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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

# Title I – 1003(g) School Improvement Grant
# 2014-2015 School Year Grant Application

**LEAs must submit an application for EACH school applying for 1003(g).**

## Part 1: Grantee Information

### Applicant Information

| | | | | | |
|---|---|---|---|---|---|
| **School Corporation/ Eligible Entity** | Lake Ridge School Corporation | | **Corp #** | 4650 | |
| **School** | Lake Ridge Middle School | | **School #** | 3893 | |
| **Superintendent Name** | Dr. Sharon Johnson-Shirley | | **Email** | sshirley@lakeridgeschools.net | |
| **Title I Administrator Name** | Kathy Martin | | **Email** | kmartin@lakeridgeschools.net | |
| **Principal** | Torry Ivey | | **Email** | tivey@lakeridgeschools.net | |
| **Mailing Address** | 6111 W. Ridge Rd | **City** | Gary | **Zip Code** | 46408 |
| **Telephone** | **219-838-1819** | **Fax** | 219-989-7802 | | |
| **Total Funding Authorization** | 845,226.57 | | | | |

### Application Type

**Select one of the following options:**

- ☐ Turnaround
- ☒ Transformation
- ☐ Restart
- ☐ Closure

### Important Dates

| | | |
|---|---|---|
| **Application Release** | Release application and guidance to LEAs | March 1, 2014 |
| **Technical Assistance Training** | Offer technical assistance training to eligible Priority schools | March 20, 2014 |
| **Application Due** | LEA application must be submitted to IDOE | April 1, 2014 |
| **Notification** | SEA awards will be published and LEAs notified of 3-Year Awards | April 30, 2014 |
| **Funds Available** | Funds will be available to grantees | July 1, 2014 |

# Part 2: LEA and School Assurances and Waivers

## 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.

[X] 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

[X] 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

[X] NA 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

[X] 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

[X] 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

[X] 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

[X] 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

[X] Report to the SEA the school-level data required under leading indicators for the final requirements

[X] The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

[X] 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

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

NA [ ] "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

NA [ ] Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

**Superintendent Signature:** Sharon Johnson-Shirley EdD **Date:** 3-31-14

**Title I Administrator Signature:** Kathleen A. Martin **Date:** 3-31-14

**Principal Signature:** Terry Lucy **Date:** 3-31-14

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

| Workgroup Members | |
|---|---|
| **Name** | **Title** |
| *Example: Mrs. Joan Smith* | *Example: Title I Resource Teacher* |
| Jan Flores | Assistant Superintendent |
| Kathy Martin | Title I District Coordinator |
| Torry Ivey | Lake Ridge Middle School Principal |
| Danelle Bulatovich | Union Rep & ELA 8 Teacher |
| Amanda Robinson | Union Rep & ELA 8 Teacher |
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**Consultation with Stakeholders:** List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier 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 |
|---|---|---|---|---|---|---|---|---|
| *Example: Student and Parent Forum* | *3/15/14* | *25* | *5* | *1* | *1* | *0* | *200* | *Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment* |
| Presentation of Grant to Principal | 3/14/14 3:00pm | | | 1 | | 2 | | Review Grant Requirements; Assign duties |
| Presentation of Grant to Union | 3/18/14 3:30pm | | 1 | 1 | | | | Review grant requirements, programs to be put in place, and role of teachers. |
| Presentation of Grant to Board President | 3/17/14 10:00am | | | | 1 | 1 | | Review of grant requirements and school board assurances |
| Grant Ideas with Staff | 3/21/14 6:45am | | 26 | 2 | | | | Review of grant requirements, programs to be put in place, and role of teachers; ideas for grant |
| Technical Assistance Meeting in Indianapolis | 3/21/14 1:15pm | | | 1 | | 2 | | Ask questions related to the application process |
| Presentation of Grant Proposal at School Board Meeting | 3/24/14 6:00pm | 4 | | 1 | 4 | 4 | 1 | Review of grant requirements and school board assurances |
| Grant & Budget Review | 3/31/14 8:00am | | 26 | 1 | | 1 | | Review of Grant and Budget with Staff |

## Part 3: Schools to be Served by LEA

| Schools to be Served by LEA | | | | |
|---|---|---|---|---|
| | | Based on the "School Needs Assessment" tool, the LEA has determined this model for the school | | |
| **School Name** | **Grade Span** | **Priority School Y/N** | **Selected Model** | **No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School** |
| **Lake Ridge Middle School** | 6-8 | Y | Transformation | |
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## Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population**, **as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) t**hat did *not* pass in English/language Arts and/or mathematics**

| Student Groups - ELA | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique? | SY 2014-2015 Goal | SY 2015-2016 Goal | SY 2016-2017 Goal |
|---|---|---|---|---|---|---|
| LEP | Suppressed (<30) | Suppressed (<30) | N/A | | | |
| African-American | 36 | 27 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Hispanic | 33 | 31 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| White | 40 | 66 | Low; only 2% higher DNP rate than overall; this equates to about 3 students | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Multi-Racial | 50 | 9 | Low; only 18 students in this sub-group; only 2 additional students needed to pass to have a comparable percentage passing to the Overall group | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Overall | 38 | 134 | Comparison group | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Free/Reduced | 39 | 114 | Low; only 1% higher DNP rate than overall; this equates to about 3 students | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Paid | 31 | 20 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Special Ed | 50 | 8 | Low; only 16 students in this sub-group; only | Increase passing rate | Increase passing | Increase passing |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 2 additional students needed to pass to have a comparable percentage passing to the Overall group | by 5% from previous year | rate by additional 5% | rate by additional 5% |
| General Ed | 37 | 126 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |

| Student Groups - Math | % of this group not passing | # of students in this group not passing | How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique? | SY 2014-2015 Goal | SY 2015-2016 Goal | SY 2016-2017 Goal |
|---|---|---|---|---|---|---|
| LEP | Suppressed (<30) | Suppressed (<30) | N/A | | | |
| African-American | 29 | 22 | Low; only 4% higher DNP rate than overall; this equates to about 3 students | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Hispanic | 16 | 15 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| White | 27 | 46 | Low; only 2% higher DNP rate than overall; this equates to about 3 students | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Multi-Racial | 29 | 5 | Low; only 4% higher DNP rate than overall; this equates to less than one student | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Overall | 25 | 88 | Comparison group | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Free/Reduced | 25 | 72 | Low; Same percentage DNP as Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |

| | | | | | | |
|---|---|---|---|---|---|---|
| Paid | 23 | 15 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| Special Ed | 40 | 8 | Medium; only 20 students in this sub-group; only 3 additional students needed to pass to have a comparable percentage passing to the Overall group | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |
| General Ed | 23 | 80 | Low; higher percentage passed than Overall | Increase passing rate by 5% from previous year | Increase passing rate by additional 5% | Increase passing rate by additional 5% |

**Complete the table below regarding key areas of student learning indicators. Include your 2012-2013 data, your goals for 2014-2015, as well as key findings related to this data.**

| Student Leading Indicators | 2013-2014 | 2014-2015 | Key Findings |
|---|---|---|---|
| 1. Number of minutes within the school year that students are required to attend school | 76,500 (425/day) | 76,500 | We increased the school day by 35 minutes in 2012 and it has helped in covering more standards and content during the school day. |
| 2. Dropout rate* | n/a | n/a | n/a |
| 3. Student attendance rate (must be a percentage between 0.00 and 100.00) | 94% | 96% | Our attendance rate has been steady at around 94% for several years. Without the 'true' absentee students where no call about student whereabouts are made, we are able to account for 96% of our students on a daily basis. Our goal is to see that 96% actually attending school. |
| 4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework | n/a | n/a | n/a |
| 5. Number of students completing dual enrollment classes | n/a | n/a | n/a |
| 6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.) | n/a | n/a | n/a |
| 7. Types of increased learning time offered<br>LSY- Longer School Year<br>LSD- Longer School Day<br>BAS-Before/After School<br>SS- Summer School<br>WES-Weekend School<br>OTH-Other | LSD | BAS or SS | There is a need for extended day learning for our struggling students. Transportation has been the major issue though parents ask for this every year. Coupled with another grant that will cover transportation, we will be able to finally offer extended instruction to our students. |
| 8. Discipline incidents* | 700 as of 2/1/14 | 630 as of 2/1/15 | We have implemented PBIS and have seen declining incidents since 2010. Our goal is for a 10% decrease each year. |
| 9. Truants (# of unduplicated students, enter as a whole number) | 5 | 2 | These students represent the outstanding absentees whom we have to recommend for county legal assistance in coming to school. With county assistance, we hope that parents will take a more active role in ensuring their student's attendance at school. |
| 10. Distribution of teachers by performance level on LEA's teacher | EF=24<br>IMP=2 | HE=2<br>EF=24 | The majority of our teachers are EF though the two who are IMP |

| | | | |
|---|---|---|---|
| evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].) | | | are both a newer teacher and a seasoned teacher. We foresee with supports that both IMP teachers will improve as well as two additional teachers stepping up into leadership roles within the building which could push them into highly effective on our current evaluation model. |
| 11. Teacher attendance rate | 91% | 95% | Teacher absence rates in the past year have been caused by current teachers who have taken leave due to maternity or long term illnesses. |

**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.**

| Instructional Programs | |
|---|---|
| **LEA analysis** | • In the Fall of 2013, the school was able to do an accreditation analysis survey that allowed us to evaluate our current instructional programs. The analysis revealed that teachers do not feel that they are adequately prepared and trained with the most effective instructional strategies and their use in order to address individual learning needs of students. There is a great need for on the job training and modeling of select strategies in practice. There is a lack of direct teaching of standards in the 6th grade ELA and Math classes as a result of budget cuts made in the previous year. Teaching of ELA and Math standards happen in the PBL classes only at that grade level. There is a need for a stand-alone ELA and Math teacher at the 6th grade level to ensure that all standards are covered.<br><br>• Though the school has an Instructional Data Coach, he is spread thin with additional duties that stem from the lack of 6th grade ELA and Math support. He is unable to effectively observe classrooms and offer assistance to improve teacher practice. Though he is able to disaggregate data to disseminate to teachers, the need for training in the use/application of that data is needed for the teachers.<br><br>• Historically, our ELA scores have lagged behind the state average. In 2011, reading classes were removed from our curriculum to adopt a new curricular framework for the following year. Standardized test scores show that the school still struggles in comprehension standards as well as standards in nonfiction and informational text. This creates a need for a strong literacy presence in the school.<br><br>• The school's math program has significantly flourished as a result of bringing in an outside consultant. The increase of his presence and expertise would help to push mastery of our math standards into an exceptional range. Currently, he is only seen 2-3 times a year. There is a need for his expertise on a more regular basis.<br><br>• There is no extended day instructional program. Parents have asked about the inclusion of such a program that includes homework help or study tables, remedial assistance for their child, as well as enrichment activities to help them learn future material they will need in the next grade. |

| | |
|---|---|
| **Justification for Selected Interventions** | • Teachers can be trained initially but ongoing PD throughout the year that gives teachers immediate feedback and assistance with implementing a library of strategies in their classroom is what the research supports. This can be achieved through the use of an outside entity or an in-house coach that is able to provide a regular schedule of contact with teachers to provide job-embedded professional development.<br>• Double dose of ELA and Math at the 6th grade level will assist in ensuring that all students get the direct instruction that is needed to master the standards at their grade level.<br>• A school-wide Literacy Coach, who can focus on the integration of literacy based lessons and standards in all classes, would help increase the ELA mastery among the grade levels. This may eliminate the need for the implementation of reading teachers if non-core area subjects integrated literacy regularly with the help of an ongoing expert. This coach would model as well as train staff so that the need for the specialist decreases over the following years.<br>• Increasing our Math consultant's presence in the building will continue to improve the faculty's teaching abilities, feedback opportunities, as well as increase standardized scores. A realistic goal for ongoing in-house professional development would be to have the consultant visit on a monthly basis.<br>• Supplying students with an ELA and Math teacher, as well as aides, to assist them after school on a regular basis will meet a need that parents ask for. Students would be able to get a structured classroom experience as well as utilize computer and web-based programs that may assist in offering students the current and new knowledge attainment they need and want. Tutors can be on site to assist students with remediating skills, while facilitators can assist enrichment students in advanced learning of authentic, service-oriented skills. |

| **School Leadership** | |
|---|---|
| **LEA analysis** | • In the Fall of 2013, the school was able to do an accreditation analysis survey that allowed us to evaluate our current school leadership. The analysis revealed that staff was satisfied with the current principal. According to eight indicators within the survey that asked for a rating that included whether the principal was supportive, held teachers accountable, and collaborative, the average of the eight indicators was a 4.25/5.0 with ranges from 4.0-4.5 for each of the eight rated statements. The current principal was hired for the 2013-14 school year. The recommendation of the current principal came from faculty and staff who felt like the collaborative, supportive qualities she possessed would create an atmosphere conducive to learning, teaching, and student success.<br><br>• A new Dean of Students was hired in late January 2014. Since the new Dean had not served in an administrative role prior to this one, there are trainings that are necessary for him to be successful in his position as well as becoming the expert in classroom management for the school. He came highly recommended while possessing qualifications and experience that melded perfectly with the current culture of the school. |
| **Justification for Selected Interventions** | • Since steps have been taken to remedy the need for a new administrator in this current year, the district seeks to continue the employment of the current principal to promote consistency and allow the time necessary to improve the school's status in program development and academic growth. To achieve that goal, training on innovative leadership practices and deeper understanding of successful educational models would benefit the continued learning of a visionary principal.<br><br>• Though the school has had an ongoing PBIS program, the new Dean has not been trained in the framework. The new Dean would benefit from training and/conferences that are related to his position such as school-wide discipline strategies, conflict resolution/management, innovative classroom management strategies, and Crisis Prevention Interventions. |

| School Infrastructure | |
|---|---|
| **LEA analysis** | • In the Fall of 2013, the school was able to do an accreditation analysis survey that allowed us to evaluate our current school scheduling framework. The analysis revealed that the scheduling framework that allowed students at the 7th and 8th grade to get a double dose of ELA and Math positively impacted the learning and retention of content area standards. Unfortunately, the 6th grade curriculum is being negatively impacted by the lack of a directly instructed ELA and Math class that results from the double dose the other grade levels receive.<br><br>• The school's most current Cultural Responsiveness Assessment showed that the middle school's teachers would benefit from training that helped them to better understand teaching in a setting where poverty and minority learners were high.<br><br>• Parent requests indicate that they would like to see some form of extended day instruction or summer school that would address various skills - among them, enrichment, remediation, and homework help for their children.<br><br>• The school's physical infrastructure is in moderate shape. The school underwent renovations in 2006 that provided an updated facelift. In 2012, additional renovations occurred to model the school after the New Tech Network's framework which included classroom restructuring to accommodate co-teaching collaborative groups, carpeted floors, and rewiring to adapt to the requirements of additional technology. |
| **Justification for Selected Interventions** | • Incorporating an extension ELA and Math class at the 6th grade level, as is in the 7th and 8th grade, would allow the double dose of classes in the core area that students need to ensure direct instruction of the standards.<br>• Establishing year-long extended day support to remediate and enrich students will address the needs of our parents who seek academic assistance for their student(s) as well as assist students in attaining the knowledge needed to be successful in school.<br>• As a result of the two previous renovations, we see no need to make any changes to our current physical infrastructure. |

## Part 5: Selection of Improvement Model

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

☐ Turnaround ☒ Transformation ☐ 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.

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

As a Priority School, there have been aspects of the Transformation Model that Lake Ridge Middle School has already begun to put into place. In developing teacher and school leader effectiveness, the principal was replaced for the current school year to better match the needs of the school and a rigorous teacher evaluation system (RISE) based on multiple observations, students' performance growth, classroom culture and respect, and content knowledge and delivery was implemented. The district has applied for grants that have allowed effective and highly effective teachers to be recognized and compensated for their hard work. Teachers who have been ineffective for two consecutive years, while also being offered remediation and support, will and have been dismissed. In order to provide students with the best possible education, we need to ensure that our teachers are capable of providing the best learning strategies with

fidelity, so that students are able to retain and apply what they have learned. The school has also provided ongoing job-embedded professional development to the math teachers. The increase in achievement scores shows that this strategy has been effective and would also prove effective if offered to ELA teachers in a similar format. A high quality consultant/coach, who could offer ongoing assistance to all subjects in areas that students struggle in, would benefit the school as a whole.

The model requires schools to identify and implement instructional programs that are research-based and vertically aligned to the standards. Though teachers are trained in a one-time professional development on CRISS reading strategies, the ongoing support to make the strategies successful within the classroom are non-existent. The use of job-embedded professional development throughout the year has been proven to be the best design to aide in teacher development. We have seen a glimmer of this in the use of our math consultant twice a year.

The model also requires that the LEA use a rigorous evaluation system to evaluate teachers. The district adopted the statewide RISE evaluation, which is grounded in research-based collaborations to produce a document that integrates students' growth, multiple observations, and a demonstration of teacher skill and knowledge within its framework.

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

Because the school has made efforts to implement some of the principles that the transformation model outlines, we have seen some improvements occur as a result of the small changes already in place. With ongoing support to create a sustainable framework of success, the implementation of the full model will directly impact our instructional model. Implementation will create the job-embedded professional development that will allow improvement and reflection practices to occur on a regular basis. The school will also be able to serve all students equitably by providing the academic resources necessary to ensure direct teaching of core content areas. The model will aid in the development of administrative and teacher leadership and provide the flexibility to operate the school using a comprehensive approach addressing all student needs academically, socially, and emotionally. This model will also allow us to put the structures in place to improve student culture and academic success through better school community engagement programs and by providing the extended learning that research states correlates with academic achievement.

## Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

# Part 6: Transformation Model

## PRE-IMPLEMENTATION Strategies – Application Year

**Describe any pre-grant implementation steps which are being taken during the application year to prepare for Year 1 of SIG.**

| | |
|---|---|
| **Principal changes and flexibility** | New Principal put into place based on consistency and rapport with the staff for the 2013-14 school year. Since this change recently occurred, the district has elected to retain the current principal to afford the opportunity to implement upcoming changes. |
| **Effectiveness of staff and recruitment/ retaining of staff** | The Lake Ridge Schools has implemented the State RISE model for the last 2 years with fidelity, so there is an evaluation model in place. 24 of the 26 teachers in the middle school are rated effective based on the Indiana RISE 2.0 Rubric. The remaining two teachers are 'needs improvement'. Both 'needs improvement' teachers have remediation plans in place to improve their practice so that they can become effective according to the RISE model. |
| **Building Culture** | The staff has regular team time daily, vertical team meeting time once a month, New Tech Team meetings twice a month, and PBIS team time twice a month. The Faculty and Staff also elect to fellowship monthly so that socialization can move beyond just academics. The staff feels that they have great rapport with building leadership and feel open to express problems and concerns without judgment. Staff members have even asked about conducting a school-wide retreat in the near future. |
| **Professional Development** | Monthly professional development occurs in many forms: 1) vertical teaming and curriculum assessment, 2) New Tech Team development, and 3) Learning Log meetings where formative data is analyzed and strategies for teaching are discussed.<br>A math consultant visits the school twice a year to provide job-embedded professional development as well as classroom observation and feedback. |
| **Instructional Programs** | The middle school follows the New Tech framework and adopted a Project-Based Learning approach in the core content areas in the fall of 2012. The middle school has also incorporated a double dose of ELA and Math at the 7th and 8th grade levels to ensure direct instruction of the standards. |
| **Parent and Community Involvement** | The middle school has established a PTO that has had lackluster attendance and support. The issue has become that in the current year, there has not been strong parental leadership to be the liaison between the community and the school. Other annual events prove to be more successful such as Open Houses, 6th grade Orientations, Band Concerts, Side-by-Side parent visits, Honors dinners, and Student Led Conferences. |

**3-Year Culture SMART Goal**

By the end of the 2016-17 school year, Lake Ridge Middle School will provide professional development on educating and building relationships with children of poverty through which the application of trained strategies will result in a 30% decrease in office discipline referrals.

| Year 1 Culture Action Steps | | | | |
|---|---|---|---|---|
| **Action Steps** | **Person(s) Responsible** | **Timeline** | **Budgeted Items** | **Transformation Principles** |
| District supports year two principal in attaining appropriate professional development | Assistant Superintendent & District Title I Director | Ongoing | None | *Replace the principal who led the school prior to implementing the model* |
| Use of RISE rubric to evaluate Principals and Teachers; correlate evaluation data (academic and disciplinary) | Superintendent and Principal | Ongoing per minimum outlined in RISE Evaluation Manual | None | *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement* |
| Classroom mini-grants Teacher mini-grant to PD of choice | Principal | Yearly | $7500 | *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not* |
| Hire Literacy and Math Coaches | Principal & Title I Director | Fall 2014 | $130,000 (2 Coaches @ $65,000 salary) | *Provide high quality, job-embedded professional development* |
| Stipends set aside to support teacher chosen professional development | Principal & Title I Director | Ongoing | $5,000 | *Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)* |
| PLC time for teachers weekly<br><br>Extended instructional day for students | Principal | Ongoing | $27,360 | *Provide increased learning time for students and staff* |

| | | | | |
|---|---|---|---|---|
| Hire Part-Time Parent Liaison | Principal | Summer/Fall 2014 | $4000 | *Provide mechanisms for family and community engagement* |
| Superintendent, School Board, and Teachers Union give assurances that they will support operational flexibility without restrictions. | Superintendent, School Board, and Teachers Union | Fall 2014 | None | *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)* |
| LEA will develop and provide monitoring tool to pinpoint where assistance is needed | District I Title Director | Ongoing | None | *LEA and, SEA supports school with ongoing, intensive technical assistance and support* |

| **Year 2 Culture Action Steps** | | | | |
|---|---|---|---|---|
| **Action Steps** | **Person(s) Responsible** | **Timeline** | **Budgeted Items** | **Transformation Principles** |
| District continues its support of principal in attaining appropriate professional development | Assistant Superintendent & District Title I Director | Ongoing | None | *Replace the principal who led the school prior to implementing the model* |
| Continued use of RISE rubric to evaluate Principals and Teachers; correlate evaluation data (academic and disciplinary) | Superintendent and Principal | Ongoing per minimum outlined in RISE Evaluation Manual | None | *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement* |
| Continue classroom mini-grants<br><br>Continue teacher mini-grant to PD of choice | Principal | Yearly | $7500 | *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not* |
| Literacy and Math Coaches Hired | Principal & Title I Director | Fall 2014 | $130,000 (2 Coaches @ $65,000 salary) | *Provide high quality, job-embedded professional development* |

| | | | | |
|---|---|---|---|---|
| Continue to set aside stipends to support teacher chosen professional development | Principal & Title I Director | Ongoing | $5,000 | *Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)* |
| Continue PLC time for teachers weekly<br><br>Continue extended instructional day for students | Principal | Ongoing | $27,360 | *Provide increased learning time for students and staff* |
| Part-Time Parent Liaison hired | Principal | Summer/Fall 2015 | $4000 | *Provide mechanisms for family and community engagement* |
| Superintendent, School Board, and Teachers Union continue to give assurances that they will support operational flexibility without restrictions. | Superintendent, School Board, and Teachers Union | Fall 2015 | None | *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)* |
| LEA will use developed monitoring tool to pinpoint where assistance is needed | District I Title Director | Ongoing | None | *LEA and, SEA supports school with ongoing, intensive technical assistance and support* |

| Year 3 Culture Action Steps | | | | |
|---|---|---|---|---|
| **Action Steps** | **Person(s) Responsible** | **Timeline** | **Budgeted Items** | **Transformation Principles** |
| District continues its support of principal in attaining appropriate professional development | Assistant Superintendent & District Title I Director | Ongoing | None | *Replace the principal who led the school prior to implementing the model* |
| Continued use of RISE rubric to evaluate Principals and Teachers; correlate evaluation data (academic and disciplinary) | Superintendent and Principal | Ongoing per minimum outlined in RISE Evaluation Manual | None | *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement* |

| | | | | |
|---|---|---|---|---|
| Continue classroom mini-grants<br><br>Continue teacher mini-grant to PD of choice | Principal | Yearly | $7500 | *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not* |
| Literacy and Math Coaches Hired | Principal & Title I Director | Fall 2014 | $130,000 (2 Coaches @ $65,000 salary) | *Provide high quality, job-embedded professional development* |
| Continue to set aside stipends to support teacher chosen professional development | Principal & Title I Director | Ongoing | $5,000 | *Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)* |
| Continue PLC time for teachers weekly<br><br>Continue extended instructional day for students | Principal | Ongoing | $27,360 | *Provide increased learning time for students and staff* |
| Part-Time Parent Liaison hired | Principal | Summer/Fall 2016 | $4000 | *Provide mechanisms for family and community engagement* |
| Superintendent, School Board, and Teachers Union continue to give assurances that they will support operational flexibility without restrictions. | Superintendent, School Board, and Teachers Union | Fall 2016 | None | *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)* |
| LEA will use developed monitoring tool to pinpoint where assistance is needed | District I Title Director | Ongoing | None | *LEA and, SEA supports school with ongoing, intensive technical assistance and support* |

## Year 4 SUSTAINABILITY Culture Goal and Action Steps

Beginning with the 2017-2018 school year, Lake Ridge Middle School will continue to use the knowledge attained from the professional development that educated and helped to build relationships with our children of poverty. Data will continue to be monitored so that the school can continue to see decreases in office discipline referrals.

| Action Steps | Person(s) Responsible | Timeline | Partnerships | Transformation Principles |
|---|---|---|---|---|
| District continues its support of principal-provided updates on professional development in PLC meetings | Assistant Superintendent & District Title I Director | Ongoing | Current External Consultants | *Replace the principal who led the school prior to implementing the model* |
| Continued use of RISE rubric to evaluate Principals and Teachers; correlate evaluation data (academic and disciplinary) | Superintendent and Principal | Ongoing per minimum outlined in RISE Evaluation Manual | None | *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement* |
| Continue teacher PD of choice when the application of the professional development directly impacts student learning | Assistant Superintendent & Principal | Yearly | Title IIA | *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not* |
| Literacy and Math external consultants continue to provide services | Principal & Title I Director | Yearly | Title IIA | *Provide high quality, job-embedded professional development* |
| Continue to set aside stipends to support teacher chosen professional development | Assistant Superintendent, Principal & Title I Director | Ongoing | Title I & IIA | *Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)* |
| Continue PLC time for teachers weekly<br><br>Continue extended instructional day for select need-based students | Principal | Ongoing | Title I | *Provide increased learning time for students and staff* |

| | | | | |
|---|---|---|---|---|
| Part-Time Parent Liaison hired | Principal | Summer/Fall 2017 | Title I | *Provide mechanisms for family and community engagement* |
| Superintendent, School Board, and Teachers Union continue to support | Superintendent, School Board, and Teachers Union | Fall 2017 | School Board and Teachers Union | *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)* |
| LEA will continue to use developed monitoring tool to pinpoint where assistance is needed | District I Title Director | Twice yearly | Central Office/District Administration | *LEA and, SEA supports school with ongoing, intensive technical assistance and support* |

| 3-Year Academic SMART Goal | | |
|---|---|---|
| ELA Academic Goal<br>By the end of the 2016-17 school year, Lake Ridge Middle School as evidenced by the Spring 2017 State Standardized Test will increase our overall ELA performance total to 80% overall passing. | Math Academic Goal<br>By the end of the 2016-17 school year, Lake Ridge Middle School as evidenced by the Spring 2017 State Standardized Test will increase our overall Math performance total to 90% overall passing. | Other Academic Goal (optional) |

| Year 1 Academic Action Steps | | | | |
|---|---|---|---|---|
| **Action Steps** | **Person(s) Responsible** | **Timeline** | **Budgeted Items** | **Transformation Principles** |
| Literacy and Math coaches will use data and classroom observations to provide differentiated instructional strategies to meet specific student needs | Instructional Coaches | Ongoing | $130, 000 to hire 2 instructional coaches | *Use data to implement an aligned instructional program* |
| Update Data Warehouse for teacher and coach use; formally train staff on the use of data to inform their instruction | Principal & Coaches | Ongoing | Varies based on professional development | *Promote the use of data to inform and differentiated instruction* |
| LEA will develop and use a monitoring tool to pinpoint where assistance is needed; LEA will seek SEA assistance when necessary | District I Title Director | Ongoing | None | *LEA and, SEA supports school with ongoing, intensive technical assistance and support.* |

| Year 2 Academic Action Steps | | | | |
|---|---|---|---|---|
| **Action Steps** | **Person(s) Responsible** | **Timeline** | **Budgeted Items** | **Transformation Principles** |
| Literacy and Math coaches will continue to use data and classroom observations to provide differentiated instructional strategies to meet specific student needs | Instructional Coaches | Ongoing | $130, 000 to hire 2 instructional coaches | *Use data to implement an aligned instructional program* |

| | | | | |
|---|---|---|---|---|
| Continue to regularly update Data Warehouse for teacher and coaches' use; continue to monitor/review the use of data to inform instruction | Principal & Coaches | Ongoing | Varies based on professional development | *Promote the use of data to inform and differentiated instruction* |
| LEA will continue to use developed monitoring tool to pinpoint where assistance is needed; LEA will seek SEA assistance when necessary | District I Title Director | Ongoing | None | *LEA and, SEA supports school with ongoing, intensive technical assistance and support.* |

**Year 3 Academic Action Steps**

| Action Steps | Person(s) Responsible | Timeline | Budgeted Items | Transformation Principles |
|---|---|---|---|---|
| Literacy and Math coaches will continue to use data and classroom observations to provide differentiated instructional strategies to meet specific student needs | Instructional Coaches | Ongoing | $130, 000 to hire 2 instructional coaches | *Use data to implement an aligned instructional program* |
| Continue to update Data Warehouse for teacher and coaches' use; continue to monitor/review the use of data to inform instruction | Principal & Coaches | Ongoing | Varies based on professional development | *Promote the use of data to inform and differentiated instruction* |
| LEA will continue to use developed monitoring tool to pinpoint where assistance is needed; LEA will seek SEA assistance when necessary | District I Title Director | Ongoing | None | *LEA and, SEA supports school with ongoing, intensive technical assistance and support.* |

**Year 4 SUSTAINABILITY Academic Goal and Action Steps**

Beginning with the 2017-2018 school year, Lake Ridge Middle School will continue to employ an Instructional Data Coach who will assist in the monitoring of instructional strategies in the classroom while assisting on a consult basis regarding the use of data in daily lesson planning or as instructed by the principal. The Instructional Coach will also continue to update the school's data warehouse for teacher and administrative use. The school will continue to use the district developed monitoring tool on a yearly basis, at minimum, twice a year. Monitoring will happen first by the building principal then utilized by at least one district administrator during the second half of the school year.

| Action Steps | Person(s) Responsible | Timeline | Partnerships | Transformation Principles |
|---|---|---|---|---|
| Data will continue to be used and classroom observations, outside of the formal evaluation process, will continue to occur to ensure that differentiated instructional strategies are meeting specific student needs | Principal; Instructional Data Coach | Ongoing | Current External Consultants | *Use data to implement an aligned instructional program* |
| Data Warehouse will remain updated for teacher and coaches' use; Teachers will be required to address in data meetings how data is being used to drive instruction. | Principal; Instructional Data Coach; Teachers | Ongoing | None | *Promote the use of data to inform and differentiated instruction* |
| The school will continue to use the district developed monitoring tool as a needs assessment. | District Administrator; Principal | Ongoing | Central Office/ District Administration | *LEA and, SEA supports school with ongoing, intensive technical assistance and support.* |

## Part 7: LEA Capacity to Implement the Improvement Model

| Capacity Task | Yes | No | District Evidence |
|---|---|---|---|
| 1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary. | x | | Projected Budget Narrative<br>Attached Grant Budget |
| 2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model.<br>*Turnaround and Transformation models*<br>• *Ability to recruit new principals through partnerships with outside educational organizations and/or universities*<br>• *Statewide and national postings for administrative openings*<br>• *External networking*<br>• *Resumes provided*<br>• *Data examined to demonstrate track record*<br>• *Principal hiring process*<br>• *Principal transfer procedures/policies* | x | | Resume<br>IDOE Principal's Assurance Letter for Priority Schools |
| 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.<br>*All models*<br>• *School Board Assurances*<br>• *School Board Meeting Minutes from proposal and or discussion*<br>• *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* | x | | School Board meeting minutes 3/24/14<br>School Board Assurance/Support Letter |
| 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.<br>*All models* | x | | Superintendent Assurance/Support Letter |

| | | | |
|---|---|---|---|
| • *Superintendent Assurance*<br>• *School Board Meeting Minutes from proposal and or discussion*<br>• *Superintendent SIG Presentation*<br>• *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* | | | |
| 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.<br>*Turnaround, Transformation Models*<br>• *Teacher Union Assurance*<br>• *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model* | x | | Teachers Union Assurance/Support Letter |
| 6. The district has a robust process in place to select the staff for each 1003(g) building.<br>*Turnaround, Transformation Models*<br>• *Teacher Union Assurance*<br>• *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*<br>• *Principal ownership in staff hiring process*<br>• *Detailed and descriptive staff hiring process*<br>o *Staff transfer policies and procedures*<br>o *Staff recruitment, placement, and retention procedures* | x | | Teacher Union Assurance/Support Letter<br>Descriptive Staff hiring process narrative for SIG school |
| 7. District staff has a process for monitoring and supporting the implementation of the selected improvement model.<br>*All Models*<br>• *Professional Development Calendar*<br>• *Curriculum and Assessment Calendar*<br>• *Parent Requirements*<br>• *Monitoring and Evaluation System*<br>• *Support Process*<br>• *Data Review*<br>• *Special Population Review*<br>• *Fiscal Monitoring* | | | District Created Monitoring Tool |

## Part 8: Selection of External Providers

| Capacity Task | Yes | No | District Evidence |
|---|---|---|---|
| The LEA has or will recruit, screen, selects and support appropriate external providers.<br>*The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:* | | | |
| (a) 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; | x | | R. Trammel, Math Consultant – Mr. Trammel has worked with our school for __ years and his expertise has proven effective in helping to raise student test scores. He is recommended by the IDOE and uses proven techniques, reflection, and analysis to guide the school in an upward trajectory. S. Findlay, ELA Consultant – Mrs. Findlay, also highly recommended, has begun curriculum audits and curriculum mapping for our district to begin a similar consulting process as the math content areas. |
| (b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; | x | | Because these are individuals we have used in the past, they have assured us that they can commit the time necessary to meet the school's need. |
| (c) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; | x | | Because these are individuals we have used in the past, we are confident that their continued assistance will align with existing practices, time, and personnel. |
| (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. | x | | In our use of these external providers in the past, we have informally assessed their effectiveness. Moving forward, under this grant, we will create a monitoring process with an assessment tool for accountability purposes as well as to correlate service provider support to school progress. |

## Part 9: Budget

Complete the budget worksheets (1) including other funding areas and alignment to SIG, and (2) for **each** of the three years of the SIG. Attach with LEA and School Data. (Check all tabs at the bottom of the document)

# Appendices of Part 7 Evidence

Appendix A: Budget Narrative

Appendix B: Hiring Process

Appendix C: Monitoring Tool

Appendix D: Principal Resume

Appendix E Principal Assurance

Appendix F: Board Minutes

Appendix F: Board, Superintendent, and Union Support Letter

# Appendix A: Budget Narrative

**Budget Narrative for School Improvement Grant 2014**

In June of 2013, Lake Ridge Schools hired a new Business Manager with proven experience working with challenging school budgets. She has worked tirelessly making necessary cuts and renegotiating plans in order to save the district money. Based on her creative decision-making and keen sense of financial literacy, the district's finances are looking healthier after almost just one year. She has assured the middle school that she will make the provisions necessary to ensure specific needs are met such as the funding for additional ELA and Math teachers. We feel extremely confident even in this short amount of time that our district budget will support future initiatives beyond the receipt of this grant.

# Appendix B: Hiring Process

**Staff Hiring Process for a SIG School in Lake Ridge Schools**

Hiring for the middle school under the SIG grant will result in a change in the job requirements. Any teacher hired will have to meet a minimum requirement to teach, which will include:

- A minimum of five years experience, and
- A proven record of successful implementation of content related strategies and data to support those initiatives.

Along with the position's general duties and responsibilities, the above will be a highly preferred expectation of incoming educators.

# Appendix C: Monitoring Tool

## Lake Ridge School Corporation

## District Monitoring Tool for SIG Schools

| ***Standard*** | ***Criteria*** | ***Indicators*** | | | | **Evidence** |
|---|---|---|---|---|---|---|
| | | **Highly Effective** | **Effective** | **Needs Improvement** | **Ineffective** | |
| ***Professional Development Calendar*** | A professional development calendar is in place and utilized on an ongoing basis. | | | | | |
| | A professional development calendar is updated based on teacher need. | | | | | |
| ***Curriculum and Assessment Calendar*** | Curriculum Maps are reviewed and updated on trimester basis. | | | | | |
| | Assessment calendars are in place and utilized on an ongoing basis. | | | | | |
| ***Parent Requirements*** | A parent is in place as a community outreach liaison for other parents. | | | | | |
| | Regular meetings for parent involvement are scheduled and documented. | | | | | |
| ***Monitoring and Evaluation System*** | A teacher evaluation process is in place and used with fidelity. | | | | | |
| | Teacher evaluations are conducted on a regular basis and provide teacher feedback in a timely manner. | | | | | |
| | Building monitoring of grant initiatives occurs and is documented on a quarterly basis. | | | | | |
| ***Support Process*** | Central Office staff provides monitoring that supports the grant initiatives outlined by the school. | | | | | |
| | Central Office staff makes monitoring visits twice a year, at minimum. | | | | | |
| | Central Office conducts monitoring interviews with the school principal to review data twice a year. | | | | | |
| ***Data Review*** | Formative assessment data is collected and reviewed on a | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | monthly basis. | | | | | |
| | State or common corporation assessment data will be reviewed after each administration. | | | | | |
| ***Special Population Review*** | Data for special populations (e.g. Special Education, English Learners, etc.) will be reviewed at least once per trimester. | | | | | |
| ***Fiscal Monitoring*** | All expenditures are approved by the Building Principal and the District Title 1 Director | | | | | |
| | A monthly expenditure report is completed and shared with the principal. | | | | | |

# Appendix D: Principal Resume

## TORRY A. IVEY

*9635 Johnson St ❖ Crown Point, Indiana 46307 ❖ (219) 670-7323 ❖ torryivey@yahoo.com*

### EDUCATIONAL PROFILE

**Educational Specialist**, Educational Administration: District Level K-12
Purdue University, West Lafayette, IN, December 2013; GPA 3.9/4.0

**Master of Science**, Educational Administration: Building Level K-12
Purdue University Calumet, Hammond, IN, May 2005; GPA 3.96/4.0

**Bachelor of Science**, English Education 5-12
May 1999; GPA 3.0/4.0, Indiana State University, Terre Haute, IN

### CAREER PROFILE

**Principal,** Lake Ridge New Tech Middle School, Gary, IN, August 2013 to present
- Daily management and operational duties, classroom observations/walkthroughs and evaluations
- School Improvement Efforts
- New Tech School development

**Dean of Students,** Lake Ridge New Tech Middle School, Gary, IN, August 2010 to present
- Assisted Principal in daily management duties, classroom walkthroughs, and teacher evaluations
- Primarily in charge of discipline for the school including data disaggregation and reporting
- Positive Behavioral Intervention Support Facilitator
- High Ability Coach

**Educational Consultant,** Evans Newton Incorporated, Scottsdale, AZ – February 2009 to July 2010
- Assisted K-12 teachers in implementing research-based teaching strategies in the classroom
- Assisted in disaggregation and application of data as it pertained to individual teacher's classes
- Modeled best practices lessons in elementary and secondary classrooms
- Trained elementary reading coaches to create sustainable district coaching platforms

**Assistant Principal,** Krueger Middle School, Michigan City, IN – August 2006 to June 2008
- Assisted Principal in daily management duties, classroom walkthroughs, and teacher evaluations
- Primarily in charge of discipline for the school
- Developed System of Support mentoring/check-in/check-out program for Tier II students
- Positive Behavioral Support/Student Assistance Team Leader/Facilitator
- Strategic Plan tactic team leader for Professional Learning Communities

**English/Journalism Teacher,** West Side High School, Gary, IN - August 2000 to July 2006
- Developed/Facilitated lessons for Freshmen, Sophomores, and Senior classes
- Gifted and Talented Program Teacher 2001-2005
- SAT Preparation & ISTEP Remediation Teacher
- Sponsored Academic Superbowl, S.E.T. Club and Y-Teens

**English Teacher** *(LTA)*, Hammond High School, Hammond, IN - October 1999 to June 2000
- Developed and presented lesson plans for Freshmen and Junior English classes
- Evaluated student progress to ensure mastery of subject matter and developed a project-based classroom for students
- Assistant Coach, Girls' Track Team

**Teacher,** Sylvan Learning Center, Merrillville, IN - August 1999 to February 2000
- Presented & taught structured reading, basic math, and writing skills lessons to students grades 2-12 while evaluating students' progress on a daily basis

# TORRY A. IVEY

## ACCOMPLISHMENTS AND OTHER RELATED DUTIES

- PTO start up for LRNTMS, 2012 (Events for upstart money include Fall Fest & Santa's Workshop)
- Facilitated faculty morale initiatives and student involvement initiatives
- High Ability Fair collaboration with the GCSC, 2011 & 2012
- Run LRNTMS Twitter account
- Portfolio assessor for IUN's UTEP program, Spring 2012
- Instructional, Literacy, and Data Coaching and classroom walkthroughs
- Student Assistance Team leader at KMS
  - Created System of Support program to help struggling Tier II grade 6-8 students
- Emergency situations and evacuation plan facilitator
- Reading adoption administrator in charge 2007
- Strategic plan / Tactic team leader for Professional Learning Communities
  - Implemented 2007-2008 school year
- Coordinated "Wellness Night" – Fall 2007
- Created and maintained monthly parent newsletter; posted on website and emailed to approximately 100 parents monthly
- Participated in MCS district administrator PLC sessions on "Cultural Proficiency", "Cultural Proficiency Coaching & Instruction", "Organization, Leadership, and Change", "Results Now", "It's Being Done", and "Closing The Achievement Gap."
- Teacher Research Team Leader for school-wide PLCs
- Freshmen Team Leader, 2004-2006
- Gifted and Talented Vertical/Articulation team co-coordinator
- Northwest Indiana Writing Project, 2003, Teacher Consultant

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

- eLearning Conference, summer 2013 (Conference presenter, "PBL")
- New Tech Annual Conference, Summer 2013
- IAG conference, December 2012, December 2013 (Conference presenter, "PBL")
- CELL Conference, November 2012
- New Tech New Schools Training, Summer 2012
- Project Based Learning, Summer 2012
- Apple MacBook Training, Summer/Fall/Winter 2012
- Indiana ACT Conference, Spring 2012
- IDOE RISE training, 2011-12
- NMSA conference, Summer 2011, Summer 2013
- SWIS training, Fall 2010
- Indiana PBIS training, ongoing since Fall 2010
- Assessment and Curriculum Writing, Summer 2009
- Cognitive Coaching, February 2009
- CPI (Crisis Prevention Institute) Trained and certified 2008
- Positive Behavioral Support training in Indianapolis, IN 2006-2008
- Professional Development Facilitator for GCSC, 2003-2006
- Technology Team Facilitator for WSHS, 2002-2006

## CURRICULUM & ASSESSMENT RELATED ACTIVITIES

- ENI curriculum alignment, curriculum mapping, and TargetStrategies® lesson plan writing
- Sophomore Summer School Curriculum Writer & Developer
- GCSC District Sophomore Benchmark Assessment Writer
- GCSC and MCS Textbook Adoption Committee
- Department of Education Core 40 Assessment Team member, Indianapolis, IN – 2004
- Department of Education ISTEP Assessment Team member, Indianapolis, IN – 2005

# Appendix E Principal Assurance

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education

Glenda Ritz, Superintendent of Public Instruction

YEAR 1 OR YEAR 2 PRINCIPAL ASSURANCE LETTER

To whom it may concern:

The undersigned assures that Principal Torry Ivey ("Principal") placed in Lake Ridge New Tech Middle School ("Turnaround School") was an intentional placement by Lake Ridge Schools ("Corporation"). The Corporation placed the Principal in the Turnaround School on the belief that Principal had the abilities to lead the Turnaround School.

It is understood that this assurance is provided in lieu of other evaluation documents due to the Principal's limited time at the Turnaround School.

1. I used the following criteria as evidence the principal has a past track record of student success
   a. It is important to note that when evaluating this component, the IDOE will look at the principal evaluation being used by the local district and whether or not the principal has met the bar for improving student achievement as reported on the local principal evaluation.

   This is Ms. Ivey's first year as principal. Prior to her appointment as principal she served as Dean of Schools. Under her leadership as Dean her evaluation reflected that student academic growth increased as well as student disciplinary data demonstrated a decrease in negative behavior.

2. I used the following criteria as evidence the principal can lead the turnaround effort and effectively implement the 8 turnaround principles:

   Ms. Ivey has been trained and successfully implemented the researched based 8 Step Model. She has had extensive training as a New Tech Leader. This training and implementation led to her school being recognized as a National Training Site For the New Tech Network. Also PBIS was Ms. Ivey's responsibility as Dean of Schools. In addition, as superintendent of the district my building walk-throughs provided the opportunity for me to see Ms. Ivey in action. I am more than confident of her abilities and training that she has the fortitude to turn around Lake Ridge New Tech Middle School. She has developed the rapport with her staff, students and community that they respect her as a leader and are willing to work very hard to accomplish high student achievement.

3. I am attaching the principal's resume.

Superintendent Signature

2-28-14
Date

Sharon Johnson-Shirley Ed.D

Superintendent Printed Name

**This document is due to the Indiana Department of Education by February 28, 2014.**
**YEAR1or2TP1**

# Appendix F: Board Minutes



LAKE RIDGE SCHOOLS

Invocation was given by Mr. Johnson.

The Mission statement was recited.

Pledge of Allegiance was recited.

Mr. Johnson called the meeting to order.

Mr. Johnson called a roll call: Mr. Glenn Johnson, Mrs. Annette Wells, Mr. Jonathan Evans, and Mrs. Modglin were present and the superintendent was present.

Administrators present Mrs. Flores, Mrs. Hubinger, Ms. Ivey and Mrs. Martin.

This is a regular meeting of the Board of School Trustees of the Lake Ridge Schools, Lake County, Indiana, March 24, 2014, 6:05 P.M., in the school board meeting room of the Education Center.

| | |
|---|---|
| Claims | Mr. Evans moved to consider the attached Accounts Payable Vouchers and the February 28, 2014 payroll for payment. Mrs. Modglin seconded. Motion carried. |
| Minutes | Mr. Evans moved to consider the minutes of March 10, 2013 regular school board meeting. Mr. Johnson seconded. Motion carried. |
| Tobacco Coalition | Ms. Irene Boone Phillips of Lake County Minority Tobacco Prevention Coalition provided a report on the community partnership. Ms. Boone Phillips stated the Lake County Minority Prevention Coalition is happy to continue providing Lake Ridge Schools with updates on tobacco prevention information. Ms. Boone-Phillips talked about the dangers of e-cigarettes and suggested the school board review their current tobacco free policies to ensure all new tobacco/nicotine delivery products are covered. |
| Fanning | Mr. Ed Sowa of Fanning Howey provided a report on the proposal for Calumet New Tech High School. Mr. Sowa stated on March 4, 2014 Fanning Howey did a field condition assessment on the field house, pool, auditorium and the bleachers. On Friday, March 28, 2014 there will be a field assessment on the landscaping, bleachers, and football field. On Friday, April 4, 2014 there will be a field assessment of the tennis courts, parking lots and sidewalks and the possibility of a softball field. |
| Financial Update | Mrs. Laura Hubinger provided a power point presentation on the financial status of Lake Ridge Schools. Mrs. Hubinger discussed how the ADM, circuit breaker, collection rates and personal property tax affect the general fund. |

Grant

Mrs. Janet Flores, Mrs. Kathy Martin, and Ms. Torry Ivey provided a report on 1003g SIG grant. Dr. Shirley commended Mrs. Flores for the work she does to get the grants for Lake Ridge Schools. Mrs. Flores stated Lake Ridge School received $639,000.00 for 21st Century grant for the next four years. Mrs. Flores stated the grant will cover after school programs for Calumet New Tech High School and Lake Ridge New Tech Middle School. Mrs. Martin stated the SIG grant works together with the 21st Century grant and would be just for the middle school because they are a priority school. Mrs. Martin stated they asked for $750,000.00 for the next three years. Ms. Ivey discussed how the funds would be spent if they received the SIG grant. Dr. Shirley commended Ms. Ivey for the work that she is doing as a new principal.

Personnel

Dr. Shirley presented the following personnel for board approval:

**Professional Development**

Recommended. Deb Carlson, Sandi Sweeney, Susan Bochnowski, Shannon Bobonick, Kamille Furman, Tabitha Henry, Michelle Marmolejo, Rose Phelan, Ruth Shimek, Sarah Rios, Charmaine Wierzbicki, Joe Posavac, Nate Adams, Renee Manno, Theo Aiferakis, and Andrea Rodman attend PBL Classroom Observation in Plymouth Schools on April 3, 2014 with expenses paid from Title IIA and the expenses for Andrea Rodman paid from Title I.

Recommended Rene Knight and Pam Skeens attend the Indiana Association Conference for Adult Education Conference in Indianapolis on April 10-11, 2014 with expenses paid from Adult Education funds.

Recommended Robert Williams attend the PBL Tour of Decatur School in Decatur IN on May 22, 2014 with expenses paid from Title IIA.

Recommended Sherice Grant and Susana Cuevas attend the Math Conference in Warsaw, IN on April 24, 2014 with expenses paid from the Adult Ed funds.

Recommended Laura Hubinger and Edward Sopko attend the Annual IASBO Meeting in French Lick on May 6-9, 2014 with expenses paid from the general fund.

Recommended Dr. Sharon Johnson-Shirley, Janet Flores, Angela Piazza, Cynthia Mose-Trevino, Torry Ivey, Scott Miller, Robert Williams, Danelle Bulatovich, Deb Carver, Deidre Danek, Michael Early, Jodi Hogan, Candice Johnson, Jessica Jones, Amanda Robinson, Melinda Rolle,

# Appendix F: Board, Superintendent, and Union Support Letter

**Lake Ridge Schools** **Office of the Superintendent**

*Changing Learning, Changing Lives, Inspiring Lifelong Possibilities*

6111 West Ridge Road, Gary, IN 46408

Phone: 219-838-1819
Fax: 219-989-7802
www.lakeridge.k12.in.us

March 24, 2014

Glenda Ritz
Superintendent
State of Indiana
200 West Washington Street, Suite 229
Indianapolis, IN 46204

Dear Superintendent Ritz:

I am writing in strong support of an application submitted by Lake Ridge New Tech Middle School for a Title I 1003(g) grant offered through the Indiana Department of Education.

Lake Ridge New Tech Middle School, which is currently a *Priority* school, is striving to improve academic achievement. The 2012-2013 ISTEP resulted in a School Accountability grade of "D" for LRNTMS. However, it must be noted that only 6.3% (5 students) stood between the middle school and a grade of "C." Great strides have already been made, and I am confident that, with the assistance of the IDOE, Lake Ridge New Tech Middle School will demonstrate its continued commitment to high quality education.

To that end, I assure you that Lake Ridge Schools will eliminate barriers to allow for full implementation of the Transformation Model which has been selected in order to focus on Instruction and Support Strategies that will result in academic growth at Lake Ridge New Tech Middle School.

Thank you for giving this grant proposal the serious consideration it deserves. If you are in need of any additional information please do not hesitate to contact me.

Sincerely,

Dr. Sharon Johnson-Shirley
Superintendent
Lake Ridge Schools

SUPERINTENDENT
Sharon Johnson-Shirley, Ed. D.

ASSISTANT SUPERINTENDENT
Ms. Janet Flores

BUSINESS MANAGER
Ms. Laura Hubinger

BOARD OF SCHOOL TRUSTEES
Mr. Jonathan Evans
Mr. Glenn Johnson
Mr. Richard Lowe
Mrs. Toni Modglin
Mrs. Annette Wells

March 21, 2014

To the Lake Ridge Schools and the School Improvement Grant Committee,

On behalf of the Lake Ridge School Board, I am writing in strong support of the School Improvement Grant Fund sought by Lake Ridge Middle School.

As we build upon the success of the implementations that we have put into place in the last couple of years as well as the achievements we have accomplished in transforming to the New Tech model, we look forward to the execution of the proposed programs outlined in the School Improvement Grant at Lake Ridge Middle School. This grant will assist the school in making the necessary changes to raise standardized test scores, provide extended learning for students, and provide ongoing teacher support in their classrooms.

I strongly encourage you to accept Lake Ridge Schools' grant proposal. If you are in need of any additional information, please do not hesitate to contact me at 219-545-1889.

Sincerely,

Glenn Johnson
President
Lake Ridge Board of School Trustees

March 31, 2014

To the School Improvement Grant Committee:

On behalf of the Lake Ridge Federation of Teachers, I am writing in support of the School Improvement Grant Fund sought by Lake Ridge Middle School.

As a school we have implemented many initiatives to enhance our standardized test scores, along with the culture and environment of our school. Sadly with budget cuts, some of these initiatives have fallen off, however with the aid of this grant, the programs that have benefited our school can be resumed. This grant will also assist our school in starting new and much-needed programs that will help in raising standardized test scores. The grant will also provide prolonged learning opportunities for students, and provide supportive and ongoing teacher support to help build culture within both their classrooms and school.

I strongly encourage you to accept Lake Ridge Middle School's grant proposal.

Sincerely,

Danelle Bulatovich

Danelle Bulatovich
Vice President
Lake Ridge Teachers Union
American Federation of Teachers
Local #662

***2014 – 2015 Cohort V – Initial Application Amendment:*** *After completing Assurances, please add any areas of implementation pieces as an initial amendment below. For any transformation principles in which IDOE has requested additional information or interventions, please add your pieces below. These will be added as amendments and additions to your original application.*

| Transformation Principles | Additional Intervention |
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| *Replace the principal who led the school prior to implementing the model* | |
| *Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement* | *Request: "Need assurance Page and a copy of the evaluation system."*<br>***Assurance and Copy of evaluation system attached.*** |
| *Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not* | *Request: "Please provide how this will be awarded based on student achievement."*<br>***Because teachers are on board with implementing this model, those applying for the grants are those who already see a need in improving their practice and student learning.***<br><br>***Teachers wanting to request classroom mini-grants will be required to submit the following documentation: 1) project goals, skills to be assessed, and literacy standards alignment, 2) Pretest data, 3) Post-test data showing a gain in the attainment of knowledge in the subject area, and 4) a reflection on how the project improved the skills assessed.***<br><br>***Teachers requesting professional development stipends will be awarded funding based on one of two factors: 1) the teacher has shown via historical data that the professional development is necessary to improve instructional practice in order to positively impact student achievement and 2) the teacher has shown that a professional development opportunity will enhance/enrich what is currently being taught, which will positively impact student achievement.***<br><br>***Teachers who are able to show historical increases in student achievement will have priority over those who have not.*** |
| *Provide high quality, job-embedded professional development* | |
| *Implement strategies to recruit, replace, and retain staff (financial incentives, promotion, career growth, flexible work time)* | |

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| *Provide increased learning time for students and staff* | *Request: Please provide how much time will be implemented for all students.*<br>*All students will receive an additional 45 minutes each in both ELA and Math instruction daily (double-dosing).* |
| *Provide mechanisms for family and community engagement* | *Request: Please provide a possible timeline and action plan for the upcoming school year for families and community engagement.*<br>**August 2014** – Parent Liaison hired (this person will act as the school contact person for parental involvement); PTO and parent recruitment meeting held during Open Houses, Registrations, and Orientations; Planning Meeting with PTO group is held and leadership roles are established. A calendar of events is initially developed to present at first official PTO meeting.<br>**September 2014** – First formal PTO meeting of the year; Monthly Activities for parental involvement planned and established; calendar corroborated with school monthly open houses so that more involvement is occurring.<br>**September– May** of each year there will be a monthly family night with a specific focus (Health & Wellness, Math & Science, Humanities, etc.) that will coincide with a student exhibition of their PBL projects. Depending on the time of year, this can also coincide with our Band concert twice a year.<br>**Minimum twice a year** – Community Connections/Partnership (old & new) open house; this can be in conjunction with the family nights or a separate night in which community members and businesses are able to learn about the school and find ways to assist us in expanding learning for our students<br><br>Because our school utilizes the New Tech Model, part of our growth in using the PBL model is in the community connections. We are currently planning our curriculum so that we will incorporate a community member or business partner into our projects in some way – whether it be via an authentic audience member who assesses, a businessman who gives students a problem to solve for their company, or that the community partner supports us with services/funding as we move forward on a project they feel strongly about. |
| *Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)* | *Request: Collaborative support from all parties with assurances/signatures.*<br>Signed assurances that were compiled for this grant will be attached. |
| *LEA provides operational flexibility (staffing, calendars/time and budgeting flexibility) and sustained support to school with ongoing, intensive technical assistance and support of an External Provider (if applicable)* | |

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| *Use data to implement an aligned instructional program* | |
| *Promote the use of data to inform and differentiated instruction* | |