school remediation program.	BAS – homework after school program BAS – Activity bus for students receiving individual / group tutoring after school SS - Summer school remediation program.	BAS – homework after school program BAS – Activity bus for students receiving individual / group tutoring after school SS - Summer school remediation program.	BAS – homework after school program BAS – Activity bus for students receiving individual / group tutoring after school SS - Summer school remediation program.	BAS – homework after school program BAS – Activity bus for students receiving individual / group tutoring after school SS - Summer school remediation program.

		BAS -Teacher led remediation program after school. (Power Hour)	BAS -Teacher led remediation program after school. (Power Hour)	BAS -Teacher led remediation program after school. (Power Hour)	BAS -Teacher led remediation program after school. (Power Hour)	BAS -Teacher led remediation program after school (Power Hour)
10. Discipline incidents – number of suspensions and/or expulsions	562 OSS 27 Expulsions	530 OSS 22 Exp.	500 OSS 19 Exp.	470 OSS 16 Exp.	440 OSS 13 Exp.	410 OSS 10 Exp.
11. Truants – number of unduplicated students who have received truancy letters or action, enter as a whole number	637	587	537	487	437	387
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	NA – Performance Evaluations for teachers has NOT occurred as it was in direct violation of our contract. Contract has since been amended to include teacher evaluations beginning SY 15-16.	IN 5% IMP 15% EF 75% HEF 5%	IN4% IMP 16% EF 70% HEF 10%	IN 2.5% IMP EF 65% HEF 15%	IN 1% IMP EF 70% HEF 20%	IN 0% IMP 5 % EF 30% HEF 60%
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	90.3%	91.00%	92.00%	93.00%	94.00%	95.00%

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

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

Instructional Programs	
LEA analysis	<p>Teachers across the district have not been formally evaluated with a four category system to date. Effective with a recently amended AFT contract, ACSC teachers will be formally evaluated and placed within one of four categories beginning in the fall of 2015. In order to increase the rigor within our classrooms and improve student outcomes, this evaluation system is a must. This evaluation system will allow for us to pinpoint areas of need within our instructional programs and help support teachers with professional growth more specifically and thoroughly. With this new system however, we must provide relevant and specific professional development for both teachers and administrators, focusing on the specific needs of our educators.</p> <p>We have been following the 8-Step process for approximately five years. There is a need to revisit the core of the 8-Step process, provide training to new teachers and administrators, but also to provide ongoing oversight on the fidelity of the use of the 8-Step process. Teachers also need training in the areas of data analysis and differentiation in order to meet students' specific needs so that all students can show growth.</p> <p>Although data coaches are adjusting student schedules within success period every three weeks based on the students' scores within the scheduled math and English 8-step mini assessments, there is a lack of this same process within the science and social studies areas. There is a clear need to expand on the training within 8-Step and the follow through with this process, as seen in the pass rates of our student population (Math Pass Rate 64.4% & ELA Pass Rate 59.4%).</p> <p>Students learn more effectively from teachers that have a strong foundational relationship built with them. Based on our diverse population and low achievement scores of our students over the last 4 years (3 F's and 1 D), HMS must do a better job in relating to our students, understanding their unique lives and needs, and building relationships so that high levels of learning can occur. HMS staff and administrators must become more culturally competent so they can meet the needs of the diverse HMS student population.</p> <p>Another need that we see within the data is the issue of student truancy. HMS had 637 unduplicated students who received truancy letters or action during the 14-15 school year. If students are not in school, they cannot learn and grow academically. Therefore, we need to put measures into place to assist with this issue.</p>

	<p>There is a need at HMS for increased communication and relationship with students and families, as well as the ability to make learning relevant for our students. In a recent survey request to our parents, HMS only received 8 out of 1,463 possible responses. Additionally, our technologically savvy students are struggling to stay engaged within classrooms that are lacking in the ability to engage students with technology. HMS will be beginning a 1:1 initiative for all 6th graders in the fall of 2015, however this will elicit the need for PD for staff on how to effectively use the new technology to implement blended learning.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>By completing a series of three observations (two short and one long) and a formal evaluation of all teachers, HMS will be able to better assess the needs of their teachers. This will allow HMS to provide specific PD on the instructional areas of need. Additionally, through the use of data, we will be able to identify struggling students quickly in order to put interventions into place. If funded, HMS will use much of the funds for professional development for our teachers and administrators focused around highly effective teaching practices that are reflected within the PAR evaluation rubric that we will use to evaluate teachers. (See Appendix I - Performance Evaluation).</p> <p>In order to address the truancy issues within HMS, we will staff a truancy interventionist. Clearly, attendance has a direct impact in student learning outcomes, therefore this would not only help with truancy issues, but also with academic improvement. To address the fidelity of the use of the 8-Step process, HMS will hire an 8-Step consultant to assist teachers in development of their curricular calendars and mini assessments. This person will attend learning log meetings, conduct classroom observations, and assist teachers in analyzing their data effectively.</p> <p>Extended learning opportunities for students will provide students with the ability to work after school hours or in the summer with their teachers on specific academic needs. This will assist in overall academic growth for HMS students. An Academic Interventionist will be put into place to provide support to teachers within their classrooms and model best practices. This assistance will help teachers to effectively analyze data and differentiate in order to help all students make academic gains.</p> <p>HMS will partner with Five Star Technologies in order to provide professional development for teachers on the 1:1 initiative. They will also provide other technology support services including assessment of the technology needs and efficiency of the building, students and staff.</p> <p>To assist HMS staff with understanding the cultural backgrounds and unique needs of our students and families, HMS will hire a Life Coach. The Life Coach will be an individual who is trusted within the Anderson community and who can help to bridge the gap between school and home. HMS will also partner with Ball State University to provide cultural competency training for teachers and administrators. This training will assist HMS staff in building relationships with our culturally diverse student population while identifying ways to make their instructional practices more relevant for HMS students.</p>

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School Leadership	
LEA analysis	<p>In January 2015, we moved the HMS principal to the high school, and moved the two high school assistant principals to HMS. One became the principal and the other became the Associate Principal. This change was made to get a jumpstart on changing the culture of HMS for the students and staff. A change was needed at both the high school and the middle school, so this decision was made. HMS has also added a 4th administrator to the 6th grade team. HMS has one administrator now for each grade level and effectively is following the school within a school model.</p> <p>Most of the administrators were new to the community making it essential to provide training on working with students from diverse/high poverty community.</p> <p>The data indicates that not only do our teachers need to be trained in order to become highly effective, but so do our administrators.</p> <p>The administrators need to be trained on how to effectively use the evaluation tool and to assure inter-rater reliability among ACSC administrators.</p>
Justification for Selected Interventions (include alignment to model chosen)	<p>Principals' will participate in professional development and professional goal setting. The building principal will work with a mentor to develop his leadership skills.</p> <p>Cultural competency training will be provided to building administrators as well as teachers to better serve and understand the students and families they work with daily.</p>

School Infrastructure	
LEA analysis	<p>HMS is completing a 1:1 rollout for 6th grade in the fall of 2015. HMS has a 3 year plan that will allow all HMS students to be 1:1 by 2017. There will be a significant need for training for teachers and administrators so they can effectively utilize the technology provided to their students within their instruction.</p>

	Although there are other technological needs throughout the building, HMS will be requesting funds mainly for instructional and support services that our students will immediately benefit from.
Justification for Selected Interventions (include alignment to model chosen)	HMS will contract Five Star Technologies to assess the effectiveness of the technology within HMS and to provide professional development to staff on how to integrate blended learning into their classrooms. They will also provide support to administration on how to effectively evaluate the technology ability of a staff member.

Part 5: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

<i>Describe how the model corresponds to the data, findings, analysis and self-assessment.</i>			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>Transformation Model is the school turnaround initiative that best fits the needs of Highland Middle School.</p>	<p>1. Data shows little to no growth in the area of English/Language Arts. Specifically, in the area of special education, 74.7% of students did not pass the E/LA portion of the 2014 ISTEP+. In addition, 54.7% of African American students did not pass. In order to earn above a 'D' of 'F' for this subject, student proficiency must increase significantly (a minimum of 9%). By increasing overall performance of all students in grades, 6 through 8, this will also increase the overall performance of the top 75%.</p> <p>2. ISTEP+ data indicates no improvement in the area of math performance on the 2014 ISTEP+. Data demonstrated very low numbers of students achieved high growth, and a large percentage of students achieved low growth in the area of mathematics. In order to earn above a 'D' or 'F', overall performance will have to increase a</p>	<p>1. HMS has spent time on the creation of instructional calendars and mini-assessments for English/Language Arts. We have not, however, focused on creating active and engaging classrooms. We have also not focused explicitly on utilizing data to drive our instruction. In addition, our special education staff have not consistently participated in ELA staff development and instructional calendar creation activities.</p> <p>2. HMS has spent time on the creation of instructional calendars and mini-assessments for mathematics. We have not, however, focused on creating active, engaging, and student centered classrooms. We have also not focused explicitly on utilizing data to drive our instruction and our special education staff have not consistently participated in math</p>	<ol style="list-style-type: none"> 1. Principal Effectiveness 2. Principal Professional Development 3. Teacher Evaluations 4. Teacher Incentives 5. Flexibility of Staff 6. Flexibility with Master Schedule 7. Community Outreach - Life Coach 8. Positive Behavior Intervention and Support 9. Student Attendance - Truancy Interventionist 10. Cultural Competency 11. Professional Learning Communities 12. Teacher Professional Development 13. Improving Hiring Practices 14. Classroom Mini-Grants 15. 1:1 Initiative 16. 8-Step Process 17. Extended Learning Programs 18. Academic Interventionists 19. Grade Level Transitions 20. Parent Advisory Council

	<p>minimum of 5% points. Increasing the performance of all students in grades 6 through 8 will also increase the overall performance of the top 75%.</p> <p>3. Data shows a large number of students (over 45%) are not making adequate growth in the area of mathematics. In order to improve overall performance and move HMS out of failing status, the number of students making low/no growth must significantly decrease.</p>	<p>department professional development activities.</p> <p>3. Highland has utilized math “lab” classes for students who did not pass the math portion of ISTEP+. Although the initial intentions of this class were good, there was minimal planning for the class, teachers did not receive professional development, and very little data was used to drive instruction/planning for the class.</p>	<p>21. Community Nights</p>
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Describe how the model will create teacher, principal, and student change.

The district has selected the Transformation Model for Highland Middle School (HMS) based upon the school's ability to implement the required elements. The transformational model will provide opportunities to create new change and also support or expand on current implemented changes. Several of the required elements of the Transformational Model are currently in place at the school; however, implementation of this model with purpose and fidelity will strengthen and energize students, staff, parents, and community partners, leading to transformation change.

One element that has already taken place, is a change in leadership. The school district moved two assistant principals from Anderson High School to HMS and sent the principal and an assistant principal from HMS to AHS. This transition took place at the beginning of second semester, January 2015. District administrators have provided operational flexibility to the principal, giving the principal the autonomy to effectively change the culture and academic success of the building. There has already been a positive change in teacher morale and motivation that is positively affecting student academic achievement. The district is confident in the abilities of David Tijerina (principal) and Jeff Brandes (associate principal).

The district has also put a strong emphasis on Professional Development and the positive outcomes PD provides for students and staff. Scheduled, mandatory professional development will allow improvement and reflection on practices to occur on a regular basis. Along with teacher PD, the use of instructional coaches and data coaches will assist in bettering teacher instruction. Professional resources, current research and school data will be shared with classroom teachers during the classroom modeling and coaching as well as during teacher team (PLC) meetings. A strong focus on professional development with embedded reading, writing, mathematics, and instructional /data coaches working alongside classroom teachers will build capacity, support, and success for all staff and students.

Transforming classroom instruction will be achieved by using formative and benchmark assessments to drive instructional practices. This will allow HMS staff to measure successful practices and student outcomes. Teachers will use the data from several assessments to continually assess student growth and to guide classroom instruction. Classroom instruction and academic accountability will also improve due to the ACS contract being amended to include teacher evaluations beginning SY 15-16. This will then allow teachers to get assistance in many areas through a process called PAR.

One area of concern for HMS and its students is the lack of support through parental involvement and community engagement. The transformational model will allow HMS to put the structures in place to improve student culture and academic success through improved school community engagement / support.

Through implementing the required elements of the Transformational model, HMS will create positive change for the students, staff, school and community. For the duration of the grant, all mentioned stakeholders will become more engaged, hopeful, and motivated resulting in a successful student, staff, school and community.

Part 5a: Selection of Improvement Model – SMART GOALS

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

**CLOSURE schools do not need to complete SMART goals*

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

SMART Culture Goal

Over the next five years Highland Middle School will complete a comprehensive Professional Development plan for leaders and staff emphasizing high quality educational instruction and building productive relationships with all students. The transformational process will result in the following: (1) a school accountability grade no less than a “B” by May 2020, (2) annual growth in Math and ELA for each grade level resulting in 80% proficiency by May 2020, and (3) an annual 5% decrease in office discipline referrals.

SMART Academic Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
By May 2020, 80% of Highland Middle School students will pass the ELA assessment as measured by ISTEP+.	By May 2020, 80% of Highland Middle School students will pass the Math assessment as measured by ISTEP+.	

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

IN CONDITION: ALL models MUST complete a planning year for SY 2015 and 2016. RESTART and CLOSURE have separate planning year information.
Please be sure you complete the APPROPRIATE model Planning Year.

TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016				
Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Principal Changes and Flexibility	<p>1. Principal Effectiveness Person Responsible - Principal Mentor</p> <p style="margin-left: 20px;">a. HMS will hire a mentor who will meet with principal monthly to collaborate on changing the culture of the building for staff and students, increasing academic rigor, and improving student outcomes.</p> <p>2. Principal Professional Development Person Responsible -Principal and Associate Principal</p> <p style="margin-left: 20px;">b. Principal will attend professional development activities, including IASP, focused on cultural competency, increasing teacher effectiveness, and using data to increase student outcomes.</p>	Phase one - Phase four 2015 -2016	<p>1. Principal and mentor will maintain a log of monthly meetings showing how their work relates to the goals. They will review current student data in the war (data) room, to ensure they are discussing relevant topics that can affect immediate and relevant change.</p> <p>2. Principal will maintain a log of professional activities attended. Principal will share information gained from attending conferences with the administrative leadership team. The team will then share with teachers during monthly meetings, PLCs, and learning log meetings.</p>	<p>Cost of Mentor Total = \$2400.00</p> <p>FICA for Mentor = \$183.60</p> <p>The mentor will collaborate with the principal over 12 two hour sessions</p> <p>Total = \$1,500. Professional Development expenses (registration and transportation)</p> <p style="text-align: right;">N/A</p>

	<p>3. Conducting Teacher Evaluations and Flexibility of Staff and Master Schedule Person(s) Responsible - Administrative Team</p> <p>c. Principals and assistant principals will attend professional development sessions pertaining to teacher effectiveness, evaluations, best staffing practices, and school culture.</p>		<p>3. Administrative staff will maintain a log of professional development sessions attended. Administrators will use evaluation systems for teachers and principals that take into account student growth and assessments.</p>	
Building Culture	<p>1. Community Outreach Person Responsible - Life Coach</p> <p>a. HMS will hire a Life coach who will meet with multicultural students individually or in a group or classroom setting to assess student strengths/weaknesses and to make recommendations to improve student behavior, academic performance, and attendance. Also, the Life Coach will serve as a liaison between the homes of multicultural students and school and community agencies such as health, welfare, legal, and other social service agencies (i.e., assist with forms, identifies and assists with obtaining resources, etc.).</p>	<p>Phase one - Phase four 2015 -2016</p>	<p>1. The Life Coach will provide a weekly timesheet depicting the number of visits and dates of contacts made with students/families. The Life Coach will also work to educate and bring awareness concerning HMS' multicultural students to Deans, Counselors, Social Worker, and Teachers to improve overall student academic and behavioral performance.</p>	<p>Life Coach Salary = \$37,300</p> <p>FICA for Life Coach = \$2853.45</p> <p>Benefits for Life Coach (Health, Vision, Dental, Life & LTD) = \$27,051.32</p>

	<p>2. Student Behavior/Academics Person(s) Responsible - PBIS Committee and Administrators</p> <p>b. PBIS will improve school and student performance outcomes as documented by Power School discipline logs and three week mini assessments. PBIS will purchase incentives and use the incentives as rewards for improved student academics and improved behaviors.</p>	<p>Phase one - Phase four 2015 -2016</p>	<p>2. PBIS will provide a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS will maintain accurate meeting notes, recording current student behavior and academic data as documented in Canvas and Power School. Discussions will take place in the war room. All incentive/rewards purchases will be logged.</p>	<p>Total = \$3000.</p> <p>Funds to purchase educational and behavioral incentives for the students.</p>
	<p>3. Student Attendance Person Responsible -Truancy Interventionist</p> <p>a. HMS will hire a Truancy Interventionist to provide assistance to the students and their families to increase the student's overall attendance rate and academic performance. The Truancy Interventionist will inform and educate parents and students about compulsory attendance laws and issue warnings when the laws are violated. The Truancy Interventionist will investigate cases of unexcused or excessive absences, the reasons behind the</p>	<p>Phase one - Phase four 2015 -2016</p>	<p>3. The Truancy Interventionist will pull weekly attendance reports from Powerschool. The Truancy Interventionist will ensure that HMS children are attending school during school hours. The truancy interventionist will also develop individual action plans to increase student attendance. This will include traveling to and from students' homes. The overall goal of having the truancy interventionist is to correct the problem of academic progress because of student attendance. All documents will all be made available to administration to</p>	<p>Truancy Interventionist Hourly Rate = \$18/hour 29.5 hours per day for 180 days =\$19,116</p> <p>FICA \$1,462.38</p> <p>Mileage Reimbursement for traveling to truant students' homes = \$2000</p>

	<p>absences, and determine if it is allowed under compulsory attendance laws. In general, the Truancy Interventionist will issue warnings, and educate the community.</p>		<p>monitor attendance. (i.e. mileage log, visitation logs, action plans)</p>	
<p>Professional Development</p>	<p>1. Cultural Competency Person(s) Responsible - All HMS Staff a. HMS will become more culturally competent by: valuing diversity, having the capacity for cultural self-assessment, being conscious of the dynamics inherent when cultures interact, having institutionalized culture knowledge, and having developed adaptations</p>	<p>Phase one - Phase four 2015 -2016</p>	<p>1. Faculty will learn how to build relationships as they develop cultural competency by attending various opportunities, including a graduate level course by an accredited institution and/or other required cultural competency PD. Ball State University will</p>	<p>BSU Instructor leading cultural competency PD to HMS staff. 5 sessions @ \$150 per session = total of \$750</p> <p>Courses/PD will be offered during the early release days.</p>

	<p>to information delivery reflecting an understanding of cultural diversity.</p> <p>2. Professional Learning Communities Person(s) Responsible - All HMS Staff</p> <p>a. Our professional learning community teams will meet weekly to share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Teachers will receive \$15.75 for giving up a prep period.</p>	<p>Phase one - Phase four 2015 -2016</p>	<p>facilitate professional development focusing on the learning of specific cultural groups in relation to schooling. HMS/BSU will also address the achievement gap between individual cultural groups and offer new teaching techniques for reaching and improving multicultural students academic performance. Faculty will receive graduate credit hours or PGPs for completion of the course or PD. PD will be offered by Ball State University. Teachers will attend a minimum of two cultural competency PD's. See appendix J.</p> <p>2. Teachers review student achievement data to identify a specific standard or standards on which many students are not meeting their goal. In order to accomplish this teachers will:</p> <ul style="list-style-type: none"> work in collaborative planning teams to examine critically and discuss standards-based 	<p>\$40,000.00 - cost for 3 credit graduate course from BSU.</p> <p>\$15.75 x 90 teachers = \$1417.50 \$1417.50 x 30 weeks= \$42,525.00</p> <p>FICA = \$3253.16</p>
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	<p>b. An educational resource consultant will work with teachers on a monthly basis to review all relevant test data including ISTEP+ along with district assessments from the 2014 -2015 to current school year.</p> <p>c. WIDA trainers will provide professional development for teachers pertaining to how to follow and utilize the WIDA standards in their classrooms.</p>		<p>learning expectations for students.</p> <ul style="list-style-type: none"> ● select evidence-based instructional strategies for meeting the standards. ● develop a common lesson plan incorporating the selected strategies and identify the type of student work each teacher will use to demonstrate learning. ● implement the planned lesson, record successes and challenges, and gather evidence of student learning. ● review student work and discuss student understanding of the standards. ● reflect on the implications of the analysis of student work and discuss potential modifications to instructional strategies. <p>3. Teachers will be offered various PD sessions at which they</p>	<p>8-Step/Academic Consultant will contract with HMS 10 days @ \$500 per day = \$5,000.00</p> <p>WIDA presenter - \$1,500.</p>
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	<p>3. Mandatory Early Release Day for Teachers. Person(s) Responsible - all HMS Staff</p> <ul style="list-style-type: none"> a. HMS staff will be provided professional development by qualified individuals from outside agencies. This will be differentiated PD based on teacher needs. <p>4. Best Practice Professional Development Person(s) Responsible: HMS teachers</p> <ul style="list-style-type: none"> a. Teachers rated as effective or highly effective (via the approved ACS evaluation process) will be given the opportunity to prepare and implement professional development sessions based upon best practices. 		<p>will sign-in. PD will include: utilizing technology, (including 1:1) effective instructional strategies, analyzing data to improve classroom instruction, implementing instructional framework, behavior specialist - building relationships, special education/mental health, etc.</p> <p>4. Teachers who implement professional development sessions for staff will utilize a sign in sheet and will have an agenda for all sessions.</p>	<p>Teacher Stipend @ \$15.75 per hour for 90 teachers over 10 sessions. Total = \$14,175. FICA - \$1,084.00</p> <p>20 sessions X \$150.00/session = \$3,000.00</p> <p>PD attendees will paid per diem - 20 staff @ approx. \$50.00/hr (20 sessions) = \$20,000.00 FICA = \$1,530.00</p>
<p>Effectiveness of staff and recruitment/ retainment of staff</p>	<p>1. Teacher Evaluations Person(s) Responsible: Administrators and Classroom Teachers</p> <ul style="list-style-type: none"> a. HMS will recognize and provide incentives for school leaders, teachers, and staff who are implementing Anderson Community School's evaluation tool, (PAR Rubric) and are rated effective or highly effective. 	<p>Phase one - Phase four 2015 -2016</p>	<p>1. Reward school leaders and evaluated teaching staff who, in implementing ACS's evaluation tool, increased student achievement, or place into the PAR process those who, after professional development have not shown student growth. HMS has a total of ninety potential</p>	<p>Total = \$69,000. FICA = \$5278.50</p> <p>Funds will be divided equally among highly effective and effective teachers.</p>

	<p>2. Improve Hiring Practices Person(s) Responsible: Administrators</p> <p>HMS administration will attend several recruitment fairs for the purpose of determining the most highly qualified candidates for teacher vacancies. To be Highly Qualified in a Core Academic Subject Area a teacher must have:</p> <ol style="list-style-type: none"> 1. A bachelor's degree; 2. A valid Indiana Teaching License in the Core Academic Subject area; 3. Must have completed <u>ONE</u> of the following: <ul style="list-style-type: none"> o Passed the National Teacher Core Academic Subject area education exam(s); o Passed ETS's Praxis II Core Academic Subject (CAS) area education exam(s), in addition to the appropriate Pedagogy exam after February 10, 2014; o Indiana (Pearson) CORE Assessment Core Academic Subject (CAS) area education exam(s), in addition to the appropriate Pedagogy exam after February 10, 2014; 	<p>Phase one - Phase four 2015 -2016</p>	<p>candidates who may qualify as effective or highly effective.</p> <ol style="list-style-type: none"> 2. Administrators will compile and continually update a list of highly qualified candidates from which teacher vacancies can be filled. 	<p>Total = \$1,500.00</p> <p>Funds for highly qualified teacher recruitment, booth rental, transportation and marketing materials</p>
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	<ul style="list-style-type: none"> ○ Earned 100 points on the HOUSSE rubric in the Core Academic Subject (CAS) area by the end of the 2006-07 school year (for veteran teachers only); ○ Earned National Board Certification in the Core Academic Subject (CAS) area; ○ Completed at least 24 college credit hours in the Core Academic Subject (CAS) area (Cannot use for Early Childhood, Elementary Education or Special Education) Grades 7-12 only; ○ Earned a Master's Degree or Ph.D. in the Core Academic Subject (CAS) area (Cannot use for Early Childhood, Elementary Education or Special Education) Grades 7-12 only. <p>3. Classroom Mini-Grants Person(s) Responsible: Administrators and Teachers</p> <p>a. Teachers will submit proposal to attend a PD of their choice by applying for a PD grant. This PD must be focused on classroom culture and/or instruction, and increasing student achievement based on needs assessment data.</p>	<p>Phase one - Phase four 2015 -2016</p>	<p>3. Teachers will be offered the opportunity to apply for a Classroom Mini-Grants to attend a PD that is focused on increasing student achievement in their class. Teachers will submit a proposal to the administrative team to be approved. If granted, the teachers PD costs will be paid through the grant and a substitute teacher will be included if the PD is during the school day. This will be tracked through submitted proposals. Teachers who are approved will provide PD or</p>	<p>(PD) = \$13,500 (Mileage) = \$1,500 (Sub Pay) = \$2,250 FICA (Sub Pay) = \$172.13</p>
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	<p>instructional staff discuss assessment data, consider the effectiveness of instruction, group students for reteaching or enrichment, and collaboratively plan for next instructional focus.</p> <p>c. The ACS 8 Step Consultant will work with HMS teachers, coaches, and administrators, quarterly.</p> <p>3. Extended Learning Programs Person(s) Responsible - Administration, HMS teachers</p> <p>a. HMS will provide increased learning time and instruction/tutoring for students who have been recommended by teachers or who have chosen to stay after school. Instruction will be provided by HMS teachers.</p> <p>b. HMS will provide summer school for two weeks (8:00AM - 12:00PM) for students who have not passed ISTEP+ and/or other standardized testing.</p>	<p>Phase one - Phase four 2015 -2016</p> <p>Phase five - Summer 2015-2016</p>	<p>3. Remediation / Enrichment programs will be offered after school. These opportunities will be offered three days a week for 1.5 hours a day. (Power Hour) This is an opportunity to increase student learning by 270 hours, and increase teacher student engagement. Students will sign in when attending the program of their choice. Transportation will be provided to allow equal access for all students. SUMMER SCHOOL POWER HOUR</p>	<p>Teacher Tutors (5) at per diem rate for 90 days for 135 hours = \$33,750.00</p> <p>FICA for 5 teacher tutors= \$2,581.88</p> <p>Transportation for two buses for Power Hour = \$13,500 (\$75.00 per bus X 3 days/week for 30 weeks)</p> <p>Transportation for two Summer School Buses - (\$75.00 per bus X 10 days) = \$3,000.</p> <p>Funds available for teacher stipend and transportation costs for Power Hour and summer school.</p>
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	<p>teachers share and implement fun and creative activities to use at school and at home which will support students in the area of reading comprehension.</p> <p>b. Highland will hold a Family Technology Night during which parents, students, and teachers, share and implement fun and creative activities to use at school and at home which will support students in the area of technology. Also during this time parents, will be shown how to utilize ACS's Power Parent site and Canvas.</p> <p>c. Highland will hold a Family Math/Science Night in conjunction with Title I during which parents, students, and teachers share and implement fun and creative activities to use at school and at home which will support students in the areas of math and science..</p>	<p>Phase three - Phase four 2015 -2016</p>	<p>3. Attendance records and meeting notes will be kept by HMS's Family Engagement Committee prior to and during each family/community event. Also, meeting and special event information will be available on HMS's Facebook page, twitter account, and school website.</p>	<p>Total = \$6000</p> <p>Funds for three HMS community nights @ \$2000 per community night for supplies and materials.</p>
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Principal Changes and Flexibility	<p>1. Master Schedule Person(s) Responsible: Administrators</p> <p>a. HMS principals and asst. principals will work to create a master schedule taking into consideration student academic needs, course selections, and student behavioral needs. Student data will be utilized before making final determinations of student and teacher placement</p>	Summer Phase 2016	1. Master schedule will be completed by the end of June 2016.	NA
Building Culture	<p>1. Administrative Professional Development Person(s) Responsible: HMS administrators and central administration</p> <p>a. HMS administrators will collaborate with other ACS administrators at the administrative retreat to reflect on the 2015-2016 school year and set academic and cultural goals for the 2016 -2017 school year.</p>	Summer Phase 2016	1. HMS administrators will produce self-reflections, self-evaluations, and goals.	NA
Professional Development	<p>1. Teacher Professional Development Person(s) Responsible: ACS administrative staff and teachers</p> <p>a. Teachers will attend professional development opportunities offered through ACS and Anderson University focusing on: technology, cultural competencies, instruction, and classroom management.</p>	Summer Phase 2016	1. Attendance sheets and course descriptions will documented and kept.	<p>Teacher Stipend of \$15.75 for 3 days (8 hours per day) = \$34,020</p> <p>FICA = \$2,602.00</p>

Effectiveness of Staff and recruitment / retainment of staff	<p>1. Staff Interviews Person(s) Responsible: HMS administrators</p> <p>a. HMS administrators will conduct interviews of candidates from compiled list of highly qualified teachers.</p>	Summer Phase 2016	1. All open teaching positions, after internal postings, will be filled by the best candidate from prospective teacher pool and interviews conducted by administrative staff.	NA
Instructional Programs	<p>1. Academic Calendar Person(s) Responsible: Coaches, Consultant, Teachers, and Administrators</p> <p>a. The consultant will work with teachers, coaches, and administrators to build, rewrite, and update core academic calendars to be utilized by teachers during the 2016- 2017 school year.</p>	Summer Phase 2016	1. Team of staff members will be directed by consultant to build, rewrite, and update core academic calendars that will be utilized by teachers during the 2016-17 school year	<p>Stipend for 4 teachers and 2 coaches for 5 days at \$15.75 per hour for 8 hours per day = \$3,780</p> <p>FICA = \$290.00</p>
Family and Community Engagement	<p>1. Sixth Grade Orientation</p> <p>a. Incoming sixth grade students and parents will be invited to attend a sixth grade orientation during the month of July, prior to school starting. Teachers and administrators will welcome the students and parents. Students will participate in a scavenger hunt during which they will receive various school supplies.</p> <p>2. 7th and 8th Grade Open House</p> <p>a. Incoming seventh and eighth grade students will visit HMS, find their lockers, obtain their schedules, and</p>	Summer Phase 2016	1. Administrators will keep accurate records of all events pertaining to fifth to sixth grade transition. Administrators will keep accurate logs of parent contact and notifications.	NA
		Summer Phase 2016	2. Administrators will keep accurate records of all	NA

	<p>find their classrooms. Administrators and counselors will welcome them and assist if students or parents have questions.</p>		<p>events pertaining to fifth to sixth grade transition. Administrators will keep accurate logs of parent contact and notifications.</p>	
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