



KOKOMO SCHOOL CORPORATION

PROPOSAL FOR TRANSFORMATION ZONE

TRANSFORMING KOKOMO SCHOOLS

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 that consistent behaviors and actions developed through this model will produce substantial and significant gains across student and teacher performance indicators.

TRANSFORMATIONAL SCHOOLS MODEL

- Our model, developed in partnership with Equitable Education Solutions, will focus on the four strands as identified in the graphic.

ADDRESSING BARRIERS FOR STUDENT LEARNING

- Addressing Poverty & Mobility
- Limited Non-Cognitive Attributes
- Socio-Emotional Learning & Trauma Supports
- Building & Maintaining Strategic Partnerships

OPTIMAL LEARNING ENVIRONMENT

- Instruction Aligned to Rigorous, Standards-Based Curriculum
- Extended Learning
- Proactive Behavioral Supports
- Family & Community Involvement

TALENT DEVELOPMENT AND OPERATIONS

- Leadership Development
- Talent Recruitment & Retention
- Performance-Based Scales
- Culture of Collaboration

TEACHING AND LEARNING

- Individualized Learning
- Project-Based Learning
- Blended Learning
- Career Pathways



LOGIC MODEL

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

- 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.

Rationales

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)

Short Term Outcomes

- 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.

- 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

Long 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.

THEORY OF ACTION

Leaders

If school leaders focus on talent development and maximizing a culture of collaboration,

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

then quality teachers will be retained, empowered through a shared leadership model and will be able to provide differentiated and innovative teaching and learning opportunities

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.

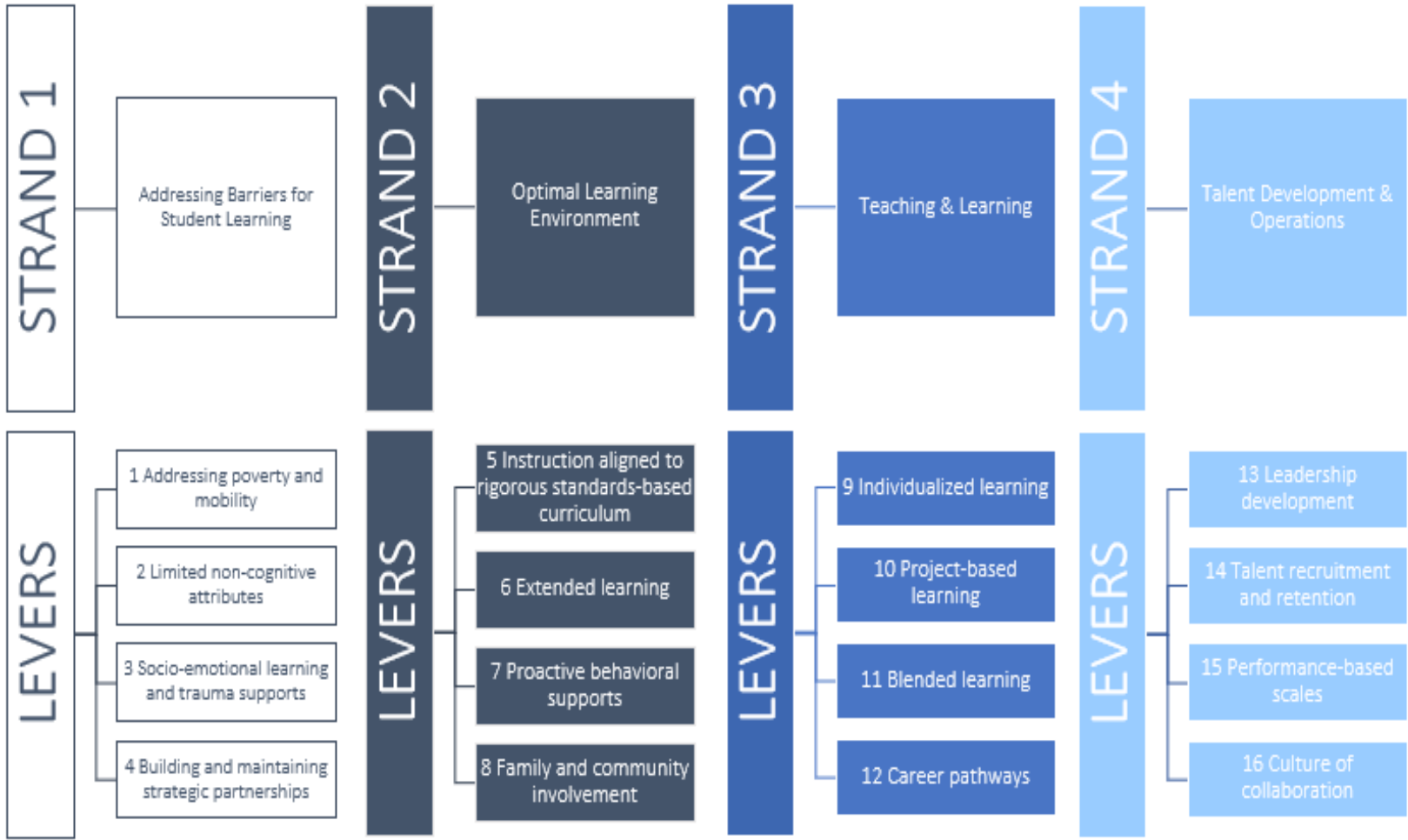
Teachers must be provided with multiple opportunities to refine differentiation practices (such as utilization of data to inform instruction). Development and ongoing support with positive behavior management strategies as well as effective use of technology for a blended learning model is necessary.

Students

so that all students will be prepared for college and career with the capacity to identify, grow and apply their unique skill sets in an optimal and innovative learning environment.

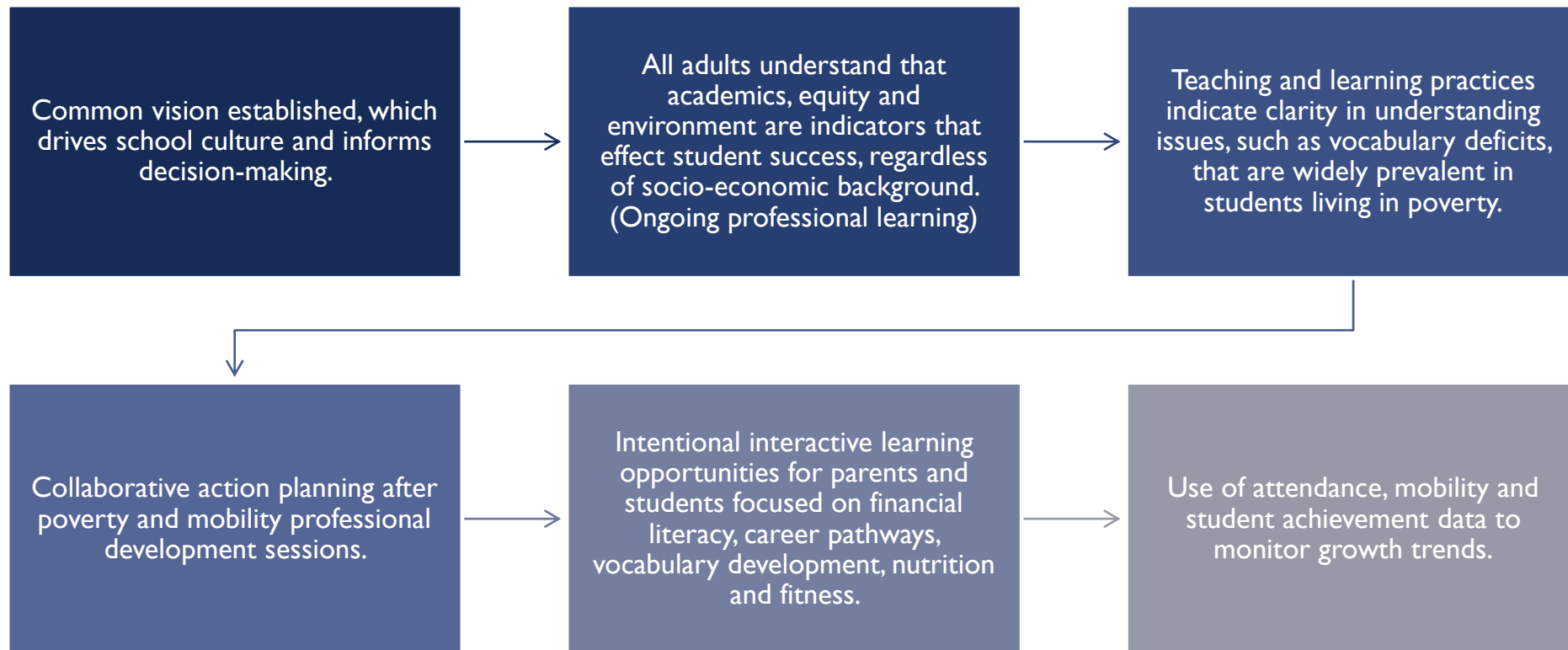
Minority students are not performing at the same rates as non-minority students. Overall pass rates for ISTEP ELA and Math are declining or stagnant. For SY 16-17, two of three schools proposed for the transformation zone reported high numbers of discipline referrals.

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.

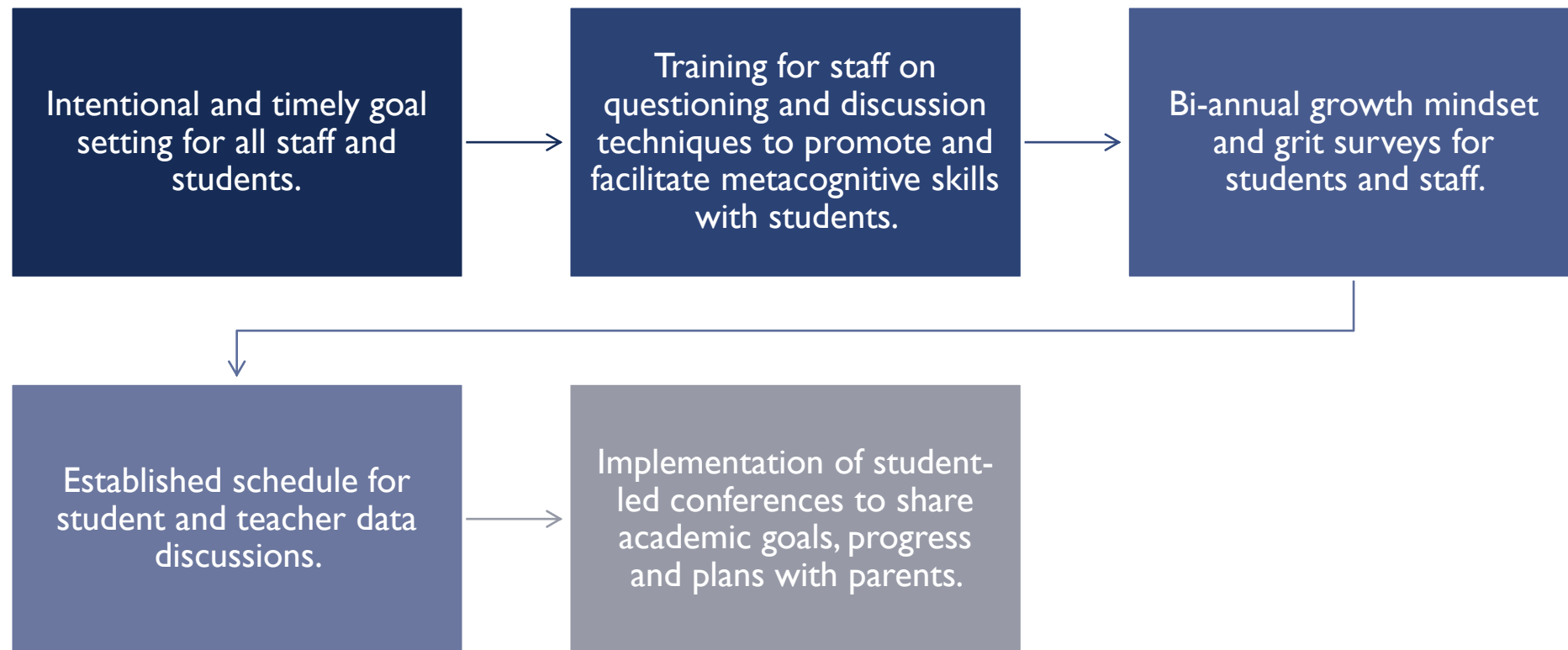


KOKOMO SCHOOL CORPORATION TRANSFORMATION ZONE MODEL

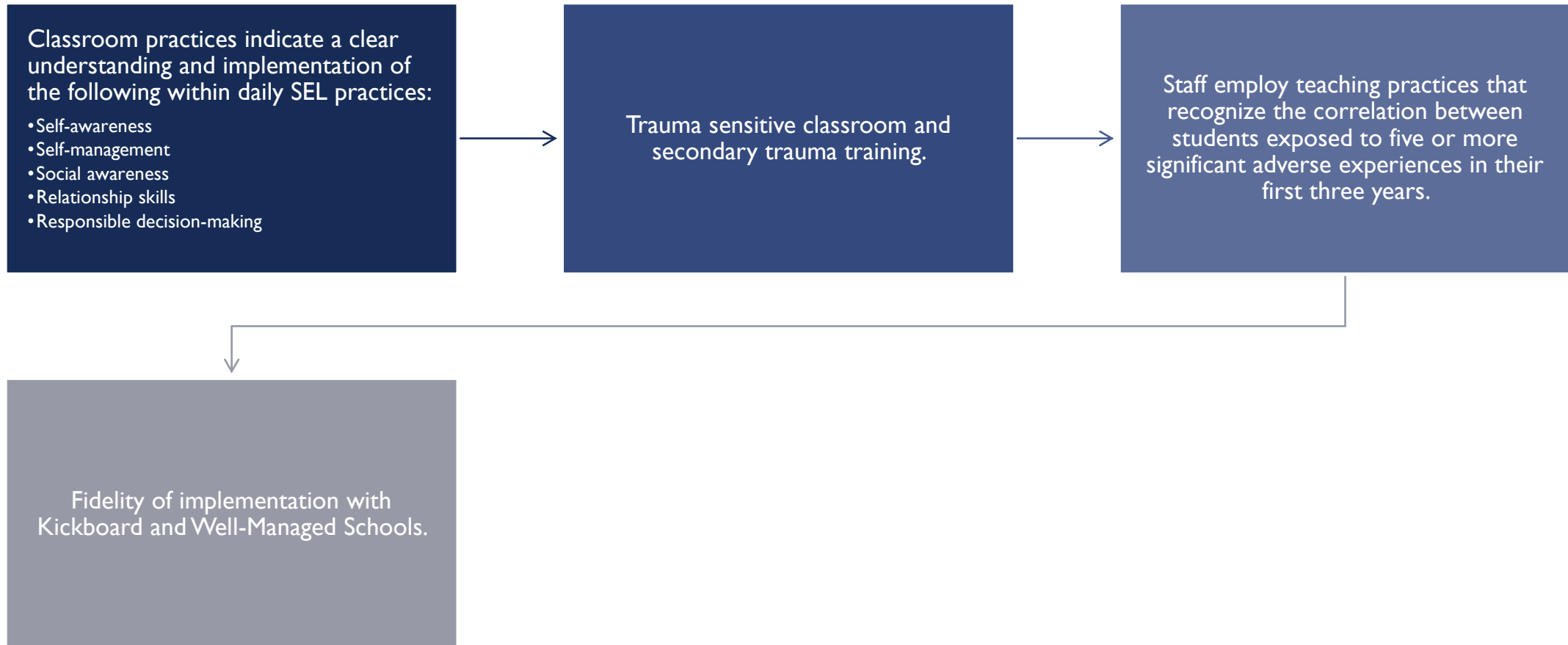
LEVER I: ADDRESSING POVERTY & MOBILITY OUTCOMES



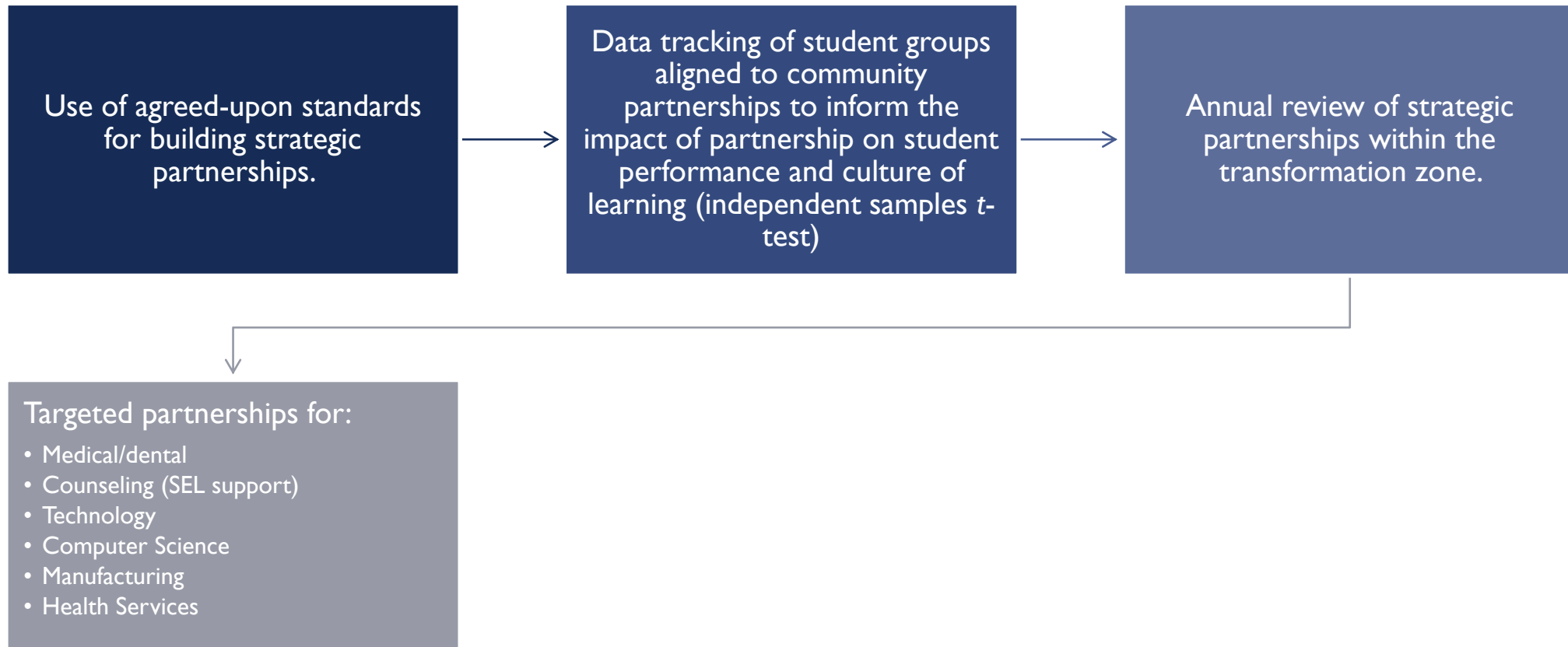
LEVER 2: LIMITED NON-COGNITIVE ATTRIBUTES OUTCOMES

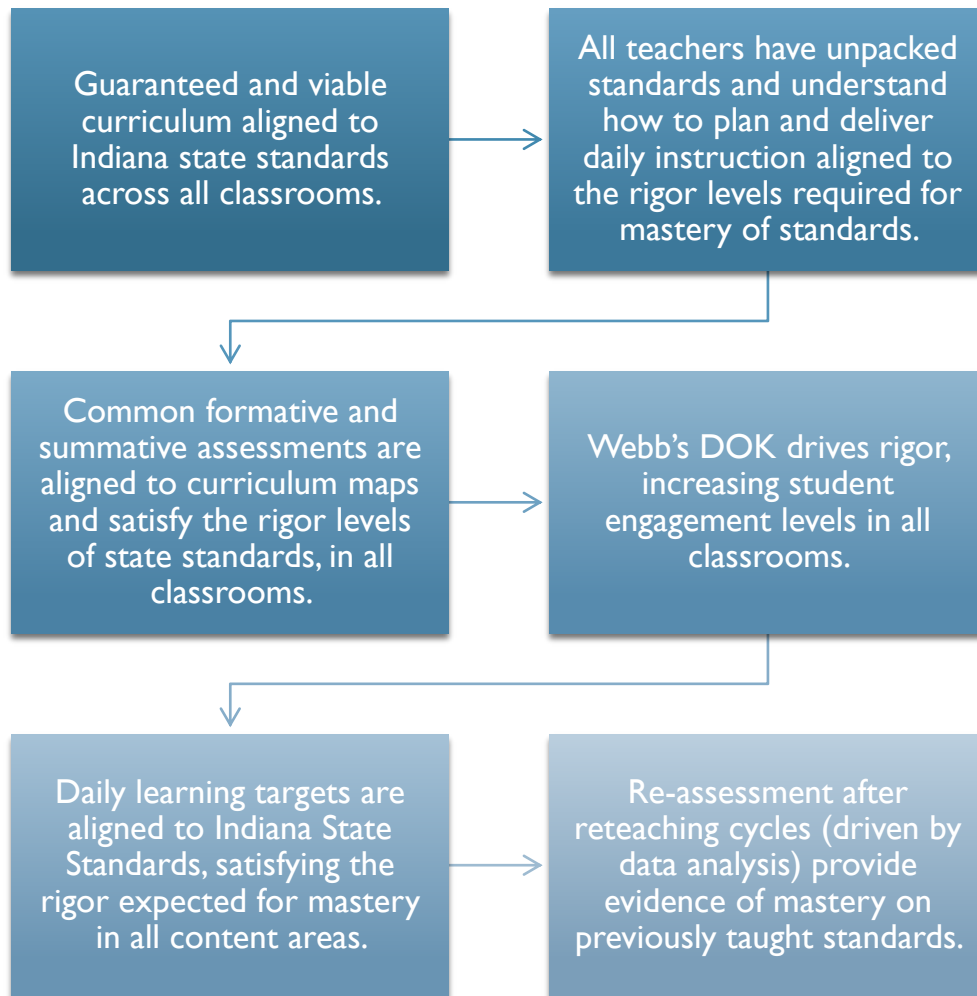


LEVER 3: SOCIO-EMOTIONAL LEARNING & TRAUMA SUPPORTS OUTCOMES

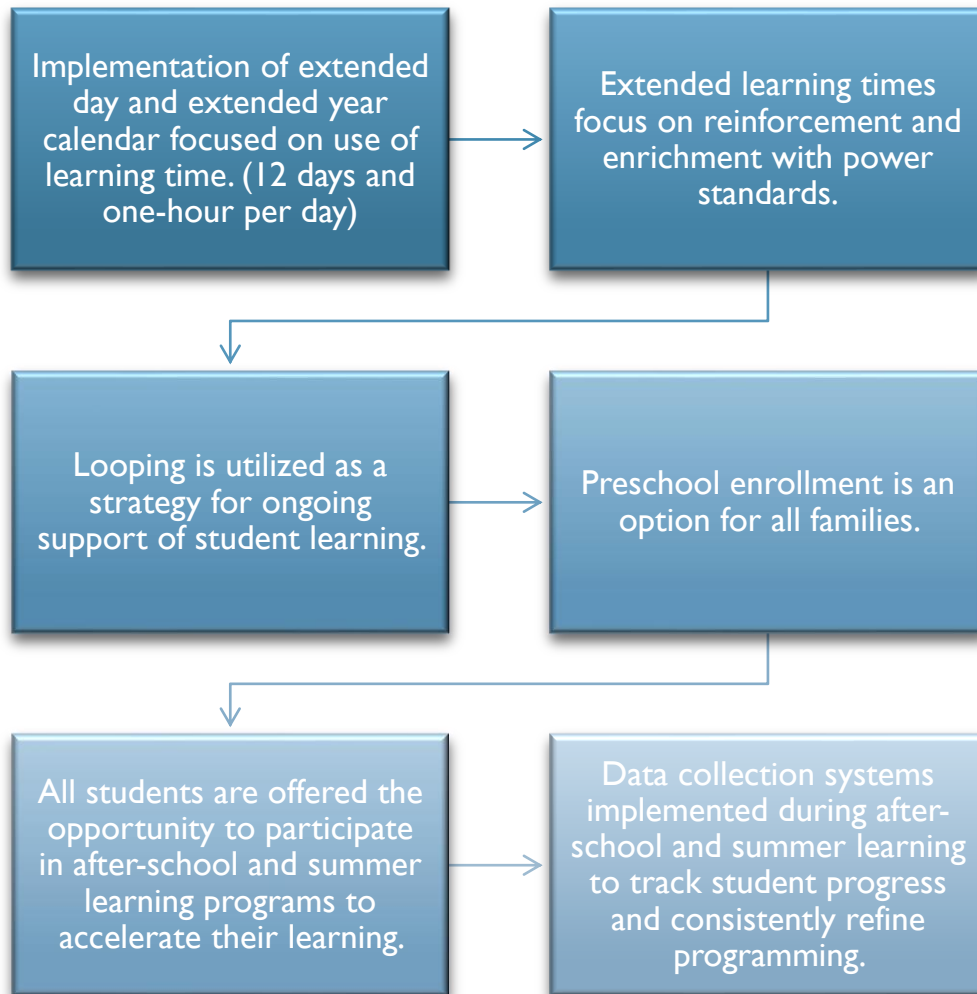


LEVER 4: BUILDING & MAINTAINING STRATEGIC PARTNERSHIPS OUTCOMES

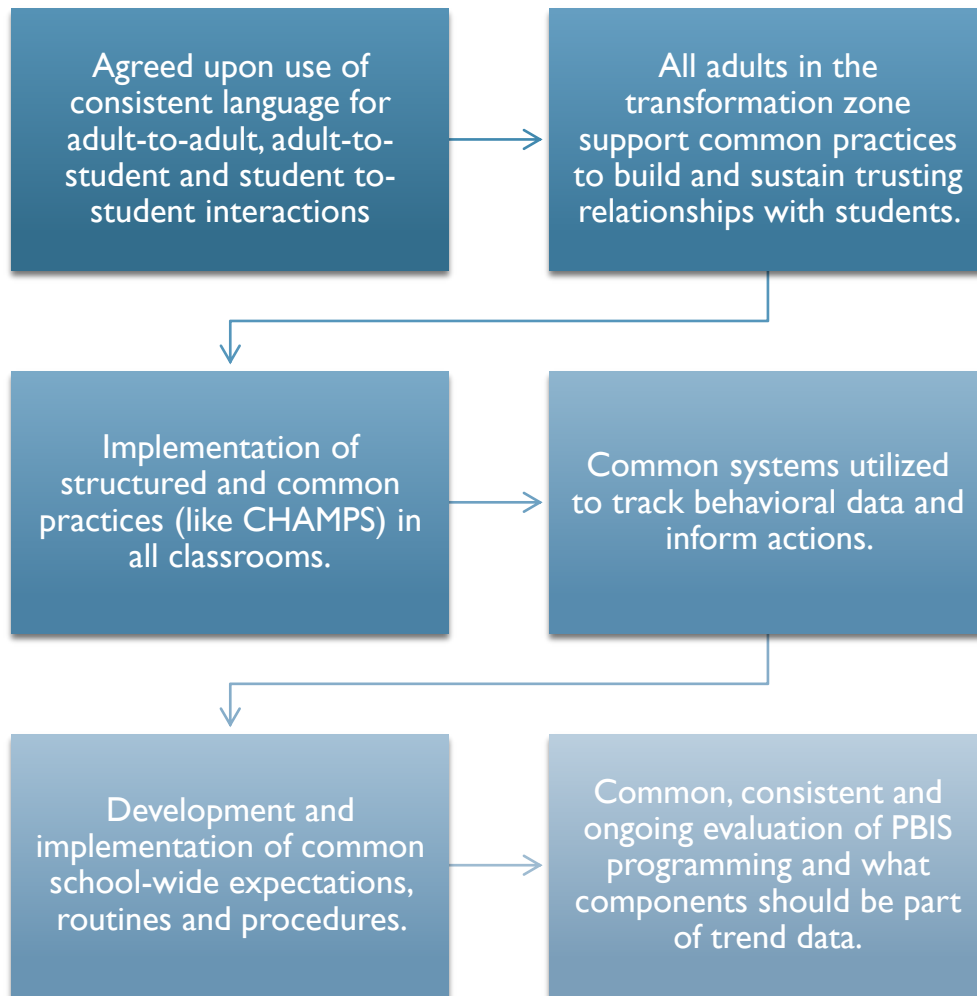




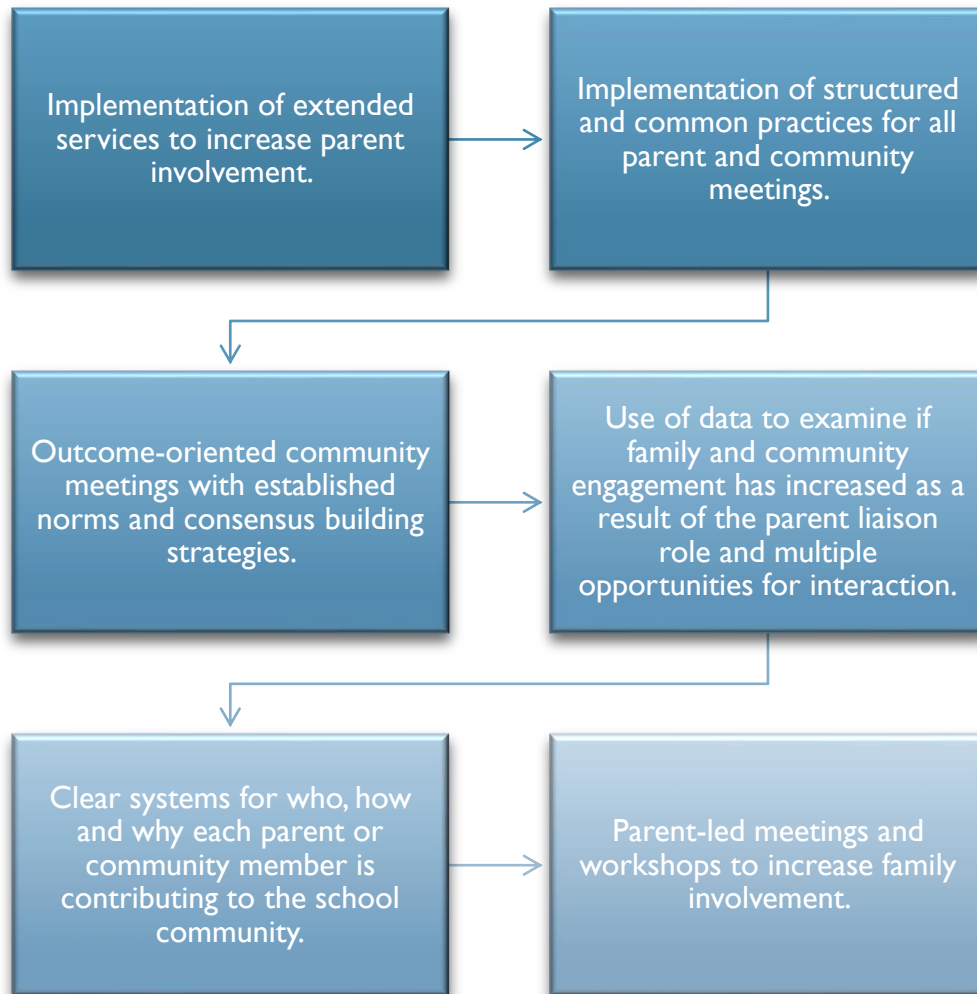
**LEVER 5:
INSTRUCTION
ALIGNED TO
RIGOROUS,
STANDARDS-
BASED
CURRICULUM
OUTCOMES**



LEVER 6: EXTENDED LEARNING OUTCOMES



LEVER 7: PROACTIVE BEHAVIORAL SUPPORT OUTCOMES



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 II: 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.

LEVER 13: LEADERSHIP DEVELOPMENT OUTCOMES

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 14: TALENT
RECRUITMENT &
RETENTION
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)

LEVER 15: PERFORMANCE- BASED SCALING OUTCOMES

Establishment of professional learning calendar for the transformation zone, informed by teacher input with topics of learning.

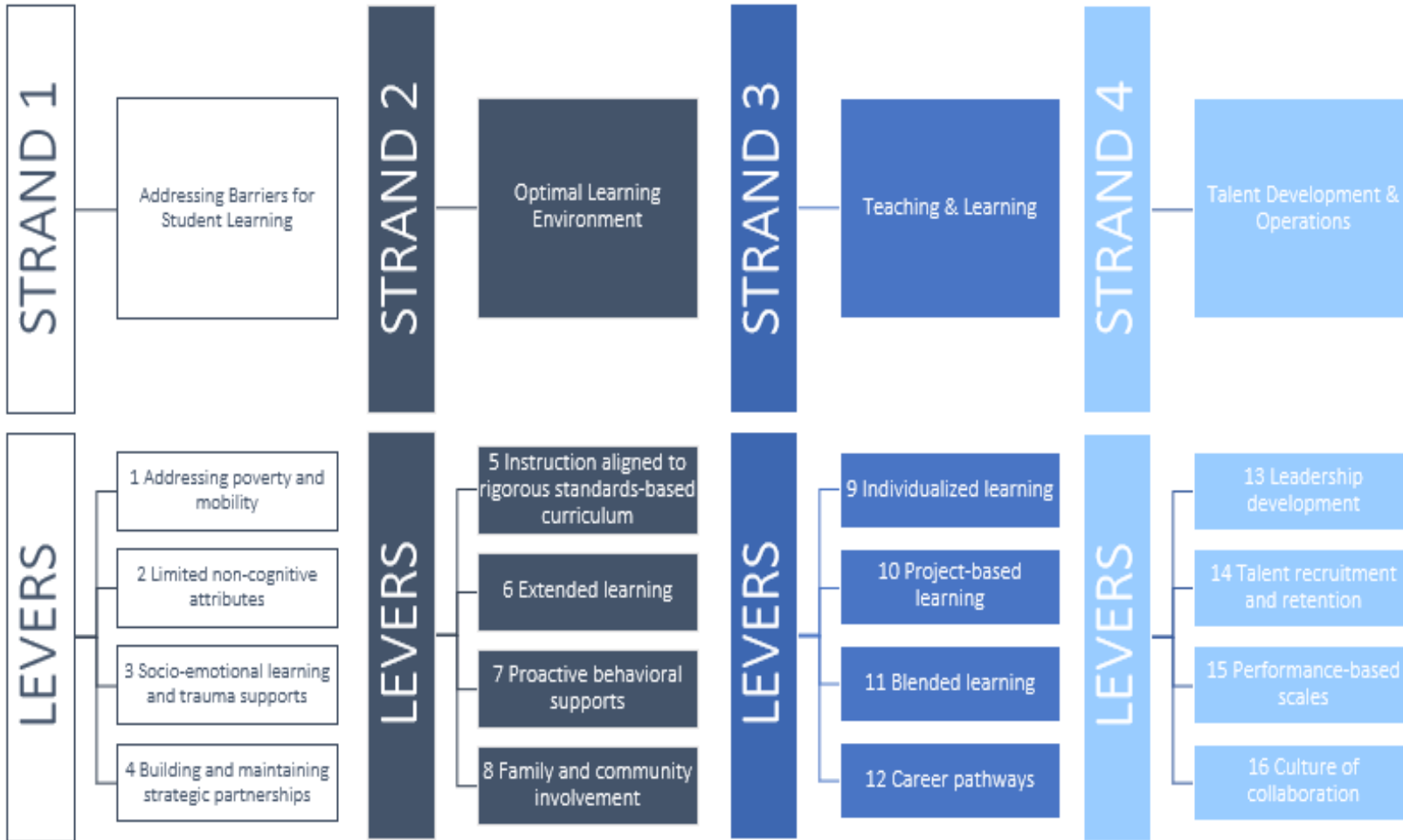
Outcome-oriented meetings with established norms and driven by data.

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

Teacher-led professional development sessions.

Peer walk-throughs and feedback.

LEVER 16: CULTURE OF COLLABORATION OUTCOMES



KOKOMO SCHOOL CORPORATION TRANSFORMATION ZONE MODEL

STRATEGIC RESEARCH PARTNERS

- 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*

CONCLUSION

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.



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