



Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

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

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

Part I: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Marion Community Schools		Corp #	2865
School	McCulloch Junior High School		School #	2357
Superintendent Name	Brad Lindsay		Email	blindsay@marion.k12.in.us
Title I Administrator Name	Brenda McVicker		Email	bmcvicker@marion.k12.in.us
Principal	Amy Rauch, Assistant Superintendent / Chief Academic Officer		Email	arauch@marion.k12.in.us
Mailing Address	3528 S. Washington St.	City	Marion	Zip Cod 46953
Telephone	(765)674-6917	Fax	(765)674-8943	
Total Funding Authorization	\$1,928,953.26			

Application Type

Select one of the following options:

Turnaround
 Transformation
 Restart
 Closure

Important Dates

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



Part 2: LEA and School Assurances and Waivers

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

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected
- 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

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

- "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: Brad Lindsay Date: 4-1-14

Title I Administrator Signature: Brenda McVicker Date: 4-1-14

Principal Signature: Amy Rauch Date: 4-1-14

Staff Members Consulted and Part of the Application Process:

Workgroup Members

Name	Title
Mr. Brad Lindsay	Superintendent
Ms. Amy Rauch	Assistant Superintendent/Chief Academic Officer
Mrs. Brenda McVicker	Director of Elementary Education/Title I Administrator
Mr. John Butcher	Marion Teacher Association President
Mrs. Tara Asbury	Grants Manager
Mr. Scott Hoeksema	Data Coordinator
Mrs. Kimberley Queen-Townsend	Teacher, McCulloch Junior High School
Mrs. Sue Sonnefield	Teacher, McCulloch Junior High School

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

Meeting Topic	Date and Time	Parents/Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Parent Involvement Committee	March 13, 2014 at 11:00 a.m.	Community members and parents/guardians representing minority students.		All school administrators – MHS		All district staff		How can we provide support the feeder school (McCulloch) into the high School through the SIG grant?
Friends of Marion	March 17, 2014 at 6:00 p.m.	Community members and parents/guardians of MCS students.	Secondary Teachers (5)	Lennon Brown, Principal – Marion High School		All district staff		Importance of focusing on priority schools through community partnerships.
Teachers Union	March 18, 2014 at 9:00 a.m.		MTA President			Title I Administrator		Support of SIG application and implementation.
School Board Meeting	March 19, 2014 at 6:00 p.m.	Open to Public (90) spectators/patrons	Teachers; ; MTA	Principals;	(7) Members Present	All District Administrators	Multiple	Support of SIG application and implementation.
SIG Workshop	March 20, 2014 at 9:45 a.m.					Elementary Instructional Coordinator; Grants Manager		General discussion with A. Tharp and C. Hurst regarding SIG application.
IWU	March 20, 2014 at 4:30 p.m.	Dr. Jim Elsberry; Dr. Larry Lindsay; Dr. Brad Oliver (via phone)				Superintendent; Elementary Instructional Coordinator; Grants Manager		Discussion regarding IWU's involvement in school improvement process. Staff development, etc.
Stakeholder Meeting	March 21, 2014 at 8:30 a.m.	Dr. Brad Oliver; Judy Valos		Jim Fox		Title I Administrator; Grants Manager		SIG application review; IWU's involvement in staff development. Partnership with STI
Grant Application - Meeting	March 21, 2014 at	Dr. Brad Oliver				Grants Manager		SIG application review; IWU's involvement in staff

	3:00 p.m.							development.
Grant Application – Meeting	March 31, 2014	Dr. Brad Oliver; Judy Valos		Jim Fox	Kimberley Queen-Townsend; Sue Sonnefield	Superintendent; Assistant Superintendent; Title I Administrator; Grants Manager		SIG Application Review
Grant Application Meeting	April 1, 2014	Dr. Brad Oliver; Judy Valos			Kimberley Queen-Townsend	Superintendent; Assistant Superintendent; Title I Administrator; Grants Manager		SIG Application Review

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
		Based on the “School Needs Assessment” tool, the LEA has determined this model for the school		
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
McCulloch	7-8	Y	Transformational	
Justice	5-6	Y	N/A	Principal will remain. Capacity is limited due to application for McCulloch and management of Allen Elementary SIG (Cohort #4).
Allen	K-4	Y	N/A	Allen Elementary is currently in year one of the School Improvement Grant (Cohort #4).

Part 4: Needs Assessment and Goals

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

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	39%	214		70% passing	75% passing	80% passing
Black	46%	58	HIGH – Lacks strategic intervention plan to increase student literacy / achievement levels with an emphasis on vocabulary skills development	70% passing	75% passing	80% passing
Hispanic	43%	20	MEDIUM – Needs more intentional vocabulary instruction to acquire grade level skills; Does not receive same level of services and interventions that LEP designated students receive	70% passing	75% passing	80% passing
White	35%	101	LOW - Needs more intentional vocabulary instruction to acquire grade level skills	70% passing	75% passing	80% passing
Multiracial	41%	32	LOW – Needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group	70% passing	75% passing	80% passing
Free / Reduced	48%	185	HIGH – Needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group	70% passing	75% passing	80% passing
LEP	48%	10	HIGH – Needs more intentional vocabulary instruction to acquire grade level skills; targeted literacy interventions lacking for this sub-group	70% passing	75% passing	80% passing
Special Education	71%	58	HIGH – Gaps in educational experiences plus limited resources at school; lack of differentiation and inadequate support services; targeted literacy interventions lacking for this sub-group	70% passing	75% passing	80% passing

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Overall	31%	174		80% passing	85% passing	90% passing
Black	46%	59	HIGH – Lacks strategic intervention plan to develop students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-to-one or small group tutoring	80% passing	85% passing	90% passing
Hispanic	34%	16	MEDIUM – Lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-to-one or small group tutoring	80% passing	85% passing	90% passing
White	26%	74	LOW – Lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-to-one or small group tutoring	80% passing	85% passing	90% passing
Multiracial	30%	24	LOW – Lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-to-one or small group tutoring	80% passing	85% passing	90% passing
Free / Reduced	39%	151	MEDIUM – Lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-to-one tutoring	80% passing	85% passing	90% passing
LEP	33%	7	LOW – Lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels; will need ongoing one-to-one tutoring	80% passing	85% passing	90% passing
Special Education	61%	50	HIGH – Lacks strategic intervention plan to round out students' foundational skills and increase student numeracy skills and achievement levels, will need ongoing one-to-one or small group tutoring	80% passing	85% passing	90% passing

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

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	72,900 minutes	71,280 minutes	To meet the academic needs of our students, it is imperative that we increase learning time opportunities by 19,440 minutes per year. These additional minutes will be provided in the form of before and/or after school remediation/enrichment facilitated by a highly qualified teacher.
2. Dropout rate*	NA	NA	NA
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	95.85% As of 03/19/14	Target: 96%	As an average for grades 7-8, attendance rates generally fall in the State of Indiana around 96%. By increasing our target attendance by .15% and our instructional time by 19,440 minutes, our students will be in school an <u>additional</u> 20,509 minutes.
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	NA	NA	NA
5. Number of students completing dual enrollment classes	NA	NA	NA
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	NA	NA	NA
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	SS	BAS SS	We have found that providing our summer school program is not significant enough to affect current student achievement goals. Therefore, additional before and after school hours are necessary to provide targeted remediation that will increase academic success; thus, meeting student achievement goals.

8. Discipline incidents*	74 As of 03/19/14	15	The number of students removed from the instructional setting is prohibiting students from meeting achievement goals. By keeping students in school (through alternate educational opportunities within the building), we will continue to provide to them high quality learning opportunities. Thus, increasing the opportunity to meet student achievement goals.
9. Truants (# of unduplicated students, enter as a whole number)	24	15	The number of students missing from the instructional setting is prohibiting students from meeting achievement goals. By keeping students in school, we will continue to provide to them high quality learning opportunities. Thus, increasing the opportunity to meet student achievement goals.
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	IN: 0 IMP: 2 EF: 26 HEF: 8	IN: 0 IMP: 5 EF: 23 HEF: 8	There is a discrepancy between our student performance and teacher evaluation ratings. There is a great need for ongoing, job-embedded professional development in the area of data analysis to help teachers determine when learning and teaching happen simultaneously.
11. Teacher attendance rate	92.48% as of 2/28/2014	96%	When teachers are not providing high-quality instruction, student achievement will suffer. By increasing teacher attendance, we will positively affect student achievement.

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	Literacy programs need to be more student specific to meet the individual academic needs of each student. Teachers need training in the areas of data analysis and differentiation to be able to determine individual reading levels and academic performance. Administration, teachers, and support staff need training to support efforts to be diagnostic and prescriptive in the approach to teaching literacy skills and supporting students as they become proficient in grade level standards.
Justification for Selected Interventions	Through formal and informal observations, it is apparent teachers are very comfortable teaching content. However, teaching is occurring at one level. Students who fall below proficiency within a specific skill do not have opportunity for remediation. Students who are proficient have few opportunities for acceleration. Data show 35% of students are below proficiency and 9% are above. We need to meet the needs of all students to allow for academic growth. Our partnerships with Indiana Wesleyan University and Software Technology Incorporated will afford teachers opportunities to receive ongoing job-embedded professional development to effectively analyze data and plan to provide all students opportunities for academic growth.

School Leadership	
LEA analysis	As a result of assessing several data points and findings, district administrators have opted to replace the principal at McCulloch Junior High School. As of Friday, March 21, 2014, the position was posted internally and externally. (The current principal was placed at McCulloch at the beginning of the 2010-2011 school year.)
Justification for Selected Interventions	There is significant data provided in the outcome of school accountability ratings for McCulloch. For the 2012-2013 school year, McCulloch Junior High School received a 'D' as its final letter grade for school accountability. This is a one letter grade improvement from the previous year (2011-2012). For 2010-2011, McCulloch Junior High School was placed on 'academic' watch with a 'D' rating – down from 'academic progress' for the 2009-2010. These accountability results demonstrate the need of new leadership within this building.

School Infrastructure	
LEA analysis	In analyzing the infrastructure of McCulloch Junior High School, the LEA is satisfied that staffing ratios and instructional resource materials (excluding some technology) are sufficient for the size of the school, but failing to yield desired results. The district can substantiate both fiscal and human capital expenditures to improve achievement, but the school lacks the leadership capacity needed to lead transformational change. With respect to school administration, a change in building leaders is needed to improve internal accountability. Specifically, a strong building leader is needed to challenge existing assumptions about student performance and to formulate influential relationships with students and parents. Teachers need trained in methodologies associated with culturally responsive teaching. Moreover, teachers would benefit from school leaders modeling the use of data for recurring analysis and decision making. Emphasis needs given on how to best meet the needs of all students served, particularly considering the socio-economic diversity of the McCulloch student population.

Justification for Selected Interventions

The interventions selected address the issue of achievement in a larger context of transformational change. The transformational model draws upon six research-based constructs for transformation within the culture of Schools. The involvement of Indiana Wesleyan University's School of Educational Leadership opens the door to a long-term strategic relationship with a well-known Marion community partner (IWU) and draws upon the strength of subject matter experts at the University in areas of known need: leadership and change. The partnership with IWU will result in a customized mentoring/coaching model for the new building principal emphasizing constructs of transformational leadership. The partnership with higher education also creates the opportunity to utilize a Professional Development School model to promote best practices through a job-embedded delivery model, whereby teachers can earn up to three graduate credit hours annually. This will be accomplished through a combination of intensive, onsite seminars combined with asynchronous professional learning opportunities managed through a Learning Management System (provided by the University partner). The transformational model also allows for the use of STI Achievement Services to provide very specific training on the analysis of formative and summative data, curriculum alignment, and systematic education interventions to address known academic deficiencies that are negatively impacting overall student achievement. STI Assessment tools are used as a form of intervention and incorporated as part of the larger constructs associated with leadership development of the new principal, teachers, and a Guiding Coalition (or leadership team). In time, the leadership capacity of McCulloch will grow and will be capable of challenging status quo through logical and intentional action steps self-identified and without routinely requiring the support of an external, technical assistance provider.

Part 5: Selection of Improvement Model

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

- Turnaround Transformation Restart Closure

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

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

The school improvement model that best qualifies to effect principal leadership, teacher instruction, and student learning at McCulloch Junior High School (2357) is the transformation model. The decision to remove the principal, as required by this model, was based upon data, findings, analysis and self-assessment. Additionally, those same factors were used to select transformation to effect improvements on teacher instruction and student learning.

In years 2012 and 2013, our teachers and students participated in the Teaching Empowering Leading Learning (TELL) and Middle Grades Student Survey of Engagement (MGSSE) surveys, respectively, to provide administrators with an understanding of their opinion on several areas within the learning environment at McCulloch Junior High School. Part of the TELL survey provides input from staff regarding the leadership practices of the building principal. MGSSE provides answers from students that can reveal their perceptions of building climate and how it affects them. Based upon the findings from both surveys, there is concern with the categories of culture, trust, student achievement data, and student management. These areas are critical to creating an environment conducive to achievement and creating a culture that promotes high expectations for teaching and learning. In addition to the survey feedback, there is significant data

provided in the outcome of school accountability ratings for McCulloch. For the 2012-2013 school year, McCulloch Junior High School received a 'D' as its final letter grade for school accountability. This is a one letter grade improvement from the previous year (2011-2012). For 2010-2011, McCulloch Junior High School was placed on 'academic' watch with a 'D' rating – down from 'academic progress' for the 2009-2010. These accountability results demonstrate the need of new leadership within this building. As a result of assessing several data points and findings, district administrators have opted to replace the principal at McCulloch Junior High School. As of Friday, March 21, 2014, the position was posted internally and externally. (The current principal was placed at McCulloch at the beginning of the 2010-2011 school year.)

Research suggests that teacher effectiveness is the most significant school related factor that impacts student achievement. Our data show that 94% of our teachers are effective or highly effective using the TAP evaluation rubric. 50% of the teacher evaluation process is based upon student growth and achievement. Our school accountability grade for the past two years has been a 'D' or below. Based upon the teacher attendance rate (92.48%), students are missing over two weeks of instruction by a certified staff member per year. There is clearly a gap between teacher performance and student achievement. Therefore, the need has been identified for revised programming along with improving policies and procedures to bridge the gap between teacher effectiveness and learning outcomes.

The school improvement team has reviewed student learning data from ISTEP+ as well as instruction time, attendance, and truancy. Our overall student population as well as student sub-groups are significantly underperforming when compared to the peers on the ISTEP+. 61% of students, overall, are passing the ISTEP+. Some sub-groups within the overall population are passing at 65% (Caucasian), 54% (African American), 52% (Free/Reduced), 29% (Special Education). Analyzing these data points forces us to look beyond the need for improved traditional policies regarding instructional time, attendance rates and truancy. Drilling down, improvement is necessary on a cultural level. This includes specific programming geared toward training teachers to embrace the value of cultural diversity in planning and delivering instruction and managing student behavior. Impacting student learning requires added student support systems. Based upon needs assessment and student survey responses, there must be services provided to impact student behavior and to provide opportunity for a cultural shift that will impact academic achievement.

After thoroughly reviewing data, determining findings, analyzing policies, programs and procedures that impact the data and findings as well as self-assessing our capacity to cause improvement, we believe the transformation model is the best way to effect change at McCulloch Junior High School. The School Improvement Grant will infuse McCulloch Junior High School with three years of additional resources that are necessary to significantly improve student achievement and culture. By the time the grant period is over, these changes will be embedded and become the new norm to our school, to our students and staff, and to our community.

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

Change, by definition, is to 'make' or become different – to transform. It can also be defined as 'taking or using another instead of'. The transformation model will provide opportunities to create change. It is difficult to make someone or something change. However, to take something in existence and adjust, amend, refine, rework, reorganize, and even transform it is an attainable goal. It will require work from the district, principal, teachers and students.

McCulloch Junior High school will be taken and transformed by making changes at the administrative level. New leadership will be in place for the 2014-2015 school year. Through improvement partnerships, the new principal will be mentored to provide support through the rigors of change. District administrators will provide operational flexibility to the principal. The principal will have the autonomy to effectively change the culture and academic success of that building. A key characteristic of the new principal will be the ability to provide leadership to drive staff members and students to embrace new programming that will successfully effect academic achievement.

Transforming classroom instruction will be achieved by using formative and benchmark assessments to drive

instructional practices. In the remodeling process to transform McCulloch's staff, teachers will be provided opportunities to allow for growth in embracing cultural diverse needs in students in the academic and social setting. For the duration of the school improvement grant, teachers will either forge ahead or begin anew on the path to become lifelong learners. Graduate level coursework will support teachers as they develop skills to enhance family engagement opportunities at the classroom level.

Students will be an integral part of the transformation at McCulloch Junior High Schools. Students will learn and engage in their own data analysis to track progress and set personal goals. As teachers become prescriptive and diagnostic to meet individual academic needs, students will learn and understand that they can and will achieve academic success at a higher level. With success, students will become more engaged, hopeful, and motivated making them better students and better citizens of our community. With a renewed engagement in academics, and improvement to the connectivity between our teachers and our students with their families, we expect fewer suspensions and less truancy. We anticipate well-rounded students who are respectful to the process of becoming college and career ready.

The transformation model will provide McCulloch staff and students the possibility of learning beyond the classroom.

PRE-IMPLEMENTATION Strategies – Application Year

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

Principal changes and flexibility	<p>Principal will be removed at the end of the 2013-2014 school year. Position will be posted on March 21, 2014. The recruitment process will begin immediately. Operational flexibility and autonomy will be given to the principal to effectively implement transformation at McCulloch Junior High School.</p> <p>Once a candidate has been selected, he/she will be paired with a leadership mentor/coach from the IWU School of Educational Leadership. The new principal will begin a year-long mentoring relationship with Dr. Brad Oliver that will require the principal to develop a professional growth plan around transformational leadership. Dr. Oliver, Associate Professor of Education, serves as a member of the Department of Educational Leadership and completed the Executive Leadership Program at the Darden/Curry Executive Leadership program at the University of Virginia, known nationally for their work with the Wallace Foundation and for their school turnaround programs.</p> <p>Costs associated with posting the principal position were funded by the school corporation.</p>
Effectiveness of staff and recruitment/retaining of staff	<p>All teachers are evaluated four times each year using the TAP rubric.</p> <p>Any teacher that falls below 2.75 out of 5 is put on an improvement plan. The plan is developed in coordination with the teacher, master teacher, and administration of the building. Teachers on an improvement plan are provided ongoing, job-embedded professional development and given immediate feedback on a weekly basis.</p> <p>Partnerships have been developed with local universities (i.e. Taylor University, Indiana Wesleyan University, Ball State University) to recruit new teacher candidates. Student teacher placements are accepted from each of these universities and outstanding student teachers are recruited and placed in available permanent teaching positions within Marion Community Schools.</p> <p>For the retaining of staff, we are working with Indiana Wesleyan University to provide graduate-level coursework to teachers committed to ongoing teaching assignments at McCulloch Junior High School. Monies are set aside annually for performance-based compensation for teachers who are rated highly effective or effective. Marion Community Schools provides a benefit package that is more appealing than the surrounding county schools.</p> <p>TAP is funded through the school corporation's funding sources.</p>
Building Culture	<p>In analyzing the current culture of McCulloch Junior High School, the culture can best be described as transactional where teachers are focused on being successful at the task of teaching. This is evidenced by the fact that 94% of the teachers are rated as effective or highly effective and yet the School has only achieved a letter grade of "D". We are in the process of working with a change specialist from the IWU School of Educational Leadership, the School will seek to create a Guiding Coalition of Leaders (i.e., a site-based leadership team) who will work toward the adoption of six transformational constructs within the School's culture. These constructs includes (1) a vision to identify and articulate educational need and solutions, (2) an effort to build Unity among stakeholders</p>

	<p>in the School to address needs, (3) the intentionality to create High Expectations among all stakeholders to accomplish sound solutions, (4) the effort of school leaders' to model the way forward, (5) the ability of school leaders to provide individual support to teachers as needed to unleash their influence, and (6) the need to provide the correct intellectual stimulation through embedded professional development supported by both a University partner and an external technical assistance provider (i.e., STI Achievement Services). A valid and reliable instrument, the Stages of Concern Questionnaire (SocQ) created by Dr. Gene Hall of Stanford University will be given no less than twice a year to ascertain the extent to which the culture has become transformational, whereby teachers are finding personal and professional fulfillment around making a difference in the lives of their students and students' parents.</p> <p>There are no direct costs associated with the pre-implementation phase.</p>
<p>Professional Development</p>	<p>Prior to year one of the SIG Grant, stakeholders in the school will participate in informal seminar sessions that will examine leadership as influence and explore the organizational health of the School. These sessions will be led by a change specialist from the IWU School of Educational Leadership and will draw upon cogent research on organizational change, school culture, and leadership. Stakeholders will learn to identify how relationship building expands the influence of school and teacher leaders within a transformational culture. Stakeholders will examine various leadership constraints that can inhibit the School from achieving a culture of transformation and will work toward developing both individual and collective professional growth goals that will be supported through embedded professional development in Years 1-3 of the grant (and later described in the grant application).</p> <p>There are no direct costs associated with the pre-implementation phase.</p>
<p>Instructional Programs</p>	<p>Teachers have started the formal process of Rtl. Teacher will meet in April to begin the process of understanding the expectation for formal monthly Rtl meetings. During these meetings, teachers along with the building principal, master teacher, school counselor, and district administrator/Title I will discuss the growth of each of their students. Data will be collected and analyzed on a monthly basis. When necessary, ILP's will be written to meet the individual academic need of each student.</p> <p>Teachers will continue to work with STI in developing processes and procedures for 8-Step.</p> <p>The cost of implementing Rtl is paid for by school corporation funding sources.</p>
<p>Parent and Community Involvement</p>	<p>McCulloch Junior High School has worked to develop monthly parent involvement meetings. Focus has been on working with parents in the areas of developing good study habits, helping your student with homework, family literacy, and community engagement.</p> <p>Marion Community Schools works with Family Services to provide parents information and services to promote social, emotional and academic growth for their student(s).</p> <p>The cost of this service is paid for by school corporation funding sources.</p>