GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix A: Part 5d FACE Calendar

Appendix B: Part 6: Outcome Artifact Conceptual Framework

Appendix C: 7(1) Budget Narrative

Appendix D: 7(2) Hiring Process and Policy

Appendix E: 7(2) Principal Resume

Appendix F: 7(2) Principal Assurance

Appendix G: 7(4) Letters of Support

Appendix H: 7(7) SIG Draft Monitoring Tool

Appendix I: Part 8: ICLE Scope of Work

Appendix J: Part 8: Scholastic Scope of Work

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix A: Part 5d FACE Calendar

Calendar of Family and Community Engagement (FACE)
Districtwide Events
2015 – 2016 School Year

August - November, 2015 (Quarterly Status Reporting)

- Robo Calls and Information disseminated via the Gary Community School Corporation's webpage
- Announcement of Family Resource Shop – Fall, 2015
- Parent Compacts Sent to Title I Parents
- Back to School Parade
- Student Orientation and Family/Annual Title 1 Parent Meeting - TBA
- Title I - Preschool, Elementary, Middle, and High Schools
- Team/Parent meetings
- Case conference meetings with all parents
- Teacher phone calls home daily/weekly
- Positive post cards home for outstanding work and behavior
- Phone messenger to deliver information to parents about important events
- Newsletters home
- Home visits **(during the day and in the evening)**
- Student Parent Compacts are collected
- Special Holidays Parent Celebrations

December – March, 2016 (Quarterly Status Reporting)

- Parent Meetings **(before, during, and/or after school)**
- Team/Parent meetings
- Case conference meetings with Parents
- Midterm reports with teacher comment
- Teacher phone calls home daily/weekly
- Positive post cards home for outstanding work and behavior
- Phone messenger to deliver information to parents about important events
- Newsletters home
- Home visits **(during the day and in the evening)**
- Districtwide FACE Summit 2016
- College and Careers Expo 2016

April – July, 2016 (Quarterly Status Reporting)

- Parent Meetings **(before, during, and/or after school)**
- Case conference meetings with Parents
- Teacher phone calls home daily/weekly
- Positive post cards home for outstanding work and behavior
- Phone messenger to deliver information to parents about important events
- Newsletters home
- Home visits **(during the day and in the evening)**

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix B: Part 6: Outcome Artifact Conceptual Framework

GCSC

Gary Community School Corporation

Part 6: Outcome Artifact

Comprehensive Blog Featuring Video, Pictures, Content & Interactive Surveys

Summer 2016-2020

STUDENT DRIVEN MONTHLY BLOG PUBLISHING

Gartner, Inc forecasts that 4.9 billion devices will be connected to the Internet in 2015. That' s a 30% increase from 2014 and is projected to reach 25 billion by 2020. With the additional increase of mobile / tablet devices users are accessing the Internet for greater amounts of time without the limitation of physical connections.

With such expansive growth online we feel it' s important to create an outcome artifact that will live organically online with the ability to grow and scale. A Blog serves multiple purposes while teaching skills that will transcend outside of the classroom.

Our community in Gary, Indiana has embraced the widespread use of both the Internet and Social Media. With these two platforms our students, parents, staff and community have changed the way we distribute and consume information in real-time. Our District' s website has experienced tremendous growth in just 16 months since launching this interactive platform.

- 683,688 Website Visitors
- 2,031,563 Pages Viewed On The Website
- 3:11 Average Time A User Spends On The Website
- 134 Different Countries Viewed The Website
- 73.93% Desktop Users / 20.99% Mobile Users / 5.08% Tablet Users

We elected to create a student driven interactive Blog because it will provide us the platform to create and distribute content throughout the entire school year that our students, parent, staff and community will have 24/7 – 365 access. We want to share our school' s accomplishments to promote our positive achievements in a format that will be able to reach globally. This learned knowledge is a skill set that will expose our digitally inclined students to the potential of a career in Digital Media and or website / blog design. This is something that can, with continued education, translate into a career. Working with an industry partner we will create a multisite Blog network that is isolated on a sub domain url. Our industry partner will provide training and support to

each of our schools. We will execute a systematic process that will help our students to create an action to publishing plan.

1. Create content ideas
2. Vote on the content to create
3. Create the content with one of the following design formats (Video, Pictures, Drawing, Text)
4. Load the complete product to the interactive Blog. If there is video we will also incorporate our video on YouTube.
5. We will then share the published work through our Blog, our District' s News Section and our District' s Social Media Channels.

Each of our SIG schools will elect a Blog team. The divisions of labor will include a Blog Manager, Media Manager and Content Manager. This team will work together simultaneously to oversee the development process and also work directly with our industry partner to ensure the work is loaded and distributed.

This blog project will teach, train and strength the following material;

- **Project Management (Monthly)**
    - Planning, Democratic voting, Outline material, Create and honor deadlines
- **Content Creation (Monthly)**
    - Create written text content
        - Overview of our school' s accomplishment
        - Exciting school outreach opportunities will be shared with the community
        - Upcoming events to be shared with the community
        - Exciting STEM projects will be shared with the community

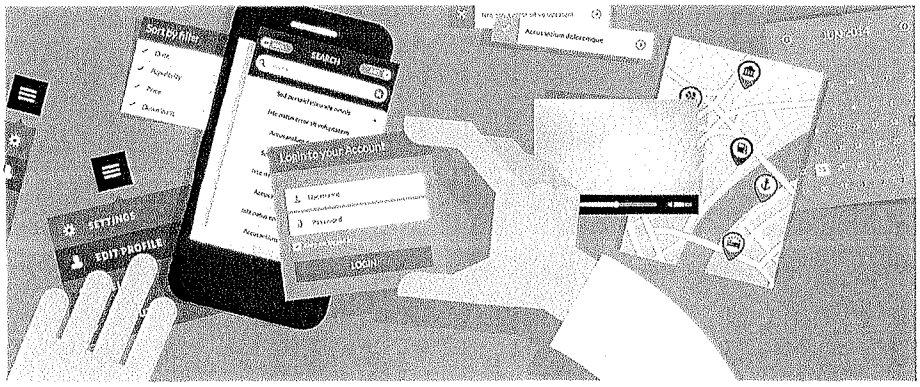
        - A word from the principals will be shared with the community
        - Students progress as for how much knowledge of website design / blogging they have, tracked month over month, with the goal at the end of the year the students will be comfortable and fluent in the entire process!
    - Use technology to take pictures for the blog
    - Use technology to take videos for the blog
    - Use technology to create art for the blog
- Website Blog Development **(Monthly)**
    - Learn the basic HTML website publishing
    - Learn how to write meta tag descriptions
    - Learn how to incorporate interactive voting surveys
    - Learn how to manage the blog posts
    - Learn how to create internet ready pictures
    - Learn how to load and maintain internet ready pictures
    - Learn how to load and maintain videos
    - Learn how to distribute content on Social Media
- Review Analytics **(Monthly)**
    - Learn how to review blog traffic
    - Learn how to review visitors time on site
    - Document blog geo-targeted visit locations
    - Create and end of year report with complete traffic

Gary Community School Corporation

Doing What Is Best For Students - Today - Tomorrow - Everyday

Interactive School Blogs

LEARN LIFE SKILLS | **LEARN WEBSITE BLOGGING** | **SHARE ACHIEVEMENTS**



CONNECTING OUR COMMUNITY

WE WILL PUBLISH CONTENT TO OUR COMMUNITY MONTHLY

Blogging Is Organic

As we educate our students we will empower them to push their creative limits while learning life long skills.

Collaborative Learning

Our students will work together in a collaborative creative envoirnment exposed to cutting edge technology.

Year Long Development

We are committed to making this a year long initiative to ensure our students learn the process!

Ensuring The Promise
#movingforward

Visit Us Online At
GarySchools.org

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix C: 7(1) Budget Narrative

Support for Beveridge Elementary School - 5 year plan

Activity or Service	Quantity		Unit Cost		Total Cost
Year 1					
Instructional Coaching and Support for PLCs - 6 days per month for 9 months	54		$ 3,100.00		$ 167,400.00
Leadership Coaching - 4 days per month for 9 months	45		$ 3,100.00		$ 139,500.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 1 Total	**$ 314,500.00**
Year 2					
Instructional Coaching and Support for PLCs - 6 days per month for 9 months	54		$ 3,100.00		$ 167,400.00
Leadership Coaching - 4 days per month for 9 months	45		$ 3,100.00		$ 139,500.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 2 Total	**$ 314,500.00**
Year 3					
Instructional Coaching and Support for PLCs - 5 days per month for 9 months	45		$ 3,100.00		$ 139,500.00
Leadership Coaching - 3 days per month for 9 months	27		$ 3,100.00		$ 83,700.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 3 Total	**$ 230,800.00**
Year 4					
Instructional Coaching and Support for PLCs - 4 days per month for 9 months	36		$ 3,100.00		$ 111,600.00
Leadership Coaching - 2 days per month for 9 months	18		$ 3,100.00		$ 55,800.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 4 Total	**$ 175,000.00**
Year 5					
Instructional Coaching and Support for PLCs - 3 days per month for 9 months	27		$ 3,100.00		$ 83,700.00
Leadership Coaching - 2 days per month for 9 months	18		$ 3,100.00		$ 55,800.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 5 Total	**$ 147,100.00**
Total Cost					**$ 1,181,900.00**

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix D: 7(2) Hiring Process and Policy

Staff Relations
Policy 463A
Hiring of Certified Staff

Hiring of Certified Staff

The Board will establish, and budget for, certified staff positions in the school corporation on the basis of need. Recruitment and selection for certified positions will be the responsibility of the appropriate central office administrator.

It is the responsibility of the superintendent to determine the personnel needs of the school district and to locate suitable certified candidates to recommend to the Board for employment. All candidates will be considered on the basis of their merits, qualifications, and the needs of the school corporation. Along with the efforts to recruit the best possible candidates, certified staff will be considered on the following basis:

- professional background;
- knowledge of subject matter;
- communication skills
- potential for professional contributions to the program and community; and
- quality and suitability of previous experiences

Applicants seeking a certified position are expected to have a cumulative grade point average of 2.5 on a 4.00 scale at the undergraduate level and a 3.00 grade point average in the major area of study. However, coursework in the area of study or a related field beyond the Bachelors Degree will be used to compute the overall grade point average desired for employment.

Applicants seeking a certified position shall have a cumulative grade point average of 3.00 on a 4.00 scale at the graduate level.

Exceptions to the GPA requirements of this policy may be instituted upon the recommendation of the Superintendent of Schools under the following circumstances:

- Vacancies in certificated staff represent a significant portion of the total certificated staff compliment; or
- Shortages of staff in specific content areas pose an immediate compromise in the delivery of a quality educational product.

Staff Relations
Policy 463A
Hiring of Certified Staff

Consideration for employment will be based on coursework/degree consistent with the position the applicant is seeking. Exceptions to these requirements may be granted by the Board upon recommendation by the Superintendent.

Reference Source:

Adopted: February 25, 1997

Amended: May 25, 1999

Staff Relations
Policy 463B
Hiring of Substitute Teachers/ Classified Employees

Applicants seeking a substitute teacher position shall have a minimum 2.00 grade point average on a 4.00 scale. This requirement is based on completion of 60 or more college credit hours.

Applicants seeking a classified position shall have a high school diploma (or its accepted equivalent). If college training is also required for the position, applicants shall have a minimum 2.00 grade point average on a 4.00 scale.

Reference Source:

Adopted: June 22, 1999

Staff Relations
Policy 463C
Hiring of Vocational Education Teachers

Persons hired to teach in the Gary Community School Corporation in Occupational Specialist positions (OS I,II,III) shall meet the requirements for licensure as set forth by the Indiana Professional Standards Board.

Certificated vocational education teachers shall meet the requirements set forth in Policy 463A.

Reference Source:

Adopted: June 22, 1999

Staff Relations
Policy 463D
Hiring of Artists in Residence

Persons hired to fill Fine Arts positions, for which no Indiana Certification is available, shall be employed through the audition process. Persons must have at least a high school diploma.

Reference Source:

Adopted: June 22, 1999

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix E: 7(2) Principal Resume

Cheryl S. Ramsey

1531 Wallace Street·Gary, IN 46404
219/616-9195
E-mail:cheryl_rmsy@yahoo.com

EDUCATIONAL VISION

All students are capable learners provided curriculum and instruction are differentiated to meet the unique needs of diverse learners. Leadership must be focused and committed in creating an environment that is conducive to learning and exceptional academic performance and growth.

PROFESSIONAL EXPERIENCE

Gary Community School Corporation
Elementary School Principal **July 2013-Present**

- Oversee all school operations
- Utilize best practices to increase student achievement
- Effectively utilize human resources/capital to maximize student learning
- Establish rapport with parents and community leaders

Teacher **August 1992 – June 2007**
Gary, IN

- Differentiate instruction for students with special needs.
- Modify curriculum to assist students in meeting their academic goals.
- Develop Individual Education Programs (IEP's) for students.
- Conduct Annual Case Reviews/Move-In Conferences
- Utilize assessment (classroom, diagnostic, standardized) data to customize instruction
- Served as Special Education Department Chairperson (1997-1999)
- School Improvement Team member (1994-1999; 2009-2012

Gary Community School Corporation
Assistant Principal (Interim) – Tolleston Middle School **August 2007 – July 2009**
Gary, IN

- Assisted principal in overall school operations
- Coordinated annual case reviews/move-in conferences and manifestation hearings
- Evaluated designated staff (teachers, security, food service, requisition secretary)
- Provided supervision during designated times (before/after school, lunch, busses)
- Completed state reports
- Assisted principal in developing "Master Schedule"

Gary Community School Corporation **August 2009 – May 2013**
Teacher (Roosevelt CTA/Glen Park Academy)

Gary Community School Corporation **July 2013 - Present**
Principal - Beveridge School Gary, IN

- Establish and promote high expectations for students and staff for academic performance and responsibility for behavior
- Supervise (and monitor) instructional programs of the school
- Manage, evaluate and supervise effective and clear procedures for the operation and function of the school consistent with the vision and mission of the school

EDUCATIONAL PROFESSIONAL DEVELOPMENT

Indiana Principal Leadership Institute – Indiana State University
"Effective Classroom Management Strategies" – Gary Community School Corporation Teachers
"Preparedness in the Classroom" – Gary Community School Corporation Substitute Teachers
"Effective IEP Writing" - Gary Community School Corporation Special Education Teachers

---

EDUCATION/CERTIFICATION

Lew Wallace High School
Gary, IN **June 1975**

Purdue University Calumet
Hammond, IN **August 1975 - May 1977**

Calumet College – B.S. Accounting
Whiting, IN **August 1982 – May 1986**

Indiana University
Mild Disabilities Certification **May 1997**
M.S. Education **May 2000**
South Bend, IN

Certification: School Leadership Indiana University **May 2005**
Indiana University Northwest

REFERENCES

Dwayne Duncombe
863 Charles Street
Crete, IL
574/320-3263
E-mail: Daduncombe@gmail.com

Clifton Gooden
545 N. Union Place
Gary, IN 46403
219/938-0354 (H)/219/689-1015 (C)

Dr. Vernon G. Smith
Indiana University Northwest
3400 Broadway
Gary, IN 46407
219/980-7120
E-mail: vesmith@iun.edu

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix F: 7(2) Principal Assurance

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix G: 7(4) Superintendent, Board President, and Union Support Letters

GCSC

1988 Polk Street Gary, IN 46407 (219) 881-5402

"Doing what is best for students – today, tomorrow, everyday!"

Board of School Trustees

ANTUWAN CLEMONS, PRESIDENT
ROSIE G. WASHINGTON, VICE PRESIDENT
DORETHA ROUSE, SECRETARY
ROBERT L. CAMPBELL
NELLIE F. MOORE
DARLING PLEASANT
MARION R. WILLIAMS

May 15, 2015

PUBLIC NOTICE

CURRICULUM/INSTRUCTION & TECHNOLOGY

Dr. Marion R. Williams, Chairperson
Doretha Rouse, Co-Chairperson
Rosie G. Washington, Member

Will Meet On

Tuesday, May 19, 2015 at 5:00 p.m.

at the
Gary Area Career Center

AGENDA

CALL TO ORDER

1. Kindergarten Classes at Bethune Early Learning Childhood Development Center (Information) — Ava Ligon
2. New Process for Homebound Tutoring and Hospital Tutoring Services (Information) — Marianne Fidishin
3. Crisis Response Team Information: Present and Proposed (Information) — Marianne Fidishin
4. Intent to Apply for 2015-2016 School Improvement Grant (1003g) (Information) — Dr. Albert Holmes

ADJOURNMENT

GCSC

Doing What is Best for Students - Today - Tomorrow - Everyday"

1988 Polk Street Gary, IN 46407

(219) 881-5401 • (219) 881-5394

DR. CHERYL PRUITT, Superintendent

clpruitt@garycsc.k12.in.us

Tuesday, July 7, 2015

Dear Superintendent Ritz:

As Superintendent of the Gary Community School Corporation, it is my distinct pleasure to write a letter of support for the 2015-2016 cohort of schools toward their quest for the School Improvement 1003(g) Grant Initiative this school year. Overall the district has made significant "turnaround" progress in all critical areas within the schools, and most importantly student academic achievement.

The SIG 1003(g) will better enable Focus and Priority Schools make steady gains on all levels, but more importantly it will provide supplemental resources which would provide access to more 21st century researched, evidence-based strategies and best practices demonstrated by all instructional and non-instructional staff within the school.

The Gary Community School Corporation Board of Trustees and I are committed to supporting all components of the SIG 1003(g) Turnaround Model. I absolutely endorse the following Indiana Conditions for the School Improvement 1003(g) Models:

- Replacing the principal where needed. A new principal will be hired for the 2015-2016 school year.
- Ensuring a clear and operational flexibility for hiring new staff.
- Improving classroom instruction and raising student academic achievement.
- Supporting appropriate socio-emotional and community oriented services for teachers, parents, and students.
- Establishing schedules and relevant classes which will yield increased learning time.
- Requiring summative and formative data to aid in making critical decisions in terms of appropriate interventions for all students.
- Providing operational flexibility for principal and district administrators to hire, dismiss, and/or retain highly qualified staff for Priority and Focus Schools who are awarded the SIG 1003(g) Grant.

Sincerely,

Dr. Cheryl L. Pruitt, Superintendent

GARY TEACHERS UNION
LOCAL NO. 4

1401 Virginia Street
Gary, Indiana 46407
Phone (219) 886-7320
Fax (219) 886-0411

Official Bargaining Agent For Teachers And Paraprofessionals

Joe Zimmerman, President

July 7, 2015

Dr. Cheryl Pruitt, Superintendent
Gary Community School Corporation
1988 Polk Street
Gary, IN 46407

RE: SIG SUPPORT LETTER FROM GARY TEACHERS UNION

Dear Dr. Pruitt,

The Gary Teachers Union, American Federation of Teachers, Local #4, supports the applications for Title I – 1003g School Improvement Grants during the 2015/16 school year for the following schools:

School Names	Selected Model
Beveridge Elementary	Transformation
Jefferson Elementary	Transformation
Marquette Elementary	Transformation
West Side Leadership	Transformation
Wirt-Emerson VPAHAA	Transformation

We understand that schools applying for the Transformation Model do not have the requirement of rehiring no more than 50% of the existing staff. We do recommend that the Gary Community School Corporation give staff who do not feel they can successfully be part of the "Transformation" of a school an opportunity to accept an involuntary transfer to other sites within the district.

We pledge our support and cooperation for any initiative designed to improve teaching and learning conditions in our public schools. We certainly hope that the 1003g grants will do exactly that.

Respectfully yours,

Joe Zimmerman

Joe Zimmerman, President, Gary Teachers Union

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Dr. Vernon G. Smith
P.O. Box 64622
Gary, IN 46401

COMMITTEES:
Education, RMM
Local Government
Judiciary

July 7, 2015

Dr. Cheryl Pruitt, Superintendent
Gary Community School Corporation
620 East 10th Place
Gary, IN 46402

Dear Dr. Pruitt:

I am writing today to express my strong support for the Gary Community School Corporation's School Improvement Grant 1003(g) application.

Before my years as a State Representative, I served both as a teacher and principal within the Gary Community School Corporation; therefore, I know firsthand the tremendous potential the children of Gary exhibit. Years of the state legislature starving the Gary schools of adequate funding, despite my and others best efforts, have made it difficult for our youth to achieve their full potential.

Improving education in Gary is a top priority. Without quality schools, our community will no longer be able to attract young families to settle in Gary, or keep our current residents from moving to nearby communities. We must continue to vie to have the best school system in our area so that our children can go to college and return to Gary to help build this city to heights it has never seen before.

The agenda set forth in Gary Community School Corporation's School Improvement Grant 1003(g) application promises enormous benefits for Gary Community School Corporation students. While the district is clearly committed to carrying out these reforms regardless of whether it is awarded additional funding, School Improvement Grant 1003(g) would undoubtedly provide Gary Community School Corporation with critical resources to jumpstart the transformation of persistently struggling schools, to begin closing achievement gaps, and to help schools to build the infrastructure and establish school programs that inspired, expert educators will need in order to improve student achievement.

I am confident that the Gary Community School Corporation's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the district's School Improvement Grant 1003(g) application.

Respectfully yours,

Vernon

Dr. Vernon G. Smith
State Representative

June 9, 2015

Dr. Albert Holmes
Gary Community School Corporation
1988 Polk Street
Gary, IN 46407

Dr. Holmes,

I write this letter is strong support of the Gary Community School Corporation proposal for a School Improvement Grant (SIG) 1003(g) SY2015-2016 that would provide critical resources to transform the community's lowest performing schools. Ivy Tech Community College is committed to the improvement of schools in communities we serve (Gary) and throughout the state of Indiana.

I understand that the mission of SIG 1003g is to provide support that would allow many of the state's lowest performing schools to recreate themselves through an intervention model and which would, in turn, greatly increase the likelihood of the students meeting Indiana's three goals of academic excellence.

At Ivy Tech Community College we believe that strong K12 schools are the bedrock of strong communities and the workforce which serve to benefit our great state. We have and will continue to support the Gary Community School Corporation in the transformation of its schools. We are currently partnering with the Gary Schools in Dual Credit, Early College and the Conexus program. We also participate in college readiness and recruitment programs offered in the corporation.

I am hopeful that this proposal will be a success and I look forward to collaborating with the Gary Community School Corporation in this worthy endeavor that will change the lives of the children in the city of Gary.

Sincerely,

Marlon R. Mitchell, PhD
Campus President - Gary
Ivy Tech Community College

1440 EAST 35TH AVENUE
GARY, INDIANA 46409
219 981 1111

Ivy Tech is an accredited, equal opportunity, affirmative action community college

INDIANA UNIVERSITY
NORTHWEST
OFFICE OF THE CHANCELLOR

2 July 2015

Dr. Cheryl Pruitt
Gary Community School Corporation
620 E. 10th Place
Gary, IN 46402

Dear Dr. Pruitt:

Indiana University Northwest strongly supports the Gary Community School Corporation's School Improvement Grant application.

Improving education in Gary Community School Corporation is crucial to the future of the City and Northwest Indiana region. Over the years, IU Northwest has partnered with the school district, City of Gary and community organizations to support educational improvement initiatives, including those focused on youth development.

The agenda set forth in Gary Community School Corporation's School Improvement Grant 1003(g) application promises enormous benefits for Gary Community School Corporation students. While your district is committed to carrying out these improvements regardless of whether it is awarded additional funding, a School Improvement Grant would undoubtedly provide Gary Community School Corporation with critical resources to jumpstart the transformation of persistently struggling priority schools, to begin closing achievement gaps and helping schools to build the infrastructure that inspired, expert educators will need to improve student achievement.

IU Northwest is confident that the Gary Community School Corporation leadership is prepared to execute the ambitious, innovative plans for improvement that are outlined in the district's School Improvement Grant application. I support the application without reservation and please do not hesitate to let me know if I can furnish any additional information.

I remain

Yours,

William J. Lowe
Chancellor

WJL/cmb

3400 Broadway Gary, IN 46408-1197 (219) 980-6700 fax (219) 980-6670 www.iun.edu

BOYS & GIRLS CLUBS
OF NORTHWEST INDIANA

Administrative Office
8392 Mississippi St., 2nd Floor
Merrillville, IN 46410-6293
Tel (219) 881-1060
Fax (219) 881-7850
www.bgcnwi.org

Officers

Leslie A. Klefer
Chairperson

Jeffrey Strack
Vice-Chairperson

Julie Bieszczat
Vice-Chairperson

Roosevelt Haywood III
Vice-Chairperson

Tanya Buerger
Treasurer

Joseph Svetanoff
Secretary

Benjamin Ballou
Legal Counsel

Frances Taylor
Past Chairperson

Dr. Edward L. Williams
Past Chairpersons' Council

Board of Directors

J. Michael Baird
Tracy Brough
Nick Chulos
Wil Davis
Paul Dawning
Daniel DeHaven
Denise Dillard
Robert Gardiner
Phillip Greiner
Roy Hamilton
Kurt Kopack
Charles Kreisl
John Matthiesen
Gary Maxwell
John Owens
Renee Ramon-Doughman
Dawn Reynolds-Pettit
Christine Russell
Michael Saks
David Stalling
Alyssa Stamatakos
Chareice White
Chris White

Anne Flannery
President/CEO

July 2, 2015

Dr. Albert Holmes
Executive Director of Innovation and Improvement
Gary Community School Corporation
620 East 10th Place
Gary, IN 46402

Dear Dr. Holmes:

On behalf of Boys & Girls Clubs of Northwest Indiana, we welcome the opportunity to write this letter of support for Gary Community School Corporation's application for a School Improvement Grant (SIG) opportunity. We consider ourselves as an integral support system for the school corporation and the students.

Since 1954, Boys & Girls Clubs of Northwest Indiana has partnered closely with community organizations to support their social and human service improvement initiatives, especially focused on youth development. As an organization that works with youth, ages 6 – 18 years, we know all too well that the continuous improvement of the quality of education is directly related to academic success of our students and quality of their future lives.

Our organization's commitment to this project is evident in that we proudly serve the youth of Gary with our Flagship Club – the John Will Anderson Club. We serve approximately 450 youth per day during the school year from all schools in the city. Boys & Girls Clubs of America has developed a Formula for Impact. It calls for us to consistently provide the most powerful Club Experience possible – by implementing the Five Key Elements for Positive Youth Development, offering high-yield activities, providing targeted programs and encouraging regular attendance all of which we know help youth achieve priority outcomes. Those Priority Outcomes are Academic Success, Good Character & Citizenship, and Healthy Lifestyles.

Boys & Girls Clubs of Northwest Indiana affirms Gary Community School Corporation's decision to seek funding through the School Improvement Grant. Our position, as a youth development organization, is to support and help to develop and implement programs that further our mission to inspire and empower all young people, especially those who need us most, to realize their full potential as productive, caring, responsible citizens.

Sincerely,

Rachael E. Wright
Vice President – Operations

United Way

BBB

YWCA Of Northwest Indiana
150 West 15th Avenue
Gary, IN 46407

eliminating racism
empowering women
ywca

July 6, 2015

Dr. Cheryl Pruitt
Gary Community School Corporation
620 E. 10th Place
Gary, IN 46402

Dear Dr. Pruitt:

The YWCA of Northwest Indiana strongly supports the Gary Community School Corporation's School Improvement Grant application.

Improving education in Gary Community School Corporation is crucial to the future of the City and Northwest Indiana region. Over the years, the YWCA of Northwest Indiana has partnered with the school district, City of Gary and other community organizations to support educational initiatives, including our "Yes We CAn" after school and summer camp programs.

The agenda set forth in Gary Community School Corporation's School Improvement Grant 1003(g) application promises enormous benefits for Gary Community School Corporation students. A School Improvement Grant would provide Gary Community School Corporation with critical resources to jumpstart the transformation of persistently struggling priority schools and begin closing achievement gaps.

The YWCA of Northwest Indiana is confident that the Gary Community School Corporation leadership is prepared to execute the ambitious, innovative plans for improvement that are outlined in the district's School Improvement Grant application. I support the application without reservation and please do not hesitate to let me know if I can furnish any additional information.

Sincerely,

Caren Jones

Caren Jones
Executive Director

for every woman

150 West 15th Avenue
Gary, IN 46407

219-881-9922 (Office)
219-881-1042 (Fax)

www.ywcanwi.org

URBAN LEAGUE OF NORTHWEST INDIANA, INC.

An Affiliate of the National Urban League

3101 Broadway
Gary, Indiana 46409

P (219)887-9621
F (219)887-0020

Dr. Vanessa Allen
President/CEO

Jennifer Holmes, MA
VP Admin, Strategy & Comm Dev.

Website
http://ulofnwi.org
Email
info@urbanleagueofnwi.org

Empowering Communities
Changing Lives

Executive Committee

Chancellor William Lowe
Chairman

Angela Nelson-Deutch
Vice-Chair, Internal Affairs

Gail Watkins
Treasurer

Charley Gillispie
Assistant Treasurer

Kiki Encarnacion
Secretary

Board

Preston Bosket
Robert Buggs
Denise Dillard
Rev. Dr. Alfred Johnson
Chancellor Thomas Keon
LaRue Martin
Fr. Thomas Mischler
Randy Palmateer
Dr. Joi Patterson
Dr. Cheryl Pruitt
Art Russell
Michael Suggs
Debra Waisnora
Ann West Walker
Mayor Karen Freeman Wilson

July 7, 2015

Dr. Cheryl Pruitt, Superintendent
Gary Public School Corporation
620 East 10th Place
Gary, IN 464907

Dear Dr. Pruitt:

I am writing today to express the strong support for the Gary Community School Corporation's School Improvement Grant application.

Improving education in Gary Community School Corporation is a top priority. Over the years, the Urban League of Northwest Indiana has partnered closely with community organizations to support their social and educational improvement initiatives, especially focused on youth development.

The agenda set forth in Gary Community School Corporation's School Improvement Grant 1003(g) application promises enormous benefits for Gary Community School Corporation students. While your district is committed to carrying out these reforms regardless of whether it is awarded additional funding, School Improvement Grant would undoubtedly provide Gary Community School Corporation with critical resources to jumpstart the transformation of persistently struggling priority schools, to begin closing achievement gaps, and to help schools to build the infrastructure that inspired, expert educators will need in order to improve student achievement.

The Urban League of Northwest Indiana is confident that the Gary Community School Corporation's leaders are prepared to execute the ambitious, innovative plans for reform that are outlined in the school's School Improvement Grant application.

Sincerely,

Vanessa Allen

Dr. Vanessa Allen
President and CEO

United Way
Lake Area United Way

LIVE UNITED
United Way

PURDUE
UNIVERSITY
CALUMET

EDUCATIONAL OPPORTUNITY PROGRAMS

July 3, 2015

Dr. Cheryl Pruitt
Superintendent of Schools
Gary Community School Corporation
Gary, IN 46407

Dear Dr. Pruitt:

It is with great pleasure that I write this letter in support of the Gary Community School Corporation's (GCSC) School Improvement grant application. Purdue University Calumet is strategically committed to improving the educational attainment of all citizens of Northwest Indiana where the Gary Community School Corporation is located. The University has over a fifty year history of providing educational opportunity to first generation college, low-income students through federally funded and non-federally funded pre-college outreach programs. In fact, the federally Upward Bound Program has been funded at Purdue University Calumet since 1966. Several of the Program's target schools are GCSC schools.

Understanding the importance of providing adequate resources in order to raise substantially the achievement of students in their lowest-performing schools, the University has sponsored and funded programming designed to increase the academic performance of pre-college students. Students from the GCSC are prominently represented as attendees to these on-campus programs. Examples of these University sponsored and funded programs is the African American Student Achievement Conference. During this innovative, hands-on conference, students learned how to develop an individualized education plan and how to advocate for themselves, so that their high school experience is one that benefits their future. In addition, Purdue Calumet has sponsored the METAS (Motivate, Educate, Termina, Alcanza y Suena) Conference, an event that focused on the academic achievement of Hispanic students. This day-long conferenced was designed to generate inspiration and energy among Hispanic students, while promoting success in high school and college.

Throughout last year, Purdue University Calumet, under the sponsorship of the Office of the Assistant Vice Chancellor Educational for Opportunity Programs has partnered with the GCSC to hosting GCSC events on the Calumet campus such as #EducationMatter #CivilityCounts (a pep rally for education, designed to inspire and encourage high school students to do well in school and continue to value the importance of education as well as stress the importance of civility) and Transformation 2015: DREAM Now Conference (a leadership conference designed

especially for GCSC male students to dream, while developing critical leadership competencies.) The GCSC was not required to cover any expenses related to sponsoring these events on the Calumet campus such as facility rental and overtime pay for staff. In fact, Purdue University Calumet students, staff, and faculty volunteered their time, expertise at these events, and meals.

In conclusion, as in the past, Purdue University Calumet is committed and will continue to support the Gary Community School Corporation in its efforts of "Doing What is Best for Students – Today – Tomorrow – Everyday". Moreover, the staff members of the Educational Opportunity Programs are committed to supporting the GCSC in achieving the legislative intent of the School Improvement grant –raising substantially the achievement of students in lowest-performing GCSC schools.

Sincerely,

Roy L. Hamilton
Assistant Vice Chancellor for Educational Opportunity Programs
Ronald E. McNair Post-Baccalaureate Achievement Program

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix H: 7(7) SIG Draft Monitoring Tool

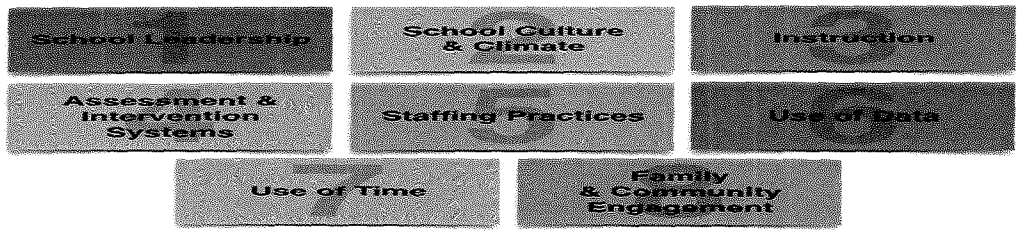
GCSC
Gary Community School Corporation

The SIG 1003(g) Draft Report outlines all 8 indicators that are aligned to the United States Department of Education Turnaround Principles. The internal District Monitoring Tool for SIG Schools is meant to guide systemic changes and school improvement best practices that will move the school forward with School Leadership, School Culture and Climate, Instruction, Assessment and Intervention Systems, Staffing Practices, Use of Data, Use of Time, and Family and Community Engagement.

School Improvement 1003(g) Grant 2015-16 Performance Status *Report*			**Dates:**
School		School Code	SIG Model
School Principal		Grade Configuration	Number of Students
Name	Date of Appointment		
District Person Responsible for Program Oversight and Report Validation	Implementation Status of the School as Rated by the District	*Brief* Analysis/Report Out of Implementation Status	
Name and Contact Information	(Red/Yellow/Green)		

KEY

Green	Expected results for this phase of the project are generally met, work is on budget, and the school is fully implementing its improvement plan.
Yellow	Some barriers to implementation / outcomes / spending realized; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk for not being realized, major strategy adjustment is required.



Turnaround Principles 3 and 4: Instruction and Assessment & Intervention Systems

Academic Achievement

Please complete the prompts/questions below and under separate attachment provide charts, tables, and/or graphs that summarize the final preliminary Assessment data for grades 3 through 8, or, similarly, provide preliminary 2015-16 year end data/assessments for grades 9 through 12.

Key Questions/Prompts	Analysis / Report Out
Describe performance trends in student assessment data in core content areas (e.g., student sub-groups, grade levels, subjects, classrooms, etc.).	
How do these data/trends suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	

Student Attendance - *Average Daily Student Attendance Rate by Week*

The number of school days during the regular school week students attended school divided by the maximum number of days students could have attended school during the regular school week.

2014-15	Sep 2 to 5	Sep 8 to 12	Sep 15 to 19	Sep 22 to 26	Sep 29 to Oct 3	Oct 6 to 10	Baseline (%)	2014-15 Target
Student Attendance Rate (%)								

Key Questions/Prompts	Analysis / Report Out
Describe patterns of student attendance data (e.g., late/miss first period, chronic absenteeism among certain students, grade levels, etc.).	
How do these data/patterns suggest the need for specific strategy adjustment or intervention to ensure targets will be met? Please identify specific school actions to be taken.	

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix I: Part 8: ICLE Scope of Work

International Center for
Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

GCSC

Building School-Wide Instructional Capacity
New Tech High School at Gary Area Career Center

During the 2014-2015 School Year, New Tech High School and Gary Community School Corporation began a comprehensive plan to build system-wide instructional capacity by focusing on:

- Development of rigorous and relevant curriculum units for math and English language arts
- Intensive professional learning and job-embedded support for classroom teachers
- Intensive professional learning and job-embedded support for building-level leaders

This work is driven by the Mission, Vision and Values of GCSC:

Mission Statement: Doing what is best for students today, tomorrow, everyday.

Vision Statement: The vision of the GCSC is to remain the premiere educational system providing an enriched academic and multi-cultural learning environment that prepares our students to pursue the accomplishment of life goals. GCSC fosters a high-quality education in a safe and orderly learning environment that ensures the acquisition of knowledge, skills, and values necessary to be productive and responsible citizens in a global, technological society.

Belief and Value Statement:
- Educating students is vital to the sustainability and growth of the community.
- Educational excellence and opportunity require committed students, teachers, administrators, parents, and school board members.
- Mutual respect and support is expected from teachers, staff, administrators, and students.
- Learning occurs best in a safe, orderly and secure environment.

The initiative described on the following pages outlines a research-based approach to building the capacity of classroom teachers and building-level leaders in alignment with both the needs of the students of GCSC and with the Mission, Vision and Values described above.

Framework for Support
To keep the positive momentum moving forward, the International Center for Leadership in Education (ICLE) is be honored to partner with New Tech High School on the development and implementation of a five-year School Improvement Grant initiative. We recommend a plan focused on the following key components.

- **Instructional Coaching and Support for School-based Teams**
  Research shows that for skills to be acquired and put into practice, we must include the following training components: theory, demonstration, practice, feedback, and coaching.

Training Component	Skills Acquired	Transfer to Practice
Theory	5%	----
Theory and Demonstration	5-10%	Will try
Theory, Demonstration, Practice & Feedback	90+%	5-10%
Theory, Demonstration, Practice, Feedback & Coaching	90+%	80-90%

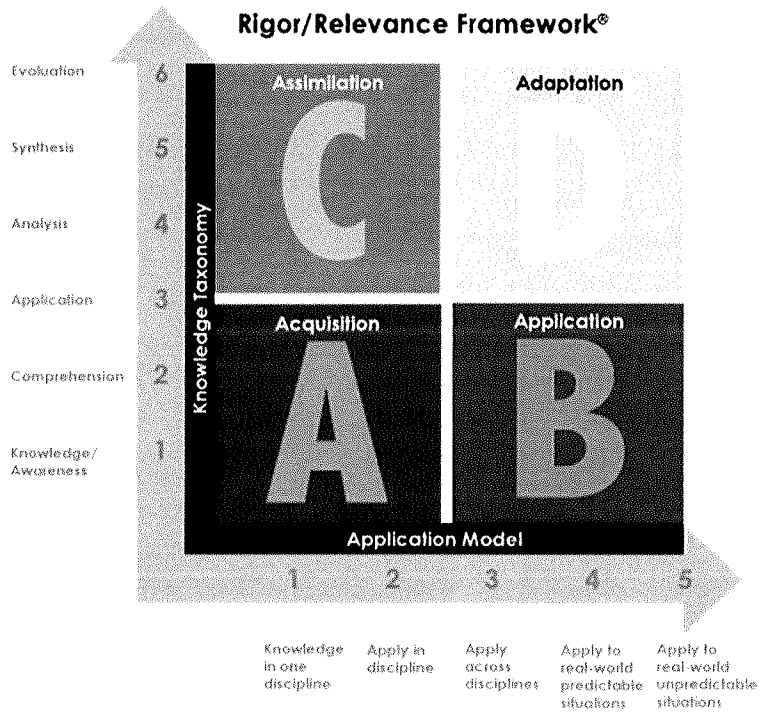
Source: Decision Velocity: A Target for Coaching. Alan Fine, 2000

ICLE will provide a program of job-embedded instructional coaching aligned to GCSC's district-wide strategic goals and designed to help teachers do what is best for students. Results-oriented and holistic in approach, ICLE's job-embedded instructional coaches support teachers in meeting the needs of every student by building their skills in learner engagement, academic rigor, and real world relevance. Coaches work with teachers during the regular school day in their classrooms and during planning periods to raise student achievement.

Overview of Job-Embedded Instructional Coaching Model

The following provides an overview of ICLE's job-embedded instructional coaching model. All elements of this model will be adapted to the specific needs of each school and to the implementation of key instructional strategies and differentiation/grouping tactics needed to help build a solid instructional foundation.

- ✓ Job-embedded instructional coaching aims to support teachers with proven instructional strategies to raise student performance through a focus on rigor, relevance, student engagement and content area literacy strategies



Overview of Job-Embedded Instructional Coaching for Teachers

ICLE's job-embedded instructional coaching model is designed to support teachers in meeting the needs of every student by improving educational programming and school climate. In alignment with Indiana DOE Turnaround Principles, the model addresses needs directly through working with teachers to increase their skills in these areas:

- student engagement
- academic rigor
- real-world relevance

The coaching model relies on data to drive decisions and focuses on the following elements:

1. **Rigor/Relevance Framework**
   Job-embedded instructional coaching is based on the Rigor/Relevance Framework as an organizer for planning curriculum, delivering quality instruction and assessing student achievement. Although the goal may be able to get to Quadrant D (high rigor/high relevance), instruction in Quadrant A is still important. In fact, some of the most successful lessons are those where students move among all the quadrants as they gather information, practice what they know and apply their knowledge and skills to real-world situations.

2. **Trusting Relationships**
   A job-embedded instructional coach must build trust with the leadership and teachers in a school. Through positive reinforcement and gentle but honest feedback, open lines of communication and accessibility, a professional and caring relationship is created. Teachers should understand that

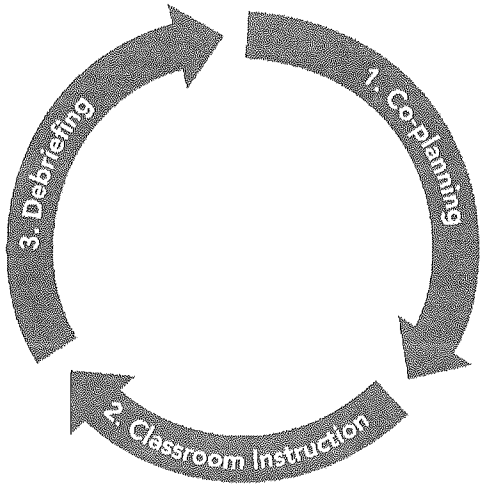
coaches are committed to supporting them to become even more effective in helping students learn. Observing students during the learning process is an appropriate way to identify which strategies are working and which are not.

3. **Focus on Student Achievement**
   The main purpose of the coach is to support teachers in raising student achievement. Discussions with teachers should focus on student learning and thinking in the classroom. Coaches use their experience and expertise to assist teachers in engaging learners and in providing rigorous and relevant learning experiences for every student in the class.

4. **Professional Learning Community (PLC)**
   School leaders, teachers and the coach form a PLC. As a community, the coach engages teachers in ongoing reflective dialogue around learning goals, student achievement and maintaining high expectations for all learners. These conversations are sustained between visits through online tools available to support teachers continually.

Through discussions with school leaders and teachers and during classroom visits, the coach will learn about areas of concern relative to improving student performance. Identification of these areas will help the coach to plan and deliver additional training sessions as needed. For example, upon finding out that students have difficulty interpreting charts and graphs, the coach may plan a short training session on technical reading and data analysis for groups of teachers. Training sessions could be separate from or incorporated into the co-planning stage of a typical day of coaching.

The Coaching Cycle: A Three-Phase Process
The following graphic shows a typical cycle for a coach working with teachers. This cycle also includes an initial meeting with the principal at the beginning of the day and debriefing with the principal at the end of the day. This three-phase process should guide planning for each visit to the school.



In addition to using the Classroom Visitation Tool, a guide to benchmark classroom instruction, other aspects of coaching include:

	The coach will....
Observation	• Listen to student discussion. • Review student work. • Observe student-teacher interactions. • Listen for questions students are asking. • Note specific successful strategies for students with disabilities, ELL, and/or other at-risk students. • Document evidence of differentiation of instruction. • Gauge the classroom climate/culture. • Look for evidence of high expectations for all students. • Recognize opportunities for inquiry learning. • Observe interaction between general education and special education teachers if in collaborative teaching environments. • Encourage teachers in their work. An example of this is to leave a note on a teacher's desk with a positive comment about his or her lesson.
Co-teaching (coach and teacher)	• Determine if a teacher is willing to have the coach teach part of his or her lesson to demonstrate a strategy or technique. • Identify with the teacher during the co-planning phase the section of the lesson the coach will model. • Do not teach the entire lesson.
Demonstration Classroom	• Ask for a volunteer who is willing to have other teachers observe his or her class. • Coordinate substitutes with the principal. • Discuss with the teachers what to look for during observations. • Have each teacher identify a positive aspect of an observed lesson, such as something he or she will try in his or her own class, and share a positive comment about the lesson with the teacher.

- **Instructional Leadership Support for School-based Leadership Teams**

ICLE will provide on-going job-embedded leadership coaching for school leaders aligned to GCSC's strategic goals and designed to build capacity and sustainability. Our leadership coaches—all of whom are experienced education leaders—support Indiana DOE Turnaround Principal #1 (Ensure that the principals have the ability to lead the turnaround effort) by working directly with school leaders through a combination of onsite meetings, monthly webinars, and professional development resources. School leaders gain personal guidance and support in identifying priorities and developing leadership skills by working collaboratively with the coach.

ICLE's Leadership Framework gives Leadership Teams a structure to guide their daily actions and reflect on the Mission, Vision and Values of GCSC to help sustain school improvement and long-term student achievement. Built on the foundation of rigor, relevance and relationships for all staff and students, ICLE's leadership coaching initiatives provide a practical, hands-on approach to district and school leadership. Leadership Teams work directly with senior staff from ICLE to understand and embrace three fundamental components of leadership:

- Coherent Vision
- Instructional Leadership
- Empowerment

All of ICLE's job-embedded leadership coaches are experienced, credentialed education leaders who provide guidance and support as they help identify priority goals and develop and grow district and school Leadership Teams.

Through a collaborative process, the following skills and knowledge will be addressed using a combination of onsite visits, monthly webinars and professional development resources that have been enhanced and extended by a robust and customized online learning environment that will provide professional development, ongoing access to the leadership coach and best practices aligned with the district-wide strategic goals of GCSC.

Coherent Vision

- Educating students is vital to the sustainability and growth of the community.
- Educational excellence and opportunity require committed students, teachers, administrators, parents, and school board members.
- Mutual respect and support is expected from teachers, staff, administrators, and students.
- Learning occurs best in a safe, orderly and secure environment.
- Understand the need for change in education.
- Describe examples of driving forces of change in technology, economics, demographics and society.
- Use third party needs assessments to confront new and emerging challenges and to explore potential solutions and successful practices from around the country.
- Use data and group discussion tools to seek root causes.
- Build consensus for priority goals with school stakeholders.
- Use data to set goals and evaluate progress.
- Learn strategies to implement strategic plans that lead to goal achievement.

- Apply strategies to obtain maximum financial return on instructional investment.
- Work effectively with district and community resources to support school change.

Empowerment

- Establish and maintain positive and trusting relationships with staff, students and stakeholders.
- Enhance political and negotiation skills to develop clear, static-free communication that allows for growth and an ongoing commitment of all stakeholders to continuous improvement.
- Provide equal access to information.
- Use relationships developed with stakeholders to promote the growth of productive professional learning communities and collaboration/sharing of successful practices within and outside of the school.
- Communicate decisions and information widely to build trust.
- Facilitate team-building activities.
- Recruit and organize school leadership teams.
- Reflect on student leadership as part of overall school leadership.

Instructional Leadership

- Become familiar with a broad range of effective strategies for addressing the needs of every student.
- Analyze student and staff data on school culture.
- Understand the need to develop a positive school culture so that high yield learning opportunities, both in and out of school, are available to all students.
- Reflect on school practices that influence school culture and relationships.
- Apply strategies that promote innovation and change in the school culture.
- Understand the needs of struggling learners well enough to determine starting points for change in practices.
- Identify supportive behaviors that build positive relationships.
- Review current curriculum and research data to identify high priority standards and benchmarks for a state.
- Apply the Rigor/Relevance Framework to curriculum, instruction, assessment, and improvement of teaching.
- Develop high quality, rigorous and relevant assessments.
- Establish expectations for literacy instruction across all subjects.
- Reflect on the factors that influence student engagement.
- Define expectations for student engagement within the school community.
- Plan staff development activities that share and reflect upon best teaching practices for student engagement.
- Develop and use effective classroom walkthrough procedures.
- Establish ongoing professional learning.

In addition to face-to-face trainings and job-embedded coaching, ICLE will provide ongoing support through virtual coaching.

International Center for
Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

GCSC

Support for New Tech At Gary Area Career Center - 5 year plan

Activity or Service	Quantity		Unit Cost		Total Cost
Year 1					
Instructional Coaching and Support for PLCs - 6 days per month for 9 months	54		$ 3,100.00		$ 167,400.00
Leadership Coaching - 4 days per month for 9 months	45		$ 3,100.00		$ 139,500.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 1 Total	**$ 314,500.00**
Year 2					
Instructional Coaching and Support for PLCs - 6 days per month for 9 months	54		$ 3,100.00		$ 167,400.00
Leadership Coaching - 4 days per month for 9 months	45		$ 3,100.00		$ 139,500.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 2 Total	**$ 314,500.00**
Year 3					
Instructional Coaching and Support for PLCs - 5 days per month for 9 months	45		$ 3,100.00		$ 139,500.00
Leadership Coaching - 3 days per month for 9 months	27		$ 3,100.00		$ 83,700.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 3 Total	**$ 230,800.00**
Year 4					
Instructional Coaching and Support for PLCs - 4 days per month for 9 months	36		$ 3,100.00		$ 111,600.00
Leadership Coaching - 2 days per month for 9 months	18		$ 3,100.00		$ 55,800.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 4 Total	**$ 175,000.00**
Year 5					
Instructional Coaching and Support for PLCs - 3 days per month for 9 months	27		$ 3,100.00		$ 83,700.00
Leadership Coaching - 2 days per month for 9 months	18		$ 3,100.00		$ 55,800.00
Virtual Coaching - 8 sessions (60 minutes) - 2 sets of 4	2	sets of 4	$ 3,800.00		$ 7,600.00
				Year 5 Total	**$ 147,100.00**
Total Cost					**$ 1,181,900.00**

GCSC
Gary Community School Corporation

Appendices of 5d, Part 6, Part 7 (C-H), and Part 8 Evidence

Appendix J: Part 8: Scholastic Scope of Work

Summary of Project Components, Deliverables and Costs for Beveridge Elementary School - Year 1

RECOMMENDED FOR TIER 2 BELOW PROFICIENT STUDENTS

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4-12. Originally developed by Dr. Ted Hasselbring and his team at Vanderbilt University, *READ 180* is now the most thoroughly researched reading intervention program being used today. Hundreds of studies, five peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented *READ 180*'s effectiveness.

Designed for students reading two or more years below grade level, *READ 180* Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique, age-appropriate content for upper elementary (Stage A), middle school (Stage B), and high school (Stage C) students.

RECOMMENDED FOR TIER 3 BELOW PROFICIENT STUDENTS

System 44 **Next Generation** is a foundational reading program designed for the *most* challenged readers in Grades 3–12. The program is proven to help students master the foundational reading skills required for success through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

Comprehensive Literacy Intervention Support consisting of (20) days of in-classroom coaching support for implementation; reading intervention product and technology resources; consisting of software licenses for (105) Tier II students and (85) Tier III students; also includes program-specific training days; and embedded assessment instruments for progress monitoring.

Year 1 Components	Investment
Data Driven Needs Analysis Progress Monitoring	**Included**
Professional Development to Improve Instruction	**$39,980**
Literacy Intervention Ongoing Support and Materials Tier 2	**$106,390**
Literacy Intervention Ongoing Support and Material Tier 3	**$72,163**
Technology Support Hosting	**$4,425**
Total	**$227,383**

Summary of Project Components, Deliverables and Costs for Beveridge Elementary - Year 2:

LITERARY INTERVENTION – TIER II

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4-12. Originally developed by Dr. Ted Hasselbring and his team at Vanderbilt University, *READ 180* is now the most thoroughly researched reading intervention program being used today. Hundreds of studies, five peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented *READ 180*'s effectiveness.

Designed for students reading two or more years below grade level, *READ 180* Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique, age-appropriate content for upper elementary (Stage A), middle school (Stage B), and high school (Stage C) students.

LITERACY INTERVENTION – TIER III

System 44 **Next Generation** is a foundational reading program designed for the *most* challenged readers in Grades 3–12. The program is proven to help students master the foundational reading skills required for success through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

MATH INTERVENTION

MATH 180 is a revolutionary new program for Grades 6 & up designed to address the needs of struggling students and their teachers equally in math for the rigor of college and career algebra readiness. Its instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support that's comprehensive, coherent, and convenient. With MATH 180, struggling students develop the expertise, reasoning, and confidence to thrive in college and career.

Comprehensive Intervention Support consisting of (4) days of project management services, (1) day onsite technical support, READ 180 professional learning seminars; also includes program-specific training days; and embedded assessment instruments for progress monitoring

Year 2 Components	Investment
Instructional Materials	$175,319
Professional Development to Improve Instruction	$65,667
Project Management Services	$9,196
READ 180 Seminars (2)	$4,598
Technology Support & Hosting	$9,019
Total	$263,799

Summary of Project Components, Deliverables and Costs for Beveridge Elementary - Year 3:

LITERARY INTERVENTION – TIER II

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4-12. Originally developed by Dr. Ted Hasselbring and his team at Vanderbilt University, *READ 180* is now the most thoroughly researched reading intervention program being used today. Hundreds of studies, five peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented *READ 180*'s effectiveness.

Designed for students reading two or more years below grade level, *READ 180* Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique, age-appropriate content for upper elementary (Stage A), middle school (Stage B), and high school (Stage C) students.

LITERACY INTERVENTION – TIER III

System 44 **Next Generation** is a foundational reading program designed for the *most* challenged readers in Grades 3–12. The program is proven to help students master the foundational reading skills required for success through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

MATH INTERVENTION

MATH 180 is a revolutionary new program for Grades 6 & up designed to address the needs of struggling students and their teachers equally in math for the rigor of college and career algebra readiness. Its instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support that's comprehensive, coherent, and convenient. With MATH 180, struggling students develop the expertise, reasoning, and confidence to thrive in college and career.

Comprehensive Intervention Support consisting of (4) days of project management services, (1) day onsite technical support, READ 180 professional learning seminars; also includes program-specific training days; and embedded assessment instruments for progress monitoring.

Year 3 Components	Investment
Replenishment Materials	$7,303.20
Professional Development to Improve Instruction	$31,485
Project Management Services (2)	$9,196
READ 180 Seminars (2)	$4,598
Technology Support & Hosting	$9,019
Total	$61,601.20

Summary of Project Components, Deliverables and Costs for Beveridge Elementary - Year 4:

LITERARY INTERVENTION – TIER II

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4-12. Originally developed by Dr. Ted Hasselbring and his team at Vanderbilt University, *READ 180* is now the most thoroughly researched reading intervention program being used today. Hundreds of studies, five peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented *READ 180*'s effectiveness.

Designed for students reading two or more years below grade level, *READ 180* Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique, age-appropriate content for upper elementary (Stage A), middle school (Stage B), and high school (Stage C) students.

LITERACY INTERVENTION – TIER III

System 44 **Next Generation** is a foundational reading program designed for the *most* challenged readers in Grades 3–12. The program is proven to help students master the foundational reading skills required for success through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

MATH INTERVENTION

MATH 180 is a revolutionary new program for Grades 6 & up designed to address the needs of struggling students and their teachers equally in math for the rigor of college and career algebra readiness. Its instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support that's comprehensive, coherent, and convenient. With MATH 180, struggling students develop the expertise, reasoning, and confidence to thrive in college and career.

Comprehensive Intervention Support consisting of (2) days of project management services , (1) day onsite technical support; also includes program-specific training days; and embedded assessment instruments for progress monitoring.

Year 4 Components	Investment
Replenishment Materials	$7,303.20
Professional Development to Improve Instruction	$18,192
Project Management Services (2)	$4,598
Technology Support & Hosting	$9,019
Total	$35,314.20

Summary of Project Components, Deliverables and Costs for Beveridge Elementary - Year 5:

LITERARY INTERVENTION – TIER II

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4-12. Originally developed by Dr. Ted Hasselbring and his team at Vanderbilt University, *READ 180* is now the most thoroughly researched reading intervention program being used today. Hundreds of studies, five peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented *READ 180*'s effectiveness.

Designed for students reading two or more years below grade level, *READ 180* Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique, age-appropriate content for upper elementary (Stage A), middle school (Stage B), and high school (Stage C) students.

LITERACY INTERVENTION – TIER III

***System 44* Next Generation** is a foundational reading program designed for the *most* challenged readers in Grades 3–12. The program is proven to help students master the foundational reading skills required for success through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

MATH INTERVENTION

MATH 180 is a revolutionary new program for Grades 6 & up designed to address the needs of struggling students and their teachers equally in math for the rigor of college and career algebra readiness. Its instructional design uses adaptive software to provide students with personalized instruction and practice, while equipping teachers with an ecosystem of support that's comprehensive, coherent, and convenient. With MATH 180, struggling students develop the expertise, reasoning, and confidence to thrive in college and career.

Comprehensive Intervention Support consisting of (2) days of project management services; also includes program-specific training days; and embedded assessment instruments for progress monitoring.

Year 5 Components	Investment
Replenishment Materials	$7,303.20
Professional Development to Improve Instruction	$1,500
Project Management Services (2)	$4,598
Hosting	$6,720
Total	$20,121.20

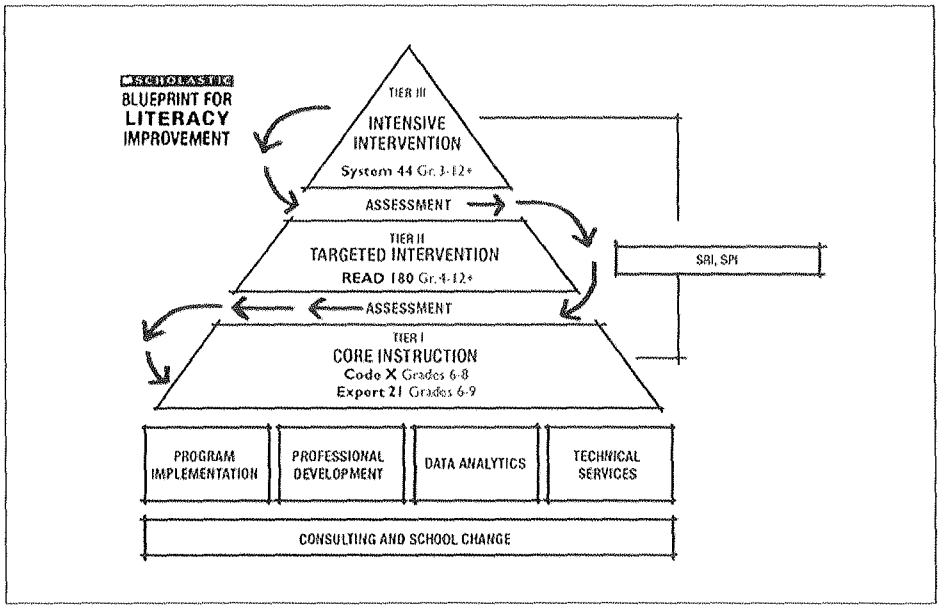
SCHOLASTIC

Gary Community School Corporation

PART 1: INTRODUCTION

We are honored to have the opportunity to work with Gary Community School Corporation in helping to raise reading achievement, and are pleased to share the following *Tiered Intervention Treatment Program Plan* servicing below proficient students. The goals of the materials and services in this intervention treatment proposal necessary to build sustainable literacy achievement are:

- Tiered Intervention Materials and Services for below proficient students
- Initial Training for teachers, coaches and leaders to ensure an efficient implementation
- Ongoing in-classroom implementation support to help accelerate student gains
- Technical support to ensure the technology components of the implementation run flawlessly



Scholastic believes that a solid literacy foundation for all students is a critical "gateway" to further reforms. We will work collaboratively with you to develop a comprehensive literacy improvement plan, implementing a delivery model that includes *READ 180*, the most thoroughly documented and proven program for low-achieving students; *System 44*, a foundational reading program designed for the *most* challenged readers; highly recommended Tier I supplemental instructional materials; and a consistent assessment/management system to drive accountability. These programs are the most thoroughly tested and proven solutions used in schools today, and have a proven track record of success.

It is not enough to know change is needed and identify concerns and deficiencies. It is not enough to offer general ideas to apply to non-related curricula and assessments. A unique, powerful approach offered by this proposal is the recommendation of specific literacy intervention programs that interface with other assessment, professional development, and overall philosophy around school reform and student improvement.

Scholastic programs employ the power of technology to motivate students and to provide for structured engagement. Students who are not drawn to print media, but voluntarily spend hours on the computer, will use a tool they value to master skills they need. Care is taken so that students see themselves in diverse characters that encourage, provide feedback, and otherwise appear in anchor videos and literature. In addition to research-based instructional features designed to support struggling students using Scholastic programs, technology itself offers personalization, privacy, nonjudgmental

coaching and feedback, and the ability to easily pick up where the student left off, minimizing embarrassment for the student who falls behind due to absence or ability.

Scholastic has provided a detailed description and short narrative for each intervention program and services listed above on the following pages.

SCHOLASTIC
ACHIEVEMENT PARTNERS

TREATMENT PROGRAM: SERVICES BEST PRACTICES

RECOMMENDED SOLUTIONS FOR IMPLEMENTATION AND ONGOING SUPPORT

For over ten years, Scholastic has been at the forefront of an intensive effort to improve literacy and mathematics, and to reduce the dropout rate. Despite the challenges, and in some cases, nearly overwhelming odds, thousands of students enrolled in Scholastic's intervention programs have improved their reading and math skills.

School leaders focused on turning around the lives of struggling students and schools know that effective implementation is critical to the success of any program. Studies show that fidelity of implementation makes the difference between modest gains and remarkable success.

As a result of proven research-based instructional programs and through high-quality training, on-going classroom coaching, Scholastic has demonstrated the ability to scale student achievement in over 40,000 classrooms serving one million struggling students every day. We are honored to have the opportunity to join you in your journey to help raise literacy achievement and are pleased to share the following Scholastic materials and services necessary to accelerate your below proficient students. Services described on the following pages focus on five key areas:

1. **Training and professional development** to ensure capacity building
2. **Ongoing in-classroom support** to help sustain and accelerate student achievement
3. **Technical support** to ensure the technology components of the implementation run flawlessly
4. **Services** that lead to capacity and the sustainability of the intervention treatment program

Day 1 Training for Intervention Teachers

This Getting Started training for all *new intervention* teachers will focus on the following key objectives to ensure the successful start-up and implementation of intervention materials (maximum 20 participants):

- Understand the research base and Instructional Model
- Experience the Instructional Model from a student's perspective
- Identify materials to teach, manage, and assess each part of the Instructional Model
- Understand the pacing for an Workshop and how to differentiate instruction
- Understand the *Scholastic Achievement Manager (SAM)*
- Experience an *SRI* test and practice using *SAM*
- Learn how to select students, group for instruction, and organize the classroom
- Discover professional development resources

Second Day of Day 1 Training for Intervention Teachers

A second day of Getting Started training for all *new READ 180* teachers will extend learning and deepen understanding of the following objectives (maximum 20 participants):

- Review routines, classroom setup, classroom management and student expectations
- Practice student engagement routines in the *rBook* teaching system
- Understand features and settings in the *Scholastic Achievement Manager (SAM)*
- Learn how to use *SAM* data, classroom assessments, observations, *rSkills* tests to assess and monitor student performance
- Deepen understanding of *READ 180* resources to differentiate instruction (RDI books, *SAM* resources, Teacher Bookshelf resources)

- Revisit effective strategies for organizing and managing the classroom for success

Leadership Training: Supporting *READ 180 and System 44 Intervention Programs* in Your District

District leadership is an essential component of a successful intervention program. District leaders (principals, literacy coaches, Central Office administrators) will be introduced to all components of the Intervention programs during the Leadership Training, including:

- The instructional models
- Systematic and direct instruction in phonemic awareness, phonics, reading, vocabulary, writing, and grammar skills during whole- and small-group rotations
- The customized instructional software for differentiated instruction
- Engaging paperback and audiobooks for independent reading and guided support
- Tools, strategies, and resources to assess and support the successful implementation of the intervention programs

Classroom Setup Services

Scholastic consultants will work side-by-side with intervention teachers to organize and set up the classroom for successful implementation of an integrated *READ 180/System 44* model. The consultant will help the teacher:

- Inventory program materials
- Determine needs for auxiliary materials (computers, headphones, microphones, CD &DVD player)
- Arrange the classroom to accommodate the instructional model
- Set up program materials and display posters with classroom procedures
- Assist with planning for successful startup

Day 2 Training for Intervention Teachers

Six to eight weeks after the start-up of the program, Scholastic consultants will return for a more in-depth training that focuses on the following goals for teachers (maximum 20 participants):

- Share inspirational, motivational stories and address challenges
- Discover tips for improving student achievement on the instructional software
- Practice key routines to deepen understanding of teaching using the *rBook* and *System 44* teaching resources
- Review and enhance understanding of additional features in the *Scholastic Achievement Manager (SAM)*
- Learn how to interpret report data and differentiate instruction to meet students' needs
- Gain practical strategies for setting goals and improving classroom procedures
- Learn how to access and use online professional development

In-Classroom Support for Intervention Teachers (4 visits per year per teacher)

Trained Scholastic consultants will provide regular in-person, one-on-one support within the classroom throughout the year to ensure successful implementation of Intervention materials. The Scholastic In-Classroom Support framework focuses on four key areas of implementation:

- Fidelity to Model
- Classroom Management
- Instruction
- Progress Monitoring

The Scholastic consultant will:

- Observe and assess implementation, management, instruction and assessment practices
- Assist teachers with goal setting to improve challenges
- Develop an action plan for support (including classroom demonstrations, co-planning, co-teaching, assistance with data collection and analysis, providing targeted resources, opportunities for debriefing and discussion)
- Continuously assess, monitor, and set new goals based on success toward standards

Scholastic U Online *READ 180* Course: Best Practices for Reading Intervention

READ 180 teachers will be enrolled in the online course *Best Practices for Reading Intervention.* Teachers will:

- Engage in targeted online learning to support successful *READ 180* implementation
- Participate in district-level cadre meetings to discuss and clarify learning
- Observe and respond to classroom, video, and in-person demonstrations
- Share personal learning and student work resulting from classroom application

The *READ 180* online course addresses the following topics:

- *rBook* Teaching System
- Whole- and Small-Group Instruction: The Five Elements of Reading
- Whole- and Small-Group Instruction: Writing and Grammar
- *READ 180* Topic Software
- Modeled and Independent Reading
- Assessing, Reporting, and Data-Driven Instruction

Scholastic has worked with some of the leaders and teachers in the most challenging schools in the country to produce sustained gains in student achievement. We know that literacy is an engine that drives far more than higher test scores. It drives self-esteem, confidence and a belief in every student's ability to learn. Real change starts with culture: *Successful schools are communities, comprised of students, teachers, leaders and parents who share a common vision for improvement.* We've seen first hand that it can be done. We look forward to partnering with you and your district to implement Scholastic's Tiered Intervention Services.

INTERVENTION TREATMENT PROGRAM INTRUCTIONAL MATERIALS

READ 180 NEXT GENERATION STAGES A, B AND/OR C— RECOMMENDED FOR TIER 2 BELOW PROFICIENT STUDENTS

READ 180 Next Generation is a comprehensive system of curriculum, instruction, assessment and professional development proven to raise reading achievement for struggling readers in grades 4-12. Originally developed by Dr. Ted Hasselbring and his team at Vanderbilt University, *READ 180* is now the most thoroughly researched reading intervention program being used today. Hundreds of studies, five peer-reviewed journals, and the federal government's What Works Clearinghouse have all documented *READ 180*'s effectiveness.

Designed for students reading two or more years below grade level, *READ 180* Next Generation leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Respectful of students of all ages, *READ 180* is available in three stages, each with unique, age-appropriate content for upper elementary (Stage A), middle school (Stage B), and high school (Stage C) students.

Instructional Model

READ 180's proven instructional model is a research-based design that provides a simple and clear organization for whole- and small-group instruction. As shown below, instruction begins and ends with whole-group, teacher-directed instruction. In between the whole-group lessons, students are broken into three groups and rotate among three areas in the classroom: small-group instruction, independent reading, and individual practice on the software. Studies have shown that when schools implement and follow the 90-Minute Instructional Model as prescribed, students achieve significant gains in reading proficiency after one to two years of program participation.

Designed to meet the needs of students whose reading achievement is below the proficient level, the system provides individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading and writing skills, and algorithmic grouping support for data–driven differentiation. The *READ 180* Next Generation Classroom is designed to maximize student engagement with technology, with text, with the teacher, and with other students.

- **Whole-Group Instruction:** Teachers launch daily lessons and wrap-up the day in whole group.
- **Technology Station:** Students work independently in the *READ 180* instructional Software.
- **Small-Group Differentiated Instruction:** Teachers meet with small groups of students to target instruction.
- **Independent Reading Station:** Students read independently from paperbacks and audiobooks.

Research Foundations

READ 180 Next Generation is informed by an extensive body of research about best practices for older struggling readers.

- **Maximizing Engagement and Student Learning**—The design of *READ 180* Next Generation is fundamentally driven by respect for the needs of students, teachers, and school and district leaders. The instructional program harnesses brain research to enhance students' ability to connect to and retain new information—and Next Generation includes more resources than ever to encourage students to take ownership over their own learning.
- **Becoming Critical Readers and Writers**—At the heart of *READ 180* Next Generation is rigorous literacy instruction to help students develop the comprehension, writing, and critical thinking skills necessary to be productive citizens in the 21st Century. A wide range of content-area texts and increasing levels of text complexity ensure that students build the domain knowledge and comprehension skills to access advanced texts in college and careers.
- **Communicating Effectively**—Recognizing that communication skills are critical to success in the 21st Century workplace and beyond, *READ 180* Next Generation provides systematic support for the development of effective communication skills. Students have frequent opportunities to learn and practice the listening and speaking skills that

are essential components of language and literacy development. *READ 180* Next Generation also provides the purposeful, scaffolded instruction in academic language and vocabulary that struggling readers need.

- **Harnessing Technology in the Service of Language Arts**—Innovative use of technology in the service of language arts instruction has been one of the central components of *READ 180*'s proven instructional model. *READ 180*'s adaptive technology provides struggling readers with daily individualized instruction and supplies teachers with continuous data on students' progress and areas of challenge. Technology is also used as a tool throughout *READ 180* Next Generation to anchor instruction and build the background knowledge essential for comprehension.
- **Differentiating Instruction**—An effective adolescent literacy intervention must include systematic support for differentiating instruction and ensuring that all struggling readers receive the support they need to achieve success. *READ 180* Next Generation includes extensive resources to help teachers use data to inform instruction and intervention and provide targeted support to English language learners and students with special needs.
- **Using Assessment to Inform Instruction**—Today's educators approach assessment as an integral part of instruction, using formal and informal assessments for tracking student progress, using data to inform instruction, and assessing the effectiveness of instruction. To meet these needs, *READ 180* Next Generation includes a comprehensive system that provides a complete picture of each student's progress, engages students in monitoring their own learning, and supplies teachers and leaders with clear, actionable information to guide instructional decision-making.

Differentiated Instruction Strategies

An effective adolescent literacy intervention must include systematic support for differentiating instruction and ensuring that all struggling readers receive the support they need to achieve success. *READ 180* Next Generation includes extensive resources to help teachers use data to inform instruction and provide targeted support to English language learners and students with special needs.

READ 180 offers powerful tools for the systematic screening and progress monitoring that are central to an RTI approach, along with customizable training and professional development to ensure that teachers can use the program with a wide array of students, including special education students. *Scholastic Reading Inventory (SRI)* serves as a screening assessment in the beginning of the year to determine students' reading level and place them at the appropriate level in the Software. *SRI* can then be administered multiple times over the year as a progress-monitoring assessment.

For additional progress-monitoring, *READ 180* provides a variety of curriculum-embedded, criterion-referenced assessments, including passages for oral fluency assessment and *rSkills* Tests, to regularly track student progress. A Reading and End-of-Workshop CheckPoint features in the Teacher's Guide support teachers in using data to group students for Small-Group Instruction three times per workshop. Boost and Stretch instructional strategies, accessible through the Teacher Dashboard, provide suggestions for Small-Group targeted instruction.

In the Software, continuous targeted diagnostic assessments check for mastery of skills and identify individual instructional needs. In addition, *rSkills* Tests are administered after every *rBook* Workshop to assess students' mastery of comprehension and writing skills taught during whole- and small-group. These assessments can be used by teachers to inform individual and whole-group instruction.

The Teacher Dashboard provides the resources that teachers need to manage the student data they collect, group students, and plan instruction. From the Dashboard, teachers can view and print reports that provide detailed diagnostic data to help teachers understand individual needs, group students, target key skills, monitor growth, and compare progress with peers. The reports also include links to standards-aligned resources for differentiating instruction. The grouping tool on the Teacher Dashboard groups students according to their specific needs identified through ongoing assessment, allowing teachers to easily and efficiently plan differentiated instruction and intervention.

Strategies for English Language Learners

Throughout *READ 180*, program materials reflect a consideration for the needs of English language learners. The program was designed with the recognition that focusing on the needs of English language learners highlights important elements of reading instruction, such as building background knowledge and developing academic vocabulary, that are beneficial to all struggling readers.

READ 180 includes many supports that are beneficial to English language learners who are struggling with reading comprehension and fluency. All English language learners can benefit from the individualized instruction provided by the software, along with immediate corrective feedback that has been found to be particularly helpful to non-native English speakers. The software also provides vocabulary supports, captioning of Anchor Videos, supports in the eReads and parent materials for five major world languages, and Spanish translations that can help students with beginning and intermediate English proficiency levels access the texts and experience success.

Teacher-led instruction in *READ 180* also incorporates multiple supports for English language learners. Extensive tools for differentiating instruction, including the Teacher Dashboard, help teachers efficiently identify English language learners' needs and provide them with the targeted support that is crucial for success. The program's emphasis on developing academic language and vocabulary reflects practices that have been shown to be particularly effective for English language learners, who may struggle with academic language even if they are comfortable with conversational English. Similarly, English language learners benefit from supported practice with speaking and listening in the classroom and opportunities to collaborate and discuss concepts with peers. Instructional routines, such as Think (Write)-Pair-Share, scaffold classroom discussion so that English language learners can feel more comfortable participating.

Like native English speakers, English language learners are able to apply and practice their learned skills with Audiobooks and independent reading books that are leveled so that students can experience frequent success with reading. The multicultural content found across all components of *READ 180* reflects ethnic, cultural, and linguistic diversity, helping English language learners find a sense of belonging in their new environment.

Strategies for Special Education Students

From its conception, *READ 180* was designed to address the needs of students in special education. The research behind the development of *READ 180*'s innovative software was funded by a grant from the U.S. Department of Education's Office of Special Education. Through adaptive technology, individualized instruction, and high-interest materials, *READ 180*'s comprehensive program provides the direct, systematic instruction necessary to effectively support struggling readers, including those with special needs.

READ 180 instructional materials are designed with the principles of Universal Design for Learning, to facilitate access to the curriculum for all students. A multisensory instructional approach allows for multiple means of representation of learning materials. For example, the software, independent reading books, Audiobooks, Anchor Videos, the *rBook*, and teacher-directed lessons offer variety in means of accessing lesson content. In addition, the software includes support options to adjust for visual and auditory impairments, including captioning of Anchor videos, an alternate color scheme, and a button rollover feature that provides a text label as well as an audio prompt for the software buttons.

READ 180 offers students multiple means of expressing their learning through words and writing. In the software, students read and record text passages to practice and demonstrate fluency. All software, paperbacks, and Audiobooks include QuickWrites and graphic organizers to allow students to show comprehension in a way that suits their needs. Assessments in both software and print format offer multiple means for students to demonstrate their knowledge.

Multiple means of engaging students are included in *READ 180* through the software, small-group, whole-group, and independent activities. In particular, technology is a motivating learning medium for students and includes a supportive on-screen host to help keep students engaged. In addition, the wide variety of age-appropriate, high interest, leveled texts in *READ 180* appeals to learners with varying interests, backgrounds, and reading levels. To help ensure that students are matched with texts that will engage and motivate them, all of the *READ 180* Library books, the Topic Software passages, and the eReads are leveled using the Lexile framework.

READ 180 offers a wealth of resources for differentiating and adapting instruction based on students' needs. The Topic Software provides individualized instruction, along with immediate corrective feedback accompanied by modeling and guided practice. By constantly collecting ongoing data about student performance, the software provides critical information for teachers about student progress and individual needs. The Teacher Dashboard then allows teachers to efficiently group students according to their needs for targeted follow-up instruction, while the Student Dashboard encourages students to take ownership over their own learning.

READ 180 Next Generation offers research-based, practice-validated intervention that guides students to mastery of the literacy and critical thinking skills they need to be successful, productive citizens of the 21st Century.

📖 **To learn more about *Read 180* and supporting research, please see** http://teacher.scholastic.com/products/read180/ and http://teacher.scholastic.com/products/read180/research/

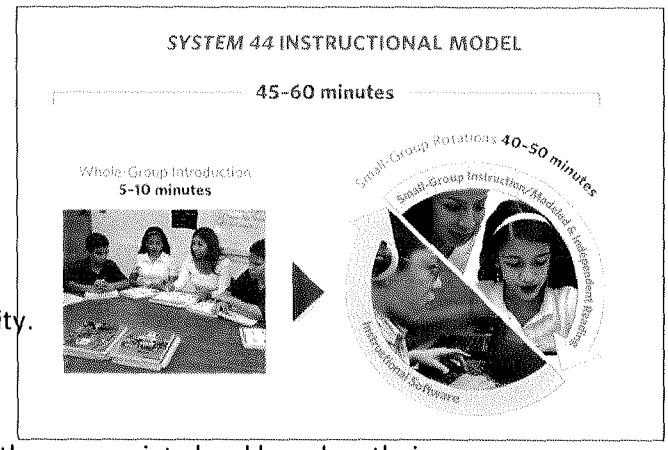
***SYSTEM 44* NEXT GENERATION—RECOMMENDED SOLUTION FOR TIER 3 BELOW-PROFICIENT STUDENTS** for the *most* challenged readers in Grades 3–12. The program is proven to help students master the foundational reading skills required for success through explicit instruction in comprehension and writing and a personalized learning progression driven by technology.

INSTRUCTIONAL MODEL

System 44 Next Generation is designed for daily use by a small class (10–12 students), with students rotating between the software and small-group differentiated instruction or modeled and independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer-school programs. Students alternate between small-group instruction and modeled and independent reading. *System 44* also works seamlessly with *READ 180* in an integrated classroom. Based on data from the *Scholastic Reading Inventory* (SRI) and the *Scholastic Phonics Inventory* (SPI), students in need of foundational skills should be identified and grouped together to form a group (or two groups) that move through rotations.

RESEARCH-BASED FEATURES

System 44 Next Generation includes research-based features designed for the most challenged older readers.



- **Computer-Based Screening and Placement**—SPI collects data on each student's decoding accuracy and fluency. This helps to identify students whose lack of decoding proficiency impedes comprehension. SPI uses real and nonsense words to assess a student's decoding ability.
- **Personalized Learning**—*System 44*'s adaptive software delivers systematic, research-based phonics instruction to students. Multiple points of entry allow students to work at the appropriate level based on their performance on the SPI. The Student Dashboard allows students to track their overall progress while motivating and supporting them in building executive function skills.
- **Independent Reading**—The *System 44* Library includes high-interest, age-appropriate titles available in three formats: as paperbacks, audiobooks, and eBooks. Each leveled title targets decoding skills and strategies to promote comprehension, while building vocabulary and content-area knowledge. The Decodable Digest provides students with additional opportunities to read decodable text using independence, with two passages for every sound/spelling correspondence taught in the program.
- **Writing Instruction and Practice**—The new writing component of the *System 44* software allows students to engage in independent practice in writing evidence-based summaries tied to software content, with scaffolds that reinforce teacher-mediated practice in the *44Book*.
- **Actionable Data**—The *Scholastic Achievement Manager* (SAM) is an online data management system that supports data-driven instruction with actionable reports to ensure student success. Next Generation Dashboards empower leaders and build capacity of effective teachers by providing transparency to the data that matters most.
- **Multi-Tiered Systems of Support (MTSS)**—*System 44* Next Generation was designed to fit within a Multi-Tiered Systems of Support (MTSS) model. Planning and data management tools are embedded into

instruction and help educators set academic and behavioral goals, customize benchmarks, monitor student progress and differentiate instruction.

UPGRADING TO *SYSTEM 44* NEXT GENERATION

System 44 Next Generation is the result of five years of intensive research and development. This new edition reflects the best practices observed in the most successful implementations across the country. The suite of new technology, data, content, and resources is designed to maximize student engagement, teacher effectiveness, and leader empowerment. It represents the best of what is known about how to raise achievement for struggling adolescent readers to place them on a path to college and career readiness.

Districts and schools that currently use *System 44* Enterprise Edition can upgrade to Next Generation and receive all materials necessary to reap the rewards of this exciting new program.

📖 **To learn more about *System 44* and the program's supporting research, please visit** http://system44.scholastic.com/research

Timeline Date	Teacher Evaluation (SY 2014-2015) Gary Community School Corporation
August 2014 – June 2014	Teachers **must** plan and deliver instruction, and monitor student progress toward goals. This includes adapting instructional plan in response to student achievement data collected. Teachers **must** receive ongoing professional development and support to ensure goals are met. Administrators **can** conduct walkthroughs at any time. The walkthroughs **can** be used during the Pre and Post Conferences.
August 2014	Elementary teachers **shall** administer the **SLOs Pre-test** to all students, as available
August – September 2014	Teacher teams **shall** review course objectives and standards to determine most important learning for the instructional interval. Teachers **shall** collect and review baseline data.
August – September 2014	Teachers **must** develop a professional growth plan before their Pre-Conference of the **Fall Observation**.
September - October 2014	Administrators and Teachers **must** have a **Pre-conference** to discuss **Teacher Fall Observation** and to finalize class objectives and/or target objectives (Using target objective **shall** be at the discretion of the teacher and **must** be decided at the Pre-conference).
October – December 2014	Administrators **must complete Fall Observation**. (The form is used for both the Fall and Winter/Spring Observations.)
October – December 2014	Teachers and Administrators **must** meet for a **Post-Conference** to discuss **Teacher Fall Observation** progress towards Teacher Evaluation, SLO goals, adjust SLO growth of class objective if needed.
November 2014	Secondary teachers **shall** administer the appropriate **SLO pre-test** to their students, as available.
January 2015	Administrators and Teachers **must** have a **Pre-Conference** to discuss **Teacher Final-Year Observation** and teachers meeting their class and target objectives.
January – March 2015	Administrators **must complete Winter/Fall Observation** using the **Fall Observation** Form.
April 2015	Teachers **shall** administer the **SLOs Post-test** before their Post-Conference of Teacher Final-Year Observation. Teachers **must** collect, analyze and report out on the final evidence of student learning and growth as revealed through the **SLOs Post-test**.
April 2015	Teachers and Administrators **must** meet for a **Post-Conference** to discuss **Teacher Winter/Spring Observation** progress towards Teacher Evaluation, SLO goals, adjust SLO growth of class objectives if needed.
May – June 2015	Administrators and Teachers **must** meet to complete and discuss **Teacher Evaluation Summative**. Teachers and Administrators **must** meet to review the student growth data together. Administrators **must** review teachers' individual SLO attainment and assign an educator effectiveness rating. Administrators **must** review teachers' Fall and Winter/Spring Observations and assign an educator effectiveness rating. Administrators **must** determine rather a teacher had a negative impact on students' learning and assign a final educator effectiveness rating. Teachers and Administrators **must** meet to reflect on outcomes and work together to revise teachers' professional growth plans for the next school year.
October 2014 – May 2015	Administrators **may** at their own discretion conduct an additional observation where severe deficiencies are noted.

Gary Community School Corporation Transformation Zone Framework –

Ensuring the Promise for All Students

The Gary Community School Corporation Transformation Zone (GCSCTZ) consists of four Priority Schools; Marquette Elementary School, Jefferson Elementary School, Beveridge Elementary School, and West Side Leadership Academy. Wirt Emerson VPAHAA is the only Focus School included in the Transformation Zone.

The geographic zones where the schools are located have been determined based several major variables; the community partnerships, family and engagement activities based on community readiness, and student achievements. The development of the GCSCTZ will better enable the schools to utilize limited resources, examine the capacity of the school and the entire learning community to make the necessary accommodations for all 2,135 students, which make up the student population. The School Improvement Grant will greatly assist with the innovative support that each of the schools will implement throughout the cycle of the grant.

Recently, Dr. Pruitt established districtwide initiatives that will assist with addressing critical areas of the four underperforming schools. The districtwide initiatives are aligned to the key pillars (i.e., leadership, academic achievement, climate, and data), the district's pillars are consistent with the eight indicators that are aligned to the United States Department of Education Turnaround Principles. These bold and swift interventions from the district level, community, and school levels will contribute to moving the GCSCTZ Schools to high performing schools by 2020.

One of the first major interventions that the district and school worked on together was the development of the Zone schools. Hiring and retaining highly quantified teaches who wanted to remain at a Zone school or who was interested in coming to a Zone school. Supporting the whole student is a most important within the Zone. The School will work with community, private, and non-profit organization to build strong robust wrap around services for all students. Family and Community engagement best practices will be woven into all the interventions at the building and community levels. Another key connection was strategically mapping out which community partnerships are appropriate for each Zone school in terms of cultivating sustainable relationships. Due to each community being unique, therefore, the schools will foster those partnerships on a case-by-case basis.

The Transformation Zone will provide the framework for local and state systems of support work together to ensure positive outcomes for all students. These initial reform efforts are creating a roadmap as part of the continuous improvement turnaround process.

The School Transformation Zone is based on parents' experience, as well as research showing that struggling schools can be turned around with a comprehensive package of reforms that follow three central principles, practiced in concert:

1. ***A collaborative approach that creates local ownership and accountability***
   Parents, students, teachers, and communities must play a meaningful role in designing and implementing reform. When families and teachers have invested in the school improvement plan, they are more likely to hold the school accountable to it.

2. ***A focus on instructional change, capacity building, and school culture***
   Structural change alone is not an educational strategy. The focus of school improvement must be on instructional change, and it must be comprehensive, research-based, and supported with the necessary resources to provide all students with a robust, well-rounded educational experience.

3. ***Recognition and coordination of supports for the whole student***
   Students cannot learn when they are hungry, exhausted, or sick; when their parents cannot support them at home; when they feel disrespected in school. A comprehensive improvement plan must assess and address student and family needs and organize necessary supports.
   In contrast to closing schools, which can become a shell game that cloaks failure rather than addressing its roots, the School Transformation Zone would incubate reforms that build school capacity for the long run. Struggling schools would receive intensive supports, guidance, and resources to redesign teaching and learning and implement five proven school improvement strategies:

- Expand the school day and year for students.

- Provide a rigorous, well-rounded college and career-preparatory curriculum for all students. Building a stronger connection from K-12 College and Career focused initiatives within the district. Educational fieldtrips and experiences which will greatly enhance the whole student within the school.

- Increase planning and professional development time for teachers.

- Offer comprehensive, integrated support services for struggling students via Response to Intervention (Rti).

- Ensure active parent and community involvement in school policy and decision making.