



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant Application SY 2016-2017

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

| | | | | | |
|---|---------------------------|-------------|-----------------|----------------------------|-------|
| School Corporation/Eligible Entity | Kokomo School Corporation | | Corp # | 3500 | |
| School | Maple Crest Middle School | | School # | 2963 | |
| Superintendent Name | Dr. Jeff Hauswald | | Email | jhauswald@kokomo.k12.in.us | |
| Title I Administrator Name | Dr. Dorothea Irwin | | Email | dirwin@kokomo.k12.in.us | |
| Principal | Mr. Tom Hughes | | Email | thughes@kokomo.k12.in.us | |
| Mailing Address | 2727 S Washington St. | City | Kokomo | Zip Code | 46902 |
| Telephone | 765-455-8085 | Fax | 765-455-8062 | | |
| Total Funding Request | \$919,060 | | | | |

Select Application Type: Transformation Turnaround Early Learning Whole School Reform Restart Closure

Part 2: Grant Award Information

Grant Award Timeline:

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|---|---|
| 1003(g) LEA application released (Draft) | May 31, 2016 |
| Technical assistance training through a live webinar. Join the webinar through the link below: https://indiana-doe.webex.com/indiana-doe/j.php?MTID=m1aaab1090d16d592f32292e9f764c764 Number: (877) 422-1931 Pin: 542-270-3981 | July 14, 2016 10:00-11:00 am |
| Technical assistance training through open calls. Number: (877) 422-1931 Pin: 542-270-3981 | July 20, 2016 3:30-4:30 pm AND July 28, 2016 10:00-11:00 am |
| Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form below: https://form.jotform.com/61465812951964 | August 16, 2016 9:00 am- 4:00 pm AND August 18, 2016 9:00 am- 4:00 pm |
| LEA applications due | August 30, 2016 |
| Preliminary Award Notification | September 30, 2016 |
| Planning/Technical Assistance | October 1, 2016 – December 30, 2016 |
| Early Implementation | January 1, 2017 – June 30, 2017 |

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>

• Indiana SIG Award Information: www.doe.in.gov/sig

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| Federal Program Title: | School Improvement Grant |
| Federal Agency: | U.S. Department of Education |
| Pass Through Agency: | Indiana Department of Education |
| CFDA Number: | 84.377A |
| Award Name: | School Improvement Grants |
| Grant Award Number: | S377A00120015A |

Instructions: Please complete the table below regarding who was involved with the grant process.

| Name | Title |
|----------------------|---|
| Dr. Jeff Hauswald | Superintendent |
| Dr. Dorothea Irwin | Title 1 Director |
| Dr. Mike Sargent | Assistant Superintendent |
| Mrs. Crystal Sanburn | School Board President |
| Dr. Michael Langevin | Consultant |
| John Hill | Local Pastor / Community Leader |
| Laura Coonrod | Site coordinator - Bridges Outreach Program |
| China Antoine | YMCA program coordinator |
| Jennifer Pittner | Parent |
| Shanna Hampton | Teacher |
| Trudy Blue | Teacher |
| Lynn Johnson | Teacher |
| Amy Marley | Teacher |
| Justin Hahn | Teacher |

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

| Meeting Topic | Date & Time | Parents/ Community | Teachers/ Staff | School Administrators | School Board | District Staff | Students | General Discussion or Feedback Received |
|---------------------|-------------|--------------------|-----------------|-----------------------|--------------|----------------|----------|---|
| Leadership Team | 5/25/16 | 0 | 6 | 2 | 0 | 0 | 0 | Met with building leadership team to begin discussion and planning for SIG grant |
| District Office | 7/27/16 | 0 | 0 | 5 | 0 | 3 | 0 | Met with administrators and district office personnel to develop needs assessment and action plan rough draft |
| Stakeholder meeting | 8/2/16 | 10 | 3 | 2 | 0 | 1 | 0 | Invited local community agencies to attend and share their insight and involvement opportunities |
| Parent Meeting | 8/2/16 | 100 | 15 | 2 | 0 | 1 | 200 | Discussion about our grant during school open house night |
| Staff Meeting | 8/3/16 | 0 | 30 | 2 | 0 | 0 | 0 | Met with staff to discuss progress of SIG grant and garner input on needs they see going unmet |
| Title 1 Meeting | 8/4/16 | 0 | 0 | 2 | 0 | 1 | 0 | Met with Title 1 coordinator to discuss how Title 1 and SIG opportunities would coexist without overlap |

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|-------------------------|---------|---|----|---|---|---|---|---|
| Staff Meeting | 8/10/16 | 0 | 30 | 2 | 0 | 0 | 0 | Continued discussions with school staff |
| Staff Meeting | 8/17/16 | 0 | 30 | 2 | 0 | 0 | 0 | Garnered final input from staff on the progress of the grant |
| Parent Meeting | 8/20/16 | 5 | 4 | 2 | 0 | 0 | 2 | Continued discussions about after-school possible opportunities |
| Leadership Team | 8/24/16 | 0 | 6 | 2 | 0 | 0 | 0 | Went over final SIG plans with building leadership team |
| District Office Meeting | 8/26/16 | 0 | 0 | 3 | 0 | 3 | 0 | Discussed finalized plan with district office personnel |

Instructions: Describe the process and comments from family and community input (1 page maximum):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

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| Family | <p>Maple Crest Middle School consistently informed and sought feedback from our families in the notification and the development of this plan. The following are some of the ways we notified and the feedback we received from our parents.</p> <ul style="list-style-type: none">• Information was shared out via social media outlets and parent feedback via those sources was compiled• Additional conversations via social media occurred. These conversations between parents and school staff shed light on unmet needs within the school.• Principal had several meetings with parents when he was hired in July to determine what parent would want to see different at Maple Crest. <p>Upon beginning the process of reaching out to families, it became apparent that a main area of need (from the parents' perspective) is for students to have activities after the school day to help build friendships, skills and to provide students with an environment to grow in their work ethic and develop interpersonal skills. A majority of the parents involved in our discussions responded about a need for after school learning activities to enrich or remediate their child based on their needs.</p> <p>Parents also felt strongly that homework help/tutoring options outside of the school day is a need. Parents indicated their lack of ability to help struggling students with their work at home. Over 30% of our parents interviewed did not feel they are capable of helping their child with the math they are being taught daily.</p> <p>The final area of need based on the conversations with families was developing a program to help with character education. A majority of our parents felt strongly that students needed the opportunity to interact with positive role-models and develop strong relationships.</p> |
|---------------|---|

Community

Input from our school's stakeholders was gathered with the following:

- Leadership Team meeting - Principal discussed the grant opportunity and developed process for gathering data
- KTA Representative - Principal brought the ideas from the leadership team to the KTA representative and further developed a needs assessment
- Conversations with community organizations centered around outreach opportunities available to the school
- Central Office personnel met with the Kokomo Teacher's Association to explain the grant opportunities and shared the great progress that had been made at one of the Kokomo elementary schools due to the unique opportunities available from their SIG grant.

After having these conversations, the grant proposal was revisited due to the responses gathered from the conversations with community members. As a result, additional opportunities were developed to offer after school activities for students. Community partners were also contacted to see what support they could provide to these programs as well. A couple of our community partners addressed the need to continue to develop technology skills. From this, our grant planning believed the use of a robotics/coding club and our teachers being Google certified would move us forward in meeting our community partners wishes.

We also want to continue having these discussions and improve our community partnerships, and for this reason we have embedded a parent/community liaison. This we believe will help us continue to gather feedback from our community partners and gain valuable resources (time, money, & expertise) from participating in these partnerships. The liaison could work with the building principal and take the lead on partnership development.

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

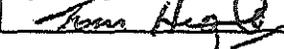
The LEA must check each waiver that the LEA will implement.

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

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

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds

- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

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|----------------------------------|--|-------|---------|
| Superintendent Signature: |  | Date: | 8/26/16 |
| Title I Administrator Signature: |  | Date: | 8/16/16 |
| Principal Signature |  | Date: | 8/26/16 |

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5 School Needs Assessment and Goals.

| School Name | Grade Span | Priority (P) Focus (F) | Selected Model | No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School |
|---------------------------|------------|---------------------------|----------------|--|
| Bon Air Elementary | PK-5 | Priority | Transformation | (Was awarded grant last year) |
| Bon Air Middle School | 6-8 | Priority | Transformation | |
| Maple Crest Middle School | 6-8 | Priority | Transformation | |
| Pettit Park Elementary | K-5 | Priority | Transformation | |

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (1 page maximum per section)

Data Processes

Maple Crest STEM Middle School has increased the conversations around data and have developed grade-level teams for analyzing and discussing various types of data. As a school, data has been collected from many sources and has been used to develop curricular opportunities that meet the needs of our student population. We used our data to determine our priority standards (along with leverage, endurance, and accountability factors). Although we have made some strides in data use, we still have a ways to go. We are good at getting the big picture but would benefit from getting a more granular perspective of student learning. Also, the data pulls are done more by leadership and getting teachers to pull their own data would require some training. This could be done in the after-school PD built into the grant.

Data analysis is done through many sources including Achieve3000, ISTEP+, Acuity, Accucess, ALEKS Math, Read 180, Pinnacle and PowerSchool. After initial data conversations necessitated a piece of data that teachers have more control of. Due to this need, we are planning on using this grant to help develop the process of creating common formative assessments. Teachers have worked with other district middle school (Bon Air Middle School) to build curricular unit maps and plan on hopefully working on developing high quality formative assessments to provide rich data.

As a district we are working towards migration to a centralized data warehouse where disaggregation of data from multiple sources. The PIVOT software (which the District provides) has helped us examine multiple data sources, but overall our teachers have not fully utilized this resource. This tool allows teachers to pull individual reports, identify trends and compile a wide variety of data into a single location. Empowering teachers to take the lead with regards to data discussions is a necessity to build teacher buy-in and ownership of the data. Teachers are in the beginning stage of sharing data with students and developing growth goals.

A variety of intervention opportunities are available at Maple Crest including both a Math and English intervention. Students who participate in these programs are flagged in the data warehouse (as data demonstrates they are not meeting academic expectations) in order to accurately track their performance relative to their peers. This valuable information allows progress monitoring of the intervention opportunities and provides necessary feedback on any student needs that are failing to be met in the current programs. Unfortunately, we have too many students needing interventions at this time. We will have to improve our core instruction based on what the data has told us (for instance, too many students not passing ISTEP+ is one source of evidence to support this determination).

Behavioral data tracking is done through our PBIS program as well as Pinnacle. The PBIS program allows tracking of positive behaviors and when tickets are cashed in by students, they are sorted and counted. Graphs comparing grade level data have been created and posted in the hallways.

This public acknowledgement of data tracking has created friendly competition between grade-levels which further bolsters the benefits of the program. Negative discipline data is tracked in the Pinnacle software. This program allows for quick comparisons month-to-month and year-to-year. It also allows for the disaggregation of discipline data by grade level, teacher, month, race, and gender. This data is used in grade-level discussions to develop intervention plans for students. We are able to track behavior but must be better at setting expectations for what is an offense that merits an office referral. Based on the data (type of incident), we could really benefit from developing norms in this area.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Maple Crest Middle School's use of data and tracking student outcomes (academic and behavioral) has demonstrated the needs to improve our overall learning environment. Examination of the ISTEP+ data has indicated there needs to be a culture of urgency. We currently have extremely low test scores (we have seen significant drops since the test changes over the last two years). Our overall pass and growth rates have demonstrated our core instruction needs to be significantly upgraded. Some highlighted areas of concern include:

- Current ISTEP+ data does not look promising (mirrors 14-15 data).
- Our ISTEP+ ELA pass percentage dropped over 20% from 13-14 to 14-15.
- Our ISTEP+ Math pass rate dropped more than 30% from 13-14 to 14-15.
- Examination of the subgroups demonstrated there has not been any group in our school over the past 2 years to demonstrate 1 year growth (median growth of at least 50) in either ELA.
- Our drops in ethnic subgroups were substantial across the board for all subgroups.
- Our bottom 25% students are only passing ISTEP+ ELA and Math approximately 5% of the time.

Our examination of the data demonstrates we are not reaching our students. We have seen significant drops since the administration of a new test (increased rigor levels). In order to demonstrate the culture of urgency, we started last year to create curriculum maps that provided depth within learning. We worked with the other middle school applying for a SIG grant (Bon Air Middle School) to select priority standards that would be reflected in the scope, sequence, and pacing of our units of study. Due to reduction in Title 1 funds, it has been hard to get time outside of the contractual day to make significant progress in this area. We believe obtaining the SIG grant would allow us the resources to accelerate this process and ensure depth within learning for all of the students we serve.

In addition to curricular issues, we believe we will not fix our low-performing scores without improving our instruction and assessment practices. Although our engagement levels have increased in our non-evaluative walkthroughs over the last two years, we still could benefit from finding ways to engage our students. Walkthrough data has indicated an abundance of teacher talk, lack of collaboration, and not sufficient utilization of variation within our instructional choices. Additionally, our assessment practices have been examined by building leadership (principal and lead teachers) and we have determine the need for more rigor (matching the DOK of the standard) and utilization of formats students might see on the ISTEP+ (multiple correct solution, distractor information, etc.).

Common formative assessments is a major focus for us as we move forward. Additionally, we need to make sure we are using high-yield instructional strategies, since we are not meeting our students needs within the core instruction. Consulting and after-school PD will help develop our CFA's and allow for us to be able to pull insightful data tied to our curriculum to inform our decisions. The use of an instructional coach can help provide non-evaluative feedback to accelerate the growth of the instructional practices in all classrooms.

As stated in data processes section, our attendance has stayed consistent but we see a high concentration of absences (over 40%) from a small group of students (top 10% of attendance offenders). We have used this insight to demonstrate the need for a parent liaison that can work with the students identified in the data as having attendance issues and strengthen the connection between school and home.

Although we have seen a decrease in student behaviors severe enough to require an office referral from 14-15 to 15-16, we realize the need to continue this trend. We believe the use of PLC's that will help teachers collaborate and share proactive behavioral strategies will assist in making progress in this area. Also, we will continue to refine our use of data to identify trouble areas and dedicate time to proactively educate our students to reduce trouble.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

| Overall Achievement Indicators | SY 2014-2015 Baseline Data | Projected/ Goal SY 2015-2016 | SY 2016-2017 Goal | SY 2017-2018 Goal | SY 2018-2019 Goal | SY 2019-2020 Goal | SY 2020-2021 Goal |
|--|----------------------------------|---------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8) | 23.0% | 17.3% | 25% | 35% | 42% | 50% | 57% |
| 2. Percent of students proficient on ISTEP (ELA) (3-8) | 38.0% | 45.07% | 50% | 55% | 60% | 65% | 70% |
| 3. Percent of students proficient on ISTEP (Math) (3-8) | 31.2% | 29.54% | 37% | 45% | 52% | 60% | 67% |
| 4. Percent of students proficient on IREAD (Spring Test Only) (3) | NA | NA | NA | NA | NA | NA | NA |
| 5. 10 th grade ECA pass rate (English 10) | NA | NA | NA | NA | NA | NA | NA |
| 6. 10 th grade ECA pass rate (Algebra I) | NA | NA | NA | NA | NA | NA | NA |
| 7. Non-Waiver Graduation Rate (HS only) | NA | NA | NA | NA | NA | NA | NA |
| 8. College enrollment rates (HS only) | NA | NA | NA | NA | NA | NA | NA |
| Leading Indicators | | | | | | | |
| 1. Number of minutes in school year students are required to attend school | 75,600 | 75,600 | 75,600 | 75,600 | 75,600 | 75,600 | 75,600 |
| 2. Number of daily minutes of math instruction | 48 | 48 | 60 | 60 | 60 | 60 | 60 |
| 3. Number of daily minutes of ELA instruction | 96 | 96 | 96 | 96 | 96 | 96 | 96 |
| 4. Dropout rate – HS only | NA | NA | NA | NA | NA | NA | NA |
| 5. Student enrollment number | 430 | 420 | 430 | 435 | 440 | 445 | 450 |
| 6. Student attendance rate (must be a % between 0 and 100) | 95.5% | 95.5% | 96% | 96% | 97% | 97% | 97.5% |

| | | | | | | | |
|---|----------------------------------|-----------------------------------|----------------------------------|-----------------------------------|------------------------------------|------------------------------------|-----------------------------------|
| 7. Number of students completing advanced coursework (e.g. AP/IB) (HS only) | NA | NA | NA | NA | NA | NA | NA |
| 8. Number of students completing dual enrollment classes (HS only) | NA | NA | NA | NA | NA | NA | NA |
| 9. Number of students completing BOTH advanced & a dual coursework (HS only) | NA | NA | NA | NA | NA | NA | NA |
| 10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH | NA | NA | BAS SS | BAS SS | BAS SS | BAS SS | BAS SS |
| 11. Discipline referral numbers –behavioral referrals counted | 541 | 500 | 450 | 400 | 350 | 325 | 300 |
| 12. Discipline incidents – number of suspensions and/or expulsions | 19 | 16 | 14 | 12 | 10 | 7 | 5 |
| 13. Truants – number of unduplicated students who received truancy letters | 59 | 50 | 45 | 40 | 35 | 30 | 20 |
| 14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN). | HE: 5 E:16 IMP: 1 IN: 0 | HE: 6 E: 15 IMP: 2 IN: 0 | HE: 7 E:15 IMP: 0 IN: 0 | HE: 9 E: 13 IMP: 0 IN: 0 | HE: 10 E: 12 IMP: 0 IN: 0 | HE: 11 E: 11 IMP: 0 IN: 0 | HE: 13 E: 9 IMP: 0 IN: 0 |
| 15. Teacher attendance rate (must be a % between 0 and 100) | 94% | 95% | 96% | 96% | 96% | 97% | 97% |
| 16. Teacher retention rate (must be a % between 0 and 100) | 85% | 86% | 90% | 93% | 95% | 95% | 98% |

Trends within ISTEP+ ELA Performance

| <u>Population</u> | <u>Measure</u> | <u>2012-13</u> | <u>2013-14</u> | <u>2014-15</u> |
|-------------------|----------------------|----------------|----------------|----------------|
| Overall | <i>Proficiency</i> | 68.7% | 60.3% | 38.0% |
| | <i>Median Growth</i> | 48.0 | 38.5 | 37.0 |
| F/R Lunch | <i>Proficiency</i> | 64.6% | 55.2% | 33.1% |
| | <i>Median Growth</i> | 48.0 | 38.0 | 37.0 |
| Special Ed. | <i>Proficiency</i> | 38.6% | 28.9% | 12.3% |
| | <i>Median Growth</i> | 45.5 | 27.0 | 32.0 |
| Bottom 25% | <i>Proficiency</i> | 29.8% | 20.5% | 5.6% |
| | <i>Median Growth</i> | 56.0 | 41.5 | 41.0 |
| Top 75% | <i>Proficiency</i> | 82.5% | 78.0% | 53.7% |
| | <i>Median Growth</i> | 44.0 | 38.0 | 36.0 |
| Caucasian | <i>Proficiency</i> | 71.3% | 65.1% | 40.4% |
| | <i>Median Growth</i> | 47.0 | 44.0 | 36.0 |

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|---------------|----------------------|-------|-------|-------|
| African-Amer. | <i>Proficiency</i> | 59.3% | 49.5% | 36.4% |
| | <i>Median Growth</i> | 46.0 | 28.0 | 44.0 |
| Hispanic | <i>Proficiency</i> | 61.1% | 55.6% | 23.3% |
| | <i>Median Growth</i> | 59.5 | 45.0 | 43.0 |
| Multi-Racial | <i>Proficiency</i> | 75.9% | 50.0% | 34.0% |
| | <i>Median Growth</i> | 50.0 | 24.0 | 38.0 |

Trends within ISTEP+ Math Performance

| <u>Population</u> | <u>Measure</u> | <u>2012-13</u> | <u>2013-14</u> | <u>2014-15</u> |
|-------------------|----------------------|----------------|----------------|----------------|
| Overall | <i>Proficiency</i> | 77.4% | 63.4% | 31.2% |
| | <i>Median Growth</i> | 44.0 | 35.0 | 49.5 |
| F/R Lunch | <i>Proficiency</i> | 71.5% | 56.8% | 24.6% |
| | <i>Median Growth</i> | 43.0 | 35.0 | 46.5 |
| Special Ed. | <i>Proficiency</i> | 67.6% | 36.8% | 13.5% |
| | <i>Median Growth</i> | 46.0 | 33.5 | 52.0 |

| | | | | |
|---------------|----------------------|-------|-------|-------|
| Bottom 25% | <i>Proficiency</i> | 40.5% | 25.2% | 5.5% |
| | <i>Median Growth</i> | 49.0 | 39.0 | 56.5 |
| Top 75% | <i>Proficiency</i> | 90.1% | 81.0% | 43.5% |
| | <i>Median Growth</i> | 42.0 | 34.0 | 48.0 |
| Caucasian | <i>Proficiency</i> | 82.1% | 68.1% | 35.3% |
| | <i>Median Growth</i> | 43.0 | 36.5 | 48.5 |
| African-Amer. | <i>Proficiency</i> | 62.9% | 48.4% | 19.8% |
| | <i>Median Growth</i> | 41.5 | 39.5 | 52.0 |
| Hispanic | <i>Proficiency</i> | 69.4% | 61.1% | 16.1% |
| | <i>Median Growth</i> | 52.5 | 24.0 | 32.0 |
| Multi-Racial | <i>Proficiency</i> | 81.5% | 61.5% | 35.3% |
| | <i>Median Growth</i> | 44.5 | 21.0 | 54.0 |

** Growth Model results for 2015-16 have not been released to the district yet.*

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

| Instructional Programs | |
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| LEA analysis | <p>Based on the needs assessment, our instructional approach lacks the depth necessary to achieve sizable gains across all student subgroups.</p> <p>Root Analysis based on the data examined in scores, surveys, and observations.</p> <ol style="list-style-type: none"> 1. Our current curriculum is not working because our instructional programming is disjointed. Student learning is not individualized by need, but is designed for the masses with many wasting time on skills they already have or not getting support when they don't get a new concept the first time. Sometimes students are seeing multiple staff members for support and it is not aligned causing further confusion. 2. We have put forth effort to consider a guaranteed and viable curriculum, but it is not being implemented with fidelity. We know what the essential learning should be, but we continue to focus on too many other areas weakening our outcomes. 3. We are not using formative assessments frequently to accelerate learning. We find out far too late when they don't know something to do anything about it. 4. There are NO structures in place to make sure every child is guaranteed mastery on the most critical power standards to move forward in their learning. This leaves holes in their learning and they can't advance. 5. Teachers are not collaborating on the right work. They are not talking about how to advance every student and then doing it. The conversations are either not happening or they are not focused on the right topics. 6. Students do not understand where they are in the learning process. Grades are a surprise to them as they don't know what is expected and have no understanding of where they are in the process. 7. We need to streamline our instructional programs so that we are LASER FOCUSED on each student getting exactly what they need and changing our practices to make it happen. If students need more time, smaller groups, and additional support - then we have to make that happen. 8. We have to move from an adult focus to a student focus on how we work. 9. Teachers need to learn how to become reflective on their own practices, but measuring them with the right focus on student learning outcomes. Giving them a way to become action researchers when implementing a new high leverage strategy will empower them and improve instruction. 10. When students are as far behind as we are seeing with the gaps in their achievement noted in the data, they need more time than the school day offers. We need to provide more opportunities after school and in the summer with an individual prescription to help close the gap. 11. We have not offered our paraeducators enough support. They have been expected to just figure it out in the moment. We need to capitalize on this tremendous asset and get them training to maximize their contribution. |

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| | <p>12. Our staff is limited in experience. Most have not been a part of a school that has a successful instructional program with all systems working together for high levels of learning. They don't know what is possible, if they haven't seen it.</p> <p>13. Instruction is not driven by the highest leverage strategies and determining which one will get the best results. It is more driven by the textbooks available or past practices.</p> <p>14. Sometimes when we have professional development the ideas are not always implemented. We need to hold ourselves accountable to implement best practices.</p> |
| <p>Justification for Selected Interventions (include alignment to model chosen)</p> | <p>New Intervention: An after school learning lab will extend learning time for students by 100 hours over the course of 25 weeks. Six certified teachers will receive a stipend to provide four (4) additional instructional hours per week after school. Programming will follow the same priority standards, pacing and levels of proficiency as what is taught during the regular school day. The program will feature a multifaceted learning of core curriculum, 21st century skills and social emotional intelligence. Each participating student will have explicit goals and intentionally designed activities aligned with the priority standards. Delivery of content will be in a way that is highly engaging and student-centric. Transportation will be also be provided.</p> <p>Justification: This expanded learning time for students will provide the necessary time for critical interventions in a way that is hands-on and personalized. Research by Deborah Vandell and colleagues (Auger, Pierce, & Vandell, 2013) finds that afterschool programs not only produce academic gains, but afterschool programs are also helping to close the achievement gap. Additionally, afterschool programs have been shown to decrease at-risk behavior (James & Jurich, 1999; Miller et al., 1997). The addition of after school programming will accelerate school improvement by providing additional support for achieving proficiency, expanding 'time on task', aiding families with educational assistance as well as offering an environment that is safe for students after school hours. This model will be an extension of intervention programs that currently exist during the school day for a variety of students. This program has had great results in past years resulting in Maple Crest receiving the +1 for growth in the area of Math.</p> <p>Alignment to Model: (Increase learning time for students, and providing financial incentives for teachers)</p> <p>New Intervention: The Maple Crest Middle School staff will review the guaranteed and viable curriculum that was created last year based on the agreed upon priority standards. We are not implementing with fidelity the maps we created.</p> <p>Justification: A guaranteed curriculum means that the same curriculum is taught by all teachers so that all students have an equal opportunity to learn it. Viable means that the amount of content in the curriculum is appropriate to the amount of time teachers have available to teach it (DuFour & Marzano, 2011; Marzano, 2003b).</p> <p>Alignment with Model: (Pre-implementation planning year and comprehensive reform strategies)</p> <p>New Intervention: Teachers will create, and be responsible for, common formative assessments (CFAs) for each unit of study aligned with agreed upon proficiency scales to understand mastery. CFAs generate timely student achievement data to monitor individual progress and evaluate instructional effectiveness. CFAs will be collaboratively scored and will provide teachers will immediate feedback. CFAs will ensure teachers address each priority standard prior to the state standardized assessment based on the common belief that 'what gets measured gets done.'</p> |

Justification: These common formative assessments (CFAs) will help teachers determine where each student is regarding their growth towards proficiency against the priority standards selected last year during the corporation's curriculum development initiative. "The true purpose of assessment must be, first and foremost, to inform instructional decision making. Otherwise, assessment results are not being used to maximize potential - improving student achievement through differentiated instruction" (Ainsworth & Viegut, pp. 21-22, 2006). As a result, CFAs will assist teachers to:

- Respond to students experiencing difficulty in real-time with a sense of urgency
- Enhance and increase the learning of students who are proficient
- Inform and influence the individual and collective instructional practice(s)
- Measure growth against established goals for instruction

Odden and Archibald (2009) found that nearly every school that doubled its performance data had implemented common or short-cycle assessments. No other intervention has documented more consistent learning gains than formative assessments, and the gains are more considerable for those students who typically struggled with content (Black & William, 1998).

Alignment with Model: (Pre-implementation planning year and comprehensive reform strategies)

New Intervention: Ten (10) teachers will receive a stipend to participate in 'Action Research Projects' throughout the year. In action research, participants will identify a strategy, implement the strategy, gather data and analyze the data to determine if the desired result was reached. This cohort of teachers will present their findings to their peers to influence instructional practice. Projects will be archived for future reference.

Justification: Action Research Projects are means to build teachers' reflective capabilities (Noffke & Zeichner, 1987; Zeichner & Klehr, 1999) in ways that can help improve a specific aspect of educational practice within their school setting (Caro-Bruce, 2000; Sagor, 2005). Action research will provide staff with useful insights to students' learning as well as a new approach to give way to innovative solutions. This process will increase instructional capacity and provide staff with high-yielding practices to accelerate school improvement.

Alignment to Model: (Increasing teacher effectiveness)

New Intervention: Maple Crest Middle School will provide paraeducators with training to increase their instructional capacity and equip them with strategies to meet the needs of diverse learners. Six (6) paraeducators will be provided three days of training as well as a \$350 stipend.

Justification: To help meet the needs of all students, paraeducators must have the opportunity to learn how to best approach the instructional needs of diverse learners. Our needs assessment underscored the importance for training tasks that paraeducators are expected to perform under the supervision of certified teachers. Paraeducators often provide direct instruction to students who lag behind their peers in ELA and Math without the appropriate training. Paraeducators, especially those who work closely with students, when trained can be extremely helpful in informing the educators about which strategies are working and which are not (Hauge, Babkie, & Lock, 2006).

Alignment with Model: (comprehensive instructional reform strategies)

New Intervention: To sustain learning throughout the year, a summer intervention program will be offered to students. Four (4) teachers will be provided a stipend to offer students three weeks of instruction, four days per week for four hours each day. Transportation will also be provided. Students will receive additional learning time to sustain and advance growth demonstrated during the school year. This program is well placed to also provide additional time for students to engage in STEM topics in a manner that is different from the traditional approach and engages a myriad of learning styles.

Justification: It is common that our most vulnerable student population participates in summer programs in greater numbers than their peers. It is this group of students that typically do not have access to high quality programs during the summer months, and thus these students come into a new school year in a disadvantageous position.

Alignment with Model: (Increased learning time for students and providing financial incentives for teachers)

New Intervention: Teachers will have the opportunity to visit Fern Creek High School (Louisville, KY) to observe the end result of the instructional interventions described in this proposal. Fern Creek was named one of the five most innovative schools in the country. Teachers will have the opportunity to identify evidence of success and observe highly effective strategies in action.

Justification: By observing highly effective practices in action teachers will have a better understanding of what excellence looks, sounds and feels like. A well-planned and coordinated site visit will contribute to advancing and reinforcing effective practices.

Alignment with Model: (Pre-implementation planning and comprehensive reform strategies)

New Intervention: An after school 'Robotics & Coding Club' will be designed to engage a diverse group of learners in a STEM-related opportunity. Students will be encouraged to participate in competitions and further their learning by pursuing various certifications. Teachers will receive a stipend to sponsor the club and equipment cost will be provided for. We will align to the DOE STEM rubric also.

Justification: This club will not only provide students with increased learning time, but will also provide a strong foundation for 21st century skills such as: programming, engineering, conceptual thinking and teamwork. Developing a basic level of conceptual thinking will benefit students in other areas as well. Today's standards require students to have a greater depth of knowledge and ability to think critically. Brian Heese (2014) writes: "...when you learn computer programming you learn how to check your work for details, how to apply logic and how to persist at a task. You also learn how to ask a good question, often in written form. Finally you learn how to collaborate because much programming today is accomplished in teams. These timeless skills and learning behaviors will endure far longer than any programming language."

Alignment with Model: (Increased learning time for students and providing financial incentives for teachers)

School Leadership

LEA analysis

Root Analysis based upon feedback from staff, principal, data, and reflection/

Observations:

1. The new principal, Tom Hughes, and the staff have little experience with school turnaround. He needs someone to assist and guide him through the work. He realizes that repeating the same patterns will get the same results, but is looking for guidance on how to get results for his school.

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| | <ol style="list-style-type: none"> 2. Many parts of the building are brand new, but the results are not measuring up to the beauty of the building. 3. Maple Crest Middle School is one of four recognized middle schools in the state to achieve STEM accreditation. This work demonstrates that the staff can implement complex plans, but now we need to learn how to integrate this work with the right work for student outcomes. 4. We need to have efficient and effective ways to understand data and apply the knowledge to learning. We need a structure for collaboration that will guide our work to get improved student outcomes. 5. We talk about data, but nothing is changing. There is something missing in our approach to how we take action once we look at the student learning trends. We don't have a system to discuss it, make changes, and then reassess what is happening. 6. We are in a failure cycle with all emphasis on our failure. Our staff needs to shift to a culture of growth. We want to lead our students by modeling a stronger growth mindset. If we begin teaching this way then the whole culture can shift to what is possible. 7. Our teachers are beginning to see themselves as instructional leaders based upon the STEM work. We have to be careful not to focus so much on this area that we omit the critical basics students need to succeed. We need leaders of instruction on the essential learnings integrated with STEM who can lead other professionals and support parents. We need to utilize our strong technology and digital learning to the right outcomes. We need training in programming like Google Education to make this happen. 8. Teachers are often hesitant to reach out to parents. We need to find a way for our parents and teachers to come together to support students. Our parents are often concerned that they don't know how to help their students with homework. Teachers can support in this area to gain the trust of parents. 9. We do not have a school wide approach to teachers serving as leaders focused on the right work to improve student learning. This includes continually reviewing the best instructional strategies and sharing them with data proving results. It turns out to be a few sharing with the teacher next door with no system for ensuring that this happens. 10. Schedules have not been designed to allow teachers enough collaborative time to focus on individual student outcomes across the curriculum. We don't know how to design an RTI system that works in our school. |
| <p>Justification for Selected Interventions</p> | <p>New Intervention: To support Mr. Hughes during this process, a principal mentor will provide coaching throughout the year. Mr. Hughes and his mentor, Dr. Terry McDaniel, will meet four times each year during the implementation of the SIG. Dr. McDaniels is an assistant professor in Educational Leadership at Indiana State University. He has served as a public school elementary school teacher, principal and superintendent.</p> |

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| <p>(include alignment to model chosen)</p> | <p>Justification: The role of principal in school improvement is one of the most influence elements over student outcomes. This mentorship will give Mr. Hughes unique insight and guidance to ensure the grant is implemented with fidelity. Given Dr. McDaniel's area of expertise Mr. Hughes will not only gain insight from an experienced administrator, but also access to the most recent research-based strategies that will lead to the best possible outcomes. Research tells us that effective turnaround leaders are intentional and strategic in setting school-wide goals, which can inspire a common vision among teachers (Herman et al., 2008; Leithwood & Strauss, 2008, 2009; Murphy, 2008, 2009; Public Impact, 2008; Rhim et al., 2007). These leaders manage their schools effectively by implementing schoolwide practices that are targeted toward raising student achievement (Almazan, 2005; Leithwood & Strauss, 2009; Murphy, 2008, 2009; Rhim et al., 2007).</p> <p>Alignment with Model: (Increasing leader effectiveness, principal mentor)</p> <p>New Intervention: With the implementation of Professional Learning Communities (PLCs) Maple Crest Middle School will be in a position to provide every teacher with the opportunity to grow in their practice. Previous barriers to collaboration among stakeholders will be replaced with highly engaged teams focused on personal and collective growth.</p> <p>Justification: PLCs will empower teachers with knowledge, collaboration and shared decision-making that will naturally increase their capacity as instructional leaders. It is through this platform that teachers and administrators share in the decision-making process. It is a result of their participation in PLCs that teachers become well equipped, renewed and inspired to take strides in their own development as professionals (Hord, 1997; Lieberman & Miller, 2004).</p> <p>Alignment with Model: (increasing teacher effectiveness, and comprehensive reform strategies)</p> <p>New Intervention: Fifteen (15) teachers will have the opportunity to become 'Google Certified' educators to adequately prepared them to be able to demonstrate continuous innovation and iteration; articulate a strong vision of technology integration and leadership; engage in regular reflection on their professional growth; and, most importantly, they will share creative solutions with their peers. Certified teachers will receive a stipend based on their level of certification.</p> <p>Justification: This certification will provide our teachers with the opportunity to lead technology integration efforts as well as equip them with the tools to prepare students for the 21st century. As a result, teachers will be empowered to create more inventive and creative ways to engage students which will lead to increased outcomes. The skills that educators will acquire will help them to streamline antiquated systems which will leave more time to focus on what is most important: instruction. Furthermore, certified teachers will have the opportunity to lead their peers and improve the school's overall education technology literacy.</p> <p>Alignment with Model: (Providing staff with financial incentives & opportunities for leadership development)</p> |
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| School Infrastructure | |
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| <p>LEA analysis</p> | <p>Systemic change is not achieved unless the infrastructure is designed to sustain it. Maple Crest Middle School is in need of a uniform infrastructure that is designed to support teachers and aligned with the instructional priorities at the forefront.</p> |

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| | <p>Root cause analysis shows that there are significant gaps with regards to our ability to implement best practices which have lead to disparities in outcomes among student subgroups. Schoolwide practices must be aligned under the common vision for instruction.</p> <p>Root analysis from data, surveys, reflections, observations, and input from central office:</p> <ol style="list-style-type: none"> 1. All of the excitement and focus on STEM has taken us away from the essential learning that students must have to be successful. We are not proactive in meeting student needs. We need to find a way to integrate this technology with the outcomes students must have. 2. We try to use data, but we are not drilling down to what each student really needs. We also don't have timely data that is being examined by teams. It comes too late. It is overwhelming to the teachers and principal to put this into real time as we have not built processes and procedures for how to collect it, when to collect it, what to do with it, and then taking action on it. 3. We do not have data protocols to know how to focus teacher dialogue on individual student outcomes. 4. Teachers need to implement the highest leverage strategies in the classroom and get feedback on how they are doing. Right now this loosely happens with our evaluation process. We need this to be more non-evaluative for improvement. We need to have a qualified person or expert come and see what we are doing, then help us get better. 5. Our relationships with parents has not been maximized. We need to provide more opportunities for them to be a part of the learning process to support their children. They are invited to events and are called when there is a problem. We can improve upon having them come to the table to see how their children are performing and what is happening. They need to see us a source of help and support, not of bad news. |
| <p>Justification for Selected Interventions (include alignment to model chosen)</p> | <p>New Intervention: The Equitable Education Solutions Building Practices Survey instrument will be conducted to create a building report and work with the school leadership team to interpret data and create and action plan aligned with data.</p> <p>Justification: We need an outside perspective on how we are functioning in order to truly accept the needed changes. This report uses current actions in the school to create composite scores for the following seven areas: climate/culture, instructional leadership, quality of instruction, data-informed decision making, acting collaboratively, developing the professional mind, and promoting the learning mind. These findings will then be utilized to inform the creation of new systems and processes for all school functions that lead to improved student achievement.</p> <p>Alignment with Model: (Pre-implementation planning, comprehensive reform strategies, and operational flexibility)</p> <p>New Intervention: A stipend will be provided to a teacher to serve as a 'Data Facilitator'. This role will provide a clear vision for using data to reflect on instructional practice, facilitate data-oriented meetings before school and ensure PIVOT (data management platform) is used with fidelity. This role will operationalize a data-driven culture to improve student outcomes.</p> <p>Justification: This role is instrumental in setting the culture for data discussions, gathering data for teacher teams as well as assisting individual teachers with their own analysis to improve practice. As a facilitator, this teacher will lead the school in a process of collaborative inquiry that will build the capacity of other teachers simultaneously. "[The Data Facilitator's] role is to engage others in</p> |

making sense of and responding to data in ways that improve learning for all students. They facilitate the work of Data Teams, build capacity to use data well, and sustain the improvement process” (Love et al., 2008, p.20).

Alignment with Model: (Implementation around developing and increasing teacher leader effectiveness, data review plan)

New Intervention: Professional Learning Communities (PLCs) will be created to develop a culture of learning and knowledge sharing among the staff at Maple Crest Middle School. Teachers will grow their capacity within these professional communities by reflecting on their practice, examine evidence of student outcomes as a result of instructional practice, and respond with the necessary interventions to achieve desired outcomes (McLaughlin & Talbert, 2006).

Justification: Effective teacher collaboration is a critical component of school improvement. Not only will PLCs provide teachers with a way forward at the beginning, but once embedded into the culture PLCs will result in sustained school improvement over time. PLCs lead the way for innovative solutions and consistent implementation of what works throughout the school. This intervention is the most influential lever to increase individual and overall capacity for creating change that will impact student outcomes (Hord, 1998; McLaughlin & Talbert, 2003, 2010; Senge). Additionally, PLCs positively influence collegiality among teaching staff by promoting shared leadership within a common vision.

Alignment with Model: (Redesign of leadership structure, comprehensive school reform strategies, and pre-implementation planning year, teacher and leader effectiveness)

New Intervention: An ‘Instructional Coach’ will be allocated to support the staff by modeling effective teaching practices, providing non-evaluative feedback, collecting instructional data and leading high-quality professional development initiatives. The primary role of this position is to bring high-yielding instructional practices into the classroom by working directly with classroom teachers and school administration. The coach will inform school-wide approaches as well as provide teachers with one-on-one support.

Justification: This intervention will help to close the achievement gap and accelerate school improvement by identifying and replicating effective instructional practices. Without this role, Maple Crest Middle School’s best instructional practices would remain isolated and teachers would struggle to understand how to improve their practice. Instructional coaching has been determined as an effective method to ensure successful implementation of instructional interventions and that evidence-based practices are being utilized to impact student outcomes (The University of Kansas Center for Research on Learning, 2007).

Alignment with Model: (Increasing teacher effectiveness and comprehensive reform strategies)

New Intervention: A part-time ‘Parent & Community Liaison’ will be added to the staff to foster positive school-family relationships and enhance community partnerships, especially among STEM businesses. The liaison will develop opportunities for family engagement such as parent information sessions, academic nights, home visits, student-led conferences and other events that build mutual trust between home and school. Additionally, the liaison will form strategic community partnerships to sustain effective STEM-related initiatives.

Justification: The liaison is a conduit between the school improvement process and the greater school community at-large. The liaison will ensure all stakeholders have input throughout the school improvement process. It will take the collaborative support of families and the greater community to sustain improvements long-term. Furthermore, to be successful Maple Crest Middle School must foster

positive home-school relationships so that gains in learning are systemic. Genuine partnerships between families and teachers must be formed because of critical role families have in student achievement.
Alignment with Model: (Comprehensive reform strategies, community-oriented schools)

Part 6a: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. (7 page maximum for each section)

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for selected model:

Maple Crest Middle School is a Priority school that has chosen the Transformation Model based on the data findings, root cause analysis, and self-assessment. This model provides a uniform approach to our existing improvement plan as well as improvement plans across the corporation. Systemic instructional reforms are needed to reach all students and ensure mastery of priority standards. Maple Crest seeks to increase depth of learning by implementing interventions that would:

- Ensure the established Guaranteed and Viable Curriculum achieves its intended outcomes by creating common formative assessments used for validity and reliability
- Develop a culture of urgency and build instructional capacity with the addition of Professional Learning Communities (PLCs)
- Provide both students and teachers with opportunities to increase time for learning and application
- Allocate and train support staff to facilitate transformation (paraeducators, data facilitator, instructional coach)
- Continue to integrate technology and STEM-related activities within core instruction

The interventions outlined within this proposal will transform Maple Crest Middle School into an institution that performs with high reliability on behalf of every student, family, teacher and administrator. This model was chosen because of its potential to accelerate school improvement, provide a clear focus on results and build internal capacity/accountability.

Describe how model aligns to Subgroup Data:

Though Maple Crest as attempted numerous strategies in the past to improve student performance we still have been unable to demonstrate growth in both ELA and Math. The model will allow Maple Crest to systematically address instructional deficiencies through comprehensive reforms aimed at improving formative assessment techniques, creating collegial environment among educators, aligning the curriculum to the priority standards established by the district and ample professional development for teachers to to acquire the level of capacity transformation work demands. Data will be analyzed and used on a regular basis to monitor growth towards proficiency for every student. Systems established by the administration will ensure that Tier II and Tier III supports are available to struggling students as soon as interventions are required. Teachers take on more leadership roles and assume shared responsibility for school improvements to sustain gains over time.

Free and Reduced Subgroup:

The ELA proficiency rate declined from 55.2% proficiency in 2013-2014 to 33.1% proficiency in 2014-2015.
The Math proficiency rate declined from 56.8% proficiency in 2013-2014 to 24.6% proficiency in 2014-2015.

Special Education Subgroup:

The ELA proficiency rate declined from 28.9% proficiency in 2013-2014 to 12.3% proficiency in 2014-2015.
The Math proficiency rate declined from 36.8% proficiency in 2013-2014 to 13.5% proficiency in 2014-2015.

African-American Subgroup:

The ELA proficiency rate declined from 49.5% proficiency in 2013-2014 to 36.4% proficiency in 2014-2015.
The Math proficiency rate declined from 48.4% proficiency in 2013-2014 to 19.8% proficiency in 2014-2015.

Multi-Racial Subgroup:

The ELA proficiency rate increased from 50% proficiency in 2013-2014 to 34% proficiency in 2014-2015.
The Math proficiency rate declined from 61.5% proficiency in 2013-2014 to 35.3% proficiency in 2014-2015

Describe how the model aligns to Overall Achievement Indicators:

With continued support, Maple Crest will be able to establish an effective instructional framework using the Highly Reliability Schools (HRS) model to accelerate school improvement. The common practice will shift from that of being reactive to proactive due to the sense of urgency generated by the attention to student achievement at every level. Additional intervention time for Tier II and Tier III will be added to the school day to immediate address learning gaps. Professional Learning Community teams will work collaboratively to create common formative assessments, analyze student progress on a routine basis, determine the most effective instructional strategies based individual performance, and provide internal accountability to ensure every effort is made to achieve proficiency across every subgroup. Every complex initiative will be organized into an aggressive, yet amalgamated, system that will generate lasting student outcomes.

Overall Proficiency:

The ELA proficiency rate declined from 60.3% proficiency in 2013-2014 to 38.0% proficiency in 2014-2015.
The Math proficiency rate declined from 63.4% proficiency in 2013-2014 to 31.2% proficiency in 2014-2015.

Describe how the model aligns to Leading Indicators:

Data analysis indicated that the leading indicators that have the most influence over the overall and subgroup proficiency are increase learning time, discipline referrals and teacher performance. The model allows for the operational flexibility necessary to influence the entire school culture, as well as the specific leading indicators outlined below:

Increased Learning Time: The transformation model will provide increased learning time after school as well as during the summer months in both Math and ELA. Additionally, Tier II and Tier III interventions will be applied during the school day as data is reviewed from the common formative assessments. The additional 'time on task' will focus exactly where the student needs intervention the most on any given priority standard due in part to the guaranteed and viable curriculum.

Discipline Referrals: We know that students who struggle to master content are more likely to be referred for discipline issues. By focusing on what works best for students academic motivation and engagement will increase. Technology integration is another way in which the model will provide students with the opportunity to engage in their learning on a whole different level. We will be able to address discipline concerns more effectively with the addition of a parent & community liaison responsible for fostering genuine partnerships with families. Lastly, the model allows for the creation of high performing professional teams that will share best practices and engagement strategies across the school.

Teacher Performance: Overall teacher satisfaction and performance will be positively influenced by providing teachers with a clear vision for how instruction ought to look, multiple forms of feedback from outside providers, administrators, and an instructional coach. Embedded supports will continually improve instructional practices. Professional Learning Communities will provide much needed collaboration and support in identifying the most successful high leverage strategies, defining proficient work, and re-teaching approaches. Action research projects will empower teachers to be reflective about their instructional practices and move toward a cycle of inquiry in their teaching to continually seek out best practices. With the addition of an instructional coach, teachers will have the opportunity to improve their practice in a way that will make them feel supported. A robust system for data review under this model will eliminate the element of surprise and will help teachers allocate valuable time accordingly.

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

Teachers: This model will be the catalyst that brings teachers out of isolation and into a culture of collaboration. Every teacher will expand his or her instructional leadership capacity as a result of professional learning communities. The spirit of collegiality fostered by these teams will organically invoke internal accountability among practitioners guided by a common vision for instruction. Unlike ever before, the teachers at Maple Crest Middle School will be equipped with the best instructional strategies to proactively address gaps in learning with support of meaningful instructional data. Teachers will practice their craft in uniformity rather than disconnected units to gain strides in student growth and proficiency. As a result of this culture, teachers will feel more supported to go about their work which will yield higher retention rates allowing improvements to be sustained over time. A teacher's impact will increase exponentially with continuous improvement processes and opportunity for professional growth that this model will provide.

Principal: Mr. Hughes (principal) will continue to grow as an effective administrator with the direct support of an experience mentor, EES consultants and other highly experienced professionals. As a result of this model, his role will become that of a facilitator instead of a manager to drive lasting results. His increased leadership capacity will allow for distributed leadership and shared responsibility for student outcomes among the staff. This model allows him the operational flexibility to be a true instructional leader with a laser-like focus on student outcomes and continuous improvement.

Students: The students of Maple Crest will experience unprecedented levels of success due in part to the revised and newly formed support systems, increased learning time and process for continuous improvement as outlined in this proposal. Students, and their families, will be empowered as they witness gains in learning throughout the school year. The curricular reforms will provide students with a clear focus on results and a better understanding of where they are in their growth towards proficiency. As a result, students will become more engaged in content because it will specifically address them at their level of understanding. Small gains in academics will boost self-efficacy and decrease behavior problems over time. Students will leave Maple Crest Middle School prepared to excel at the high school level and lead productive lives after graduation.

Part 6b: Selection of Improvement Model – Planning Year – SY 2016-2017

Instructions: ALL models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY16-17 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

| Required Elements | Action Steps and Person(s) Responsible | Timeline | Budgeted Items | Measurable Outcomes |
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| <p><i>SAMPLE:</i> Increase learning time</p> | <p><i>SAMPLE:</i> Hurst School will provide before and after school opportunities for all students to help increase student achievement called, Carnahan Crunch Time. Person Responsible: Ms. Rowlands, Title I Interventionist</p> | <p><i>SAMPLE:</i> Multiple Phases (Multiple Quarters)</p> | <p><i>SAMPLE:</i> \$5,000 - Stipends</p> | <p><i>SAMPLE:</i> The Carnahan Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attend. This data will be compared to student achievement data.</p> |
| <p>Increase learning time</p> | <p>Action: Maple Crest Middle School will provide increased learning time for students by offering after school remediation. This opportunity will be open to all students and transportation will be provided. Person Responsible: Dorothea Irwin, Title 1 Administrator, along with Tom Hughes, principal, will devise a structure and schedule.</p> | <p>Oct. 2016-May 2017/4 hours per week for 25 weeks</p> | <p>6 teachers x 4 hrs/wk x 25 wks X\$31 per hour = \$18,600 Transportation = \$9,500</p> | <p>Evidence-based interventions for Tier II and Tier III will be evident. Student achievement will be tracked through a series of formative, summative, diagnostic, and unit assessments as well as progress monitoring. Additional data such as attendance and discipline will be cross-referenced.</p> |
| | <p>Action: A Summer Intervention Program will be developed to address gaps, sustain learning and prevent regression. Each student will be provided in an individualized plan. Four teachers will be paid a stipend and transportation will be provided. Person Responsible: Tom Hughes, principal, will facilitate planning for this program. He will also be responsible for supervising the program during implementation.</p> | <p>June 2016</p> | <p>4 teachers x 3 weeks x 4 days/wk x 4 hrs. X \$31/hr. = \$5,952 Transportation = \$4,000</p> | <p>Students will be given a pre/post assessment aligned with the select priority areas. Additionally, the PIVOT system will be used to measure effectiveness. Data (attendance, discipline, academic assessments, grades) from students that attend the summer program will be pulled at the end of the 2015-16 SY and again after the first quarter of the 2016-17 SY. This data will then be compared to assess overall impact.</p> |
| | <p>Action: An after school 'Robotics & Coding Club' will be designed to engage a diverse group of learners in a STEM-related opportunity. Students will be encouraged to participate in competitions and further their learning by pursuing various certifications. Teachers will receive a stipend to sponsor the club and equipment cost will be provided for.</p> | <p>October 2016-June 2017</p> | <p>Equipment = \$5,000.00 Stipend for Sponsor = \$1,500</p> | <p>Students will complete a survey of skills in coding at the beginning and end of the club's activity for the school year. The comparison will show what new skills have been acquired through the club.</p> |

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| Pre-implementation Planning year | <p>Action: Monthly planning sessions will occur with principal, assistant principal, and EES consultant. The EES consultant will meet with the administrative team during the school day and then meet with teacher leadership after school to save cost of subs.</p> <p>Person Responsible: Tom Hughes, principal, will set all meeting dates and inform everyone of the meetings.</p> | Oct.2016-May 2017/Monthly | EES Consulting embedded in other costs | Meeting agendas and minutes will document the content and discussions of the planning sessions. A survey will be developed to gauge the perceptions of staff 3 times a year (beginning, middle, and end). The results will be shared with the external evaluator for the grant to be included in the end of year report. |
| | <p>Action: Teachers will visit Fern Creek High School (Louisville, KY) to observe the end result of the instructional interventions outlined in this grant.</p> <p>Person Responsible: Kelly Wright, principal, will coordinate the visit with Fern Creek HS.</p> | Oct. 2016 | \$1,500 to cover transportation, subs for teachers | Participants will collect evidence during their visit. They will also reflect their findings with the team to aid in the development of the instructional vision. |
| Redesign of leadership structure in the building | <p>Action: Maple Crest will develop a Leadership Team with guidance from an EES consultant. The team will develop systems for communication, decision making, and data analysis. They will also clarify roles/responsibilities within the team. This development will include input and feedback from all staff.</p> <p>Person Responsible: Tom Hughes, principal, will schedule the consulting sessions with EES and the Leadership Team.</p> | Oct. 2016- Nov, 2016 | 3 Days of consultation with EES (3 x \$1,750.00 = \$5,250.00) | Documents outlining each system with graphics will be created. Roles and responsibilities will be defined within each system. We would expect the perception of the staff would increase as the team is formed and our processes are properly communicated. Staff will be surveyed to guide the work of the team as well as monitor impact. |
| Use of a teacher evaluation system which takes student growth into account as a significant factor | <p>Action: Continuation of the Kansas Educator Evaluation Project (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments.</p> <p>Person Responsible: Tom Hughes, principal, will be responsible for working directly with the EES Consultant on the evaluation system and the alignment of PD with instructional coaching.</p> | Sept. 2016 - May 2017/monthly | No Cost EES Consulting embedded on other costs | Educators will receive an Instructional Practice Protocol and Student Growth Measures Summary Ratings. Completed self-evaluations, formal/informal observations and summative ratings for each teacher will be reviewed. Artifacts and data will be collected throughout the year. We will compare scores from each required measure to determine growth from year to year, as well as month to month. |
| Providing staff with financial incentives & opportunities for leadership development | <p>Action: Teachers will create Action Research Projects targeting instructional practices and student outcomes. A stipend will be provided to each teacher who successfully completes a project and makes a presentation to the staff.</p> <p>Person Responsible: An EES Consultant will provide training and a guiding template for the administrative team and staff. Tom Hughes, principal, will monitor the implementation and facilitate progress meetings with staff members. Participating teachers will receive a stipend.</p> | Oct. 2016 - May 2017 | Each teacher completing all requirements, including presentation, will receive a stipend. (Estimated 10 teachers x \$800 = \$8,000) (EES Consulting embedded in monthly coaching) | Project results will be created and archived for future work and reference. For each project, student data will be associated and we will determine the impact of action research plans by measuring the results against the baseline data. Action research projects must demonstrate ability to produce sizable student growth. |

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| | <p>Action: The Leadership Team will receiving training in order to design appropriate PLC systems to facilitate leadership & pedagogical development among teachers driven by reflective practice.</p> <p>Person Responsible: Tom Hughes, principal, will be responsible for scheduling the training sessions. Mr. Hughes will work with the EES Consultant to plan these sessions.</p> | Oct. 2016 - May 2017 | 2 days per month with EES Consultant (18 days x \$1,750.00 per day = \$31,500.00) | Articles from PLCs will include record of norms, procedures, agendas and SMART goals designed to impact student achievement. Staff surveys will measure the efficacy of the collaborative processes. |
| | <p>Action: Fifteen (15) teachers will become 'Google Certified' educators to adequately prepared them to be able to demonstrate continuous innovation and iteration; articulate a strong vision of technology integration and leadership; engage in regular reflection on their professional growth; and, most importantly, they will share creative solutions with their peers. Participants will receive a stipend. Costs associated with certification will be provided.</p> <p>Person Responsible: Tom Hughes will be responsible for selecting participants and facilitating the certification process.</p> | Oct. 2016 - May 2017 | <p>Fees to take tests to be certified (\$1,000)</p> <p>Stipend for 15 teachers = \$12,000 (Level 1= \$300; Level 2=\$500)</p> | Educators must pass the necessary tests that will measure their ability to use Google for Education tool in a classroom setting. Participants will document their initiatives and those initiatives will be evaluated with student achievement data. |
| Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support | <p>Action: A Parent & Community Liaison will be hired to focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses.</p> <p>Person Responsible: Tom Hughes, principal, will be responsible for hiring a Parent & Community Liaison as well as supervise.</p> | Oct. 2016 - May 2017 | 1 liaison (30 wks x 20 hrs/wk x \$20/hr) = \$12,000 | The liaison will be responsible for aligning school improvement initiatives with family engagement opportunities. An action template will be utilized to monitor the liaison's work and shared with the Leadership Team. Additionally, family surveys will be collected and the results will be shared with the leadership team. Individual family participation will be tracked throughout the year and their respective student(s) achievement data will be analyzed to evaluate impact. The liaison will also be responsible for fostering community partnerships among STEM businesses to sustain future work. Partnership agreements will align to school initiatives proven to increase outcomes. |
| | <p>Action: An Instructional Coach will be allocated to model best instructional practices, provide non-evaluative feedback, collect instructional data and lead PD throughout the year.</p> <p>Person Responsible: Tom Hughes, principal, will hire and supervise the Instructional Coach.</p> | Oct. 2016 - May 2017 | \$60,000 | The Instructional coach will review CFA data and will allocate services accordingly. Impact of coaching will be evaluated by comparing CFAs. The coach will keep a running record of coaching, observations and data provided throughout the year for each teacher in order to measure an increase in instructional capacity (non-evaluative format). PD sessions led by the coach will be evaluated by participant surveys to ensure effectiveness. |
| | <p>Action: A stipend will be provided to a teacher to serve as a 'Data Facilitator'. This role will provide a clear vision for using data to reflect on instructional practice, facilitate data-oriented meetings before school and ensure PIVOT (data management platform) is used with fidelity.</p> | Oct. 2016 - May 2017 | Stipend = \$5,000/yearly | The Data Facilitator will be responsible for embedding best practices for data analytics. Teachers will be asked to evaluate data from a class of students to provide the facilitator with a baseline of their capacity. At the end of the year, teachers will conduct another evaluation. It will be expected that teachers will |

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| | <p>Person Responsible: Tom Hughes, principal, will be responsible for selecting the Data Facilitator and provide on-going supervision.</p> | | | become more proficient in their ability to analyze data and influence behavior. Additionally, teachers will be asked to self-reflect regarding their perceived ability with regards to data analysis. |
| | <p>Action: Three days of training will be provided for the school's paraeducators. Training will increase their instructional capacity and align their approach to the school initiatives. Person Responsible: Tom Hughes, principal, will coordinate the training days in collaboration with the instructional coach. The instructional coach will provide ongoing development and feedback.</p> | October 2016 | <p>Stipend: 6 PEs x \$350 = \$2,100</p> <p>1 trainer for 3 days of training = \$2,000</p> | Informal walkthrough observations will be conducted throughout the year to identify improved instructional strategies. Relevant feedback will be recorded and provided. Data from student serviced by paraeducators will be evaluated to measure growth. Lesson plans will reflect alignment to the priority standards and high-yield intervention strategies. |
| | <p>Action: Common Formative Assessments (CFAs) will be developed for each priority standard aligned with the agreed 'Guaranteed and Viable Curriculum'. Person Responsible: Tom Hughes, principal, will be responsible for scheduling and facilitating work sessions with the EES consultant. The Leadership Team will be involved with the development of CFAs.</p> | Oct. 2016 - Nov. 2016 | 4 days with EES consultant (\$1,750/day) = \$7,000 | The work will result in a series of common formative assessments (CFAs) for each priority standard. Scales of proficiency will be developed for each priority standard. |
| Increased learning time for teachers | <p>Action: After school professional development sessions will be provided to 35 teachers each week for four hours. Stipends will be provided to participants upon demonstrating implementation in the classroom as observed by the principal. Person Responsible: Principal, Tom Hughes, will coordinate training sessions with EES consultant to facilitate training focused on high leverage instructional strategies.</p> | Oct. 2016 - May 2017 | 35 teachers x 20 hours/\$31 = \$21,700 | PD sessions will be intentionally designed to focus on high-yield practices and input from teaching staff. Teachers will document their implementation and seek peer feedback. Informal walkthroughs will be conducted to review implementation and inform remedial PD, if needed. Surveys will be conducted to assess effectiveness and perception. CFAs will assist with understanding gains in student growth throughout the year. Teachers will be able to describe how their professional growth supports goals for student growth. |
| Special Populations Review Plan | <p>Action: The Leadership Team will develop a method for disaggregating CFA data by subgroups and will evaluate growth within each subgroup. This system will become a part of the monthly data review. Person Responsible: Tom Hughes, principal, and the Leadership Team, will be responsible to schedule meetings and provide tools for data analysis.</p> | Oct. 2016-June 2017 | No cost | Data regarding student growth will be visualized and shared with staff. Documents will be created to articulate the learning progression for each priority standard assessed by the CFAs. Evidence will be available to demonstrate that students who need additional support have access to and take advantage of supports. |
| Fiscal Monitoring Plan | <p>Action: Tom Hughes, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant. Person Responsible: Tom Hughes (Principal), Dr. Dorothea Irwin (Title 1 Administrator), and Dr. Jeff Hauswald (Superintendent) will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will also be shared with the IN DOE team during their monitoring visits.</p> | Oct. 2016-June 2017 | No cost | Financial records will be made available to all those involved. Reports will outline expenses associated with the grant. ROI will be discussed during the meeting as it relates to impact on student learning. The team will ensure all expenditures yield the desired results. |

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| Monthly Monitoring of SIG Programming and Implementation of SIG | <p>Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.</p> <p>Person Responsible: Dr. Jeff Hauswald, superintendent, and Tom Hughes, principal, will work with the Leadership Team to ensure that all SIG programming is implemented with fidelity and according to the plan. Mr. Tom Hughes will follow up with individuals assigned specific tasks to perform to see that they are completed. The IN DOE team will be included in these meetings during their monitoring visits.</p> | Oct. 2016-June 2017 | No cost | Monthly meetings will be guided by an action-orientated templates which will include timelines, task assignments and responsibilities. This tool will inform those involved to understand the current work and to ensure progress of the entire grant. Additionally, templates will serve as an archive of the grant implementation. Any other tool(s) required by the IN DOE will also be utilized in this review process. |
| Evaluation Systems for Programming and Implementation of SIG | <p>Action: Conduct an EES Building Practices Survey to assess the overall school health across seven core elements. The Leadership Team will respond to the results by creating an action plan to address the gaps identified by the survey.</p> <p>Person Responsible: Tom Hughes, principal, will coordinate with an EES Consultant to conduct the survey. The Leadership Team will be responsible for reviewing the results and developing an action plan.</p> | October 2016 | \$5,000 | This survey is an instrument to create a building-level report for school leadership to use to create an action plan aligned with the results. This report uses current actions in building to create a composite score in the following areas: culture/climate, instructional leadership, quality of instruction, data-informed decision making, acting collaboratively, developing the professional mind, and promoting the learning of students. |
| | <p>Action: An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year.</p> <p>Person Responsible: Tom Hughes, principal, will work with the Superintendent to secure an external evaluator.</p> | Oct. 2016-May 2017 | External Evaluator Cost (4 days x \$1,500/day) = \$6,000 | External evaluator will create an overall implementation report which will include student achievement data (achievement and growth), survey results, and various other data streams collected throughout the year. This external report will explore whether the grant is making a significant impact on student learning outcomes through proper statistical testing. Examination of differences (t-tests, one-way ANOVA) and relationships (correlations and regression) will be included to determine whether there is a statistically significant effect on student learning outcomes. All tests will utilize an alpha level of .05 (generally accepted level in social science research). |
| Data Review Plan | <p>Action: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs. The Leadership Team will meet on a monthly basis to review pacing, student growth and overall proficiency levels according to the priority standards. The Data Facilitator will also support formal/informal data reviews throughout the year.</p> <p>Person Responsible: Tom Hughes, principal, the Leadership Team, PLC Teams and Data Facilitator</p> | Oct. 2016-May 2017 | No cost | Prior to review, established goals for proficiency for each priority standard will be clearly outlined. Student status and their growth towards proficiency with regards to each priority standard will be displayed. Action templates will capture the response to data and will track internal accountability to ensure the response is completed. |
| Principal Mentor | <p>Action: A principal mentor, Dr. Terry McDaniel of Indiana State University, will be employed to support Mr. Tom Hughes, Maple Crest principal (see resume for credentials).</p> | Oct. 2016-May 2017 | Four coaching sessions on-site and off-site | Key behaviors linked to successful instructional leadership will guide coaching sessions. Each session will be documented and action items will be outlined. Overall culture/climate, operational systems and |

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| | Person Responsible: Dr. Mike Sargent, Asst. Supt., Tom Hughes, principal, will be responsible for scheduling with Dr. McDaniel the four on-site mentoring session to discuss challenges and leadership framework pertaining to school improvement. | | mentoring will occur with Dr. McDaniels and Tom Hughes, principal (4 days X \$1,500/day = \$6,000) | student achievement will be reviewed during each session. |
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Part 6c: Selection of Improvement Model – Implementation Years – SY 2017-2018, SY 2018-2019, and SY 2019-2020

Instructions: Complete the table below detailing the three-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

| <u>Required Elements</u> | <u>Person(s) Responsible</u> | <u>Action Steps</u> | | | <u>Budgeted Items</u> |
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| | | <u>SY 2017-2018</u> | <u>SY 2018-2019</u> | <u>SY 2019-2020</u> | |
| Increase learning time | Person Responsible: Dorothea Irwin, Title 1 Administrator, along with Tom Hughes, principal, will devise a structure and schedule | Action: Maple Crest Middle School will provide increased learning time for students by offering after school remediation. This opportunity will be open to all students and transportation will be provided. | Action: Maple Crest Middle School will provide increased learning time for students by offering after school remediation. This opportunity will be open to all students and transportation will be provided. | Action: Maple Crest Middle School will provide increased learning time for students by offering after school remediation. This opportunity will be open to all students and transportation will be provided. | 17-18/18-19: 6 teachers x 4 hrs/wk x 25 wks X\$31 per hour = \$18,600 Transportation = \$9,500 19-20: 6 teachers x 4 hrs/wk x 25 wks X\$31 per hour = \$18,600 Transportation = \$8,000 |
| | Person Responsible: Tom Hughes, principal, will facilitate | Action: A Summer Intervention Program will be developed to address gaps, sustain learning | Action: A Summer Intervention Program will be implemented to address gaps, sustain learning | Action: A Summer Intervention Program will be revised from reflection of data from previous | 7-18/18-19/19-20: |

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| | planning for this program. He will also be responsible for supervising the program during implementation. | and prevent regression. Each student will be provided in an individualized plan. Four teachers will be paid a stipend and transportation will be provided. | and prevent regression. Each student will be provided in an individualized plan. Four teachers will be paid a stipend and transportation will be provided. | years and implemented to address gaps, sustain learning and prevent regression. Each student will be provided in an individualized plan. Four teachers will be paid a stipend and transportation will be provided. | 4 teachers x 3 weeks x 4 days/wk x 4 hrs. X \$31/hr. = \$5,952 Transportation = \$4,000 |
| Redesign of leadership structure in the building | Person Responsible: Tom Hughes, principal, will coordinate the consulting sessions with EES, Leadership Team, and staff | Action: Throughout the year, input from the staff will be gathered and the Leadership Team will review responses. The Leadership Team will work with a EES consultant to maintain systems for communication, decision making and data review. | Action: The staff will continue to refine our systems and revise as they see adjustments that are needed. | Action: The staff will continue to refine our systems and revise as they see adjustments that are needed. | EES Consulting embedded in monthly coaching costs |
| Use of a teacher evaluation system which takes student growth into account as a significant factor | Person Responsible: Tom Hughes, principal, will be responsible for working directly with the EES Consultant on the evaluation system and the alignment of PD with instructional coaching. | Action: Continuation of the Kansas Educator Evaluation Project (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. | Action: Continuation of the Kansas Educator Evaluation Project (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. | Action: Continuation of the Kansas Educator Evaluation Project (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. | EES Consulting embedded in monthly coaching costs |
| Providing staff with financial incentives & opportunities for leadership development | Person Responsible: Tom Hughes, principal, will be responsible for working directly with the EES Consultant on the evaluation system and the alignment of | Action: Teachers will create Action Research Projects targeting instructional practices and student outcomes. A stipend will be provided to each teacher who successfully completes a project and makes | | | 17-18: Each teacher completing all requirements, including presentation, will receive a stipend. (Estimated 10 teachers x \$800 = \$8,000)) |

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| | PD with instructional coaching. | a presentation to the staff. | | | |
| | Person Responsible: Tom Hughes will be responsible for selecting participants and facilitating the certification process. | Action: Fifteen (15) teachers will become 'Google Certified' educators to adequately prepared them to be able to demonstrate continuous innovation and iteration; articulate a strong vision of technology integration and leadership; engage in regular reflection on their professional growth; and, most importantly, they will share creative solutions with their peers. Participants will receive a stipend. Costs associated with certification will be provided. | | | Fees to take tests to be certified (\$1,000) Stipend for 15 teachers = \$12,000 (Level 1= \$300; Level 2=\$500) |
| Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support | Person Responsible: Staff and EES Consultant will be involved with the work. The principal, Tom Hughes, will be responsible for scheduling and facilitating work sessions | Action: An EES Consultant will work with teachers and leadership team on examining common formative assessments (CFA) being used for validity and reliability, develop the capacity to ensure a systematic process for using data from CFA's to identify students in need of tier II and III interventions, enhancing the core instruction to limit number of students needing interventions, and review curriculum on mindset to ensure it will enhance student's non-cognitive skill sets (such as growth mindset, grit, etc.). The major focus of this year will be creating scales to transition to standards referenced grading (level 4 in HRS) for intermediate | Action: An EES Consultant will work with teachers and leadership team on embedding performance tasks that develop 21 st Century skills aligned with district vision (critical thinking, collaboration, communication, and creativity), and guide staff on creating data binders for students that align with their guaranteed and viable curriculum and scales developed in 17-18 school year. | Action: An EES Consultant will work with teachers and leadership team on integrating technology within core instruction, conducting non-evaluative walkthroughs, and providing choice for students in curriculum, assessments, and instruction. | 17-18: 25 days of consulting (\$1,750/day) = \$43,750 18-19: 15 days of consulting (\$1,750/day) = \$26,250 19-20: 15 days of consulting (\$1,750/day) = \$26,250 |

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| | | grades (primary grades are being worked on in Bon Air SIG grant for 16-17 year). | | | |
| | Person Responsible: Staff and EES Consultant will be involved with the work. The principal, Tom Hughes, will be responsible for scheduling and facilitating work sessions | | Provide the leadership team with guidance and support on the development of an RT manual for grades 6-8 aligned with best practices. | | 18-19: \$7,500 |
| | Person Responsible: Tom Hughes, principal, will be responsible for hiring a Parent & Community Liaison as well as supervise. | Action: A Parent & Community Liaison will be hired to focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses. | Action: A Parent & Community Liaison will be hired to focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses. | Action: A Parent & Community Liaison will be hired to focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses. | 17-18/18-19: \$12,000 each year 19-20: \$8,000 (remaining cost to be funded via the district) |
| | Person Responsible: Tom Hughes, principal, will hire and supervise the Instructional Coach. | Action: An Instructional Coach will be allocated to model best instructional practices, provide non-evaluative feedback, collect instructional data and lead PD throughout the year. | Action: An Instructional Coach will be allocated to model best instructional practices, provide non-evaluative feedback, collect instructional data and lead PD throughout the year. | Action: An Instructional Coach will be allocated to model best instructional practices, provide non-evaluative feedback, collect instructional data and lead PD throughout the year. | 17-18/18-19: \$75,000 each year 19-20: \$50,000 (remaining cost to be funded via the district) |
| Increased learning time for teachers | Person Responsible: Tom Hughes, principal, will be responsible for selecting the Data Facilitator and provide on-going supervision. | Action: A stipend will be provided to a teacher to serve as a 'Data Facilitator'. This role will provide a clear vision for using data to reflect on instructional practice, facilitate data-oriented meetings before school and ensure PIVOT (data management platform) is used with fidelity. | Action: A stipend will be provided to a teacher to serve as a 'Data Facilitator'. This role will provide a clear vision for using data to reflect on instructional practice, facilitate data-oriented meetings before school and ensure PIVOT (data management platform) is used with fidelity. | | 17-18/18-19: Stipend = \$5,000/yearly 19-20: Stipend = \$3,000/year (remaining cost to be funded via Title 1 grant) |
| | Person Responsible: Tom Hughes, principal, will coordinate the training days in collaboration with the | Action: Three days of training will be provided for the school's paraeducators. Training will increase their instructional capacity and align their | | | Stipend: 6 PEs \$350 = \$2,100 1 trainer for 3 days of training = \$2,000 |

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| | instructional coach. The instructional coach will provide ongoing development and feedback. | approach to the school initiatives. | | | | |
| | Person Responsible: Principal, Tom Hughes will coordinate training sessions with EES consultant. | Action: After school professional development sessions will be provided to 35 teachers each week for four hours. Stipends will be provided to participants upon demonstrating implementation in the classroom as observed by the principal. | | | | Stipends 17-18/18-19 35 teachers x 20 hours x \$31 = \$21,700 19-20 35 teachers x 10 hours x \$31 = \$10,850.00 |
| Special Populations Review Plan | Person Responsible: Tom Hughes, principal, and the Leadership Team, will be responsible to schedule meetings and provide tools for data analysis. | Action: The Leadership Team will disaggregate CFA data by subgroups and will evaluate growth within each subgroup. This system will become a part of the monthly data review. | Action: The Leadership Team disaggregates CFA data by subgroups and will evaluate growth within each subgroup. This system will become a part of the monthly data review. | Action: The Leadership Team disaggregates CFA data by subgroups and will evaluate growth within each subgroup. This system will become a part of the monthly data review. | No cost | |
| Fiscal Monitoring Plan | Person Responsible: Tom Hughes (Principal), Dr. Dorothea Irwin (Title 1 Administrator), and Dr. Jeff Hauswald (Superintendent) will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will also be shared with the IN DOE team during their monitoring visits. | Action: Tom Hughes, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant. | Action: Tom Hughes, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant. | Action: Tom Hughes, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant. | No cost | |
| Monthly Monitoring of SIG Programming and Implementation of SIG | Person Responsible: Dr. Jeff Hauswald, superintendent, and Tom Hughes, principal, will work with the Leadership Team to ensure that | Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be | Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be | Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be | No cost | |

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| | all SIG programming is implemented with fidelity and according to the plan. Mr. Tom Hughes will follow up with individuals assigned specific tasks to perform to see that they are completed. The IN DOE team will be included in these meetings during their monitoring visits. | decided at each meeting with timelines. | decided at each meeting with timelines. | decided at each meeting with timelines. | |
| Evaluation Systems for Programming and Implementation of SIG | Person Responsible: Tom Hughes, principal, will work with the Superintendent to secure an external evaluator. | Action: An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year. | Action: An external evaluator will be utilized to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year. | Action: An external evaluator will be utilized to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year. | 7-18/18-19/19-20: \$6,000/each year |
| Data Review Plan | Person Responsible: Tom Hughes, principal, the Leadership Team, PLC Teams and Data Facilitator | Action: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs. The Leadership Team will meet on a monthly basis to review pacing, student growth and overall proficiency levels according to the priority standards. The Data Facilitator will also support formal/informal data reviews throughout the year. | Action: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs. The Leadership Team will meet on a monthly basis to review pacing, student growth and overall proficiency levels according to the priority standards. The Data Facilitator will also support formal/informal data reviews throughout the year. | Action: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs. The Leadership Team will meet on a monthly basis to review pacing, student growth and overall proficiency levels according to the priority standards. The Data Facilitator will also support formal/informal data reviews throughout the year. | No cost |
| Principal Mentor | Person Responsible: Dr. Mike Sargent, Asst. Supt., Tom Hughes, principal, will be responsible for scheduling with Dr. McDaniel the four on-site mentoring session to discuss challenges and leadership framework | Action: A principal mentor, Dr.Terry McDaniel of Indiana State University, will be employed to support Mr. Tom Hughes, Maple Crest principal (see resume for credentials). | Action: A principal mentor, Dr.Terry McDaniel of Indiana State University, will be employed to support Mr. Tom Hughes, Maple Crest principal (see resume for credentials). | Action: A principal mentor, Dr.Terry McDaniels of Indiana State University, will be employed to support Mr. Tom Hughes, Maple Crest principal (see resume for credentials). | 7-18/18-19/19-20: \$6,000/each year |

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| | pertaining to school improvement | | | | |
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Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

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| Increase learning time | Action: Maple Crest Middle School will provide increased learning time for students by offering after school remediation. This opportunity will be open to all students and transportation will be provided. | Aug. 2020-May 2021 | 6 teachers x 4 hrs/wk x 25 wks X\$31 per hour = \$12,400 (Title 1 budget will pay the remaining \$6,200) | Evidence-based interventions for Tier II and Tier II will be evident. Student achievement will be tracked through a series of formative, summative, diagnostic, and unit assessments as well as progress monitoring. |
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| | Person Responsible: Dorothea Irwin, Title 1 Administrator, along with Tom Hughes, principal, will devise a structure and schedule. | | Transportation = \$8,000 | Additional data such as attendance and discipline will be cross-referenced. |
| | Action: A Summer Intervention Program will be developed to address gaps, sustain learning and prevent regression. Each student will be provided in an individualized plan. Four teachers will be paid a stipend and transportation will be provided. Person Responsible: Tom Hughes, principal, will facilitate planning for this program. He will also be responsible for supervising the program during implementation. | June 2021 | 4 teachers x 3 weeks x 4 days/wk x 4 hrs. X \$31/hr. = \$5,952 Transportation = \$4,000 | Students will be given a pre/post assessment aligned with the select priority areas. Additionally, the PIVOT system will be used to measure effectiveness. Data (attendance, discipline, academic assessments, grades) from students that attend the summer program will be pulled at the end of the 19-20 SY and again after the first quarter of the 2020-21 SY. This data will then be compared to assess overall impact. |
| Redesign of leadership structure in the building | Action: The Leadership Team will continue to meet and will gather feedback from staff regarding effectiveness of the systems established by the team. Leadership development opportunities will be a norm for these meetings. Person Responsible: Tom Hughes, principal, and the Leadership Team will coordinate and design agendas. | Aug. 2020-May 2021 | No cost | Documents outlining each system with graphics will be created. Roles and responsibilities will be defined within each system. We would expect the perceptions of the staff would increase as the team is formed and our processes are properly communicated. Staff will be surveyed to guide the work of the team as well as monitor impact. |
| Use of a teacher evaluation system which takes student growth into account as a significant factor | Action: Continuation of the Kansas Educator Evaluation Project (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. Person Responsible: Tom Hughes, principal, will be responsible for maintaining the evaluation process. | Aug. 2020-May 2021 | No cost | Educators will receive an Instructional Practice Protocol and Student Growth Measures Summary Ratings. Completed self-evaluations, formal/informal observations and summative ratings for each teacher will be reviewed. Artifacts and data will be collected throughout the year. |
| Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support | Action: An EES Consultant will work with teachers and leadership team on integrating technology within core instruction, conducting non-evaluative walkthroughs, and providing choice for students in curriculum, assessments, and instruction. Person Responsible: Principal, Tom Hughes, will coordinate training sessions with EES consultant | Aug. 2020-May 2021 | 10 days of consulting (\$1,750/day) = \$17,500 | Observations from non-evaluative walkthroughs will be shared with the Leadership Team. Curricular framework will be evaluated to determine what choices there are available for students and if students are taking advantage of those choices. |
| | Action: A Parent & Community Liaison will be hired to focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses. Person Responsible: Tom Hughes, principal, will be responsible for hiring a Parent & Community Liaison as well as supervise. | Aug. 2020-May 2021 | 1 liaison (30 wks x 20 hrs/wk x \$20/hr) = \$6,000 (remaining \$6,000 to be funded via the district) | The liaison will be responsible for aligning school improvement initiatives with family engagement opportunities. An action template will be utilized to monitor the liaison's work and shared with the Leadership Team. Additionally, family surveys will be collected and the results will be shared with the leadership team. Individual family participation will be tracked throughout the year and their respective student(s) achievement data will be analyzed to |

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| | | | | evaluate impact. The liaison will also be responsible for fostering community partnerships among STEM businesses to sustain future work. Partnership agreements will align to school initiatives proven to increase outcomes. |
| | Action: An Instructional Coach will be allocated to model best instructional practices, provide non-evaluative feedback, collect instructional data and lead PD throughout the year. Person Responsible: Tom Hughes, principal, will hire and supervise the Instructional Coach. | Aug. 2020-May 2021 | \$30,000 (district to fund additional \$45,000) | The Instructional coach will review CFA data and will allocate services accordingly. Impact of coaching will be evaluated by comparing CFAs. The coach will keep a running record of coaching, observations and data provided throughout the year for each teacher in order to measure an increase in instructional capacity (non-evaluative format). PD sessions led by the coach will be evaluated by participant surveys to ensure effectiveness. |
| Providing staff with financial incentives/Increased learning time for teachers | Action: After school professional development sessions will be provided to 35 teachers each week for four hours. Stipends will be provided to participants. Person Responsible: Principal, Tom Hughes, will coordinate training sessions with EES consultant to facilitate training focused on high leverage instructional strategies. | Aug. 2020 - May 2021 | 35 teachers x 70 hours/\$31 = \$10,850 | PD sessions will be intentionally designed to focus on high-yield practices and input from teaching staff. Teachers will document their implementation and seek peer feedback. Informal walkthroughs will be conducted to review implementation and inform remedial PD, if needed. Surveys will be conducted to assess effectiveness and perception. CFAs will assist with understanding gains in student growth throughout the year. Teachers will be able to describe how their professional growth supports goals for student growth. |
| Special Populations Review Plan | Action: The Leadership Team will develop a method for disaggregating CFA data by subgroups and will evaluate growth within each subgroup. This system will become a part of the monthly data review. Person Responsible: Tom Hughes, principal, and the Leadership Team, will be responsible to schedule meetings and provide tools for data analysis. | Aug. 2020 - May 2021 | No cost | Data regarding student growth will be visualized and shared with staff. Documents will be created to articulate the learning progression for each priority standard assessed by the CFAs. Evidence will be available to demonstrate that students who need additional support have access to and take advantage of supports. |
| Fiscal Monitoring Plan | Action: Tom Hughes, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant. Person Responsible: Tom Hughes (Principal), Dr. Dorothea Irwin (Title 1 Administrator), and Dr. Jeff Hauswald (Superintendent) will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will also be shared with the IN DOE team during their monitoring visits. | Aug. 2020 - May 2021 | No cost | Financial records will be made available to all those involved. Reports will outline expenses associated with the grant. ROI will be discussed during the meeting as it relates to impact on student learning. The team will ensure all expenditures yield the desired results. |
| Monthly Monitoring of SIG Programming and Implementation of SIG | Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines. | Aug. 2020-June 2021 | No cost | Monthly meetings will be guided by an action-oriented templates which will include timelines, task assignments and responsibilities. This tool will inform those involved to understand the current work and to ensure progress of the entire grant. Additionally, |

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| | <p>Person Responsible: Dr. Jeff Hauswald, superintendent, and Tom Hughes, principal, will work with the Leadership Team to ensure that all SIG programming is implemented with fidelity and according to the plan. Mr. Tom Hughes will follow up with individuals assigned specific tasks to perform to see that they are completed. The IN DOE team will be included in these meetings during their monitoring visits.</p> | | | <p>templates will serve as an archive of the grant implementation. Any other tool(s) required by the IN DOE will also be utilized in this review process.</p> |
| <p>Evaluation Systems for Programming and Implementation of SIG</p> | <p>Action: Conduct an EES Building Practices Survey to assess the overall school health across seven core elements. The Leadership Team will respond to the results by creating an action plan to address the gaps identified by the survey. Person Responsible: Tom Hughes, principal, will coordinate with an EES Consultant to conduct the survey. The Leadership Team will be responsible for reviewing the results and developing an action plan.</p> | <p>August 2020</p> | <p>\$5,000</p> | <p>This survey is an instrument to create a building-level report for school leadership to use to create an action plan aligned with the results. This report uses current actions in building to create a composite score in the following areas: culture/climate, instructional leadership, quality of instruction, data-informed decision making, acting collaboratively, developing the professional mind, and promoting the learning of students.</p> |
| | <p>Action: An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year. Person Responsible: Tom Hughes, principal, will work with the Superintendent to secure an external evaluator.</p> | <p>Aug. 2020-June 2021</p> | <p>External Evaluator Cost (4 days x \$1,500/day) = \$6,000</p> | <p>External evaluator will create an overall implementation report which will include student achievement data (achievement and growth), survey results, and various other data streams collected throughout the year. This external report will explore whether the grant is making a significant impact on student learning outcomes through proper statistical testing. Examination of differences (t-tests, one-way ANOVA) and relationships (correlations and regression) will be included to determine whether there is a statistically significant effect on student learning outcomes. All tests will utilize an alpha level of .05 (generally accepted level in social science research).</p> |
| <p>Data Review Plan</p> | <p>Action: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs. The Leadership Team will meet on a monthly basis to review pacing, student growth and overall proficiency levels according to the priority standards. The Data Facilitator will also support formal/informal data reviews throughout the year. Person Responsible: Tom Hughes, principal, the Leadership Team, PLC Teams and Data Facilitator</p> | <p>Aug. 2020-June 2021</p> | <p>No cost</p> | <p>Prior to review, established goals for proficiency for each priority standard will be clearly outlined. Student status and their growth towards proficiency with regards to each priority standard will be displayed. Action templates will capture the response to data and will track internal accountability to ensure the response is completed.</p> |
| <p>Principal Mentor</p> | <p>Action: A principal mentor, Dr. Terry McDaniel of Indiana State University, will be employed to support Mr. Tom Hughes, Maple Crest principal (see resume for credentials). Person Responsible: Dr. Mike Sargent, Asst. Supt., Tom Hughes, principal, will be responsible for scheduling with Dr. McDaniel the four on-site mentoring session to discuss challenges and leadership framework pertaining to school improvement.</p> | <p>Aug. 2020-June 2021</p> | <p>Four coaching sessions on-site and off-site mentoring will occur with Dr. McDaniels and Tom Hughes,</p> | <p>Key behaviors linked to successful instructional leadership will guide coaching sessions. Each session will be documented and action items will be outlined. Overall culture/climate, operational systems and student achievement will be reviewed during each session.</p> |

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| | | | principal (4 days X \$1,500/day = \$6,000) | |
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Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete (*Indicate what areas and interventions the district plans to sustain AFTER grant funding.*) (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2016-2017**, to help complete the Required Elements column that aligns with your model selection.

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| Redesign of leadership structure in the building | Action: The Leadership Team will continue to meet and will gather feedback from staff regarding effectiveness of the systems established by the team. Leadership development opportunities will be a norm for these meetings. Person Responsible: Tom Hughes, principal, and the Leadership Team will coordinate and design agendas. | Aug. 2021-May 2022 | No cost | Documents outlining each system with graphics will be created. Roles and responsibilities will be defined within each system. We would expect the perceptions of the staff would increase as the team is formed and our processes are properly communicated. Staff will be surveyed to guide the work of the team as well as monitor impact. |
| Use of a teacher evaluation system which takes student growth into account as a significant factor | Action: Continuation of the Kansas Educator Evaluation Project (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. | Aug. 2021-May 2022 | No cost | Educators will receive an Instructional Practice Protocol and Student Growth Measures Summary Ratings. Completed self-evaluations, formal/informal observations and summative ratings for each teacher |

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| | Person Responsible: Tom Hughes, principal, will be responsible for maintaining the evaluation process. | | | will be reviewed. Artifacts and data will be collected throughout the year. |
| Providing staff with financial incentives & opportunities for leadership development | Action: Financial incentives from the funding source will cease as this is the final year for the grant. The principal and Leadership Team will continue to seek funding opportunities through partnerships. Person Responsible: The Leadership Team will be responsible for identifying grant opportunities. | Aug. 2021-May 2022 | No cost | A shared resources outlining viable grant opportunities. |
| Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support | Action: A Parent & Community Liaison will be hired to focus on fostering positive family relationships and enhancing the community partnerships with an emphasis on STEM businesses. Person Responsible: Tom Hughes, principal, will be responsible for hiring a Parent & Community Liaison as well as supervise. | Aug. 2021-May 2022 | No cost; salary will be funded via the district | The liaison will be responsible for aligning school improvement initiatives with family engagement opportunities. An action template will be utilized to monitor the liaison's work and shared with the Leadership Team. Additionally, family surveys will be collected and the results will be shared with the leadership team. Individual family participation will be tracked throughout the year and their respective student(s) achievement data will be analyzed to evaluate impact. The liaison will also be responsible for fostering community partnerships among STEM businesses to sustain future work. Partnership agreements will align to school initiatives proven to increase outcomes. |
| | Action: The Leadership Team will continue to evaluate the Guaranteed and Viable curriculum and gather teacher feedback. Person Responsible: Tom Hughes, principal, will be facilitate this review | Aug. 2021-May 2022 | No cost | Effective measure of student proficiency aligned with the priority standards. |
| | Action: An Instructional Coach will be allocated to model best instructional practices, provide non-evaluative feedback, collect instructional data and lead PD throughout the year. Person Responsible: Tom Hughes, principal, will hire and supervise the Instructional Coach. | Aug. 2021-May 2022 | No cost; salary will be funded via the district | The instructional coach will review CFA data and will allocate services accordingly. Impact of coaching will be evaluated by comparing CFAs. The coach will keep a running record of coaching, observations and data provided throughout the year for each teacher in order to measure an increase in instructional capacity (non-evaluative format). PD sessions led by the coach will be evaluated by participant surveys to ensure effectiveness. |
| Increased learning time for teachers | Action: A segment during staff meetings will focus on PD led by the instructional coach. Teachers will also have expanded opportunities to grow their practice within PLCs. | Aug. 2021-May 2022 | No cost | Staff surveys and non-evaluative walkthroughs will inform the type of PD necessary based on need. |

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| Special Populations Review Plan | Action: The Leadership Team will develop a method for disaggregating CFA data by subgroups and will evaluate growth within each subgroup. This system will become a part of the monthly data review. Person Responsible: Tom Hughes, principal, and the Leadership Team, will be responsible to schedule meetings and provide tools for data analysis. | Aug. 2021-May 2022 | No cost | Data regarding student growth will be visualized and shared with staff. Documents will be created to articulate the learning progression for each priority standard assessed by the CFAs. Evidence will be available to demonstrate that students who need additional support have access to and take advantage of supports. |
| Data Review Plan | Action: Staff will review student data on a weekly basis as it pertains to their respective students/initiatives within PLCs. The Leadership Team will meet on a monthly basis to review pacing, student growth and overall proficiency levels according to the priority standards. Person Responsible: Tom Hughes, principal, the Leadership Team and PLC Teams | Aug. 2021-May 2022 | No cost | Prior to review, established goals for proficiency for each priority standard will be clearly outlined. Student status and their growth towards proficiency with regards to each priority standard will be displayed. Action templates will capture the response to data and will track internal accountability to ensure the response is completed. |

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

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| - Accucess | - PBIS | - PowerSchool for Tracking purposes | - KatLab (ALEKS Math) | - PowerSchool | |
| - ISTEP+ | - Well-Managed Schools | | - Read 180 | | |
| - RAPS360 | | | - Study Island | | |
| - Achieve 3000 | | | | | |
| - Pivot INSPECT | | | | | |

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

Maple Crest Middle School is a STEM school that focuses on developing 21st Century skills for our students. We want to develop our students ability to think and be successful when they leave K-12. This is critical as the new assessments are centered around student's ability to think rather than regurgitate what they have been lectured. We are planning on developing a document that in which we promote ways that we are developing higher-order thinking and metacognitive skills. This document will help provide answers (based on our teachers experience and evidence they collect in their action research, as well as through our student assessment data) to the following questions:

- How do you ensure higher-order thinking is embedded within your units of study and lessons?
- What support mechanisms have been proven (research-based evidence or through our own practices- evidence-based) to help students tackle higher-order thinking?
- How do you motivate students to want to tackle higher-order thinking?
- How do you score higher-order thinking? (examples of rubrics and checklists our teachers use)
- How can you get students to think about their own thinking?
- What steps can you use to have students self-reflect on their learning?

We believe exploring higher-order thinking and metacognitive strategies will help our students improve in their learning. Doing so will help us improve the likelihood of passing the ISTEP+ test. Our hope is that other schools will benefit from our research, strategies, and experiences we are providing within the document.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

| Will the district use an external provider? | X Yes <input type="checkbox"/> No |
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| <p>1. 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 school’s identified SIG needs</p> | <p>Kokomo Schools has worked with Equitable Education Solutions (EES) in the past to help improve student learning outcomes by enhancing leadership and teacher capacity. Prior to selecting this company, the Assistant Superintendent and group of principals met with Dr. Langevin (Founder and CEO) to discuss how the company’s work aligns with the needs identified within our data streams. It became evident during that meeting that this company could provide the focus and resources to help guide our school. The Assistant Superintendent called other districts this company has worked with and received high praise for the work that EES had done with their principals and teachers.</p> <p>This company has an impressive list of schools that have gone from an “F” to at least a “C” and these schools have been able to sustain this. That, along with his success in helping our district move forward, was critical in our decision to select EES as the external provider for this SIG grant.</p> <p>Since the selection, Tammy Miller (former Director of Elementary Education at Monroe County and School Improvement specialist for Solution Tree) has been employed as the Director of Innovation for EES. Mrs. Miller has worked with past SIG grant awardees in Monroe County. She will assist Dr. Langevin, as necessary, in helping the principal and school leadership team take the necessary steps toward enhancing student learning outcomes for all of our students.</p> |

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| | <p>The principal mentor for this grant will be Dr. Terry McDaniel. He has an extensive list of experiences that we feel will help support our principal in the school turnaround initiatives identified within this SIG grant. Dr. McDaniel has a relationship as a university professor with several of the Kokomo administration staff (Ph. D. level) and his ability to guide principals with sound advice and get them to see the whole picture of situations will be vital for our young principal. His curriculum vitae can be found in the appendix section.</p> <p>To insure the fidelity of the grant, we also will be using an external evaluator who will aid in the collection of data directly linked to the effectiveness of the SIG grant. Due to what we envision this report looking like, we knew we needed someone with a vast level of experience in K-12 leadership and background in statistical analysis. We have selected Dr. Brad Balch from Indiana State University. Dr. Balch has demonstrated to the district his ability to create reports using various data sources (he created a climate/culture report for our high school). He has also been an external evaluator on several other school districts federal grants.</p> |
| <p>2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation</p> | <p>We have been very impressed with EES's PD modules and leadership support documents. Our district has used these over the last year to help meet the various needs of our 13 different school locations. We feel these resources have helped to develop the capacity of both our principal and teachers. This building has a principal that took over in January of 16 and several teachers in their first few years. The lack of experience (leadership and teaching) met we needed an external provider that could meet the many needs of this building.</p> <p>EES has a track record of working with schools to develop an instructional framework that can be used to clearly communicate instructional expectations for our staff. We know that we need to make expectations known to our teaching staff if they are going to make improvements in high-yield areas. We believe making teachers aware of expectations can also reduce teacher frustration levels, which should help address our teacher retention issue.</p> <p>Through our relationship with EES, it has become evident of their ability to customize professional development based on the needs of different groups of teachers. EES is consistently up-to-date on several of the critical areas that are embedded within our comprehensive needs assessment. In the past, we have</p> |

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| | <p>benefited from EES's ability to breakdown data and help us identify students needing Tier II and III intervention. Additionally, EES School Improvement Framework that is included in the Appendix (external provider section) aligns with our leadership teams beliefs and we also believe provides a roadmap for us moving forward.</p> <p>We have had discussions with both, Dr. McDaniel and Dr. Balch, regarding their ability to serve in these capacities. Both have verbally communicated their ability to be flexible in meeting the needs of our SIG grant.</p> |
| <p>3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel</p> | <p>EES will serve to embed PD into the building practice while considering Kokomo's vision and researched-based practices on providing PD to teachers. All PD will be focused and supportive as we move through the SIG years. Services and support from EES have been intentionally planned to be reduced through the SIG process to increase the internal capacity for sustainability and ensure increased level of teacher leadership.</p> <p>The principal mentor will advise the principal on using her available resources to maximize the school turnaround initiative. The external evaluator will help us determine whether resources are being properly used and provide guidance (based on data) within his report on underutilized resources.</p> |
| <p>4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs</p> | <p>Upon receipt of the SIG grant, Maple Crest Middle School leadership team will work with EES to develop a PD calendar for documented services provided. This PD calendar will help to plan, coordinate, and document the PD services provided. Following each PD session, teachers will be asked to answer a quick survey that addresses the clarity, usefulness, as well as feedback for presenter in order to continually improve the PD services provided.</p> <p>Upon receipt of this grant, the LEA will meet with Dr. Balch (external evaluator for the grant) to ensure expectations for reporting on the fidelity of the SIG grant are in place. His report will use survey data, focus group meetings, and student achievement results to create a report for the LEA. This report will help determine the overall impact and effectiveness of the grant. This report will also</p> |

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| | <p>help to determine whether changes are needed as the school moves into the next year of the grant.</p> |
| <p>5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval</p> | <p>EES has provided a scope of work that can be found in Appendix section H. Maple Crest Middle School leadership team has communicated that the scope of work must include professional development in areas such as: data-informed decision making, enhanced instructional leadership practices, differentiation within instruction, high-yield instructional practices, creation of a strong school culture, etc. We feel confident that the scope of work provided by EES aligns with research on school turnaround and fits the needs of our school community.</p> |

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

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| <p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding</p> | X | <input type="checkbox"/> | <ul style="list-style-type: none"> ● Attached Grant Budget ● Appendix A: Budget Sustainability Narrative ● Budget reflects much of the costs being transitioned to building by year 5 of SIG application |
| <p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <ul style="list-style-type: none"> ● Ability to recruit new principals through partnerships with outside educational organizations and/or universities ● Statewide and national postings for administrative openings ● External networking ● Resumes provided ● Data examined to demonstrate track record ● Principal hiring process ● Principal transfer procedures/policies | X | <input type="checkbox"/> | <ul style="list-style-type: none"> ● Principal Resume in Appendix B ● Assistant Superintendent/ Director of HR has met with principal prior to building principal appointment to discuss expectations and ensure principal met necessary qualifications ● District has demonstrated a commitment to enhance the internal pool of future leaders by identifying and providing leadership experience prior to openings occurring. When internal candidates do not meet needs of school, district leadership seeks out external sources to fill position. ● External provider has worked with another SIG grant recipient and other schools in similar situations. |
| <p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> | X | <input type="checkbox"/> | <ul style="list-style-type: none"> ● Appendix C: School Board Letter of Support ● Appendix D: Copy of July Board Meeting Minutes |

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| <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion | <ul style="list-style-type: none"> • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools | | | <ul style="list-style-type: none"> • SIG eligibility, application process, proposal/plan shared with School Board at public meeting |
| <p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation | <ul style="list-style-type: none"> • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools | X | <input type="checkbox"/> | <ul style="list-style-type: none"> • Appendix C: Superintendent Letter of Support • Appendix D: School Board Agenda for August Board Meeting (set by Superintendent) • Superintendent communicated eligibility, application process, and proposal/plan with school board, community partners, and teachers union. |
| <p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> • Teacher Union Assurance | <ul style="list-style-type: none"> • An outline of amendments to SIG Teacher contracts that will allow for full implementation | X | <input type="checkbox"/> | <ul style="list-style-type: none"> • Appendix C: Teacher Union support letter • District has built in weekly collaboration sessions into their master contract (Maple Crest uses Wednesdays for 45 minutes before school) |

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| <p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> o Staff transfer policies & procedures o Staff recruitment, placement & retention procedures | X | <input type="checkbox"/> | <ul style="list-style-type: none"> • As previously stated, the appendix section has board, superintendent, and union letters of support. • Superintendent allows principal to select staff to employ (as long as proper procedures have been followed). • Superintendent has verbally committed to continue to allow principal to attend college job fairs this year to find best teachers to replace any exiting teachers in order to keep true to the transformational process. |
| <p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans | X | <input type="checkbox"/> | <ul style="list-style-type: none"> • Assistant Superintendent will meet monthly with principal to discuss the current implementation and fiscal levels regarding SIG. • External evaluator will provide a report to the Assistant Superintendent and building principal following each year of SIG that outlines overall effectiveness and ensures fidelity of plan. • Principal will work with corporate treasurer to monitor fiscal spending of grant dollars and provide a monthly report to the Assistant Superintendent and present to the school board twice a year. |

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| | | | <ul style="list-style-type: none"> Principal will have support from EES to collect, interpret, and report student achievement data to be presented at a school board meeting twice a year. |
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Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

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| 1. District has effective procedures and controls in relation to how the SIG program will be run. | X | <input type="checkbox"/> | Kokomo Schools has experience administering similar grants by being part of the SDN. |
| 2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs. | X | <input type="checkbox"/> | The Title 1 director and principal have experience with Federal grants (Title I, II, etc.) |
| 3. School's SIG plan addresses needs of all students and subgroup populations. | X | <input type="checkbox"/> | Our plan addresses the overall needs of the school, as well as special consideration for our special education, F/R lunch and ethnicity subgroups. Our plan focuses on using different instructional strategies, making data-informed decisions, and providing resources to subgroups that have demonstrated needs. |
| 4. School has a system in place for parent notification and involvement of SIG planning and implementation. | X | <input type="checkbox"/> | Kokomo schools communicates with parents through School Messenger and sending home letters. We are working to implement an email system that will streamline the process. We anticipate this being in place before 2017. Additionally, we use different social media forums to |

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| | | | notify and involve our parents in the SIG planning and implementation. |
| 5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring. | X | <input type="checkbox"/> | Any findings in SBOA report have been fixed and proper procedures have been put in place to ensure compliance with regulations. |
| 6. District has not been in excess carry-over anytime in the last three fiscal year cycles. | X | <input type="checkbox"/> | No excess carryover has occurred. |

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.