



  
**Indiana Department of Education**

**Glenda Ritz, NBCT**  
 Indiana Superintendent of Public Instruction

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

**Part I: Grantee Information**

**Applicant Information**

<b>School Corporation/Eligible Entity</b>	Kokomo Community School Corporation		<b>Corp #</b>	3500	
<b>School</b>	Maple Crest Middle School		<b>School #</b>	2963	
<b>Superintendent Name</b>	Dr. Jeff Hauswald		<b>Email</b>	jhauswald@kokomo.k12.in.us	
<b>Title I Administrator Name</b>	Dr. Dorothea Irwin		<b>Email</b>	dirwin@kokomo.k12.in.us	
<b>Principal</b>	Dr. Kathryn Reckard		<b>Email</b>	kreckard@kokomo.k12.in.us	
<b>Mailing Address</b>	272 Washington	<b>City</b>	Kokomo	<b>Zip Code</b>	46902
<b>Telephone</b>	(765) 455-8085	<b>Fax</b>	(765) 455-8062		
<b>Total Funding Request</b>	\$1,158,379				

**Application Type:**

Transformation  
  Turnaround  
  Early Learning  
  Whole School Reform  
  Restart  
  Closure

**Important Dates**

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

## Part 2: LEA and School Assurances and Waivers

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

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

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

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

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

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

Superintendent Signature:  Date: 7-6-15

Title I Administrator Signature:  Date: 6-25-15

Principal Signature:  Date: 6-25-15

**Staff Members Consulted and Part of the Application Process:**

Workgroup Members	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Dr. Kathryn Reckard	Principal
Mrs. Kelly Wright	Assistant Principal
Mrs. Trudy Blue	Kokomo Teachers Association Rep
Mrs. Gail Hart	Kokomo Teachers Association Rep
Dr. Lynn Daanen	6 <sup>th</sup> Grade Team Leader
Mrs. Lynn Johnson	7 <sup>th</sup> Grade Team Leader
Mrs. Kim Freeman	8 <sup>th</sup> Grade Team Leader
Other staff members during collaboration time	Certified Teachers

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

Meeting Topic	Date	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
District Staff Meeting	5/1/15	0	0	5	0	2	0	Reviewed the grant application with the Assistant Superintendent and the Director of Professional Learning.
KTA (Kokomo Teacher Association)	5/11/15	0	2	2	0	0	0	Principal announced intent to apply for SIG 1003(g) Grant to teachers. Opened for discussion.
Staff Meeting	5/12/15	0	35	2	0	0	0	Principal announced intent to apply for SIG 1003(g) Grant to teachers. Opened for discussion.
Collaboration Meetings	5/13/15	0	25	2	0	0	0	Discussed general SIG information and asked teachers for feedback
Parent Report Card pick-up	6/10/15 & 6/11/15	90	0	0	0	0	0	During parent report card pick-up, all parents were invited to participate in a survey about the needs of the school in relation to the school improvement grant

**Feedback Received**  
 Teachers were excited about the opportunity to d more faster with additional funding and support They spoke about ways to strengthen the STEM curriculum with more real world situations. Teachers were eager to learn more and mentioned both Kagan and STEM  
 Most of their comments were about supports for students who struggle. Ideas were also shared about supports from access to leveled text through Achieve 3000, Math online options ; accommodations that include text to speech support, Achieve 3000, Texas Instruments, and Alex math.

Describe process and comments from Family and Community Input:

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

## Family and Community Input

### Family

Our school used the following methods to share information with families and to gather their input about applying for the School Improvement Grant:

- Survey of Parents completed as they attended the middle school awards ceremony
- Discussion with PTO members
- Survey which was distributed to all families to gather input about the needs of the school. 74 were returned
- Surveys to parents throughout the year including those associated with INSAI

From the discussions and surveys, we found that most of our families were interested in being better informed about the school curriculum, knowing more about STEM and what their role should be with homework. They also mentioned knowing more about assessment and how to get help or help their children.

Impact on the Grant: The input gathered in these discussions and surveys was important when thinking about our vision and the kinds of services that we should be offering to our families that will lead to increased achievement for our students. Their comments caused to think about how we do reach out to them and how we can provide more avenues for communication and ways to communicate with them on an ongoing basis.

After school tutoring with transportation provided was expressed repeatedly. These discussions and surveys supported offering more parent workshops and extended time for our Maple Crest Middle School students. From that the idea of regular meetings grew into the concept of a Parent University.

The grant includes hiring Math and English Language Arts interventionist to increase learning time for those students who are most in need of extra assistance. Family Engagement Planning Group to will be created to determine the structures for Parent University. Maple Crest Middle School will be open from 5-7 once per quarter. Course offering will include technology workshops for parents, student academic supports and topic of interest from the planning group. Academic Supports topic for Meeting is PBIS Introduction. PBIS training for the staff will help support the need expressed by parents for better ways to deal with bullying.

Community	<p>Input from our school’s stakeholders concerning the application for the School Improvement Grant was gathered in the following manner:</p> <p>Staff Meeting - Principal announced intent to apply for SIG 1003(g) Grant to staff and sought input from their staff.</p> <p>Kokomo Teachers’ Association Building Committee - Principal shared the intent to apply for SIG 1003(g) Grant to teachers and sought their input.</p> <p>Discussion with community members who serve on the InSAI Community Council</p> <p>Survey filled out by parents as they came into school to pick up Report Cards.</p> <p>Dr. Dorothea Irwin met with the current and incoming Kokomo Teacher’s Association to explain the intent of the grant and to answer questions.</p> <p>Input from staff and the KTA committee indicated a need for more differentiation and assessment to gauge students reading levels and progress. Their input helped to drive the priorities of the grant activities to increase student learning through systematic intervention and greater family engagement in academic supports. The surveys and discussion with community members also provided a great insight into the needs of our community and the agencies and groups that can assist us in providing activities in this grant that lead to increased student achievement.</p> <p>In surveying our community stakeholders, we had responses from not for profit groups, a commercial business, and a university partner. To improve relationships between home and school, 100% of our respondents indicated a need to offer school and community workshops for to support parents and academics. 60% indicated a need for our school to communicate better with parents and to provide resources to deal with family stress and barriers. Several respondents indicated that the can offer services to help bridge the gap between family and school. 82% of our respondents supported giving more help to students during the school day with 55% recommending that the school provide more time for students after school hours. One service that our community partners think that we should consider is to offer transportation home after extended hours for tutoring and homework assistance. They also recommended providing access to technology for students at home even though there was a concern that the access be limited to school approved websites. When asked how our schools could learn from the families that we serve, 100% of our respondents indicated that our families could help us understand their cultural contexts and also the challenges that compete with parental support. Some respondents indicated that they could help connect our school with volunteers in churches and the community.</p> <p>The survey and discussion with staff and community stakeholders provided a great insight into the needs of our school community and the agencies and groups that can assist us in providing activities in this grant that lead to increased student achievement. In surveying our community stakeholders, we had responses from not for profit groups, a commercial business, and a university partner. To improve relationships between home and school, 100% of our respondents indicated a need to offer school and community workshops for to support parents and academics. 60% indicated a need for our school to communicate better with parents and to provide resources to deal with family stress and barriers. Several respondents indicated that the can offer services to help bridge the gap between family and school. 82% of our respondents supported giving more help to students during the school day with 55% recommending that the school provide more time for students after school hours. One service that our community partners think that we should consider is to offer</p>
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transportation home after extended hours for tutoring and homework assistance. They also recommended providing access to technology for students at home even though there was a concern that the access be limited to school approved websites. When asked how our schools could learn from the families that we serve, 100% of our respondents indicated that our families could help us understand their cultural contexts and also the challenges that compete with parental support. Some respondents indicated that they could help connect our school with volunteers in churches and the community.

Impact on the grant: These discussions and surveys supported offering more parent workshops and extended time for our Maple Crest Middle School students. The grant includes hiring interventionists to extend learning time with those students who are most in need of extra assistance. A Family Engagement Planning Group will be created to determine the structures for Parent University. Maple Crest Middle School will be open from 5-7 once per quarter. Course offering will include technology workshops for parents, student academic supports and a topic of interest from the planning group. Academic Supports topic for Meeting 1 is PBIS Introduction. Math and ELA Interventionists will be hired to be able to offer extended time for those students who are most in need. The school will continue to build on the present partnerships with Bridges Outreach, Purdue University and Delphi Electronics to support learning experiences for the students and their families.

**Part 3: Schools to be Served by LEA**

<b>Schools to be Served by LEA ALL schools who qualify must be listed</b>				
<b>Based on the "School Needs Assessment" tool, the LEA has determined this model for the school</b>				
<b>School Name</b>	<b>Grade Span</b>	<b>Priority (P) Focus (F)</b>	<b>Selected Model</b>	<b>No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School</b>
Maple Crest Elementary School	K-5	Priority (P)	Transformation	
Maple Crest Middle School	6-8	Priority (P)	Transformation	
Central Middle School	6-8	Priority (P)	Transformation	
Maple Crest Middle School	6-8	Priority (P)	Transformation	
Pettit Park Elementary School	K-5	Priority (P)	Transformation	

## MAPLE CREST Part 4: Needs Assessment and Goals

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

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

Subgroup Achievement Indicators								
Review Subgroup Data via the <b>NCLB</b> drop down under the Accountability tab: <a href="http://compass.doe.in.gov/dashboard/overview.aspx">http://compass.doe.in.gov/dashboard/overview.aspx</a>								
Student Groups <b>ELA</b>	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015 2016 Goal 2013- 2014	SY 2016 2017 Goal	SY 2017 2018 Goal	SY 2018 2019 Goal	SY 2019 2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% <i>passing</i>	45% <i>passing</i>	50% <i>passing</i>	55% <i>passing</i>	60% <i>passing</i>
All Students	62.18%	324	NA	64%	67%	75%	80%	85%
African American	47.92%	48	HIGH - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be cultural differences than that of the teaching staff. More PBIS training for the staff can be utilized to appropriately respond to cultural differences. Also, developing and implementing common instructional strategies will help meeting the needs of these students.	51%	54.0%	60%	68%	72%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	57.14%	19	MEDIUM - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be cultural differences than that of the teaching staff. Developing and implementing common instructional strategies will help meeting the needs of these students.	60%	67%	70%	72%	75%
White	67.78%	228	LOW - This subgroup is performing higher than the building performance level. The struggle with this group are building the academic and behavioral supports at home	71%	78%	81%	84%	86%
Students with Disabilities	45.89%	28	HIGH - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be lack of knowledge on the part of the teachers to differentiate to meet the needs of students at varying levels. Developing and implementing common instructional strategies will help meeting the needs of these students.	48%	51%	54%	57	60%

LEP								
Free/Reduced Lunch	59.96%	211	MEDIUM - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be cultural differences than that of the teaching staff. More PBIS training for the staff can be utilized to appropriately respond to cultural differences. Also, developing and implementing common instructional strategies will help meeting the needs of these students.	63%	68%	73%	76%	79%
HS required - of non-passers of ECA who pass by 12 <sup>th</sup> grade								

Student Groups <b>Math</b>	of this group passing	of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015 2016 Goal	SY 2016 2017 Goal	SY 2017 2018 Goal	SY 2018 2019 Goal	SY 2019 2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	<i>40% passing</i>	<i>45% passing</i>	<i>50% passing</i>	<i>55% passing</i>	<i>60% passing</i>
All Students	63.4%	341	NA	66.4%	69.4%	74.4%	79.4%	84.4%
African American	47.9%	46	HIGH - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be cultural differences than that of the teaching staff. More PBIS training for the staff can be utilized to appropriately respond to cultural differences. Also, developing and implementing common instructional strategies will help meeting the needs of students.	50.9%	53.9%	58.9%	63.9%	68.9%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	60.0%	21	MEDIUM - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be cultural differences than that of the teaching staff. Developing and implementing common instructional strategies will help meeting the needs of these students.	63.0%	66.0%	71.0%	76.0%	81.0%
White	68.1%	239	LOW - This subgroup is performing higher than the building performance level. The struggle with this group are building the academic and behavioral supports at home	71.1%	74.1%	79.1%	84.1%	89.1%
Students with Disabilities	36.8%	35	HIGH - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be lack of knowledge on the part of the teachers to differentiate to meet the needs of students at varying levels. Developing and implementing common instructional strategies will help meeting the needs of these students.	39.8%	42.8%	45.8%	48.8%	51.8%
LEP								
Free/Reduced Lunch	56.8%	216	HIGH - This subgroup is performing below the building performance level. These students learning needs are unique in that there may be cultural differences than that of the teaching staff. More PBIS training for the staff can be utilized to appropriately respond to cultural differences. Also, developing and implementing common instructional strategies will help meeting the needs of these students.	59.8%	62.8%	67.8%	72.8%	77.8%
HS required - of non-passers of ECA who pass by 12 <sup>th</sup> grade	NA	NA	NA	NA	NA	NA	NA	NA

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

<b>Overall Achievement</b>	<b>SY 2013 2014</b>	<b>BASELINE SY 2014 2015</b>	<b>S 2015 2016 Goal</b>	<b>S 2016 201 Goal</b>	<b>S 2017 201 Goal</b>	<b>S 2018 201 Goal</b>	<b>S 2019 2020 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (6-8)	50.5% proficient 268 students	Not yet available	56.5% proficient	59.5% proficient	64.5% proficient	69.5% proficient	74.5% proficient
Percent of students proficient on ISTEP (ELA) (6-8)	60.3% proficient 324 students	Not yet available	66.3% proficient	69.3% proficient	74.3% proficient	79.3% proficient	84.3% proficient
Percent of students proficient on ISTEP (Math) (6-8)	63.4% proficient 341 students	Not yet available	69.4% proficient	72.4% proficient	77.4% proficient	82.4% proficient	87.4% proficient
Percent of students proficient on IREAD (Spring Test Only) (3)	NA	NA	NA	NA	NA	NA	NA
10 <sup>th</sup> grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA	NA
8 <sup>th</sup> grade ECA pass rate (Algebra I)	95.9% proficient 47 students	92.7% proficient 38 students	95.7% proficient	98.7% proficient	100% proficient	100% proficient	100% proficient
Non-Waiver Graduation Rate – HS only	NA	NA	NA	NA	NA	NA	NA
College enrollment rates – HS only	NA	NA	NA	NA	NA	NA	NA

Leading Indicators	BASELINE SY 2014 2015	S 2015 2016 Goal	S 2016 2017 Goal	S 2017 2018 Goal	S 2018 2019 Goal	S 2019 2020 Goal
1. Number of minutes within the school year that students are required to attend school  • •	73,800 minutes per year per student	74,700 minutes per year per student	74,700 minutes per year per student	74,700 minutes per year per student	74,700 minutes per year per student	74,700 minutes per year per student
2. Number of daily minutes of math instruction  •	50 minutes per day per student	50 minutes per day per student	50 minutes per day per student	50 minutes per day per student	50 minutes per day per student	50 minutes per day per student
3. Number of daily minutes of EL/A instruction  •	50 minutes per day per student	100 minutes per day per student	100 minutes per day per student	100 minutes per day per student	100 minutes per day per student	100 minutes per day per student
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA
5. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.5%	96.0%	96.5%	97.0%	97.5%	98.0%
6. Number of students completing advanced coursework (e.g., AP/IB), or advanced math coursework – <b>HS only</b>	NA	NA	NA	NA	NA	NA
7. Number of students completing dual enrollment classes – <b>HS only</b>	NA	NA	NA	NA	NA	NA
8. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should <b>not</b> exceed the either category total.) – <b>HS only</b>	NA	NA	NA	NA	NA	NA
9. Types of increased learning time offered • LSY- Longer School Year • LSD- Longer School Day • BAS-Before/After School • SS- Summer School • WES-Weekend School • OTH-Other	<b>LSD</b> - offered to 8 <sup>th</sup> grade students who attend the Career School <b>BAS</b> – tutoring by a teacher or interventionist 3 days a week. <b>BAS</b> – Bridges Outreach program provides homework	<b>LSD</b> - offered to 8 <sup>th</sup> grade students who attend the Career School <b>BAS</b> – tutoring by a teacher or interventionist 3 days a week. <b>BAS</b> – Bridges Outreach	<b>LSD</b> - offered to 8 <sup>th</sup> grade students who attend the Career School <b>BAS</b> – tutoring by a teacher or interventionist 3 days a	<b>LSD</b> - offered to 8 <sup>th</sup> grade students who attend the Career School <b>BAS</b> – tutoring by a teacher or interventionist 3 days a week.	<b>LSD</b> - offered to 8 <sup>th</sup> grade students who attend the Career School <b>BAS</b> – tutoring by a teacher or interventionist 3 days a week.	<b>LSD</b> - offered to 8 <sup>th</sup> grade students who attend the Career School <b>BAS</b> – tutoring by a teacher or interventionist 3 days a week.

	help 2-3 times a week after school	program <b>BAS</b> – Bridges Outreach program provides homework help 2-3 times a week after school	week. <b>BAS</b> – Bridges Outreach program <b>BAS</b> – Bridges Outreach program provides homework help 2-3 times a week	<b>BAS</b> – Bridges Outreach program <b>BAS</b> – Bridges Outreach program provides homework help 2-3 times a week	<b>BAS</b> – Bridges Outreach program <b>BAS</b> – Bridges Outreach program provides homework help 2-3 times a week	<b>BAS</b> – Bridges Outreach program <b>BAS</b> – Bridges Outreach program provides homework help 2-3 times a week
10. Discipline incidents – number of suspensions and/or expulsions	42 incidents	37 incidents	32 incidents	27 incidents	22 incidents	17 incidents
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number	16 incidents	13 incidents	10 incidents	7 incidents	4 incidents	1 incident
12. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate <b>individual number</b> of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	Data not yet available	(2013 – 2014) HE – 3 E – 36 IMP – 7 IN - 2	HE – 5 E – 38 IMP - 5 IN - 0	HE – 6 E – 38 IMP - 4 IN - 0	HE – 11 E – 35 IMP - 2 IN - 0	HE – 11 E – 37 IMP - 0 IN - 0
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	94.0%	95.0%	96.0%	97.0%	98.0%	99.0%



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

<b>Instructional Programs</b>	
<b>LEA analysis</b>	<p>As we have worked alongside Maple Crest Middle School within the Outreach process, we are more acutely aware of:</p> <ul style="list-style-type: none"> <li>• The importance of the intentionality of curriculum, pacing and vertical and horizontal alignment.</li> <li>• The essential relationship of ongoing formative and progress monitoring data to make the necessary adjustments across the year as well as seriously considering the summative data so that we start each school year better prepared.</li> <li>• Finding better ways to use our available resources including time. First we need to maximize our use the allocated instructional minutes. By improving the use of allocated time and adding instructional minutes, we give students more time to learn, time for teachers to learn, and time for teacher reflection about students, data, and the changes that will benefit learning. We need to challenge our assumptions and beliefs to remove barriers that prevent our under-achieving students from making the gains they are capable of and deserve.</li> </ul> <p>Maple Crest Middle School has added a second class to language arts to make 90 minute English Language Arts block. The additional instructional minutes needed for Tier II intervention will be accomplish in the rotation schedule. Student who have not passes ISTEP+ will have a 45 minute Tier II class for each semester in ELA and or Math instead of a music elective or foreign language.</p> <p>Within English Language Arts and Mathematics, teachers will use their newly constructed curriculum maps, and formative assessments to streamline instruction and increase the time students spend learning and applying the standards. Math will be further supported with Ten Marks curriculum and assessment support.</p> <p>Maple Crest’s walkthrough data and feedback from IDOE indicates too much variation among teachers in how they deliver their core instruction and their use of the allocated instructional time. For this grant we established eighteen High Impact Strategies that we expect to be learned and accomplished by the Maple Crest’s Elementary teachers over the course of five years, in all subject areas. The first five they chose were based on the Needs Assessment in this document. We will supplement our teacher evaluation process with Implementation Feedback that speaks to the degree to which we are putting into place more effective instructional practices and programs.</p> <p>Finally within our instructional programs Maple Crest Middle teachers strive to support their diverse learners in accomplishing the College and Career Ready standards. While the teachers found time this year to collaborate, we need more collaboration time and a consistent structure that includes the Data Analysis Cycle. Maple Crest Middle will use Data Days to ensure use a data based approach to collaboration to ensure vertical and grade level collaboration.</p>

<p><b>Justification for Selected Interventions (include alignment to model chosen)</b></p>	<p>Of the available interventions, we began by staying focused on our SMART goals, resisting the temptation to splinter our efforts. Through the conversations with our five principals the District created a model recommended that the interventions they chose be based on increasing (1) school-wide data use; (2) learning time; (3) principal effectiveness; and (4) teacher effectiveness.</p> <p>Maple Crest has selected job-embedded staff development and effective feedback from administrators as the main intervention for improving Teacher Effectiveness. Additional hours spent in learning beyond the contractual day will be rewarded with stipends. In the planning year Maple Crest Middle is offering learning experiences through (1) online interactive modules; (2) collaboration two to four times a week, (3) instructional rounds and (4) teacher action plans to improve student growth of subgroups.</p> <p>During the Needs Assessment the District began by examining existing programs. In the Case of Maple Crest Middle, PBIS is not new to us, but again there is a lack of consistent implementation. Therefore we decided to implement PBIS in year one of the grant so the school community: students and teachers are working in a safe and productive environment.</p> <p>In examining the overall achievement data, in ELA and Math and the performance of subgroups, it became apparent we had to address instructional programs for students who are struggling in Math and English Language Arts. The interventions we selected included adding a Ramping Up Program for those students. We begin with ELA because that is our greatest need. Finally we put a great deal of thought and time into adding a reading interventions in year one and a math interventionist in year two to increase the capacity of our teacher to deliver an efficient and effective Tier I and Tier II system of supports.</p>
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**School Leadership**

<p><b>LEA analysis</b></p>	<p>While we are confident that our building principal has the capacity to turn around achievement in Maple Crest Middle, the support from IDOE Outreach has caused us to again to reflect on the importance of professional development, counsel and support for principals by the District.</p> <p>Maple Crest Middle has predominately an experienced staff. However, we a few relocations, there will be new staff to bring up to speed and to provide a fresh perspective. The additional collaboration time will make their team and interactions with students more powerful in impacting achievement.</p>
<p><b>Justification for Selected Interventions (include alignment to model chosen)</b></p>	<p>Furnishing our principal with a mentor was a required but essential component. We researched thoroughly the available mentors and considered not only the success of providers but their ability to work effectively with our Maple Crest Principal.</p> <p>We encouraged the use of an external evaluator and a data catalyst so the principal could concentrate first on more efficiently leading the walkthroughs and providing effective feedback to teachers.</p> <p>In redefining the Leadership team we advised our principals to move beyond their leadership structures and to encompass school culture and environment to greatly enhance and support transformational change.</p>

<b>School Infrastructure</b>	
<b>LEA analysis</b>	Maple Crest Middle traditional 50-minute period, with 7 options for classes. Maple Crest Middle classroom teachers are supported by the principal and a new assistant principal. Teachers are assigned to specific students that comprise cohort, with students in each cohort having the same English, Math, Science teachers, etc. This cohort will meet once a week to communicate about the students' progress and to make changes as needed to Tier I and Tier II supports.
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	<p>Providing Mentor for the principal will ensure better use of time and resources are in place where there is the most need and to have the greatest impact on student learning. The Mentor will also help the principal provide consistent and actionable feedback to teachers using the implementation gauges and feedback cards within the Navigator School TurnAround™ software. The Navigator PLC contains interactive modules that provide an introduction to the High Impact Strategies with additional links and materials to extend depth of understanding and to offer options for differentiated PD.</p> <p>Instructional rounds will provide teachers the opportunity to see one another during classroom instruction and learn from each other's strengths as well as areas that can be strengthened. Professional development will become focused and targeted.</p> <p>Examining the school day and how the instructional minutes are used will provide way to recognize "lost" teaching time. The implementation gauges for Engaged Learning Time will be used in this assessment. This recognition will lead to structuring each class in such a way that is intentional and focused, where students are actively engaged from bell to bell.</p> <p>Teachers will benefit from PBIS training and develop culture that reinforces the appropriate behavior of students as well as immersing students in a classroom with clear expectations. This change will allow teachers to have more time to focus on instruction by learning strategies and skills in working with behavior.</p> <p>Data Days, built into the collaboration cycle of the PLC will imbed the use of formative and progress monitoring data as a part of planning and gauging the impact of one's own teaching and supporting each other in taking risks and having honest conversations.</p>

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

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

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

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

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

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

• Implementation Progress • Student Growth • Formative Assessments •

• Teacher Effectiveness • Teacher Reflection •

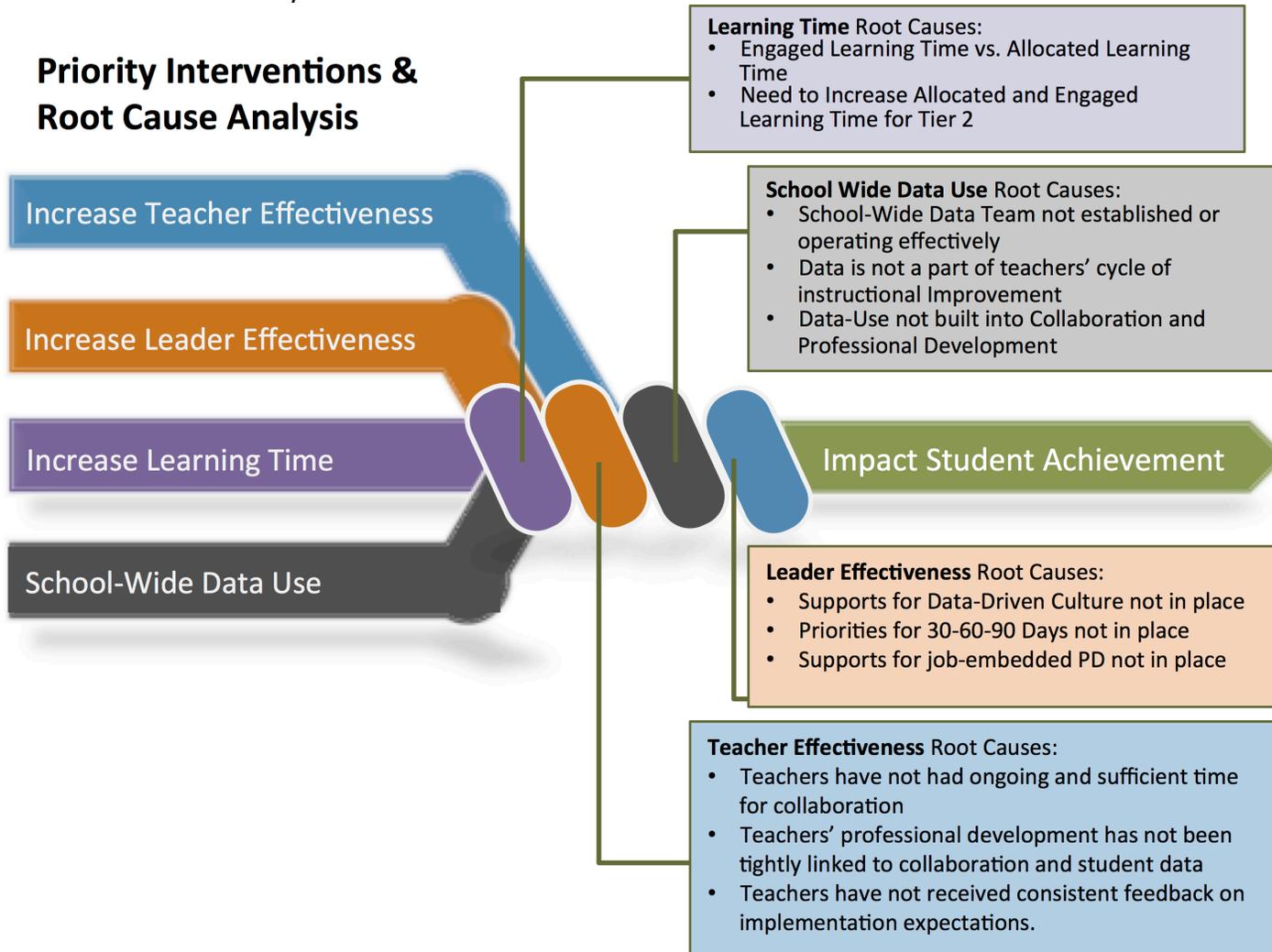


• Progress Monitoring Measures • Achievement Data •

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

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

## Priority Interventions & Root Cause Analysis



**Learning Time Root Causes:**

- Engaged Learning Time vs. Allocated Learning Time
- Need to Increase Allocated and Engaged Learning Time for Tier 2

**School Wide Data Use Root Causes:**

- School-Wide Data Team not established or operating effectively
- Data is not a part of teachers' cycle of instructional Improvement
- Data-Use not built into Collaboration and Professional Development

**Leader Effectiveness Root Causes:**

- Supports for Data-Driven Culture not in place
- Priorities for 30-60-90 Days not in place
- Supports for job-embedded PD not in place

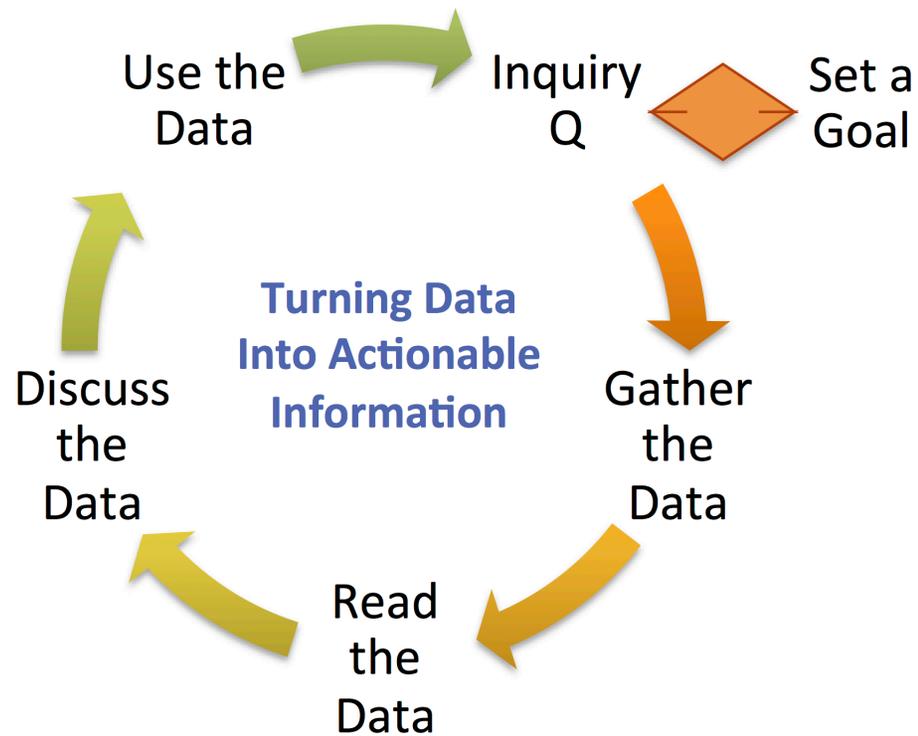
**Teacher Effectiveness Root Causes:**

- Teachers have not had ongoing and sufficient time for collaboration
- Teachers' professional development has not been tightly linked to collaboration and student data
- Teachers have not received consistent feedback on implementation expectations.

# Kokomo Data Analysis Cycle

*Used in Conjunction with Data Days*

## Data Analysis Cycle



## Tier I High Impact Instructional Strategies

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

### Kokomo High Impact Instructional Strategies for Tier I

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

### Maple Crest High Impact Instructional Strategies for Tier I

DATA Days – Data Review Cycle	Introduce the Data Review Cycle and how it is embedded into Collaboration. Use the Protocol for the Data Review Cycle and the posting of Data on the Data Walls.
Engaged Learning Time	The number of minutes within the allocated instructional minutes that students are focused, working to learn, and involved in mastering and applying grade level concepts and standards.
Productive Talk	Productive talk is talk that promotes learning. Teachers provide structures so students use precise academic vocabulary. They incorporate PBIS strategies. Students listen closely to their peers. They take risks, go public with their ideas, before their ideas are fully formed. Students delve deeply into ideas. They reason with

	evidence, and they pay close attention to data, and to establish scientific fact. Students learn from each other during discussions.
Activation and Organization of Prior Knowledge	Beginning a lesson or unit of study by finding out what students already know about the topic or process. Activation of prior knowledge makes connections between the new and the known.
Checking for Understanding	Monitoring the emerging understanding of all students at critical times during the lesson. Responding to student data by making adjustments to time, teaching, and options for differentiation
Differentiation	planned response to student and their data during instruction. Additional supports and challenges in learning or using (transferring / apply) new learning in different context with increasing independence.
Rigor	Raising expectations by creating a system of support for all students to independently accomplish daily and unit learning targets. Increase students effort and perseverance with small success and the certainty by students that if they persevere, increase effort, ask and receive support during learning they will be successful

## Part 5: Selection of Improvement Model

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

Transformation     Turnaround     Early Learning     Whole School Reform     Restart     Closure

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

<b>Describe how the model corresponds to the data, findings, analysis and self assessment.</b>			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>Based on our data findings, root cause analysis, and self-assessment, the Transformation Model will fit the needs of Maple Crest Middle School to:</p> <p><b>Affect Principal Leadership</b></p> <ul style="list-style-type: none"> <li>• Increase capacity of school principals to lead the turnaround process by:               <ul style="list-style-type: none"> <li>– Providing an experienced mentor with a track record of success</li> <li>– mentoring the leadership needed to establish a clear vision for school-wide data use through Data Days</li> </ul> </li> </ul>	<p>Subgroup Data indicates we are not reaching all students.</p> <p><b>In English Language Arts:</b></p> <ul style="list-style-type: none"> <li>• The gap between Students with Disabilities and All Students is 16.3%</li> <li>• Students with Disabilities show consistent difficulty in performing at the level of increased rigor provided by the new ELA and Math College and Career Standards.</li> <li>• African American Students show gap of 14.3% in comparison to all students.</li> <li>• The gap for African American</li> </ul>	<p>Overall Achievement Data indicates that Maple Crest must make significant improvement toward reaching our performance goal for all students in both English Language Arts and Math.</p> <p><b>In English Language Arts and Math:</b></p> <ul style="list-style-type: none"> <li>• In 2013-2014, the percent of students proficient on ISTEP in both ELA and Math was established as 49.5%.</li> </ul> <p><b>In English Language Arts:</b></p> <ul style="list-style-type: none"> <li>• In English 60.3% passing – below the District and well below the State average.</li> </ul>	<p>Increased Learning Time:</p> <p>One of the elective periods (rotation) will be used to provide Tier II interventions for students who did not pass ISTEP+ in ELA or math or both.</p> <p>Universal screening will further identify students and each qualifying student will have a customized learner profile with progress monitoring of growth.</p> <p>In addition the “Rotation” period will also benefit students in the top 25% who are not receiving additional instructional time to extend their math and/or ELA abilities.</p>

<ul style="list-style-type: none"> <li>- mentoring to give teachers clear expectations for implementation of consistent, research based instructional strategies.</li> <li>- mentoring to provide teachers with more consistent and actionable feedback.</li> </ul> <ul style="list-style-type: none"> <li>• Establish school-wide data culture that will permeate Tiers I, II, and III so that decisions are made on implementation and impact data.</li> <li>• Expand leadership opportunities within the school by revamping the Leadership Team</li> </ul> <p><b>Affect Teacher Instruction</b></p> <ul style="list-style-type: none"> <li>• Provide high quality job-embedded staff development <ul style="list-style-type: none"> <li>- 36 hours of professional development focused on high impact instructional strategies in Tier1</li> <li>- 18 hours of Tier II researched based interventions</li> <li>- 3 hours of summer PD through <u>Professional</u></li> </ul> </li> </ul>	<p>students can be explained by a lack of cultural competence by teachers.</p> <ul style="list-style-type: none"> <li>• The Gap between the bottom 25% and the top 75% is more than 50% points. The bottom 25% is comprised largely of White students receiving Free and Reduced lunches..</li> </ul> <p><b>In Mathematics:</b></p> <ul style="list-style-type: none"> <li>• The gap between Students with Disabilities and All Students is 26.6%%</li> <li>• Students with Disabilities show consistent difficulty in performing at the level of increased rigor provided by the new ELA and Math College and Career Standards.</li> <li>• African American Students show gap of 15.5% in comparison to all students.</li> <li>• The gap for African American students can be explained by a lack of cultural competence by teachers.</li> <li>• The Gap between the bottom 25% and the top 75% is more than 50% points. The bottom 25% is comprised largely of White students receiving Free and Reduced lunches..</li> </ul>	<p><b>In Math:</b></p> <ul style="list-style-type: none"> <li>• The baseline established was 63.4% passed - below the District average and well below and State average.</li> </ul> <p>The Transformation Model will foster increased learning time for students and staff. As the year begins, the first topic for school wide understanding and action is to address Engaged Learning Time (ELT) within allocated instructional minutes.</p> <p>Making better used of the existing allocated minutes will increase learning time in Tier I Extended learning time will be added with Tier II Interventions.</p> <p>Therefore the use of Kokomo’s Tier High Impact Instructional Strategies, and ensuring that allocated instructional minutes are truly engaged minutes should significantly impact overall student achievement.</p> <p>The Kokomo Priority Interventions and Root Cause Analysis was accomplished by reviewing the</p>	<ul style="list-style-type: none"> <li>• A after school program will increase instructional minutes for the lowest performing subgroups by 9 minutes weekly.</li> <li>• 2 hour, school-based Parent University will take place 4 times a year.</li> <li>• By increasing the academic learning time during the required minutes within the school day with the transformation model, learning for all students will be impacted.</li> </ul> <p><i>Student Attendance Rate:</i></p> <p>The student attendance rate is 95.5% and will increase to 98% during the grant by increasing home visits at the five-absent-mark.</p> <p><i>Discipline incidents:</i></p> <p>Job embedded staff development related to PBIS that will take place within the transformation model will reduce discipline incidents by 40% and improve school culture.</p> <p><i>Teacher performance levels:</i></p> <p>Teacher performance will be impacted greatly by the changes</p>
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<p>Action Plans available to all teachers to impact achievement of subgroups</p> <ul style="list-style-type: none"> <li>- <u>Instructional Rounds</u> to provide positive models for effective teachers and practices as well as peer support available to all teachers</li> <li>• <u>Incentives</u> to attract and retain highly effective teachers</li> <li>• Establish comprehensive system to support struggling teachers with content and pedagogy <ul style="list-style-type: none"> <li>- <u>Canvas Courses</u> created each quarter furnishes additional learning time and incentives for learning outside of contractual day.</li> <li>- <u>PBIS Mentors</u> to provide positive models for effective practices and peer support</li> <li>- <u>Professional Action Plans</u> available to all teachers to impact achievement of subgroups</li> </ul> </li> <li>• Implementation Feedback through Plus-Delta breaks</li> </ul>		<p>data from overall achievement data, subgroups, walkthroughs and conversations with administrators and staff in the Grant Planning process.</p> <p>The strong support for principals during the required planning year and throughout the five years will lead to increased ability of the principal to lead the transformation process.</p> <p>For teachers not only will the job-embedded PD be partnered with ongoing data use, teachers will have consistent opportunities to reflect on their own practice and support their peers using instructional rounds.</p>	<p>realized through principal mentoring:</p> <ul style="list-style-type: none"> <li>• establish school-wide data model</li> <li>• receive more consistent implementation feedback</li> <li>• enhancing understanding and use of PBIS to impact school culture and climate</li> </ul> <p>Daily collaboration time that incorporates: job-embedded, professional development and use of the data system to make instructional decisions for overall achievement and subgroups.</p>
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<p>changes into bite-sized segments with positive feedback and specific recommendations for change</p> <p><b>Affect Student Learning</b></p> <ul style="list-style-type: none"> <li>• Increase learning time for all students with implementation of Engaged Learning Time (ELT)</li> <li>• <u>After School Learning Time for Tier II Interventions</u></li> <li>• <u>Summer intercession</u> for students in bottom 25%</li> <li>• <u>Parent University</u> to increase family knowledge about and opportunities to increase the impact they have on their children’s achievement and positive behaviors</li> <li>• <u>Family Engagement Specialist</u> to establish a system for communicating with families and capitalize on their experiences and expertise</li> </ul>			
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**Part 5a: Selection of Improvement Model – SMART GOALS**

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

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

Complete one overall SMART goal for culture and two to three overall SMART goals for academics (for ELA and math at minimum).

These goals will drive your entire grant.

**SMART Culture Goal**

By the end of the 2018-2019 school year, the school community will maintain a culture that values learning and promotes the academic and personal growth of students and staff as evidenced by all certified staff members demonstrating 80% or higher use of Tier I Core Instructional Strategies as measured by

- 80% implementation as measured by Focus Walkthrough Data and use of Implementation Gauges
- Review of Lesson Plans
- Reduction in Discipline Incidents by 60%

**SMART Academic Goal**

**ELA Academic Goal**  
By 2019 overall achievement for ELA on ISTEP+ will rise from 62.18 to 85%.

**Math Academic Goal**  
By 2019 overall achievement for Math on ISTEP+ will rise from 63.4% (2013-2014) to 84.4%

**Subgroup of Students with Disabilities:**  
By May 2019 Maple Crest Middle School will increase the percentage of Students with Disabilities passing ISTEP + ELA from 45.89% to 60% .

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

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

The planning year for Maple Crest Transformation will be organized around our DATA Use Cycle begin by engaging teachers in creating courses to address needed knowledge and changes in instructional practices.

### TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016

Quarter One Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
<p><b>Principal Changes and Flexibility</b></p> <ul style="list-style-type: none"> <li>• Increase ability of Principal to Lead Turnaround Effort</li> <li>• Revise Leadership Team</li> <li>• Communicate Options for Operational Flexibility</li> <li>• Lead use of Data Dashboard</li> </ul>	<p><b>Initiate Mentorship for Principal:</b> Principal and Navigator Mentor</p> <ul style="list-style-type: none"> <li>• Leadership – Establish a Data Driven Culture</li> <li>• Support System for Teacher Growth</li> <li>• Implementing Kokomo High Impact Strategies across all grade levels 6-8</li> </ul>	<p>Phase One: August through October</p>	<p>Mentor works with Principal to identify:</p> <ul style="list-style-type: none"> <li>• Goals and process for Mentor-Principal Relationship</li> <li>• Review / establish graphics and process for school-wide data use.</li> <li>• Review SIG Year I Focus, Action Steps and Timeline</li> <li>• Review Support System for Teachers Growth                             <ul style="list-style-type: none"> <li>– Daily Collaboration</li> <li>– Navigator PLC modules</li> <li>– Instructional Rounds</li> <li>– Stipends for Additional PD for new teachers and experienced staff alike</li> <li>– Teacher Action Plan Mini-grants in summer</li> </ul> </li> <li>• Principal and mentor establish 3 – 6 – 90 day plan for Quarter I</li> </ul>	<p>Principal Mentor (budget under Navigator Learning Turnaround Services)</p>
	<p><b>Begin Walkthroughs with the</b></p>	<p>September -</p>	<ul style="list-style-type: none"> <li>• Establish the protocol for Anecdotal and</li> </ul>	<p>Stipends for providing</p>

	<p><b>Navigator School TurnAround Software.</b> Principal and Mentor</p>	<p>October</p>	<p>Implementation Gauge Feedback.</p> <ul style="list-style-type: none"> <li>• Provide Principal with Feedback Quick Cards. Practice with Anecdotal Plus Delta Feedback from volunteers.</li> <li>• Observe in classrooms of volunteers using the implementation gauges for (1) PBIS and Daily Learning Target. Hold post-conference where teachers will make suggestion for making the feedback more helpful.</li> <li>• Mentor models how to create a Plus Delta, using the Anecdotal Feedback</li> <li>• Volunteers receive mentor feedback and share thoughts about the process.</li> </ul>	<p>Principal with feedback on the experience and suggestions for fine-tuning.</p>
	<p>Leadership Team creates <b>PD Calendar</b></p>	<p>Mid-August</p>	<p>PD Calendar will have PD events including collaboration and vertical articulation topics. Each topic will be important to (1) school wide data use, (2) increasing learning time, (3) teacher effectiveness or (4) principal effectiveness</p>	
	<p><b>Revise Leadership</b> Team and include a new role of Data Catalyst : Principal</p>	<p>August - Oct</p>	<p>Reposting Jobs for Leadership Team</p> <ul style="list-style-type: none"> <li>• Set Roles, Responsibilities, Opportunities to include a new role of Data Catalyst (DC). Data Catalyst ensures ongoing monitoring and update of the Data Dashboard at a minimum of monthly. The DC alerts the Leadership team of the need to update and act on Data</li> <li>• Review SIG and set dates within school calendar</li> <li>• Problem solve new challenges using Kokomo Data Analysis Cycle</li> <li>• Establish the Communication Process for all staff</li> <li>• School Improvement Planning</li> </ul>	<p>Data Catalyst Stipend</p>
	<p><b>Communicate options for operational flexibility to staff:</b> Principal</p>	<p>August First Faculty</p>	<ul style="list-style-type: none"> <li>• Definition of Operational Flexibility and how</li> </ul>	<p>Stipends for professional staff outside of</p>

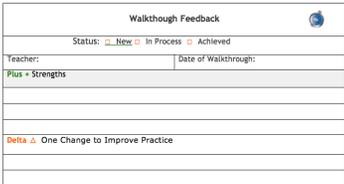
		Meeting	<p>it will positively impacts teachers, students, and the opportunity to learn.</p> <ul style="list-style-type: none"> <li>Options for Job Embedded Professional Growth</li> </ul>	contractual day for professional development and data analysis																						
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>Teachers have ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration.</li> <li>Initially PD will happen at the same rate for all teachers. When it appears that some teachers are implementing faster than others, they will have the option of working at an accelerated rate and may even receive stipends for additional study and implementation.</li> </ul>	<p>At the start of Year I, the focus will be on implementing PBIS and learning how to utilize the 50 minute TIER II ELA Period “elective”. Therefore, Data Days will be adjusted to accommodate 1-2 days for implementing the strategies for Goal #4</p> <p><b>Establish Collaboration Schedule and Protocols for Job-Embedded PD</b> Each core content area will be on a different rotation. (Make connection with staff between SREB and Engaged Learning Time / PBIS)</p> <table border="1"> <tr> <td>D</td> <td>Each grade level will be on a different rotation.</td> </tr> <tr> <td>1</td> <td>PBIS - Vertical</td> </tr> <tr> <td>2</td> <td>Data Days - All</td> </tr> <tr> <td>3</td> <td>High Impact - Vertical</td> </tr> <tr> <td>4</td> <td>Data Day - Goal</td> </tr> <tr> <td>5</td> <td>Data Day - Cohort</td> </tr> </table> <p>(1) PBIS with Behavior Interventionist (2) High Impact Instructional Strategies Reading Interventionist and Principal</p>	D	Each grade level will be on a different rotation.	1	PBIS - Vertical	2	Data Days - All	3	High Impact - Vertical	4	Data Day - Goal	5	Data Day - Cohort	<p>Begins with First Day of T Contract</p> <p>Continues all year long.</p>	<p><b>Collaboration Schedule:</b> Data Days</p> <p>Start with an Understanding of the purpose of collaboration and its relationship to the Data Analysis Cycle.</p> <table border="1"> <thead> <tr> <th colspan="2">Data Days</th> </tr> </thead> <tbody> <tr> <td colspan="2">Define the purpose and Protocols for DATA days.</td> </tr> <tr> <td>1.</td> <td><b>All</b> (1 days a week) Review Data and Plan for Priority Standards</td> </tr> <tr> <td>2.</td> <td><b>Goal</b> (1 days a week) Review Data for Goal #4: Students and plan for TIER II and Afterschool</td> </tr> <tr> <td>3.</td> <td><b>Cohort</b> (1 day a week) All teachers of same students review data of struggling S review Data in Tiers 1 and 2</td> </tr> </tbody> </table> <p>Teachers Login to TurnAround System, locate the PLC and complete the Introductory module – <b>Data Days</b> Principal distributes PLC Schedule for the remainder of the Academic Year.</p>	Data Days		Define the purpose and Protocols for DATA days.		1.	<b>All</b> (1 days a week) Review Data and Plan for Priority Standards	2.	<b>Goal</b> (1 days a week) Review Data for Goal #4: Students and plan for TIER II and Afterschool	3.	<b>Cohort</b> (1 day a week) All teachers of same students review data of struggling S review Data in Tiers 1 and 2	<p>Behavior Interventionist for PBIS</p> <p>Navigator PLC Module (Budget – Navigator Learning Solutions)</p>
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<p><b>Tier 1 High Impact Strategies</b> Principal and Instructional Facilitation</p> <p>Show additional modules available for individual access.</p>	<p>August First Faculty Meeting</p>	<p>Principal distributes PLC Schedule for the remainder of the Academic Year.</p> <p>August – Data Days during PLC Time Sept - Engaged Learning Time and Productive Talk October – Activate and Organize Prior Knowledge November – Gradual Release of Responsibility December – Checking for Understanding January – February: Differentiated Supports and Challenges February – April: Increased Rigor for All Students</p>																								
<p><b>Reading Interventionist</b> Scholastic Consultant – Assistant Principal</p>	<p>August</p>	<p>Receive training on Scholastic Reading Inventory and Read 180 for Tier II</p>																								

<b>Comprehensive Reform</b> <ul style="list-style-type: none"> <li>• Create a Ramp up program for students with the largest achievement gaps</li> <li>• Create an intervention plan for students who are behind academically</li> <li>• Contract with building level interventionists</li> </ul>	<b>Improve Core Instruction in Mathematics</b> – Principal, Assistant Principal	September	Use Ten Marks Teach in Grades 6-8 as the structure for Mathematics. Assistant Principal will work with 3 Math Teachers to integrate Ten Marks with existing resources for Mathematics (Tier 1) and build in small groups.	
	<b>Improve Core Instruction in English Language Arts</b> – Principal, Assistant Principal	September	Build in small group instruction to the ELA block. Reading Interventionist . Use Rotations for students who are working on their own in Reading. Reading Interventionist will integrate small group instruction into existing block.	
	<b>Intervention Team:</b> <ul style="list-style-type: none"> <li>• Set up schedule for universal screening in reading – Principal , Assistant Principal, Reading interventionist</li> </ul>	September	Organize data and recommend S for after school tutoring. Send home an announcement of Focused After School “Tutoring” for Reading for grades 6-8 – Based on SRI, assign students to one intervention or the other.	Read 180
	<b>Universal Screening of 6-8 students in Reading</b> – Intervention Team, Reading Interventionist, Assistant Principal	August – September	Administer SRI grs. 6-8 <ul style="list-style-type: none"> <li>• Analyze SRI for all students and subgroups from Universal Screening.</li> <li>• Write reading data statements and post on Data Wall.</li> </ul>	Scholastic Reading
	<b>Increase Instructional Minutes in ELA for All Students Tier 1</b> Principal	Begin October	Use rotation period for <b>TIER II</b> (using Blended (online and small group) all students <ul style="list-style-type: none"> <li>• Reading 3 Days a Week</li> </ul>	268 student licenses, Ten Mark Mathematics Read 180 (60 licenses) Achieve 3000
	<b>Reading Ramping Up</b> – (Bottom 25%) Assistant Principal  Navigator Consultant will support the use of the Student Growth component	Begin October	Read 180 for 6-8 students in bottom 25%, increase during <b>TIER II</b> reading period. <ul style="list-style-type: none"> <li>• Use Navigator Students Growth component within the Navigator Software</li> </ul>	See Above

	in the software.			
	<b>Fidelity External Evaluator</b> – Principal	August and November	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	<b>External Evaluator:</b> Equitable Education Solutions (6 onsites per year @ \$1500 per onsite) \$6,000 per year
	<p><b>Sustainability:</b> introduce the concept of sustainability to the staff and explain how Canvas courses will be created to store the materials for implementing PBIS with fidelity. <u>Create Canvas Course : PBIS</u> <u>Introduction:</u></p> <ul style="list-style-type: none"> <li>• <u>All Aboard</u></li> <li>• <u>Staff Survey</u></li> <li>• <u>Framework for Rewards</u></li> <li>• <u>Continuum of Consequences</u></li> <li>• <u>Verbal Acknowledgements</u></li> <li>• <u>One Sentence Interventions</u></li> </ul> <p>Subject Matter Expert in Professional Development (SME) and Navigator Learning Consultant</p>	<p>Phase One:</p> <p>Begin in October, Year Long Process</p>	<p>As practices are implemented in classrooms. Teachers will be given option to have a video segment from one of their classes included in course/collection</p> <ul style="list-style-type: none"> <li>• Outside videographer will work 5 hours per quarter to film and edit the video clips.</li> <li>• Contract with Subject Matter Expert (SME) to assist with editing and organizing materials to create a course for each initiative in the Grant. Work will be completed outside contractual hours</li> <li>• Navigator Learning will provide the structure for gathering the associated content for each part of the course. As soon as the Teacher Expert can accomplish the process independently, he/she will do so without assistance. Navigator Learning Consultant will monitor the quality and usability of the information for the Planning Year. Navigator Learning will create Implementation Gauges in consultation with the Principal and the Leadership Team.</li> </ul>	<p>Video equipment: 2 Canon videocams 1 lavalier microphone 1 wireless microphone and 4-channel recorder.</p> <p>Editing Software (Camtasia Studio for PC)</p> <p>Subject Matter Expert (SME) contract</p> <p>Videographer</p>
<p><b>Building Culture</b></p> <ul style="list-style-type: none"> <li>• Safe, orderly and equitable learning environment</li> <li>• The school community</li> </ul>	<b>PBIS Team Organizes</b> to review the SIG and Planning Year Goals.	Begins in August – Year Long Process	Members: 5 teachers, Assistant Principal and Social Worker. All teachers will be enrolled in the course. (See Sustainability Below)	Contract for PBIS Team Training and Onsite Visits
	<b>Introduce the Kokomo Data Analysis Cycle:</b> Leadership Team	Phase One: August 1 Faculty Meeting	Present the Kokomo Data Analysis Cycle at the 1st Staff Faculty Meeting. Principal or Assistant Principal will meet with each grade level collaboration team on their first grade level collaboration day to take them	

maintains a culture that values learning and promotes the academic and personal growth of students and staff		Year Long Process	through the cycle as it applies to initial 3 Priority PBIS Universal behaviors that the Leadership Team selected.  Begin with Subgroup Achievement Analysis and move to individual data during progress monitoring.  Specific attention and analysis will be given to the performance of our subgroup of (Academic Goal #3) African Americans.	
	<b>PBIS - Plan PD for Session 1 Launch of "All Aboard"</b> to develop an shared understanding of the PBIS system of supports for students, teachers and families	August	<ul style="list-style-type: none"> <li>• PD to establish PBIS with fidelity for Tier I in 100% of teachers' classrooms and throughout the school.</li> <li>• Establish universal behaviors to understand and implement and create a positive expectation Matrix (use activities and give support materials). (Positive Expectation Matrix )</li> </ul>	Stipends to non-administrative members of Leadership Team for work outside of contractual day
	<b>PBIS - Establish a baseline of current implementation of PBIS:</b> Assistant Principal All Staff take Readiness Survey for PBIS	August	Post Data for both in the Professional Growth Room as a part of the Data Walls	
	<b>PBIS - Develop a Framework for a System of Acknowledgements and Adopt a Continuum of Response to Behavior for PBIS Team</b>	September	Share in Vertical Articulation Collaboration Time <ul style="list-style-type: none"> <li>• Provide Teachers with materials to use in teaching the reward system and continuum of consequences.</li> </ul>	
	<b>PBIS - Create reference card of Verbal Acknowledgements and One Sentence Interventions – PBIS Team</b>  <b>PBIS - Teach Expectations and Implement PBIS Program with All Students</b> All Teachers	October	<ul style="list-style-type: none"> <li>• Provide Teachers with Implementation Gauge for PBIS</li> <li>• Assistant Principal meets with each Grade Level Team during Collaboration</li> </ul>	
<b>Family and Community Engagement</b>	<b>Create a Parent University Planning Team – Principal</b> Contract with individual to serve as Family Liaison (from 5-7pm) Family	October	Planning Group to will create the structures for Parent University. <ul style="list-style-type: none"> <li>• Parents meetings will be held on the second</li> </ul>	Family Liaison Contract 20 hours monthly, August to May

	Engagement Team Includes Family Liaison, Social Worker, and Assistant Principal		<p>Tues of the month: a daytime and after school session for two hours each.</p> <ul style="list-style-type: none"> <li>• Course offerings will include technology workshops for parents, student academic supports and a topic of interest from the planning group.</li> <li>• Academic Supports topic for Meeting 1 is PBIS Introduction.</li> </ul>	Family Engagement Incentives and Rewards
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Quarter Two Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
<b>Principal Changes and Flexibility</b> <ul style="list-style-type: none"> <li>• Increase ability of Principal to Lead Turnaround Effort</li> </ul>	Principal and Navigator Mentor <b>review 60-Day plan Implementation</b> and revise goals for 90-Day Plan as needed.	November-December	Review of Data Associated with 60 – Day Plan Goals. Principal posts information on Data Wall	
	Principal and Navigator Mentor begin <b>Walkthroughs with Plus Delta Feedback for Engaged Learning Time</b>		 <p>The screenshot shows a 'Walkthrough Feedback' form with a status dropdown (New, In Process, Achieved), fields for Teacher and Date of Walkthrough, a section for 'Plus + Strengths', and a section for 'Delta Δ One Change to Improve Practice'.</p>	<p>By design, Feedback from Navigator School TurnAround Software™ represents Formative Data of Implementation and does not contribute to the Summative Rating from Teacher Evaluation. Therefore, teachers can learn new practices without adverse consequences. Volunteers will be used initially so teachers become comfortable the process.</p> <p>District will monitor the quality of Principal’s feedback to teachers in the Navigator School TurnAround Software™.</p> <ul style="list-style-type: none"> <li>• The appropriate Assistant Superintendent for Secondary will review on monthly basis.</li> <li>• Navigator will provide PD for District Monitoring at no additional charge</li> <li>• Both Assistant Superintendents will be granted a license and login for Navigator School TurnAround™ Software at no cost.</li> </ul>
<b>Effectiveness of staff</b>	<b>Navigator PLC – Principal /</b>	2 <sup>nd</sup> Quarter November-	PD is built into the Collaboration Schedule.	

<ul style="list-style-type: none"> <li>• Give online support for Tier I Research-Based Practices <ul style="list-style-type: none"> <li>– PBIS</li> <li>– Kokomo’s Tier I High Impact Instructional Strategies</li> </ul> </li> </ul>	<p>Assistant Principal</p> <ol style="list-style-type: none"> <li>1. Post announcement that PBIS Introductory Course Introduction has been uploaded to Canvas: SME</li> <li>2. Post reminder that Increasing Engaged Learning Time and Activation of Prior Knowledge is available on <b>Navigator PLC and should be accomplished</b> during Collaboration for High Impact Strategies</li> </ol>	<p>December</p>	<ul style="list-style-type: none"> <li>• Principal or Assistant Principal meets with each Team as they review data, and plan for continued implementation of PBIS</li> <li>• Implementation Gauge for <i>Engaged Learning Time</i> is located within <b>Navigator PLC Module</b>. Principal or Assistant Principal attends collaboration.</li> <li>• Implementation Gauge for <i>Productive Talk</i> is located within <b>Navigator PLC Module</b>. Principal or Assistant Principal attends collaboration.</li> <li>• (See Principal changes below for Plus-Delta Feedback through Navigator School TurnAround™ Software)</li> </ul>	
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Ongoing consistent and sufficient times for grade/content meetings, as well as vertical staff collaboration.</li> <li>• Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.</li> </ul>	<p><b>Provide job-embedded PD modules</b></p> <ul style="list-style-type: none"> <li>• Aligned with Kokomo’s Tier I High Impact Instructional Strategies:</li> <li>• Increasing Engaged Learning Time and Productive Talk: Navigator PLC within Navigator School TurnAround Software™</li> <li>• Activation and Organization of Prior Knowledge in Navigator PLC within Navigator School TurnAround Software™</li> </ul> <p><b>Introduce Instructional Rounds</b> – learn the structure so teachers can self-evaluate and support each other in implementing PBIS and Research-Based Practices. Principal and Assistant</p>	<p>2<sup>nd</sup> Quarter November</p> <p>December Faculty Meeting</p>	<p>Teachers continue to use <b>Navigator PLC</b> Interactive online modules. Additional resources contain additional print and media links to allow teachers to customize their own learning.</p> <ul style="list-style-type: none"> <li>• Implementation Gauges</li> <li>• Feedback Quick-Cards for Principals to give actionable feedback, based on Root Cause Analysis</li> <li>• Strategy Quick Cards for Teachers</li> <li>• Suggestions for Instructional Rounds</li> </ul> <p>Define the concept of Engaged Learning Time as the actual time within an instructional block that students are working on the Daily Learning Target (DLT) and not engaged in unrelated non-learning events .</p> <p>Focus of Instructional Rounds for each month in year one will focus on PBIS.</p> <ul style="list-style-type: none"> <li>• Instructional Rounds will be accomplished during one of the two grade level</li> </ul>	<p>Navigator School TurnAround™ Software</p>

<ul style="list-style-type: none"> <li>Teachers earn CEC's</li> </ul>	Principal.		collaboration days. <ul style="list-style-type: none"> <li>Principal or Assistant Principal accompanies each team on Instructional Rounds to Observe PBIS supports in place.</li> </ul>	
	<b>Intervention Team:</b> continues with to update teachers on the progress of afterschool tutoring.	December Faculty meeting	<b>Reading Interventionist</b> Reading Interventionist will give presentation of Student Growth Data (Navigator Software) from After School Tutoring. <ul style="list-style-type: none"> <li>Each Teacher will identify one subgroup they will set Student Growth goals for and set up in Navigator in January</li> </ul>	
	<b>Reading Interventionist</b> - Assistant Principal, Principal	November	<ul style="list-style-type: none"> <li>Observe all Reading TIER II periods with and make recommendations for Improving the effectiveness of the TIER II period</li> </ul>	
	<b>Fidelity External Evaluator</b> – Principal	November	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	
<b>Family and Community Engagement</b>	<b>Create Courses for Parent University for November and December:</b> Parent Team – Family Liaison (from 5-7pm) Family Engagement Team Includes Family Liaison, Assistant Principal , 2 Teachers	November - December	Family Liaison will work with the Family Engagement Team to assemble materials. <ul style="list-style-type: none"> <li>Announce the course offerings for November and December.</li> <li>Post on School Website and contacts in emails from Canvas</li> </ul>	Light Snacks  Family Liaison

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

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

	<b>Differentiated Supports and Challenges</b>		own learning including Implementation Gauges (See Above)	
<b>Comprehensive Reform</b> <ul style="list-style-type: none"> <li>• Ramp up program for students with the largest achievement gaps</li> <li>• Intervention plan for students who are behind academically</li> <li>• Building level interventionists</li> </ul>	<b>Improve Core Instruction in Mathematics</b> – Principal, Assistant Principal	January	Review data of Core use of Use Ten Marks Teach in Grades 6-8 as the structure for Mathematics. Math Interventionist and Assistant Principal will summarize strengths and make recommendations for improving the Impact for Teacher Response.	
	<b>Improve Core Instruction in English Language Arts</b> – Principal, Assistant Principal	January	Review data of Core instruction in reading using small groups and Achieve 3000 / My On. Reading Interventionist and Assistant Principal will summarize strengths and make recommendations for improving the Impact for Teacher Response.	
	<b>Increase Instructional Minutes in ELA for All Students</b>	3 <sup>rd</sup> Quarter	<b>Tier I</b> using Blended (online and small group). Report on Student Growth data for ELA	
	<b>Ramping Up</b> (Bottom 25%) Reading Interventionist <b>After School Intervention</b>	3 <sup>rd</sup> Quarter	<b>After School Intervention</b> Continue to set goals, progress monitor	Stipends for Teachers
	<b>Fidelity External Evaluator</b> – Principal	March	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	
<b>Building Culture</b> <ul style="list-style-type: none"> <li>• Safe, orderly and equitable learning environment</li> <li>• The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff</li> <li>• Supports for increasing teacher</li> </ul>	<b>PBIS Team Organizes materials</b> to reviews the data from the Instructional Rounds (PBIS) and prepares materials for Vertical Articulation and data analysis during Collaboration	January	Vertical Articulation During Collaboration using Kokomo Data Analysis Cycle. Teams display data on Data Walks for All Students and Subgroup of Students with Disabilities  Recommendations are shared across teams for 100% implementation with fidelity of PBIS for Tier I  <b>PBIS Mentors</b> are recommended by teachers and administrators to support those still implementing PBIS aspects	Stipends for preparation occurring outside of contractual day, by PBIS Mentors
			Teachers complete a self-reflection and meet with PBIS mentors to identify concrete ways to accomplish goal of 100% implementation by all teachers.	
	<b>Instructional Rounds Continue</b>	January - March	Teachers give specific feedback identifying 3 Pluses	

leadership.			and 1 Delta to make implementation 100%	
<b>Family and Community Engagement</b>	<b>Continue Parent University</b> Parent Team	January to March	Family Liaison will work with the Family Engagement Team to assemble materials and announce the course offerings for January to March.  Post on School Website and contacts in emails from Canvas	Light Snacks  Family Liaison
<b>Quarter Four Focus Areas</b>	<b>Action Steps and Person(s) Responsible</b>	<b>Timeline</b>	<b>Description and Details</b>	<b>Budgeted Items</b>
<b>Principal Changes and Flexibility</b> <ul style="list-style-type: none"> <li>• Increase ability of Principal to Lead Turnaround Effort</li> <li>• Revise Leadership Team</li> <li>• Communicate Options for Operational Flexibility</li> <li>• Lead use of Data Dashboard</li> </ul>	Principal and Navigator Mentor conduct walkthroughs to gather data on implementation of <b>Differentiated Support and Challenge</b>	April 3 <sup>rd</sup> Quarter	Principal gives Plus Delta Feedback using the Implementation Gauge in Navigator School TurnAround™ Software	
	Principal Discusses IDOE Outreach Feedback with Mentor. Create a April May 30-Day Plan		Review progress toward goals and create a Plus Delta for Administrator	
	Data Catalyst creates a Plus Delta for the use of the Data Dashboard and review with the Principal: Principal and Data Catalyst		Data Catalyst lead the update for the Leadership Team to Improve the use of the School-wide Data System	
<b>Comprehensive Reform</b> <ul style="list-style-type: none"> <li>• Ramp up program for students with the largest achievement gaps</li> <li>• Intervention plan for students who are behind academically</li> <li>• Building level interventionists</li> </ul>	<b>Ramping Up</b> (Bottom 25%) Reading Interventionists <b>After School Intervention</b>		<b>After School Intervention</b> Continue to set goals, progress monitor	Stipends for Teachers
	<b>Improve Core Instruction in English Language Arts</b> – Principal, Assistant Principal		Review data of Core instruction in reading using small groups and Achieve 3000 / My On. Reading Interventionist and Assistant Principal will summarize strengths and make recommendations for improving the Impact for Teacher Response.	
	<b>Fidelity External Evaluator</b> – Principal	June	Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team	

<b>Instructional Programs</b>	Define Tier III supports needed in <b>Cohort</b> Data Days. – Reading Interventionist.		Receive training from Scholastic Consultant for System 44.	
<b>Building Culture</b>	Principal offers teachers the opportunity to create a summer professional development plan for personalized learning using the Teacher Action Plan and Portfolio in Navigator School TurnAround™ Software		<ul style="list-style-type: none"> <li>Teachers submit Teacher Action Plan using the tools of Navigator School TurnAround™ Software. Professional must be approved by building principal and presented to Leadership Team for their endorsement.</li> <li>Guidelines to be created by Leadership Team in Consult with Navigator Mentor but will include a plan to become a Subject Matter Expert on either Tier I or Tier supports and interventions.</li> </ul>	<p>Summer Stipends for 15 Teacher Action Plans based on 30 hours of independent study = \$660 per teacher.</p> <p>\$1000 for materials to Implement the study in the fall.</p>
<b>Family and Community Engagement</b>	<b>Continue Parent University</b> Parent Team	April - May	<p>Family Liaison will work with the Family Engagement Team to assemble materials and announce the course offerings for April and May</p> <ul style="list-style-type: none"> <li>Course offerings will include technology workshops for parents, student academic supports and a topic of interest from the planning group.</li> </ul> <p>Academic Supports topic for Meeting 1 is PBIS Introduction.</p> <p>Post on School Website and contacts in emails from Canvas</p>	<p>Light Snacks</p> <p>Family Liaison</p>

Quarter Five Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
<b>Effectiveness of staff and recruitment/ retainment of staff</b>	Teacher-Led Professional Development	Phase five (summer 2016)	District – Differentiation based on data from Student Achievement and Growth Data and Teacher Data (instructional rounds, walkthrough data, Summative Data from Teacher Evaluation System)	District Expense

		Summer intercession	(Stipend plus sustainability) goals and outcomes for implementation. Designed by outcomes for teachers and students	
<b>Instructional Programs</b>	Establish the Schedule, Framework for Tier I, Tier II and Tier III Interventions Principal and Leadership Team  Summer Training to Improve Tier II, WIN	June or July 2 week Training and Implementation	<ul style="list-style-type: none"> <li>Optional Tier II Professional Development by Math Interventionist and Reading Interventionist</li> <li>Summer WIN Intercession for students (6 and 7<sup>th</sup> graders) graders) at same time as Training for Staff</li> <li>ELA and Math Interventionists will teach the hour intercession classes in the morning followed by a seminar for on Tier I and Tier II Supports</li> </ul>	<p>Teacher Stipends (9 individuals)</p> <p>Tier II Math Interventionist Contract</p> <p>Tier II Reading Interventionist Contract</p> <p>Stipends for Teachers of Students for 2 week session, 4 days a week</p>
<b>Professional Development</b>	Optional Teacher Action Plan or Book Study of <u>Engaging Students With Poverty in Mind: Practical Strategies for Raising Achievement</u> (Online PLC led by Assistant Principal)  Back to School Retreat	1-2 Days	Planning will take place in April of 2016	Stipends for Teachers
<b>Family and Community Engagement</b>	Summer Hours for Parent University	TBA	Planning will take place in March of 2016 after Family and Teacher Survey	Stipends for Teachers providing session

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

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

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

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

Implementation Principles	Action Steps and Person(s) Responsible	SY 2016 2017	SY 2017 2018	SY 2018 2019	Budgeted Items
<p><b>Principal Changes and Flexibility</b></p> <ul style="list-style-type: none"> <li>• Increase ability of Principal to Lead Turnaround Effort</li> <li>• Evaluate Leadership Team Effectiveness</li> <li>• Lead use of Data Dashboard</li> <li>• Increase Teacher Leadership</li> </ul>	<p><b>Mentorship for Principal –</b> Principal and Navigator Learning Solutions</p>	<ul style="list-style-type: none"> <li>1 Onsite Visits / 8 hours online consultation</li> <li>• Review and set new goals for Data Driven Culture</li> <li>• Review data for implementation of Teacher Action Plans</li> <li>• Define and implement Set of High Impact Strategies</li> <li>• Review Plan for Full Implementation of Tier I supports for ELA and Math</li> <li>• Conduct walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>Onsite Visits / 8 hours online consultation</li> <li>• Review maintenance plan for PBIS. Take baseline</li> <li>• Review data for implementation of Teacher Action Plans</li> <li>• Define and implement Set of High Impact Strategies</li> <li>• Review and Refine Plan for Implementation of Tier II supports for ELA and Math</li> <li>• Review Plan for Full</li> </ul>	<ul style="list-style-type: none"> <li>Onsite Visits / hours</li> <li>• Review maintenance plan for PBIS. Take baseline</li> <li>• Review data for implementation of Teacher Action Plans</li> <li>• Conduct walkthroughs for baseline of PBIS , High Impact Strategies I and Effective Collaboration</li> <li>• Review effectiveness of Leadership Team. Make needed changes</li> </ul>	<ul style="list-style-type: none"> <li>Navigator Learning Mentor</li> <li>Navigator School TurnAround™ Software</li> </ul>

		<p>for baseline of PBIS , High Impact Strategies I and Effective Collaboration</p> <ul style="list-style-type: none"> <li>Establish and Monitor 30-60-90 Day Plans</li> </ul>	<p>Implementation of Tier II supports for ELA and Math</p> <ul style="list-style-type: none"> <li>Conduct walkthroughs for baseline of PBIS , High Impact Strategies I and Effective Collaboration</li> </ul> <p>Establish 30-60-90 Day</p> <ul style="list-style-type: none"> <li>Plans</li> </ul>		
	<p><b>Principal Uses Data to Maintain a Safe, Orderly and Equitable Environment:</b> - Principal</p>	<ul style="list-style-type: none"> <li>Leadership team gathers data to monitor the PBIS system.</li> <li>Principal conducts walkthroughs with Behavioral Specialist. Use Implementation Gauge to give actionable feedback</li> <li>Data towards PBIS goal of 100% is kept o Data Walls</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team gathers data to monitor the PBIS system.</li> <li>Leadership team summarizes the data and makes recommendation.</li> <li>Climate Audit of PBIS by external evaluator</li> </ul>	<ul style="list-style-type: none"> <li>Leadership team gathers data to monitor the PBIS system.</li> <li>Leadership team summarizes the data and makes recommendation.</li> <li>Climate Audit of PBIS by District Personnel</li> </ul>	
	<p><b>Principal leads the School Transformation Process</b></p>	<ul style="list-style-type: none"> <li>Principal involves Leadership Team in conducting building wide observation of at least 10 minutes to ensure instruction and alignment with standards based curriculum .</li> <li>Data summarized at Faculty Meeting and</li> </ul>	<ul style="list-style-type: none"> <li>Principal involves Leadership team in taking a baseline of the degree to which student work is cognitively challenging using Implementation gauge.</li> <li>Data summarized at Faculty Meeting and reported on Data Wall.</li> </ul>	<ul style="list-style-type: none"> <li>Principal involves Leadership team in taking a baseline of the degree to which student work is cognitively challenging using Implementation gauge.</li> <li>Data summarized at Faculty Meeting and reported on Data Wall.</li> </ul>	

		<ul style="list-style-type: none"> <li>reported on Data wall.</li> <li>• Use of formative assessments, aligned with curriculum</li> <li>• Formative assessments are analyzed within the Data Review Cycle during collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments are revised to improve alignment with the standards and to offer sufficient rigor.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessments are revised to improve alignment with the standards and to offer sufficient rigor.</li> </ul>	
	<b>Principal monitors and improves instructional practices</b>	<ul style="list-style-type: none"> <li>• Principal uses walk-throughs, instructional rounds and student data to monitor the degree to which High Impact Strategies are in Place.</li> <li>• Principal involves <b>Intervention Team</b> in conducting building wide observation of Tier I, Tier II and Tier III interventions.</li> <li>• Report at Faculty Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Principal involves the staff in taking a baseline of engaged learning time as defined by Implementation Gauge</li> <li>• Based on Instructional Rounds and Administrative Walkthroughs, Engagement Mentors</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Team works with the principal and teachers to establish a Problem of Practice for each grade level based on impacting student growth in Math, ELA or for Academic Goal #3</li> </ul>	
<b>Building Culture</b> <ul style="list-style-type: none"> <li>• Safe, orderly and equitable learning environment</li> <li>• The school community maintains a culture that values learning and promotes the academic and</li> </ul>	<b>PBIS Team Organizes</b> to Review the SIG, Year Data and set measurable goals for Year 2	<ul style="list-style-type: none"> <li>• Survey to all Stakeholders of efficacy of PBIS.</li> <li>• Instructional Rounds to establish baseline data.</li> <li>• Create Data Wall of PBIS</li> <li>• Review Canvas Course of PBIS Year I.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to all Stakeholders of efficacy of PBIS.</li> <li>• Instructional Rounds to establish baseline data.</li> <li>• Communicate recommendations to staff</li> <li>• Create Data Wall of</li> </ul>	<ul style="list-style-type: none"> <li>• Survey to all Stakeholders of efficacy of PBIS.</li> <li>• Instructional Rounds to establish baseline data.</li> <li>• Communicate recommendations to staff</li> <li>• Create Data Wall of PBIS</li> </ul>	Contract for Year of PBIS Team Training a(3 Onsites)  Self-sustaining in years 3 and 4 with Behavior Interventionist on Staff

personal growth of students and staff		<p>Determine need for additional supports</p> <ul style="list-style-type: none"> <li>• Communicate recommendations to staff</li> <li>• Provide Induction and Mentor for new Staff</li> </ul>	<p>PBIS</p> <ul style="list-style-type: none"> <li>• Provide Induction and Mentor for new Staff</li> <li>• Teachers self-evaluate and set one measureable goal for PBIS</li> </ul>	<ul style="list-style-type: none"> <li>• Provide Induction and Mentor for new Staff</li> <li>• Teachers self-evaluate and set one measureable goal for PBIS</li> </ul>	
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Teachers have ongoing consistent and sufficient times to improve their practice and to student and act on grade level, sub-group and individual student data.</li> </ul>	<p><b>Weekly Collaboration –</b> Use Vertical Articulation to increase Teacher Effectiveness</p> <p><b>Weekly Collaboration –</b> Data Days: Use Horizontal Articulation to Address Student Learning</p>	<p><b>Weekly Collaboration –</b> Use Vertical Articulation to Study and Implement Set 2 of High Impact Strategies</p> <p><b>Weekly Collaboration –</b> Use Horizontal Articulation to Implement Tier II Small Group Math Interventions - Data Days</p>	<p><b>Weekly Collaboration –</b> Use Vertical Articulation to Study and Implement Set 3 of High Impact Strategies</p> <p><b>Weekly Collaboration –</b> Use Horizontal Articulation to Implement Tier II Small Group Reading Interventions –Data Days</p>	<p><b>Weekly Collaboration –</b> Use Vertical Articulation to form Inquiry Teams using a Problem of Practice (PP) Protocol. Inquiry Teams Last - quarters to allow teams to study a PP and implement a plan</p> <p><b>Weekly Collaboration –</b> Use Horizontal Articulation to Implement Tier II Small Group Reading Interventions – Data Days</p>	<p>Stipends for Collaboration outside of contractual day</p> <p>Stipends for Curriculum Team work outside of contractual day</p>
<p><b>Comprehensive Reform</b></p> <ul style="list-style-type: none"> <li>• Sustain and Improve a Ramp up program for students with the largest</li> </ul>	<p><b>Intervention Team – Universal Screening</b></p>	<p><b>Intervention Team</b> Revise plan for universal screen in reading – Principal, Assistant Principal, Reading Interventionist</p>	<p><b>Intervention Team</b> Establish Protocols for effective Tier small group blended interventions for Math</p>	<p><b>Intervention Team</b> Establish SME experts for Math or Reading Tier II (See Sustainability)</p>	

<p><b>achievement gaps</b></p> <ul style="list-style-type: none"> <li>• Create an intervention plan for students who are behind academically</li> <li>• Develop building level expertise on Intervention</li> </ul>	<p><b>Maintain Increased Math Instructional Minutes (WIN)</b></p>	<p><b>Increase Effectiveness of Math Tier II Small Group Interventions</b> (Use Data Analysis Cycle) Set up plan for universal screen in reading – Principal, Instructional Facilitator, Reading Interventionist</p>	<p><b>Increase Effectiveness of Math Tier II Small Group Interventions</b> (Use Data Analysis Cycle)</p>	<p><b>Increase Effectiveness of Math Tier II Small Group Interventions</b> (Use Data Analysis Cycle)</p>	
	<p><b>Tier II Reading</b></p>	<p><b>Increase Effectiveness of Reading Tier II Small Group Interventions</b> (Use Data Analysis Cycle)</p>	<p><b>Increase Effectiveness of Reading Tier II Small Group Interventions</b> (Use Data Analysis Cycle)</p>	<p><b>Increase Effectiveness of Reading Tier II Small Group Interventions</b> (Use Data Analysis Cycle)</p>	
	<p><b>Tier II Math</b></p>	<p><b>Math Ramping Up</b> (Bottom 25%)  <b>Begin Reading Ramping Up</b> (Bottom 25%) Reading Interventionist, Instructional Facilitator</p>	<p><b>Math Ramping Up</b> (Bottom 25%)  <b>Reading Ramping Up</b> (Bottom 25%) Reading Interventionist, Instructional Facilitator</p>	<p><b>Math Ramping Up</b> (Bottom 25%)  <b>Reading Ramping Up</b> (Bottom 25%) Reading Interventionist, Instructional Facilitator</p>	
	<p><b>Fidelity External Evaluator – Principal</b></p>	<p>Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team</p>	<p>Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team</p>	<p>Review, Analyze and Summarize the fidelity with which systems were implemented. Verify effective use of Data Dashboard and file written report of recommendations with Leadership Team</p>	<p><b>External Evaluator:</b> Equitable Education Solutions (6 onsite per year @ \$1500 per onsite) \$6,000 per year</p>
	<p><b>Sustainability:</b></p>	<p><u>Create Canvas Course : Differentiation</u></p>	<p><u>Create Canvas Course : Academic Vocabulary and</u></p>	<p><u>Create Canvas Course : Ensuring High Success Rate</u></p>	<p>Subject Matter Expert (SME)</p>

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

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

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

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

<b>Focus Areas</b>	<b>Action Steps and Person(s) Responsible</b>	<b>Timeline</b>	<b>Description and Details</b>	<b>Budgeted Items</b>
<b>Leadership</b>	Mentor - to Increase Principal Leadership	Phase one (1 <sup>st</sup> quarter)	<ul style="list-style-type: none"> <li>• Mentor has been using Gradual Release of Responsibility and working with appropriate Assistant Superintendent.</li> <li>• To ease the transition, Navigator will provide u to 10 hours of online consultation at not charge.</li> </ul>	If school wishes to use Navigator Turnaround Software, Title I will fund it.
<b>Instructional Programs</b>	Mentors to provide job embedded coaching in year five.		<ul style="list-style-type: none"> <li>• .75 days of in class support for Tier II coaching by Math and Reading Interventionists</li> </ul>	Part Time Reading an Math Interventionists
	Principal – Intervention Technology		<ul style="list-style-type: none"> <li>• Maintain “seats” for Read 180, Math 180, System 44</li> </ul>	Se Budget
<b>Maintaining Culture</b>	PBIS Leadership Team		<ul style="list-style-type: none"> <li>• Team maintains integrity of the PBIS System</li> <li>• Self-sustaining in years 3 and 4 with Behavior Interventionist o Staff</li> <li>• Canvas Courses created for PBIS</li> </ul>	No costs

<p><b>Effectiveness of staff and retainment of staff</b></p>	<p>Instructional Facilitator</p>		<ul style="list-style-type: none"> <li>• New teacher induction is now established within the system. Resources include Canvas courses</li> <li>• Mentorships and additional responsibilities may be accommodated with career ladders</li> <li>• Instructional Facilitator is a school employee</li> </ul>	<p>No additional costs</p>
<p><b>Professional Development</b></p>	<p>Job embedded PD is established as a process through Collaboration, Instructional Rounds and Problems of Practice</p>	<p>Phase two (2<sup>nd</sup> quarter)</p>	<p>Support staff for PD are employees: Behavior Interventionist and Instructional Facilitator</p>	<p>No additional costs</p>
<p><b>Leadership</b>          <b>Instructional Programs</b>          <b>Professional Development</b></p>	<p>Principal and District - Canvas Courses for PBIS , High Impact Strategies, and Data Analysis System.</p> <p>Principal, Behavioral Specialist, Instructional Facilitator</p> <p>PBIS Courses, Capacity of Principal and staff to maintain systems</p>	<p>Phase three (3<sup>rd</sup> quarter)</p>	<p>Principal and staff to maintain systems</p> <ul style="list-style-type: none"> <li>• Mentor has been using Gradual Release of Responsibility and working with appropriate Assistant Superintendent.</li> <li>• To ease the transition, Navigator will provide up to 10 hours of online consultation at no charge for a year</li> </ul> <p>All instructional programs will be sustained because of Sustainability Plan that was instituted from Year One.</p> <p>Job-embedded PD is established as a process through Collaboration, Instructional Rounds and Problems of Practice</p>	<p>If school wishes to use Navigator Turnaround Software, Title I will fund it.</p> <p>No Cost</p>

<p><b>Maintaining Culture</b></p> <p><b>Family and Community Engagement</b></p>	<p>Principal, Behavioral Specialist</p> <p>Family Engagement Team</p>	<p>Phase four (4<sup>th</sup> quarter)</p>	<p>Structures are now in place to maintain PBIS with fidelity.</p> <p>Family Engagement Team will be major part of school. At all convocations and special events they will be included and recognized.</p>	<p>District walkthroughs with leadership team once each quarter</p> <p>School Title I will</p>
<p><b>Effectiveness of staff and retainment of staff</b></p> <p><b>Instructional Programs</b></p>	<p>Principal has the capacity and resources with staff and district</p> <p>Tier II Reading and Math Interventions</p>	<p>Phase five (summer 2016)</p>	<p>Mentors and SME will be compensated as providers of summer PD.</p> <p>Beginning in Year Three, the Leadership team will assess the ability of Title I to fund the Reading and Math Interventions. If Title is not able to fund it, alternative funds will be found.</p>	<p>Summer professional development is a District Initiative</p> <p>If Tier I Instructional Programs are shown to be effective, Title I can fund them.</p>
<p><b>Professional Development</b></p>	<p>PBIS Courses, Capacity of Principal and staff to maintain systems</p>		<p>Job embedded PD is established as a process through Collaboration, through use of Data, Instructional Rounds and Walkthrough evidence. Additional data will be obtained with surveys of families and teachers.</p>	<p>No Additional Cost</p>

**Part 5e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2020-2021**

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



Effectiveness of staff and retainment of staff	Principal has the capacity and resources with staff and district	Phase five (summer 2016)	Mentors and SME will be compensated as providers of summer PD.	Summer professional development is a District Initiative
Instructional Programs	Tier II Reading and Math Interventions			

## Part 6: Outcome Artifact

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

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

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

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

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

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

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

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

<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding ends.</p>	<p>See the <b>proposed budget</b> which is aligned with the Transformational Model for the length of the grant.</p> <p>The budget is based on assessed needs that are included in the school improvement plan.</p>
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and has made at least five-year commitment to the implementation of the selected model.</p> <ul style="list-style-type: none"> <li>● <i>Ability to recruit new principals through partnerships with</i></li> </ul>	<p>Administrators from the district office hold doctoral degrees in Educational Leadership and Curriculum Development. The Superintendent, Board of Trustees, and building level Principal are all committed to the five year plan and the implementation of the Transformation Model.</p> <ul style="list-style-type: none"> <li>● See letters of support in <b>Section of Attachments</b></li> </ul>

<p><i>outside educational organizations and/or universities</i></p> <ul style="list-style-type: none"> <li>● <i>Statewide and national postings for administrative openings</i></li> <li>● <i>External networking</i></li> <li>● <i>Resumes provided</i></li> <li>● <i>Data examined to demonstrate track record</i></li> <li>● <i>Principal hiring process</i></li> <li>● <i>Principal transfer procedures/policies</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Partnerships with</b> IUK, Purdue, Butler, and IU provide opportunities to connect with educational leaders throughout the state for networking and for job placement (Membership in IUSAA)</li> <li>● Kokomo posts principal positions on the Learning Connection and seeks to hire principals from a diverse pool of applicants</li> <li>● Kokomo belongs to INTASS and together with teachers and administrators developed a digital evaluation tool using Pivot Fivestar to make it available online. The KEEP evaluation tool is based on Danielson’s professional development framework and on Marzano’s teacher effectiveness rubric (See copy of administrators effectiveness ratings in <b>Section of Attachments</b>)</li> <li>● Principal resume is included in <b>Section of Attachments</b></li> </ul>
<p>3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> <li>● <i>School Board Assurances</i></li> <li>● <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>● <i>Supports the creation of a new turnaround office (or and successful experience in changing schools reorganization if additional schools are being added within district) with an appointed turnaround leader having significant</i></li> </ul>	<p>See Board letter of support in <b>Section of Attachments</b></p> <ul style="list-style-type: none"> <li>● <b>Board Meeting Notes from Work Session</b></li> <li>● <b>Board Letter of Support</b></li> </ul>
<p>4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model.</p> <ul style="list-style-type: none"> <li>● <i>Superintendent Assurance</i></li> </ul>	<p><b>See Section of Attachments</b></p> <ul style="list-style-type: none"> <li>● Superintendent Letter of support</li> <li>● Board Work Session notes reflecting introduction of the grant</li> </ul>

<ul style="list-style-type: none"> <li>● <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>● <i>Superintendent SIG Presentation</i></li> <li>● <i>Creation of new turnaround office (or reorganization if additional schools are being added within district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	
<p>5. The teacher’s union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <ul style="list-style-type: none"> <li>● <i>Teacher Union Assurance</i></li> <li>● <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	<p>The teacher’s union was involved in discussion at the building level of each school that has applied for the grant and at the district level. Both the incoming president and the outgoing president signed</p> <p><b>See Section of Attachments</b></p> <ul style="list-style-type: none"> <li>● KTA letter of support</li> </ul>
<p>6. The district has robust process in place to select the staff for each 1003(g) building.</p> <ul style="list-style-type: none"> <li>● <i>Teacher Union Assurance</i></li> <li>● <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> <li>● <i>Principal ownership in staff hiring process</i></li> <li>● <i>Detailed and descriptive staff hiring process</i> <ul style="list-style-type: none"> <li>○ <i>Staff transfer policies and procedures</i></li> <li>○ <i>Staff recruitment, placement, and retention procedures</i></li> </ul> </li> </ul>	<p>Principals and teachers are involved in the process of hiring and selecting staff for the building by participating in a series of interviews and then dialogue with the Assistant Superintendent. Teachers give input from the building level on the qualities they would like to see in the individual candidate.</p> <p>See <b>Section on Attachments</b> for Hiring practices</p>

7. District staff has process for monitoring and supporting the implementation of the selected improvement model. **District has included its monitoring process and it includes, at minimum, the following required pieces:**

- *Monthly Monitoring of SIG Programming an Implementation*
- *Evaluation System for Programming an Implementation of SIG*
- *Data Review Plan*
- *Special Populations Review Plan*
- *Fiscal Monitoring Plan*
- *Timeline an Responsible Parties for all above plans*

The Assistant Superintendent of Elementary will conduct monthly meetings with the Principal and leadership team as well as the Principal Mentor. These meetings will provide scheduled time to review the SIG programming and implementation. The Navigator Learning Tool will also serve as documentation of the implementation of the SIG programming

All areas will be included in the monthly meetings:

- Data will be available on Pivot to examine growth which will address the special populations
- Data will be available on Navigator Learning
- Fiscal Monitoring will also be done by the Principal, Assistant Superintendent and the District Title I financial person
- A external evaluator will verify data and fidelity in implementing the grant 4 times a year.

## Part 8: Selection of External Providers

Provide district evidence for the Selection of External Providers – this will show the LEAs capacity to recruit, screen, selects and support appropriate external provider. *The IDOE will assess the LEA’s commitment to recruit, screen, an select external providers by requiring the LEA to document a process for assessing external provider quality, which may include, but will not be limited to:*

**Capacity Task**

**District Evidence**

<p>(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p>	<p>Kokomo school corporation adheres to the following protocol for ensuring quality of external providers:</p> <ul style="list-style-type: none"> <li>• Ask for and check references of corporations and schools in which they have worked.</li> <li>• Interview external providers to find out whether they understand the School / District plan and how they interface with existing supports and structures</li> <li>• Title I director will manage partnerships with agreements outlining services. District administrators will attend on-sites and meet with building principals at least once a month.</li> </ul>
<p>(b) Selecting an external provider based upon the provider’s commitment of timely and effective implementation and the ability to meet school needs;</p>	<p>Two of the external providers have worked in our District and schools in the past. Both have a commitment of timely and effective implementation, the ability to meet school needs, expertise in their assigned roles and excellent communication skills and processes. The additional external providers will sign a MOU to ensure they are committed to our expectations.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>When we begin a relationship with an external provider, Title I and the designated Assistant Superintendent meet with the individual(s) to provide the background knowledge and insights they need to interface effectively and to align their work with that of the school and vision of the District.</p>
<p>(d) Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school’s identified needs.</p>	<p>In our current school improvement grant we have assigned either a elementary or secondary Assistant Superintendent to monitor activity within the Data Dashboard and to review the Feedback and Reports within the Navigator School TurnAround System12 Onsite Visits / 8 hours</p>
<p>(e) Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. <b><i>Prior to an external provider work beginning, LEA must receive approval from IDOE.</i></b></p>	<p>The scope of the work for each of the external providers is elaborated in the grant application.</p>

## Part 9: Budget

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

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

## Appendix: Additional Documents



## KOKOMO SCHOOL CORPORATION

*Creating a Better World Through Education*

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July 2, 2015

**Board of School  
Trustees**

Cristi Brewer-Allen  
*President*

Crystal Sanburn  
*Vice President*

Marsha Bowling  
*Secretary*

Jim Callane  
*Trustee*

Lisa Ellison  
*Trustee*

Michael Gault  
*Trustee*

Stephanie McClelland  
*Trustee*

Dear Superintendent Ritz,

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

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

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

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

Respectfully,

Cristi Brewer-Allen  
President, Board of School Trustees

**Mission Statement**

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



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

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

The work session was open to the public.

**Members Present:**

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

**Members Absent:**

Cristi Brewer-Allen, President  
Crystal Sanburn, Vice President

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

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

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

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

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

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

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

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

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

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

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Cristi Brewer-Allen, President

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Jim Callane, Member

---

Crystal Sanburn, Vice President

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Lisa C. Ellison, Member

---

Marsha Bowling, Secretary

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Michael A. Gault, Member

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Stephanie McClelland, Member



June 15, 2015

**Board of School Trustees**

Dear Superintendent Ritz,

**Cristi Brewer-Allen  
President**

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

**Crystal Sanburn  
Vice President**

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

**Marsha Bowling  
Secretary**

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

**Jim Callane  
Trustee**

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

**Lisa Ellison  
Trustee**

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

**Michael Gault  
Trustee**

**Stephanie McClelland  
Trustee**

**Mission Statement**

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

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

Sincerely,

Dr. Jeff Hauswald,  
Superintendent



**KOKOMO SCHOOL CORPORATION**

*Creating a Better World Through Education*

P.O. Box 2188 Kokomo, Indiana 46904-2188 Telephone 765 455-8000 Fax 765 455-6851

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

**Members Absent:**

Cristi Brewer-Allen, President  
Crystal Sanburn, Vice President

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\_\_\_\_\_  
Cristi Brewer-Allen, President

\_\_\_\_\_  
Jim Callane, Member

\_\_\_\_\_  
Crystal Sanburn, Vice President

\_\_\_\_\_  
Lisa C. Ellison, Member

\_\_\_\_\_  
Marsha Bowling, Secretary

\_\_\_\_\_  
Michael A. Gault, Member

\_\_\_\_\_  
Stephanie McClelland, Member

Date: June 15, 2015

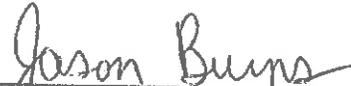
Dear Dr. Reckard,

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

Sincerely,



Cheryl Simmons  
Current KTA President



Jason Burns  
Incoming KTA President

# Dr. Kathryn Reckard

*Improving Performance • Enhancing Programs • Leading Change*

3131 Congress Drive  
Kokomo, IN 46902  
(765)437-4369  
kreckard76@gmail.com

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## EXPERIENCED LEADER

*...dedicated to improving performance, enhancing programs, and leading innovative change to ensure student learning and success.*

- 
- **Enthusiastic and self-motivated mentor and leader** who believes that all children can learn and thrive in a learning environment that is stimulating, comforting, and appropriate to their unique talents and abilities.
  - **Instructional leader** who uses a balanced blend of visionary, enthusiastic, and reflective practice to enhance classroom instruction and school environment.
  - **Building leader** who works closely with parents to involve them in their child's education and encourage their feedback and input.

---

## ADMINISTRATIVE EXPERIENCE

### PRINCIPAL

**Maple Crest Middle School, Kokomo, IN**

**July 2010 - Present**

- Effectively leading a 6-8 middle school with approximately 550 students
- Building leader responsible for researching and implementing a Science, Technology, Engineering, and Mathematics program (STEM)
- Successfully implemented a 1:1 computing corporation and building initiative
- Leader during two major renovations of over 2 million dollars
- Leader in providing professional development opportunities for my staff
- Leader in planning and implementation of the 8<sup>th</sup> Grade Career School at Maple Crest
- Member of the District Certified Evaluation team which created a certified evaluation tool for the district in compliance with state regulations
- Successfully implemented school-wide Positive Behavior Interventions
- Experience with district reorganization
- Served on district School Initiatives Committee to enhance services to Kokomo School Corporation students
- Utilized multiple assessments in compliance with district and state requirements to inform instruction (Acuity Assessments, STAR Reading and STAR Math, ISTEP+)
- Implemented a more effective special education program with focus on inclusion and compliance
- Implemented a school improvement plan focused on student achievement, cooperative learning, thematic instruction and differentiation

### PRINCIPAL

**Bon Air Middle School, Kokomo, IN**

**July 2009 – July 2010**

- Effectively led a 6-8 middle school with approximately 300 students
- Developed and implemented a 7 period school day for Kokomo School Corporation
- Utilized multiple assessments in compliance with district and state requirements to inform instruction (Acuity Predictive, STAR Reading and STAR Math, ISTEP+)
- Partnered with assistant principal to share discipline and served on district committee to develop disciplinary guidelines
- Maintained a positive environment and effectively transitioned teachers, support staff, students, and parents to their new schools due to reorganization and the closing of Bon Air Middle School

### ASSISTANT PRINCIPAL

**Lafayette Park Middle School, Kokomo, IN**

**July 2007 – July 2009**

- Grades 6-8 building with approximately 375 students
- Building administrator responsible for discipline

**Dr. Kathryn Reckard**

*Improving Performance • Enhancing Programs • Leading Change*

- Building administrator responsible for the school improvement plan (InSAI)
- Developed ISTEP+ review and remediation packets for teachers to use prior to ISTEP+ testing
- Served as Building Athletic Director (Hiring, monitoring and evaluating)
- Conferenced with students and developed learning goals based on ISTEP+
- Provided professional development for 5<sup>th</sup> grade and 6<sup>th</sup> grade teachers to help with the transition of students to the middle school

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## **TEACHING EXPERIENCE**

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### **KOKOMO SCHOOL CORPORATION, Kokomo, IN**

- Middle School Special Education Teacher
- Bon Air Middle School
- August 2001 – July 2007

### **HUNTINGTON COMMUNITY SCHOOLS, Huntington, IN**

- Reading Recovery and Title One Teacher
  - Andrews Elementary School
  - August 2000 – June 2001
- 

## **EDUCATION**

**Ph.D., Educational Leadership, Indiana State University – May 2014**

**M.Ed., Educational Leadership K-12, University of Cincinnati – June 2007**

**M.Ed., Special Education K-12 LD, ED & MiMD, Indiana University Bloomington – August 2004**

**B.S., Elementary Education with LA 1-9 endorsement, Indiana University Fort Wayne – May 2000**

## **LICENSES**

**Superintendent, P-12**

**Building Level Administrator, All Schools**

**General Elementary, Grades 1-6 7/8 Non-Departmental**

**Language Arts, Grades 1-9**

**Mild Mentally Handicapped, Grades K-12**

**Seriously Emotionally Disabled, K-12**

**Learning Disabled, K-12**

## **CERTIFICATION**

**Reading Recovery, Purdue University – May 2001**

## **AWARDS**

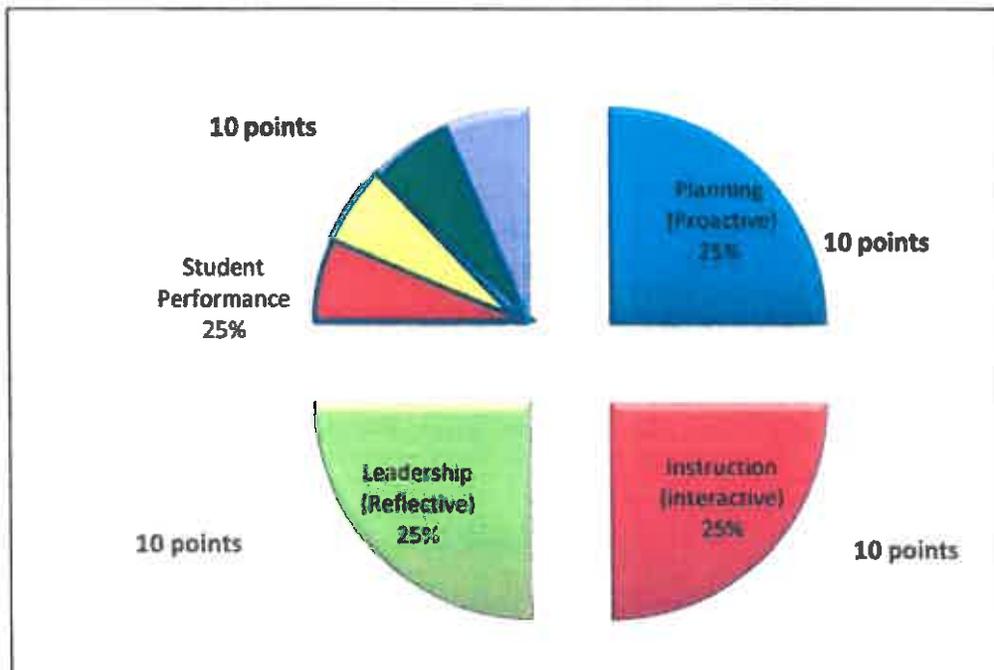
**Purdue University Synergy Grant – Distinguished K-12 Partner**

**Administrator of the Year – Middle Level Division (Indiana Association of Student Councils)**

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

# KEEP

## Kokomo Educator Evaluation Process



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

**Vision:**

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

**Mission:**

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

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

**Purpose of this Process:**

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

**Core Belief Statements:**

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

**IN-TASS Guiding Principles**

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

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

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

**Description of Plan Development Process:**

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

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

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

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

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

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

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

## **Process for Gathering Feedback and Communicating with Stakeholders**

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

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

## **Revision Process**

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

## **Evaluation Design Teachers**

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

## **General Overview of Teacher Evaluation Process**

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

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

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

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

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

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

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

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

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

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

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

# Kokomo School Teacher Evaluation Score Sheet

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### Extenuating Circumstances Descriptions for Teachers

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

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

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

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

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

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

#### Extenuating Circumstances for Teachers not Evaluated

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

#### Technical Support to Prepare Evaluators

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

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

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

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

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

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

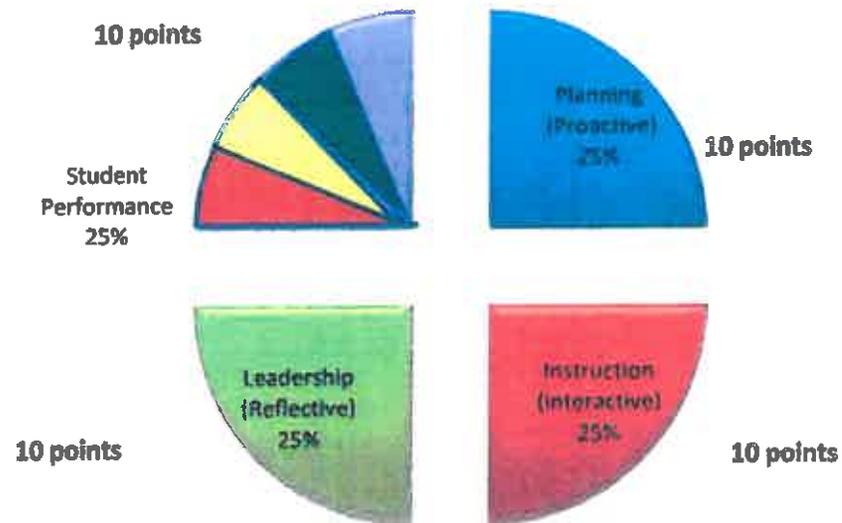
Instruction Delivered by Teachers Rated Ineffective

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

# KEEP

## Competency Rubric - Teachers

### Kokomo Educator Evaluation Process



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

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

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

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

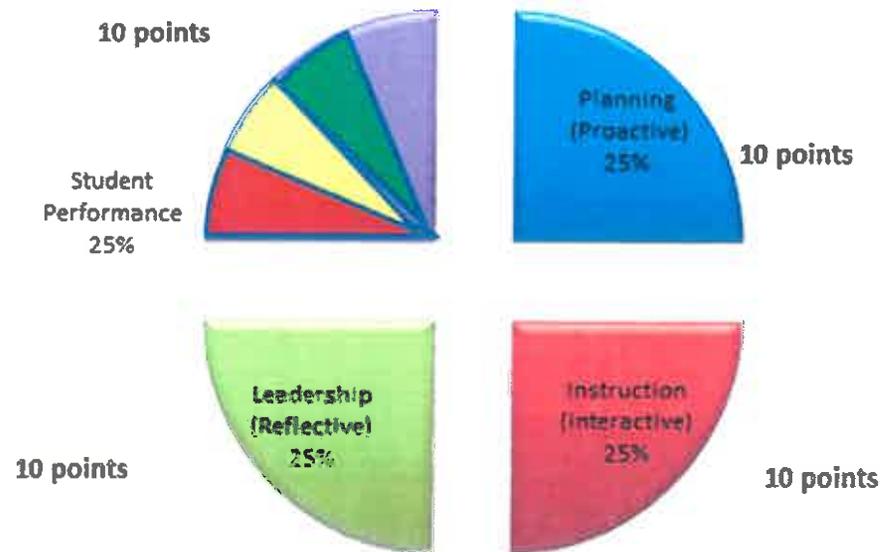
<b>DOMAIN: REFLECTIVE (PROFESSIONALISM)</b>			
<b>Component</b>	<b>Needs Improvement (0)</b>	<b>Effective (1)</b>	<b>Highly Effective (2)</b>
<b>Collaborating</b>			
<i>Participates in positive interactions with colleagues</i>	Interactions with colleagues are lacking positive collaboration.	Participates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

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

# KEEP

## Competency Rubric – Administrators

### Kokomo Educator Evaluation Process



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

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

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

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

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

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

**Kokomo School Corporation  
Teacher Recruitment Procedures**

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

# Kokomo School Corporation

## Staff Recruitment

### Spring 2015

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

# KOKOMO SCHOOL CORPORATION

## INTERVIEW RATING SHEET

CANDIDATE: \_\_\_\_\_ DATE: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

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

University \_\_\_\_\_ Degree \_\_\_\_\_ GPA \_\_\_\_\_

Major \_\_\_\_\_ Minor \_\_\_\_\_

Teaching Preference \_\_\_\_\_

Status of Praxis \_\_\_\_\_ Status of License \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interested in relocating to Kokomo \_\_\_ Yes \_\_\_ No \_\_\_ Undecided \_\_\_ N/A

Consider \_\_\_ Yes \_\_\_ No

**2015-2016 Certified Areas Available**

International Baccalaureate

Integrated Arts

Elementary Education

Instrumental Music

Science

Mathematics

English/Language Arts

Special Education



**KOKOMO SCHOOL CORPORATION**

*Creating a Better World Through Education*

# Susan E. Page, Ed.D.

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

## Education

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

## Experience and Skills

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

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

### Professional Writer: 1986 - Present

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

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

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

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

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

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

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

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

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

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

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

## Current Community Service

### CASA Volunteer

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

### Literacy Interventionist

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

**Michael J. Langevin**  
**COMPREHENSIVE PROFESSIONAL VITA**

*Founder and CEO*  
*Equitable Education Solutions*

*External Evaluator*  
*Indiana Principal Leadership Institute*

*Adjunct Faculty*  
*Indiana State University*

**Address:**

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

**Education:**

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

**Indiana License:**

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

**Educational Positions:**

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

## **Educational Roles, Responsibilities and Appointments:**

### **Service:**

*Consultant, Medora School Corporation*

Teacher Evaluation, Curriculum Development, and Using Data  
Spring 2014 - Present

*Consultant, Switzerland County School Corporation*

Curriculum Development and Researched-based Instruction  
Summer 2013- Present

*Consultant, Tri-Central School Corporation*

Raising Standardized Testing through Focused Instruction and Assessments Practices  
Fall 2014- Present

*Consultant, Maconaquah School Corporation*

Using Data to Drive Instruction and Curriculum Development  
Fall 2014- Present

*Consultant, South Vermilion School Corporation*

Curriculum Development  
Fall 2014- Present

*Consultant, Southern Hancock School Corporation*

Utilizing Data to Drive Instruction and Best Practices  
March 2013- May 2014

*Consultant, Kokomo School Corporation*

Utilizing Data to Drive Instruction and Best Practices  
February 2013- Present

*Adjunct Professor, Indiana State University*

EPSY 612 Inferential Statistics  
Fall 2012

*Consultant, Washington School Corporation*

Utilizing Data to Drive Instruction and Best Practices  
July 2012- Present

*Consultant, Yorktown School Corporation*

Reducing the Disconnect Between Practices and Research  
October 2011- 2014

*Consultant, Attica School Corporation*

Reducing the Disconnect Between Practices and Research  
October 2011- May 2013

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

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

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

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

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

*Member, AdvancEd 3<sup>rd</sup> Impact Study Research Team*  
Statistical Analysis and Research Design Team  
June 2010- March 2012

*Member, AdvancEd 2<sup>nd</sup> Impact Study Research Team*  
Statistical Analysis  
March 2010- May 2010

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

## **Publications:**

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

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

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

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

**Presentations:**

*Teacher Development through Evaluation Practices*

June 30, 2015

Ed. S. Cohort

Indiana State University

*Legislative Code on Teacher Evaluations*

June 30, 2015

Principal Interns

Indiana State University

*Curriculum Development with Depth*

April 22, 2015

ISU Law Conference

Indiana State University

*Accountability Changes in the State of Indiana*

October 29, 2014

Ph. D. Cohort

Indiana State University

*Enhancing Teacher Development through the Evaluation Process*

September 6, 2014

Principal Program Interns

Indiana State University

*Enhancing Student Learning Outcomes*

June 30, 2014

Ed. S. Cohort

Indiana State University

*Implementing a Curriculum to Improve Learning Outcomes*

April 30, 2014

ISU Law Conference

Indiana State University

*Developing a Growth Mindset with Instructional Choices*

September 14, 2013

Principal Program Interns

Indiana State University

*Utilizing Formative Assessment to Improve Instruction*

April 18, 2013

Group of Thailand Educators

Indiana State University