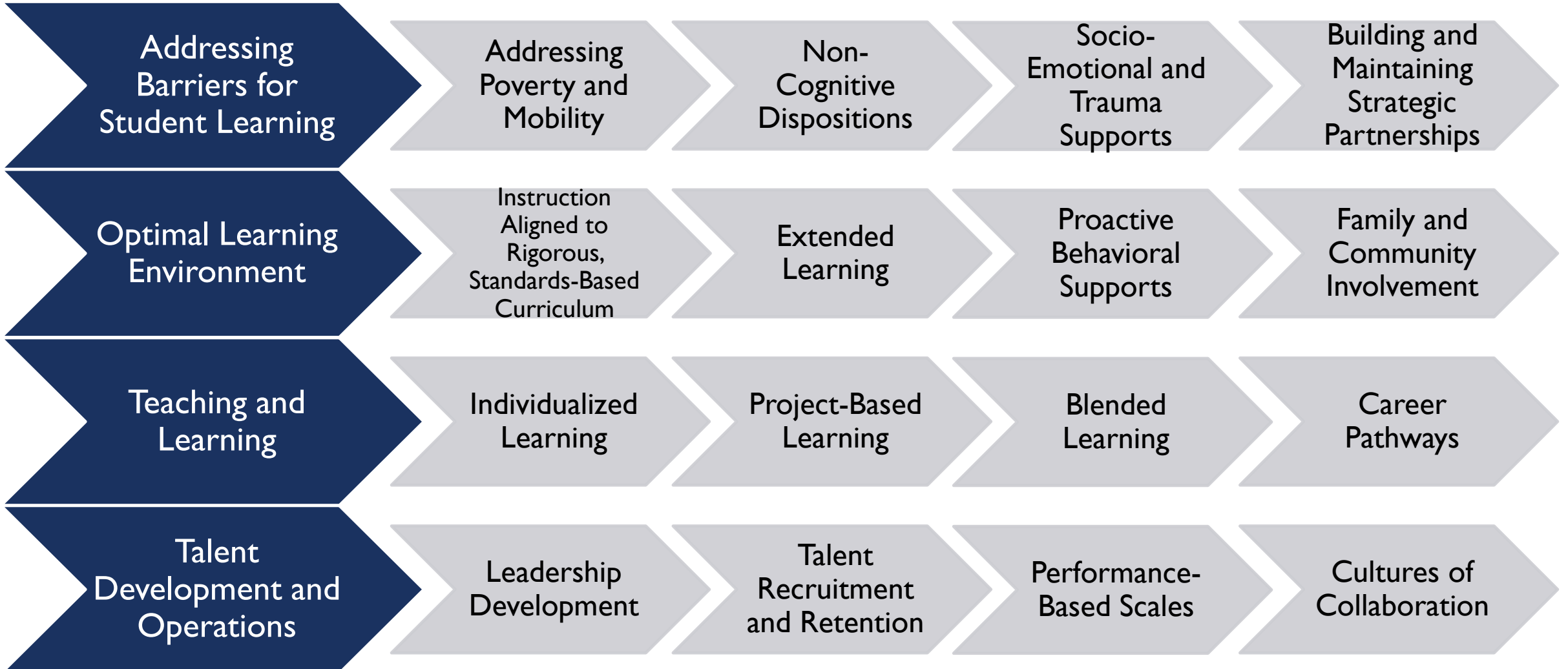




KOKOMO SCHOOL CORPORATION TRANSFORMATION ZONE

AMANDA LANDRUM: BON AIR MIDDLE SCHOOL PRINCIPAL
ERIN STALBAUM: KSC TRANSFORMATION ZONE DIRECTOR

PETTIT PARK ELEMENTARY – BON AIR ELEMENTARY – BON AIR MIDDLE



GOAL #1: BY SCHOOL YEAR 2019-2020, TRANSFORMATION ZONE SCHOOLS WILL INCREASE PROFICIENCY IN BOTH ENGLISH/LANGUAGE ARTS AND MATH AS MEASURED THROUGH ILEARN DATA

ELA Proficiency	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
Bon Air ES	30.1%	37.5%		Goal: 50%			Goal: 70%
Bon Air MS	32.9%	28.1%		Goal: 50%			Goal: 70%
Pettit Park ES	17.3%	24.8%		Goal: 40%			Goal: 60%

Math Proficiency	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
Bon Air ES	25.7%	47.6%		Goal: 40%			Goal: 60%
Bon Air MS	17.8%	15.9%		Goal: 40%			Goal: 65%
Pettit Park ES	20.5%	31.5%		Goal: 40%			Goal: 60%

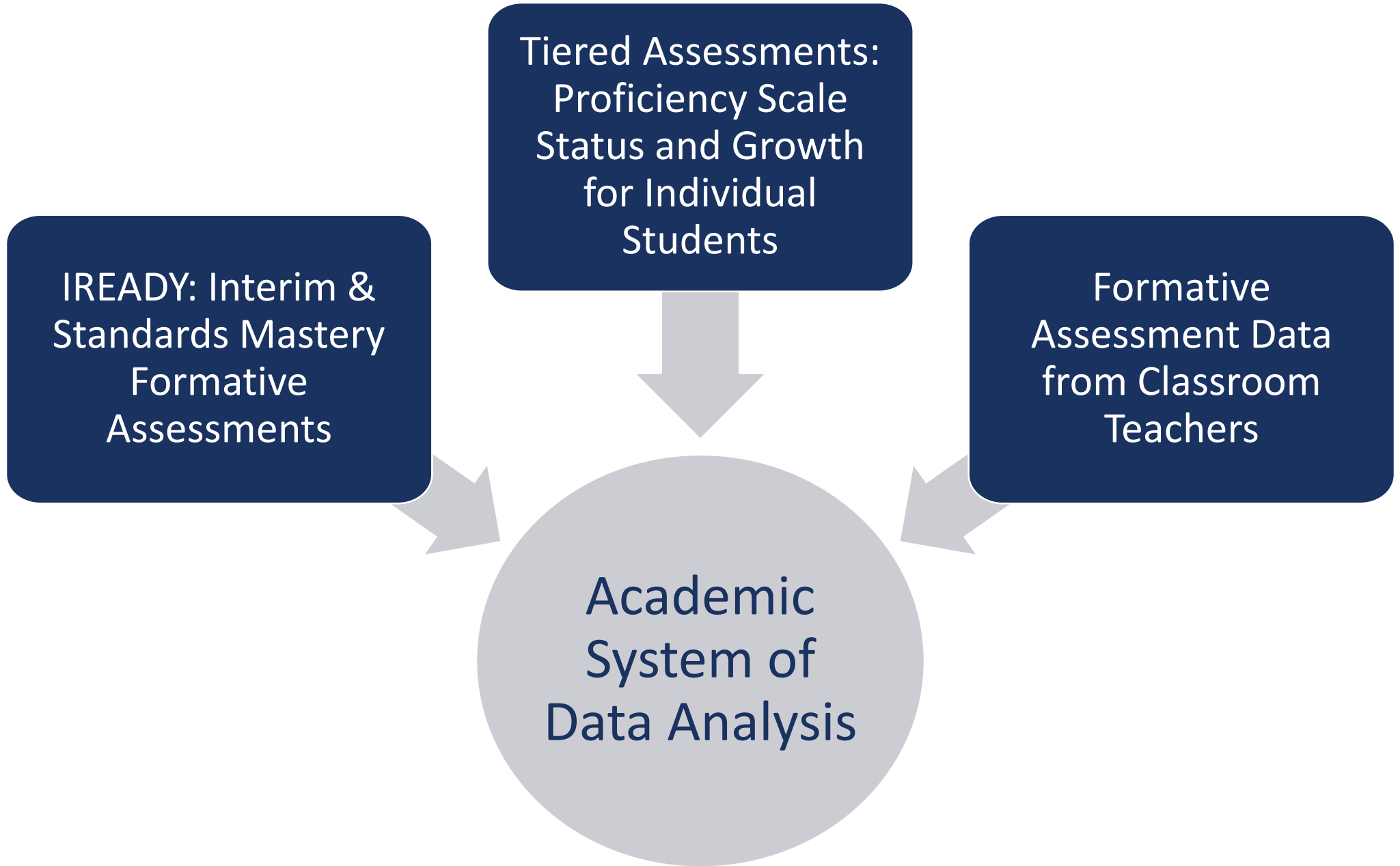
GOAL #2: BY SCHOOL YEAR 2019-2020, TRANSFORMATION ZONE SCHOOLS WILL INCREASE THE NUMBER OF GROWTH POINTS AWARDED IN BOTH THE TOP 75% SUBGROUP AND BOTTOM 25% SUBGROUP IN MATH.

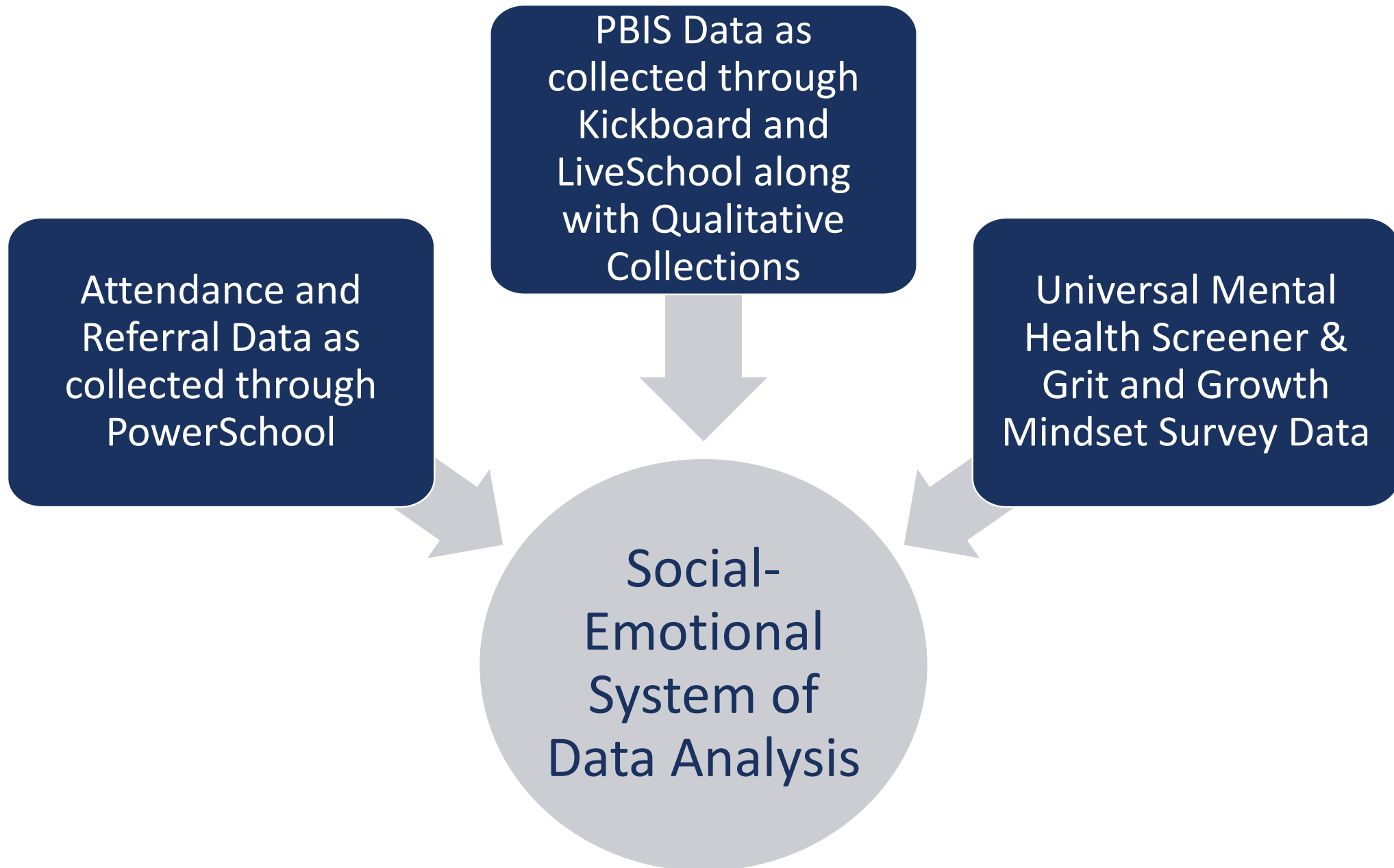
Top 75% Growth Points	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
Bon Air ES	71.5	125.8		Goal: 80			Goal: 90
Bon Air MS	71.7	93		Goal: 85			Goal: 93
Pettit Park ES	53.8	119.9		Goal: 80			Goal: 90

Bottom 25% Growth points	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
Bon Air ES	48.9	151.1		Goal: 88			Goal: 93
Bon Air MS	81.6	111.4		Goal: 88			Goal: 93
Pettit Park ES	28.6	98.5		Goal: 80			Goal: 90

GOAL #3: BY SCHOOL YEAR 2019-2020, TRANSFORMATION ZONE SCHOOLS WILL INCREASE THE NUMBER OF GROWTH POINTS AWARDED IN THE BOTTOM 25% SUBGROUP IN ENGLISH/LANGUAGE ARTS.

Bottom 25% Growth Points	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
Bon Air ES	51.1	128.4		Goal: 88			Goal: 94
Bon Air MS	83.2	87.7		Goal: 88			Goal: 94
Pettit Park ES	39.3	89.7		Goal: 80			Goal: 90





LEVER 3: SOCIO-EMOTIONAL LEARNING AND TRAUMA SUPPORTS

Understanding brain research and poverty's impact on the brain

Indiana Department of Education's PK-12 Social-Emotional Learning Competencies to include in unit design

Indiana Employability Standards in order to craft a Theory of Action behind intentionally embedding these standards into unit design

Well-Managed Schools professional learning and support for transfer to the classroom

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

Vertically-Aligned, Rigorous Curriculum Maps with Interdisciplinary Units of Study incorporating Employability Standards and Social-Emotional Learning Indicators

Proficiency Scales for Priority Standards:
(1) Pre-Foundational, (2) Foundational,
(3) Proficient, (4) Mastery

Tiered Assessments for each Priority Standard and Proficiency Scale in order to determine student academic status and growth

Individual Learning Plan for Each Student to inform Extended Learning Opportunities and Classroom Scaffolding

LEVER 12: CAREER PATHWAYS

Teacher Leaders supporting peers in
Computer Science Standards and
Concepts

Career Camp in partnership with the
Kokomo Area Career Center

Goal-setting as it relates to Career
Pathways

A focus on Financial Literacy grades K-8

LEVER 16: CULTURES OF COLLABORATION

Identify a system for Professional Learning Communities with an inquiry cycle focused on unit SMART goals

Build a process to ensure effectiveness of Professional Learning Communities in each building

Identify teachers to lead systematic initiatives throughout the Transformation Zone

Discuss and identify the characteristics of collaboration to utilize as norms for Professional Learning Communities

THANK YOU AND NEXT STEPS

Transformation Zone Impact Analysis Report: SY 2018-2019

- An explanation of each Lever within the Transformation Zone crafted by educators in order to foster common language and expectations
- A narrative of key implementation steps and actions in the 2018-2019 school year (planning year)
- A data corner representing initial results of the impact of actions throughout the Transformation Zone
- Actions for the 2019-2020 school year along with measurable outcomes to be reported upon for the 2020 impact analysis report