

### 3-Year Culture SMART Goal

Over the next three years, McCulloch Junior High School leaders and teachers will complete a comprehensive leadership and professional growth action plan, emphasizing six constructs of transformational leadership and demonstrate evidence of cultural transformation through the following: (1) an Accountability Letter Grade of no less than a "B", (2) gains of 10% annual growth in Math & English/Language Arts proficiency at each grade level, and (3) greater than 75% of the school culture demonstrating levels of "refocus" as measured by Hall's Stages of Concern Questionnaire (SoCQ).

### Year I Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Principal will be replaced by a candidate who has evidence of a proven track record. Additionally, this new candidate will work with 1)an IWU Change Specialist and, 2) a peer mentor; and, 3) STI Specialist.</p> <p>Develop a professional growth plan with a qualified mentor/coach to promote transformational leadership.</p>	<p>District Staff – MCS; IWU; STI; Current Sitting/Retired Principal</p>	<p>July 2014 – June 2015</p>	<p>\$2500 – Stipend for peer mentor.</p> <p>\$10,000 – IWU Change Specialist - Fee</p>	<p><i>Replace the principal who led the school prior to implementing the model</i></p>
<p>McCulloch will refine the monthly formative assessments aligned to student academic growth. Student progress on these assessments will inform teacher and principal planning for instruction and remediation for students. Benchmark assessments for students will be refined and will help determine teacher and principal evaluation.</p> <p>Through ongoing data and professional development meetings, teachers will determine</p>	<p>Master Teacher; Building Principal; Title I; STI</p>	<p>July 2014 – June, 2015</p>	<p><i>(Embedded in the STI year one contract - \$170,880.00)</i></p>	<p><i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i></p>

<p>refinement areas.</p> <p>During cluster meetings, teachers will discuss proven instructional practices and determine how to utilize these practices to improve instruction.</p>				
<p>Offer graduate credit toward advanced degree and license renewal for all effective and highly effective teachers and provide teacher recognition &amp; rewards for highly effective educators.</p>	<p>Building Principal; IWU; STI</p>	<p>August 2014 – May 2015</p>	<p>(Embedded in cost of course work as defined below.)</p>	<p><i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i></p>
<p>Offer a 3 graduate credit hour course on cultural competency through a professional development school model (EDUT 530).</p> <p>Additional job embedded professional development will be provided on a weekly basis by lead teachers. Professional development will be focused on different teacher needs.</p> <p>STI will also provide professional development, embedded in data days, as identified based on formative and benchmark assessments.</p>	<p>Building Principal; IWU; STI</p>	<p>August 2014 – May 2015</p>	<p>\$1,500 per teacher (includes tuition, books, fees through IWU's School of Educational Leadership) \$100,000.00 - (40) MacBooks to be used for online component of ongoing, job-embedded professional development.</p> <p>\$10,000 – Stipends will be paid to lead teachers for after school professional development.</p>	<p><i>Provide high quality, job-embedded professional development</i></p>

<p>Provide mentor/coaching from master teacher and lead partner.</p> <p>Financial incentives will be provided for teachers who earn effective or highly effective status.</p> <p>Career growth is provided by offering graduate level courses to all teachers assigned to McCulloch Junior High School.</p> <p>Promotion opportunities to lead teachers will be provided to those staff members achieving highly effective rating.</p>	<p>Building Principal; Master Teacher; Mentor Teacher; IWU; STI</p>	<p>August, 2014 – May, 2015</p>	<p>\$75,000</p> <p>(Course costs are embedded in the MOU from IWU – as defined as above.)</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Remediation/Enrichment during before or after school. These opportunities will be available three days per week at three hours per day. Students will be given options for remediation/enrichment both before school (for one hour) and/or after school (for two hours). This is an opportunity to increase student learning time by (324) hours. Transportation will be provided to allow equal access for all students.</p> <p>Teachers will be given additional opportunities for professional development facilitated by a lead teacher twice monthly.</p>	<p>Building Principal; Lead Teachers; Title I; Teachers; Support Staff</p>	<p>August, 2014 – May, 2015</p>	<p>\$50,000 (Teacher Stipend)</p> <p>\$30,000 (Bus Drivers - Salary)</p> <p>\$15,000 (Mileage)</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>Faculty will be learning how to build relationships as they develop cultural competency through the graduate course offered as part of the job embedded professional development.</p> <p>Partnerships with Family Services, Carey Services, Grant County Economic Growth Council, Friends of Marion, Parent Involvement Committee, Parent Advisory Council, and Parent Teacher Organization will continue to work together to coordinate services and identify deficiencies that impact academic achievement.</p>	<p>All Building Staff; Title I; Family Services, Carey Services, Grant County Economic Growth Council, Friends of Marion, Parent Involvement Committee, Parent Advisory Council, and Parent Teacher Organization</p>	<p>July, 2014 – June, 2015</p>	<p>(Course fees are embedded in IWU MOU.)</p> <p>\$2500 – Parent/Community Involvement</p>	<p><i>Provide mechanisms for family and community engagement</i></p>
<p>McCulloch Junior High School, under Board policies of Marion Community Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application.</p>	<p>Building Principal; District Administrators; School Board; Teachers; Support Staff</p>	<p>July, 2014 – June, 2014</p>	<p>N/A</p>	<p><i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i></p>
<p>The LEA will administer the Stages of Concern Questionnaire (SoCQ) twice annually through the Southern Educational Development Laboratory. Results will be analyzed with assistance from a change specialist in the IWU School of Educational Leadership.</p> <p>Ongoing technical</p>	<p>Principal; District Administration; Title I; IWU</p>	<p>August 2014 – May 2015</p>	<p>\$1.00 per questionnaire per teacher (x twice a year); \$2500 for evaluation reports provided by IWU School of Educational Leadership to the LEA (and SEA if requested)</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i></p>

support with STI representative for (56) days.				
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**Year 2 Culture Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
Assemble a Guiding Coalition (i.e., leadership team) to provide oversight toward transformational change associated with the School's action plan.	Principal IWU	July 2015 – June 2016	\$10,000 – Coaching/Mentoring Fee	<i>Replace the principal who led the school prior to implementing the model</i>
McCulloch will continue to evaluate the monthly formative and benchmark assessments aligned to student academic growth. Student progress on benchmark assessments will inform teacher and principal evaluations.  Teachers will continue to have a scheduled weekly collaboration time.	Master Teacher; Building Principal; Title I; STI	July, 2015 – June, 2016	(Embedded in STI year-two contract - \$110,625.00)	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Offer graduate credit toward licensure renewal for all effective and highly effective teachers and provide teacher recognition & rewards for highly effective educators.	District Staff; Principal IWU	August 2015 – May 2016	(Embedded in IWU MOU)	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
Offer a 3 graduate credit hour course on cultural competency through a professional development school model (EDTL 580).	Principal IWU	August 2015 – May 2016	\$1,500 per teacher (includes tuition, books, fees through IWU's School of Educational Leadership)	<i>Provide high quality, job-embedded professional development</i>

<p>Additional job embedded professional development will be provided on a weekly basis by lead teachers. Professional development will be focused on different teacher needs.</p> <p>STI will provide professional development needed as identified based on formative and benchmark assessments.</p>				
<p>Provide mentor/coaching from master teacher and lead partner.</p> <p>Financial incentives will be provided for teachers who earn effective or highly effective status. Career growth is provided by offering graduate level courses to all teachers assigned to McCulloch Junior High School.</p> <p>Promotion opportunities to lead teachers will be provided to those staff members achieving highly effective rating.</p>	<p>Building Principal; Master Teacher; Mentor Teacher; IWU; STI</p>	<p>August, 2015 – May, 2016</p>	<p>\$75,000</p> <p>(Course costs are embedded in the MOU from IWU – as defined as above.)</p> <p>\$10,000 – Stipends will be paid to lead teachers for after school professional development.</p>	<p><i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i></p>
<p>Remediation/Enrichment during before or after school. These opportunities will be available three days per week at three hours per day. Students will be given options for remediation/enrichment both before school (for one hour) and/or after school (for two hours).</p>	<p>Building Principal; Lead Teachers; Title I; Teachers; Support Staff</p>	<p>August, 2015 – May, 2016</p>	<p>\$50,000</p>	<p><i>Provide increased learning time for students and staff</i></p>

<p>This is an opportunity to increase student learning time by (324) hours. Transportation will be provided to allow equal access for all students.</p> <p>Teachers will be given additional opportunities for professional development facilitated by a lead teacher twice monthly.</p>			<p>\$30,000 (Bus Drivers - Salary) \$15,000 (Mileage)</p>	
<p>New faculty will be learning how to build relationships as they develop cultural competency through the graduate course offered as part of the job embedded professional development.</p> <p>Continued partnerships with Family Services, Carey Services, Grant County Economic Growth Council, Friends of Marion, Parent Involvement Committee, Parent Advisory Council, and Parent Teacher Organization will continue to work together to coordinate services and identify deficiencies that impact academic achievement.</p>	<p>All Building Staff; Title I; Family Services, Carey Services, Grant County Economic Growth Council, Friends of Marion, Parent Involvement Committee, Parent Advisory Council, and Parent Teacher Organization</p>	<p>July, 2015 – June, 2016</p>	<p>(Course fees are embedded in IWU MOU.)</p> <p>\$2500 – Parent/Community Involvement</p>	<p><i>Provide mechanisms for family and community engagement</i></p>

McCulloch Junior High School, under Board policies of Marion Community Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application.	Building Principal; District Administrators; School Board; Teachers; Support Staff	July, 2015 – June, 2016	N/A	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
The LEA will administer the Stages of Concern Questionnaire (SoCQ) twice annually through the Southern Educational Development Laboratory. Results will be analyzed with assistance from a change specialist in the IWU School of Educational Leadership.	Principal; District Administrators; IWU	August 2015 – May 2016	\$1.00 per questionnaire per teacher (x twice a year); \$2500 for evaluation reports provided by IWU School of Educational Leadership to the LEA (and SEA if requested)	LEA and, SEA supports school with ongoing, intensive technical assistance and support

### Year 3 Culture Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Monitoring of Guiding Coalition Meetings/Strategic Planning.	District Administration; Principal	July 2016 – June 2017	\$2500 (based on 45 clock hours of professional consultation as needed.)	Replace the principal who led the school prior to implementing the model
McCulloch will continue to develop the monthly formative and benchmark assessments aligned to student academic growth. Student progress on benchmark assessments will inform teacher and principal evaluations.  Teachers will continue to have a scheduled weekly collaboration	Master Teacher; Building Principal; Title I; STI	July, 2016 – June, 2017	(Embedded in STI year-three contract - \$86,700.00)	Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement

time.  During this year, STI will mentor McCulloch staff to become independent in data analysis.				
Offer professional growth points/graduate credit toward licensure renewal for all effective and highly effective teachers and provide teacher recognition & rewards for highly effective educators.	Principal Guiding Coalition	August 2016 – May 2017	(Embedded in IWU MOU)	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
Implementation of a professional growth plan developed by the School's Guiding Coalition and aligned to school improvement goals.	Principal Guiding Coalition	August 2016 – May 2017	(Embedded in IWU MOU)	<i>Provide high quality, job-embedded professional development</i>
Provide mentor/coaching from master teacher and lead teachers. McCulloch will take the lead for recruitment and retention of colleagues.  Financial incentives will be provided for teachers who earn effective or highly effective status.  Career growth is provided by offering graduate level courses to new teachers assigned to McCulloch Junior High School.  Promotion opportunities to lead teachers will be provided to those staff members achieving highly effective rating.	Building Principal; Master Teacher; Mentor Teacher; IWU; STI	August, 2016 – May, 2017	\$75,000  (Course costs are embedded in the MOU from IWU – as defined as above.)  \$10,000 – Stipends will be paid to lead teachers for after school professional development.	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>



McCulloch Junior High School, under Board policies of Marion Community Schools, will have the flexibility and autonomy to fully and effectively implement the transformational model as defined in this application.	Building Principal; District Administrators; School Board; Teachers; Support Staff	July, 2016 – June, 2017	N/A	Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)
The LEA will administer the Stages of Concern Questionnaire (SoCQ) twice annually through the Southern Educational Development Laboratory. Results will be analyzed with assistance from a change specialist in the IWU School of Educational Leadership.	Principal; District Administrators; IWU	August 2016 – May 2017	\$1.00 per questionnaire per teacher (x twice a year); \$2500 for evaluation reports provided by IWU School of Educational Leadership to the LEA (and SEA if requested)	LEA and, SEA supports school with ongoing, intensive technical assistance and support

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

By June 2018, McCulloch Junior High School will demonstrate a sustainable, transformed culture as evidenced by three consecutive years of achieving an Accountability A-F letter grade of “B” or higher and 80% of all students passing both Math and English Language Arts.

By year four of the improvement process, McCulloch takes over as the lead for driving improvement in their building. External partners will act as mentors and minimal costs will be paid for through funding sources of the corporation.

Community partners will continue to support McCulloch at no cost.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Partnerships</b>	<b>Transformation Principles</b>
Principal will make a public report and presentation on evidence of successful integration of the six transformational constructs adopted at McCulloch.	Principal	By the end of May 2018.	Chamber of Commerce Parent/Teacher Org Friends of Marion IWU	Replace the principal who led the school prior to implementing the model

McCulloch will continue to use the evaluation system that monitors student growth and teacher/principal performance.	Building Principal; District Administrators; STI	August, 2017	N/A	<i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement</i>
Marion Community Schools will continue to provide an incentive-based pay scale to teachers.  Additionally, Marion Community Schools will provide ongoing, meaningful, job-embedded professional development that ties to graduate level coursework with an accredited university.	District Administrators; Building Principal; IWU	August, 2017	General Fund	<i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not</i>
Guiding Coalition will annually plan, implement, and evaluate ongoing, professional development that is job-embedded and aligned to school improvement goals.	Principal Guiding Coalition Teachers	Ongoing	Teachers IWU	<i>Provide high quality, job-embedded professional development</i>
Marion Community Schools will continue to work with universities to recruit and retain highly effective staff.	District Administrators; Building Principal; IWU; Taylor University; Ball State University	Ongoing	N/A	<i>Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)</i>
McCulloch Junior High School will continue to offer extended day opportunities as needed when identified through ongoing Rtl process.	District Administrator; Building Principal; Teachers; Parents	Ongoing	Title I	<i>Provide increased learning time for students and staff</i>

McCulloch will continue to work with community partners to work together to coordinate services and identify deficiencies that impact academic achievement.	All Building Staff; Title I; Family Services, Carey Services, Grant County Economic Growth Council, Friends of Marion, Parent Involvement Committee, Parent Advisory Council, and Parent Teacher Organization	Ongoing	Title I	<i>Provide mechanisms for family and community engagement</i>
McCulloch will continue to have the autonomy and operational flexibility for continued school success.	District Administrators; Building Principal	Ongoing	N/A	<i>Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)</i>
The LEA will administer the Stages of Concern Questionnaire (SoCQ) twice annually through the Southern Educational Development Laboratory. Results will be analyzed with assistance from a change specialist in the IWU School of Educational Leadership.	Building Principal; District Administrators; IWU	August 2017 – May 2018	IWU	<i>LEA and, SEA supports school with ongoing, intensive technical assistance and support</i>

### 3-Year Academic SMART Goal

ELA Academic Goal	Math Academic Goal	Other Academic Goal (optional)
<p>By the end of the 1003(g) grant period, all McCulloch student groups will show improvement in the percentage passing of ISTEP+ ELA. Specifically:</p> <p>Overall: 61% to 80%                      Black: 54% to 80%                      Hispanic: 57% to 80%                      White: 65% to 80%                      Multi-Racial: 59% to 80%                      Free/Reduced: 52% to 80%                      LEP: 52% to 80%                      Special Education: 29% to 80%</p> <p>By year three, 80% of all McCulloch student groups will attain pass or pass+ on ISTEP+ ELA which is the same as our overall academic goal.</p>	<p>By the end of the 1003(g) grant period, all McCulloch student groups will show improvement in the percentage passing of ISTEP+ Math. Specifically:</p> <p>Overall: 69% to 90%                      Black: 54% to 90%                      Hispanic: 66% to 90%                      White: 74% to 90%                      Multi-Racial: 70% to 90%                      Free/Reduced: 61% to 90%                      LEP: 67% to 90%                      Special Education: 39% to 90%</p> <p>By year three, 90% of all McCulloch student groups will attain pass or pass+ on ISTEP+ Math which is the same as our overall academic goal.</p>	<p>By the end of the 1003(g) grant period, at-risk students who would normally be suspended or expelled from school will instead remain in the building and receive an additional period of instruction in math and English Language Arts. 100% of these students will participate in the ISTEP+, and 70% will pass ISTEP+ ELA and 80% will pass ISTEP+ Math, which are the same as our overall academic goals.</p>

### Year I Academic Action Steps

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
<p>Job embedded professional development will be provided on a weekly basis by lead teachers and/or STI partners.</p> <p>Specifically, data/professional development meetings to discuss relevant assessment data, discuss teaching strategies, determine standards to reteach and reassess, discuss revisions to the assessments, etc. will be facilitated as part of the logistics partnership with STI.</p>	<p>STI; IWU; Lead Teacher; Building Principal; Title I</p>	<p>July, 2014 – June, 2015</p>	<p>(Embedded in STI Contract.)</p> <p>Lead Teacher Stipend</p>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>(56 days of PD)</p> <p>STI training will be coupled with ongoing, job-embedded professional development provided by IWU around cultural competency allowing teachers to maximize information gained from STI assessments to teach in a culturally responsive manner.</p> <p>Professional development will be differentiated for teacher needs as identified based on formative and benchmark assessments, ISTEP+ data, progress monitoring data. Based on current data, a concentration will be on teaching literacy strategies.</p>				
<p>Teachers will meet in weekly collaboration meetings to analyze data and plan for effective instruction based upon findings.</p> <p>STI will work with teachers to review all relevant test data including ISTEP along with district assessments from the 2010 to current school year.</p> <p>All teachers will work with master/mentor/lead teachers for coaching</p>	<p>STI; Building Principal; Master/Mentor/Lead Teachers; Title I; Teachers</p>	<p>July, 2014 – June, 2015</p>	<p>(Embedded in STI contract)</p>	<p><i>Promote the use of data to inform and differentiate instruction</i></p>

<p>in the area of differentiated instruction modeling culturally responsive teaching.</p> <p>All teachers will meet monthly with district-level administrator, building principal, additional support staff to analyze individual student data and, when appropriate, develop an ILP to meet the individual academic needs of each student.</p>				
<p>Principal and teachers will be provided ongoing support from external partners (IWU; STI) throughout the first year. Mentor/Peers with proven track records will provide differentiated support based on academic findings of formative and benchmark assessments.</p> <p>Principal, teachers, and support staff will meet monthly with Title I administrator to analyze student progress and growth from formative and/or benchmark assessments. During these meetings, the Rtl committee will support principal, teachers, and support staff to develop ILP when needed and appropriate.</p>	<p>Principal; Teacher; Support Staff; IWU; STI, District Administrators; Technology Coach</p>	<p>July, 2014 – June, 2015</p>	<p>(Embedded in IWU and STI contract)</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>Additionally, teachers will have ongoing daily technical support from a technology specialist to provide assistance in the implementation of curriculum, benchmark, and formative assessments, and ongoing, job-embedded professional development.</p> <p>Historically, McCulloch at-risk students who have had a significant mismatch between their circumstances and needs and the goals set for their academic growth, have been removed from the educational setting and/or placed in an alternative education setting. McCulloch has not had the capacity to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional, intellectual and academic growth and development. Principal, teachers, support staff will be provided intensive support with behaviors negatively impacting student academic success. A highly-qualified teacher and behavior specialist will provide intensive support to this at-risk population when the general education setting is not conducive to meet the academic</p>			<p>\$50,000 (Technology Coach – Salary with Benefits)</p> <p>\$75,000 – Salary and Benefits (Certified Teacher – At Risk Education)</p> <p>\$33,500/each Salary (Highly Qualified Educational Assistants – 2)</p> <p>\$75,000 - (Behavior Specialist)</p>	
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needs of these students.				
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**Year 2 Academic Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
<p>Job embedded professional development will be provided on a weekly basis by lead teachers and/or STI partners.</p> <p>Specifically, data/professional development meetings to discuss relevant assessment data, discuss teaching strategies, determine standards to reteach and reassess, discuss revisions to the assessments, etc. will be facilitated as part of the logistics partnership with STI. (36 days of PD)</p> <p>STI training will be coupled with ongoing, job-embedded professional development provided by IWU around cultural competency allowing teachers to maximize information gained from STI assessments to teach in a culturally responsive manner.</p> <p>Professional development will be</p>	STI; IWU; Lead Teacher; Building Principal; Title I	July, 2015 – June, 2016	<p>(Embedded in year two of STI Contract.)</p> <p>Lead Teacher Stipend</p>	<i>Use data to implement an aligned instructional program</i>

<p>differentiated for teacher needs as identified based on formative and benchmark assessments, ISTEP+ data, progress monitoring data. Based on current data, a concentration will be on teaching literacy strategies.</p>				
<p>Teachers will meet in weekly collaboration meetings to analyze data and plan for effective instruction based upon findings.</p> <p>STI will work with teachers to continue to review all relevant test data including ISTEP+ along with district assessments.</p> <p>All teachers will work with master/mentor/lead teachers for coaching in the area of differentiated instruction modeling culturally responsive teaching.</p> <p>All teachers will meet monthly with district-level administrator, building principal, additional support staff to analyze individual student data and, when appropriate, develop an ILP to meet the individual academic needs of each student.</p>	<p>STI; Building Principal; Master/Mentor/Lead Teachers; Title I; Teachers</p>	<p>July, 2015 – June, 2016</p>	<p>(Embedded in year two STI contract)</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>



<p>needs and the goals set for their academic growth, have been removed from the educational setting and/or placed in an alternative education setting. McCulloch has not had the capacity to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional, intellectual and academic growth and development. Principal, teachers, support staff will be provided intensive support with behaviors negatively impacting student academic success. A highly-qualified teacher and behavior specialist will provide intensive support to this at-risk population when the general education setting is not conducive to meet the academic needs of these students.</p>			<p>\$33,500/each Salary (Highly Qualified Educational Assistants – 2)</p> <p>\$75,000 - (Behavior Specialist)</p>	
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**Year 3 Academic Action Steps**

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Budgeted Items</b>	<b>Transformation Principles</b>
<p>Job embedded professional development will be provided on a weekly basis by lead teachers and/or STI partners.</p> <p>Specifically, data/professional development meetings to discuss relevant assessment data,</p>	<p>STI; IWU; Lead Teacher; Building Principal; Title I</p>	<p>July, 2016 – June, 2017</p>	<p>(Embedded in year three of STI Contract.)</p> <p>Lead Teacher Stipend</p>	<p><i>Use data to implement an aligned instructional program</i></p>

<p>discuss teaching strategies, determine standards to reteach and reassess, discuss revisions to the assessments, etc. will be facilitated as part of the logistics partnership with STI. (28 days of PD)</p> <p>STI training will be coupled with ongoing, job-embedded professional development provided by IVU mentor around cultural competency allowing teachers to maximize information gained from STI assessments to teach in a culturally responsive manner.</p> <p>Professional development will be differentiated for teacher needs as identified based on formative and benchmark assessments, ISTEP+ data, progress monitoring data. Based on current data, a concentration will be on teaching literacy strategies.</p>				
<p>Teachers will meet in weekly collaboration meetings to analyze data and plan for effective instruction based upon findings.</p> <p>STI will work with teachers to continue to review all relevant test data including ISTEP+</p>	<p>STI; Building Principal; Master/Mentor/Lead Teachers; Title I; Teachers</p>	<p>July, 2016 – June, 2017</p>	<p>(Embedded in year three of STI contract)</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>along with district assessments.</p> <p>All teachers will work with master/mentor/lead teachers for coaching in the area of differentiated instruction modeling culturally responsive teaching.</p> <p>All teachers will meet monthly with district-level administrator, building principal, additional support staff to analyze individual student data and, when appropriate, develop an ILP to meet the individual academic needs of each student.</p>				
<p>Principal and teachers will be provided ongoing support from external partners (IWU; STI) throughout the third year. Mentor/Peers with proven track records will provide differentiated support based on academic findings of formative and benchmark assessments.</p> <p>Principal, teachers, and support staff will meet monthly with Title I administrator to analyze student progress and growth from formative and/or benchmark assessments. During these meetings, the Rtl</p>	<p>Principal; Teacher; Support Staff; IWU; STI, District Administrators; Technology Coach</p>	<p>July, 2016 – June, 2017</p>	<p>(Embedded in year three of IWU and STI contract)</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>committee will support principal, teachers, and support staff to develop ILP when needed and appropriate.</p> <p>Teachers will have ongoing technical support from a technology specialist to provide assistance in the implementation of curriculum, benchmark, and formative assessments, and ongoing, job-embedded professional development. This position will become a part-time position in year three.</p> <p>McCulloch at-risk students will continue to be supported by a behavioral specialist during year three of the SIG grant. The behavior specialist will work with one EA during year three to provide McCulloch at-risk students supports that enable their maximum social, emotional, intellectual and academic growth and development. Principal, teachers, support staff will be provided intensive support with behaviors negatively impacting student academic success. A highly-qualified behavior specialist will provide intensive support to this at-risk population</p>			<p>\$25000 (Technology Coach – Salary with Benefits)</p> <p>\$33,500 - Salary (Highly Qualified Educational Assistant)</p> <p>\$75,000 - (Behavior Specialist)</p>	
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when the general education setting is not conducive to meet the academic needs of these students.				
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**Year 4 SUSTAINABILITY Academic Goal and Action Steps**

By June, 2018, McCulloch Junior High School will demonstrate a sustainable, transformed culture of academic success as evidenced by three consecutive years of achieving an accountability A – F grade of “B” or higher and 80% of all students passing both math and ELA. By year four of the improvement process, McCulloch takes over as the lead for driving improvement in their building. External partners will act as mentors and minimal costs will be paid through funding sources of the corporation. Community partners will continue to support McCulloch at no cost.

<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Partnerships</b>	<b>Transformation Principles</b>
<p>Job embedded professional development will be provided on a weekly basis by lead teachers.</p> <p>Professional development will be differentiated for teacher needs as identified based on formative and benchmark assessments, ISTEP+ data, progress monitoring data. Based on current data, a concentration will be on teaching literacy strategies.</p>	<p>Building Principal; Lead Teacher; District Administrators</p>	<p>July 2017</p>	<p>IWU as Mentor</p>	<p><i>Use data to implement an aligned instructional program</i></p>
<p>Teachers will meet in weekly collaboration meetings to analyze data and plan for effective instruction based upon findings.</p> <p>All teachers will work with master/mentor/lead teachers for coaching in the area of</p>	<p>Building Principal; Lead Teacher; District Administration</p>	<p>July, 2017</p>	<p>N/A</p>	<p><i>Promote the use of data to inform and differentiated instruction</i></p>

<p>differentiated instruction modeling culturally responsive teaching.</p> <p>All teachers will meet monthly with district-level administrator, building principal, additional support staff to analyze individual student data and, when appropriate, develop an ILP to meet the individual academic needs of each student.</p>				
<p>Principal, teachers, and support staff will meet monthly with Title I administrator to analyze student progress and growth from formative and/or benchmark assessments. During these meetings, the Rtl committee will support principal, teachers, and support staff to develop ILP when needed and appropriate.</p> <p>Teachers will have ongoing technical support from a technology specialist to provide assistance in the implementation of curriculum, benchmark, and formative assessments, and ongoing, job-embedded professional development.</p> <p>McCulloch at-risk students will continue</p>	<p>Principal; Lead Teacher; District Administration</p>	<p>July, 2017</p>	<p>Family Services</p>	<p><i>LEA and, SEA supports school with ongoing, intensive technical assistance and support.</i></p>

<p>to be supported by a district-level behavioral specialist and Family Services. Principal, teachers, support staff will be provided intensive support with behaviors negatively impacting student academic success. A highly-qualified behavior specialist will provide intensive support to this at-risk population when the general education setting is not conducive to meet the academic needs of these students.</p>				
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