This proposal makes the case for district and school improvement through implementation of a transformation zone under IC 20-31—9.5-9.5 in Kokomo School Corporation. The transformation zone would be implemented over a period of 6 school years to ensure the following foundational elements are strategically considered:

- Access & Equity
- Development & Innovation
- Sustainability & Scalability

Our theory of change posits that consistent behaviors and actions developed through this model will produce substantial and significant gains across student and teacher performance indicators.
Our model, developed in partnership with Equitable Education Solutions, will focus on the four strands as identified in the graphic.
**PROBLEM STATEMENT:** Kokomo School Corporation has three schools currently not performing at optimal levels: Bon Air Elementary School, Pettit Park Elementary School and Bon Air Middle School. Because BAE, PPE and BAM are not performing at optimal levels, it is negatively impacting students, staff and the community.

**GOAL:** To create a cluster of high-performing schools through a transformation zone; affording all students opportunities to prepare for college and career with the capacity to identify, grow and apply their unique skill sets in an optimal learning environment that addresses any barriers for student learning.
LOGIC MODEL

Inputs (Resources)

- Strategic community partners
- Professional development aligned to each campus' strategic plan.
- Targeted, high-leverage coaching and feedback cycles.
- Leader development program

Year 1 implementation planning
- Principal preparation and talent restructuring and recruitment.
- Community meetings to garner input and stakeholder buy-in.
- Teacher informational meetings for buy-in and input.
- 5-year planning for transformation zone with established student achievement benchmarks.

Outputs (Short-Term Activities)

- Change in knowledge
- Increased knowledge and stakeholder buy-in for transformation zone planning.
- Increased community awareness.
- Increased student interest for transformation zone.
- Identification of educator personnel committed to transformation zone.

Short Term Outcomes

- Change in practice & behavior
- Increase in student enrollment.
- Increase in student and teacher retention.
- Increase in student and teacher attendance.
- Improvement in leadership practices.
- Aligned systems of policies and practices.
- Use of research-based instructional strategies.

Intermediate Term Outcomes

- Change in outcomes
- 90% of low-income students are meeting or exceeding their growth targets.
- Minority students are achieving at the same levels as their non-minority peers.
- Increased graduation rates and college/career ready students.
- Kokomo School Corporation establishes a network of high performing schools.

Long Term Outcomes

- High-performing schools attract and retain students.
- High-performing districts attract and retain highly talented leaders, while growing the local talent pipeline for the workforce.
School leaders are working to support teachers, but not always in the most high-leverage areas. Data is used inconsistently to drive decision-making. The community (including families and strategic partners) are engaged with inconsistently vs. being seen as stakeholders with valuable input.

Highly effective leaders must be developed. They could be identified through current leaders or a teacher leadership program to further develop a shared leadership model for new initiatives.

Teachers are hitting the "middle." There is a steady pattern across all campuses indicating that minority students and diverse learners (students with disabilities and extended service needs requiring differentiation) are not adequately having their needs met.

Teachers must be provided with multiple opportunities to refine differentiation practices (such as utilization of data to inform instruction). Development and ongoing support with positive behavior management strategies as well as effective use of technology for a blended learning model is necessary.

Minority students are not performing at the same rates as non-minority students. Overall pass rates for ISTEP ELA and Math are declining or stagnant. For SY 16-17, two of three schools proposed for the transformation zone reported high numbers of discipline referrals.

Students need to be engaged through blended and individualized learning. Students need to practice and apply standards at varying levels of rigor in order to demonstrate growth and proficiency on ISTEP. Students need a safe environment to excel at their highest levels.

They could be identified through current leaders or a teacher leadership program to further develop a shared leadership model for new initiatives.

Development and ongoing support with positive behavior management strategies as well as effective use of technology for a blended learning model is necessary.
LEVER 1: ADDRESSING POVERTY & MOBILITY OUTCOMES

Common vision established, which drives school culture and informs decision-making.

All adults understand that academics, equity and environment are indicators that effect student success, regardless of socio-economic background. (Ongoing professional learning)

Teaching and learning practices indicate clarity in understanding issues, such as vocabulary deficits, that are widely prevalent in students living in poverty.

Collaborative action planning after poverty and mobility professional development sessions.

Intentional interactive learning opportunities for parents and students focused on financial literacy, career pathways, vocabulary development, nutrition and fitness.

Use of attendance, mobility and student achievement data to monitor growth trends.
LEVER 2: LIMITED NON-COGNITIVE ATTRIBUTES OUTCOMES

Intentional and timely goal setting for all staff and students.

Training for staff on questioning and discussion techniques to promote and facilitate metacognitive skills with students.

Bi-annual growth mindset and grit surveys for students and staff.

Established schedule for student and teacher data discussions.

Implementation of student-led conferences to share academic goals, progress and plans with parents.
LEVER 3: SOCIO-EMOTIONAL LEARNING & TRAUMA SUPPORTS OUTCOMES

Classroom practices indicate a clear understanding and implementation of the following within daily SEL practices:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

Trauma sensitive classroom and secondary trauma training.

Staff employ teaching practices that recognize the correlation between students exposed to five or more significant adverse experiences in their first three years.

Fidelity of implementation with Kickboard and Well-Managed Schools.
LEVER 4: BUILDING & MAINTAINING STRATEGIC PARTNERSHIPS

OUTCOMES

Use of agreed-upon standards for building strategic partnerships.

Data tracking of student groups aligned to community partnerships to inform the impact of partnership on student performance and culture of learning (independent samples t-test)

Annual review of strategic partnerships within the transformation zone.

Targeted partnerships for:
• Medical/dental
• Counseling (SEL support)
• Technology
• Computer Science
• Manufacturing
• Health Services
Guaranteed and viable curriculum aligned to Indiana state standards across all classrooms.

All teachers have unpacked standards and understand how to plan and deliver daily instruction aligned to the rigor levels required for mastery of standards.

Common formative and summative assessments are aligned to curriculum maps and satisfy the rigor levels of state standards, in all classrooms.

Webb’s DOK drives rigor, increasing student engagement levels in all classrooms.

Daily learning targets are aligned to Indiana State Standards, satisfying the rigor expected for mastery in all content areas.

Re-assessment after reteaching cycles (driven by data analysis) provide evidence of mastery on previously taught standards.

LEVER 5: INSTRUCTION ALIGNED TO RIGOROUS, STANDARDS-BASED CURRICULUM OUTCOMES
Implementation of extended day and extended year calendar focused on use of learning time. (12 days and one-hour per day)

Extended learning times focus on reinforcement and enrichment with power standards.

Looping is utilized as a strategy for ongoing support of student learning.

Preschool enrollment is an option for all families.

All students are offered the opportunity to participate in after-school and summer learning programs to accelerate their learning.

Data collection systems implemented during after-school and summer learning to track student progress and consistently refine programming.

LEVER 6: EXTENDED LEARNING OUTCOMES
Agreed upon use of consistent language for adult-to-adult, adult-to-student and student to-student interactions

All adults in the transformation zone support common practices to build and sustain trusting relationships with students.

Implementation of structured and common practices (like CHAMPS) in all classrooms.

Common systems utilized to track behavioral data and inform actions.

Development and implementation of common school-wide expectations, routines and procedures.

Common, consistent and ongoing evaluation of PBIS programming and what components should be part of trend data.
Implementation of extended services to increase parent involvement.

Implementation of structured and common practices for all parent and community meetings.

Outcome-oriented community meetings with established norms and consensus building strategies.

Use of data to examine if family and community engagement has increased as a result of the parent liaison role and multiple opportunities for interaction.

Clear systems for who, how and why each parent or community member is contributing to the school community.

Parent-led meetings and workshops to increase family involvement.

LEVER 8: FAMILY & COMMUNITY INVOLVEMENT OUTCOMES
LEVER 9: INDIVIDUALIZED LEARNING OUTCOMES

- Development of individualized learning plans (ILP’s) for all students in order to track academic achievement, engagement, interest and inclination to identified career pathways.
- Use of ILP’s to track students’ successful matriculation and retention PK-8 within the transformation zone.
- Implementation of proficiency scales.
- Implementation of teacher-developed, common formative assessments.
- Establishment of common daily formative assessment practices.
- Weekly data meetings to analyze and adjust instruction.
LEVER 10: PROJECT-BASED LEARNING OUTCOMES

- Ongoing staff professional development opportunities to learn about PBL and embedding PBL into curriculum maps.
- Implementation of project-based and inquiry-based learning aligned to Indiana’s academic standards.
- Student interactions focused on the 21st Century Skills’ “4 C’s”
  - Collaboration
  - Communication
  - Creativity
  - Critical Thinking
- Development and implementation of rubrics to understand and implement PBL projects within current curriculum.
LEVER 11: BLENDED LEARNING OUTCOMES

- Effective professional learning and communication for transformation zone regarding value of tech tools for students and teachers.
- Establishment of common, best practices to facilitate student learning utilizing technology.
- Connection of technology and accompany platforms to positive learning outcomes and units of study.
- Articulated alignment of blended learning to core standards reinforcement and acceleration.
- Analysis of blended learning model impact on differentiated instruction, small groups and individualized learning.
LEVER 12: CAREER PATHWAYS
OUTCOMES

- Alignment of Indiana computer science standards to positive learning outcomes and standards-driven units of study.
- Identification of transformation zone teacher leader experts for career and computer science learning.
- Student goal-setting to create deeper relevance across core content areas to success within career pathways (alignment to Indiana academic standards).
- Career Academy for Bon Air Middle School, focused on direct workforce gaps (manufacturing, health services and computer science).
- Implementation of financial literacy programming.
- Ongoing data analysis of student ILP’s, computer science standards implementation and financial literacy growth surveys.
Defined protocol and group norms for all meetings.

Shared leadership models established within the transformation zone.

Establishment of Instructional Leadership Teams (ILT’s) who conduct grade-level and content meetings to lead data protocols and analysis.

Opportunities for all transformation zone administrators to receive ongoing training, feedback and coaching.

Coaching and feedback for 2 years within the transformation zone model.
Creation of a new teacher cohort, providing ongoing support the first two years of transformation zone model.

Implementation of intra-school visits.

Development and implementation of quarterly staff culture and climate surveys to drive leader decision-making.

Quarterly analysis of staff attendance and retention.
LEVER 15: PERFORMANCE-BASED SCALING OUTCOMES

Additional compensation for multiple years of student gains (growth and proficiency).

Additional compensation after completion of third year teaching within transformation zone.

Additional compensation for teachers entering leader development program options within the district.

Additional compensation for school leaders meeting following criteria:
   - Student attendance rates of 96% or higher
   - Student growth rates of 80% or more hitting targets in any category (Reading or Math)
   - Student proficiency rates of 80% or more in any category (Reading or Math)
Establishment of professional learning calendar for the transformation zone, informed by teacher input with topics of learning.

Outcome-oriented meetings with established norms and driven by data.

Admin monitoring and measurement of implementation and effectiveness with concepts learned through professional development.

Teacher-led professional development sessions.

Peer walk-throughs and feedback.
KOKOMO SCHOOL CORPORATION
TRANSFORMATION ZONE MODEL
As part of the transformation zone model for Kokomo School Corporation, the district will partner with the following service providers to conduct ongoing research over the 6 years of implementation. These partnerships will ensure accountability while developing a body of research to support the model.

- Bradley Balch, PhD | *Professor and dean emeritus at Indiana State University*
- Equitable Education Solutions | *School Improvement Consulting Firm*
- Steve Gruenert, PhD | *Professor at Indiana State University*
- Terry McDaniel, PhD | *Professor at Indiana State University*
Kokomo School Corporation believes all students deserve access to a quality education through equitable opportunities. Through a rigorous review of data, root cause analyses, and the development of targeted strategies outlined in this proposal plan, KSC is on course to achieve the goal that their three lowest performing schools will become a zone of high-performing schools.

KSC included a wide variety of stakeholders to help develop this plan. KSC will continue to utilize the stakeholders throughout the implementation of the transformation zone plan. The district desires to be a leader in addressing performance gaps with low-income populations and implementing strategies to ensure all students achieve at high levels. This includes a focus on equitable educational opportunities for all.