



# Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

application for **EACH** school applying for 1003(g)

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

## Part I: Grantee Information

### Applicant Information

School Corporation/Eligible Entity	Muncie Community Schools	Corp #	1970		
School	Northside Middle School	School#	1431		
Superintendent Name	Mr. Tim Heller	Email	theller@muncie.k12.in.us		
Title I Administrator Name	Mr. Eric Grim	Email	egrim@muncie.k12.in.us		
Principal	Mrs. Jackie Samuels	Email	jsamuels@muncie.k12.in.us		
Mailing Address	2400 W Bethel	City	Muncie	Zip Code	47304
Telephone	765-747-5290	Fax	765		
Total Funding Request	\$420,100				

### 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.
- 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**

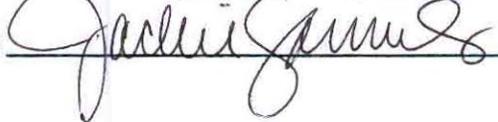
- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model. (only need to check if school is choosing RESTART model)
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent 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: 6/23/2015

Title I Administrator Signature:  Date: 6/23/15

Principal Signature:  Date: 6/23/15

## 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>
Jackie Samuels	Principal
Michael Schuck	Asst. Principal
Sandra Whitaker	Asst. Principal
Melissa DeWitt	Math Data Coach/8STEP team member/PL221 School Improvement Committee member – Appointed by exclusive representative of the Muncie Teachers' Association.
Jamie Qualls	ELA Data Coach/8STEP team member– Appointed by exclusive representative of the Muncie Teachers' Association.
Kim Batt	8STEP Team member/PL221 School Improvement Committee member/math teacher– Appointed by exclusive representative of the Muncie Teachers' Association.
Cory Smith	8STEP Team member/PL221 School Improvement Committee member/social studies teacher– Appointed by exclusive representative of the Muncie Teachers' Association.
Vicki Jeffers	8STEP Team member/PL221 School Improvement Committee member/choral teacher– Appointed by exclusive representative of the Muncie Teachers' Association.

Candy Butler	8STEP Team member/PE teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Rebecca Carr	8STEP Team member/English teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Kristi Brumley	8STEP Team member/math teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Joseph Moring	8STEP team member/Ind Tech teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Steve Spradlin	8STEP team member/science+math teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Regina Hiatt	8STEP team member/reading teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Rita Moore	8STEP team member/science teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Ed Choate	PL221 School Improvement Committee member/science teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Wanda Smith	PL221 School Improvement Committee member/special education teacher– Appointed by exclusive representative of the Muncie Teachers’ Association.
Ermalene Faulkner	Chief Academic Officer
Julie Bailey	ELA Interventionist

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

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	3/15/14	25	5	1	1	0	200	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
PL221 Committee mtg	3/2/15	0	5	2	0	0	7	Discuss school improvement ideas for Goals 1 and 2.
8STEP Team mtg	3/9/15	0	12	3	0	0	15	Discuss 8STEP Action Plan and needs for 2015-2016
Data Coach mtg	3/10/15	0	2	1	0	0	3	Discuss intervention and funding means for 2015-2016
8STEP Team mtg	3/30/15	0	12	3	0	0	15	Continued ideas and ways to fund school improvement in cost containment
PL221 Committee mtg	4/6/15	0	5	2	0	0	7	Continued work on Goals 1 and 2 for school improvement
8STEP Team mtg	4/13/15	0	12	3	0	0	15	Continued planning for 2015-2016
School Bd Luncheon	4/13/15	0	10	3	4	8	25	Presentation of current status and plans for school improvement for 2015-2016
Data Coach mtg	4/14/15	0	2	1	0	0	3	Continued planning for 2015-2016
5 <sup>th</sup> grade parent night	4/15/15	175	22	3	0	1	201	Presentation of current status and plans for school improvement for 2015-2016
8STEP Team mtg	4/27/15	0	12	3	0	0	15	Continued planning for 2015-2016
PLC	4/22/15	0	52	3	0	0	55	8STEP Team updates for staff/input seeking
PL221 Committee mtg	5/4/15	0	5	2	0	0	7	Continued planning for 2015-2016

8STEP Team mtg	5/11/15	0	12	3	0	0	15	Continued planning for 2015-2016
PL221 Committee mtg	6/1/15	0	5	2	0	0	7	Continued planning for 2015-2016
Data Coach mtg	6/2/15	0	2	1	0	0	3	Continued planning for 2015-2016

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	
<b>Family</b>	Input from families was gathered through formal and informal conversations. Parents have opportunities to be in our building to visit their student, teachers, and administration. Parents email ideas, come in to volunteer and share, and attend larger school functions. A theme that continues to occur with parents is addressing those of poverty and in at-risk situations. In our very diverse population, many supportive parents want us to continue to seek ways for all learners. Their input drives this grant in that we want to give opportunity for ALL students to exceed their potential. We will not focus on remediation but rather enrichment. How do we enrich the lives of all students? Family input drives this thinking and the strategies to achieve it.
<b>Community</b>	Partnerships with Ball State University and other community organizations like our new one with IU Health/Ball Foundation give community members a chance to be in our building and offer input and support. Their interest in a better community flows directing with our interest in bettering each individual whole student.

**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>
Northside Middle School	6-8	P	Transformation	


**Part 4: Needs Assessment and Goals**

## Subgroup Achievement Indicators

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

Student Groups - <i>ELA</i>	% of this group passing	# of students passing in this group	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2015-2016 Goal	SY 2016-2017 Goal	SY 2017-2018 Goal	SY 2018-2019 Goal	SY 2019-2020 Goal
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	70.8%	453	MEDIUM – All students need rich opportunities to grow through good instruction; however, subgroup pockets will need the more intense interventions and elevate the overall progress for all students. More exposure to multi-step and technology-enhanced questions is needed.	73.8%	76.8%	79.8%	82%	85%
African American	58.1%	97	HIGH – Specific interventions needed to increase overall reading abilities with an emphasis on deeper understanding and comprehension. Students need more exposure and strategies for vocabulary and non-fiction literature. More exposure to multi-step and technology-enhanced questions is needed.	61%	64%	67%	72%	75%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	83.9%	26	MEDIUM – More vocabulary and non-fiction literature strategies needed for this group. More exposure to multi-step and technology-enhanced questions is needed.	85%	87%	89%	91%	94%
White	76.3%	283	MEDIUM – More vocabulary and non-fiction strategies needed. A focus on level of questioning and deeper comprehension is needed. More exposure to multi-step and technology-enhanced questions is needed.	79%	82%	84%	86%	89%

Students with Disabilities	42%	37	HIGH – Specific interventions for increasing reading comprehension and vocabulary is needed. Skills are lacking in basic comprehension and deeper level of questions. More exposure to multi-step and technology-enhanced questions is needed.	45%	48%	52%	55%	58%
LEP	86.7%	13	LOW - More vocabulary and non-fiction literature strategies needed for this group. More exposure to multi-step and technology-enhanced questions is needed.	88%	90%	92%	94%	96%
Free/Reduced Lunch	63.8%	293	HIGH – Most of our bottom 25% come from the F/R group due to lack of exposure to additional outside of school opportunities. More exposure to multi-step and technology-enhanced questions is needed.	66%	70%	73%	77%	80%
HS required - % of non-passers of ECA who pass by 12 <sup>th</sup> grade	NA	NA	NA	NA	NA	NA	NA	NA
<b>Student Groups - Math</b>	<b>% of this group passing</b>	<b># of students passing in this group</b>	<b>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?</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>	<b>SY 2017-2018 Goal</b>	<b>SY 2018-2019 Goal</b>	<b>SY 2019-20 Goal</b>
<i>Example: LEP</i>	35%	52	<i>HIGH - No prior formal schooling; from non-Western culture.</i>	40% passing	45% passing	50% passing	55% passing	60% passing
All Students	76.3%	493	MEDIUM - All students need rich opportunities to grow through good instruction; however, subgroup pockets will need the more intense interventions and elevate the overall progress for all students	79.3%	82.3%	85.3%	88.3%	91%
African American	62.5%	105	HIGH – Specific interventions are needed for deeper understanding of complex questioning and problem-solving. More exposure to multi-step and technology-enhanced questions is needed.	65%	68%	73%	76%	79%
Asian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	87.5%	28	LOW – More vocabulary and problem-solving strategies are needed. More exposure to multi-step and technology-enhanced questions is needed.	89%	91%	93%	95%	97%
White	83.4%	312	MEDIUM - More vocabulary and problem-solving strategies are needed. More	86%	88%	90%	92%	94%

			exposure to multi-step and technology-enhanced questions is needed.					
Students with Disabilities	57.1%	52	HIGH - Specific interventions are needed for deeper understanding of complex questioning and problem-solving. Basic problem-solving skills and computational skills need to be addressed. More exposure to multi-step and technology-enhanced questions is needed.	60%	63%	66%	69%	72%
LEP	92.9%	13	LOW - More vocabulary and problem-solving strategies are needed for this group. More exposure to multi-step and technology-enhanced questions is needed.	94%	95%	96%	97%	98%
Free/Reduced Lunch	70.6%	326	HIGH – Most of our bottom 25% come from the F/R group due to lack of exposure to additional outside of school opportunities. More exposure to multi-step and technology-enhanced questions is needed.	73%	76%	79%	82%	85%
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 each available subgroup **that did not pass in English/language Arts and/or mathematics.**

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

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

<b>Overall Achievement</b>	<b>BASELINE SY 2014-2015</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>	<b>SY 2017-2018 Goal</b>	<b>SY 2018-2019 Goal</b>	<b>SY 2019-2020 Goal</b>
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	64.6%	<b>70%</b>	<b>73%</b>	<b>76%</b>	<b>80%</b>	<b>85%</b>
Percent of students proficient on ISTEP (ELA) (3-8)	70.8%	<b>73.8%</b>	<b>76.8%</b>	<b>80%</b>	<b>83.3%</b>	<b>87%</b>
Percent of students proficient on ISTEP (Math) (3-8)	76.3%	<b>79.3%</b>	<b>83%</b>	<b>87%</b>	<b>90%</b>	<b>93%</b>
Percent of students proficient on IREAD (Spring Test Only) (3)	NA	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

10 <sup>th</sup> grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA
10 <sup>th</sup> grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA
Non-Waiver Graduation Rate – HS only	NA	NA	NA	NA	NA	NA
College enrollment rates – HS only	NA	NA	NA	NA	NA	NA

<b>Leading Indicators</b>	<b>BASELINE SY 2014-2015</b>	<b>SY 2015-2016 Goal</b>	<b>SY 2016-2017 Goal</b>	<b>SY 2017-2018 Goal</b>	<b>SY 2018-2019 Goal</b>	<b>SY 2019-2020 Goal</b>
1. Number of minutes within the school year that students are required to attend school	65,880	65,880	65,880	65,880	65,880	65,880
2. Number of daily minutes of math instruction	45 + 2 days a week additional 30 minutes	45 + 2 days a week additional 30 minutes	45 + 2 days a week additional 30 minutes	45 + 2 days a week additional 30 minutes	45 + 2 days a week additional 30 minutes	45 + 2 days a week additional 30 minutes
3. Number of daily minutes of EL/A instruction	90 + 2 days a week additional 30 minutes	90 + 2 days a week additional 30 minutes	90 + 2 days a week additional 30 minutes	90 + 2 days a week additional 30 minutes	90 + 2 days a week additional 30 minutes	90 + 2 days a week additional 30 minutes
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)	96%	96.5%	97%	97.5%	98%	98.5%
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 <ul style="list-style-type: none"> <li>• LSY- Longer School Year</li> <li>• LSD- Longer School Day</li> <li>• BAS-Before/After School</li> <li>• SS- Summer School</li> <li>• WES-Weekend School</li> <li>• OTH-Other</li> </ul>	OTH	BAS OTH	BAS OTH	BAS OTH	BAS OTH	BAS OTH
10. Discipline incidents – number of suspensions and/or expulsions	375	340	300	260	220	200
11. Truants – number of <b>unduplicated</b> students who have received truancy letters or action, enter as a whole number	7	4	2	0	0	0
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].)	IN: 0 IMP: 1 EF: 22 HE: 26	IN: 0 IMP: 2 EF: 24 HE: 24	IN: 0 IMP: 3 EF: 25 HE: 23	IN: 0 IMP: 1 EF: 25 HE: 23	IN: 0 IMP: 0 EF: 24 HE: 24	IN: 0 IMP: 0 EF: 20 HE: 28
13. Teacher attendance rate (must be a percentage between 0.00 and 100.00)	93.9%	94.5%	95.5%	96%	96.5%	97%

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

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

## Instructional Programs

### LEA analysis

Northside Middle School (NMS) was labeled a Priority School (2012-2013) due to low growth in both math and language arts. In 2013-2014, NMS earned a C for our school letter grade. We received a bonus point in language arts and came close to earning a B for the school grade. Intense work from our administration, faculty, and staff with our students and families increased skills, awareness, and preparedness. As we look at data components we collect and await the new results, we see areas of concern as we move forward. Administrators, faculty, and staff need continued training in understanding at-risk students and poverty students. A need is also apparent for better understanding of complex questioning, in-depth response, citation of sources, multi-step instruction and assessments, and data-driven instruction.

NMS is an 8STEP school within an 8STEP corporation. We use data to sort students by need for our Success periods. We have Success periods each day for all students that provide maintenance, tutorials, or enrichment in ELA and math outside of the classroom. Through these groupings, direct intervention is provided. Students are also afforded the opportunity each Wednesday for the entire year to have the same teacher or advisor. That teacher assists with interventions but also does a check of well-being. Students review current progress reports, have test talks, and review content issues with their Success advisor.

Data shows that while the overall pass rate increased school-wide for math, the growth did not show enough gains. Our Bottom 25% went from 17.9% High Growth in 2012-2013 to 31% in 2014-2015. We were still short of the Bonus point category. We feel overall pass rate will continue to climb if we put interventions in place to address the Bottom 25% growth.

Data also shows that while the overall pass rate increased school-wide for English, the growth did not show enough gains. Our Bottom 25% went from 16.1% High Growth in 2012-2013 to 38.8% in 2014-2015. We were still short of the Bonus point category. We feel overall pass rate will continue to climb if we put interventions in place to address the Bottom 25% growth. Data also revealed that we did not capture the Top 75% fully in overall pass rate. We increased overall passing from 68.4% to 72.9%. Our goal would be to make it at minimum 75% passing. We will have to increase at least 4% to make it to the next point-earning category. In addition to the overall pass rate, moving kids from DNP to P/P+ could decrease the overall low growth for the Top 75% and perhaps put us in position for a Bonus.

Having made significant gains on last years' ISTEP in both math and ELA, we feel some interventions from 2013-2014 are effective and need more time to be integrated fully throughout our school. Such interventions include a deliberate focus with the most math-skilled teachers instructing the lowest students during Success intervention periods. We also use Study Island where we can push out individualized/differentiated activities based on Acuity and benchmark assessment data. Success intervention periods are assigned by the same data. We integrated an additional period for language arts called English Enrichment. Students will drill down deeper and gain a fuller understanding of the standards.

Our data analysis throughout the 2014-2015 school year, continues to show students are not comfortable with multi-step questioning and technology-enhanced questions for both language arts and math. Through Acuity Readiness and our own Custom Acuity assessments, we continue to give exposure to students minus the instruction on how to tackle complex learning. STAR Reading and math show gains but on older questioning types.

Acuity Readiness data for ELA and math for 2014-2015:

ELA average points obtained

	R1	R2	R3
6th	38	39	49
7th	35	36	43
8th	34	41	51

Math average points obtained

	R1	R2	R3
6th	44	44	47
7th	32	37	35
8th	27	34	40

Faculty needs on-going professional development on complex tasks. Students need more exposure to screen-reading time and technology-enhanced questioning.

**Justification for Selected Interventions (include alignment to model chosen)**

Low growth but higher pass rate continues to be the story for our math scores. Students have solid problem-solving and computational skills but miss the complex or multi-step questions. A need for more exposure is evident. Higher growth but lower scores is the trend for ELA. Teachers need continued professional development in understanding students of poverty. Many at-risk factors interfere with student learning. According to our poverty study of Eric Jensen, students can only learn complex topics if in a positive mental state. Often at-risk students are not in a positive state and we ask them to tackle complex tasks. Teachers and all staff members need more awareness of how to address these factors to maximize student-learning. Exposure to the technology, increased instruction, and managing interferences will increase our students' ability to secure information and applications for long-term understanding and learning.

Our partnership with Ball State University as a Professional Development School should afford our staff with opportunities and research to continue to understand complex teaching and learning.

Professional development on writing complex classroom assessments is needed. Tying in the poverty or at-risk factors with questioning takes a lot of understanding and practice. All faculty and staff members need professional development in that area. In order to give students adequate exposure to technology, increased computer stations are also needed. NMS is committed to transforming how we educate our students. The Transformation Model best aligns to our desires to achieve greatness with our students. Changing our approach, adapting our thinking, and expanding our understanding will contribute to our overall community and school goal of an A school.

School Leadership	
<b>LEA analysis</b>	After making significant strides in student achievement and researching what other factors/barriers remain for our students, the principal and administrative team look forward in continuing our push for increased professional development for the team and the faculty. A new curriculum director will further assist the team in the areas of curriculum and assessment. The research the administration has done and continues to do on poverty will also enhance the total student learning experience. Continued partnerships with Ball State University through Professional Development School and the English Education Department will support the instructional direction the administration and school leadership team is taking. Further support from Indiana Writing Project will enhance the deeper instruction in reading and writing. The school's administration and leadership team will seek partnerships with top performing urban schools.
<b>Justification for Selected Interventions (include alignment to model chosen)</b>	The administration, faculty and staff are all committed to reaching the whole student and seeing results that will benefit the individual, the school, and the community long term. Increased partnerships, mentoring, and professional opportunities are all needed and welcomed. As we look at our strategies for success, we will transform our approach, thinking, understanding, and implementation. The Transformation Model best articulates where NMS is and where we want to go. The stakeholders are committed to these goals.

School Infrastructure	
<b>LEA analysis</b>	<p>In looking at the infrastructure at NMS, one can note many positives and areas that need addressed. NMS was able to add additional time in the area of language arts. We have Success periods built in to our day to address the maintenance, tutorial, or enrichment needs of students in both language arts and math. Advisory time is also noted during Success time once a week to offer additional academic support.</p> <p>We are fortunate to have a math coach who is available for coaching half of the day, an ELA coach who is also available half of the day, and an interventionist trained by Indiana Writing Project who is available two periods a day.</p> <p>A challenge is in the area of technology. We lack the sufficient upgrades and technology to support our initiative of improving student use of technology and technology-enhanced activities that make for competitive learners/citizens of our community and the future.</p> <p>Another challenge from our parent and community standpoint is the lack of after school academic offerings. We have been limited on the amount of opportunities we can offer due to lack of transportation and staffing funds. The offerings have been enrichment for theatre, algebra, music, and writing, all by choice and by interest.</p> <p>A final challenge is the lack of professional development we have been able to offer. Our study on poverty and in-house professional development on data, DOK questions, and overall changes has been effective on a small scale. We work in professional development every</p>

	<p>Wednesday morning for 30 minutes. All faculty and staff would benefit from more time to learn and collaborate. The collaboration component has not been there due to time. Extended time for staff would be beneficial.</p>
<p><b>Justification for Selected Interventions (include alignment to model chosen)</b></p>	<p>In a recent visit from our outreach coordinator, it was noted that NMS does a lot with little. We are the only non-title school (<b>K-8</b>) in our district. We work very hard to make a lot out of few resources. We work on our own time with our own resources to make the strides we do. Through this hard work approach, we have built a collaborative culture in the past two years. We have built trust and interest in learning and doing more. We are united in our endeavor to take students beyond their expectations and our efforts have paid off. We would like to have the opportunity to expand that through professional development. Teacher empowerment is crucial. Through more learning, creating, collaborating, teacher empowerment will extend in to richer classroom experiences for all students.</p> <p>Adding time for an after school program will benefit the students who are in want or need for tutorial learning or enrichment learning. Building on interest from IU Health/Ball Memorial Hospital, we would like to incorporate health/wellness into the academic needs to again educate the whole student.</p> <p>Increased technology will give our students more opportunities for screen-reading, technology-enhanced activities, and perspective-enriching experiences.</p>

## Part 5: Selection of Improvement Model

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

Transformation  
  Turnaround  
  Early Learning  
  Whole School Reform  
  Restart  
  Closure

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

<i>Describe how the model corresponds to the data, findings, analysis and self-assessment.</i>			
Rationale for selected model	Connection to and addressing of Subgroup Data	Connection to and addressing of Overall Achievement Data	Connection to and addressing of Leading Indicators
<p>The Transformation Model is one that focuses on transforming to better meet the needs of your students. It involves change. It involves learning and evolving in to effective leaders and teachers. It involves the community. It involves making schools, students, families, communities better. At NMS, we are in a place that all faculty and staff are supportive of change. An element of trust has been established where teachers feel comfortable trying new approaches. They feel supported and not blamed. We are committed to making our students reach beyond their potential. We are committed to assisting Muncie in being a competitive, job-producing community. We are committed to making ourselves strong educators. This model fits our vision and goals. Our work on poverty has solidified our</p>	<p>Three subgroups need intentional focus based on ISTEP data. Our African-American (58.1% ELA, 62.5% math), special education (42% ELA, 57% math), and free/reduced (63.8% ELA, 70% math) need additional support, alternative approaches, and strategic interventions. The Transformation Model supports those by emphasizing implementing reform strategies. In our continued research of poverty and at-risk factors, many more strategies can be implemented and taught to reach hard-to-reach or seemingly unmotivated students. Taking away the barriers and developing a relationship with students and colleagues will support the subgroups mentioned success as well as all student success. In addition, implementing effective reform strategies will include giving students in these subgroups more opportunities to have experiences that their counterparts throughout the</p>	<p>While NMS saw growth from 2012-2013 when we became a Priority School (F) to 2013-2014 (C ), the new changes in the state test and expectations of the college and career readiness standards require increasing teacher and leader effectiveness and implementing new reform strategies that are long-lasting and embedded. While we wait on data from 2014-2015 to guide our interventions, we know areas of concern and need among our subgroups and overall for our population. We will continue to look at transforming our thinking for at-risk and poverty students.</p>	<p>The Transformation Model focuses on operational flexibility and community-oriented schools. From our Leading Indicator data, we need to increase the time before/after school. That is a community desire as well as a strong need. We also need to look at understanding HE/EF teachers to ensure we are retaining, obtaining, and creating teachers who are HE/EF. Our evaluation tool allows for many opportunities to coach and counsel teachers. In the culture we have created, the administrators are able to assist in teacher effectiveness. This model focuses on developing effectiveness for all in the school. Our culture is right for this model.</p>

beliefs and desires to transform how we educate.	state may already be experiencing. We would be using the Transformation Model to support us in closing the gaps of knowledge for struggling learners.		
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**Describe how the model will create teacher, principal, and student change.**

The Transformation Model by name says it all. Transforming who we are into who we are meant to be. This is true for teachers, administrators, students and all stakeholders. NMS is an 8STEP school. We take a lot of pride in being an 8STEP school. It is the manner in which we do business. As an 8STEP school, however, we analyze data. We look at student data and we look at anecdotal data of our own. Through those lenses, we have been able to identify the need for new approaches. We know what students need to know. We need to continue to transform how they need to learn that and how to support students in applying knowledge. Our gains in 2013-2014 came from promoting a different school culture. We let students know we believed in them. We had the motto, "Show What You Know, Titans." It is the banner on our website too. We found that students did not feel confident. It was not that they did not care about learning or school. They did not always understand that they needed to apply it. We found that students took great pride in our new school grade. There was a sort of transformation among the student body that occurred. They felt supported by each other through peer letters. They felt supported by the school faculty and staff. We were no longer an F school.

When we entered this year with a new set of expectations for testing and standards, the students felt the stress the teachers did. We did not want to lose momentum from our increased grade of a C. We learned as much as we could in a short amount of time to transform our questioning, our assessing, and our teaching. Immediately our conversations became richer. We felt a little uncertain but felt that we were reaching students in a way we had not before. While we wait for our results, we second guess our efforts. Through this Transformation Model, we will be able to get the needed support to assist us in continuing the momentum we started from 2013-2104.

Teachers will benefit from this model by learning, growing, and collaborating together. Building on what we know and are currently doing but having resources and time to learn more will be beneficial. We will be able to see this change by plugging the holes we have now. We are able to push out information and ideas but the lack of time and true professional development have hindered embedded change. Teachers will be able to triangulate their approach of data-driven instruction (new standards), rigorous questioning/assessments, and poverty-centered (at-risk) student engagement techniques. Teachers will have instructional strategies and supports to broaden their teaching repertoire. Through this model, the teachers will be supported through their transformation and will see other changes in students and administration. The whole-school effort will build on the cultural shift that has evolved in the past two years.

The principal and administrators will see change in themselves as the focus on how to support as instructional leaders the changes needed in implementing instructional reform strategies. Administrators as learners too, will experience change through their own learning and professional development. Administrators will draw on partnerships and lead instructional and social initiatives. The study on poverty-centered student engagement will spill over in to individual approaches with students and training that administrators will do with instructional assistants and coaches. The change will also be seen in

administration in working to create a true community-centered school. Bringing in our rich resources from the university, city government, business, and non-profit service groups will open many doors for our students' families and our community agencies. Educating the whole student again will reinforce building a stronger community and a stronger, more competitive student/school system.

The student will benefit by having a greater experience and exposure to college and career readiness standards, rigor, and expectations. Students will gain perspective-enhancing experiences, which contribute to their foundation of being life-long learners. The student will benefit by the approaches the teachers use within their classroom and the community connections. Students will gain a deeper sense of pride about attending a strong academic school and will experience fewer disciplinary infractions.

The Transformation Model will transform our school and contribute to a strong school system and community. It will change who we are and who we are meant to be.

## 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

Northside Middle School will decrease the amount of disciplinary out of school suspensions by 30% by the end of the 2016-2017 school year by providing professional development to teachers and staff members centered on students of poverty. Interventions in place will promote a strong culture for learning and safety.

#### SMART Academic Goal

##### ELA Academic Goal

Northside Middle School will raise overall English Language Arts proficiency by 3% as measured by the overall Northside Middle School ISTEP+ English /Language Arts performance scores each year for the grant cycle. The starting pass rate is 72.9%. For the grant cycle, we will increase to an 85% pass rate by increasing the amount of time spent during the day on ELA skills.

##### Math Academic Goal

Northside Middle School will decrease the amount of students in the low growth category by 11% in math from 40.2% to <30% as measured by the growth model formula for the state of Indiana on the ISTEP+ math portion. Continued decreases in the low growth category will likely increase the overall score and passing rate for the entire school. Deeper understanding and focus in the essential skills classes will increase student ability to answer higher level questions and applications. By the end of the grant cycle, the percent for low growth should not be greater than 10%.

##### Other Academic Goal (optional)

Northside Middle School will decrease the amount of students in the low growth category by 9% in English/ Language Arts from 28.1% to <20% as measured by the growth model formula for the state of Indiana on the ISTEP+ English/Language Arts portion. Continued decreases in the low growth category will likely increase the overall score and passing rate for the entire school. Increased time spent during the day on ELA skill will promote the decrease in low growth. By the end of the grant cycle, the percent for low growth should not be greater than 10%.

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**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.

<b>TRANSFORMATION, TURNAROUND, EARLY LEARNING, WHOLE SCHOOL REFORM Planning Year - SY 2015-2016</b>				
<b>Focus Areas</b>	<b>Action Steps and Person(s) Responsible</b>	<b>Timeline</b>	<b>Description and Details</b>	<b>Budgeted Items</b>
Principal Changes and Flexibility  Building Culture	The school has made gains under the current principal. That principal will remain for the 2015-2016 school year. Flexibility is afforded to the administrative staff to work with staff and the schedule to best fit the needs of students. The principal will receive a mentor to further develop strong leadership skills. The principal will also attend a leadership conference to further gain understanding of instructional leadership.  The administration will provide in-house professional development obtained from	Phase one (1 <sup>st</sup> quarter) August- October	Analysis of the current plan for Success will occur through our 8STEP team meetings and data coach meetings. Any necessary changes needed to the structure or plans for those times will be adjusted.  Sessions after school and during PLC will occur to share and coach teachers and staff members on ways to reach students. Opportunities will take place in the	Administrative professional development – leadership conference - \$3,000.  Stipend for professional development – Stipend \$25 for after school session (data, instruction, poverty, technology for upcoming program) –

	<p>summer conferences adding to the 2014-2015 school study on poverty. PLC time will be devoted to analyzing data and making changes to our current Success periods and instructional activities planned.</p> <p>Through increased understanding of poverty and at-risk factors, the culture among faculty, staff, and students will continue to grow through this process as we work toward our goal of reducing time out of class for students.</p> <p>The administrative team will be responsible for these professional development and collaboration sessions.</p>		<p>media center and afford teachers time to learn and collaborate. After school sessions will occur once a month for instruction and once a month for poverty.</p> <p>Additional opportunities for open communication with faculty and staff to enhance building culture will be available for all.</p>	<p>up to \$2500 for each quarter.</p>
<p>Effectiveness of staff and recruitment/ retainment of staff</p> <p>Professional Development</p>	<p>All teachers are observed for the purpose of evaluation at least twice per year. Newer teachers are observed at least four times per year. Pre-summative conferences and feedback occur after observations to provide constructive information for the teacher. A conversation is on-going between the evaluator and the evaluatee. More conversations occur with Muncie Teacher's Association reps and central office administration as needed.</p> <p>Teachers will attend a professional development session on the tool (referesh) and on the new software. Through these sessions, we will review expectations and best practices. Teachers will also know that we are expecting to see instructional adjustment with new information obtained through any professional development</p>	<p>Phase two (2<sup>nd</sup> quarter) October-January</p>	<p>Teachers will receive walkthroughs and feedback from formal and informal observations.</p> <p>Evaluation tool refresher and software training will occur during PLC time during the day. Additional support as needed will be offered.</p> <p>Sessions after school and during PLC will occur to share and coach teachers on best practices. Opportunities will take place in the media center and afford teachers time to learn and collaborate. Professional development sessions will occur once a month for instruction and once a month for poverty.</p>	<p>Stipend for professional development – Stipend \$25 for after school session (data, instruction, poverty, technology for upcoming program) – up to \$2500 for each quarter.</p> <p>External Provider up to \$10,000 per year.</p>

	<p>sessions on poverty and/or questioning/assessment.</p> <p>Professional development for instructional practices will occur.</p> <p>The administrative team will be responsible for the effectiveness of staff and recruitment/retainment. The data coaches and interventionist will provide professional development on questioning and best practices for DOK and college and career readiness.</p>			
<p>Principal Changes and Flexibility</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>The principal and administrators will continue to monitor the personnel and schedule.</p> <p>The English Enrichment program (EE) will further develop in to a true data-driven course for students adding an additional 45 minutes of instruction in language arts per day. Data-driven decisions will be made from our Learning Log meetings through our 8STEP process. Instruction will be focused on meeting the immediate needs and reinforcement necessary for increased language arts achievement.</p> <p>The principal and data coaches will be responsible for these data meetings and all administrators will be responsible for monitoring the program.</p>	<p>Phase three (3<sup>rd</sup> quarter) January - March</p>	<p>Through Learning Log meetings, EE teachers and language arts teachers will work to develop the monthly plan for the EE instruction. Resources and collaboration time as needed will be planned.</p>	<p>Resources for EE curriculum - \$3,000 per year.</p> <p>Success period resources - \$3,000.</p>

<p>Building Culture</p> <p>Family and Community Engagement</p>	<p>Continued professional development and study on effective instructional strategies and poverty/at-risk factors will occur to further improve building culture.</p> <p>Reaching out to the community and putting plans together for after school programming will occur. Working with the Whitely Council, IU Health/Ball Memorial, and Ball State University as a Professional Development School, we will plan to implement <b><i>Making it Click</i></b>.</p> <p>The principal, 8STEP team, and administrators will be persons responsible for <b><i>Making it Click</i></b>. We will work with the Director of Diversity and Community Relations.</p>	<p>Phase four (4<sup>th</sup> quarter) March-June</p>	<p>Sessions after school and during PLC will occur to share and coach teachers on best practices. Opportunities will take place in the media center and afford teachers time to learn and collaborate. Professional development sessions will occur once a month for instruction and once a month for poverty. Planning will occur through the 8STEP team meetings. Invitation for input from the Whitely Council, IU Health/Ball Memorial, and the BSU PDS liaison will be extended. Meetings with interested community representatives will be held for input and planning.</p>	<p>Stipend for professional development – Stipend \$25 for after school session (data, instruction, poverty, technology for upcoming program) – up to \$2500 for each quarter.</p> <p>Set up new lab and technology for <b><i>Making it Click</i></b> - \$50,000.</p>
<p>Effectiveness of staff and recruitment/ retainment of staff</p> <p>Instructional Programs</p> <p>Professional Development</p>	<p>Recruiting the top employees will be focus of the summer 2016. In addition, professional development opportunities for rigorous learning and/or poverty will be afforded.</p> <p>Collaboration and planning time will be held to further enhance the EE program.</p>	<p>Phase five (summer 2016) June-August</p>	<p>If hiring, an extensive search for the best candidates will be conducted.</p> <p>National conferences and in-house summer professional development will be offered.</p> <p>Collaboration time with EE teachers will be offered and conducted for data analysis and program evaluation.</p>	<p>Stipend for professional development – Stipend \$25 for after school session (data, instruction, poverty, technology for upcoming program) – up to \$2500 for each quarter.</p> <p>National conference opportunities for faculty and administration - \$20,000 for summer and school year.</p>

## 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 B 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
Increasing learning time:	Increasing student learning time: Further develop the English Enrichment program (EE) where an additional 45 minutes is spent on language arts. The EE curriculum is data-driven from the 8STEP process. Learning Log data meetings are held monthly to review data from benchmark assessments over the curriculum map. EE teachers enrich the areas of concern. The entire course is data-driven from the college and career readiness standards. Each student	Data will determine the direction and success of the EE program. Continued gathering of resources both hard copy and electronic will enhance the additional language arts time. Goal will be to see a 3% increase on ISTEP scores in language arts.  <b>Making it Click Program</b> will be one option for students wanting additional support after school or before school in the area language arts and math. Licensed teachers will be afforded regular compensation	Data will determine the direction and success of the EE program. Continued gathering of resources both hard copy and electronic will enhance the additional language arts time. Goal will be to see a 3% increase (6% from the first year) on ISTEP scores in language arts.  <b>Making it Click Program</b> will be one option for students wanting additional support after school or before school in the area language arts and math. Licensed teachers will be afforded	Data will determine the direction and success of the EE program. Continued gathering of resources both hard copy and electronic will enhance the additional language arts time. Goal will be to see a 3% (9% from the first year) increase on ISTEP scores in language arts.  <b>Making it Click Program</b> will be one option for students wanting additional support after school or before school in the area language arts and math. Licensed teachers will be afforded	EE – resources for enrichment \$3,000 per year through 2018-2019.  <b>Making it Click –</b> Teacher compensation per hour spent in the program - \$10,000 through 2018-2019.  New computer lab and updated technology for <b>Making it Click</b> - \$50,000 each year through 2017-2018. \$10,000 for upgrades 2018-2019.  Resources for <b>Making it Click</b> - \$3,000 per

	<p>will have an EE class unless the student is enrolled in a world language as an 8<sup>th</sup> grade student. All other students will have an additional EE course each day.</p> <p>Provide after school or morning programs to students for intervention or enrichment.</p> <p>Further expand the Success period activities to hit on other areas of concern or need from the benchmark assessments. Provide alternative approaches to the content via Success periods.</p> <p>Formal plan for program - Administration will be responsible.</p> <p>Data analysis of EE and Success - Administration and data coaches will be responsible.</p>	<p>opportunities. The focus will be in computer labs working on various programs like Study Island, NewsELA, and Scope to increase screen reading time, technology-enhanced questions, and standards support. All students are welcome since the intervention can be individualized. We will track the students who commit to the program and strive to see a significant increase on ISTEP scores from this group – from pass to pass+ or DNP to pass. Students should also see gains in growth. <b>Making it Click</b> would meet at least two mornings and two afternoons each week.</p> <p>A partnership with IU Health/Ball Hospital could provide further education on healthy habits and snacks. Indiana Writing Project would be invited to assist in writing workshops.</p> <p>Through the 8STEP process, the Success periods will be monitored</p>	<p>regular compensation opportunities. The focus will be in computer labs working on various programs like Study Island, NewsELA, and Scope to increase screen reading time, technology-enhanced questions, and standards support. All students are welcome since the intervention can be individualized. We will track the students who commit to the program and strive to see a significant increase on ISTEP scores from this group – from pass to pass+ or DNP to pass. Students should also see gains in growth. <b>Making it Click</b> would meet at least two mornings and two afternoons each week.</p> <p>A partnership with IU Health/Ball Hospital could provide further education on healthy habits and snacks. Indiana Writing Project would be invited to assist in writing workshops.</p> <p>Through the 8STEP process, the Success</p>	<p>regular compensation opportunities. The focus will be in computer labs working on various programs like Study Island, NewsELA, and Scope to increase screen reading time, technology-enhanced questions, and standards support. All students are welcome since the intervention can be individualized. We will track the students who commit to the program and strive to see a significant increase on ISTEP scores from this group – from pass to pass+ or DNP to pass. Students should also see gains in growth. <b>Making it Click</b> would meet at least two mornings and two afternoons each week. A partnership with IU Health/Ball Hospital could provide further education on healthy habits and snacks. Indiana Writing Project would be invited to assist in writing workshops. The need for <b>Making it Click</b></p>	<p>year through 2018-2019.</p> <p>Success periods – additional resources \$3,000 per year through 2018-2019.</p>
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		and adjusted as needed. Continued research for engaging and alternative approaches will be necessary for continued success of Success.	periods will be monitored and adjusted as needed. Continued research for engaging and alternative approaches will be necessary for continued success of Success.	should decrease by year 3 by 25%. Through the 8STEP process, the Success periods will be monitored and adjusted as needed. Continued research for engaging and alternative approaches will be necessary for continued success of Success.	
Implementing Comprehensive Reform Strategies:	<p>Implementing Comprehensive Reform Strategies: Further develop the study on strategies and approaches that work for students of poverty.</p> <p>Further expand an understanding of questioning/assessment, multi-step and technology-enhanced activities.</p> <p>Administration and all appropriate teachers will be responsible persons for these initiatives.</p>	<p>Professional development on students of poverty and/or at-risk students will be held to teach and discuss strategies for reaching students. Approaches in the classroom will help set the positive state (Eric Jensen) for complex learning.</p> <p>Research and professional development on incorporating and implementing technology and DOK questions will be held before and after school as well as during our Wednesday PLC time. Through our 8STEP process, we will use our benchmark assessment data from Acuity and Custom Acuity to monitor</p>	<p>Continue professional development on students of poverty and/or at-risk students will be held to teach and discuss strategies for reaching students. Approaches in the classroom will help set the positive state (Eric Jensen) for complex learning. Incorporate work from Brian Medler and Mike Paget.</p> <p>Research and professional development on incorporating and implementing technology and DOK questions will be held before and after school as well as during our Wednesday PLC time. Through our 8STEP process, we will use our benchmark assessment</p>	<p>Continue professional development on students of poverty and/or at-risk students will be held to teach and discuss strategies for reaching students. Approaches in the classroom will help set the positive state (Eric Jensen) for complex learning. Incorporate leadership series from Jensen and others.</p> <p>Research and professional development on incorporating and implementing technology and DOK questions will be held before and after school as well as during our Wednesday PLC time.</p>	<p>Poverty studies – Teacher stipend of \$25 per hour stipend-\$9600 per year through 2017-2018.</p> <p>National conference attendance for leadership team - \$20,000 through 2016-2017. \$10,000 through 2018-2019.</p> <p>In-state workshops on assessment - \$2500 per year through 2018-2019.</p> <p>Leadership conference for principal - \$3,000 through 2017-2018.</p> <p>Assessment and questioning - Teacher stipend of \$25 per</p>

		results. Learning Log meetings will provide time to gather information to share with full faculty on the benefits of deeper questioning and assessments.	data from Acuity and Custom Acuity to monitor results. Learning Log meetings will provide time to gather information to share with full faculty on the benefits of deeper questioning and assessments.	Through our 8STEP process, we will use our benchmark assessment data from Acuity and Custom Acuity to monitor results. Learning Log meetings will provide time to gather information to share with full faculty on the benefits of deeper questioning and assessments.	hour stipend- \$9600 per year through 2018-2019.  External provider – PD presenter - \$10,000 per year through 2018-2019.  Resources for teachers for understanding students of poverty - \$5,000 per year through 2018-2019.
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**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.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	Budgeted Items
Leadership  Maintaining Culture	Continue in-house professional development and leadership mentoring.  Expand understanding and application of strategies for students of poverty. Train new hires on effective strategies.	Phase one (1 <sup>st</sup> quarter) August-October	Continue mentoring. Offer in-house professional development through PLC and before the school year begins for new hires. Pair new hires with mentors.	Stipend for new hires and mentors professional development - \$1,000.

	Administration and data coaches will be responsible persons.			
Effectiveness of staff and retention of staff Professional Development	Continue to focus on hiring top candidates for vacancies. Conduct staff evaluation training during PLC. Continue to offer additional times for teachers to clarify feedback and suggestions.  Administration will be responsible persons.	Phase two (2 <sup>nd</sup> quarter) October-January	Continue with rich PLC opportunities for staff.	No budget
Leadership Instructional Programs Professional Development	Continue in-house professional development through PLC on data, questions, best practice instructional strategies.  The administration will continue evaluating own practices and researching new approaches.	Phase three (3 <sup>rd</sup> quarter) January-March	Continue with rich PLC opportunities for staff.  Continue reading and attending conference/webinars on struggling students, leadership practices, and instructional best practices to share with faculty.	\$3,000 administrative conferences
Maintaining Culture Family and Community Engagement	Continue researching what works for struggling students.  Continue work with established and new partnerships to create more community involvement and more support for after school opportunities.	Phase four (4 <sup>th</sup> quarter) March-June	Continue with rich PLC opportunities for staff.  Continue reading and attending conference/webinars on struggling students, leadership practices, and instructional best practices to share with faculty.  Work to establish new partnerships and seek input for areas of the community to create more increased learning opportunities.	No budget

Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Continue to focus on hiring top candidates for vacancies. Continue to offer additional professional development opportunities for instructional practices and poverty.	Phase five (summer 2016) June-August	Conduct professional development for new hires and mentors. Offer sessions on the latest in classroom management and best practice.	\$3,000 summer professional development, new hire/mentor training
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**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.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Description and Details	OTHER FUNDS and Budgeted Items
Leadership Maintaining Culture	Continue NMS focus on reaching all students that will maintain a strong culture. Continue supporting the leadership with in-house mentoring.  Director of Curriculum and Chief Academic Officer will be responsible persons.	Phase one (1 <sup>st</sup> quarter) August-October	Support NMS administration and leadership team through in-house mentoring.	No budget
Effectiveness of staff and retainment of staff Professional Development	Continue assisting in recruiting new top candidates to the district. Continue to communicate the evaluation tool and educate new hires. Continue support for effective evaluations.  Director of Human Resources and Chief Academic Officer will be responsible persons.	Phase two (2 <sup>nd</sup> quarter) October-January	Support NMS in seeking top candidates and conducting effective evaluations of all personnel.	No budget
Leadership Instructional Programs Professional Development	Through the 8STEP process, continue to look at the student data with NMS and assist in making instructional decisions. Offer resources to NMS for continued learning and growth.	Phase three (3 <sup>rd</sup> quarter) January-March	Support NMS with information and resources to assist in their continued growth in achievement and building culture.	\$1,000 instructional and leadership resources.

	Director of Curriculum will be responsible person.			
Maintaining Culture Family and Community Engagement	Continue assisting NMS in community partnerships. Continue support of the established culture. Offer support for reaching struggling parents.  Director of Curriculum, Chief of Security , and Director of Diversity and Community Relations will be responsible persons.	Phase four (4 <sup>th</sup> quarter) March-June	Work with NMS to establish rich community partners and after school increased learning opportunities.	No budget
Effectiveness of staff and retainment of staff Instructional Programs Professional Development	Through the 8STEP process, continue to look at the student data with NMS and assist in making instructional decisions. Offer resources to NMS for continued learning and growth. Support the NMS administration with effective evaluations and feedback for all personnel. Continue to support the offerings of new hire/mentor professional development and all faculty instructional strategy professional development.  Director of Curriculum, Director of Human Resources, and Chief Academic Officer will be responsible persons.	Phase five (summer 2016) June-August	Support summer professional development for new hires/mentors and all faculty for best practices.	\$3,000 summer professional development, new hire/mentor training.

### 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.**

NMS will submit weekly memos to staff, meeting agendas from our 8STEP meetings, PL221 meetings, professional development summaries and agendas, Learning Log summaries, notes for EE teachers, powerpoints from professional development sessions, student data, calendars, relevant email correspondence, conference literature, and other artifacts that may develop from our work.

**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.

LEA Capacity Task	District Evidence
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.	Attached Grant Budget
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. <ul style="list-style-type: none"> <li>• <i>Ability to recruit new principals through partnerships with outside educational organizations and/or universities</i></li> </ul>	Principal Resume Principal Assurance Letter for Priority Schools – Mrs. Samuels will remain as the principal at Northside Middle School.

<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>	
<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 reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	School Board President Support Letter
<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> <li>• <i>School Board Meeting Minutes from proposal and or discussion</i></li> <li>• <i>Superintendent SIG Presentation</i></li> <li>• <i>Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i></li> </ul>	Superintendent Letter of Support and Assurance
<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> </ul>	Muncie Teachers' Association Letter of Support School Board Policy for Hiring

<ul style="list-style-type: none"> <li>• <i>An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model</i></li> </ul>	
<p>6. The district has a 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>Muncie Teachers' Association Letter of Support School Board Policy for Hiring</p>
<p>7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. <b>District has included its monitoring process and it includes, at minimum, the following <i>required</i> pieces:</b></p> <ul style="list-style-type: none"> <li>• <i>Monthly Monitoring of SIG Programming and Implementation</i></li> <li>• <i>Evaluation System for Programming and Implementation of SIG</i></li> <li>• <i>Data Review Plan</i></li> <li>• <i>Special Populations Review Plan</i></li> <li>• <i>Fiscal Monitoring Plan</i></li> <li>• <i>Timeline and Responsible Parties for all above plans</i></li> </ul>	<p>The 8STEP Process will be a monitoring tool for the Transformation Model. Monthly meetings with the Director of Curriculum and the Chief Academic Officer will be held to review data, progress, fiscal management, and subgroup achievement. Summaries of Learning Log meetings will be submitted to the Chief Academic Officer and Director of Curriculum to evaluate student data and progress. Consultation with the Human Resource Director, Chief Academic Officer, and Director of Curriculum will be held to review evaluation of personnel. Consultation with the Chief Financial Officer will occur to ensure fiscal management. Timeline for responsible parties are embedded in plan.</p>

In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment.

Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
<p>1. District has effective procedures and controls in relation to how the SIG program will be run.</p>	<p>X</p>		<p>The Chief Academic Officer and Director of Curriculum will work with NMS to ensure responsibility and fidelity of the grant. All funds are audited by State Board of Accounts (SBOA). The Business Office of Muncie Community Schools utilizes the SBOA Appropriation Reports reviewed monthly by the Treasurer, Assistant Treasurer, and Principal.</p>

2. Specific District staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X		The Chief Academic Officer and Director of Curriculum will work with NMS to ensure responsibility and fidelity of the grant.
3. School's SIG plan addresses needs of all students and subgroup populations.	X		Addressing students of poverty and increasing opportunities and learning time will address the areas of concern for subgroups but also push the whole group to higher achievement.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X		Several means of communication are in place for NMS. One is our Honeywell instant alert system for frequent personalized messages. Another is links through our website and social media. A third is our parent night when school starts. One more to include is frequent invitations for parent/family input. Finally, regular hard copy newsletters are available to all school stakeholders.
5. District is new to the SIG program. District has applied in the past for SIG and has not been awarded.		X	Northside Middle School has not applied previously. NMS has not qualified due to not being a Title I school. Other schools in Muncie have applied and have received SIG before.
6. District has had one or more findings in one or more of the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	X		SBOA has conducted audits of Muncie Community Schools as prescribed by the state of Indiana. Please refer to our Chief Financial Officer.
7. District has not had a SBOA or Onsite Consolidated Federal Monitoring visit in the last three years.		X	SBOA has conducted audits of Muncie Community Schools as prescribed by the state of Indiana. Please refer to our Chief Financial Officer.
8. District has been in excess carry-over anytime in the last three fiscal year cycles.		X	The Muncie Community Schools conforms to federal and state guidelines.

### 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 providers. Whole School Reform REQUIRES the selection of a third party – a strategy developer – as part of implementation. *External providers are not required of other models, but ALL models must explain process of selecting, or show how school will be supported in lieu of External Provider.* **Please review guidance provided in part 8 of the Application Directions and Guidance for specifics pertaining to external providers.**

*The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*

**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>Our partnership as Ball State University Professional Development School will provide expertise and research necessary for selecting outside support. We will also continue to work with ECESC as an excellent resource.</p>
<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>Both of the above mentioned institutions have been partners before. We feel certain that commitment will remain as we move through this model.</p>
<p>(c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p>	<p>Both of the above mentioned institutions have been partners before. We feel certain that commitment will remain as we move through this model.</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>Many evaluations of outside individuals and groups have been used before. We will continue to look at a monitoring and effectiveness tool for outside providers coming in to our school for support.</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>Through established partnerships and new research, external providers can and will be contacted to assist us in our growth. External providers will not exceed \$10,000 per year through the grant cycle.</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 SY 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.

Budget spreadsheets should be completed and turned in with the full application.

SY 2015-2016		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction											0
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)					43,000			6,000	50,000		99000
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	<b>Column Totals</b>	0	0	0	0	43000	0	0	6000	50000	0	
											<b>Total Budget</b>	<b>99000</b>

<b>Supplies</b>	<b>Property: Technology</b>
Resources for initiatives	30 computers
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>
30 stations for computers	Conferences, stipends, professional resources, substitutes
<b>Professional Services</b>	<b>Staffing</b>
Professional development stipends, presenters, resources	

0

SY 2016-2017		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction											0
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)					64,700			\$14,000	\$50,000		128700
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	<b>Column Totals</b>	0	0	0	0	64700	0	0	14000	50000	0	
											<b>Total Budget</b>	<b>128700</b>

<b>Supplies</b>	<b>Property: Technology</b>	0
Resources for initiatives	30 computer labs	
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>	
Stations for computer labs	Conferences, stipends, professional resources, substitutes	
<b>Professional Services</b>	<b>Staffing</b>	
Professional development stipends, presenters, resources		

SY 2017-2018		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction											0
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)					54,700			14,000	50,000		118700
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	<b>Column Totals</b>	0	0	0	0	54700	0	0	14000	50000	0	
											<b>Total Budget</b>	<b>118700</b>

<b>Supplies</b>	<b>Property: Technology</b>	0
Resources for initiatives	30 computer labs	
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>	
Stations for computer labs	Conferences, stipends, professional resources, substitutes	
<b>Professional Services</b>	<b>Staffing</b>	
Professional development stipends, presenters, resources		

SY 2018-19		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction											0
21000	Support Services - Student											0
22100	Improvement of Instruction (Professional Development)					42,700			14,000	10,000		66700
22900	Other Support Services											0
25191	Refund of Revenue											0
26000	Operation and Maintenance											0
27000	Transportation											0
33000	Community Service Operations											0
60100	Transfers (interfund)											0
	<b>Column Totals</b>	0	0	0	0	42700	0	0	14000	10000	0	
											<b>Total Budget</b>	<b>66700</b>

<b>Supplies</b>	<b>Property: Technology</b>	0
Resources for initiatives	30 computer labs	
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>	
Stations for computer labs	Conferences, stipends, professional resources, substitutes	
<b>Professional Services</b>	<b>Staffing</b>	
Professional development stipends, presenters, resources		

SY 2019-20		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction											0	
21000	Support Services - Student											0	
22100	Improvement of Instruction (Professional Development)					7,000						7000	
22900	Other Support Services											0	
25191	Refund of Revenue											0	
26000	Operation and Maintenance											0	
27000	Transportation											0	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	<b>Column Totals</b>	0	0	0	0	7000	0	0	0	0	0		
												<b>Total Budget</b>	<b>7000</b>

<b>Supplies</b>	<b>Property: Technology</b>	0
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>	
<b>Professional Services</b>	<b>Staffing</b>	
Professional development stipends, presenters, resources		

TOTAL Funding		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	0	0	0	0	0	0	0	0	0	0	0
21000	Support Services - Student	0	0	0	0	0	0	0	0	0	0	0
22100	Improvement of Instruction (Professional Development)	0	0	0	0	212,100	0	0	48000	160000	0	420,100
22900	Other Support Services	0	0	0	0	0	0	0	0	0	0	0
25191	Refund of Revenue	0	0	0	0	0	0	0	0	0	0	0
26000	Operation and Maintenance	0	0	0	0	0	0	0	0	0	0	0
27000	Transportation	0	0	0	0	0	0	0	0	0	0	0
33000	Community Service Operations	0	0	0	0	0	0	0	0	0	0	0
60100	Transfers (interfund)	0	0	0	0	0	0	0	0	0	0	0
	<b>Column Totals</b>	0	0	0	0	212,100	0	0	48000	160000	0	
											<b>Total Budget</b>	<b>420,100</b>

SY 2020-2021 DISTRICT SUSTAINABILITY		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910		
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase Services	General Supplies	Property	Transfer	Line Totals	
		Cert	Noncert	Cert	Non Cert								
11000	Instruction											0	
21000	Support Services - Student											0	
22100	Improvement of Instruction (Professional Development)					4,000						4000	
22900	Other Support Services											0	
25191	Refund of Revenue											0	
26000	Operation and Maintenance											0	
27000	Transportation											0	
33000	Community Service Operations											0	
60100	Transfers (interfund)											0	
	<b>Column Totals</b>	0	0	0	0	4000	0	0	0	0	0		
												<b>Total Budget</b>	<b>4000</b>

<b>Supplies</b>	<b>Property: Technology</b>	0
<b>Property: Equipment</b>	<b>Other Purchase Services (travel, communication)</b>	
<b>Professional Services</b>	<b>Staffing</b>	
Professional development stipends, presenters, resources		



**School Improvement Grant (1003g)  
BUDGET  
Alignment of Other Funding  
Sources to SIG Elements**

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

Element of the Intervention	Intervention	Resources
<b>STATE RESOURCES</b>		
Focuses on early grade level intervention to improve the reading readiness and reading skills of students who are at risk of not learning to read	Turnaround Transformation Restart	Early Intervention Grant
High ability grants to provide resources that support high ability students	Turnaround Transformation Restart	High Ability Grant



Required Funding Alignment Section of Budget



**School Improvement Grant (1003g)  
BUDGET  
Alignment of Other Funding  
Sources to SIG Elements**

Element of the Intervention	Intervention	Resources
<b>FEDERAL RESOURCES</b>		
Planning and implementation of instructional strategies to improve student learning, building culture, student experience, and student achievement	Transformation	1003(g) School Improvement Grant - AYP funds
Professional development opportunities for all staff to improve student learning, building culture, student experience, and student achievement	Transformation	1003(g) School Improvement Grant - AYP funds
Resources, technology, supplies for initiatives	Transformation	1003(g) School Improvement Grant - AYP funds

Element of the Intervention	Intervention	Resources
<b>STATE RESOURCES</b>		
		NA
		NA

# Muncie Community Schools

2501 N. OAKWOOD AVENUE • MUNCIE, IN 47304-2399

*Prepare Now - Anticipate the Future*

June 22, 2015

To Whom It May Concern:

As the superintendent of the Muncie Community Schools, I am writing to support Northside Middle School's work for school improvement and the School Improvement Grant Section 1003 (g). Northside Middle School has made gains in the past year. Their focus continues to grow to reach all students. With the Transformation Model, Northside Middle School will work to increase learning opportunities for students and implement effective instructional strategies for their students. Educators at Northside Middle School will improve with these initiatives. In turn, our students and corporation will grow and improve.

I am committed to the work they are undertaking and assure district oversight for responsible building leadership, responsible implementation of strategies, and responsible fiscal management. Northside Middle School is not a Title I school. They have made academic gains with little funding. I support their interest and devotion to this grant opportunity and feel they have the leadership and staff for continued academic growth.

I appreciate the opportunity for this grant and hope NMS is given consideration for selection.

Please feel free to contact me at (765)747-5205 you have any questions or need further information.

Sincerely,



M. Tim Heller  
Superintendent

# Muncie Community Schools

2501 N. OAKWOOD AVENUE • MUNCIE, IN 47304-2399

*Prepare Now - Anticipate the Future*

June 22, 2015

To Whom It May Concern:

Northside Middle School has shown their commitment to student achievement by addressing concerns and making gains from an F grade to a C in one year. The administration and faculty have worked to understand what the students at Northside need to succeed. Northside Middle School is not a Title I school. With declining funds for the past several years, Northside Middle School has worked with little budget to implement major changes. Having an opportunity to further develop school improvement initiatives will be important for the Northside community, our school corporation and Muncie community. Building stronger schools is a important to the School Board of Trustees and this grant opportunity will assist Northside in reaching their goals of increased student achievement and of becoming and remaining an A school.

Thank you in advance for consideration of Northside Middle School.

Sincerely,



Robert A. Warner  
Board President

# Muncie Community Schools

2501 N. OAKWOOD AVENUE • MUNCIE, IN 47304-2399

*Prepare Now - Anticipate the Future*

Statement of Assurance for Muncie Teachers' Association

June 22, 2015

To Whom It May Concern:

As the President of the Muncie Teachers' Association, I write on behalf of Northside Middle School's endeavor to improve as a school. Their strong faculty and staff have shown in the last year that collaboration with administration and students can yield results. With declining funds, schools have a difficult time finding ways to offer professional development, collaboration time, and resources. Northside Middle School is not a Title I school. They have worked with little budget and have exhausted efforts without funding. This grant opportunity will further enhance an already talented staff. It will also give students additional opportunities for growth. I support their efforts for the School Improvement Grant Section 1003 (g).

Thank you for considering Northside Middle School for this opportunity.

Sincerely,



Pat Kennedy

President

Muncie Teachers' Association

***Please complete the following:***

District Name: Muncie Community Schools      District Superintendent: M. Tim Heller

School Name: Northside Middle School      Building Principal: Jackie Samuels

How have you created the conditions to allow the building principal operational flexibility in hiring staff and allocating resources (time, budget, materials, curriculum)?

*The principal has the authority to select, interview and recommend candidates for all certified positions and all instructional related positions, i.e., instructional aides, etc. Department chairpersons and other instructional teams are selected by the principal. Building principals build all schedules including Master Schedule, special education, special programming, extra-curricular, co-curricular, etc. Local building principals control building accounts, building level grant funds, extra-curricular funds, supplies for teachers and students, instructional materials purchases and textbook allocation. Principal ensures teachers follow corporate curriculum maps, yet allow for individual data driven instruction.*

What supports have you provided building leaders to help address operational concerns?

- Monthly principal meetings with the Superintendent, CAO, HR Director and other pertinent district personnel*
- Permits the administrative team to implement policies and procedures without interference*
- Provide funding that supports the School Improvement Plan*
- Allow for community stakeholder involvement to support school improvement and reform*

How will you support and monitor the building leader in his/her efforts toward school improvement in the following areas:

*Improvement of instructional leadership for building principal*

- Professional development both on and off-site
- Monthly principal's meetings with Superintendent, CAO, HR Director, Director of Secondary Education and other pertinent district personnel
- Principal evaluation
- Observations with feedback from the supervising district administrator
- 8 Step Process Continual Training/Process Checks
- Interview with parents/stakeholders to identify leadership expectations
- District office ensures SIP is monitored on a continuous basis

#### *Instructional growth and development of teachers in the building*

- Weekly Professional Learning Communities (PLC) sessions
- Observation and evaluation of teachers annually
- Professional development – on and off-site
- Learning log meetings-These detailed/deliberate sessions provide and focus on improved data driven decisions, best practice strategies, collaboration with colleagues, etc.
- Principal monitors instructional process through our evaluation tool, and is informed utilizing walk throughs, lesson plan checks, etc.
- Presummative and Summative conferences during evaluation process between principal and teacher
- Creating atmosphere conducive to learning through critical incident reporting of student behaviors
- Clearly defines for teachers expectations for student learning

#### *The use of data to drive decision-making*

- Principal conducts monthly learning log meetings
- Data Disaggregation-All data is reviewed monthly
- Assessment-Formative and summative
- Data Walls-Summarizes student and total school progress and academic status
- Data Coaches – Provided (ELA and Math)
- Clearly defines learning expectations
- Uses data to facilitate efforts

*The implementation of interventions for all students*

- 8 Step Process implemented with fidelity
- Tier Groups
- Intervention Groups
- Success Groups
- Whole Class instruction
- Differentiated instruction within Tier I
- Monitor behavior and attendance
- Ball State Partnership for tutoring/projects/etc.

Superintendent Signature *M. Finley* Date: 2/27/2015

*\*Please sign and scan this document to submit to your Outreach Coordinator by February 28, 2015.*

# Jackie J Samuels

2309 Kensington Way ■ Muncie, Indiana ■ 765-480-8679 ■ jsamuels@muncie.k12.in.us

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## Educational Leader/Administrator

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### Administrative Experiences

MUNCIE COMMUNITY SCHOOLS - Muncie, Indiana

**Principal – Northside Middle School**, 1/2011 to Present

**Associate Principal – Muncie Central High School**, 1/2008 to 1/2011

**Program Supervisor – Youth Opportunity Center**, 8/2007 to 1/2008

### Teaching Experiences

NEW CASTLE COMMUNITY SCHOOLS – New Castle, Indiana

**English teacher**, 8/2005-6/2007

MSD WAYNE TOWNSHIP – Indianapolis, Indiana

**English teacher and Department Chairperson**, 8/2001-6/2005

MEDINA COUNTY CAREER CENTER – Medina, Ohio

**English teacher**, 8/1999-6/2001

MUNCIE COMMUNITY SCHOOL – Muncie, Indiana

**English teacher**, 8/1996-6/1999

DELAWARE COMMUNITY SCHOOLS – Muncie, Indiana

**English teacher**, 8/1995-6/1996

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### Education & Credentials

INDIANA UNIVERSITY – Bloomington, Indiana

MA in Educational Leadership, 2004

Prospective Principal's Academy

WESTERN KENTUCKY UNIVERSITY – Bowling Green, Kentucky

BS in English/Language Arts, 1994

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### Points of Emphasis

- Teaching and administrative experiences in diverse populations.
- Varied experiences in levels of administration.
- Extensive background in English/Language Arts instruction.
- Passionate interest in teaching children of poverty and diverse backgrounds.

*"Leadership and learning are indispensable to each other."*

*John F. Kennedy*

*"A #2 pencil and a dream can take you anywhere."*

*Joyce A. Myers*

*"Example is leadership."*

*Albert*

*Schweitzer*

*"Believe with all your heart that you will do what you were made to do."*

*Orison Swett*

*Marden*

## CREATING A POSITION

The Board recognizes the need to establish positions which, when filled by competent, qualified professional staff members, will assist the Corporation in achieving the education goals set by the Board. The Corporation employs only US citizens and others lawfully authorized to work in the United States.

The Superintendent shall verify all new full-time and part-time employees' right to work in the United States according to the Federal Immigration Reform and Control Act of 1986.

When new positions are created, a job description detailing the duties for which the position was created is written and an appropriate title used.

The initial salary for a new position not currently covered by a valid salary schedule is established by action of the Board.

IC 20-5-2.2(7)  
Federal Immigration Reform and Control Act of 1986  
8 USC 1255a

cw  
Revised 10/28/03

## EMPLOYMENT OF PROFESSIONAL STAFF

The School Board recognizes that it is vital to the successful operation of the Corporation that positions be filled with appropriately certified and competent personnel. Positions shall be filled by properly-licensed professionals.

All applications for employment shall be referred to the Director of Human Resources.

Employment recommendations to the Board will be made by the Superintendent.

The Board shall approve the employment, and also, when not covered by the terms of a negotiated agreement, fix the compensation and establish the term of employment for each professional staff member employed by this Corporation.

The Board will not approve employment of a professional staff member until visual evidence of his/her appropriate certification has been received.

The Corporation shall review, in accordance with any applicable terms of the negotiated agreement, a candidate's previous teaching experience at a college, university, or certified nonpublic school in determining his/her position on the salary schedule.

Relatives of Board members may be employed by the Board, provided the member of the Board involved does not participate in any way in the discussion or vote on the employment.

Effective June 9, 1998, relatives of current staff members employed by the Board will not be placed in a position in which s/he would be supervising or be supervised directly by the related staff member.

The Superintendent shall prepare administrative guidelines for the recruitment and selection of all professional staff.

I.C. 20-5-2-2(7); 35-44-1-3

## EMPLOYMENT OF SUBSTITUTES

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel.

The Superintendent may employ substitutes for services that are required to replace temporarily-absent regular staff members. Such assignment of substitutes may be terminated when their services are no longer required.

Substitutes must possess a valid Indiana professional certification or active teacher's license. This material must be kept on file in the Human Resources Office.

EMPLOYMENT OF PERSONNEL IN SUMMER SCHOOL  
AND ADULT EDUCATION PROGRAMS

The School Board recognizes that the success of the summer school and adult education programs depends in large measure upon the employment of qualified and competent personnel.

Unless already provided by the terms of a negotiated agreement, the Board shall fix the compensation and set and term of employment for each person employed in the subject programs established for this Corporation. The Board will employ only those candidates recommended by the Superintendent.

A candidate's intentional misstatement of fact relative to his/her qualifications for employment for the determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

Wherever possible, positions shall be filled by holders of professional or provisional certificates. Current employees of the Muncie Community Schools will be given first consideration based upon qualifications for posted positions. Only when, after due diligence, a worthy candidate holding professional or provisional certification cannot be found, the Board may employ the holder of a limited certificate.

IC 20-6.1-4-8

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## Muncie Community Schools Administrative Guidelines

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### 3120A - SELECTION OF PROFESSIONAL PERSONNEL

#### A. Introduction

1. The School Board shall make all appointments to positions on the basis of a person's professional qualifications. To implement the desire of the Board to appoint on the basis of merit only, all those who have responsibility for staffing should search diligently within and outside the system for qualified candidates to fill staff positions.
2. Each position shall have a job description which shall include, but not be limited to, the following information:
  - a. the position title,
  - b. its function,
  - c. a listing of the responsibilities and authorizations assigned to the position.
3. Applications are invited for all staff openings from present staff members.

#### B. Qualifications

1. The qualities desired beyond minimum certification requirements are:
  - a. formal training appropriate to the duties and responsibilities of the particular position;
  - b. experience, both quantitative and qualitative, related to the particular position;
  - c. demonstrated ability in the particular position;
  - d. demonstrated ability to work harmoniously with others, both with those of greater and lesser responsibility and authority;
  - e. evidence of high educational and professional standards;
  - f. demonstrated loyalty to the administration and other staff where presently employed;
  - g. evidence of commitment to professional growth;
  - h. evidence of professional work habits and conduct consistent with the ethics of the profession.
2. Each candidate shall submit the following information in the form requested by the Corporation:
  - a. personal data, limited to those allowed by law
  - b. certificates held
  - c. record of educational and professional training (including transcripts)

- d. record of experience applicable to the position, e.g. teaching, counseling, administration, etc.
- e. reports from references.

### C. Selection Process

#### 1. Application Procedure

All letters of application and all placement office credentials shall come through the Director of Human Resources' Office which will note date of receipt and acknowledge the application (if applications were requested). It shall file those of promising candidates and arrange for an investigation and possible interviews.

#### 2. Investigation Procedure

- a. Checking of credentials should include, in addition to letters of reference, direct telephone calls to the person's recent supervisor(s) or employer. (See AG 3120D) Such information shall be maintained in a confidential file restricted to supervisory and official use only so as to protect the source(s) of the information and the privacy of the applicant.
- b. A biographical sketch is compiled which outlines in brief the candidate's training and experience and other pertinent qualifications.
- c. All necessary certification, training, and experience is documented.
- d. Pre-employment tests which are directly related to the position responsibilities may be administered, if applicable.

#### 3. Interview Procedure (Not for Principals or Central Office Positions)

- a. Upon receipt of all relevant information, applications will be routed to the appropriate supervisor for review.
- b. The supervisor shall independently review the applications and then reach consensus on the applicants to be interviewed. The supervisor shall then determine which, if any, members of the staff will be included in reviewing applications and the interviews. Prior to any interviews, a copy of AG 3120C is to be given to each interviewer.
- c. After all interviews have been completed, the supervisor submits the recommended candidate to the Superintendent and make the selection of the person to be recommended to the Board. Prior to the recommendation, a criminal history record check will be conducted after the candidate submits a set of fingerprints and pays the investigation fee.

#### 4. Procedure for Principals

If the opening is for a principalship, a screening committee consisting of members of the professional staff shall be selected to assist in the interview process.

- a. The screening committee shall participate in the planning of the interview sessions and the questions that will be asked all candidates.

- b. At the end of the interview process, each member of the selection committee is to independently determine those candidates that s/he thinks should receive further consideration. Additional interviews and final recommendation shall be the responsibility of the Superintendent.

5. Procedure for Central Office Positions

The interview/selection procedure for professional staff with administrative responsibilities at the Corporation level shall be established by the Superintendent, appropriate for the position. During all phases of all screening, interviewing, and selection process, the Equal Opportunity Employment Policy 3122 shall be adhered to by all personnel involved.

D. Employment Procedure

1. After the Superintendent's approval, and with Board acceptance, the Director of Human Resources shall make an offer of employment and remuneration and, upon acceptance by the successful candidate, initiate a contract or memorandum of employment which will include:
  - a. terms of employment including wages;
  - b. length of contract;
  - c. fringe benefits.
2. Upon acceptance, the new staff member shall report to the Business Office to fill out withholding tax, insurance, and any other necessary forms.
3. All documents concerning employment shall be attached to the application and filed in the Human Resources Office. (See AG 8320 - Personnel Records)

## School – Learning Log Meeting Agenda

Subject/Grade Level: 6<sup>th</sup> grade English

Date:

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### Meeting norms:

- All meetings will last at least 30 minutes.
- All teachers will attend meeting with their data.
- All teachers will be prepared for the below items.

### Learning Log Protocol:

1. What re-teaching strategies did you use to remediate these strategies?  
**Teachers were hitting evidence and Close reading a lot in this window.**
2. How did you assess the student's progress?  
**Teachers mentioned bellringers, projects, questioning, observations.**
3. Discuss challenges/successes with the indicators for this window.  
**Students scored higher but teachers thought questions were a little easier than the Readiness but still more difficult than the STIA.**
4. Point our lowest indicator in the data.  
**Both reading strands were 71% points obtained.**
5. What is the story behind the data? What contributed to the high and low scores?  
**Students who were engaged and reading scored higher on Custom and STAR. Test talks today with students showed the correlation between increasing reading and increasing scores.**
6. Highlight two specific students – positive or negative.  
**Honors students all met their goal of increasing by one grade level except for 1 in Mr. Young's classes. He was pleased with the STAR scores.**
7. "Strategy Share" – each person share a management, engagement, or instructional strategy that worked for each teacher during the window.  
**Mr. Young shared that he uses the Sentence Starters for the A's in Yes Ma'am. Great strategy all are going to use.**
8. What are the strategies for re-teach/enrichment?  
**Hit the evidence hard. Lots of critical thinking and confidence building to write the argument and to feel strong about the correct answer choices for multiple correct questions.**

9. Looking ahead...how can we support each other?

**Talk about the Countdown was here. Countdown is a collection of really strong items and how to use them.**

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10. Which students can you guarantee for the next assessment window?

**Goal for 6<sup>th</sup> grade is 34% to 49% for next Readiness. They were cautious with their prediction.**

**Principal's summary:**

**The 6<sup>th</sup> grade teachers felt really good about progress made but hesitated to make their prediction above 50% on Readiness. Cautiously optimistic. We talked about first Readiness being in the 30-40. The second one being the in the 50-60's. And the third around 75%. They couldn't quite pull the 50 but feel like kids are progressing well. We discussed how much teaching has changed from a year ago and how our old ISTEP list was helpful BUT not all steps should still be encouraged. Powerful talk. Working very hard for results and getting a lot out of kids!**

**Muncie Community Schools**  
**District Monitoring and Evaluation Tool for SIG School – Northside Middle School**

<b>Standard/Area of Implementation</b>	<b>Criteria</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>	<b>Evidence</b>
Planning, collaboration, and professional development of plan, research, and initiatives	Input is gathered and used for further the initiatives. Professional Development is conducted to train and inform.					Calendar for meetings, agendas, evaluation forms, notes, and summaries
8STEP Process – Data, Curriculum, Assessment, Adjustments, Supports, Monitoring	The 8STEP process is followed for student achievement. Curriculum maps are followed. Benchmark assessments are given. Data meetings are held. Adjustments to instruction and student learning are made.					Learning Log agenda and summaries, department chair agenda and summaries, walkthrough feedback, evaluation feedback, 8STEP meeting notes and actions, Success planning, Success sorting, assessments, curriculum maps, and student data
Fiscal Management	Guidance and monitoring through Monthly Appropriation is conducted.					Monthly appropriation forms
Stakeholder Involvement	Regular opportunities for all stakeholders, including partners, parents, and others will be held to seek involvement, support, and input.					Calendars, agenda, notes, and summaries from all events

Muncie Community Schools  
District Monitoring and Evaluation Tool for SIG School – Northside Middle School

District Support	The Director of Curriculum and Superintendent's cabinet will monitor the school's progress through monthly meetings, evaluations, walkthroughs, review of artifacts, and review of student data					Meeting notes and summaries, weekly and monthly artifacts from the building, student data, feedback
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Northside Middle School  
 Learning Log Meeting Schedule

**SAMPLE**

August 28	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
August 29	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
September 29	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
September 30	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
October 28	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
October 29	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
November 20	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
November 21	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
December 15	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
December 16	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
January 26	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
January 27	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
February 25	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
February 26	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
March 20	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
March 21	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade
April 27	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
April 28	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade

Northside Middle School  
Learning Log Meeting Schedule

**SAMPLE**

			6 <sup>th</sup> period 8 <sup>th</sup> grade
May 28	Math	Room 123	6 <sup>th</sup> period 7/8 <sup>th</sup> grade 7 <sup>th</sup> period 6 <sup>th</sup> grade
May 29	ELA	Room 123	3 <sup>rd</sup> period 6 <sup>th</sup> grade 5 <sup>th</sup> period 7 <sup>th</sup> grade 6 <sup>th</sup> period 8 <sup>th</sup> grade

# SAMPLE

## School – Learning Log Meeting Agenda

Subject/Grade Level: 6<sup>th</sup> grade English

Date:

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10/31/83  
1:35:30

FISCAL APPROPRIATION REPORT

FUND	PROGRAM	OBJECT	COST	LOC	TITLE	FTD EXPENDED	UNEXPENDED BAL	OUTSTAND ENCUM	UNENCUM BAL	PERCENT ENCUMB
			NET	APPROP	MTD					
3160	.00	.00	0000	0000	PL 221 PROFESSIONAL DEVELOPMENT	.00	.00	.00	.00	
3160	.00	0***	****	****		.00	.00	.00	.00	
3160	00***	**	****	****		.00	.00	.00	.00	
3160	0****	**	****	****		.00	.00	.00	.00	
3160	22110.00	748.00	1421	0001	CENTRAL HIGH SCHOOL	.00		.00		
3160	22110.00	748.00	1422	0004	AREA CAREER CENTER	.00		.00		
3160	22110.00	748.00	1423	0030	SE... ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1424	0003	SOUTHSIDE HIGH SCHOOL	.00		.00		
3160	22110.00	748.00	1431	0005	NORTHSIDE MIDDLE SCHOOL	1,274.38	8.35	.00	8.35	99.34
3160	22110.00	748.00	1437	0015	WILSON ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1470	0025	GRISSOM ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1482	0031	SOUTH VIEW ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1485	0026	LONFELLOW ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1494	0027	MITCHELL ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1496	0029	NORTH VIEW ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1509	0032	SUTTON ELEMENTARY SCHOOL	.00		.00		
3160	22110.00	748.00	1513	0020	EAST WASHINGTON ACADEMY	.00		.00		

SAMPLE