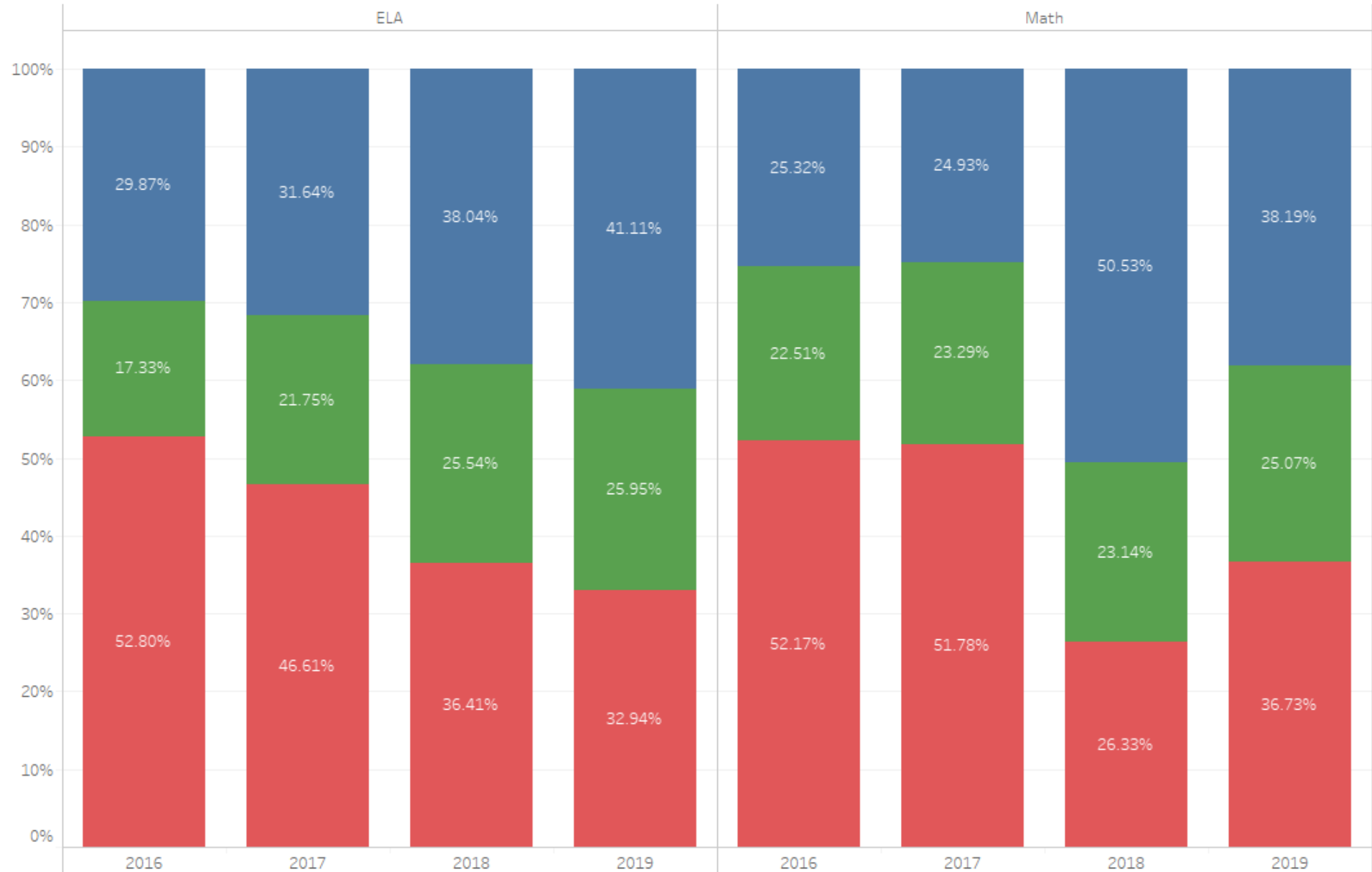


Kokomo Transformation Zone

High, Typical, and Low Growth by Subject





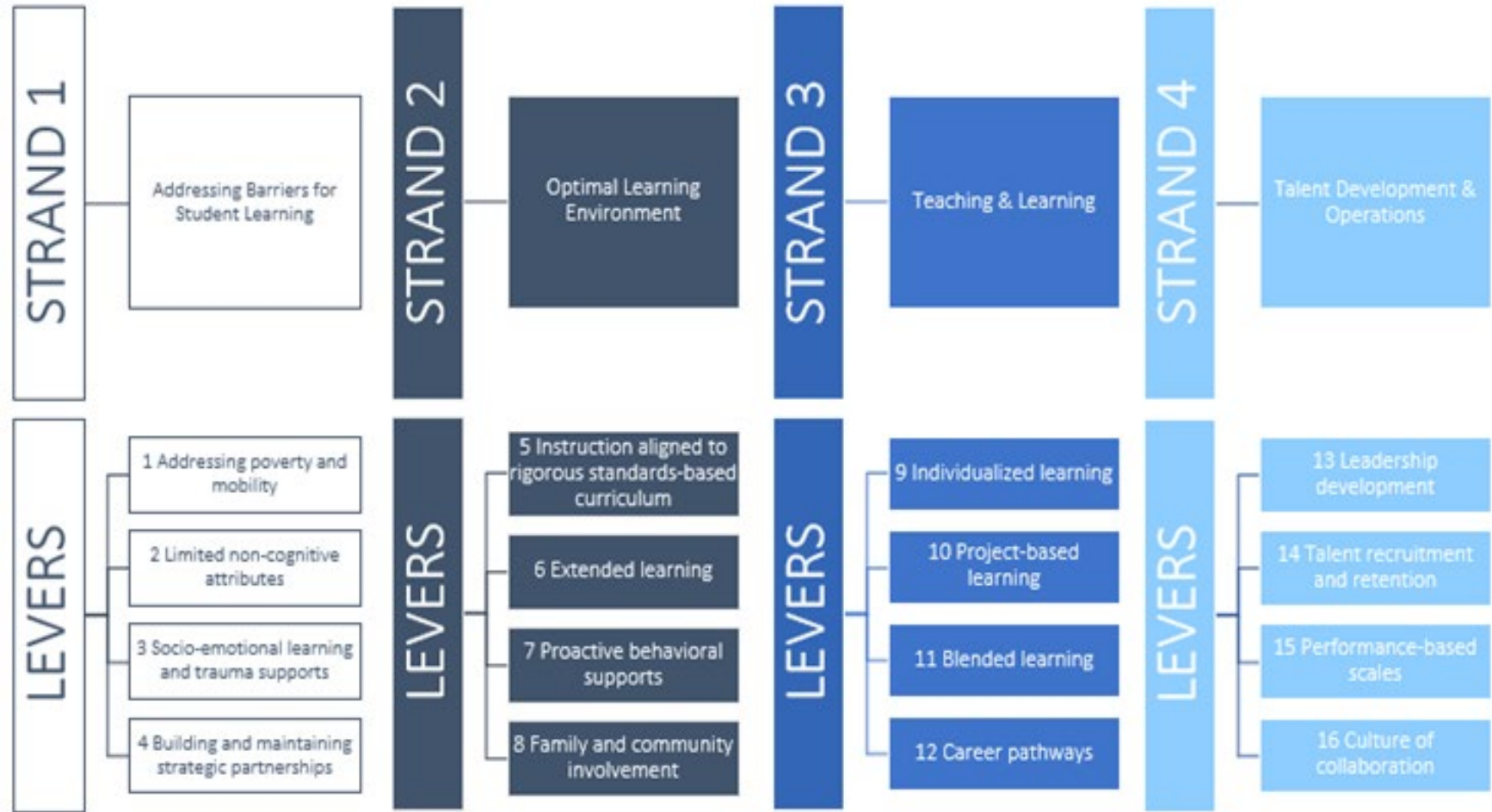
Kokomo School Corporation Transformation Zone

- *KSC Superintendent:*
Dr. Jeff Hauswald
- *KSC Assistant Superintendent:*
Dr. Mike Sargent
- *KSC Transformation Zone Director:*
Erin Stalbaum
- *Pettit Park Elementary Principal:*
Dr. Lyndsi Smith

TRANSFORMATION ZONE IMPACT REPORT



KSC Transformation Zone Levers & Strands



KSC Transformation Zone: Celebrations

- Extended calendar and daily schedule has allowed for additional innovative learning for all students.
- A focus on project-based learning has been evident during our innovative learning time.
- Saturday student-led conferences hosted families in partnership with Second Missionary Baptist Church:
 - Clothing drive provided by Alpha Kappa Alpha
 - Haircuts from KACC students & a local barbershop
 - Opportunities for employment from WorkOne
 - Mental health supports from Four County & Bona Vista
 - Community supports from Project Access, Good Fellows, United Way, Howard County Promise, & YMCA
 - IU Kokomo for 21st Century Scholar sign-ups



ELA	Performance Benchmark	Baseline	SY 2020-2021	SY 2023-2024
Bon Air Elementary	Increase the percentage of students demonstrating proficiency on ILEARN ELA for students enrolled for two or more years in the TZ	14.20%	23.90%	41.63%
Pettit Park Elementary		10.20%	21.80%	40.00%
Bon Air Middle		21.80%	31.00%	51.02%
Math	Performance Benchmark	Baseline	SY 2020-2021	SY 2023-2024
Bon Air Elementary	Increase the percentage of students demonstrating proficiency on ILEARN Math for students enrolled for two or more years in the TZ	33.90%	43.72%	53.54%
Pettit Park Elementary		27.30%	36.50%	50.00%
Bon Air Middle		13.50%	23.73%	36.00%

Goal #1: By SY 2020-2021, Transformation Zone schools will increase the percentage of students demonstrating proficiency on the ILEARN state assessment in ELA and Math.

Math Top 75%	Performance Benchmark	Baseline	SY 2020-2021	SY 2023-2024
Bon Air Elementary	Increase the number of growth points received in the Top 75% Math for students enrolled for two or more years in the TZ	81	88	93
Pettit Park Elementary		95.1	96	98
Bon Air Middle		94.3	95	96
Math Bottom 25%	Performance Benchmark	Baseline	SY 2020-2021	SY 2023-2024
Bon Air Elementary	Increase the number of growth points received in the Bottom 25% Math for students enrolled for two or more years in the TZ	101.3	100	100
Pettit Park Elementary		28.8	82.5	90
Bon Air Middle		92	93	94

Goal #2: By SY 2020-2021, Transformation Zone schools will increase the number of growth points awarded in both the Top 75% subgroup and Bottom 25% subgroup in Math.

ELA Top 75%	Performance Benchmark	Baseline	SY 2020-2021	SY 2023-2024
Bon Air Elementary	Increase the number of growth points received in the Top 75% ELA for students enrolled for two or more years in the TZ	92.4	94	95
Pettit Park Elementary		87.8	92.5	96
Bon Air Middle		95.4	96	97
ELA Bottom 25%	Performance Benchmark	Baseline	SY 2020-2021	SY 2023-2024
Bon Air Elementary	Increase the number of growth points received in the Bottom 25% ELA for students enrolled for two or more years in the TZ	123.8	100	100
Pettit Park Elementary		87.5	92.5	96
Bon Air Middle		105.2	100	100

Goal #3: By SY 2020-2021, Transformation Zone schools will increase the number of growth points awarded in both the Top 75% subgroup and Bottom 25% subgroup in ELA.

Bon Air Middle Leading Indicators

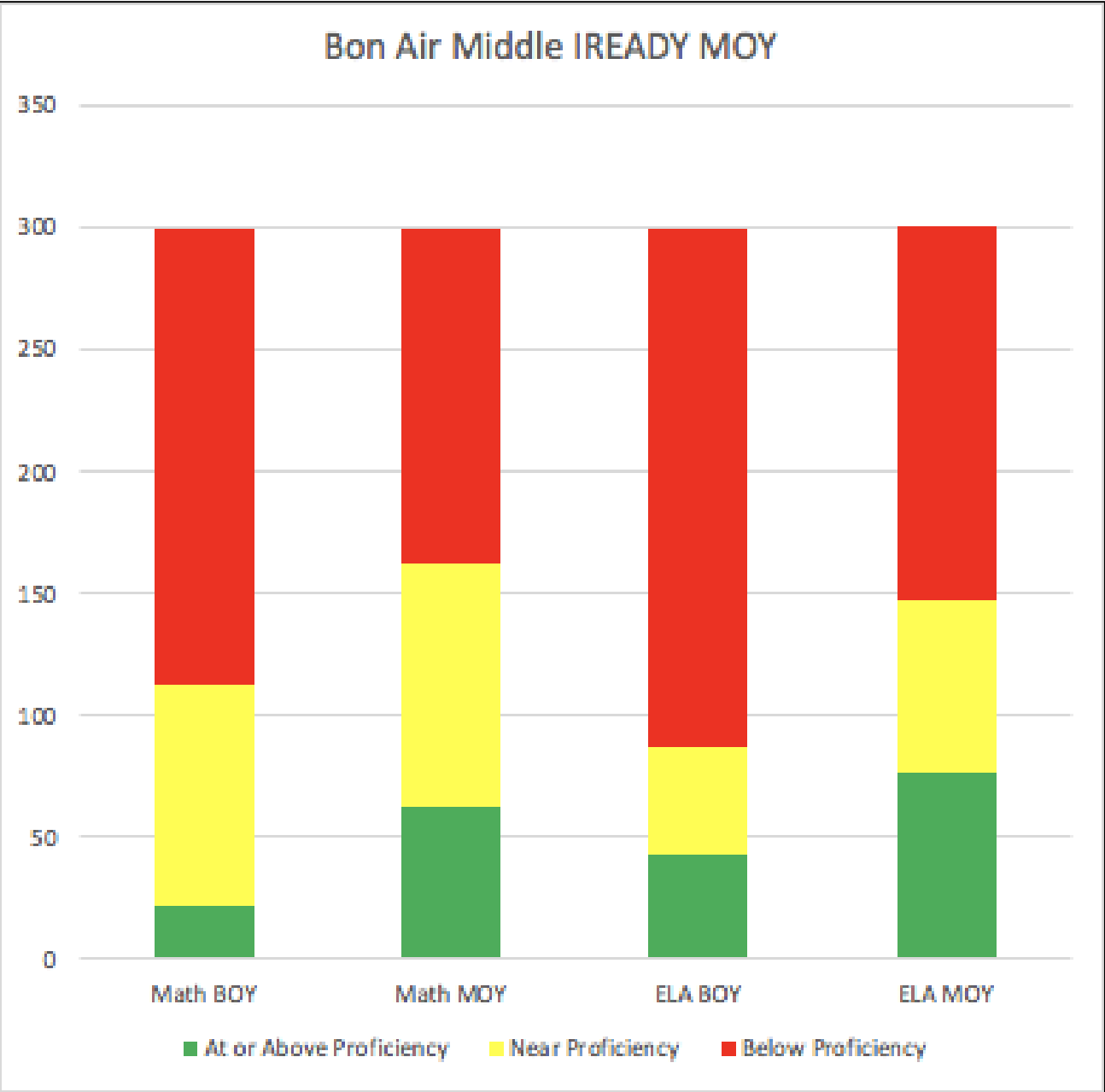
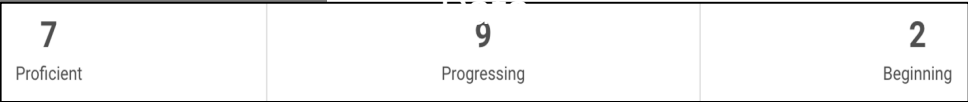
Skill Summary 1 Skill Assigned

Standards 6.RN.3.3 ⓘ **Skill** Determine Point of View: Grade 6

Assessment Summary

59% Average Assessment Score

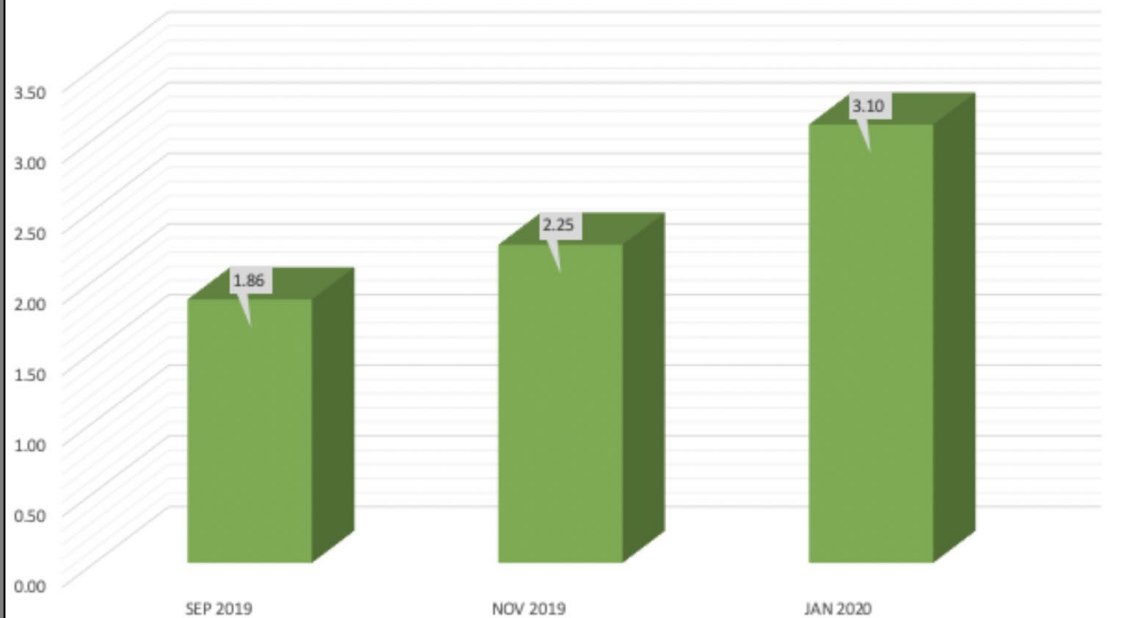
Standards Mastery Formative



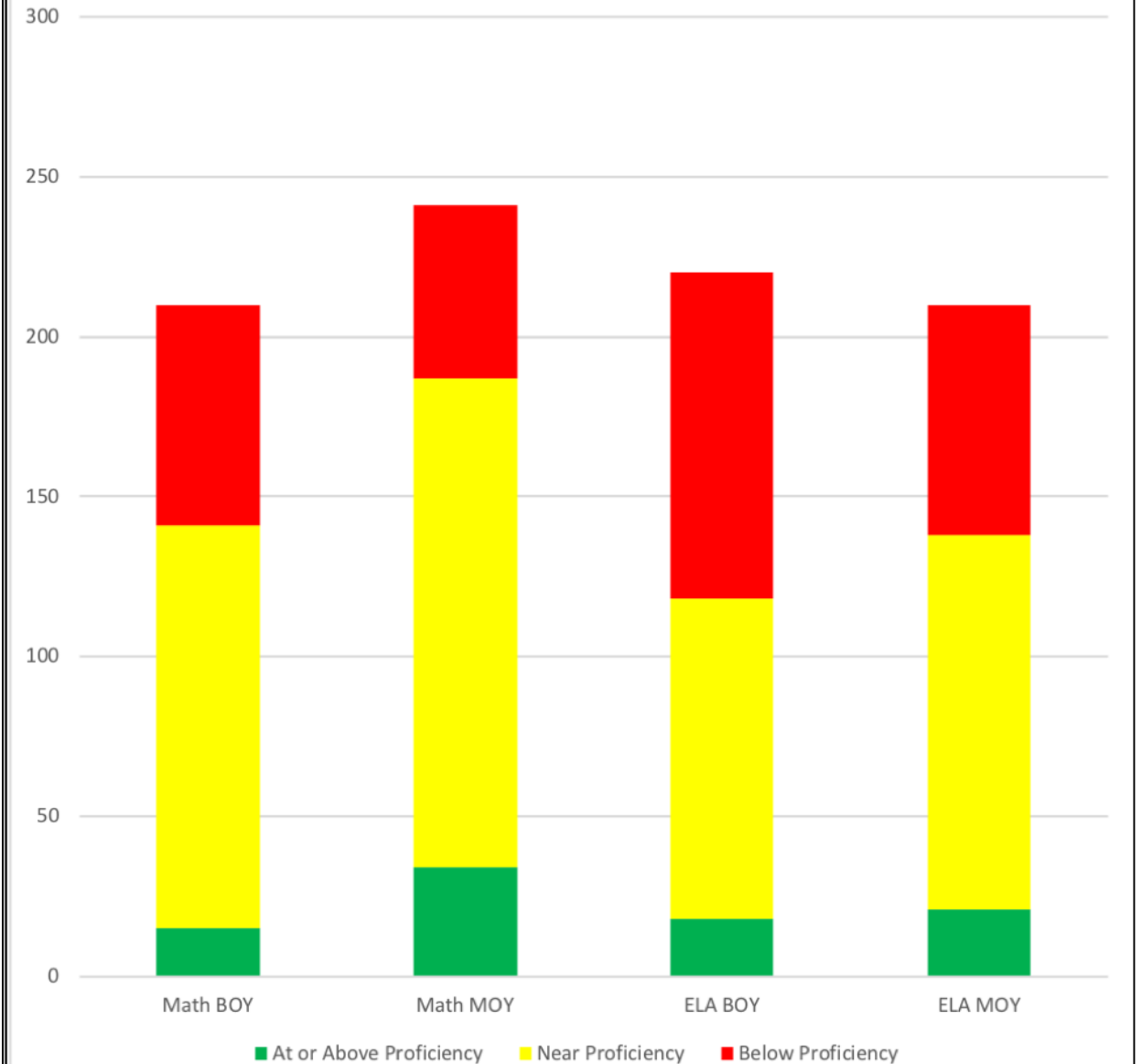
Bon Air Elementary Leading Indicators

Tiered Formative Assessment

MONTH-BY-MONTH PERFORMANCE



Bon Air Elementary IREADY MOY




Pettit Park Elementary Leading Indicators

Proficiency Scale Goal Setting

2.RN.3.1
Use various text features (e.g., table of contents, index, headings, captions) to locate key facts or information and explain how they contribute to and clarify a text. (caption, clarify, contribute, heading, index, key fact, nonfiction text, table of contents, text feature)

Level 4: I can explain to others how to use various text features to locate and explain how they contribute to key facts or information in a text.

Level 3:  I can use various text features to locate and explain how they contribute to key facts or information in a text.

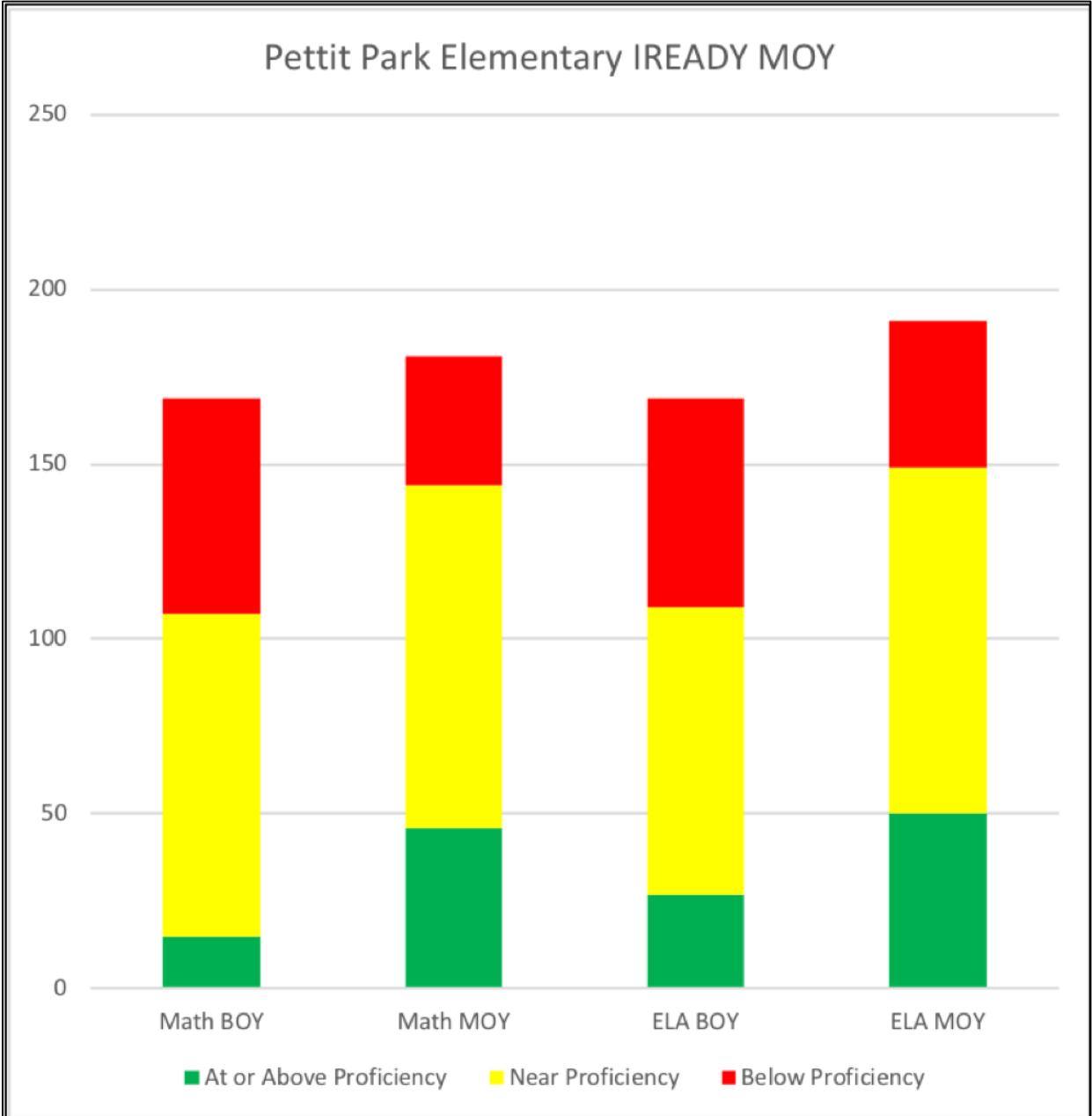
Level 2: With evidence of some reasoning, I am beginning to use various text features to locate and explain how they contribute to key facts or information in a text.

Level 1: With help, I am beginning to use various text features to locate and explain how they contribute to key facts or information in a text.

My Benchmark Score: 2 My Goal: 3 Now it is a 4!

My Plan: I will find facts using the text.

4	☆	☆	☆	☆	☆	☆
3.5						
3	☆	☆	☆	☆	☆	☆
2.5						
2	☆	☆	☆	☆	☆	☆
1.5						
1	☆	☆	☆	☆	☆	☆
0.5						
	Attempt #1	Attempt #2	Attempt #3	Attempt #4	Attempt #5	Attempt #6
	Date <u>9.20.19</u>	Date <u>12.6.19</u>	Date _____	Date _____	Date _____	Date _____



“For me, as a new educator, the process of creating tiered assessments has helped me bridge the gap between what students know and what they should know. It has also helped inform my teaching because I have a better understanding of the progression of the standard.”

- Brooklyn Marshall, 4th grade teacher



“When I spiraled back to this topic in class, I could see that students needed practice moving from level 2 to 3 or 3 to 4. Instead of spending class time on the foundational concepts, I spent time on more complex problems. Also, I could see that a few students needed even more rigorous problems (level 4+). I gave them a quick lesson on some thought-provoking problems, and they are now appropriately challenged. As a result, several students moved up a level on the next tiered assessment.”

- Kim Doak, 8th grade Math teacher



Lever 2: Limited Non-Cognitive Dispositions



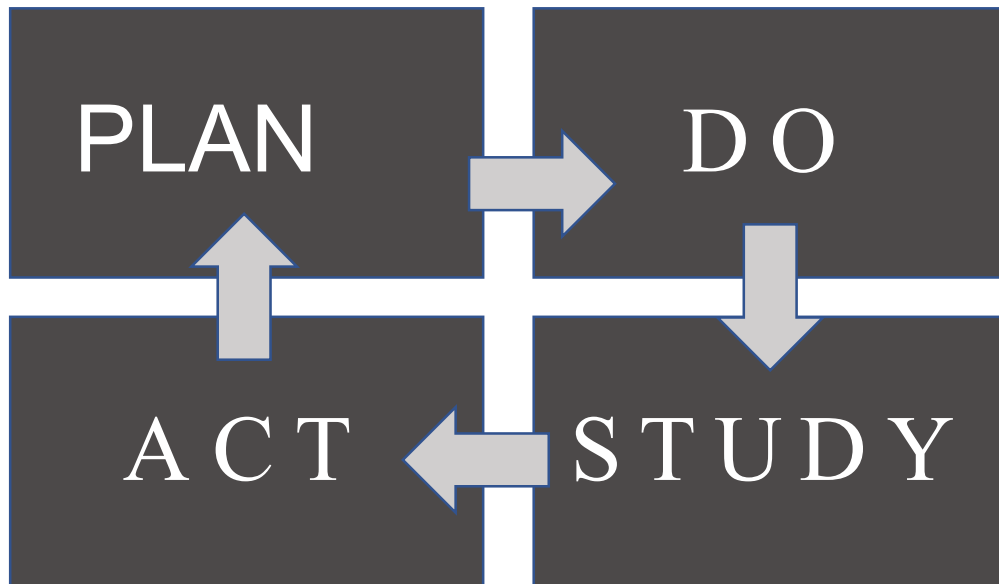
Deploy and analyze Mindsets of Learning survey for both staff and students.



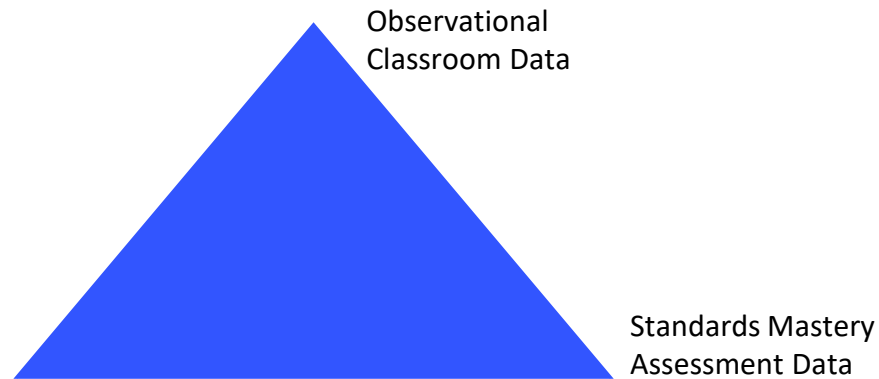
Goal setting for both staff and students based on a triangulated system of data analysis.



Classroom instruction that demonstrates the utilization of metacognition, self-efficacy, growth mindset strategies, goal-setting, and employability skill implementation.

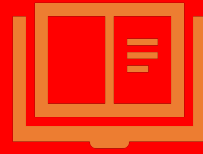


- Professional Learning Communities engage in a PDSA cycle of inquiry in order to develop student-centered SMART goals based on the Indiana Academic Standards.
- Data is systematically collected and then systemically analyzed in order to plan for additional tiered instruction and goal-setting with students on priority standards.
- The data provides an avenue for individualized instruction as students are then immersed in a learning environment needed to progress through a proficiency scale of foundational through mastery performance.



Lever 2: Limited Non-Cognitive Dispositions

Lever 5: Instruction Aligned to Rigorous, Standards- Based Curriculum



Implementation of refined curriculum maps including; proficiency scales, tiered formative assessments, and core curricular elements such as enduring understandings and essential questions.



Triangulated system for data analysis in order to support enrichment and/or reteaching.



Informal observation system aligned to differentiated, job-embedded coaching for instructional growth.

- Teachers receive weekly, non-evaluative walkthrough feedback in order to drive holistic coaching.
- Feedback has increased the capacity of both the building leaders and teachers in order to increase the rigor of academics in all classrooms.

By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty.

(Bambrick-Santoyo, 2012)

Classroom Feedback Form

I noticed...students were participating in sustained silent reading while you individually conferenced with students on their reading goals. The particular conference observed focused on a granular goal with strategies to support the successful implementation of this goal; it was very individualized for this student. Awesome conferencing skills!

I wonder...if you notice themes across individual reading goals, and if those themes ultimately serve as a data point to either teach a mini-lesson in a whole or small group. I am also wondering if their individual reading goals, such as identifying words they don't know and using context clues to support understanding, coincide with the data points you are receiving for their tiered formative assessments and their Standards Mastery. As a teacher, you do such an amazing job with responding to student data; these wonderings would create a robust PLC conversation.

Lever 5: Instruction Aligned to Rigorous, Standards-Based Curriculum

Lever 10: Project-Based Learning



Develop project-based learning units to embed into curriculum map designs.

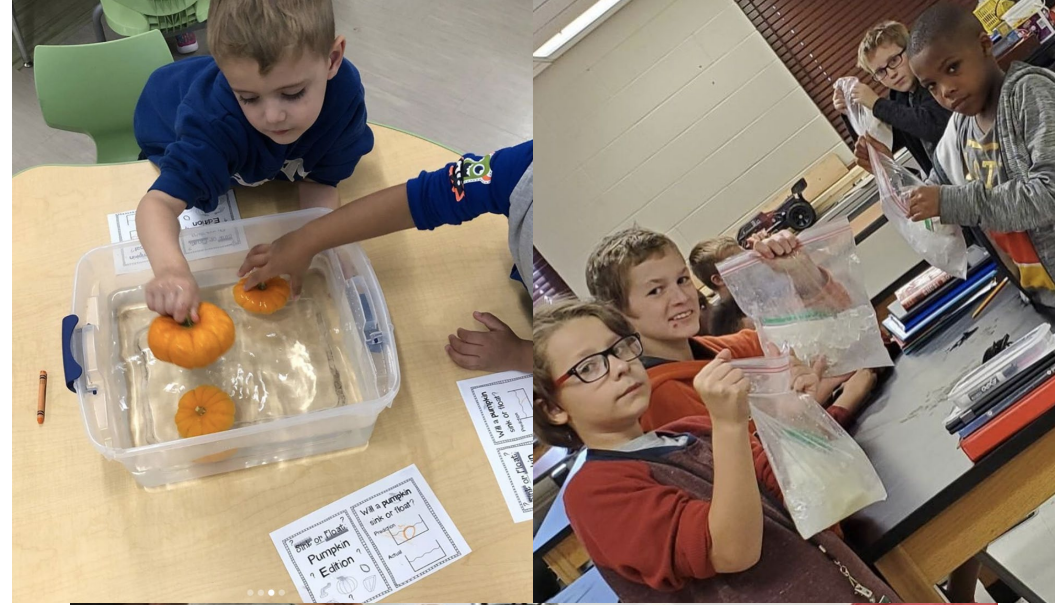


Define and utilize project-based learning to support performance-based assessments.



Project-based learning community event to showcase innovative design for learning and encourage further wrap-around supports.

- Extended, innovative learning has a project-based learning focus.
- Critical thinking and problem solving are at the core of project-based learning, which is transferring to the overall academic ethos.
- Shark Tank week at BAMS is being planned with business involvement for an engaging week of student design.



Lever 10: Project-Based Learning

Lever 13: Leadership Development



The identification of teachers to lead systematic initiatives in each building of the Transformation Zone.

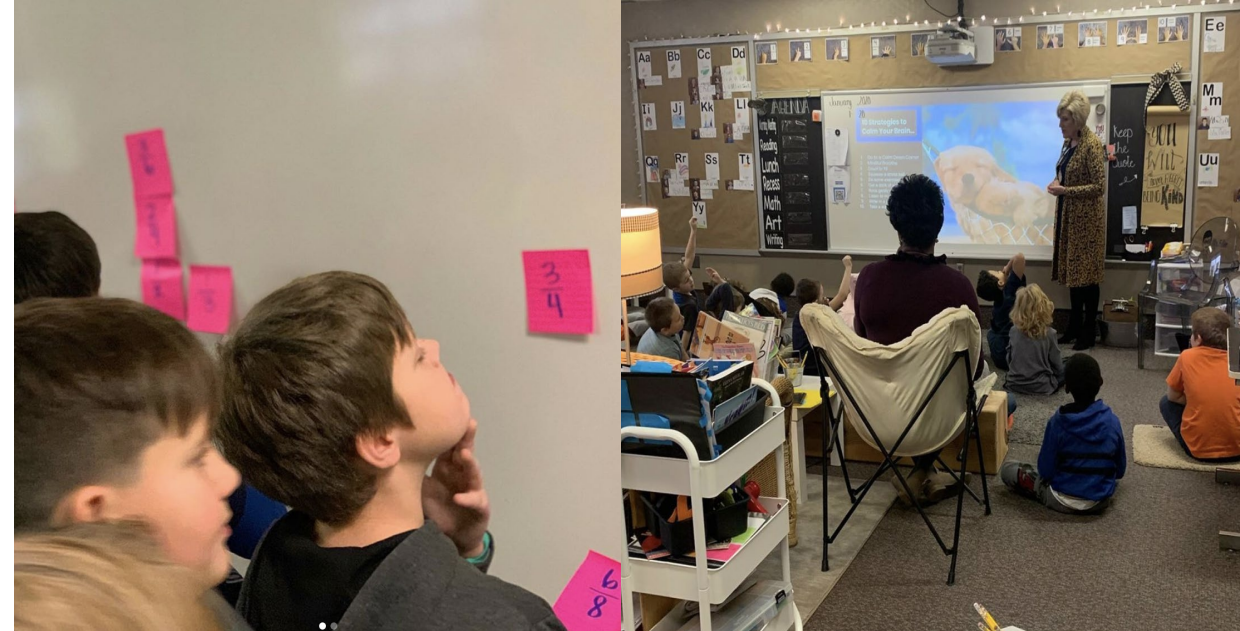


Results-oriented, student-centered collaborations.



Continued professional learning opportunities to increase leadership capacity in an overall systems approach to school improvement.

- Identified teachers are leading Professional Learning Communities and receive monthly, targeted coaching through Teach Plus in order to build their leadership strengths.
- As collaborations are student-centered, professional learning roadmaps for each building demonstrate the differentiated need to grow in pedagogical, instructional, and holistic learning practices.



Date	PLM	Lead(s) for PLM	Aligned Instructional Priority	Aligned SMART Goal	Benchmark of Success
1.8.20	Math with Maggie Rowlands	Maggie Rowlands	Math Instructional Routines	Increase Math Growth and Proficiency	Math instructional routines embedded into block
1.15.20	Neuroscience and Trauma Informed Teaching with Angela	Angela Girgis	Safe and Secure Learning Environment	Increase attendance rate/ decrease behavioral occurrences	Deeper understanding of neuroscience, how poverty impacts the brain, and practices to support students
1.22.20	Neuroscience and Trauma Informed Teaching with Angela	Angela Girgis	Safe and Secure Learning Environment	Increase attendance rate/ decrease behavioral occurrences	Deeper understanding of neuroscience, how poverty impacts the brain, and practices to support students
1.29.20	The Components of a 90-minute Reading Block: Differentiated PD	Lyndsi Teachers	Reading framework	Increase ELA growth and proficiency	90-minute reading block reflective of framework

Lever 12: Leadership Development

Thank you and Next Steps

- Collaborative construction of an Employability Micro-Credentialing System that supports the career readiness progression towards students graduating college and career ready
- Continued educational research with our Indiana State University partnerships in order to ensure practices are evidence-based and generate further research for the field of education
- Deepen our understanding of and journey towards a competency-based education for all students.

