

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

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>

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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*		
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		
5. Number of students completing dual enrollment		

classes		
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)		
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”

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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					1. Includes a variety of methods that are student-centered. 2. Provides various levels of cognitive

<p>all learners (no differentiation).</p> <ol style="list-style-type: none"> 3. Is primarily textbook-oriented. 4. Does not include technology. 5. Works alone, rarely meeting in or across grade-level teams to discuss and improve. 6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made. 7. Instruction is not increased to allow for more student learning time. 				<p>demands (differentiation; Response to Instruction - RTI).</p> <ol style="list-style-type: none"> 3. Uses multiple sources beyond textbooks. 4. Includes frequent use of technology. 5. Works in teams, discussing student learning and instructional ideas. 6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates. 7. Schedules and strategies provide for increased student learning time.
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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. 					<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

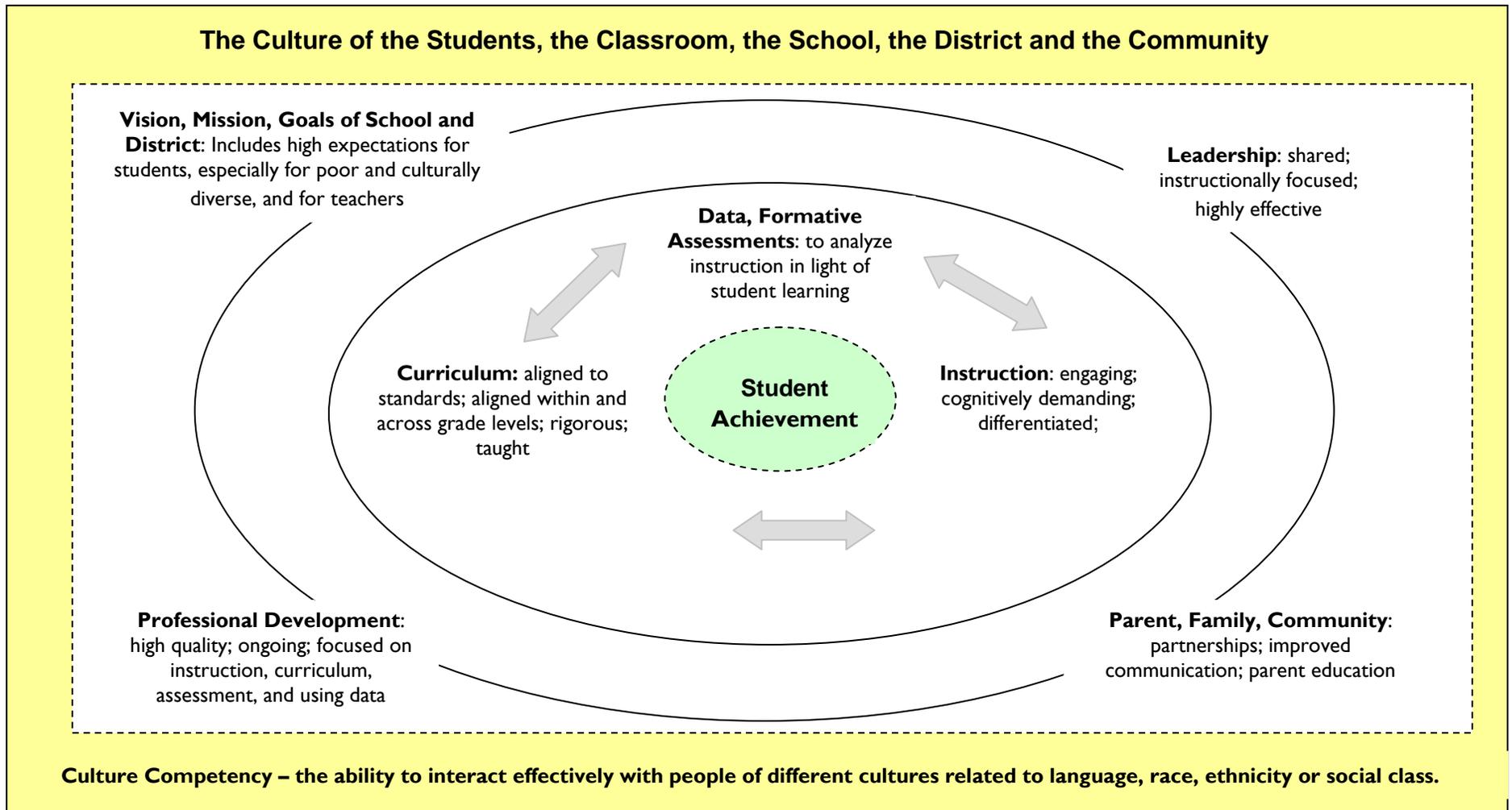
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.					disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.					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
Permissible Elements
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
Permissible Elements
<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.

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.

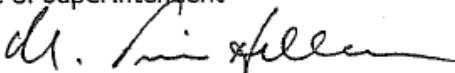
Appendix E: Example of Alignment of Other Funding Sources to SIG Elements

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
<i>Job-embedded 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: Muncie Community Schools		Corporation Number: 1970
Contact for the School Improvement Grant: Mrs. Kathy Ray		
Position and Office: Director of Elementary and High Ability Education	Contact's Mailing Address: 2501 N. Oakwood Ave. Muncie, IN 47304	
Telephone: 765-747-5203	Fax: 765-747-5341	
Email Address: kray@muncie.k12.in.us		
Superintendent (Printed name) Mr. Tim Heller	Telephone: 765-747-5205	
Signature of Superintendent X 	Date: 6/7/2013	

- ➔ 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. Sutton Elementary School	K-5	X	X				
2. Wilson Middle School	6-8	X	X				
3.							
4.							
5.							
6.							

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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: Wilson Middle School School Number: 1437

Stakeholder Group	Mode of Communication	Date
P.L. 221/Title I Committee	Meeting	6/3/13
P.L. 221/Title I Committee	Meeting	Monthly during the 2013-2014 school year; and as needed basis

School Name: _____ School Number: _____

Stakeholder Group	Mode of Communication	Date

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

 Muncie Community Schools _____ 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.

X “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

X 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 Muncie Community Schools Number 1970

School Name Wilson Middle School (1437)

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

_____ Wilson Middle Schools _____ 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:

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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: LEP</i>	75%	52	High - have been in U.S. 3 or more years	High - no prior formal schooling; from non-Western culture
Free/ Reduced (F/R) lunch students	48.3%	329	High – 22.8% higher than students not on F/R lunch	High – students are below respective grade level in reading ability

Special Education Students	79.3%	92	High – 40.6% higher than general education students	High – Students are at least two grade levels below respective reading ability
Black students	52.4%	75	Medium – 9% higher than white students	High – students are below respective grade level in reading ability
Hispanic	27.3%	3	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	Low – This student is higher than the state average, but the population is limited.
White	43.4%	222	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	High-Wilson’s Caucasian DNP population is nearly triple than that of the state average of Caucasian students who DNP.
Multi-racial	44.9%	31	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	High-Wilson’s Multi-racial DNP population is double than that of the state average of Multi-racial students who DNP.

American Native	N/A	N/A		
Asian	N/A	N/A		
Limited English Proficient	N/A	N/A		

Mathematics

Free/ Reduced (F/R) lunch students	41.7%	266	High – 23.1% higher than students not on F/R lunch	High – students are below respective grade level in math ability
Special Education Students	57.6%	68	High – 22.7% higher than general education students	High – Students are at least two grade levels below respective math ability
Black students	53.5%	76	Medium – 19.8% higher than white students	High – students are below respective grade level in math ability
Hispanic	18.2%	2	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	Low – This student is higher than the state average, but the population is limited.
White	33.7%	173	Medium-This percentage is better than our school DNP average; however, if we	High-Wilson’s Caucasian DNP population is nearly triple than that of the state average of Caucasian students who DNP.

			decrease this percentage, it will increase our overall passing scores.	
Multi-racial	46.5%	33	Medium-This percentage is better than our school DNP average; however, if we decrease this percentage, it will increase our overall passing scores.	High-Wilson's Multi-racial DNP population is double than that of the state average of Multi-racial students who DNP.
American Native	N/A	N/A		
Asian	N/A	N/A		
Limited English Proficient	N/A	N/A		

<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>
<p>48.3 % of our Free / Reduced (F/R) lunch students are not passing the ELA ISTEP+. Located in the “lower growth / lower achievement” quadrant of the growth model, these F/R students only have a median growth of 41.5% which is 8% below paid lunch students.</p> <p>79.3% of our special education students are not passing the ELA ISTEP+. Located in the “lower growth / lower achievement” quadrant of the growth model, these special education students only have a median growth of 48%.</p>	<ol style="list-style-type: none"> 1. As a district and as a school, we are lacking a vocabulary list creating a common language amongst students and teachers. 2. Due to the constraints of our daily schedule, math and language arts intervention has been limited in enrollment and implementation and is not as effective as it could be. 3. There is a lack of a school-wide writing model, which has created gaps in expectations and common language between grade levels. 4. Our students inability to read and comprehend has had an effect on their mathematical ability to

<p>52.4 % of our black students are not passing the ELA ISTEP+. Located in the “lower growth / lower achievement” quadrant of the growth model, these students only have a median growth of 37%.</p> <p>41.7% of our Free / Reduced (F/R) lunch students are not passing the Math ISTEP+. Located in the “lower growth / lower achievement” quadrant of the growth model, these students only have a median growth of 36% which is 12% below paid lunch students.</p> <p>57.6% of our special education students are not passing the Math ISTEP+. Located in the “lower growth / lower achievement” quadrant of the growth model, these students only have a median growth of 40%.</p> <p>53.5% of our black students are not passing the Math ISTEP+. Located in the “lower growth / lower achievement” quadrant of the growth model, these students only have a median growth of 37%.</p>	<p>problem solve.</p> <p>5. There is a lack of a school-wide math intervention program model with adequate training, which has created achievement gaps.</p> <p>6. The lack of non-fiction reading and response materials for language arts classes has slowed the growth in language arts of all learners.</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	75,600	75,600
2. Dropout rate*	n/a	n/a
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95%	95%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	n/a	n/a
5. Number of students completing dual enrollment classes	n/a	n/a
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	n/a	n/a

7. Discipline incidents*	4251	6051
8. Truants (# of unduplicated students, enter as a whole number)	112	95
9. Distribution of teachers by performance level on LEA's teacher evaluation system	n/a	n/a
10 Teacher attendance rate	91.2	92.4

*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><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i>” Teachers don’t feel like coming to school“</p> <p><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”</p>
<ol style="list-style-type: none"> 1. Muncie Community Schools have a short school day with only 360 minutes a day, including lunch, special classes, and recess creating constraints in scheduling for core curriculum. 2. Our attendance rate of 95.0% is lower than the state average (96.6%). 3. There is a lack of programming for extended learning, which includes after school programs, summer school, etc. 4. There is a lack of time for professional development for teachers. 5. There is a lack of time for data disaggregation and best practice collaboration. 	<ol style="list-style-type: none"> 1. Our school hours are set by a contract. 2. Our attendance rate is lower due to lower socio-economic status. For example: lack of transportation 3. A lack of after school programming can be attributed to a lack of funding.

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

<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>		<p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p>	<p>textbooks.</p> <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	X		<p>3. Are used to implement an aligned instructional program.</p> <p>4. Are used to provide differentiated instruction.</p> <p>3. 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	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 language learners and students with</p>

4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.		X			disabilities. 4 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 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 n/a 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.
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<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>
<ol style="list-style-type: none"> 1. Instruction needs to be more differentiated to meet students’ needs. 2. We need to become more aware of our students’ needs and experiences. 3. Classrooms are more textbook-worksheets oriented, rather than hands-on or project-based learning. 	<ol style="list-style-type: none"> 1. Teachers do not have enough training/professional development to effectively differentiate their instruction. 2. Lack of training and follow-through with the district’s culturally competent program causes disconnect between teachers and students. 3. Teachers’ fear of change as well as the preparation makes project-based learning less likely to occur in the classroom. 4. Differentiation, cultural competency, and project-based learning are all more cumbersome in planning and takes a teacher’s willingness to go beyond the textbook.

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.	<p><u>Develop Teacher and Leader Effectiveness</u></p> <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.	<p><u>Increasing Learning Time and Creating Community-Oriented Schools</u></p> <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.	<p><u>Comprehensive Instructional Reform Strategies</u></p> <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.	<p><u>Provide Operational Flexibility and Sustained Support</u></p> <ol style="list-style-type: none"> 1. Give the school sufficient operational flexibility (staffing, ...)
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

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

Muncie Community Schools was proactive in implementing change at Wilson Middle School beginning the 2012-2013, a new principal (artifact) and assistant (artifact) was assigned to lead turnaround at Wilson. The turnaround model is indicative of the 8-step process. The turnaround model utilizes data disaggregation, instructional timeline and focus, enrichment, maintenance, and remediation to differentiate instruction to meet the students' needs (artifact). Wilson has already been under the supervision of two turnaround specialists from the Indiana Department of Education (IDOE). Ms. Nicole Turner and Ms. Julia Johns have visited Wilson two times throughout the 2012-2013 school year (artifact). Both specialists have provided us with various resources and strategies to implement at Wilson.

Beginning with the 2012-2013 school year, Wilson implemented a new daily Success time. The 32-minute period provided daily data driven instruction for all students in math and language arts. Monthly standards based assessments were administrated to all students and test results were disaggregated (artifact). Students are then grouped per the findings. Math and Language arts teachers were provided an additional classroom period everyday to create lesson plans for the identified gaps in students achievement. The new schedule will allow for additional intervention time for all students.

Prior to the 2012-2013 school year, the climate and culture at Wilson were on the decline with the teachers and students. Under new leadership, both have improved tremendously. Although improvements were made this year, we will continue to promote a positive school environment. We will continue to celebrate student success through lunches, pep sessions, certificates, and recognition ceremonies. In addition, we will continue to celebrate teacher success and strengthen our parent relationships through open house, family nights (artifact), and student celebrations.

During the 2013-2014 school year, there is a need to continue to provide ongoing professional development specifically focusing on the delivery of instruction and best practice (artifact). During the 2012-2013 school year, the Muncie Community Schools launched a one-to-one technology initiative for all students in grades six through twelve (artifact). Although there has been increased differentiation of instruction, professional development and applications are needed to fully utilize the new technology.

Beginning in the 2013-2014 school year, the Muncie Community Schools will implement a new corporate evaluation. The evaluation was developed with the teacher's association and the administrators at the central office. One difference in the new evaluation will be the frequency of the evaluations. Teachers will be evaluated yearly as compared to every three years as it previously does.

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

Although there are several components of the turnaround model we are already implementing, there is always room to improve. The principal and the school improvement have already created a new schedule that was implemented into operation beginning in the fall of 2012. The schedule has provided increased learning time for students by establishing 37 minutes of uninterrupted data driven instruction. In addition, we would like to implement one hour of after school intervention for math and language arts for each grade level. With the extra hour of instruction, intervention will be enhanced allowing us to reach more at-risk students.

Professional development needs to be continuous and ongoing. Wilson MS specifically needs educated on how to more effectively utilize the iPads and Success time with an emphasis on differentiation. Best practices in utilizing the 8-step process would also be beneficial for professional development for the 2013-2014 school year. Professional development will allow us to train staff to improve instructional strategies that are research based and aligned with the standards. An effort to improve the school's culture and climate will continue to be a focus for the upcoming school year. Although great strides have been made, a sustained effort will be made utilizing additional positive behavior interventions. More attention to instructional focus must also take place. This can be monitored through lesson planning, collaboration, and more frequent classroom walkthroughs.

We plan to continue to utilize our community partnerships to support our students and staff. Working with Old Town Hill Church, A Better Way, and Meridian Services, we have goals to help our students in all aspects of their lives, including their social and emotional well-being as well as enhancing their academic experience here at Wilson.

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
<p>I. The budget includes attention to each element of the selected intervention.</p> <p><i>All models</i></p>	<p>X</p>		<p>The professional development is research-based and follows the standards. The professional development aligns with the 8-step process as well as PL 221 Plan (artifact).</p> <p>To begin the 2013-14 school year, we will begin with 2 additional intervention teachers to help fill the gaps of struggling learners. This grant adds one math intervention teacher and one literacy intervention teacher to help remediate these students.</p> <p>To supplement the implementation of the one-to-one technology initiative, this grant will bolster the teachers technology needs to better align the iPad usage with the curriculum.</p> <p>In following the 8-step process, Wilson students attend a daily</p>

		<p>Success period to receive remediation, maintenance and enrichments in language arts and math. Success time encourages teachers to use many hands on activities and have the students engaged and interactive with the curriculum. Different types of games and activities are very useful during this time.</p> <p>Because of more rigorous standards (CCSS), Wilson students need more exposure to non-fiction text. This has shown to be a root cause factor in disaggregating our data in the area of reading. This grant would align to common core and Indiana standards, and allow us to provide non-fiction/information text to all students. Resources such as, ebooks, Texts-and Lessons, Non-Fiction Comprehension Cliffhangers, Hi-Lo Nonfiction Passages for Struggling Readers, and various nonfiction book titles will be used.</p> <p>The 8-step process requires constant progress monitoring of our students. Non-fiction/informational text sets for progress monitoring from Accelerated Reader, Corrective Reading, and SRA Math will be very beneficial to this process. In addition to the student</p>
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		<p>supplies, technology is in great need at Wilson Middle School.</p> <p>The secondary schools have instituted one-to-one technology for all students with iPads. We would like to continue to supplement the implementation and better integrate this technology into our curriculum. This grant would allow us to put at least six educational applications into all students groups including, intervention groups and all targeted sub-groups. The Tier 2 and Tier 3 language arts and math students would have access to these applications on a daily basis in Success and intervention. We believe the enhanced interactive technology will support learning and remediation of reading language arts, and math skills.</p> <p>With our data showing deficiencies in language arts and reading proficiency, a focus will be placed on the Accelerated Reader program. New goals and prize levels have been set for the upcoming school year. This program will give our students more opportunities and exposure to reading at their levels.</p> <p>Finally, upon advice from our DOE turn-around specialist, Julia Johns, we will utilize the one-to-one</p>
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		<p>technology initiative to better utilize Acuity. Additional professional development, supported through this grant, will provide teachers the tools necessary to individualize the delivery, assessment, and pacing of instruction in math, science, language arts, and social studies through Acuity.</p> <p>With obvious deficits in student achievement and growth in language arts and math, we would like to extend our school day by one hour. The goal of extending the school day would be to provide intensive and strategic students with an additional hour of reading / language arts and math instruction each day. The extension program will target specific skills and group them accordingly. Group sizes will be smaller to promote effective intervention.</p> <p>Prior to the 2014-2015 and 2015-2016 school years, we would like implement a summer school jump start program for students entering sixth, seventh, and eighth grades. This would target 25 students who are in need of urgent intervention in math and language arts. The program would help prevent the summer decline most student</p>
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			experience.
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		The budget provides the necessary resources to better implement the 8-step process. It provides extended learning time for students and provides professional development for teachers.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		The appropriate services and resources are listed under each section of the 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		Year 1 Year 2 Year 3
Capacity Task	Yes	No	District Evidence
5. The district has the resources to serve the number of Priority schools that are indicated. <i>All models</i>	X		Wilson Middle School is currently implementing the 8-step process. The supplemental resources will assist and provide students with rigorous, data-driven instructional and learning opportunities during and beyond the school day. In addition, these resources will enhance the already targeted individual student growth objectives in reading, language arts, and math.

<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 	<p>X</p>	<p>The funding we have requested is proportioned with SIG application. The resources provided through the grant align with the 8-step process. The programs and the different services we have selected also align with our current goals found in our PL 221/Title I plan.</p>
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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>We have implemented the 8-step process. All 52 staff members are “highly qualified.”</p> <p>We will be implementing a new teacher evaluation system to foster collaboration and immediate constructive feedback. In 2013-2014, we will be enacting a new teacher evaluation tool; however, the current contract does not expire until June 30, 2013. Negotiations will begin after it expires, and a new teacher evaluation process will be established for the fall of 2013-2014. Upon the expiration of the teachers’ contract, policy’s that currently meet the state guidelines will remain effective. Other components will be communicated and collaborated between the teachers’ union and the district office. The new teacher evaluation process will follow that of the state guidelines for Indiana. We anticipated using a modified version of the state evaluation model. Performance will be included as a percentage of each teachers,’ building administrators’ and district level administrators’ evaluation. Muncie Community Schools will be held accountable on performance.</p>

			Muncie Community Schools will follow their guidelines defined in the new 2013-2014 evaluation tool.
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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> 	X		Wilson MS has met with the PL 221/Title I Committee and garnered their support. The staff was also presented with the idea of the grant and offered input accordingly.
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<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> 	X		The parents of the Muncie Community Schools has accepted and support the 8-step process for student improvement.
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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> 			The school board is fully committed and supports the 8-step process. With cost containments taking place, they also fully support the use of funding from grants to increase student achievement. They

<ul style="list-style-type: none"> 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 			<p>supported the placement of a new principal at Wilson (artifact).</p>
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<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"> Superintendent Assurance School Board Meeting Minutes from proposal and or discussion Superintendent SIG Presentation 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 			<p>The superintendent is fully committed and supports the 8-step process. With cost containments taking place, he also fully supports the use of funding from grants to increase student achievement. He supported the placement of a new principal at Wilson (artifact).</p>
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Capacity Task	Yes	No	District Evidence
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<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>			<p>Before applying for the SIG, the principal met with the teacher’s union building representatives. As members of the PL221/Title I committee, the Wilson representatives fully support the implementation of the turnaround model.</p>
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<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> 			
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<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>MCS was proactive in assigning a new principal (artifact) to Wilson Middle School beginning the 2012-2013 school year.</p>
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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>The selection process for the principal of a school is comprehensive including multiple interviews. These take place with the Chief Academic Officer, Human Resource Director, the Chief Financial Officer, and the Director of Secondary Education. The interview process is completed with an interview with the superintendent.</p> <p>The teacher selection process is very similar. Teachers begin with an interview with a building principal and progress up to the superintendent.</p> <p>The transfer policy is outlined in the teachers' contract.</p>
<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</i> 	X		<p>The timeline is realistic. We have established challenging, yet obtainable goals of improvement over the next three school years. The 8-step process is in place, which guides the monthly interventions. The principal meets twice monthly with the 8 Step Team and language arts and math grade level teachers to monitor the implementation of the 8-step process and student growth data (artifact). We established a monthly instructional focus and objective based on our students' needs. These align with</p>

application		our PL 221 goals, which align with our data. Our measureable outcomes come from our formative and summative assessment, which include ISTEP, Algebra ECA, STI Assessments, and Acuity.
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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>The Chief Academic Officer and Director of Secondary Education have received extensive training in the 8-step process as well as the building level administrators. Wilson has a team made up of seven teachers and two administrators who received ample training in the process as well. The team, as well as an outside consultant, trained the remainder of the staff. We take part in regular process checks to guarantee the effectiveness of the 8-step process. During the upcoming school year, we will continue monitoring the implementation of the 8-step process and the interventions taking place.</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> 			<p>The Superintendent Parent Advisory Committee meets monthly. This allows stakeholders to provide input to the district superintendent and receive updated information about the progress in each school. School board meetings are also open to all stakeholders. Wilson meets regularly with the PL221 committee; these are open to the public. They are advertised on the school website as well as monthly newsletters. We have monthly Family Nights (artifact), which allow stakeholders to become involved at Wilson. Family Nights are promoted on our website, newsletters (artifact), and fliers. There is documentation of mailings that inform parents of academic progress. These include report cards, midterm grades, STI Assessments (in-house teacher created standard based assessments) (artifact), Acuity, ISTEP+, and various other types of parent communicators associated with these assessments. The principal meets monthly with community members, partners, and parents.</p>
<p>Capacity Task</p>	<p>Yes</p>	<p>No</p>	<p>District Evidence</p>
<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"> • <u>Title I</u> 	<p>X</p>	<p>X</p>	<p>District adheres to all guidelines with district level coordination and support from the Title I director. Always on call, the district administrator meets periodically with buildings in</p>

<ul style="list-style-type: none"> • Title II • Title III • IDEA • E-Rate • TAP 		<p>implementation. Building principals hold required meetings and funding is disbursed according to guidelines to meet the needs of students through programming, interventions, and parent collaboration.</p>
<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> 		<p>We currently offer 32 minutes everyday for data driven instruction for all students and intervention for at-risk students in language arts and math, in addition to their respective classes.</p> <p>The school is pursuing funding to offer increased educational opportunities outside the school day.</p> <p>Currently we offer AOK after school program through A Better Way and additional in-class support through our Professional Development School partnership with Ball State University. We are seeking funding for a lengthened school day and a three week summer school program for our students.</p>

<ul style="list-style-type: none"> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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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> <ul style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school’s capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders 	<p>At Wilson, we follow the 8-step process. This process will continue throughout the upcoming school years. This includes Tier 1 instruction provided in the language arts and math teacher. Tier 2 and Tier 3 intervention is offered corrective reading, language arts intervention, math labs, math intervention, and resource. For the 2013-2014 school year, the school will participate in a school-wide Success time, which will focus on mathematics and language arts. During this time, students will receive enrichment, maintenance, and remediation instruction based on their needs, which are identified through monthly assessments and continuous progress monitoring of students.</p> <p>Highly qualified teachers and teachers trained in the respective intervention programs deliver the instruction for the Tier intervention offerings. Data used to drive instruction in these courses include, but are not limited to, Acuity, STIA (in-house teacher created standard based assessments), Star Reading, Star Math, and other various teacher assessments (artifact).</p> <p>Part of the 8-step process that we are currently implementing requires language arts and math teachers on grade level teachers to meet weekly to discuss data and curriculum. They identify areas of strengths and weaknesses that need to be targeted (artifact). Instruction is adjusted accordingly to meet the needs of the students while trying to increase student achievement. Each grade level also meets monthly with the principal and data coach to discuss data further. We target specific skills that may be lacking (artifact). We also focus on specific students who we may have concerns about their progress. Strategies are shared and disseminated. The principal and data coach schedule weekly meetings to discuss data and progress monitoring of students. Through continuous conversation</p>

<p>(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>between teachers, the principal, and the data coach, we are constantly revising goals and timelines as needed to meet the needs of the students. Grade levels will be divided into teaching groups and students will be assigned a group of core content teachers (artifact). Each group of core content teachers will collaborate on instructional practices to better meet the students' needs in all core content areas. This data disaggregation will include the a ISTEP+ data, data wall analysis, Star Reading data, Star Math data, Accelerated Reader results, Acuity data, and STIA (in-house teacher created standard based assessments) results (artifact).</p> <p>The Superintendent Parent Advisory Committee meets monthly. This allows stakeholders to provide input to the district superintendent and receive updated information about the progress in each school. School board meetings are also open to all stakeholders. Wilson meets regularly with the PL221 committee; these are open to the public. They are advertised on the school website as well as monthly newsletters. We have monthly Family Nights, which allow stakeholders to become involved at Wilson. These are promoted on our website, newsletters, and fliers. There is documentation of mailings that inform of academic progress. These include report cards, midterm grades, Acuity, ISTEP+, and various other types of parent communicators associated with these assessments. The principal meets monthly with community parents, including a Better Way, Meridian, and Old Town Hill Church.</p> <p>We are currently pursuing funding that would allow professional development opportunities that would be specific to Wilson Middle School. Through this professional development, we hope to target English/Language Arts by seeking strategies and best practices to improve the effectiveness of our Success as well as differentiated instruction through the use of the iPads. We would like a consultant available for on-site training on multiple occasions.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
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(2) The LEA has or will recruit, screen, selects and support appropriate external providers.

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:

- (a) Identifying external providers based on each school's SIG needs;
- (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;
- (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;
- (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;
- (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,
- (f) Assessing the utilization of multiple

In seeing the need for improved language arts and math, Wilson Middle School continued professional development during the 2012-2013 school year. A cadre of teachers was formed to lead in-house Apple professional development for iPad daily usage and iPad and AppleTV implementation in the classroom. In addition, math, science, language arts, and social studies teachers were provided Apple professional development for building content in their respective area. In an effort to better prepare for the full implementation of the Indiana CCSS, a team of 14 Wilson teachers attended a conference to improve instructional strategies and literacy.

We have used our school turn-around specialist, Julia Johns, for assistance in this area (artifact). She is also a literacy specialist, which is an advantage for us in improving our reading. She has provided additional contacts and resources in the area of reading to meet our needs. We will be coordinating additional literacy opportunities next school year. We are looking for assistance in the following areas as indicated in our root cause analysis which include, differentiated instruction strategies, Whole Group/Small Group/Learning Stations Instructional Model – Effective Core Instruction, and Developing and Managing Differentiated Learning Stations.

sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.

(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),

(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

(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.

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 	<p>The professional development is research-based, aligns with state standards, and with the 8-step process.</p> <p>To begin the 2013-2014 school year, we will begin with 2 two additional intervention teachers to help fill the gaps of struggling learners. This grant adds one math intervention teacher and one literacy intervention teacher to help remediate these targeted students.</p> <p>To supplement the implementation of the one-to-one technology initiative, this grant will bolster the teachers technology needs to better align the iPad usage with the curriculum.</p> <p>In following the 8-step process, Wilson students attend a daily Success period to receive remediation, maintenance and enrichments in language arts and math. Success time encourages teachers to use many hands on activities and have the students engaged and interactive with the curriculum. Different types of games and activities are very useful during this time.</p> <p>Because of more rigorous standards, Wilson students need more exposure to non-fiction text. This has shown to be a root cause factor in disaggregating our data in the area of reading. This grant would align to common core and Indiana standards, and allow us to provide non-fiction/information text to all students. Resources such as, ebooks, Texts and Lessons, Non-Fiction Comprehension Cliffhangers, Hi-Lo Nonfiction Passages for Struggling Readers, and various nonfiction books will be used.</p> <p>The 8-step process requires constant progress monitoring of our students (artifact). Non-fiction/informational text sets for progress monitoring from Accelerated Reader, Corrective Reading, and SRA Math will be very beneficial</p>

the intended outcomes or making 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.

to this process.

In addition to the student supplies, technology is in great need at Wilson Middles School.

The secondary schools have instituted one-to-one technology for all students with iPads. We would like to continue to supplement the implementation and better integrate this technology into our curriculum. This grant would allow us to put at least six educational applications into all students groups including, intervention groups and all targeted sub-groups. The Tier 2 and Tier 3 language arts and math students would have access to these applications on a daily basis in Success and intervention. We believe the enhanced interactive technology will support learning and remediation of reading language arts, and math skills.

With our data showing deficiencies in language arts and reading proficiency, a focus will be placed on the Accelerated Reader program. New goals and prize levels have been set for the upcoming school year. This program will give our students more opportunities and exposure to reading at their levels.

Finally, upon advice from our DOE turn-around specialist, Julia Johns, (artifact) we will utilize the one-to-one technology initiative to better utilize Acuity. Supported through this grant, professional development in Acuity will provide teachers the additional tools necessary to individualize the delivery, assessment, and pacing of instruction in math, science, language arts, and social studies.

With obvious deficits in student achievement and growth in language arts and math, we would like to extend our school day by one hour. The goal of extending the school day would be to provide intensive and strategic intervention to our “urgent” and “intervention” students with an additional hour of reading and / or math instruction each day. The school day extension program will target specific skills and group them accordingly. Group sizes will be smaller to promote effective intervention.

Prior to the 2014-2015 and 2015-2016 school years, we would like implement a summer school jump start program for students entering sixth, seventh, and

	<p>eighth grades. This would target 25 students per grade level who are in need of “urgent” and / or “intervention” services in math and language arts. The program would help reduce the summer learning loss that at-risk students typically experience over the summer.</p>
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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> <p>(a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process;</p> <p>(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</p> <p>(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:</p> <p>(i) school administrator and staff hiring practices;</p> <p>(ii) school administrator and staff transfer procedures;</p>	<p>The central office completely supports our commitment to implement the interventions to increase student achievement at Wilson. School improvement is a priority, and the use of the 8-step process is the district’s effort to improve our students’ education. The financial portion of the SIG will be managed and maintained at central office with consultation of the building principal and school improvement committee.</p> <p>When assessing, designing, and implementing a policy modification, Wilson follows the policies and guidelines established by Muncie Community Schools.</p> <p>The following staff practices and procedures are outlined in the teacher’s contract: evaluation, hiring, dismissal, transfers, rewards, and retention are outlined in the teacher’s contract. The contract will expire June 30, 2013. Once the contract expires, the district office and the teachers’ association will continue to have meaningful discussion. Discussion efforts between the two parties will be in good faith.</p> <p>Upon the expiration of the teachers’ contract, policy’s that currently meet the state guidelines will remain effective. Other components will be communicated and collaborated between the teachers’ union and the district office. The new teacher evaluation process will follow that of the state guidelines for Indiana. We anticipated using a modified version of the state evaluation model. School performance will be included as a percentage of each teachers’, building administrators’, and district level administrators’ evaluation. Muncie Community Schools will be held accountable on performance. Muncie Community Schools will follow their guidelines defined in the new 2013-2014 evaluation tool.</p>

<ul style="list-style-type: none"> (iii) school administrator and staff dismissal procedures; (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. 	<p>The building principals are responsible for staff recruitment and placement. The principal thoroughly reviews the candidates' application, transcripts, and secures at least two phone references after the interview. Proper recommendation paperwork is then submitted to Human Resources. Applicants are then referred to and interviewed by central office administration, including the superintendent. Upon approval from the district office teachers are placed according to building need and employee strengths.</p> <p>We are currently pursuing funding to alter the traditional school day and calendar to include additional instructional time for our "urgent" and "intervention" students. We plan to extend the school day by one hour for "urgent" and "intervention" students in math, language arts, and / or reading. All qualified teachers will have the opportunity to participate in the extended hour of schooling. Upon adding an additional hour to the teachers' day, the school will have flexibility with this schedule. The extended hour of school will take precedent over all other after school activities, including athletics and other programming.</p> <p>A sixth, seventh, and eighth grade Jump Start summer school program will also be offered to students prior to the 2014-2015 school year. This will be a three-week program used to give "urgent" and "intervention" students additional instructional time for the upcoming school year. We hope to reduce the summer learning loss that at-risk students typically experience over the summer.</p>
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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>	

<p>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:</p> <ul style="list-style-type: none"> (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 	<p>The 8-step process will be maintained after the funding period ends. The 8 Step process was strategically and collaboratively planned for 7 months prior to the full 8-Step implementation during the 2012-2013 school year. The 8-Step process has been incorporated into our school improvement plan and will continue to be included. Title I funding will also be used to help sustain the 8-Step process. At the end of the funding period, we will seek other external funding opportunities to help sustain the additional interventionists and specialists we have requested through this grant. A Better Way currently provides for our students in several ways, including funding for a very limited after school tutoring program and various other services. We will continue to grow this and other community partnerships, and with their help, we may be able to sustain portions of the programming we will establish through this grant.</p> <p>The Muncie Community Schools (MCS) is committed to providing a quality education for all students through data-driven rigorous curriculum. In an effort to accomplish this purposeful curriculum and instruction, MCS has adopted the 8-Step school improvement model, a systemic approach for kindergarten through twelfth grade. The k-12 approach to educational reform in the Muncie Community Schools provides time, common language, and processes for collaboration and vertical articulation of curriculum and instruction in all disciplines and all grade levels. Training in the 8-Step process and periodic process checks were provided by Pat Davenport and Peggy Hinckley, among others.</p> <p>As an example of this collaboration, Wilson Middle School and Sutton Elementary School, a feeder to WMS, are collaborating through this SIG process, the IDOE school-turnaround initiative, and the 8-Step model to address our school and the greater school community needs.</p>
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evidenced by an extensive action plan;

- (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.

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>	Principal was replaced at the beginning of the 2012-2013 school year.	Mr. Chuck Reynolds	August 2012

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>Staff effectiveness is measured under the current corporation evaluation process. This process will change for the 2013-2014 school year. At this time, current staff has not been screened and new staff has not been hired.</p>	<p>Mr. Chuck Reynolds</p>	<p>August 2013- June 2014 (ongoing)</p>
<p>3. <i>Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).</i></p>	<p>We will continue to collaborate with the central office administration to seek, place, and retain the most qualified staff to meet the needs of Wilson Middle School and the educator. This process will change for the 2013-2014 school year due to new contractual requirements.</p>	<p>Mr. Tim Heller, superintendent</p>	<p>August 2013- June 2014 (ongoing)</p>

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>4. <i>Provide high quality, job-embedded professional development.</i></p>	<p>We use the 8-step process to provide high quality, job-embedded professional development. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessment. This data is used to drive instruction and foster professional development for best practices in the classroom. Weekly grade level meetings are held to discuss data and best practices to improve student learning. Weekly between the data coach and principal are held to disaggregate data and monitor classroom data. Monthly data log meetings are also held with each grade level math and language arts teachers, groups, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 32 minutes a day of additional instruction on their needs based on the previous month's data.</p> <p>In addition to the peer-to-peer professional development, the principal and the leadership team will look at external professional development based on our P.L. 221 goals, Title I goals, and data. That professional development will occur before, during, or after school. We will also look at the ability to send teachers to different conferences. Those teachers would bring the strategies back and teach the staff. Professional development will be centered around how to make better use Success time and the iPads.</p>	<p>Mr. Chuck Reynolds, Principal; school leadership teams</p>	<p>August 2013- June 2014 (ongoing)</p>

<p>5. <i>Adopt a new governance structure (i.e., turnaround office, turnaround leader).</i></p>	<p>During the 2012-2013 school year, we worked with Indiana Department of Education turnaround office. We have had two school visits under the supervision of Ms. Nicole Turner and Ms. Julia Johns. We were provided with strategies and resources to improve academic performance and the cultural environment.</p>	<p>Mr. Chuck Reynolds, Principal</p>	<p>September 2012, April 2013</p>
<p>6. <i>Use data to implement an aligned instructional program.</i></p>	<p>We use the 8-step process to use data to implement an aligned instructional program. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessments. This data is used to drive instruction each month. Weekly grade level meetings are held to discuss data and best practices to improve student learning. Weekly meetings between the data coach and principal are held to disaggregate and monitor classroom data. Monthly data log meetings are also held with each grade level Language arts and math teachers, groups, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 32 minutes a day of additional instruction on their needs based on the previous month's data.</p> <p>Within the 8-step process, data shows reading is a deficit at Wilson. In order to improve our reading data, we need to implement the 8-step process more effectively and with more fidelity. This includes using data more effectively to better align an instructional program. During the 2013-</p>	<p>Mr. Chuck Reynolds, Principal</p>	<p>August 2013- June 2014 (ongoing)</p>

	<p>2014 school year, we plan to use Star Reading and Accelerated Reading (AR) with more fidelity. AR is a program that aligns with state standards and the language arts curriculum. In addition, AR provides differentiated reading materials appropriate for each child and their specific needs. All students take Acuity in math, language arts, science, and social studies. Acuity provides online resources that provide an instructional component to the program. We also use STAR Reading and Accelerated Reader. STAR Reader assesses the students and provides an appropriate reading level for each student. We have a number of programs in place; however we need to better utilize them to their fullest potential.</p>		
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Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
<p>7. <i>Promote the use of data to inform and differentiated instruction.</i></p>	<p>We use the 8-step process to use data to implement an aligned instructional program. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessments. This data is used to drive instruction each month. Weekly grade level meetings are held to discuss data and best practices to improve student learning. Weekly meetings between the data coach and principal are held to disaggregate and monitor classroom data. Monthly data log meetings are also held with each grade level Language arts and math teachers, groups, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 32 minutes a day of additional instruction on their</p>	<p>Mr. Chuck Reynolds, Principal</p>	<p>August 2013- June 2014 (ongoing)</p>

	needs based on the previous month's data.		
8. <i>Provide increased learning time for students and staff.</i>	<p>We use the 8-step process to provide increased learning time for students and staff. Corporation curriculum maps contain a combination of Indiana academic standards as well as CCSS. Students learn these standards and are assessed on these standards monthly with a pre- and post-assessment. This data is used to drive instruction and foster professional development for best practices in the classroom. Weekly math and language arts grade level meetings are held to discuss data and best practices to improve student learning. Weekly between the data coach and principal are held to disaggregate data and monitor classroom data. Monthly data log meetings are also held with each grade level team, principal, and data coach. We discuss data, best practices, standards that need to be enriched, maintained, and remediated. Students are grouped into Success periods based on their data and receive 30 minutes a day of additional instruction on their needs based on the previous month's data.</p> <p>As previously mentioned, Wilson was proactive in creating a new daily schedule for the 2013-2014 school year. The use of a new schedule will provide a 32 minute period to increase language arts and math learning time and allow for more intervention time to reach more at-risk students. We are also exploring the option to extend our school day for students to provide them with an additional hour of instruction a day.</p>	Mr. Chuck Reynolds, Principal	August 2013- June 2014 (ongoing)
9. <i>Provide social-emotional and</i>	Wilson has utilized A Better Way, the United Way, and	Mr. Chuck	August 2013-

<i>community-oriented services/supports.</i>	<p>Open Door Health Services to provide gaps in services for our students. The services provided to out students include medical care, clothing assistance, and an after school program for a limited number of our students.</p> <p>We hope to foster more partnerships throughout the Muncie community to support our students and their needs. This goes beyond the walls of Wilson and extends to their families. We will continue to collaborate with Meridian Services to assist our students socially and emotionally.</p>	Reynolds, Principal	June 2014 (ongoing)
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➤ If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Muncie Community Schools was proactive in the selection of a new principal at Wilson Middle School. The principal began in the fall of 2012. The selection was based on the principal’s effective use of the 8-step process. The principal emphasizes data driven instruction, collaboration, and best practices to the school. The principal also implemented school-wide discipline improvements and will be implementing additional positive behavior supports programming in the fall of 2013. As a result of the implementation of school-wide discipline strategies, during the 2012-2013 school we have seen a an improvement in the teacher attendance rate and a decrease in discipline referrals (excluding referrals for tardies, there was a policy change dramatically increasing the opportunity for tardy referrals).

Pre-Implementation

<p><i>Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.</i></p> <p>Action: The corporation needs to develop a rigorous and effective measure to screen current staff.</p> <p>Timeline: August 2012-July 2013</p> <p>Budget: none</p> <p>Action: We need to research effective professional development opportunities to improve our Success time and the iPads as well as best practices and instructional strategies.</p> <p>Timeline: May 2013-August 2013</p> <p>Budget: none</p>
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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>			

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➤ 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
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
54.9% of all students are proficient on ISTEP+ ELA.	65% of all students are proficient on ISTEP+ ELA.	75% of all students are proficient on ISTEP+ ELA.	90% of all students are proficient on ISTEP+ ELA.
61.5% of all students are proficient on ISTEP + Mathematics.	71% of all students are proficient on ISTEP + Mathematics.	81% of all students are proficient on ISTEP + Mathematics.	90% of all students are proficient on ISTEP + Mathematics.

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)

The total amount of funding for the 1003g Grant falls between the required amounts of 50,000 and 2,000,000. This grant aligns with the school corporation’s funding sources. Title I funds support use of research-based instructional practices that are vertically aligned across grade levels and state standards. These funds support the 8-step process and provide intervention teachers, data coach, student supplies, technology, and parent resources. The Director of Elementary Education is responsible for the Title I funding. The grant also aligns to district Title II and Title III funds. Title II funds support the recruitment of teaching staff with skills and experience to effectively implement the Turnaround Model. Title III funds support job-embedded staff development aligned to the grant goals. The Director of Secondary Education is responsible for the funding that relates Title II and Title III. The Director of Special Education is responsible for the funding provided for IDEA, and the Technology Department is responsible for the E-Rate funds. Finally, we receive funding locally from A Better Way for student intervention to improve their grades. Together, monthly budgets are created from these funds and funded out to support the 8-step process and other schools programs.

**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</i> 			

<i>and successful experience in changing schools</i>			
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<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> 			
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<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> 			
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<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> 			

<ul style="list-style-type: none"> • <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> 			
<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> 			
<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> 			

<ul style="list-style-type: none"> • <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"> • <i>Title I</i> • <i>Title II</i> • <i>Title III</i> • <i>IDEA</i> • <i>E-Rate</i> • <i>TAP</i> 			
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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</i> 			
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<p>(ex :...)</p> <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> 			
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Attachment B: LEA Commitments Scoring Rubric

(I) 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>Exceptional 3 points</p>	<p>Adequate 2 points</p>	<p>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</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</p>

	to meet the needs identified.	activities does not meet the identified needs.
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(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</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</p>

	reforms after the funding period ends to meet the needs identified.	process for sustaining reforms after the funding period ends does not meet the identified needs.
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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: _____

	TOTAL CONTRACTED SERVICES		
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		
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		
7. OTHER SERVICES: (Include a specific description of services.)			
	TOTAL OTHER SERVICES		
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			

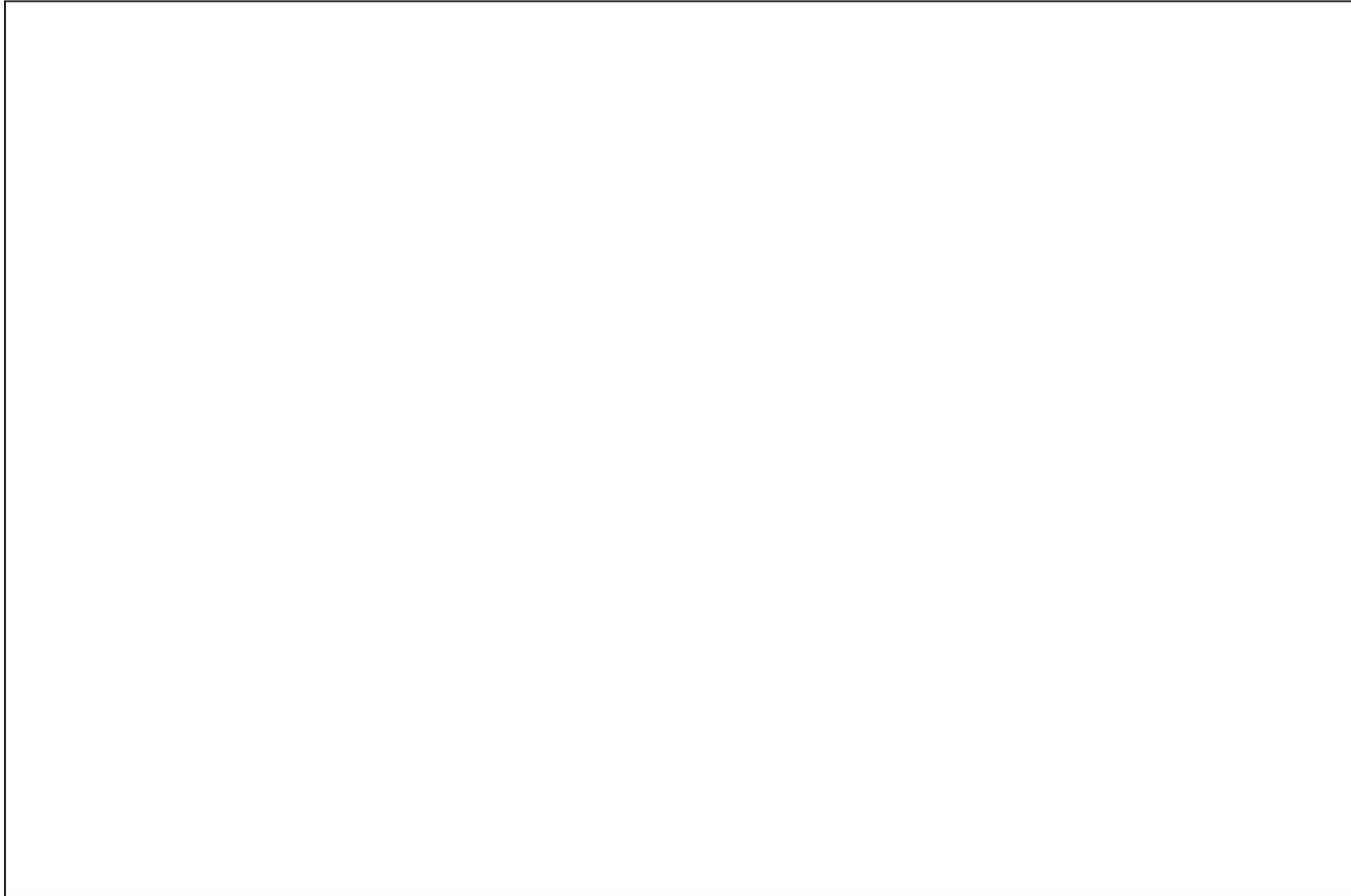
SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

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

<i>QUANTITY</i>	<i>DESCRIPTION</i>	<i>UNIT PRICE</i>	<i>TOTAL PRICE</i>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS	\$ -	\$ -

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.

		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS	\$ -	\$ -

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS	\$ -	\$ -

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: _____
 Corporation Number: _____
 School Name: _____

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
				TOTAL SALARIES		
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.						
				<i>Additional 5 school days</i>		
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.)						

		\$ -	\$ -
		\$ -	\$ -
	TOTAL SUPPLIES COSTS		\$ -

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

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		\$ -

Attachment 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

Attachment F: Intervention Scoring Rubrics

Turnaround

Required Element	Possible Tasks: Score 3 Exceptional	Possible Tasks: Score 2 Adequate	Possible Tasks: Score 1 Inadequate	Score
1. 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> .	
2. Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff	○ LEA calibrates and tracks the effectiveness of staff <i>using classroom observation records and at least two additional sources to determine effectiveness</i>	○ LEA calibrates and tracks the effectiveness of staff using classroom observation records and one additional source to determine effectiveness	○ 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 	
3. Implement strategies to recruit, place, and retain staff	<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 	
	<ul style="list-style-type: none"> ○ Mentors and/or coaches are provided for all staff 	<ul style="list-style-type: none"> ○ Mentors and/or coaches are provided for identified groups of teachers, such as newer teachers or those changing grade levels 	<ul style="list-style-type: none"> ○ Mentors nor coaches are included 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need 	<ul style="list-style-type: none"> ○ Topics of professional development are connected to the SIG goals, needs assessments, and other data points; not differentiated by teacher need 	<ul style="list-style-type: none"> ○ 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 	

	<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. Adopt a new governance structure	<ul style="list-style-type: none"> ○ Creates a <i>new</i> turnaround office with an appointed turnaround leader who has <i>significant and successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ Creates a <i>new</i> turnaround office and/or appoints a turnaround leader with <i>successful experience in school turnaround</i> 	<ul style="list-style-type: none"> ○ <i>Reshuffles or redesigns</i> its current structure rather than creating a turnaround office and appointing a turnaround leader 	
	<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 with no data</i>; 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"> ○ <i>LEA 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 provides</i> 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	<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</i> (at least 300 hours) to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is of <i>sufficient length</i> (at least 180 hours) to potentially increase learning 	<ul style="list-style-type: none"> ○ Time is <i>not of sufficient length</i> (90 hours or less) to create change 	
9. Provide social-emotional and community-oriented services/supports	<ul style="list-style-type: none"> ○ 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) 	<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ Does not collaborate with external organizations; support to families is <i>limited</i> 	

	<input type="radio"/> Works with community to provide on-going and consistent <i>family and community engagement activities</i>	<input type="radio"/> Works with community to provide limited <i>family and community engagement activities</i>	<input type="radio"/> <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 	
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	<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. 	

development, have not.	<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> 	
4. Provide high-quality, job embedded professional development	<ul style="list-style-type: none"> ○ <i>Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need</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 by teacher need</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 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 	<ul style="list-style-type: none"> ○ Professional development often includes vertical collaboration; 	<ul style="list-style-type: none"> ○ Focus of professional development is <i>not related to teacher collaboration,</i> 	

	horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction	may include coaching and mentoring, data analysis, or determining appropriate curriculum and instruction	<i>coaching and mentoring, data analysis or curriculum and instruction</i>	
5. Implement strategies to recruit, place, and retain staff	○ 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	○ 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	○ Strategies for recruitment and retention <i>do not correspond with strategies known to be effective</i>	
	○ <i>Mentors and/or coaches are provided</i> for all staff	○ <i>Mentors and/or coaches are provided</i> for identified groups of teachers, such as newer teachers or those changing grade levels	○ <i>Mentors nor coaches are included</i>	
6. 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	
7. Use data to implement an aligned instructional program	○ LEA <i>provides multiple assessments and data points through technology-based resources</i> for the school to align its instructional	○ LEA provides some <i>assessments and data</i> with minimal technology for the school to align its instructional program	○ LEA <i>provides minimal assessments</i> with no data; technology is not used	

	program			
	<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"> ○ <i>LEA rarely provides</i> 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 <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 provides</i> 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 	
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 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. 	<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 school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	<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 inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. 	
10. Give school sufficient	<ul style="list-style-type: none"> ○ LEA provides a 	<ul style="list-style-type: none"> ○ LEA provides a document or plan 	<ul style="list-style-type: none"> ○ <i>LEA does not provide a document or</i> 	

operational flexibility	comprehensive documents or plan that indicates areas that will grant <i>significant</i> operational decisions to the school	that indicates areas that will grant <i>minor</i> operational decisions to the school	<i>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	○ <i>Multiple</i> supports detailed; occur <i>throughout the year</i>	○ <i>Some</i> supports detailed; occur <i>throughout the year</i>	○ <i>No</i> supports are described; support appears <i>sporadic</i>	
	○ Multiple support for <i>both</i> teachers and principals are in place	○ <i>Some</i> supports for <i>both</i> teachers and principals are in place	○ Support <i>for both</i> teachers and principals are not in place or transparent	
	○ Provided by external, <i>experienced leaders</i> in change and in the school model	○ Provided by <i>external leaders</i> in change with knowledge of the identified school model	○ Provided by district staff or others <i>without proven track records</i> in school change or the model	

Total Score _____/66

Amuse

THE MEETING SITE IS FULLY ACCESSIBLE. ANY PERSON REQUIRING FURTHER ACCOMMODATION SHOULD CONTACT CHERYL HIRST, SECRETARY TO THE BOARD, AT 747-5205 OR TDD 747-5383 BY NOON, JUNE 12, 2012.

THE MISSION OF THE MUNCIE COMMUNITY SCHOOLS IS TO PROVIDE A QUALITY EDUCATIONAL ENVIRONMENT THAT ALLOWS EVERY STUDENT TO MAXIMIZE HIS OR HER POTENTIAL AND, UPON GRADUATION, POSSESS THE BASIC SKILLS NECESSARY TO BE A POSITIVE, PRODUCTIVE, CONTRIBUTING MEMBER OF SOCIETY.

Special Meeting of the Board of School Trustees
Wednesday, June 13, 2012, 7:30 a.m.

Meeting called to order by Board President Michael M. Long

Moment of Silence

Pledge of Allegiance

Roll Call:	Michael M. Long, President	<u>Present</u>
	Bev K. Kelley, Vice President	<u>Present</u>
	Anthony J. Costello, Secretary	<u>Present</u>
	George E. Branam, Member	<u>Present</u>
	Robert A. Warrner, Member	<u>Present</u>
	M. Tim Heller, Superintendent	<u>Present</u>

This meeting is a meeting of the School Board in public for the purpose of conducting the School Corporation's business and is not to be considered a public forum. There will be time for public participation as indicated in the agenda.

RECOMMENDATIONS AND REQUESTS

211. ADOPTION OF THE AGENDA

It was recommended that the Agenda for the meeting scheduled for Wednesday, June 13, 2012, be adopted as presented.

Motion by: Mrs. Kelley

Seconded by: Mr. Costello

Vote: 5-0

212. PERSONNEL RECOMMENDATIONS

- Mr. Lon Sloan, Director of Human Resources –

It was recommended that the Board accept the recommendations as submitted.

- A. Wilson Middle School Principal, Chuck Reynolds
- B. Southside High School Associate Principal, Gerry Moore
- C. Central High School Football Coach, Brad Seiss
- D. Administration Reassignments
 - Northside Middle School Assistant Principal, Sandra Whitaker
 - Wilson Middle School Assistant Principal, Kelli Turner
 - Sutton Elementary Principal, Eric Grim
 - Grissom Elementary Principal, Dea Moore-Young
 - North View Elementary Principal, Pam Necessary

Mr. Heller is pleased with all of the recommendations. He is very excited and said the assignments were in the best interest of Muncie Community Schools.

Mr. Costello complimented all involved; he is incredibly pleased with having Brad Seiss on our staff.

Dr. Branam said the biggest challenge of leadership is building the team. He is excited about the future of Muncie Community Schools and is pleased with all of the changes and appointments.

Mr. Costello noted that Mr. Reynolds and Mr. Moore are both Southside High School graduates and take great pride in our schools.

Motion by: Mr. Costello
Seconded by: Mrs. Kelley
Vote: 5-0

213. ADJOURNMENT

7:55 a.m.

Mr. Michael Long, President

Mr. Anthony Costello, Secretary

Wilson Middle School
The Panther Post
November/December 2012



Home of
the
Panthers

Chuck
Reynolds,
Principal



Kelli Turner,
Assistant
Principal



Rhonda
Ward,
Assistant
Principal &
Athletic
Director



3100 S Tillotson Ave.
Muncie, IN 47302
765-747-5370

*Text-A-Tip to
Panthers1 to
alert school
officials of a
possible
situation with
students*

*Muncie
Community
Schools Safety
Tip Line 747-
1632 if you are
aware of anyone
who plans to
harm or
threaten our
schools, staff, or
students.
Completely
anonymous call!*

To our Wilson Families from Mr. Reynolds

Here we are already in the second nine weeks of the school year! We want to let you all know that our first nine weeks was a great start to the year. We had a beautiful opening day, well attended athletic events, an enthusiastic new 6th grade class, great returning 7th and 8th graders, and terrific athletic participation. Most importantly we have seen a decrease in tardies and referrals and improvement in attendance which also means students have improved performance in the classroom. We are excited with these improvements and hope to see it continue. Parents, whatever you are doing to encourage better attendance, timely arrival to class, and good conduct in school, keep it up!

This year has brought many changes to Wilson Middle School including new administration, new teachers, new diagnostic testing, and new rigorous standards and expectations of ourselves and others. Included in these initiatives is the implementation of the Success period which focuses on daily reteaching and enriching students in math and language arts. With this added focus and the continued diligent implementation of existing efforts, I am confident there will be improvements in our ISTEP+ scores.

Looking ahead, the second nine weeks of the school year is just as busy and challenging as the start of the year. Classes become more rigorous, students will be working toward their final semester grades and in the midst of this, winter sports play will begin and the holiday season is fast approaching! Just as we encouraged a strong start to the year we are again encouraging our students to stay on track, keep focused, be on time, and don't miss school. We invite you, our parents and partners in your child's education to reinforce these goals at home. Let's keep moving in the positive direction we saw during the first nine weeks.

We invite you to visit the school, the STI web-site, or call with any concerns or suggestions you want to share with us to help us help your student achieve in the classroom, on the playing field, and in life. Your partnership with us and involvement in your students' education is a great motivation for them to succeed!

Until our next issue... have a wonderful holiday season and a successful SEMESTER ONE!

Guidance News—21st Century Scholars Program

The Twenty-first Century Scholars Program is available to income-eligible students who apply to the program during 7th or 8th grade. Students enrolled in the 21st Century Scholars Program, and upon completing all of the program's requirements, can receive partial or full tuition at a participating Indiana college. This is a great opportunity for Indiana students! Apply today at www.scholars.in.gov. You can contact Mrs. Maggard in the Guidance Office with questions. Remember, students must apply by the end of their 8th grade year...no exceptions!!

NURSE'S CORNER

BACK TO SCHOOL TIPS TO KEEP SCHOOL-AGE CHILDREN HEALTHY

- * Ensure proper nutrition (eating three meals a day and two nutritious snacks, limiting high sugar and high fat foods.
- * Wash those hands. To be effective, kids should wash hands with soap and water for at least 30 seconds - about the amount of time it takes to sing "Twinkle, Twinkle, Little Star."
- * Get your beauty sleep. Children, especially adolescents, frequently don't get enough rest. Studies show that the amount of sleep a child gets is directly related to his school performance, health and even behavior.
- * Keep immunizations current. This will not only guard him from disease - it will protect other children as well.
- * Limit television viewing & encourage reading & school work instead. Kids were made to move, so encourage your child to get plenty of exercise each day.
- * It is also very important to begin communicating with your child to help prevent them from picking up bad habits, including the use of tobacco, alcohol and drugs. Children whose parents talk to them regularly are at much less risk for experimenting with cigarettes, alcohol and drugs. Teach them how to avoid situations where drugs, alcohol, or cigarettes are present and to choose friends who also choose not to use these substances.

Welcome back to another happy, healthy school year!

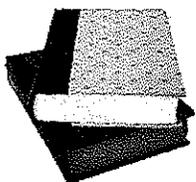
Please help your student to remember to return all library books on their due date.

Accelerated Reader Book Bucks Program

Accelerated Reader is back at Wilson Middle School and in full swing. Students can earn "Book Bucks" from all of their classes and Success group. Book Bucks are earned by reading during silent reading time in Success on Wednesday, bringing their own book or magazine to read to Success, passing an Accelerated Reader test with a 70% or better, reading aloud in a class, and anything a teacher from any class deems rewarding from reading. Students will have an opportunity to bid on items during a Silent Auction during their lunch time the last week of each semester. Items range from a Kindle to movies to gift cards at a local eatery. Auction items will be on display for the semester in the cafeteria display cases. We want to thank those businesses who did donate to our auction and welcome any donation for our auction. Encourage your child to read and be responsible to save their Book Bucks for the auction item they really want!

Remediation

Contact Ms. Collins for information concerning your child's most recent STAR reading score or Mrs. Kile for their most recent STAR math score. If you need information about your child's placement into an intervention or essential skills class, please contact either Ms. Collins or Mrs. Kile.



CALENDAR OF EVENTS

November

- 4th Select Choir Ensemble
"Thanks - Singing" Community Program at Gethsemane Church. 3:00PM
- 6th Election Day
- 6th TCS Testing—6th Grade ONLY
- 7th Fuel Up To Play 60 Program
7/8th Grade 1:30PM
6th Grade 2:15PM
- 12-16th Feed My Sheep Food Drive
- 15th Picture Retake Day
- 15th Winter Sports Pictures @ 3:15PM 7/8 basketball teams, cheerleading
- 17th 6,7,8 Volunteer choir
Salvation Army Kettle Drive Kick Off at Muncie Mall 11:00AM
- 19th Wick's Pie Pick-up 1-6PM
- 20th Wick's Pie Pick-up 3-5PM
- 22nd Thanksgiving—NO SCHOOL
- 23rd Thanksgiving—NO SCHOOL
- 27th 7/8 GB Pend. Heights 5:30PM

December

- 1st Breakfast with Santa 8:30-11:00AM @ Wilson. Santa arrives at 9:15AM.
- 2nd All choirs Muncie Community Annual Christmas Sing at Central Field House 2:45 PM
7/8 GB East Jay 5:00PM
- 3rd 7/8 BB Driver 5:00PM
- 5th 7/8 GB Delta 5:00PM
- 6th 7/8 BB Shenandoah 5:00PM
- 10th All choirs Wilson Holiday Choir Concert at Wilson Auditorium 7:00PM
- 11th 7/8 BB Hartford City 5:00PM
- 12th Wrestling vs. Highland 5:00PM
- 13th 7/8 BB Wes-Del 5:00PM
- 17th 7/8 GB Shenandoah 5:00PM
- 20th Christmas Break begins at the end of the school day
- 21st

WE WISH EVERYONE A HAPPY HOLIDAY SEASON!



January

- 7th Classes Resume

Wilson Middle School participates in My Coke Rewards, Marsh Fresh Idea, and Box Tops for Educations. Turn in your Box Tops to the front office.

Market Day is available each month. Fliers go home with the students or you can pick one up in the front office.

SMILE!!! Picture Retake Day is Thursday, November 15th from 8-11:30AM.



If you experience problems with your students picture order, please contact Lifetouch directly at 1-800-968-5468.

Yearbooks will go on sale in January. The cost is \$25.00.

DRAMA CLUB PRESENTS

"Hollywood Hillbillies"
Thursday, Nov. 8th at 7:00 p.m. in the auditorium.
Tickets are \$3 for adults and \$1 for students.



Feed My Sheep Food Drive
November 12 thru 16th

Breakfast with Santa

Saturday, December 1st

8:30-11:00AM with Santa making his arrival at 9:15AM.

\$5.00 per child, \$10.00 for two or more, adults \$1.00

Get your picture taken with Santa, tell him what you want for Christmas, make a craft, and eat breakfast all while supporting the Wilson Athletic Department. Make reservations by calling 765-747-5370 today.

A big thank you to The Branch Ranch Christmas Trees for donating a tree to the school for the front entrance. Visit them today on Cornbread Road between 400W and 500W.



Testing Schedule-January

Acuity Testing—January 7th thru
January 28th

Algebra Acuity Testing
January 28th thru January 31st

STIA English Test—January 29th

STIA Math Test—January 30th

Testing Schedule—February

Algebra Acuity Testing—February 4th
thru 8th

STIA English—February 26th

STIA Math—February 27th

ISTEP+ begins March 4th thru 13th

There is no school for students on
Friday, January 18th, Monday,
January 21st, Friday, February 1st,
or Monday, February 18th.

Remediation

Contact Ms. Collins for information
concerning your child's most recent
STAR reading score or Mrs. Kile for
their most recent STAR math score. If
you need information about your
child's placement into an intervention
or essential skills class, please contact
either Ms. Collins or Mrs. Kile.

If your child receives free school
lunches, you may qualify for Internet
Essentials from Comcast. Bring the
Internet home for just \$9.95 a month.
Call toll-free 1-855-846-8376 or visit
InternetEssentials.com for more
information.

Paws for Education Bookstore is in need
of parent volunteers to come and help
manage the bookstore with the help of the
student council members. Time frame is
from 11:00-12:45PM. Please contact Mrs.
Conner if you can help any day.

*Please help your student to
remember to return all library
books on their due date.*

CALENDAR OF EVENTS

January

8 th	8 th Grade IPAD Meeting 6PM 7/8 boys BB vs. Delta 5PM WR vs. Delta 4:30PM
9 th	7 th Grade IPAD Meeting 6PM
10 th	6 th Grade IPAD Meeting 6PM WR vs. Yorktown 4:30PM
14 th -17 th	Book Bucks Auction
14 th	Family Night 6:30-8:00PM
15 th	7/8 boys BB vs. New Castle 5PM
16 th	6 th grade boys/girls BB vs. Northside 4:30PM
17 th	End of the first semester 8 th grade boys/girls BB vs. Northside 5PM
18 th	Record Day—No School for students
21 st	Martin Luther King, Jr. Day— No School
28 th	SW vs. Pendleton Heights 5PM
29 th	6 th Grade boys/girls BB vs. Selma 4:30PM
31 st	SW vs. Highland 5PM

February

1 st	PD for Teachers—No School for students
4 th	6 th grade boys/girls BB vs. Highland 5:00PM
5 th	"Hollywood Hillbillies" 7PM 6 th grade boys/girls BB vs. Monroe Central 4:30PM
6 th	WR vs. Monroe Central 5PM
7 th	School Spelling Bee—all day SW vs. Delta 5PM
12 th	6 th grade girls BB vs. Daleville 4:30PM
14 th	6 th grade girls BB vs. Cowan 4:30PM
18 th	President's Day—No School
19 th	SW vs. St. Mary's 4:30PM
20 th	WR Invitational 4:30PM SW vs. Hagerstown 5PM
25 th	WR vs. West Jay/Monroe Central 5PM
28 th	Family Night 6-8PM

March

8th Community Basketball Game

FAMILY NIGHTS

Monday, January 14, 2013 from 6:30-8:00
Parents will be able to receive information
about the new I pads also help with STI.
Snacks will be provided along with
childcare and door prizes.

Thursday, February 28th 6:00-8:00PM
Watch for a flyer to come home with
details!

6th Grade boys and girls basketball
teams, wrestling team, and swim
team will have their team and
individual pictures taken on January
24th at 3:15PM.

Yearbooks will go on sale January 22nd
thru March 18th. The cost is \$25.00.
Make checks payable to Wilson
Middle School

ADVENTURERS TEAM

There will be a meeting on Tuesday,
January 15th at 6PM in the library for those
students and their parents who are eligible
for the end of the year field trip to
Chicago. Students who are eligible were
notified before Christmas Break.

Laundry Detergent or fabric softener in
the 5 gallon bucket goes on sale starting
February 11th. \$45 for a 5 gallon bucket or
\$25.00 for 2 ½ gallons. **Trash Bag** rolls
on sale \$12.00 a roll. All proceeds benefit
the Adventurers team. Contact Mrs.
Conner for more information or to place
an order.

Drama Club presents

"Hollywood Hillbillies"
Tuesday, Feb. 5th at
7:00 p.m. in the auditorium.
Tickets are \$3 for adults
and \$1 for students.
Children under are free.

CHOIR NEWS

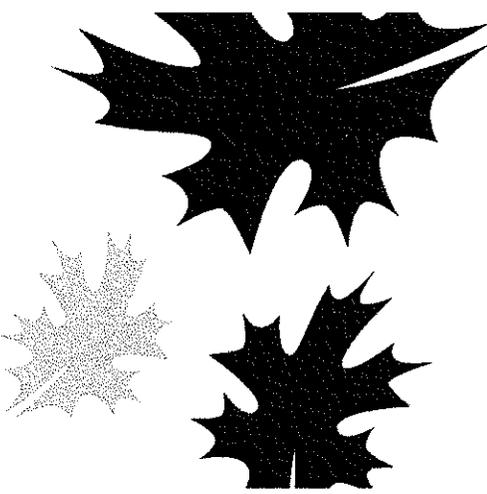
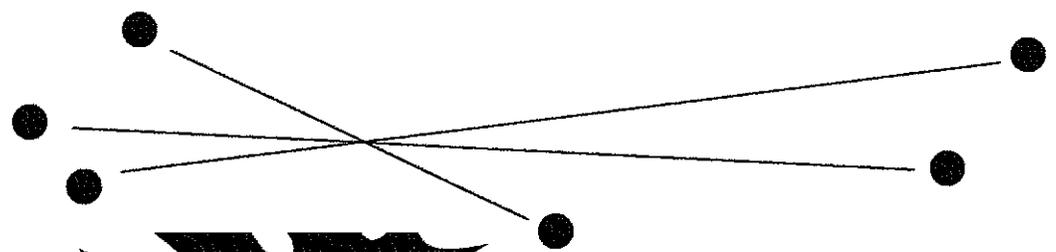
Jan. 26th--Several choir members will be
participating in ISSMA District Solo and
Ensemble Festival at Southside High
School.

Feb. 16th--the 6th Grade Choir will be
joining several surrounding schools at the
district 4 IMEA Circle the State with Song
Festival.

*Wilson Middle School participates in
My Coke Rewards, Marsh Fresh Idea,
and Box Tops for Educations. Turn in
your Box Tops to the front office.*

*Market Day is available each month.
Fliers go home with the students or
you can pick one up in the front
office.*

WILSON FAMILY NIGHT



Family Night at Camp Adventure. Please come out and join us for games, fishing, campfires, a cook out, and more. Please RSVP

to the school so we know how many will be attending. Hope to see you all there for a fun evening.

RSVP : 765-747-5370

Date: 09/28/2012

6:00-8:00 P.M.

Camp Adventure :
4881 S Proctor Rd



WILSON FAMILY NIGHT



Wilson Parents,

We will be hosting a Family Night with all different kinds of activities for you and your student. Please come out and join us. We will have:

- **Swimming**
- **Open Gym**
- **Karaoke**
- **Chili dinner**
- **Team building activities for the students**
- **Guest speaker, Prosecutor Judi Calhoun, speaking on internet safety for your children**

Date : Thursday, February 28, 2013

Time : 6-8 p.m.

There is no cost for the evening

Students must be accompanied by an adult

WILSON'S

Family Night @ Camp Adventure

May 10, 2013

5:30– 7:30

Camp Adventure
4881 S Proctor Rd
Muncie, IN 47302

Activities

- Fishing
- Games
- Cookout
- Transportation

We would like to invite you and your students to family night @ Camp Adventure.

We will have games , outdoor activities, fishing (some poles will be made available for those who need them),and a cook out (hamburgers, hotdogs, etc..).

Bus transportation from Wilson parking lot to Camp Adventure will be available that night. Bus pick up will be 5:15 and 5:45 in the cafeteria parking lot. You may also drive to camp if you wish.

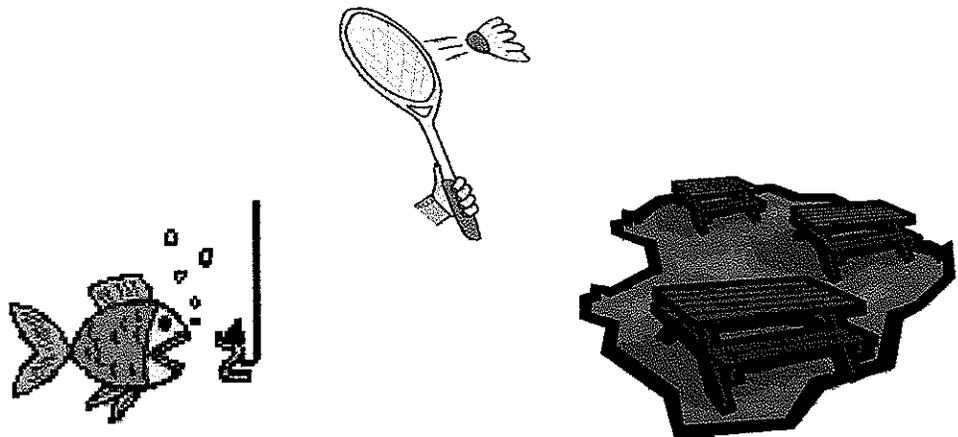
There is no cost for this event. We look forward to seeing everyone there.

Any questions please contact Lesia Meer at 765-747-5370

WILSON'S
3100 S Tillotson
Muncie, In
47302

Phone: 765-747-5370
Fax: 765-751-0666

E-mail:
lmeer@muncie.k12.in.us



IDOE School Improvement Report Template

I. Summary of Actual Progress and Results			<i>Monitoring Visit:</i> Select.	<i>Date:</i> Click here to enter a date.
<u>Data Analysis (Reading)</u> The school utilizes a coherent system to provide detailed tracking and analysis of assessment results. Teachers use STAR reading. Teachers receive and use STAR reading scores to guide instructional practices. Teachers also utilize Acuity and ISTEP scores.	<u>Data Analysis (Math)</u> Teachers use data from multiple assessments to plan for instruction and activities that match the learning needs of students. Multiple data assessments, STAR reading, Acuity, STAR math, ISTEP, and STIA (in-house standards based assessments).	<u>Data Analysis (Attendance)</u> The school has effective measures for promoting good attendance and eliminating truancy and tardiness. The administrative team works closely with all stakeholders, students, parents, nurses, and outside agencies to promote positive behavior and enforce school policy.		
<u>Intervention Strengths</u> The media specialist, language arts, reading, and a few other discipline teachers utilize the STAR reading results to effectively and efficiently guide instruction. This effective use of data is especially evident in the WMS at-risk student population.	<u>Intervention Strengths</u> Math, language arts and intervention teachers effectively use multiple data points to drive instruction. The effective use of data is illustrated during our monthly learning log meetings.	<u>Intervention Strengths</u> As a school, we celebrate students with good attendance, positive behaviors, and no tardies. This is evident through positive behavior referrals, honor luncheons, and building recognition. In addition the administrative team communicates attendance, tardy, and discipline concerns with all stakeholders.		
<u>Intervention Weaknesses</u> All teachers do not use these assessments to drive instruction with fidelity. The lack of application is evident through lesson plan checks and departmental meeting notes.	<u>Intervention Weaknesses</u> All teachers do not use these assessments to drive instruction with fidelity. The lack of application is evident through lesson plan checks and departmental meeting notes.	<u>Intervention Weaknesses</u> Continue to improve the working relationships with outside agencies and parents to improve attendance.		
<u>Update to Intervention Selection</u> I will collaborate with data coaches and department chairs to develop implementation strategies. Collaboration can occur during PLC's, department chair meetings, and full faculty meetings.	<u>Update to Intervention Selection</u> I will collaborate with data coaches and department chairs to develop implementation strategies. Collaboration can occur during PLC's, department chair meetings, and full faculty meetings.	<u>Update to Intervention Selection</u> Continue to improve the working relationships with outside agencies and parents to improve attendance.		

IDOE School Improvement Report Template

		Site-Visit Observations
		Classroom Observations
PAI Intervention	Classroom Environment/Culture	Faculty/Student Group Interview Responses
	<ul style="list-style-type: none"> • Visible and invisible structures are in place to ensure that instructional minutes are used effectively • Classroom environment was very positive • Students were respectful and compliant • Student work is clearly displayed in the classroom and in the hallways • Hallways displayed positive posters and success boards • Students are orderly in the hallways and in the stairways – specific stairs for going up/down • Classrooms had standards posted – currently covered for ISTEP testing • Some classrooms had daily/weekly objective posted – would like to see this in every room • Most classrooms had daily/weekly assignments posted – would like to see this in every room • Noticed a few rooms with data posted about student success – would be great to see this in every room • Teacher moves freely around the room while instructing and when engaging in one-on-one conversations for extra student support • Positive behavior intervention utilized in classrooms and throughout the building • New program regarding 4 tardies only implemented this school year 	<p style="text-align: center;">Principal and Title 1 Coordinator Responses</p> <ul style="list-style-type: none"> • Principal is acting in the roll of a facilitator – programs and processes were in place when he arrived • Principal has done modifications to programs/processes • STAR reading scores gives lexile score, grade, etc – data used to group students • Corrective reading program utilized to help students with decoding skills – skills students have acquired in the past (by 6th grade) • Principal views the use of data to drive instruction as a major shift this year – data room upstairs to display information – using STI, STAR, Acuity and ISTEP to collect data on students - students are grouped by data – success time/first 35 minutes of the day for ELA/Math help – content based success plans • Using Learning Log meetings with staff to improve classroom instruction – increase ELA/Math scores • 2 teachers at each grade level and subject, special education, interventionist look at data – collaborate on strategies, share resources – students are tested about once a month • PBI is utilized in the school/classrooms – had a problem with attendances and tardies – installed a “good character referral” program school wide – meet with students and call parents regarding positive behavior – have honor roll celebrations – celebrate no tardies and perfect attendance – pep sessions for academics and to gear up for ISTEP testing – fieldtrips – 8th graders going to DC • Using modified RISE for teacher observations/evaluations next year – currently under old contract – teacher receives 30 min observation – then a conference with principal • Teachers not meeting expectations instructionally can be put on a personal improvement plan, organized pd and data

IDOE School Improvement Report Template

	<p>Instructional Execution</p> <ul style="list-style-type: none"> • Instruction was presented in a clear manner with supporting visual examples • Teachers were well prepared to deliver material • Teacher/teachers stopped in a lesson when they realized a few students were still not mastering a skill and reviewed with the entire class • Saw “bell work” for students in one classroom – is this practice utilized in every room? • Intervention groups are utilized to differentiate instruction based on student specific needs – using SRA reading intervention for ELA and success maker and in house items for math intervention • 6th grade reading intervention consists of decoding skills • 7th and 8th grade reading intervention is combined. • Would like to see all teachers using data to guide instruction <p>Behavior Management</p> <ul style="list-style-type: none"> • Students were waiting to be called upon to answer questions – positive reflection on teacher behavior management. • Teachers attribute the positive attitude in the building to the change in admin • Rules and routines were implemented consistently and appropriately 	<p>coaches to come in to shadow and teach lessons</p> <ul style="list-style-type: none"> • PD offered to teachers – 8 step focus – took a team of teachers to INCC training – monthly learning log meetings – all teachers received iPad training this year – content specific training – some attended high ability conferece – some attended CPI crisis prevention training – technology training on projectors <p>Faculty/Staff Interview Responses</p> <ul style="list-style-type: none"> • Teachers have PLC once a week 7:30 to 8:05 – common duty or common prep time so they can collaborate – ELA/Math don’t have duties (they have an extra 40 minutes for collaboration regarding data/student instruction) • Major shift from last year to this year – started a “tardy room” – interventions are in place this year for both ELA and Math (ELA in 4th year) – seeing success this year – utilizing a pre-algebra lab course – a support set up at the high school – utilizing STI, STAR, Acuity and ISTEP • Staff is using data this year – more than in previous years – would like more time to discuss data (what it specifically means) and time to meet with other staff to work on ways to use data in other areas besides ELA and math (like social studies and science/cross collaboration) – this way data is meaningful to everyone • Intervention needs to be monitored in every classroom – researched based instruction not occurring in every classroom • Too many new programs started – but not enough training/and not enough follow-thru to implement the correct way • Staff concerned that acuity questions test over material/standards not taught yet – students don’t score well – students don’t take it seriously – students fail test continually, so after a while they just start “clicking” on any
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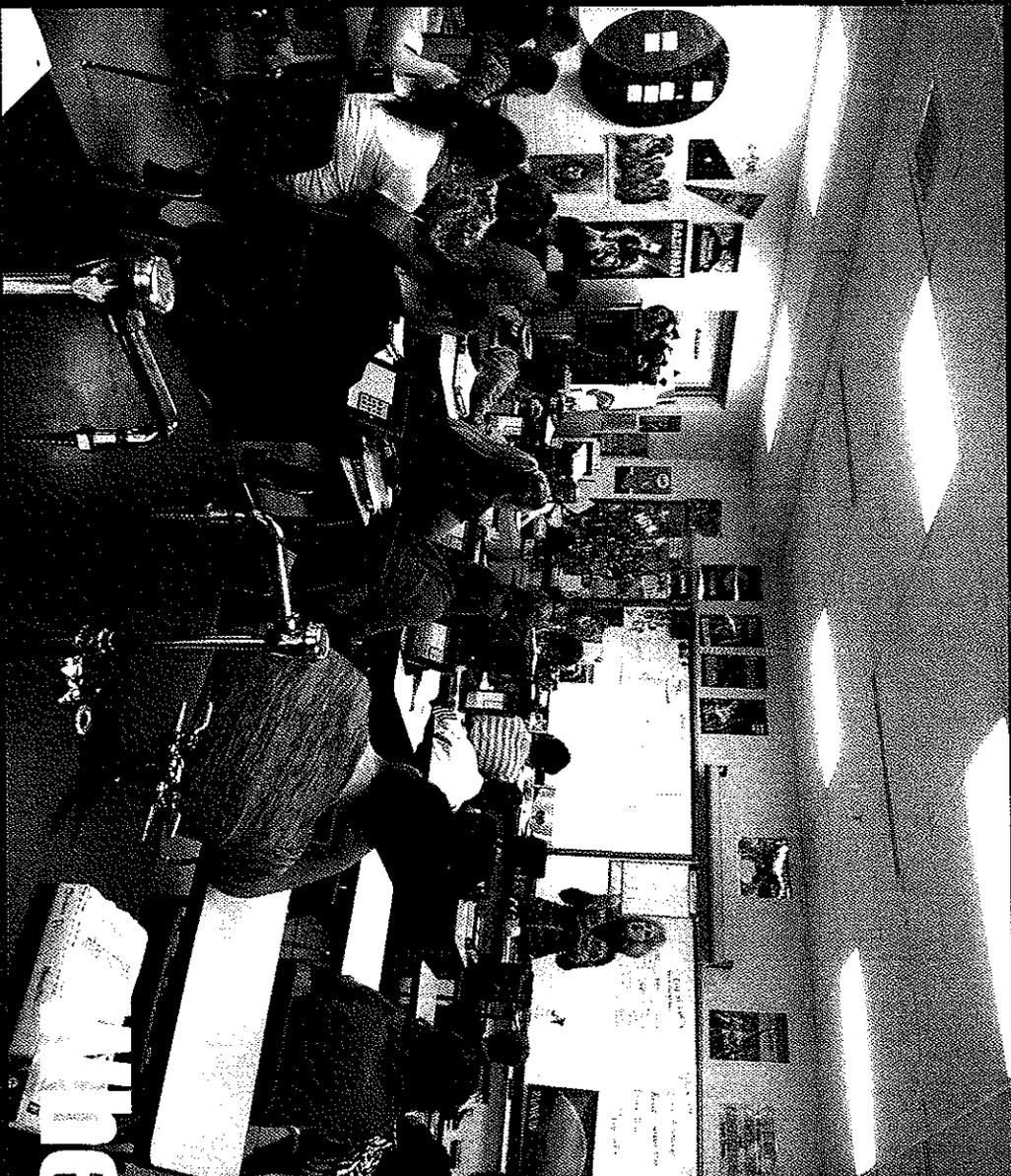
IDOE School Improvement Report Template

	<p>Engagement</p> <ul style="list-style-type: none"> • Students were very compliant • More than 95% of the students were actively participating in current academic content – when teacher noticed a student not engaging or who had a head down they were redirected quickly and in a positive manner – did not distract from lesson • Lessons in reading intervention were focused on relevant topics for student interest – independently reading non-fiction article • Teachers check for student understanding often • Data team meetings allow for teachers to adjust instruction to better serve students – but teachers want more training on how to read reports/interpret data – and teachers in other disciplines other than ELA and Math want training on understanding data 	<ul style="list-style-type: none"> • answer just to get it over with • Staff can see that students are making connections and using “success” skills in other classrooms • Staff have learning log meetings – they find these beneficial – but say they would like time to meet with other areas for integration • Staff feel that group/team meeting times need to be planned – especially because of so much accountability – more directed – with specific agendas/goal and objective – and not just about data each time • Regarding professional development...staff has PD one morning a week for ½ an hour – one full day each semester - staff has had some training in acuity/via the DOE – would like more training – specifically on how to read the reports – very difficult to read through for 125+ students – staff received training on common core – but would be interested in additional training – if we are going to continue with INCC – staff received iPad training – would appreciate more – specifically on using iPad as an engaging educational tool in the classroom- staff appreciates PD on specific teaching strategies and would like to receive more/they find this kind of PD very beneficial to them as educators • Would like to see PD/PLC’s arranged on specific topics – veteran teachers don’t need to sit through the same training as new teachers do – teachers could attend trainings/PLC’s on specific topics they feel they could use – and new teachers would be able to receive specific training (data, iPad usage, cross curriculum writing, etc) that haven’t previously received • iPad is a great resource – but staff concerned that students view the iPad as a toy and not as an educational tool (using iPad to download a ton of games instead of what their teachers specifically ask them to download for class/busy playing games on iPad and not completing/turning in homework) – staff would appreciate specific guidelines for
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IDOE School Improvement Report Template

		<p>the use of iPad throughout the school – specific consequences for misuse</p> <ul style="list-style-type: none">• would like to see more accountability for failing students – those who fail every class yet continue to move on – because middle school students do not need/nor earn credits
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Wilson Middle School - iPads



Where students

Dream, Believe, & Achieve

Professional Development

- **8 Step Process**
- **School Safety procedures**
- **Indiana Growth Model**
- **PLCs**
- **Learning Log Meetings**
- **Bullying**
- **Learning Connections**
- **Common Core**
- **Crisis Intervention Program / Non-violent physical crisis intervention**
- **Acuity**
- **iPad full faculty basic and advanced**
- **iPad for English, Math, Science, and Social Studies**
- **ISTEP proctoring**
- **Math Department – PD Common Core**
- **BSU – PDS**
- **Least Restrictive Environment / Special Education Presentation**
- **Dr. Marzano at BSU**
- **Curriculum Mapping – English and Math**



Professional Development
February 1, 2013
Wilson Middle School
Agenda

Full Faculty

Growth
"How well you perform when you start trying something difficult is not a good indicator of how good you can become."
Mark Kelly, American Astronaut

7:45 - 8:10 a.m. Coffee, juice, and donuts available in the cafeteria

8:10 – 8:35 a.m. **School Safety at Wilson Middle School**

5 Minute Break

8:40 – 9:10 a.m. **Growth Model - What does it mean and how to read the growth chart**

10 Minute Break / Passing

9:15 – 9:45 a.m. **Small Group Discussion and collaboration**

Group A. 6th Grade teachers (teams) - facilitators: Team Leaders

Group B. 7th Grade teachers - facilitators: Chuck

Group C. 8th Grade teachers - facilitators: Kelli

10 Minute Break / Passing

9:55 – 10:40 a.m. **8 Step Discussion**

Review and respond to full faculty feedback from PLC

Review 8 Step Plan to review progress and outline future implementation

10-Minute Break/Passing

10:50 – 11:20 a.m. **Success**

Review feedback from PLC and action taken

Instructional Focus

11:20 – 11:30 a.m. **iPad debrief**



11:30 a.m. – 1:00 p.m.

Lunch on your own!

1:00 – 1:45 p.m.

Break out sessions # 1-

Choose a session of most value to you and your classroom

- | | | |
|--|----|--|
| Room #204
Kelli Turner | #1 | Bullying. this is pertinent to all of us, since everyone has the ability to be on the internet. |
| Room - #209
Richardson & Dragoo | #2 | iPad refresher for the very beginner. "I forget how to...?" Richardson & Dragoo |
| Room - Library
Brendel & Cargile | #3 | The iPad for the intermediate user. "Check-out this app that I found!" |
| Room #222
Jen Kile | #4 | Learning Connection - How to review data and resources from the IDOE website. |
| *Room #127
Reynolds & Daniel | #5 | CPI- if you don't know what the acronym means this session is not for you!
CPI is a non- violent intervention approach to de-escalate special education students having behavioral outbursts, i.e. autistic students. |

**Awaiting information from Special Education office for approval.*

1:45 – 2:00 p.m.

Afternoon Break

2:00 – 2:45 p.m.

Break out sessions #2: Please choose a different or continued session to attend.

- | | | |
|--|----|--|
| Room #204
Kelli Turner | #1 | Bullying. This is pertinent to all of us, since everyone has the ability to be on the internet. |
| Room - #209
Richardson & Dragoo | #2 | iPad refresher for the very beginner. "I forget how to...?" |
| Room - Library
Brendel & Cargile | #3 | The iPad for the intermediate user. "Check-out this app that I found!" |
| Room #222
Jamie Linton | #4 | Acuity - How to get results and view resources from the Acuity website.
<i>This session is only for Math, Science, English and Math teachers.</i> |
| *Room #127
Reynolds & Daniel | #5 | CPI- if you don't know what the acronym means this session is not for you!
CPI is a non- violent intervention approach to de-escalate special education students having behavioral outbursts, i.e. autistic students. |

**Awaiting information from Special Education office for approval.*

2:45 – 3:00 p.m.

Complete Professional Development Evaluation Form and return form to the Main Office.

ISTEP – Countdown Calendars

Standards based and data driven calendars for ISTEP

COUNTDOWN TO ISTEP CALENDAR – Success

School: Wilson Middle School
 Name: 8th grade mathematics

Grade Level: 8

DAY	Topic/Standard	Activities	Resources/Activities
Monday Day 1	Coordinate Graph Standard 8.3.7	Students plot points on a coordinate plane.	Topic: 8.3.7 Topic: 8.3.7 Topic: 8.3.7
Tuesday Day 2	Evaluating Expressions Standards 8.2.2, 8.2.4	Students apply algebraic expression by identifying similarities and functions the order of operations.	Topic: 8.2.2 Topic: 8.2.4 Topic: 8.2.2
Wednesday Day 3	One Step Equations Standard 8.1.5		Topic: 8.1.5 Topic: 8.1.5 Topic: 8.1.5
Thursday Day 4	Area and Perimeter Standard 8.3.5		Topic: 8.3.5 Topic: 8.3.5 Topic: 8.3.5
Friday Day 5	Circumference and Area of Circles Standard 8.3.8		Topic: 8.3.8 Topic: 8.3.8 Topic: 8.3.8
Saturday Day 6	Volume of Rectangular prisms Standard 8.3.5		Topic: 8.3.5 Topic: 8.3.5 Topic: 8.3.5
Sunday Day 7	Multiplying Decimals Standard 8.2.3		Topic: 8.2.3 Topic: 8.2.3 Topic: 8.2.3

School: Wilson Middle School Grade Level: 7
 Team Name/Dept. Teacher: Huwer/Chinn

DAY	Topic/Standard	Activities
Day 1 p.1	Computation: Fractions – adding, subtracting, multiplying, and dividing	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
Day 2 p.2	Computation: Percent – discounts, markups, commission, increase and decrease	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
Day 3 p.3	Computation: Percent – discounts, markups, commission, increase and decrease	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
Day 4 p.4	Algebra and Functions: Slope – Intercept Form: finding slope of a line, graphing linear functions, etc	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
Day 5 p.5	Algebra and Functions: Slope – Intercept Form: finding slope of a line, graphing linear functions, etc	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
Day 6 p.6-7	Problem Solving: Word problems	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
Day 7 p.8	Data, Analysis and Probability: Mean, median, and mode	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class
	Measurements: Area, perimeter, volume	<ul style="list-style-type: none"> Multiple Choice Problems using IDOE website materials and Infinite Algebra Implemented during the beginning of the class

COUNTDOWN TO ISTEP

MULTIPLE CHOICE

ASSESSMENT PRACTICE

Standard Name:

Math Intervention Classes

Test Date	Class	Teacher	GP	SS	GE	PR	NCE
09/18/2012	Kile 3	-	6.05	581	3.7	10	23.0
11/07/2012	Kile 3	-	6.22	636	4.5	18	30.7
12/12/2012	Kile 3	-	6.33	667	5.0	25	35.8
02/04/2013	Mrs. Kile 3	Kile, Jennifer	6.51	638	4.5	14	27.2
04/08/2013	Mrs. Kile 3	Kile, Jennifer	6.72	656	4.8	15	28.2

Number of Tests: 5

Test Date	Class	Teacher	GP	SS	GE	PR	NCE
09/19/2012	Mrs. Kile 3	Kile, Jennifer	7.06	376	1.7	1	1.0
11/13/2012	Mrs. Kile 3	Kile, Jennifer	7.24	681	5.2	23	34.4
12/13/2012	Mrs. Kile 3	Kile, Jennifer	7.34	646	4.6	14	27.2
02/04/2013	Kile 2	Kile, Jennifer	7.51	605	4.1	7	18.9
04/08/2013	Kile 2	Kile, Jennifer	7.72	599	4.0	6	17.3

Number of Tests: 5

Test Date	Class	Teacher	GP	SS	GE	PR	NCE
10/10/2012	4th period	Reynolds, Ross	8.13	667	5.0	15	28.2
02/06/2013	Mrs. Conner 1st period	Conner, Kimberly	8.51	677	5.1	14	27.2
02/26/2013	Mrs. Conner 1st period	Conner, Kimberly	8.58	743	6.4	30	39.0
04/16/2013	Mrs. Conner 1st period	Conner, Kimberly	8.75	833	>11	57	53.7

Number of Tests: 4

Reading Intervention Classes

ID: pmanoliza

Test Date	Class	Teacher	GP	SS	DE	PR	NCE	IRL	Est. ORF ^a	ZPD
08/10/2012	Shoble 5th period	Shoble, Megan	8.03	546 ^d	6.2	26	41.9	4.5		3.6-5.3
10/11/2012	Shoble 5th period	Shoble, Megan	8.13	782 ^d	6.7	63	57.0	8.1		4.2-6.7
12/14/2012	Shoble 6th period	Shoble, Megan	8.34	716 ^d	8.8	66	53.2	8.0		4.2-6.8
12/17/2012	Shoble 6th period	Shoble, Megan	8.35	718 ^d	8.9	66	53.2	8.0		4.2-6.8
02/05/2013	Shoble 5th period	Shoble, Megan	8.51	892 ^d	8.1	88	60.4	6.8		4.5-8.1
04/02/2013	Shoble 5th period	Shoble, Megan	8.70	971 ^d	9.0	75	64.2	8.4		4.8-8.0

Number of Tests: 8

ID: sahe

Test Date	Class	Teacher	GP	SS	DE	PR	NCE	IRL	Est. ORF ^a	ZPD
08/31/2010	Reading 8-5	-	6.00	381 ^d	3.3	9	21.8	3.3		2.7-3.8
09/24/2010	Reading 8-5	-	6.07	400 ^d	3.5	10	23.0	3.4		2.8-4.0
10/11/2010	Reading 8-5	-	6.13	398 ^d	3.5	10	23.0	3.4		2.8-4.0
11/09/2010	Reading 8-5	-	6.22	537 ^d	5.1	29	36.3	4.4		3.5-5.5
12/01/2010	Reading 8-5	-	6.30	474 ^d	4.3	18	30.7	3.9		3.1-4.8
01/24/2011	Reading 8-5	-	6.47	246 ^d	2.2	1	1.0	1.9		2.1-3.1
04/19/2011	Reading 8-5	-	6.76	409 ^d	3.6	6	17.3	3.5		2.8-4.1
05/31/2011	Reading 8-5	-	6.89	511 ^d	4.7	15	29.1	4.2		3.3-5.2
09/07/2011	Alt. Eng. 2nd period	-	7.02	558 ^d	5.2	22	33.7	4.6		3.5-5.5
10/07/2011	Collins 1st period	Collins, Emily	7.12	480 ^d	4.4	12	25.3	4.0		3.2-4.9
11/04/2011	Collins 1st period	Collins, Emily	7.21	615 ^d	5.7	29	36.3	5.0		3.8-5.9
12/05/2011	Collins 1st period	Collins, Emily	7.31	499 ^d	4.8	13	25.3	4.1		3.2-5.1
01/20/2012	Collins 1st period	Collins, Emily	7.48	516 ^d	4.8	14	27.2	4.3		3.3-5.2
03/01/2012	Collins 1st period	Collins, Emily	7.60	574 ^d	5.4	20	32.3	4.7		3.8-5.6
04/05/2012	Collins 1st period	Collins, Emily	7.71	566 ^d	5.2	17	29.9	4.6		3.5-5.5
05/25/2012	Collins 1st period	Collins, Emily	7.88	706 ^d	6.5	35	41.9	5.9		4.2-6.5
09/11/2012	3rd period	Edmondson, Tiffany	8.03	608 ^d	5.7	22	33.7	4.9		3.8-5.9
10/11/2012	Collins 2nd period	Collins, Emily	8.13	817 ^d	5.7	22	33.7	5.1		3.8-5.9

Reading Intervention Classes

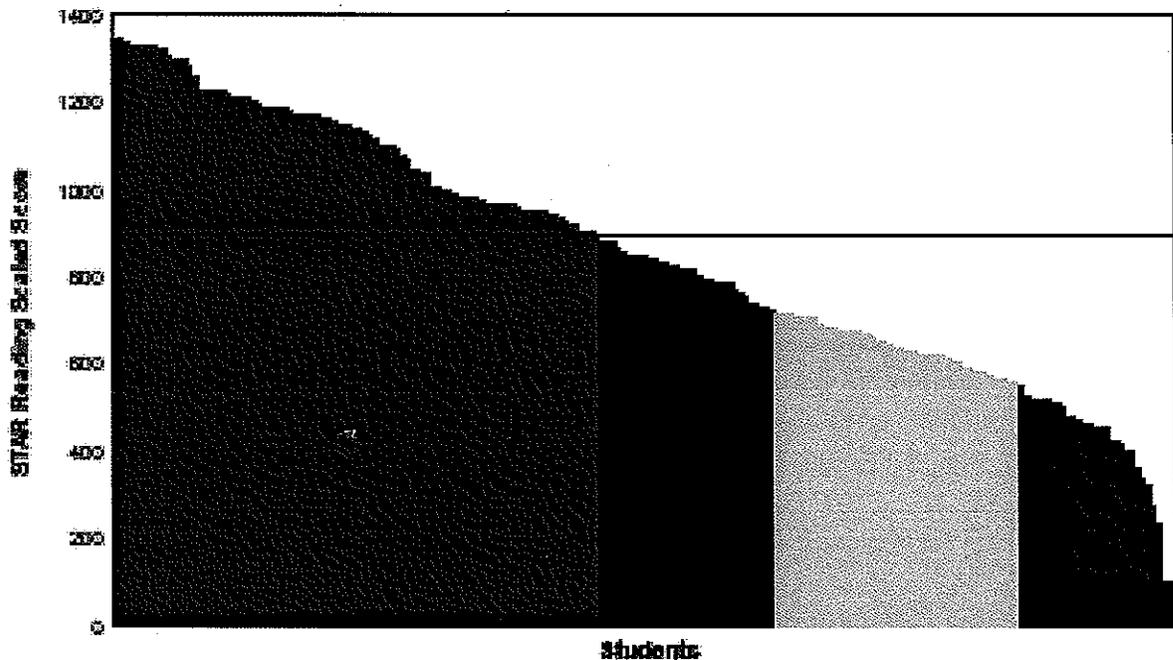
Test Date	Class	Teacher	GP	SS	GE	PR	NCE	IRL	ORF	ZPD
08/24/2010	1511.01	-	6.00	339 ^d	2.8	5	18.4	2.9	-	2.5-3.5
08/23/2010	1511.01	-	6.07	318 ^d	2.7	3	10.4	2.7	-	2.4-3.4
10/07/2010	1511.01	-	8.12	307 ^d	2.6	2	6.7	2.6	-	2.4-3.4
11/11/2010	1511.01	-	8.23	365 ^d	3.2	6	17.3	3.1	-	2.7-3.8
12/02/2010	1511.01	-	8.30	488 ^d	4.3	17	29.9	3.9	-	3.1-4.8
01/27/2011	1511.01	-	8.48	405 ^d	3.5	7	18.9	3.4	-	2.8-4.0
02/24/2011	1511.01	-	8.57	437 ^d	3.8	9	21.8	3.6	-	2.9-4.3
04/08/2011	1511.01	-	8.72	516 ^d	4.8	19	31.5	4.3	-	3.3-5.2
06/01/2011	1511.01	-	8.90	551 ^d	5.2	21	33.0	4.5	-	3.5-5.5
09/09/2011	Lawrence 3rd period	Lawrence, Judy	7.02	481 ^d	4.2	10	23.0	3.8	-	3.1-4.7
10/04/2011	Lawrence 3rd period	Lawrence, Judy	7.11	398 ^d	3.4	4	13.1	3.3	-	2.8-3.8
11/02/2011	Lawrence 3rd period	Lawrence, Judy	7.20	491 ^d	4.5	13	26.3	4.1	-	3.2-5.0
12/07/2011	Lawrence 3rd period	Lawrence, Judy	7.32	431 ^d	3.7	6	17.3	3.6	-	2.9-4.2
01/18/2012	Lawrence 3rd period	Lawrence, Judy	7.46	631 ^d	6.0	16	29.1	4.4	-	3.4-5.4
02/28/2012	Lawrence 3rd period	Lawrence, Judy	7.59	565 ^d	5.3	20	32.3	4.7	-	3.6-5.6
04/10/2012	Lawrence 3rd period	Lawrence, Judy	7.73	427 ^d	3.7	5	15.4	3.6	-	2.9-4.2
05/23/2012	Lawrence 3rd period	Lawrence, Judy	7.87	545 ^d	5.1	15	28.2	4.5	-	3.5-5.5
08/07/2012	3rd period	Thornburg, Danny	8.02	634 ^d	6.0	14	27.2	4.4	-	3.4-5.4
10/11/2012	Collins 4th period	Collins, Emily	8.13	477 ^d	4.4	8	20.4	4.0	-	3.2-4.9
12/06/2012	Collins 4th period	Collins, Emily	8.31	640 ^d	6.0	23	34.4	5.3	-	4.0-6.1
02/06/2013	3rd period	Thornburg, Danny	8.51	547 ^d	5.1	12	25.3	4.5	-	3.5-5.5
04/04/2013	Collins 4th period	Collins, Emily	8.71	629 ^d	5.8	18	30.7	5.2	-	3.9-5.9

Number of Tests: 22

CPDCC OKLAHOMA DEPARTMENT OF EDUCATION
 Reading Intervention Classes

1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th

1st
2nd
3rd
4th
5th
6th
7th
8th
9th
10th
11th
12th



Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
A/Above Benchmark ■ A/Above Benchmark	A/Above 804 SS	A/Above 40 PR	92	46%
Category Total			92	46%
Below Benchmark				
■ On Watch	Below 694 SS	Below 40 PR	33	17%
▨ Intervention	Below 722 SS	Below 25 PR	48	24%
■ Urgent Intervention	Below 558 SS	Below 10 PR	29	15%
Category Total			108	54%
Students Tested			200	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

Sample STIA info

• Building disaggregation during Learning Log Meetings

Learning Log Protocol: What are a few positives from last month?

1. What are the re-teaching strategies did you use to remediate these strategies

from last month? Countdown calendar - sentence structures and paragraphs written, who open ended questions and editing exercise.

- Countdown, Success, Ballingers - persuasion and propaganda

Common Literary devices - 6.3.7: Countdown calendar, spiral review during class and will hit again the next countdown

2. How did you assess the students' progress... from last month? students are assessed objectively and subjectively

informal review and essay reviewed - much improved on editing and persuasive writing.

The students enjoyed the editing portion of the review... liked the challenge.

Did informal assessments and will continue next month

Re-assessed in class during bell-ringers and informal assessments.

3. Discuss challenges/discusses with the indicators for this window, Successes

were - 3.A.2, 3.A.4, 3.A.5 clear thesis and word choice (point of view) Challenges - 6.3.4 provide details, examples and examples, however, in their writing work not necessarily meeting the transfer over to their assignments.

**PL 221 / Title I Plan
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Title I Schoolwide Plan Checklist – Table of Contents

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component CNA be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements will need to be adjusted.

Schoolwide Plan: Section 1114(b) (2). Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of the enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents CNA understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

COMPONENTS OF A SCHOOLWIDE PLAN	Found of page #:
1. A comprehensive needs assessment of the whole school.	9-16, 17-28
2. Implementation of schoolwide reform strategies that: <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the academic core <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any	10-16, 27-39
3. Highly qualified teachers in all core content area classes	42-46
4. High quality and on-going professional development for teachers, principals, and paraprofessionals.	30-33
5. Strategies to attract high-quality, highly qualified teachers to this school	45
6. Strategies to increase parental involvement, such as literacy services	11-13
6a. Description how the school will provide individual academic assessment results to parents	13
6. b. Strategies to involve parents in the planning, review and improvement of the schoolwide plan	13
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run	31
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	13, 27, 30-38

9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	10, 14-16, 26-27 33-38
10 Coordination and integration of federal, state, and local funds, and resources such as in-kind services and program components	<u>45</u>
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	<u>45</u>

Wilson Middle School
 School Improvement Plan
 Indiana Public Law 221
 No Child Left Behind

This school improvement plan will serve as a guide to engage our school community in a process of continuous improvement. We will use this guide to demonstrate a strategic plan of initiatives that we believe may be a helpful tool in meeting the expectations and accountability of district, state, and federal requirements.