



Indiana Department of Education

Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

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

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

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	Kokomo School Corporation		County	3500
School	Pettit Park Elementary		School #	2993
Superintendent Name	Dr. Jeff Hauswald		Email	jhauswald@kokomo.k12.in.us
Title I Administrator Name	Dr. Dorothea Irwin		Email	dirwin@kokomo.k12.in.us
Principal	Mrs. Kelly Wright		Email	kwright@kokomo.k12.in.us
Mailing Address	901 W. Havens St	City	Kokomo	Zip Code 46901
Telephone	765-454-7075	Fax	765-454-7078	
Total Funding Request	\$947,382			

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

Part 2: Grant Award Information

Grant Award Timeline:

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

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

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

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

Staff Members Consulted for Application Process

Name	Title
Kelly Wright	Principal
Dr. Teni Helmberger	District Director of Special Education and Assessment Coordinator
Dr. Dorothea Irwin	Assistant Superintendent of Elementary Education and Title 1 Coordinator
Dr. Mike Sargent	Assistant Superintendent of Secondary Education and
Erica Edgar	Technology Integration Specialist
Diana Heard	Special Education Teacher
Heather Darnell	Building Academic and Behavioral Facilitator
Holly Manns	5th grade Teacher
Heather McAninch	2nd grade Teacher/Union Rep
Kyanne Shedron	Pre-school Teacher
Lindsay Parks	Special Education
Mary Ingle	Community Member and Partner
Dave Lovegrove	Community Member and Partner
Michael Wallace	Parent
Molly Phillips	Parent
Lonnie Cook	Parent
Denise Cook	Parent

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

Meeting Topic	Date & Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	<i>3/15/14</i>	<i>25</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>200</i>	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
Meeting with District Administration to Discuss the Grant Opportunity	5/20/16			1		2		Principal discussed the SIG 1003(g) Grant opportunity with district administrators, Dr. Helmberger and Dr. Irwin
Input gathered from Parent Surveys related to needs and improvements for the school	5/2016	55		1				Parents had the opportunity to complete an online or paper/pencil survey related to the school.
Parent and Community members met with outside consultant to give input related to school climate and overall improvement.	5/16/16	6						Parents and community members had an open discussion related to strengths of the school as well as areas of improvement.
Teachers met with outside consultant to give input related to school climate and overall improvement.	5/16/16		15					Teachers had an open discussion related to strengths of the school as well as areas of improvement.
Input gathered from staff survey related to climate, needs, and improvements for the school.	5/2016		15					Teachers completed online survey to give feedback and offer suggestions related to school climate and school improvement.
Student forum to gather input related to strengths and							10	Students met in an open forum to discuss what they like about the school as well as their suggestions for improvement. Students

weaknesses of the school.								also had an opportunity to take an online survey.
Principal met with Leadership Team	5/31/16		2	1				Principal shared info related to SIG 1003(g) and gathered input.
Principal met with building rep from Kokomo Teachers Association	7/18/16		1	1				Principal shared info related to SIG 1003(g) and gathered input. KTA rep followed up later with additional suggestions and ideas from members.
Principal met with small groups of teachers to discuss the grant and gather input	6/26/16-7/22/16		8	1			1	Principal shared in the intent to apply for the SIG 1003(g) Grant and gathered feedback.
Principal met with consultant Dr. Mike Langevin to discuss the grant and ideas for Pettit Park School Improvement	7/11/16			1				Principal and Dr. Langevin met to go over data and begin compiling ideas based on data and feedback from stakeholders related to school improvement.
Principal and Leadership team met with Dr. Langevin for continued discussion on needs, ideas, and the focus of our SIG.	8/2/16		2	1				Team discussed data and the needs of the school based on all the feedback gathered from stakeholders. Team developed intentional strategies for the grant that would meet the needs of our students and families.

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

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

Family and Community Input

Family

Pettit Park used a variety of methods to reach out to families and seek input related to overall school improvement as well as the application of the School Improvement Grant. These include parent surveys, meetings, and discussions about the needs and goals of the school. Input was gathered in the following ways:

- Survey of parents on overall climate of the school
- Survey of parents related to parent involvement, communication, activities, as well as suggestions related to overall needs of the school
- Discussions with PTO members

Surveys and discussions showed that overall parents were pleased with what the school was providing for their child, but wanted more opportunities and options. Over 75% of our families expressed an interest in more family nights and activities, especially those that helped them develop their abilities to help support their child. Their biggest areas of concern (83%) related to mathematics and understanding what students really needed to know how to do with the new standards focused on College and Career Readiness.

Many parents also expressed concern about the limited amount of time they had to help their children with school work when they were home. Many of our students have parents who work multiple lower-wage jobs to support their family. Parents would love an increase in opportunities for students to receive instructional support outside school hours. While we do currently have an afterschool program, spots are limited and students must commit to staying until 6:30pm every Monday to Thursday. Over half of parents expressed a need for a program that allowed for extra help but did not keep students away from home so late into the evening. They also expressed that transportation would be a key factor on if their child would be able to attend.

Impact on the grant: Based on the input gathered from families, our school was able to design multiple ways in which we could support students in finding increased academic success. Ideas for parent academy, math video library, and an after-school learning lab were the direct result of feedback received from families.

Community	<p>Input was gathered from the stakeholders of Pettit Park related to our application for the School Improvement Grant in the following ways:</p> <ul style="list-style-type: none"> ● Leadership team meeting--Principal met with members of the Leadership team to discuss the intent to apply for the SIG 1003(g) Grant. Leadership team members began gathering feedback from others and compiling ideas. ● Staff Surveys--Surveys were conducted at the end of the 2015-16 school year related to school climate and suggestions for the next school year. ● Model Schools Conference--Our school had the opportunity to take a team to the Model Schools Conference over the summer. The team of seven spent a great deal of time during and after the conference discussing ideas for school improvement. ● Kokomo Teacher's Association Building Committee--Principal met for building level discussion and shared the intent to apply for the SIG 1003(g) Grant. Building representative was in support, gave input, and gathered input from other members. ● Discussion with community partners--Principal and Leadership team members held discussions with community stakeholders to gather input related to the needs of the school. ● Dr. Dorothea Irwin met with the Kokomo Teacher's Association to explain the intent of the grant and to answer questions. Our teacher's union has a good understanding of the grant because another school in the district (Bon Air Elementary) currently has the grant. <p>Impact on the grant: Input gathered from Pettit Park Elementary staff (almost 100%) and KTA members indicated a need for continued work on our ELA and Math curriculum. Much time has been devoted this year to developing a detailed curriculum with units of study focused on our priority standards. Continued work is needed to develop common assessments and scales of learning to show the level of mastery. Teachers (approximately 85%) expressed a need for more professional development related to mathematics and ongoing support for teachers related to the rigor, relevance, and engagement in the classroom. They also expressed a need for additional support for new teachers and desire to have time devoted to strengthening their knowledge and skills related to professional goals and student achievement. Input from community stakeholders included looking for more ways to strengthen the school and family connection. Again the idea was proposed for after school learning support. It was felt that this program needed to include some flexibility (time commitment and allowing all students to participate) to make it different from the after-school program we have now. It was also felt that transportation should be provided as well as healthy snacks for students who stay. Transportation is embedded in this grant and we have discussed the idea with community partners about sponsoring these healthy snacks.</p>
-----------	--

Part 3: LEA and School Assurances and Waivers

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

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

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

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

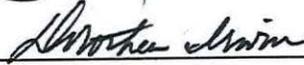
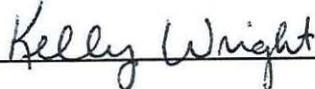
The LEA must check each waiver that the LEA will implement.

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

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

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

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

Government Signatory		Date	08.26.15
LEA Representative Signatory		Date	8/26/16
Contractor Signatory		Date	8-26-16

Part 4: Schools to be Served by LEA

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

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

Part 5: School Needs Assessment and Goals

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

Data Processes

Pettit Park Elementary School continues to increase data-driven instruction and data analysis through grade level and subject area team meetings (to enhance vertical articulation of the curriculum). At the building level, grade level teams meet weekly to discuss classroom data, reflect upon instruction, collaborate on resources to push thinking within our curriculum, and to plan interventions for students in need.

We have been focused on ensuring our data decisions are being made through triangulation. In order to do so, our school has expanded the possible achievement data sources to include: classroom assessments, ISTEP+, INSPECT, Fountas and Pinnell Benchmarking, AMC Math assessments, Achieve 3000, and Study Island. We currently use a data warehouse system to store and analyze data that is provided by our district (PIVOT). We are working on developing a comprehensive data process for achievement that will allow our teachers to reflect on the quality of the curriculum, instruction, and assessments. We currently have the resources to have rich data talks, but we need to establish the norms and procedures. This is an area that will be addressed within our planning year with our PLC implementation.

While the achievement data is vital for our school improvement, we as a building have addressed the need to collect and examine data on non-academic areas. We are currently collecting and analyzing data within our behavioral programs (PBIS, Boystown, etc.). This data helps us identify behavioral trends within our building by filtering data for time of day, location, etc. Improving behavioral outcomes is a vital step for us to ensure students have a safe environment to learn in (part of Marzano's first level of HRS). Since data has started to be analyzed in the last year, we have seen a sharp decrease in office referrals. We realize we still need to grow in this area and get all stakeholders behind (and properly implementing strategies) our behavioral plan..

Our attendance has been consistent over the last couple of years and continues to hover at or around the 95% rate. As a school, we have taken a proactive approach by recognizing good attendance frequently and having our principal and social worker follow up on any attendance concerns as early as possible. We send letters, make phone calls, hold conferences, and conduct home visits to help parents understand the importance of regular school attendance. We have noticed that some of the attendance issues come from a small collection of students. This is where a parent liaison position could help us make connections to the families of these truant students.

To help identify our instructional quality, the principal works with her leadership team (a representative from each grade level) to identify trends within observation scores. The principal shares information with the leadership team that helps them identify trends within the different competencies in district wide evaluation instrument as a building, but is considering segregating the data more by examining data from a primary and intermediate level. Individual teacher trends are kept confidential (only principal and that teacher) to ensure a teacher's employment rights are not violated. Providing rich feedback and resources to support the instructional development of the teacher is an area the building principal wants to improve on.

The principal has collected survey data to determine the overall climate of the building and has used this information to guide the leadership team in implementation of various initiatives. She is working to ensure that the data does not demonstrate she is overwhelming or moving too fast for her team to keep up. She has also been provided a report by Sycamores Education Consultants, LLC that stipulates their belief the overall climate of the building is mainly positive. The principal is committed to doing things right, not necessarily right now.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Examination of the ISTEP+ data has indicated there needs to be a culture of urgency. We currently have extremely low test scores (we have seen significant drops since the test changes over the last two years). Our overall pass and growth rates have demonstrated our core instruction needs to be significantly upgraded.

Some highlighted areas of concern include:

- Current ISTEP+ data does not look promising (mirrors 14-15 data).
- When the new test was implemented in 14-15, we saw significant drops in our growth rates for the overall building (and many of the subgroups).
- We did not drop as much as the state drop in the 14-15 in regards to pass rate, however we did see a large drop in median growth score for our Caucasian and African-American subgroups in ELA.
- Our special education subgroup has demonstrated low median growth for 13-14 and 14-15 school years in ELA.
- We dropped over 20% when the new test was administered in 14-15 (pass rate) and over 30 points in our median growth model score in Math.
- In 14-15, all of our subgroups demonstrated significant drops in their median growth model score in Math, with many of them being greater than 25 points.
- In 14-15, our multi-racial subgroup increased their pass rate by over 5%, however our African-American subgroup saw approximately a 25% drop in math pass rates.

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

In addition to curricular issues, we believe we will not fix these abysmal scores without improving our instruction and assessment practices. Currently our assessments are not driven by standards and teachers are giving the same assessments they gave before the new standards were put into place (very textbook driven). Common formative assessment development is a major focus for us as we move forward. Currently the use of formative assessments varies from classroom to classroom as teachers each design their own as needed. In the 15-16 school year we did begin using ELA formative assessments that align to our units of study in our core literacy program (Benchmark Literacy). Data was not always strong on these and showed many gaps in students' learning. We recognize the need to make sure we are using high-yield instructional strategies, since we are not meeting our students needs within the core instruction. Consulting and after-school PD will help develop our CFA's and allow for us to be able to pull insightful data tied to our curriculum to inform our decisions. The use of an instructional coach can help provide non-evaluative feedback to accelerate the growth of the instructional practices in all classrooms. The implementation of PLCs will provide the vehicle for teachers to review data, make instructional plans for reteaching, and identifying the highest yield strategies for each standard to be mastered.

As stated in data processes section, our attendance has stayed consistent around 95% but we see a high concentration of absences from a small group of students. Over 50% of our absences come from 18% of our students. We have used this insight to demonstrate the need for a parent liaison that can work with the students identified in the data as having attendance issues and strengthen the connection between school and home.

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

continue to refine our use of data to identify trouble areas and dedicate time to proactively educate our students to reduce trouble. Having a safe learning environment is evident in numerous research studies for over the last 60 years.

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

Overall Achievement Indicators	SY 2014-201 5 Baseline Data	Projected/ Goal SY 2015-201 6	SY 2016- 2017 Goal	SY 2017-20 18 Goal	SY 2018-20 19 Goal	SY 2019-2 020 Goal	SY 2020-2 021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	37.0%	18.4%	25%	33%	39%	45%	55%
2. Percent of students proficient on ISTEP (ELA) (3-8)	51.9%	27.8%	36%	44%	50%	57%	63%
3. Percent of students proficient on ISTEP (Math) (3-8)	44.6%	25.4%	33%	40%	46%	53%	60%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	86.1%	47.2%	55%	60%	65%	70%	75%
5. 10 th grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA	NA
6. 10 th grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA	NA
7. Non-Waiver Graduation Rate (HS only)	NA	NA	NA	NA	NA	NA	NA
8. College enrollment rates (HS only)	NA	NA	NA	NA	NA	NA	NA
Leading Indicators							
1. Number of minutes in school year students are required to attend school	71,100	71,100	71,100	71,100	71,100	71,100	71,100
2. Number of daily minutes of math instruction	60	60	70	75	80	85	90
3. Number of daily minutes of ELA instruction	120	120	120	120	120	120	120
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA	NA
5. Student enrollment number	312	323	320	325	325	325	325
6. Student attendance rate (must be a % between 0 and 100)	95%	95.1%	95.5%	96%	96.5%	97%	97%
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	NA	NA	NA	NA	NA	NA	NA
8. Number of students completing dual enrollment classes (HS only)	NA	NA	NA	NA	NA	NA	NA
9. Number of students completing BOTH advanced & a dual coursework (HS only)	NA	NA	NA	NA	NA	NA	NA
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	SS BAS	SS BAS	SS BAS	SS BAS	SS BAS	SS BAS	SS BAS

11. Discipline referral numbers –behavioral referrals counted	274	240	150	125	100	75	50
12. Discipline incidents – number of suspensions and/or expulsions	7	10	6	4	3	2	1
13. Truants – number of unduplicated students who received truancy letters	8	9	5	4	2	1	0
14. Distribution of teachers by performance level on LEA’s teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN).	HE: 10 E: 8 IMP:2 IN:0	HE: 6 E: 11 IMP: 3 IN: 0	HE: 8 E:12 IMP:0 IN:0	HE: 10 E:10 IMP:0 IN:0	HE:12 E:8 IMP:0 IN:0	HE:14 E:6 IMP:0 IN:0	HE:16 E:4 IMP: 0 IN: 0
15. Teacher attendance rate (must be a % between 0 and 100)	94%	94.1%	95%	95.5%	96%	96.5%	97%
16. Teacher retention rate (must be a % between 0 and 100)	88%	65%	80%	85%	90%	95%	95%

Trends within ISTEP+ ELA Performance

<u>Population</u>	<u>Measure</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Overall	<i>Proficiency</i>	55.4%	55.9%	51.9%
	<i>Median Growth</i>	46.5	56.5	55.0
F/R Lunch	<i>Proficiency</i>	53.2%	52.3%	53.9%
	<i>Median Growth</i>	46.0	54.0	60.0
Special Ed.	<i>Proficiency</i>	21.1%	26.1%	11.1%
	<i>Median Growth</i>	52.5	37.0	34.0
Bottom 25%	<i>Proficiency</i>	26.3%	25.0%	22.2%

	<i>Median Growth</i>	48.5	58.0	64.0
Top 75%	<i>Proficiency</i>	79.2%	75.4%	67.3%
	<i>Median Growth</i>	44.0	55.0	53.0
Caucasian	<i>Proficiency</i>	56.3%	63.0%	56.4%
	<i>Median Growth</i>	46.5	58.0	30.0
African-Amer.	<i>Proficiency</i>	47.1%	42.1%	18.2%
	<i>Median Growth</i>	56.0	63.5	30.0
Hispanic	<i>Proficiency</i>	<10	25.0%	<10
	<i>Median Growth</i>		72.0	
Multi-Racial	<i>Proficiency</i>	<10	40.0%	63.6%
	<i>Median Growth</i>		34.0	57.0

Trends within ISTEP+ Math Performance

<u>Population</u>	<u>Measure</u>	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>
Overall	<i>Proficiency</i>	52.8%	64.8%	44.6%
	<i>Median Growth</i>	32.5	63.0	32.0
F/R Lunch	<i>Proficiency</i>	52.3%	63.0%	44.3%
	<i>Median Growth</i>	30.0	63.0	32.0
Special Ed.	<i>Proficiency</i>	36.8%	43.5%	10.3%
	<i>Median Growth</i>	40.5	63.5	32.5
Bottom 25%	<i>Proficiency</i>	21.1%	18.2%	5.6%
	<i>Median Growth</i>	39.5	65.0	46.0
Top 75%	<i>Proficiency</i>	74.5%	81.0%	58.0%
	<i>Median Growth</i>	30.0	62.5	28.0
Caucasian	<i>Proficiency</i>	55.7%	67.7%	47.6%
	<i>Median Growth</i>	34.0	68.5	30.0

African-Amer.	<i>Proficiency</i>	55.6%	52.6%	27.3%
	<i>Median Growth</i>	34.0	43.0	31.0
Hispanic	<i>Proficiency</i>	<10	75.0%	<10
	<i>Median Growth</i>		69.0	
Multi-Racial	<i>Proficiency</i>	<10	40.0%	45.5%
	<i>Median Growth</i>		71.0	59.0

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

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

Instructional Programs	
LEA analysis	<p>Root Analysis based on the data examined in scores, surveys, and observations.</p> <ol style="list-style-type: none"> 1. We do recognize that staff have worked very hard over the last couple years, however students are still not achieving that the level we feel is possible. As a whole work needs to become more focused so that staff are working smarter, not just harder and harder. 2. Instructional Programming is disjointed. Student learning is not individualized by need, but is designed for the masses with many wasting time on skills they already have or not getting support when they don't get a new concept the first time. 3. We have put forth effort to consider a guaranteed and viable curriculum, but it is not being implemented with fidelity. 4. We are not using formative assessments frequently to accelerate learning. We find out far too late when they don't know something to do anything about it. 5. There are NO structures in place to make sure every child is guaranteed mastery on the most critical power standards to move forward in their learning. This leaves holes in their learning and they can't advance. 6. Teachers are not collaborating on the right work. They are not talking about how to advance every student and then doing it. The conversations are either not happening or they are not focused on the right topics. 7. Students do not understand where they are in the learning process. Grades are a surprise to them as they don't know what is expected and have no understanding of where they are in the process. 8. We need to streamline our instructional programs so that we are LASER FOCUSED on each student getting exactly what they need and changing our practices to make it happen. If students need more time, smaller groups, and additional support - then we have to make that happen. 9. We have to move from an adult focus to a student focus on how we work. 10. Our math program is very weak as shown in the scores. We need professional development to implement more effective strategies. 11. Teachers need to learn how to become reflective on their own practices. Giving them a way to become action researchers when implementing a new high leverage strategy will empower them and improve instruction 12. When students are as far behind as we are seeing, with the gaps in their achievement noted in the data, they need more time than the school day offers. We need to provide more opportunities after school and in the summer with an individual prescription to help close the gap. 13. We have not been consistent with educating our paraeducators. While some trainings have been provided, they have not been consistent and frequent enough to ensure all paraeducators are able to support students in the best way possible. At times they have been expected to just figure it out in the moment. We need to capitalize on this tremendous asset and get them training to maximize their contribution.

	<p>14. We don't want students to think that learning is only skill and drill. With our achievement so low, we tend to get into a pattern of killing the fun in learning. We want to improve in this area and provide more creativity in our program while accomplishing the mastery of necessary skills.</p> <p>15. Our staff is limited in experience. Most have not been a part of a school that has a successful instructional program and all systems working together for high levels of learning. They don't know what is possible, if they have not seen it.</p> <p>16. Instruction is not always driven by the highest leverage strategies and determining which one will get the best results. It has been more driven by the textbooks available or resources teachers are most comfortable with.</p> <p>17. In order for Pettit Park Elementary to become a highly reliable school, we must take action to address the deficiencies within our student subgroups. As a result of our analysis, we have identified that our instructional approach must be multi-faceted to obtain the level of depth required to see gains.</p> <p>18. Our teachers care deeply about the students and we want to get the students to higher levels of learning, we just need some help.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Intervention: An after school learning lab will be offered four hours per week with six certified teachers providing interventions as well as additional supports based on individualized need assessments. Certified teachers will utilize the MobyMax digital platform to provide direct instruction through an adaptive and differentiated approach. Transportation will be provided. By individualizing instruction we will also be able to better address the needs of the subgroup population</p> <p>Justification: This program will allow us to provide a site-based, personalized approach to student learning and engagement to specifically focus on each student's skill deficits. Furthermore, research by Durlak, Weissberg, and Pachan (2010) found that "... participants [in high-quality after-school programs] demonstrated significant increases in their self-perceptions and bonding to school, positive social behaviors, school grades and levels of academic achievement, and significant reductions in problem behaviors." Additionally, this intervention will allow us to provide increased instructional time for our subgroup students by addressing the barrier traditionally caused by the lack of transportation.</p> <p>Alignment to Model: (Increase learning time for students, and providing financial incentives for teachers)</p> <p>New Intervention: Kathy Richardson's 'Math Perspective Professional Development' program will provide instructional math coaches with training and continued support in the use of <i>Assessing Mathematical Concepts</i> assessments and <i>Developing Number Concepts</i> lessons. This intervention includes four 2-day sessions and one 3-day session as well as embedded consultation throughout the 2016-17 academic year. Coaches will use this experience to train classroom teachers in the approaches taught through the professional development sessions.</p> <p>Justification: Math coaches will develop the capacity to design and evaluate instructional activities alongside classroom teachers to ensure core mathematical concepts and the essential competencies are evident. In examining the overall achievement data in Math it became apparent that subgroups demonstrated a universal deficiency in basic mathematical concepts including number sense, computation, algebraic thinking and problem solving. This intervention will aid with increasing our mathematical instructional capacity which will positively impact our lagging mathematical growth/achievement outcomes.</p> <p>Alignment to Model: (comprehensive instructional reform strategies)</p>

New Intervention: The Pettit Park Elementary staff will clarify the identified guaranteed and viable curriculum (GVC) based upon the Indiana State Standards and pacing for Math and English Language Arts with. The process will include a check for vertical and horizontal articulation.

Justification: Through the process of identifying and establishing a GVC the staff will assume responsibility for students' learning. A guaranteed curriculum ensures consistency and uniformity in what is taught and learned by all students. Viable ensures that the amount of curriculum is appropriate to the amount of instructional time available. Current research supports that GVC is the school-level factor with the single greatest impact on student achievement (Marzano, 2003). We have been unsuccessful in developing a curricular approach that reaches all subgroups equitably. This intervention will enable us to ensure that every student will receive a robust curriculum throughout their elementary career.

Alignment to Model: (comprehensive instructional reform strategies)

New Intervention: The staff will design common formative assessments for each unit of study aligned with proficiency scales to define mastery. CFAs generate timely student achievement data to monitor individual progress and evaluate instructional effectiveness. These assessments will inform teachers whether or not students mastered the required elements and if remediation or extension is necessary for each individual student. These results and next steps will be discussed in PLCs.

Justification: By implementing common formative assessments (CFAs), teachers will better understand where each student is regarding their growth towards proficiency. The priority standards selected last year during the corporation's curriculum development initiative will be the main focus. Teachers will use CFAs to:

- Adequately assess student deficiencies
- Set individualize goals for students
- Set team goals for instructional outcomes
- Identify and share high-yield instructional practices
- Plan for instructional interventions

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

New Intervention: Action Research Projects will allow teachers to receive a stipend to identify an instructional practice, gather data on student outcomes as a result of using the practice, and draw conclusions regarding the validity of their practice to make any adjustments if necessary.

Justification: Action research will empower teachers to guide their personal professional development in a way that is highly relevant. The primary purpose of action research is to assist the participant in improving and/or refining his or her practice. As a result, teachers will identify the skills and strategies they need to address the needs of their respective classrooms. Projects will also help teachers be more effective in what they care most about - their instruction and the growth of their students. It is evident that we must identify effective strategies to address our downward trends amongst subgroups. This intervention will provide teachers with the much needed opportunity to learn 'best practices' from other schools to address our specific needs.

Alignment to Model: (Increasing teacher effectiveness)

New Intervention: Support staff will receive 'Paraeducator Training' to maximize the influence and ensure their approach is consistent with the instructional expectations. . Six paraeducators will each receive three days of training and will also be provided a \$350 stipend.

Justification: Our paraeducators often serve the 'bottom 25%' of students in various capacities with limited pedagogical training. "In the final analysis, schools cannot adequately function without paraeducators, and paraeducators cannot adequately function in schools that lack an infrastructure that supports and respects them as viable and contributing members of instructional teams" (Daniels and McBride, 2001). Without competent paraeducators, we will be unable to meet the diverse needs of our students.

Alignment with Model: (Comprehensive instructional reform strategies)

New Intervention: A summer intervention program will be developed to sustain learning throughout the year. Based on the data of the participants, staff will select the priority standards most needed for targeted summer instruction. This program would also allow students enrichment time in the Makerspace studio which will provide an incentive to participate in summer school. Teachers will be paid for their time and transportation will be provided.

Justification: This program is especially valuable for students from low SES families who typically do not have access to quality programs during the summer months as well as for low-achieving students who need additional time to reach mastery. Research underscores what is at stake; all students lose some ground in mathematics over the summer, low-income students lose more ground in reading, while their higher-income peers may even gain. Most disturbing is that summer learning loss is cumulative; over time, the difference between the summer learning rates of low-income and higher-income students contributes substantially to the achievement gap" (Augustine and McCombs, 2011). This intervention was selected due to its relevance to support students from low SES and provide targeted instruction aligned with gaps according to our priority standards.

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

New Intervention: A Makerspace room will be created to provide more opportunities for students to develop confidence, creativity, through discovery, invention, and understanding through making. The Makerspace will encourage STEM-oriented programs through concrete experiences to provide a meaningful context for understanding the abstract science and math concepts. Students will have authentic writing experiences to document the story of their project through blogs, digital stories, project binders, photos, slide shows, and how to videos. The grant will provide materials to open the Makerspace room.

Justification: Makerspace Rooms encourage project-based and cross-disciplinary learning. The experiences within the Makerspace will challenge every student to demonstrate grit in applying their problem solving techniques. Makerspaces offer low barriers to content access and high sights of opportunity and achievement for students within every subgroup. The new standards emphasize critical thinking, creativity, and 21st century skills. To achieve these goals requires taking a hard look at both what we teach and how we teach it. The Makerspace room will offer lessons, tools, and technology to steer students toward more relevant, engaging learning experiences. Each experience created by teachers will address the 21st century skills required to demonstrate proficiency with the priority standards.

Alignment with Model: (Comprehensive instructional reform strategies)

New Intervention: Teachers will have the opportunity to visit Highland Park Elementary in Bloomington, IN to observe the end result of the instructional interventions described in this proposal. Highland Park has a similar student demographic to Pettit Elementary School.

Justification: Having an opportunity to visit a school with similar demographics that utilized a guaranteed and viable curriculum, common formative assessments, intervention systems, and proficiency scales to turn around will provide teachers with insight to the critical actions that got results by talking with the teachers and leaders responsible.

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

School Leadership

<p>LEA analysis</p>	<p>Root Analysis based upon feedback from staff, principal, data, and reflection/ Observations:</p> <ol style="list-style-type: none"> 1. The new principal, Kelly Wright, has a high level of trust with the staff due to her previous 14 years teaching there, but she has no turn around leadership experience. If you don't know the levers to pull or how to get the levers to move in unison - you won't get results. 2. The staff has not been empowered to be instructional leaders. We have caring and great people who are willing to help out, but if it is not on the right work then it won't help the students improve. Our staff needs help understanding how to lead for achievement results. We need to have efficient and effective ways to understand data and apply the knowledge to learning. We need a structure for collaboration that will guide our work to get improved student outcomes. 3. We talk about data, but nothing is changing. There is something missing in our approach to how we take action once we look at the student learning trends. We don't have a system to discuss it, make changes, and then reassess what is happening. 4. We are in a failure cycle with all emphasis on our failure. Our staff needs to shift to a culture of growth. We want to lead our students by modeling a stronger growth mindset. If we begin teaching this way then the whole culture can shift to what is possible. 5. Our teachers don't see themselves as instructional leaders who can lead other professionals and support parents. 6. Teachers are often hesitant to reach out to parents. We need to find a way for our parents and teachers to come together to support students. Our parents are often concerned that they don't know how to help their students with their work. Teachers can support in this area to gain the trust of parents. 7. We do not have a school wide approach to teachers serving as leaders focused on the right work to improve student learning. This includes continually reviewing the best instructional strategies and sharing them with data proving results. It turns out to be a few sharing with the teacher next door with no system for ensuring that this happens.
----------------------------	--

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Intervention: A principal mentor will be assigned to Mrs. Wright to support her in successful turnaround work.</p> <p>Justification: A highly effective principal is the second most influential factor to student outcomes. Principals are uniquely positioned to influence school improvement and ensure effective teaching occurs in each classroom. A mentor will assist Mrs. Wright to create structures around a common approach, needs and priorities.</p> <p>Alignment with Model: (Increasing leader effectiveness, principal mentor)</p> <p>New Intervention: Stipends will be provided to four teachers to develop a ‘Growth Mindset Curriculum’ that will then be shared with the entire staff. For one week during each semester, students will receive highly engaging lessons built into their schedule. The intention is that this curriculum will provide students with the necessary frame of mind to realize their full potential.</p> <p>Justification: A ‘Growth Curriculum’ will empower teachers to establish a culture of learning and planning for making it happen. Teachers and students need to believe that they can grow their basic abilities and thus will have greater motivation and higher achievement than students who believe their abilities are fixed (Blackwell, Trzesniewski, & Dweck, 2007; Dweck, 1999, 2007). Teaching a ‘Growth Mindset Curriculum’ is a proven strategy to support disadvantaged students. When teachers set high expectations and provide support, students will realize their full potential. As a result of a ‘Growth Mindset Curriculum’, students will develop the perseverance, tenacity and grit necessary to perform tasks at a deep DOK. Dweck’s research on growth mindset in the classroom was featured in a 2013 report on ‘Critical Factors for Success in the 21st Century’ published by the US DOE, “The test score accountability movement and conventional educational approaches tend to focus on intellectual aspects of success, such as content knowledge. However, this is not sufficient. If students are to achieve their full potential, they must have opportunities to engage and develop a much richer set of skills. There is a growing movement to explore the potential of the “noncognitive” factors — attributes, dispositions, social skills, attitudes, and intrapersonal resources, independent of intellectual ability — high-achieving individuals draw upon to accomplish success.”</p> <p>Alignment with Model: (Providing financial incentives to teachers, increasing teacher effectiveness, and comprehensive reform strategies)</p> <p>New Intervention: Teachers will be provided a stipend, and equipment, to create instructional math videos that will feature specific math skills and content to support students at home. Parents will have access to view these videos from home when they are unsure how to assist their student(s) in math.</p> <p>Justification: Our parents expressed that their biggest concern was regarding mathematics and how to support their child(ren) with the new standards. The main source of frustration we discovered occurs when parents are unable to decipher the procedure for an algorithm or formula consistent with what the teacher has taught. These videos will provide families with a way to support students outside of school that is consistent with what has been taught. When parents are able to understand the process they will realize that their ability to help is impactful.</p> <p>Alignment with Model: (Providing financial incentives to teachers and comprehensive reform strategies)</p>
--	---

	<p>New Intervention: The implementation of Professional Learning Communities (PLCs) will begin in January to build capacity and teacher commitment. The EES consultant assigned to Pettit, Tammy Miller, has extensive experience in the successful implementation of PLCs to achieve school turnaround status.</p> <p>Justification:</p> <p>1. DuFour and Marzano (2011) maintain that the PLC process can change the basic dynamic of leadership within a school, allowing school leaders to have a more direct impact on what occurs in classrooms. In a PLC, principals have a direct line of influence to collaborative teams, and collaborative teams have a direct line of influence to teacher actions in the classroom. In effect, use of the PLC process can render leadership more efficient.</p> <p>2. Distributing leadership throughout a school and providing for leadership succession are indispensable to a school's success (Hargreaves & Fink, 2003). "Leaders influence others to understand and agree about what needs to be done and how. This process requires the facilitation of individual and shared efforts to accomplish common objectives" (Kyrtheotis & Pashiardis, 1998b, p. 3).</p> <p>Alignment with Model: (increasing teacher effectiveness, and comprehensive reform strategies)</p>
--	---

School Infrastructure	
LEA analysis	<p>Root analysis from data, surveys, reflections, observations, and input from central office:</p> <ol style="list-style-type: none"> 1. We are struggling to be honest about what is happening in our school. We are only able to see what we know and what have grown accustomed to seeing every day. Fresh eyes would be helpful. 2. We try to use data, but we are not drilling down to what each student really needs. We also don't have timely data that is being examined by teams. It comes too late. It is overwhelming to the teachers and principal to put this into real time as we have not built processes and procedures for how to collect it, when to collect it, what to do with it, and then taking action on it. 3. We do not have data protocols to know how to focus teacher dialogue on individual student outcomes. 4. Teachers need to implement the highest leverage strategies in the classroom and get feedback on how they are doing. Right now this loosely happens with our evaluation process. We need this to be more non-evaluative for improvement. We need to have a qualified person or expert come and see what we are doing, then help us get better. 5. Our relationships with parents have not been maximized. We need to provide more opportunities for them to be a part of the learning process to support their children. They are invited to events and are called when there is a problem. We can improve upon having them come to the table to see how their children are performing and what is happening. They need to see us a source of help and support, not of bad news. <p>Pettit Park Elementary has been through many transitions over the past six years or so. Administrative leadership has changed three times and teacher turnover has been high due to retirements and younger teachers only staying a few years before getting married or starting families. The staff has many pieces of the overall infrastructure in place but they are not all aligned and developed to maximize the results. Building principal, Kelly Wright, began at Pettit Park for the 2015-16 school year. The building has worked hard on developing a strong learning community with a positive culture. This work needs to continue in order to achieve success. The</p>

2016-17 school year brought 9 new staff members to Pettit Park. Much work will be needed to blend everyone into cohesive staff that can support students in reaching high levels of achievement.

A small group of teachers have stepped up to become active members of the leadership team; however more input and collaboration is needed. A few teacher leaders have emerged but they are still hesitant to share their knowledge with others. Some grade level teams have developed a collaborative culture that allows them to plan, develop resources, and reflect together, but most grade level team still struggle with this. Grade level and cross grade level teams do meet frequently but meeting are not always as focused and intentional as needed.

The planning year will primarily focus on improving communication, decision making, data analysis and progress monitoring systems within the school to support student learning. Once established, the Professional Learning Communities (PLCs) will serve as a pivotal component to ensure these systems are fully functioning. The interventions selected for the planning year will train and construct these systems.

As a result of these revised systems, collaborative teams will ask all stakeholders:

- What student needs can we anticipate?
- How do we proactively plan and prepare for these needs?
- Do all stakeholders agree that resources and programs are adequately aligned to address student needs?

It is evident that current instructional practices do not meet the needs of our students across every subgroup. Data from classroom walk-throughs and observations show that classroom instruction varies a lot from classroom to classroom. Even though the staff has developed a list of building-wide instructional expectations, they are not all implemented with fidelity. High expectations are not always present and teachers have struggled with raising the rigor while still supporting struggling learners. The majority of instruction building-wide still focuses on the middle of the road, or slightly lower, students. Instruction is not always relevant and engaging for all learners in the classroom. Embedded coaching has been written into this grant to provide Pettit Park Elementary teachers will the support necessary to drive effective strategies into the daily instructional practices.

Systems will be designed to continuously collect and review achievement data in order to develop the staff's capacity to be reflective and responsive to student needs. A flexible, transparent framework provides the means for replicating effective practice across the school.

Additionally, the evaluation model, KEEP, will align the instructional, developmental and infrastructure interventions outlined in this proposal to provide meaningful feedback and ongoing support.

<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>New Intervention: The Equitable Education Solutions Building Practices Survey instrument will be conducted to create a building report and work with the school leadership team to interpret data and create an action plan aligned with data.</p> <p>Justification: We need to better understand from an outside perspective what is really happening in our school. Sometimes an outsider can more clearly see what we see through a more narrow perspective. We protect our turf, but this won't help us get better. This report uses current actions in the school to create composite scores for the following seven areas: climate/culture, instructional leadership, quality of instruction, data-informed decision making, acting collaboratively, developing the professional mind, and promoting the learning mind. These findings will then be utilized to inform the creation of new systems and processes for all school functions that lead to improved student achievement.</p> <p>Alignment with Model: (Pre-implementation planning, comprehensive reform strategies, and operational flexibility)</p> <p>New Intervention: A teacher will receive a stipend to serve as a Data Facilitator to assist with collecting, disaggregating data, synthesizing data, and will lead colleagues through the process of collaborative inquiry. This position will help teachers to use data in a meaningful way that will drive their decision making.</p> <p>Justification: The facilitator will provide the necessary supports to foster a culture of data use to guide instructional decision making. The facilitator will help teachers maximize the value of our data management system, PIVOT, which will allow teachers to review data as soon as it becomes available to choose an immediate application. By enhancing the teacher-data relationship, classroom teachers will become more responsive and targeted in their instruction.</p> <p>Alignment with Model: (Implementation around developing and increasing teacher leader effectiveness, data review plan)</p> <p>New Intervention: Pettit Park Elementary will implement Professional Learning Communities (PLCs) in January 2017 to promote and sustain the learning of the staff within the school towards a common goal of improving outcomes for all students.</p> <p>Justification: The premise of PLCs is to improve student outcomes by improving instructional practice. The PLC framework provides a structured means to guide staff in discussion around student learning. In studies conducted by both Supovitz (2002) and Supovitz and Christman (2003), "there was evidence to suggest that those communities that did engage in structured, sustained, and supported instructional discussions and that investigated the relationships between instructional practices and student work produce significant gains in student learning" (p. 5). As a result, teachers will obtain a deeper knowledge of practice to better serve the learning needs of their students.</p> <p>Alignment with Model: (Redesign of leadership structure, comprehensive school reform strategies, and pre-implementation planning year, teacher and leader effectiveness)</p> <p>New Intervention: Staff will design and align systems at Pettit Park Elementary to support a robust curricular delivery and replication of proven strategies. The systems will include communication, data analysis, additional time and support for student learning, and collaboration among teachers for instructional improvements.</p> <p>Justification: In order to sustain school improvements the proper systems must be installed. A result of 'high performing systems' is replication of effective strategies which will naturally lead to stronger student outcomes. Our current curricular system is not as comprehensive as it will be after this intervention.</p>
--	--

Alignment to Model: (Redesign of leadership structure, teacher and school leader effectiveness, operational flexibility, and comprehensive school reform strategies)

New Intervention: To support both ELA and Math instruction, an 'Instructional Coach' will be hired to model evidence-based strategies, provide non-evaluative feedback, collect instructional data and facilitate ongoing professional development. This role is vital to ensure that there is a guaranteed and viable curriculum in every classroom. This role will increase our teacher's instructional capacity and empower teachers to effectively deliver instructional strategies to improve student achievement. This is done through ongoing, job-embedded professional development which is relevant to each teacher's practice as well as non-evaluative feedback conversations as a result of classroom walk-throughs.

Justification: Research supports that, "...(instructional) coaching encourages collaborative, reflective practice. Coaching allows teachers to apply their learning more deeply, frequently, and consistently than teachers working alone. Coaching supports teachers to improve their capacity to reflect and apply their learning to their work with students and also in their work with each other" (Aguilar, 2013). Instructional coaching is a primary intervention to help teachers improve student achievement and school culture (Knight, 2007).

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

New Intervention: An intentional focus will be placed on family engagement by adding a 'Parent Liaison' to the staff in a part time role (20 hrs/wk) to continue efforts to develop genuine partnerships with families by providing opportunities for engagement. Traditionally, parent-school outreach efforts have solely focused on family involvement implying 'doing to'; in contrast engagement implies 'doing with'. Therefore, the Parent Liaison will work with Mrs. Kelly Wright to develop a platform whereby families are continuously engaged in a two-way form of communication with the school regarding their child's education. The liaison will organize opportunities for families and staff to interact with one another so that each understands how to best provide support. Specifically, the liaison will facilitate events such as parent academies, curriculum nights, student-led conferences (focused on student mastery of priority standards) and other ongoing initiatives throughout the year.

Justification: As evident from our family survey, there is a demand for the school to provide families with more opportunities and options to become a stronger partner in their child's education. Specifically, our families requested that they be provided with more opportunities to learn more about how they can support their child's learning at home. Pettit Park Elementary believes that empowered families are vital part of every child's education. Evidence that strongly suggests that academic success may be predicted by the quality of the connection between home and school, particularly amongst students from a low socio-economic background (Epstein, 2001).

Alignment with Model: (Comprehensive reform strategies, community-oriented schools)

Part 6a: Selection of Improvement Model

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

Transformation Turnaround Early Learning Whole School Reform Restart Closure

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

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

Rationale for selected model:

Based on the data findings, root cause analysis, and self-assessment, the Transformation Model will address the needs of Pettit Park Elementary. The model provides the the greatest likelihood to accelerate school improvement and build capacity. Mrs. Kelly Wright, with the support of her mentor, will provide transformational leadership to achieve the intended results.

With the Transformation Model, Pettit Park Elementary is posed for long-term success necessary for the 21st century by designing a school culture whereby:

- Align communication, decision making and other systems under a shared vision for instruction
- Collaborative groups of teachers interact regularly to address issues regarding curriculum, assessment, instruction, and student achievement driven by data
- Administrators are able to execute interventions with fidelity due in part to the operational flexibility offered by the model
- Teachers receive timely, ongoing feedback and professional growth to further develop their instructional skills
- Core instruction is guided by a guaranteed and viable curriculum aligned to the priority standards; clear and measureable scales of proficiency are established and monitored through common formative assessments
- Student own and track their learning progress

Describe how model aligns to Subgroup Data:

Reviewing the data from our subgroups demonstrates that we are not providing adequate instruction for our subgroups. Data pertaining to our subgroups will be more frequently analyzed to ensure instruction is effective and difficulties are addressed immediately. Our approach directly addresses the sense of urgency this data evokes by providing an opportunity to realign instruction according to priority standards, devise common formative assessments to inform Tier II and Tier III interventions when mastery is not achieved and routine data tracking and analysis to inform individual and team progress. This model provides increased learning time for teachers as well as embedded professional development aimed at improving subgroup outcomes through engagement and rigor. Distributive leadership will provide more opportunities for teachers to develop as leaders within their classrooms and the school as a whole. Additionally, this model provides the internal accountability necessary to ensure what needs to be done, gets done. Systemic change will foster a new found commitment to providing every student with a quality education.

Free and Reduced Subgroup:

The ELA proficiency rate declined from 55.9% proficiency in 2013-2014 to 51.9% proficiency in 2014-2015.

The Math proficiency rate declined from 63% proficiency in 2013-2014 to 44.3% proficiency in 2014-2015.

Special Education Subgroup:

The ELA proficiency rate declined from 26.1% proficiency in 2013-2014 to 11.1% proficiency in 2014-2015.

The Math proficiency rate declined from 43.5% proficiency in 2013-2014 to 10.3% proficiency in 2014-2015.

African-American Subgroup:

The ELA proficiency rate declined from 42.1% proficiency in 2013-2014 to 18.2% proficiency in 2014-2015.

The Math proficiency rate declined from 52.6% proficiency in 2013-2014 to 27.3% proficiency in 2014-2015.

Multi-Racial Subgroup:

The ELA proficiency rate increased from 40% proficiency in 2013-2014 to 63.6% proficiency in 2014-2015.

The Math proficiency rate declined from 71% proficiency in 2013-2014 to 59% proficiency in 2014-2015.

Describe how the model aligns to Overall Achievement Indicators:

Evaluation of overall achievement indicators underscore the need for significant school improvement towards reaching proficiency for all students in Math and ELA.

- The ELA proficiency rate declined from 55.9% proficiency in 2013-2014 to 51.9% proficiency in 2014-2015.
- The Math proficiency rate declined from 64.8% proficiency in 2013-2014 to 44.6% proficiency in 2014-2015.

A Guaranteed and Viable curriculum will be established to put a clear emphasis on the priority standards that all students will learn. Teachers will play a role in creating a pacing guide to achieve mastery for each standards with additional time for remediation. Additionally, intervention time for Tier II and Tier III will be developed and added within the school infrastructure.

Collaborative 'Professional Learning Community' teams will create common formative assessments, analyze student progress weekly, determine the most effective instructional strategies, and determine pacing to obtain mastery before the ISTEP+ is given. To establish rigor and relevance common formative assessments will be developed utilizing the Depth of Knowledge scale. Strategic and embedded professional development will engage teachers in high leverage instructional strategies.

Teachers will track student outcomes with the data management system, PIVOT, to provide a quick response so relevant interventions can be deployed. Teams will meet weekly to review process in relation to each priority standard. The principal will facilitate intentional, solution-oriented conversations when gains are not demonstrated. The school culture will become proactive instead of reactive due in part to operational flexibility.

The plan is fully endorsed by all stakeholders which will ensure that the transformative work will be sustained well beyond the terms of the grant. Teachers will continuously reflect on their impact in relation to the overall achievement indicators.

Describe how the model aligns to Leading Indicators:

Increased Learning Time: The transformation model will provide increased learning time after school with certified staff in both ELA and Math. As the year begins, a system of interventions will be deployed to support students within the school day. Instructional coaches and paraeducators will be equipped to leverage existing instructional time by using high-yield strategies. The Leadership Team will continuously evaluate student learning time to ensure it remains a priority. Additionally, this model provides the opportunity to enhance a summer intervention program to align learning time to the priority standards.

Student Attendance Rate: Student motivation while at school will increase as students begin to achieve at high levels. The instructional approach offered through a framework that guarantees equitable learning opportunities for all students will propel them intrinsically to be present at school. The additional supports focused on supporting learning while at home will ensure families are supportive of the transformation as well. The model supports a growth-minded culture that will improve outlook on school and learning.

Teacher Performance: The model will provide a clear focus on results and internal accountability. The curricular reforms will address any gaps in teacher performance through the clarity of the guaranteed and viable curriculum. The evaluation system, KEEP, will spur professional growth through authentic experiences and ongoing feedback. Professional Learning Communities will provide much needed collaboration and support in identifying the most successful high leverage strategies, defining proficient work, and re-teaching approaches. Action research projects will empower teachers to be reflective about their instructional practices and move toward a cycle of inquiry in their teaching to continually seek out best practices. Teacher retention will increase as a result of student success demonstrated by a data driven system of operation.

Principal Leadership: The principal performance will be impacted positively in the following ways:

*working with an experienced mentor with a track record of success

*job-embedded professional development to provide strong leadership for communication, decision making, data analysis, instructional design, and curriculum mapping.

*support in learning to manage walkthroughs and providing consistent, actionable feedback focused on implementation of high leverage strategies

*provide opportunities for leadership development opportunities by redesigning the leadership structure

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

Teachers: Teachers will continue to develop as highly effective practitioners through a multi-faceted approach that will increase their instructional capacity. This model will empower teachers to be truly transformative by adopting comprehensive reforms such as: a guaranteed and viable curriculum, collaborative professional learning communities, a culture of data analytics and reflection, common formative assessments and action research projects. Teachers will take on a new level of ownership of their practice and student learning as a result of highly collaborative professional learning communities. The systems put in place will develop the sense of urgency, focus on results, internal accountability and capacity among teachers that transformation demands.

Principal: As a result of the model, the principal will be equipped with the necessary competencies to lead as a highly effective instructional leader. Mrs. Wright will have the experience of her mentor, EES consultants and other highly experienced specialist to assist her in this work. Mrs. Wright through this experience will

demonstrate the seven dimensions of transformational leadership: building school vision and establishing goals, creating a positive culture, providing opportunities for professional learning, offer individualized coaching, model best practices, demonstrate high expectations, and foster shared decision making in school decisions (Leithwood, 1994). As a result, Mrs. Wright will grow in her capacity as an instructional leader which will influence the school culture for years to come.

Students: Students will experience mastery and ownership of their own learning as a result of this model. The Guaranteed and Viable curriculum will build student's self-efficacy. Students will be equipped with skills and mindset to be successful in the 21st century. Each and every student will know exactly where they are and where they need to go in regards to their learning. At home families and students will become united by the common vision for academic excellence. Socio-economic status nor ethnic background will no longer be a barrier to student success at Pettit Park Elementary.

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

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

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

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Hurst School will provide before and after school opportunities for all students to help increase student achievement called, Carnahan Crunch Time. Person Responsible: Ms. Rowlands, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Carnahan Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Increase learning time	Action: Pettit Park Elementary will provide increased learning time (4 hrs/wk for 25 wks) through an after school learning lab. This opportunity will be open to all students and transportation will be provided. Each participating student will have an individualized learning plan to inform the instructional interventions need. Person Responsible: Dorothea Irwin, Title 1 Administrator, along with Kelly Wright, principal, will devise a structure and schedule.	Oct. 2016-May 2017/4 hours per week	6 teachers x 4 hrs/wk x 25 wks X\$31 per hour = \$18,600 Transportation = \$5,000 Subscription (MobyMax) for 6 teachers x \$99 = \$594	The after school program will track student attendance using a shared Google document that will be shared with administration and staff. Student achievement will also be tracked through a series of formative, summative, diagnostic, and unit assessments as well as progress monitoring offered through the subscription of the digital platform, MobyMax.
	Action: A Summer Intervention Program will be developed to address gaps, sustain learning and prevent regression. Four teachers will be paid a stipend and transportation will be provided. Person Responsible: Kelly Wright, principal, will facilitate planning for this program. She will also be responsible for the programming during implementation.	June 2016	4 teachers x 3 weeks x 4 days/wk x 4 hrs. X \$31/hr. = \$5,952 Transportation = \$3,000	Students will be given a pre/post assessment aligned with the select priority areas. Additionally, the PIVOT system will be used to measure effectiveness. Data (attendance, discipline, academic assessments, grades) from students that attend the summer program will be pulled at the end of the 2015-16 SY and again after the first quarter of the 2016-17 SY. Our Data Facilitator will then compare the two sets of data to measure impact.
Pre-implementation Planning year	Action: Monthly planning sessions will occur with principal, assistant principal, and EES consultant. The EES consultant will meet with the administrative team during the school day	Oct. 2016-May 2017/Monthly	EES Consulting embedded in	Meeting agendas and minutes will document the content and discussions of the planning sessions. A survey will be developed to gauge the perceptions of staff 3 times a year

	and then meet with teacher leadership after school to save cost of subs. Person Responsible: Kelly Wright, principal, will set all meeting dates and inform everyone of the meetings.		coaching days	(beginning, middle, and end). The results will be shared with the external evaluator for the grant to be included in the end of year report.
	Action: Teachers will visit Highland Park Elementary (Bloomington, IN) to observe the end result of the instructional interventions outlined in this grant. Person Responsible: Kelly Wright, principal, will coordinate the visit with Highland Park.	Oct. 2016	\$1,500 to cover transportation, subs for teachers	Participants will collect evidence during their visit. They will also reflect their findings with the team to aid in the development of the instructional vision.
Redesign of leadership structure in the building	Action: A Leadership Team will be created by the Pettit Park administrative team with guidance from the EES consultant. The team will develop systems for communication, decision making, and data analysis. They will also clarify roles/responsibilities within the team. This development will include input and feedback from all staff. Person Responsible: Kelly Wright, principal, will schedule the consulting sessions with EES, Leadership Team, and staff to make this happen.	Oct. - Nov. 2016	4 Days of consultation with EES (4 x \$1,750.00 \$7,000.00) Stipends for five teachers to spend in the designing process after school. Total of 10 hours each. (\$31x 10 hours x 5 teachers = \$1550)	Documents outlining each system with graphics will be created. Roles and responsibilities will be defined within each system. We would expect the perceptions of the staff would increase as the team is formed and our processes are properly communicated.
Use of a teacher evaluation system which takes student growth into account as a significant factor	Action: Continuation of the Kokomo Educator Evaluation Process (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. Person Responsible: Kelly Wright, principal, will be responsible for working directly with the EES Consultant on the evaluation system and the alignment of PD with instructional coaching.	Sept. 2016 - May 2017/monthly	No Cost EES Consulting embedded on other costs	Educators will receive an Instructional Practice Protocol and Student Growth Measures Summary Ratings. Completed self-evaluations, formal/informal observations and summative ratings for each teacher will be reviewed. Artifacts and data will be collected throughout the year. We will compare scores from each required measure to determine growth from year to year, as well as month to month.
Providing staff with financial incentives & opportunities for leadership development	Action: Teachers will create Action Research Projects targeting instructional practices and student outcomes. A stipend will be provided to each teacher who successfully completes a project and makes a presentation to the staff. Person Responsible: An EES Consultant will provide training and a guiding template for the administrative team and staff. Kelly Wright, principal, will monitor the implementation and facilitate progress meetings with staff members. Participating teachers will receive a stipend.	Oct. 2016 - May 2017	Each teacher completing all requirements, including presentation, will receive a stipend. (Estimated 10 teachers x \$800 = \$8,000)	Project results will be created and archived for future work and reference. For each project, student data will be associated and we will determine the impact of action research plans by measuring the results against the baseline data.

			(EES Consultant cost embedded in monthly coaching day cost)	
<p>Action: A stipend will be provided to four teachers in order to develop a 'Growth Mindset Curriculum' that will be shared with the entire staff. Students will receive a week's worth of lessons once per semester. Two of the teachers will develop a primary curriculum and the other two teachers will develop intermediate curriculum.</p> <p>Person Responsible: Kelly Wright, principal, will select the four teachers that will develop the curriculum. The four participating teachers will be responsible to develop 3 weeks of curriculum as well as share it with the entire staff.</p>	Oct. 2016 - June 2017	Four teachers will receive \$500 each = \$2,000	Students will complete pre/post-questionnaires that will explore goals for learning and beliefs about effort. Questionnaires will measure non-cognitive elements of student achievement. Traditional student achievement measures will be cross-referenced to determine a correlation between a strong presence of a growth mindset and cognitive outcomes.	
<p>Action: Teachers will be provided with a stipend, and equipment, to create math videos for families to access in order to support students outside of school. Additionally, videos can be used during school as a means of differentiation.</p> <p>Person Responsible: Math instructors will be responsible for creating, editing and posting videos throughout the year.</p>	Oct. 2016- June 2017	Equipment (includes equipment for producing and editing videos) = \$4,800	Math teachers will give students a survey during math class asking them to respond to several questions about their strategies to get help when they get home and can't remember how to do the problems. After the videos are uploaded to Canvas and data shows they are being used, the survey will be given again to determine if students are recognizing that the videos offer support.	
<p>Action: The Leadership Team will receiving training in order to design appropriate systems and then begin to implement once staff have provided input and a consensus is reached. All staff will receive training in implementing PLCs as well as a data analysis approach to continuous improvement.</p> <p>Person Responsible: Kelly Wright, principal, will be responsible for scheduling the training sessions. Mrs. Wright will work with the EES Consultant to plan these sessions.</p>	Oct. 2016 - May 2017	2 days per month with EES Consultant (16 days x \$1,750.00 per day = \$28,000.00)	Articles from PLCs will include record of norms, procedures, agendas and SMART goals designed to impact student achievement. Staff surveys will measure the efficacy of the collaborative processes.	

Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.	<p>Action: Development and refinement of Guaranteed and Viable Curriculum will be completed by all subject area teachers under the advising of the EES Consultant. The curricular design will include a shared definition of proficiency for each learning target. Sample tasks with Level 4 DOK and rigor will be provided for each learning target as well. Common Formative Assessments (CFAs) will be developed for each priority standard.</p> <p>Person Responsible: Staff and EES Consultant will be involved with the work. The principal, Kelly Wright, will be responsible for scheduling and facilitating work sessions.</p>	Oct. 2016 - March 2017	EES Consultant Days: ELA = 5 Days Math = 5 Days (10 Days x \$1,750.00 = \$17,500.00)	All staff will have access to a Guaranteed and Viable Curriculum in both writing and electronically. This document will outline learning targets, sample tasks demonstrating DOK and will define "proficiency" for each target. Teachers will monitor student progress to examine whether or not students demonstrate growth via common formative assessments. As a result of the evaluation process, staff will share student outcomes and reflect on instructional strategies. This process is intended to increase student mastery of the priority standards previously selected during the Corporation's curriculum development initiative.
	<p>Action: Pettit Park Elementary will design a Makerspace that will offer STEM-oriented experiences. The grant will provide initial start-up costs of materials to open the Makerspace room.</p> <p>Person Responsible: Erica Edgar, Technology Integration Specialist, will be responsible for the initial start-up of the room.</p>	Jan. 2017-June 2017 (establish and implement)	\$20,000 (for start-up supplies)	Teachers will create bank of activities that are observed in Makerspace throughout the school year that contribute to college and career readiness outcomes. Students will experience abstract science and math concepts through the Makerspace. Concepts will be assessed in a format consistent with the structure of the program.
	<p>Action: Systems will be designed by the staff for additional learning time and support for students to ensure mastery of the Guaranteed and Viable Curriculum during the school day. Staff will align systems towards the common goal of student achievement.</p> <p>Person Responsible: Kelly Wright, principal, and the Leadership Team will be responsible to work with the EES coach.</p>	Jan.-June 2017	EES Consultant guidance embedded in monthly coaching days.	A finalized schedule outlining built-in time during the school day for intensive remediation and extension will be documented. The success of the remediations and extensions will be evaluated by assessing student mastery gains of the Corporation priority standards.
	<p>Action: Math Perspective Professional Development for Math Coaches to provide instructional math coaches with training and continued support. Coaches will receive training that will enable them to facilitate PD with classroom teachers. Coaches will assist teachers with the design and mobilization of evidence-based instructional practices.</p> <p>Person Responsible: Kelly Wright, principal, and Erica Edgar, Technology Integration Specialist, will be responsible for coordinating with the PD representative.</p>	Oct. 2016-May 2017	Four 2-day sessions and one 3-day session throughout the 16-17 academic year = \$39,000	This professional development program will be evaluated through the established expectations for student achievement based on formative assessment analysis and collaboration by the administration and consultant. Additionally, the consultant(s) will observe coaches and/or classroom teachers to provide relevant feedback.
	<p>Action: A Parent Liaison will be hired to empower families and staff to become stronger partners in education. The liaison will provide our school families with opportunities and options to engage in their child's education.</p> <p>Person Responsible: Kelly Wright, principal, will be responsible for hiring a Parent Liaison as well as supervise the family engagement services.</p>	Oct. 2016 - May 2017	1 liaison (30 wks x 20 hrs/wk x \$20/hr) = \$12,000	The liaison will be responsible for aligning school improvement initiatives with family engagement opportunities. An action template will be utilized to monitor the liaison's work and shared with the Leadership Team. Additionally, family surveys will be collected and the results will be shared with the leadership team.

				Individual family participation will be tracked throughout the year and their respective student(s) achievement data will be analyzed to evaluate impact.
	<p>Action: An Instructional Coach will be allocated to provide ongoing, embedded development through modeling, data collection/review, non-evaluative observation to impact student achievement.</p> <p>Person Responsible: Kelly Wright, principal, will hire and supervise the Instructional Coach.</p>	Oct. 2016 - July 2017	\$60,000	The Instructional coach will review CFA data and will allocate services accordingly. Impact of coaching will be evaluated by comparing CFAs. The coach will keep a running record of coaching, observations and data provided throughout the year for each teacher in order to measure an increase in instructional capacity (non-evaluative format).
	<p>Action: A current teacher will receive a stipend to serve as Data Facilitator to a) establish a vision for data use, b) facilitate a dedicated time for staff collaboration, c) implement the data management software (PIVOT), d) increase teacher capacity through data analysis practices to inform instructional decisions.</p> <p>Person Responsible: Kelly Wright, principal, will be responsible for selecting the Data Facilitator and provide on-going supervision.</p>	Oct. 2016 - June 2017	Stipend = \$5,000/yearly	The Data Facilitator will be responsible for embedding best practices for data analytics. Teachers will be asked to evaluate data from a class of students to provide the facilitator with a baseline of their capacity. At the end of the year, teachers will conduct another evaluation. It will be expected that teachers will become more proficient in their ability to analyze data and influence behavior. Additionally, teachers will be asked to self-reflect regarding their perceived ability with regards to data analysis.
	<p>Action: Paraeducators will be provided with 3 days of training to support their instructional responsibilities.</p> <p>Person Responsible: Kelly Wright, principal, will coordinate the training days in collaboration with Erica Edgar, Technology Integration Specialist, and Hether Darnell, Academic and Behavioral Facilitator. Ms. Edgar and Mrs. Darnell will provide ongoing coaching and observation.</p>	October 2016	Stipend: 6 PEs x \$350 = \$2,100 1 trainer for 3 days of training = \$2,000	Informal walkthrough observations will be conducted throughout the year to identify improved instructional strategies. Relevant feedback will be recorded and provided. Data from student serviced by paraeducators will be evaluated to measure growth.
Increased learning time for teachers	<p>Action: Teachers will receive a stipend for implementing a new strategy observed by an administrator after school PD sessions two days /per month for two hours each day.</p> <p>Person Responsible: Principal, Kelly Wright, will coordinate training sessions with EES consultant to facilitate training focused on high leverage instructional strategies.</p>	Oct. 2016 - May 2017	16 teachers x 30 hours/\$31 = \$14,880	Informal walk throughs by administrators will occur at least once per month. An initial walk through at the beginning of the year will provide a baseline. Improved instructional strategies will be demonstrated as data is gathered from on-going observations and compared to baseline data.
Special Populations Review Plan	<p>Action: The Leadership Team will develop a method for disaggregating CFA data by priority subgroups. This system will become a part of the monthly data review.</p> <p>Person Responsible: Kelly Wright, principal, and Technology Integration Specialist, Erica Edgar, will be responsible to schedule meetings and provide tools for data analysis.</p>	Jan-June 2017	No cost	High priority student sub-groups, per needs assessment, will be tracked by common formative assessment data and reviewed with the entire staff monthly. Once disaggregated, teachers will record their actions as a response to data on a Google document for future reference and monitoring.

Fiscal Monitoring Plan	<p>Action: Kelly Wright, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant.</p> <p>Person Responsible: Kelly Wright (Principal), Dr. Dorothea Irwin (Title 1 Administrator), and Dr. Jeff Hauswald (Superintendent) will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will also be shared with the IN DOE team during their monitoring visits.</p>	Oct. 2016-June 2017	No cost	Financial records will be made available to all those involved. Reports will outline expenses associated with the grant. ROI will be discussed during the meeting as it relates to impact on student learning.
Monthly Monitoring of SIG Programming and Implementation of SIG	<p>Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.</p> <p>Person Responsible: Dr. Jeff Hauswald, Superintendent, and Kelly Wright, Principal, will work with the Leadership Team to ensure that all SIG programming is implemented with fidelity and according to the plan. Mrs. Wright will follow up with individuals assigned specific tasks to perform to see that they are completed. The IN DOE team will be included in these meetings during their monitoring visits.</p>	Oct. 2016-June 2017	No cost	Monthly meetings will be guided by an action-oriented templates which will include timelines, task assignments and responsibilities. This tool will inform those involved to understand the current work and to ensure progress of the entire grant. Additionally, templates will serve as an archive of the grant implementation. Any other tool(s) required by the IN DOE will also be utilized in this review process.
Evaluation System for Programming and Implementation of SIG	<p>Action: Conduct an EES Building Practices Survey which will result in a building-level report to be reviewed by the Leadership Team. The Leadership team will interpret the data and create an action plan aligned with the data.</p> <p>Person Responsible: Kelly Wright, principal, will coordinate with an EES Consultant to conduct the survey. The Leadership Team will be responsible for reviewing the results and developing an action plan.</p>	October 2016	\$5,000	This survey uses current actions within the building to create composite scores in the following areas: climate/culture, instructional leadership, quality of instruction, data-informed decision making, acting collaboratively, developing the professional mind, and promoting the learning mind.
	<p>Action: An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year.</p> <p>Person Responsible: Kelly Wright, principal, will work with the Superintendent to secure an external evaluator.</p>	Oct. 2016-May 2017	External Evaluator Cost (4 days x \$1,500/day) = \$6,000	External evaluator will create an overall implementation report which will include student achievement data (achievement and growth), survey results, and various other data streams collected throughout the year. This external report will explore whether the grant is making a significant impact on student learning outcomes through proper statistical testing. Examination of differences (t-tests, one-way ANOVA's) and relationships (correlations and regression) will be included to determine whether there is a statistically significant effect on student learning outcomes. All tests will utilize an alpha level of .05 (generally accepted level in social science research).

Data Review Plan	Action: Staff will develop an analytical capacity via the leadership of the data facilitator; data will also be embedded within the external evaluator report as well. Each PLC will meet weekly to review student data, the Leadership Team will meet twice monthly to review pacing, subgroup progress, and overall student gains. Person Responsible: Kelly Wright, principal, Leadership Team, and PLC Teams.	Oct. 2016-May 2017	No cost	Success of instructional strategies (as evident by student growth data) and staff survey results will be evaluated to measure the impact of student data meetings. Meetings will be documented and action items tracked to measure progress. Trend data will emerge throughout the year. Student status and their growth towards proficiency with regards to each priority standard will be displayed.
Principal Mentor	Action: A principal mentor, Dr.Terry McDaniel of Indiana State University, will be employed to support Mrs. Wright, Pettit Park Elementary principal (see resume for credentials). Person Responsible: Dr. Mike Sargent, Asst. Supt., Kelly Wright, principal, will be responsible for scheduling with Dr. McDaniel the four on-site mentoring session to discuss challenges and leadership framework pertaining to school improvement.	Oct. 2016-May 2017	Four coaching sessions on-site and off-site mentoring will occur with Dr. McDaniels and Kelly Wright, principal (4 days X \$1,500/day = \$6,000)	The mentorship will be guided by a leadership framework which will include key behaviors linked to successful instructional leadership. Coaching sessions will be documented and action items will be outlined. Building-level student achievement data will be analyzed during each coaching session.

Part 6c: Selection of Improvement Model – Implementation Years – SY 2017-2018, SY 2018-2019, and SY 2019-2020

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

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

Required Elements	Person(s) Responsible	Action Steps			Budgeted Items
		SY 2017-2018	SY 2018-2019	SY 2019-2020	
Increase learning time	Dorothea Irwin, Title 1 Administrator, along with Kelly Wright, principal, will devise a structure and schedule.	Pettit Park Elementary will provide increased learning time (4 hrs/wk for 25 wks) through an after school learning lab. This opportunity will be open to all students and transportation will be provided. Each participating	Pettit Park Elementary will continue to provide learning time (4 hrs/wk for 25 wks) through an after school learning lab. This opportunity will be open to all students and transportation will be provided.	Pettit Park Elementary will continue to provide (4 hrs/wk for 25 wks) through an after school learning lab. This opportunity will be open to all students and transportation will be provided. Each participating student will	6 teachers x 4 hrs/wk x 25 wks X\$31 per hour = \$18,600 Transportation = \$5,000

		student will have an individualized learning plan to inform the instructional interventions need.	Each participating student will have an individualized learning plan to inform the instructional interventions need.	have an individualized learning plan to inform the instructional interventions need.	Subscription (MobyMax) for 6 teachers x \$99 = \$594
	Kelly Wright, principal, will facilitate planning for this program. She will also be responsible for the programming during implementation.	A Summer Intervention Program will be developed to address gaps, sustain learning and prevent regression. Four teachers will be paid a stipend and transportation will be provided.	A Summer Intervention Program will be offered to address gaps, sustain learning and prevent regression. Four teachers will be paid a stipend and transportation will be provided.	A Summer Intervention Program will be offered to address gaps, sustain learning and prevent regression. Four teachers will be paid a stipend and transportation will be provided.	4 teachers x 3 weeks x 4 days/wk x 4 hrs. X \$31/hr. = \$5,952 Transportation = \$4,000
Pre-implementation Planning year	Kelly Wright, principal, will set all meeting dates and inform everyone of the meetings.	Monthly planning sessions will occur with principal, assistant principal, and EES consultant. The EES consultant will meet with the administrative team during the school day and then meet with teacher leadership after school to save cost of subs.	Monthly planning sessions will occur with principal, assistant principal, and EES consultant. The EES consultant will meet with the administrative team during the school day and then meet with teacher leadership after school to save cost of subs.	Monthly planning sessions will occur with principal, assistant principal, and EES consultant. The EES consultant will meet with the administrative team during the school day and then meet with teacher leadership after school to save cost of subs.	No cost; EES Consultant feed embedded
Redesign of leadership structure in the building	Kelly Wright, principal, will schedule the consulting sessions with EES, Leadership Team, and staff	The Leadership Team will receive on-going guidance from the EES consultant. The team will maintain systems for communication, decision making, and data analysis. Throughout the year, input and feedback from all staff.	The Leadership Team will receive on-going guidance from the EES consultant. The team will maintain systems for communication, decision making, and data analysis. Throughout the year, input and feedback from all staff.	The Leadership Team will receive on-going guidance from the EES consultant. The team will maintain systems for communication, decision making, and data analysis. Throughout the year, input and feedback from all staff.	No cost; EES Consultant feed embedded
Use of a teacher evaluation system which takes student growth into account as a significant factor	Kelly Wright, principal, will be responsible for working directly with the EES Consultant on the evaluation system and the alignment of PD with instructional coaching.	Continuation of the Kokomo Educator Evaluation Process (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments.	Continuation of the Kokomo Educator Evaluation Process (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments.	Continuation of the Kokomo Educator Evaluation Process (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments.	No cost; EES Consultant feedback embedded
Providing staff with financial incentives & opportunities for leadership development	An EES Consultant will provide training and a guiding template for the administrative team	Teachers will create Action Research Projects targeting instructional practices and student outcomes. A stipend will be provided to each teacher who			Each teacher completing all requirements, including presentation, will receive a stipend.

	and staff. Kelly Wright, principal, will monitor the implementation and facilitate progress meetings with staff members. Participating teachers will receive a stipend	successfully completes a project and makes a presentation to the staff.			(Estimated 10 teachers x \$800 = \$8,000)
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.	Staff and EES Consultant will be involved with the work. The principal, Kelly Wright, will be responsible for scheduling and facilitating work sessions	An EES Consultant will work with teachers and leadership team on examining common formative assessments (CFA) being used for validity and reliability, develop the capacity to ensure a systematic process for using data from CFA's to identify students in need of tier II and III interventions, enhancing the core instruction to limit number of students needing interventions, and review curriculum on mindset to ensure it will enhance student's non-cognitive skill sets (such as growth mindset, grit, etc.). The major focus of this year will be creating scales to transition to standards referenced grading (level 4 in HRS) for intermediate grades (primary grades are being worked on in Bon Air SIG grant for 16-17 year).	An EES Consultant will work with teachers and leadership team on embedding performance tasks that develop 21 st Century skills aligned with district vision (critical thinking, collaboration, communication, and creativity), and guide staff on creating data binders for students that align with their guaranteed and viable curriculum and scales developed in 17-18 school year.	An EES Consultant will work with teachers and leadership team on integrating technology within core instruction, conducting non-evaluative walkthroughs, and providing choice for students in curriculum, assessments, and instruction.	17-18: 30 days of consulting (\$1,750/day) = \$52,500 18-19: 20 days of consulting (\$1,750/day) = \$35,000 19-20: 20 days of consulting (\$1,750/day) = \$35,000
	Staff and EES Consultant will be involved with the work. The principal, Kelly Wright, will be responsible for scheduling and facilitating work sessions		Provide guidance and support to the leadership team on the development of an RT manual for grades K-5 aligned with best practices.		18-19: \$7,500
	Kelly Wright, principal, will be responsible for hiring a Parent Liaison as	A Parent Liaison will be supported to empower families and staff to become stronger partners in education. The liaison will provide	A Parent Liaison will be supported to empower families and staff to become stronger partners in education. The	A Parent Liaison will be supported to empower families and staff to become stronger partners in education. The	17-18: 1 liaison (30 wks x 20 hrs/wk x \$20/hr) = \$12,000

	well as supervise the family engagement services.	our school families with opportunities and options to engage in their child's education.	liaison will provide our school families with opportunities and options to engage in their child's education	liaison will provide our school families with opportunities and options to engage in their child's education	18-19: 1 liaison (30 wks x 20 hrs/wk x \$20/hr) = \$12,000 19-20: 1 liaison \$8,000 funded via grant; remaining \$4,000 funded via district
	Kelly Wright, principal, will hire and supervise the Instructional Coach.	An Instructional Coach will be allocated to provide ongoing, embedded development through modeling, data collection/review, non-evaluative observation to impact student achievement.	An Instructional Coach will be allocated to provide ongoing, embedded development through modeling, data collection/review, non-evaluative observation to impact student achievement.	An Instructional Coach will be allocated to provide ongoing, embedded development through modeling, data collection/review, non-evaluative observation to impact student achievement.	17-18: \$75,000 18-19: \$75,000 19-20: \$50,000 (district will assume remaining cost)
	Kelly Wright, principal, will be responsible for selecting the Data Facilitator and provide on-going supervision.	A current teacher will receive a stipend to serve as Data Facilitator to a) establish a vision for data use, b) facilitate a dedicated time for staff collaboration, c) implement the data management software (PIVOT), d) increase teacher capacity through data analysis practices to inform instructional decisions.	A current teacher will receive a stipend to serve as Data Facilitator to a) establish a vision for data use, b) facilitate a dedicated time for staff collaboration, c) implement the data management software (PIVOT), d) increase teacher capacity through data analysis practices to inform instructional decisions.	A current teacher will receive a stipend to serve as Data Facilitator to a) establish a vision for data use, b) facilitate a dedicated time for staff collaboration, c) implement the data management software (PIVOT), d) increase teacher capacity through data analysis practices to inform instructional decisions.	17-18: \$5,000/stipend 18-19: \$5,000/stipend 19-20: \$5,000/stipend
	Kelly Wright, principal, will coordinate the training days in collaboration with Erica Edgar, Technology Integration Specialist. Ms. Edgar will provide ongoing coaching and observation.	Paraeducators will be provided with 3 days of training to support their instructional responsibilities.			17-18: Stipend: 6 PEs x \$350 = \$2,100 1 trainer for 3 days of training = \$2,000 Total = \$4,100
Increased learning time for teachers	Principal, Kelly Wright, will coordinate training sessions with EES consultant to facilitate training focused on high	Teachers will receive a stipend for implementing a strategy learned in after school PD sessions.. An administrator will observe the use of the strategy in the classroom in order to receive the stipend.	Teachers will receive a stipend for implementing a strategy learned in after school PD sessions.. An administrator will observe the use of the strategy in the classroom in order to receive the stipend.	Teachers will receive a stipend for implementing a strategy learned in after school PD sessions.. An administrator will observe the use of the strategy in the classroom in order to receive the stipend.	17-18: 16 teachers x 30 hours/\$31 = \$14,880 18-19: 16 teachers x 30 hours/\$31 = \$14,880 19-20: 16 teachers x 20 hours/\$31 = \$9,920

	leverage instructional strategies				
Special Populations Review Plan	Kelly Wright, principal, and Technology Integration Specialist, Erica Edgar, will be responsible to schedule meetings and provide tools for data analysis.	The Leadership Team will develop a method for disaggregating CFA data by priority subgroups. This system will become a part of the monthly data review.	The Leadership Team will work with teachers to disaggregate CFA data by priority subgroups. This will become a part of the monthly data review and data will be used to evaluate progress and make changes as necessary.	The Leadership Team will work with teachers to disaggregate CFA data by priority subgroups. This will become a part of the monthly data review and data will be used to evaluate progress and make changes as necessary.	No cost
Fiscal Monitoring Plan	Kelly Wright (Principal), Dr. Dorothea Irwin (Title 1 Administrator), and Dr. Jeff Hauswald (Superintendent) will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will also be shared with the IN DOE team during their monitoring visits.	Kelly Wright, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant.	Kelly Wright, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant	Kelly Wright, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant	No cost
Monthly Monitoring of SIG Programming and Implementation of SIG	Dr. Jeff Hauswald, Superintendent, and Kelly Wright, Principal, will work with the Leadership Team to ensure that all SIG programming is implemented with fidelity and according to the plan. Mrs. Wright will follow up with individuals assigned specific tasks to perform to see that they are completed. The IN DOE team will	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.	Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.	No cost

	be included in these meetings during their monitoring visits.				
Evaluation System for Programming and Implementation of SIG	Kelly Wright, principal, will work with Superintendent to secure an external evaluator.	An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year.	An external evaluator will be utilized to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year.	An external evaluator will be utilized to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year.	External Evaluator Cost (4 days x \$1,500/day) = \$6,000
Data Review Plan	Kelly Wright, principal, Leadership Team, and PLC Teams.	Staff will develop an analytical capacity via the leadership of the data facilitator; data will also be embedded within the external evaluator report as well. Each PLC will meet weekly to review student data, the Leadership Team will meet twice monthly to review pacing, subgroup progress, and overall student gains.	Data facilitator will provide leadership for staff on deeper analysis of data. This data will also be embedded within the external evaluator report as well. Each PLC will meet weekly to review student data, the Leadership Team will meet twice monthly to review pacing, subgroup progress, and overall student gains.	Data facilitator will continue to work with staff on analyzing data and using results to impact instruction. Data will also be embedded within the external evaluator report as well. Each PLC will meet weekly to review student data, the Leadership Team will meet twice monthly to review pacing, subgroup progress, and overall student gains.	No cost
Principal Mentor	Dr. Mike Sargent, Asst. Supt., Kelly Wright, principal, will be responsible for scheduling with Dr. McDaniel the four on-site mentoring session to discuss challenges and leadership framework pertaining to school improvement.	A principal mentor, Dr.Terry McDaniel of Indiana State University, will be employed to support Mrs. Wright, Pettit Park Elementary principal (see resume for credentials).	A principal mentor, Dr.Terry McDaniel of Indiana State University, will be employed to support Mrs. Wright, Pettit Park Elementary principal (see resume for credentials).	A principal mentor, Dr.Terry McDaniel of Indiana State University, will be employed to support Mrs. Wright, Pettit Park Elementary principal (see resume for credentials).	Four coaching sessions on-site and off-site mentoring will occur with Dr. McDaniel and Kelly Wright, principal (4 days X \$1,500/day = \$6,000/each year)

Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

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

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

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurement Outcomes
Increase learning time	<p>Action: Pettit Park Elementary will provide increased learning time (4 hrs/wk) through an after school learning lab. This opportunity will be open to all students and transportation will be provided. Each participating student will have an individualized learning plan to inform the instructional interventions need.</p> <p>Person Responsible: Dorothea Irwin, Title 1 Administrator, along with Kelly Wright, principal, will devise a structure and schedule.</p>	Aug. 2020-May 2021	<p>4 teachers x 4 hours X \$31 per hour = \$12,400</p> <p>Transportation = \$5,000</p> <p>Subscription (MobyMax) for 4 teachers x \$99 = \$396</p>	The after school program will track student attendance using a shared Google document that will be shared with administration and staff. Student achievement will also be tracked through a series of formative, summative, diagnostic, and unit assessments as well as progress monitoring offered through the subscription of the digital platform, MobyMax.
	<p>Action: A Summer Intervention Program will be developed to address gaps, sustain learning and prevent regression. Four teachers will be paid a stipend and transportation will be provided.</p> <p>Person Responsible: Kelly Wright, principal, will facilitate planning for this program. She will also be responsible for the programming during implementation.</p>	June 2021	<p>4 teachers x 3 weeks x 4 days/wk x 4 hrs. X \$31/hr. = \$5,952</p> <p>Transportation = \$3,000</p>	Students will be given a pre/post assessment aligned with the select priority areas. Additionally, the PIVOT system will be used to measure effectiveness. Data (attendance, discipline, academic assessments, grades) from students that attend the summer program will be pulled at the end of the 2019-20 SY and again after the first quarter of the 2020-21 SY. Our Data Facilitator will then compare the two sets of data to measure impact.
Redesign of leadership structure in the building	<p>Action: The Leadership Team will continuously review systems and structures for efficacy and efficiency in producing improved student achievement. The staff will be consulted for input.</p> <p>Person Responsible: Kelly Wright, principal, and the Leadership Team will be responsible for reviewing systems.</p>	Aug. 2020 - May 2021	No cost	The Leadership Team will devise an internal audit system to evaluate systems and structures. Each meeting will result in an action template to address inefficiencies discovered by the team. Staff input will be gathered and reviewed at each meeting. Respective student achievement data from every system or structure will be reviewed.
Use of a teacher evaluation system which takes student growth into account as a significant factor	<p>Action: Continuation of the Kokomo Educator Evaluation Process (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments.</p> <p>Person Responsible: Kelly Wright, principal, will be responsible for working directly with the EES Consultant on the evaluation system and the alignment of PD with instructional coaching.</p>	Aug. 2016 -0 May 2017/monthly	No Cost EES Consulting embedded on other costs	Educators will receive an Instructional Practice Protocol and Student Growth Measures Summary Ratings. Completed self-evaluations, formal/informal observations and summative ratings for each teacher will be reviewed. Artifacts and data will be collected throughout the year. We will compare scores from each required measure to determine growth from year to year, as well as month to month.

Providing staff with financial incentives & opportunities for leadership development	Action: Financial incentives from the funding source will cease as this is the final year for the grant. The principal and Leadership Team will continue to seek funding opportunities through partnerships. Person Responsible: Kelly Wright, principal, and the Leadership Team will be responsible for funding alternative funding sources.	Aug. 2021 - May 2022	No Cost	
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform strategies; creating community-oriented schools; and providing operational flexibility and sustained support.	Action: An EES Consultant will work with teachers and leadership team on implementing any work previously done and ensuring leadership has the capacity to sustain the gains made. Person Responsible: Kelly Wright, principal, will be responsible to coordinate consulting services.	Aug. 2020 - May 2021	10 days of consulting @ \$1,750/day = \$17,500	Student subgroup data will be reviewed as well as programming implemented throughout the grant. EES consultant will provide the team with a comprehensive assessment based on observations and data to facilitate conversations.
	Action: A Parent Liaison will be hired to empower families and staff to become stronger partners in education. The liaison will provide our school families with opportunities and options to engage in their child's education. Person Responsible: Kelly Wright, principal, will be responsible for hiring a Parent Liaison as well as supervise the family engagement services.	Aug. 2020 - May 2021	1 liaison (30 wks x 20 hrs/wk x \$20/hr) = \$12,000 \$6,000 via grant (district will pay the remaining cost)	The liaison will be responsible for aligning school improvement initiatives with family engagement opportunities. An action template will be utilized to monitor the liaison's work and shared with the Leadership Team. Additionally, family surveys will be collected and the results will be shared with the leadership team. Individual family participation will be tracked throughout the year and their respective student(s) achievement data will be analyzed to evaluate impact.
	Action: An Instructional Coach will be allocated to provide ongoing, embedded development through modeling, data collection/review, non-evaluative observation to impact student achievement. Person Responsible: Kelly Wright, principal, will hire and supervise the Instructional Coach.	Aug. 2020 - May 2021	\$30,000 via grant (district will pay the remaining cost)	The Instructional coach will review CFA data and will allocate services accordingly. Impact of coaching will be evaluated by comparing CFAs. The coach will keep a running record of coaching, observations and data provided throughout the year for each teacher in order to measure an increase in instructional capacity (non-evaluative format).
Increased learning time for teachers	Action: Teachers will receive a stipend for after school PD sessions two days /per month for two hours each day. Person Responsible: Principal, Kelly Wright, will coordinate training sessions with EES consultant to facilitate training focused on high leverage instructional strategies.	Aug. 2020 - May 2021	16 teachers x 15 hours/\$31 = \$7,440	Informal walk throughs by administrators will occur at least once per month. An initial walk through at the beginning of the year will provide a baseline. Improved instructional strategies will be demonstrated as data is gathered from on-going observations and compared to baseline data.
Special Populations Review Plan	Action: The Leadership Team will develop a method for disaggregating CFA data by priority subgroups. This system will become a part of the monthly data review. Person Responsible: Kelly Wright, principal, and Technology Integration Specialist, Erica Edgar, will be responsible to schedule meetings and provide tools for data analysis.	Aug. 2020 - May 2021	No cost	High priority student sub-groups, per needs assessment, will be tracked by common formative assessment data and reviewed with the entire staff monthly. Once disaggregated, teachers will record their actions as a response to data on a Google document for future reference and monitoring.
Fiscal Monitoring Plan	Action: Kelly Wright, principal, the Leadership Team, and IN DOE team will meet regularly to review financial records and monitor the expenditures as outlined in the grant.	Aug. 2020 - May 2021	No cost	Financial records will be made available to all those involved. Reports will outline expenses associated with the grant. ROI will be discussed during the meeting as it relates to impact on student learning.

	<p>Person Responsible: Kelly Wright (Principal) , Dr. Dorothea Irwin (Title 1 Administrator),and Dr. Jeff Hauswald (Superintendent) will work collaboratively to ensure that all documents are aligned with proposed expenditures. These records will also be shared with the IN DOE team during their monitoring visits.</p>			
<p>Monthly Monitoring of SIG Programming and Implementation of SIG</p>	<p>Action: Monthly meetings will be scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. Action items with assigned tasks will be decided at each meeting with timelines.</p> <p>Person Responsible: Dr. Jeff Hauswald, Superintendent, and Kelly Wright, Principal, will work with the Leadership Team to ensure that all SIG programming is implemented with fidelity and according to the plan. Mrs. Wright will follow up with individuals assigned specific tasks to perform to see that they are completed. The IN DOE team will be included in these meetings during their monitoring visits.</p>	<p>Aug. 2020 - May 2021</p>	<p>No cost</p>	<p>Monthly meetings will be guided by an action-oriented templates which will include timelines, task assignments and responsibilities. This tool will inform those involved to understand the current work and to ensure progress of the entire grant. Additionally, templates will serve as an archive of the grant implementation. Any other tool(s) required by the IN DOE will also be utilized in this review process.</p>
<p>Evaluation System for Programming and Implementation of SIG</p>	<p>Action: Conduct an EES Building Practices Survey which will result in a building-level report to be reviewed by the Leadership Team. The Leadership team will interpret the data and create an action plan aligned with the data.</p> <p>Person Responsible: Kelly Wright, principal, will coordinate with an EES Consultant to conduct the survey. The Leadership Team will be responsible for reviewing the results and developing an action plan.</p>	<p>October 2020</p>	<p>\$5,000</p>	<p>This survey uses current actions within the building to create composite scores in the following areas: climate/culture, instructional leadership, quality of instruction, data-informed decision making, acting collaboratively, developing the professional mind, and promoting the learning mind.</p>
	<p>Action: An external evaluator will be hired to monitor progress and impact on student achievement of all aspects of the grant implementation. The external evaluator will be conduct an onsite review at the beginning and end of each school year.</p> <p>Person Responsible: Kelly Wright, principal, will work with the Superintendent to secure an external evaluator.</p>	<p>Aug 2020- June 2021</p>	<p>External Evaluator Cost (4 days x \$1,500/day) = \$6,000</p>	<p>External evaluator will create an overall implementation report which will include student achievement data (achievement and growth), survey results, and various other data streams collected throughout the year. This external report will explore whether the grant is making a significant impact on student learning outcomes through proper statistical testing. Examination of differences (t-tests, one-way ANOVA's) and relationships (correlations and regression) will be included to determine whether there is a statistically significant effect on student learning outcomes. All tests will utilize an alpha level of .05 (generally accepted level in social science research).</p>
<p>Data Review Plan</p>	<p>Action: Staff will develop an analytical capacity via the leadership of the data facilitator; data will also be embedded within the external evaluator report as well. Each PLC will meet weekly to review student data, the Leadership Team will meet twice monthly to review pacing, subgroup progress, and overall student gains.</p>	<p>Aug. 2020 - May 2021</p>	<p>No cost</p>	<p>Success of instructional strategies (as evident by student growth data) and staff survey results will be evaluated to measure the impact of student data meetings. Meetings will be documented and action items tracked to measure progress. Trend data will emerge throughout the year.</p>

	Person Responsible: Kelly Wright, principal, Leadership Team, and PLC Teams.			
Principal Mentor	<p>Action: A principal mentor, Dr. Terry McDaniel of Indiana State University, will be employed to support Mrs. Wright, Pettit Park Elementary principal (see resume for credentials).</p> <p>Person Responsible: Mike Sargent, Asst. Supt., Kelly Wright, principal, will be responsible for scheduling with Dr. McDaniel the four on-site mentoring session to discuss challenges and leadership framework pertaining to school improvement.</p>	Aug. 2020 - May 2021	Four coaching sessions on-site and off-site mentoring will occur with Dr. McDaniel and Kelly Wright, principal (4 days X \$1,500/day = \$6,000)	The mentorship will be guided by a leadership framework which will include key behaviors linked to successful instructional leadership. Coaching sessions will be documented and action items will be outlined. Building-level student achievement data will be analyzed during each coaching session.

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

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

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

Required Elements	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Redesign of leadership structure in the building	Action: The Leadership Team will continue to meet once monthly to review data, student progress, and systems redesign as needed. Ongoing leadership development sessions will be provided within these meetings. Person Responsible: Kelly Wright, principal, will facilitate the coalition	Aug. 2021- May 2022	No Cost. Skills present within district personnel.	The coalition will devise a dashboard to assess progress. Tools will include staff surveys (measuring perceptions) and student outcomes (measuring impact) will serve to evaluate the overall success of the plans created by the guiding coalition.
Use of a teacher evaluation system which takes student growth into account as a significant factor	Action: Continuation of the Kokomo Educator Evaluation Process (KEEP) system which allows for multiple valid and reliable measures to assess student growth in addition to state assessments. Person Responsible: Kelly Wright, principal, will be responsible implementing the evaluation system.	Aug. 2021 -0 May 2022/monthly	No Cost	Educators will receive an Instructional Practice Protocol and Student Growth Measures Summary Ratings. Completed self-evaluations, formal/informal observations and summative ratings for each teacher will be reviewed. Artifacts and data will be collected throughout the year. We will compare scores from each required measure to determine growth from year to year, as well as month to month.
Providing staff with financial incentives & opportunities for leadership development	Action: Financial incentives from the funding source will cease as this is the final year for the grant. The principal and Leadership Team will continue to seek funding opportunities through partnerships. Person Responsible: Kelly Wright, principal, and the Leadership Team will be responsible for funding alternative funding sources.	Aug. 2021- May 2022	No Cost	Staff will create a collective list of grants available that would provide financial incentives.
Options for implementation around developing and increasing teacher and school leader effectiveness; comprehensive instructional reform	Action: A Parent Liaison will be hired to empower families and staff to become stronger partners in education. The liaison will provide our school families with opportunities and options to engage in their child's education. Person Responsible: Kelly Wright, principal, will be responsible for hiring a Parent Liaison as well as supervise the family engagement services.	Aug. 2021 - May 2022	The district will fund through Title 1 Funds	The liaison will be responsible for aligning school improvement initiatives with family engagement opportunities. An action template will be utilized to monitor the liaison's work and shared with the Leadership Team. Additionally, family surveys will be collected and the results will be shared with the leadership team. Individual family participation will be tracked throughout the year and their respective

strategies; creating community-oriented schools; and providing operational flexibility and sustained support.				student(s) achievement data will be analyzed to evaluate impact.
	Action: An Instructional Coach will be allocated to provide ongoing, embedded development through modeling, data collection/review, non-evaluative observation to impact student achievement. Person Responsible: Kelly Wright, principal, will hire and supervise the Instructional Coach.	Aug. 2021 - May 2022	The district will fund through Title 1 Funds	The Instructional coach will review CFA data and will allocate services accordingly. Impact of coaching will be evaluated by comparing CFAs. The coach will keep a running record of coaching, observations and data provided throughout the year for each teacher in order to measure an increase in instructional capacity (non-evaluative format).
	Action: An advisory team will be in place to review and update the Guaranteed and Viable Curriculum from teachers. Person Responsible: Kelly Wright, principal, and the advisory team will be responsible.	Aug. 2021 - May 2022	No cost	Student proficiency of the priority standards will be evaluated as well as growth towards proficiency.
	Action: Systems have become established within the school. The principal and leadership team will review the school schedule to ensure that there is ample time to sustain instructional reforms and support systems. Person Responsible: Kelly Wright, principal, and the Leadership Team	Aug. 2021 - May 2022	No cost	Data collected by PIVOT will be evaluated to determine whether or not additional time/support is needed in specific areas throughout the year.
Increased learning time for teachers	Action: Regular faculty meetings will reflect more time for professional development informed by data collection. Teachers will be responsible for sharing best practices with colleagues during this time. PLCs will guide inquiry to identify the best strategies to address the selected topic(s) chosen by teachers. Person Responsible: Kelly Wright, principal, and the staff.	Aug. 2021 - May 2022	No Cost. By this time, the work will be a part of the school culture	Each PLC will have identification outcomes associated with student achievement. PLC interventions will be evaluated by reviewing student outcomes post-implementation. Staff surveys will be conducted to evaluate perspectives and identify inefficiencies.
Special Populations Review Plan	Action: The Leadership Team will develop a method for disaggregating CFA data by priority subgroups. This system will become a part of the monthly data review. Person Responsible: Kelly Wright, principal, and Technology Integration Specialist,, Erica Edgar, will be responsible to schedule meetings and provide tools for data analysis.	Aug. 2021 - May 2022	No cost	High priority student sub-groups, per needs assessment, will be tracked by common formative assessment data and reviewed with the entire staff monthly. Once disaggregated, teachers will record their actions as a response to data on a Google document for future reference and monitoring.
Data Review Plan	Action: Staff will develop an analytical capacity from previous leadership and insight. Each PLC will meet weekly to review student data, the Leadership Team will meet twice monthly to review pacing, subgroup progress, and overall student gains. Person Responsible: Kelly Wright, principal, Leadership Team, and PLC Teams.	Aug. 2021 - May 2022	No cost	Success of instructional strategies (as evident by student growth data) and staff survey results will be evaluated to measure the impact of student data meetings. Meetings will be documented and action items tracked to measure progress. Trend data will emerge throughout the year.

Part 7: Data Collection Tools

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

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> - INSPECT - RAPS360 - Smarty Ants (K-2) - Achieve 3000 - Fountas and Pinnell Benchmark Leveling - Study Island - AMC Math Assessments (K-2) 	<ul style="list-style-type: none"> - School-wide PBIS with Pettit Park R.O.C.K.S. - Boys' Town Well Managed Schools 	<ul style="list-style-type: none"> - Nine-week and Year-long Perfect Attendance Rewards - Classroom and staff attendance tracking and recognition - District attendance policy in place that involves letters, phone calls, conferences, and home visits with principal and social worker for frequent absences 	<ul style="list-style-type: none"> - Focused Intervention time by grade level daily after the first 5 weeks of school (DREAM time) - LLI (Leveled Literacy Intervention) Groups - Additional instructional small groups for math and reading concerns 	<ul style="list-style-type: none"> PowerTeacher with parent access - Learning Management System: Canvas with parent access to classes 	<ul style="list-style-type: none"> - MyOn Reader - Gizmos - Pivot Data Warehouse - Digital Promise

Part 8: Outcome Artifact

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

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

In the first year of this grant, we are very committed on building CFA's around scales. We are wanting to build our scales, using the research from Dr. Robert Marzano and his associates, so that we can ensure our CFA's are standards driven. This is ideal, as it will allow us to identify for each child whether they are pre-foundational, foundational, proficient, or demonstrating mastery of the standards we have identified in our guaranteed and viable curriculum work last year. As an artifact, we would like to have our teaching staff build a "how to" manual for other schools to use as they venture down the path of building scales. In this manual, our teachers will advise other schools by answering these questions:

- Why use scales?
- How do scales connect to your guaranteed and viable curriculum?
- What does the research say about using scales and student motivation levels?
- How do you build scales? What steps proved to be most beneficial? What would you recommend other districts not do based on your experience?
- How do you communicate scales out to your parents and students?
- How do you get teacher buy-in for building and implementing scales?
- How do you ensure teachers are prepared to do the work? What professional development activities were most beneficial?
- What is the principal's role in facilitating the scale development process?

Our hope for this artifact is other schools can utilize our experience to create scales in a more efficient manner. Our hope for our school is this process will help us determine whether we really do have a guaranteed and viable curriculum in place. Our curriculum focus last year was about prioritizing the most important skills we need our students to develop and give them multiple opportunities to practice while using feedback to maximize their growth. Bon Air Elementary school (the other elementary that feeds into Bon Air Middle School; they received the grant last year) have agreed to partner in this work with us and they will create a 60-90 second informative video that will highlight the most important advice for each question listed in the bullets above after both teaching staff collaborate on key takeaways. We also know that Bon Air Middle School is planning on working on this area in the next year or two, so our information can then assist them and they could add to our work with a middle school focus.

Part 9: Selection of External Providers (Optional)

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

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

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

Capacity Task	District Evidence
<p>Will the district use an external provider?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school’s identified SIG needs</p>	<p>Kokomo Schools has worked with Equitable Education Solutions (EES) in the past to help improve student learning outcomes by enhancing leadership and teacher capacity. Prior to selecting this company, the Assistant Superintendent and group of principals met with Dr. Langevin (Founder and CEO) to discuss how the company’s work aligns with the needs identified within our data streams. It became evident during that meeting that this company could provide the focus and resources to help guide our school. The Assistant Superintendent called other districts this company has worked with and received high praise for the work that EES had done with their principals and teachers.</p> <p>This company has an impressive list of schools that have gone from an “F” to at least a “C” (many of which were “B” or higher) and these schools have been able to sustain this. That, along with his success in helping our district move forward, was critical in our decision to select EES as an external provider for this SIG grant.</p> <p>Since the selection, Tammy Miller (former Director of Elementary Education at Monroe County and School Improvement specialist for Solution Tree) has been employed as the Director of Innovation for EES. Mrs. Miller has worked with past SIG grant awardees in Monroe County.</p>

	<p>She will assist Dr. Langevin, as necessary, in helping the principal and school leadership team take the necessary steps toward enhancing student learning outcomes for all of our students.</p> <p>The principal mentor for this grant will be Dr. Terry McDaniel. He has an extensive list of experiences that we feel will help support our principal in the school turnaround initiatives identified within this SIG grant. Dr. McDaniel has a relationship as a university professor with several of the Kokomo administration staff (Ph. D. level) and his ability to guide principals with sound advice and get them to see the whole picture of situations will be vital for our young principal. His curriculum vitae can be found in the appendix section.</p> <p>To insure the fidelity of the grant, we also will be using an external evaluator who will aid in the collection of data directly linked to the effectiveness of the SIG grant. Due to what we envision this report looking like, we knew we needed someone with a vast level of experience in K-12 leadership and background in statistical analysis. We have selected Dr. Brad Balch from Indiana State University. Dr. Balch has demonstrated to the district his ability to create reports using various data sources (he created a climate/culture report for our high school). He has also been an external evaluator on several other school districts federal grants.</p>
<p>2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation</p>	<p>We have been very impressed with EES's PD modules and leadership support documents. Our district has used these over the last year to help meet the various needs of our 13 different school locations. We feel these resources have helped to develop the capacity of both our principal and teachers. This building has a principal that took over in last school year (15-16) and several teachers in their first few years due retention issues. The lack of experience (leadership and teaching) met we needed an external provider that could meet the many needs of this building.</p> <p>EES has a track record of working with schools to develop an instructional framework that can be used to clearly communicate instructional expectations for our staff. We know that we need to make expectations known to our teaching staff if they are going to make improvements in high-yield areas. We believe making teachers aware of expectations can</p>

	<p>also reduce teacher frustration levels, which should help address our teacher retention issue.</p> <p>Through our relationship with EES, it has become evident of their ability to customize professional development based on the needs of different groups of teachers. EES is consistently up-to-date on several of the critical areas that are embedded within our comprehensive needs assessment. In the past, we have benefited from EES's ability to breakdown data and help us identify students needing Tier II and III intervention.</p> <p>EES also has provided a comprehensive school transformation model (found in our Appendix- External Provider Section). This model is aligned to the vision our principal and other leaders have, as well as research on school improvement.</p> <p>We have had discussions with both, Dr. McDaniel and Dr. Balch, regarding their ability to serve in these capacities. Both have verbally communicated their ability to be flexible in meeting the needs of our SIG grant.</p>
<p>3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel</p>	<p>EES will serve to embed PD into the building practice while considering Kokomo's vision and researched-based practices on providing PD to teachers. All PD will be focused and supportive as we move through the SIG years. Services and support from EES have been intentionally planned to be reduced through the SIG process to increase the internal capacity for sustainability and ensure increased level of teacher leadership.</p> <p>The principal mentor will advise the principal on using her available resources to maximize the school turnaround initiative. The external evaluator will help us determine whether resources are being properly used and provide guidance (based on data) within his report on underutilized resources.</p>

<p>4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs</p>	<p>Upon receipt of the SIG grant, Pettit Park Elementary School leadership team will work with EES to develop a PD calendar for documented services provided. This PD calendar will help to plan, coordinate, and document the PD services provided. Following each PD session, teachers will be asked to answer a quick survey that addresses the clarity, usefulness, as well as feedback for presenter in order to continually improve the PD services provided.</p> <p>Upon receipt of this grant, the LEA will meet with Dr. Balch (external evaluator for the grant) to ensure expectations for reporting on the fidelity of the SIG grant are in place. His report will use survey data, focus group meetings, and student achievement results to create a report for the LEA. This report will help determine the overall impact and effectiveness of the grant. This report will also help to determine whether changes are needed as the school moves into the next year of the grant.</p>
<p>5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval</p>	<p>EES has provided a scope of work that can be found in Appendix section H. Pettit Park Elementary School leadership team has communicated that the scope of work must include professional development in areas such as: data-informed decision making, enhanced instructional leadership practices, differentiation within instruction, high-yield instructional practices, creation of a strong school culture, etc. We feel confident that the scope of work provided by EES aligns with research on school turnaround and fits the needs of our school community.</p>

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

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

LEA Capacity Task	Yes	No	District Evidence		
<p>1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding</p>	X	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Attached Grant Budget ● Appendix A: Budget Sustainability Narrative ● Budget reflects much of the costs being transitioned to building by year 5 of SIG application 		
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ● Ability to recruit new principals through partnerships with outside educational organizations and/or universities ● Statewide and national postings for administrative openings </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> ● External networking ● Resumes provided ● Data examined to demonstrate track record ● Principal hiring process ● Principal transfer procedures/policies </td> </tr> </table>	<ul style="list-style-type: none"> ● Ability to recruit new principals through partnerships with outside educational organizations and/or universities ● Statewide and national postings for administrative openings 	<ul style="list-style-type: none"> ● External networking ● Resumes provided ● Data examined to demonstrate track record ● Principal hiring process ● Principal transfer procedures/policies 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> ● Principal Resume in Appendix B ● Assistant Superintendent of Elementary and the Director of HR has met with principal prior to building principal appointment to discuss expectations and ensure principal met necessary qualifications ● District has demonstrated a commitment to enhance the internal pool of future leaders by identifying and providing leadership experience prior to openings occurring. When internal candidates do not meet needs of school, district leadership seeks out external sources to fill position. ● External provider has worked with another SIG grant recipient and other schools in similar situations.
<ul style="list-style-type: none"> ● Ability to recruit new principals through partnerships with outside educational organizations and/or universities ● Statewide and national postings for administrative openings 	<ul style="list-style-type: none"> ● External networking ● Resumes provided ● Data examined to demonstrate track record ● Principal hiring process ● Principal transfer procedures/policies 				

<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion <ul style="list-style-type: none"> • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> • Appendix C: School Board Letter of Support • Appendix D: Copy of August Board Meeting Minutes • SIG eligibility, application process, proposal/plan shared with School Board at public meeting
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation <ul style="list-style-type: none"> • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> • Appendix C: Superintendent Letter of Support • Appendix D: School Board Agenda for July Board Meeting (set by Superintendent) • Superintendent communicated eligibility, application process, and proposal/plan with school board, community partners, and teachers union.
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> • Teacher Union Assurance <ul style="list-style-type: none"> • An outline of amendments to SIG Teacher contracts that will allow for full implementation 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> • Appendix C: Teacher Union support letter • District has built in weekly collaboration sessions into their master contract (Bon Air uses Wednesdays for 45 minutes before school)
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model <ul style="list-style-type: none"> • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> o Staff transfer policies & procedures o Staff recruitment, placement & retention procedures 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> • As previously stated, the appendix section has board, superintendent, and union letters of support. • Superintendent allows principal to select staff to employ (as long as proper procedures have been followed).

			<ul style="list-style-type: none"> • Superintendent has verbally committed to continue to allow principal to attend college job fairs this year to find best teachers to replace any exiting teachers in order to keep true to the transformational process.
<p>7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:</p> <ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans 	X	<input type="checkbox"/>	<ul style="list-style-type: none"> • Assistant Superintendent will meet monthly with principal to discuss the current implementation and fiscal levels regarding SIG. • External evaluator will provide a report to the Assistant Superintendent and building principal following each year of SIG that outlines overall effectiveness and ensures fidelity of plan. • Principal will work with corporate treasurer to monitor fiscal spending of grant dollars and provide a monthly report to the Assistant Superintendent and present to the school board twice a year. • Principal will have support from EES to collect, interpret, and report student achievement data to be presented at a school board meeting twice a year.

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	X	<input type="checkbox"/>	Kokomo Schools has experience administering similar grants by being part of the SDN.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	X	<input type="checkbox"/>	The Title 1 director and principal have experience with Federal grants (Title I, II, etc.)
3. School's SIG plan addresses needs of all students and subgroup populations.	X	<input type="checkbox"/>	Our plan addresses the overall needs of the school, as well as special consideration for our special education, F/R lunch and ethnicity subgroups. Our plan focuses on using different instructional strategies, making data-informed decisions, and providing resources to subgroups that have demonstrated needs.
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	X	<input type="checkbox"/>	Kokomo communicates with parents through School Messenger and sending home letters. We are working to implement an email system that will streamline the process. We anticipate this being in place before 2017.
5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	X	<input type="checkbox"/>	Any findings in SBOA report have been fixed and proper procedures have been put in place to ensure compliance with regulations.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	X	<input type="checkbox"/>	No excess carryover has occurred.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each

year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

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