LEA Application of General Information
2012-2013

School Improvement Grant (1003g)
Application due April 30, 2012
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: **Gary Community School Corporation**	Corporation Number: 4690
Contact for the School Improvement Grant: **Dr. Myrtle V. Campbell**	
Position and Office: **Superintendent**	Contact's Mailing Address: **610 E. 10th Place** **Gary, IN 46402**
Telephone: **219.881.5401**	Fax: **219.886.9376**
Email Address: **mvcampbell@garycsc.k12.in.us**	
Superintendent (Printed name) **Dr. Myrtle V. Campbell**	Telephone: **219.881.5401**
Signature of Superintendent X _____	Date: April 30, 2012

➔ **Complete and submit this form one time only.**

➔ **Complete a second form, "Tier I and II Application" or "Tier III Application" for *each* school applying for a school improvement grant.**

1. Schools to be Served by LEA

School Name	Grade Span	Tier I	Tier II	Based on the "School Needs Assessment" tool, the LEA has determined this model for the school				
				Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Dr. Bernard C. Watson Academy for Boys	K-6	X		X				
2. West Side Leadership Academy	7-12		X	X				

2. Explanation if LEA is Not Applying to Serve Each Tier I School

X We will serve all of our Tier I schools.

3. Consultation with Stakeholders

School Name: _Dr. Bernard C. Watson Academy for Boys_ School Number: 180387000617

Stakeholder Group	Mode of Communication	Date
Teachers	Meeting	April 16
Parents	Meeting, Letter, ALERT Call	April 16, 17, 18, 19, 26
District Administrators/Board of School Trustees Committee Meeting (Bus Transportation/Student and Family Services	Meeting	April 17, 20,26
Community Partners	Letter e-mailed, faxed	April 11

School Name: _West Side Leadership Academy_____ School Number: _180387000648

Stakeholder Group	Mode of Communication	Date
Teachers	Workshop Meeting	April 17
Parents	Alert call, Handouts, Sign- in Sheets	April 11-20, 25
District Administrators	Workshop Meeting	April 17
Community	Letter	April 26

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

_____**Gary Community School Corporation** _____ assures that it will

Corporation/Charter School Name

__X_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

__X_ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

__X_ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

__X_ 4. Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

☑ Extending the period of availability of school improvement funds.

Note: Indiana has requested a waiver of the period of availability of school improvement funds and upon receipt, that waiver automatically applies to all LEAs in the State.

X "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does meet the 40 percent poverty eligibility threshold.

LEA Application for Each Tier I and Tier II School

School Improvement Grant (1003g)
2012-2013

LEA School Application: Tier I and Tier II

The LEA must complete this form for *each* Tier I or II school applying for a school improvement grant.

School Corporation __**Gary Community School Corporation**_____ Number _**1803870**

School Name _____**Dr. Bernard C. Watson Academy for Boys**_____

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

X Turnaround ☐ Restart

☐ Transformation ☐ Closure

Assurances

_____**Gary Community School Corporation** _____ assures that it will

Corporation/Charter School Name

__X_ 1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

__X_ 2. Establish annual goals for student achievement on the State's assessments for both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II School that it serves with school improvement funds.

___ 3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operation, charter management organization, or education management organization accountable for complying with the final requirements.

__X_ 4. Report to the SEA the school-level data required under section III of the final requirements.

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The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

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A. LEA Analysis of School Needs

Worksheet #1: Analysis of Student and School Data

- ***Instructions:***
  - Complete the table below for each student group that did *not* meet AYP for performance in English/language arts and/or mathematics for 2010-2011. (Do not list those groups that did meet AYP).
  - Student groups would include American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education.
  - For LEA data, see the IDOE web site: http://compass.doe.in.gov/Dashboard.aspx?view=STATE&val=0&desc=STATE

Student groups not meeting AYP (list groups below)	**% of this group not meeting AYP**	**# of students in this group not meeting AYP**	**How severe is this group's failure?** (high, medium, low)	**How unique are the learning needs of this group?** (high, medium, low)

English/Language Arts

Free/Reduced Lunch	61.8%	81	High – includes many students with high mobility	High – Almost all students (92.6%) at Watson fall into this group
Black/Male	61.8%	81	High – includes many students with high mobility	High – All of our students are boys.
Special Needs	100%	9	High – no students are meeting expectations	High – 26% of our total student population is special needs.

Indiana Modified Achievement Standard Test (IMAST)	42%	38	High – students with special needs fail despite accommodations	High – All students with special needs require accommodations according to their Individual Education Plan (IEP)

Mathematics

Free/Reduced	68.2%	88	High – includes many students with high mobility	High – Almost all students (92.6%) at Watson fall into this group
Black/Male	68.2%	88	High – includes many students with high mobility	High – All of our students are male
Special Needs	100%	9	High – lack opportunity to succeed	High –26% of our total student population is special needs.
IMAST	66%	38	High – fail despite accommodations	High – All students with special needs require accommodations according to their IEP

What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?	**What is at the "root" of the findings? What is the underlying cause?**
Approximately one-third of our students demonstrated mastery on our most recent Indiana Statewide Testing for Educational	Our review of data revealed that we have school wide problems that are affecting all of our students. Root causes we identified include:

Progress (ISTEP+) assessment. Specifically, 38.2% demonstrated proficiency in English/language arts and 31.8% demonstrated proficiency in mathematics.

89% of the students identified with special needs took the Indiana Modified Achievement Standard Test (IMAST) assessment. 58% of these students demonstrated proficiency in ELA and 34% were proficient on the Math portion.

19.1% of the students identified with special needs took the ISTEP+ assessment, but none were successful.

We also looked at grade by grade data for ISTEP+ which is summarized in the following tables:

E/LA ISTEP+			
	2010	2011	
Grade	% Pass	%Pass	%Change
3	70%	48%	-22%
4	46%	25%	-21%
5	23%	38%	+15%
6	9%	15%	+6%

Math ISTEP+			
	2010	2011	
Grade	% Pass	%Pass	%Change
3	50%	24%	-26%
4	54%	25%	-29%
5	40%	52%	+1%

All of the students at Watson are males and 92.6% qualify for free or reduced lunches. All of our students identify themselves as Black or of Mixed Race. Research shows that African Americans show greater deficiencies than their white non-Hispanic peers in education; many students are also more likely to become involved in destructive behaviors, not graduate, and not attend a post-secondary institution (Laing T., 2010). In that connection, the staff and administration is committed to implementation of new innovative programs that will address the specific needs of students.

Our students have high mobility. As a consequence, students face **learning gaps** caused by lack of prior knowledge and sequencing of skills. For example of the 19 kindergartners who started at Watson in 2008-2009, only 9 (47%) remained for the 2011-2012 school year.

Most of our families (92.6%) are in economic distress. Family issues place emotional burdens on students that hamper learning. We need to **connect with our families and community** resources to provide assistance to lessen the burden on our students, allowing them to place a greater focus on learning. In an effort to direct attention to the needs of our parents and students with complicated social and emotional issues, we propose a family center staffed by a parent liaison. The parent liaison would connect parents with community resources and programs that would address social/emotional and physical health issues. This person would also, coordinate training for parents and secure professionals to provide direct social/emotional health support to both parent and child as needed.

Research has also shown that poverty is a contributing factor to

6	11%	23%	+12%

Scores for students in grade 5 and 6 improved in both ELA and math but dropped significantly for grades 3 and 4. Student proficiency dropped for students in all grade levels when compared to their proficiency rate from the previous year.

causing low student achievement, and the poor economy during the past several years places even more burdens on our students and families. Parent involvement is vital to student achievement, but becomes more difficult for single parent homes or homes where a parent has multiple jobs.

These issues challenge our teachers to provide effective instruction as precious instructional time is given to handling **classroom management** issues. Additionally, the instructional delivery models used on a daily basis are neither researched based, nor gender focused. Thus behavior problems are more likely to occur. As not enough effective classroom routines and structures are in place, the total management of the classroom is ineffective.

A glance at the grade-by-grade data indicate that pockets of learning are in place at Watson. We need to identify **effective teachers** and assist ineffective teachers while providing **professional development** that will allow each teacher to continue growing professionally.

We also have specific problems providing for students with special needs, judging by the IMAST and ISTEP+ assessment results. The fact that only 2 out of 60 students with special needs are in the regular classroom with their same age peers needs to be examined. Clearly we are failing to provide opportunities for our students with special needs to succeed by ensuring they are in the Least Restrictive Environment (LRE) based on their individual learning needs.

Our students with special needs must be placed in the LRE following federal disability laws, NCLB, and Indiana DOE guidance. This means all teachers need professional development on meeting the needs of all learners, including students with

	special needs. Students with special needs will be placed in the LRE as written in their Individual Education Plan (IEP). The IEP is developed by a team including parents, administration, and teaching staff; this team must be convened at least once a year to review the needs of each student. Services will be delivered by certified Special Education Staff and will include the full continuum of services. The full continuum includes consultation, resource, and self-contained services. For students whose appropriate LRE is the regular classroom as decided by the IEP committee, a paraprofessional may assist the student. If the student succeeds academically, meeting IEP goals, the paraprofessional can be gradually removed if deemed appropriate by the IEP team. A gradual movement toward full inclusion is our goal. All new students to Watson who have been identified with special needs will have an IEP review to determine if the current LRE level is the most appropriate. Our students with special needs are taught in self contained classrooms and are expected to use the same curriculum as students in the general population. Although they use the same curriculum, students with special needs are taught in separate classrooms. These students need curriculum adapted (i.e. more repetition, text read aloud, multiple concept explanations, multisensory activities, extra time to finish work, etc.). Two students of the 60 students with special needs enrolled at Watson were mainstreamed during the current school year. When considering overall statistics of people with disabilities in the general population, this is a concern especially since the Watson Academy is mainly Black males. Since students with special needs receive instruction through the

	regular education curriculum at Watson, all teachers need training and support to adapt the curriculum ensuring success for all students. Our teachers need to learn how to **differentiate instruction** to attend to the wide range of needs in any given classroom. Most of our students enter without Early Childhood Education experience. They **lack the preliminary skill set** for becoming readers, writers, and problem solvers. With the high mobility rate of our families, many of our students did not have the opportunity to attend preschool. In addition, many grew up without books in the house or an adult reading to them 20 minutes a day which has a huge positive impact on reading/writing ability. A glance at the grade-by-grade data indicate that pockets of learning are in place at Watson. We need to identify **effective teachers** and assist ineffective teachers while providing **professional development** that will allow each teacher to continue growing professionally. Our overall scores indicate we are failing to engage our students in **rigorous and relevant instruction**. Currently rigor is lacking and teaching effectiveness is lacking. Although our teaching staff is highly qualified as recognized by state and district requirements, pedagogical competence varies substantially. We need **instructional leadership** effective in identifying and remediating teachers demonstrating weaknesses in content knowledge, classroom management skills, differentiated instruction, and instructional delivery.

The data and root causes explained above point to several areas of needed improvement. The assessment results, especially in English Language Arts, demonstrate a steady decline as students move to higher grade levels. We need to consider this data carefully and ask

ourselves some tough questions. Are we educating our students using successful teaching strategies? How can we support those teachers who are not making the mark? Do we need to understand the culture of our students and families better? W. E. B. Dubois stated, “African American children need education, not segregated education or desegregated education.” We believe Dr. Bernard C. Watson, our students, teachers, and our community would wholeheartedly agree with this statement.

Laing, T. (2010). *Virtual Learning: A Solution to the All-Black Male School Debate and the Challenge of Black Male K-12 Outcomes*. Journal of African American Males in Education. 1:3.

Student Leading Indicators

- ***Instructions:***
  1) Using school, student and teacher data, complete the table below
  2) If the indicator is not applicable, such as "dropout rate" for an elementary school, write "NA" - not applicable - in the column.
  3) Review the data and develop several key findings on the next page.

	2010-2011	2011-2012
1. Number of minutes within the school year that students are required to attend school	**59,400**	**59,400**
2. Dropout rate*	**NA**	**NA**
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	**91.5%**	**As of April 27, 2012 92.6%**
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	**NA**	**NA**
5. Number of students completing dual enrollment classes	**NA**	**NA**
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS-Summer School WES-Weekend School OTH-Other	**BAS OTH (SES) SS**	**BAS OTH (SES) SS**

7. Discipline incidents*	**145 Suspensions**	**53 Suspensions (as of 4/11/12)**
8. Truants (# of unduplicated students, enter as a whole number)	**0**	**0**
9. Distribution of teachers by performance level on LEA's teacher evaluation system	**Classroom Mgmt** 1Unsat (poor) 4 Basic (Low) 8 Proficient (Effective/Average) 0 Distinguished (Exemplary) **Instruction** 3 Unsatisfactory 4 Basic 4 Proficient 2 Distinguished	**Classroom Mgmt** 2Unsat (poor) 6 Basic (Low) 5 Proficient (Effective/Average) 0 Distinguished (Exemplary) **Instruction** 3 Unsatisfactory 4 Basic 4 Proficient 2 Distinguished
10 Teacher attendance rate	**86%**	**87.72%**

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

What are key findings or summaries from the student leading indicator data?	**What is at the "root" of the findings? What is the underlying cause?**
All students have the same time for instruction. After school and summer school are offered to all students, but few attend. Students who do	Increasing student attendance and time on task is our continuing goal. Budget limitations have impacted the type and duration of **extended learning** activities and our ability to provide

not demonstrate proficiency on ISTEP+ or the districts formative assessments (DIBELS/Acuity) are eligible for Supplemental Educational Services (SES) if they qualify for free/reduced lunch, but not all students who need intervention attend. In 2005, 712 students were enrolled. Enrollment declined as follows: 2006-462 students 2007-369 students 2008-328 students 2009-260 students 2010-194 students Watson Academy has open enrollment. Reasons for this decline in enrollment include the poor economy, families following job opportunities, along with assessment scores steadily declining and the poor 2011 ratings of Dr. Bernard C. Watson Academy for Boys for instance, Schooldigger.com rates Watson Academy as 1026th of 1029 Indiana elementary schools. Gary Community School Corporation (GCSC) is ranked 287th of 316 Indiana school districts. Our student attendance rate fell to its lowest rate in 2011 (91.3%) of the last five years. Of the 145 suspensions in 2010-2011, 38% were for students with special needs. Of the 145 suspensions, 55% were for students with multiple suspensions. As of April 11, 2012,	intervention and enrichment opportunities for all students. With SIG funding, we will be extending the school day by 1 hour and 45 minutes so that all students will be in session from 7:30 a.m.-3:30 p.m. Our current school day is from 8:00 a.m.-2:15 p.m. This program will provide both intervention and enrichment, resulting in an additional 315 hours of instruction. Intervention will be based on assessment scores, focusing on improving literacy and math skills. Enrichment will include Project Based Learning (PBL), clubs, team, community service, and other opportunities. We recognize that student learning is tightly correlated to time on task and that student absences interfere with instructional opportunities. **Disruptive students** steal minutes of instructional time from other students. Suspension ensures even less instructional time for these students and may serve as a reward if the student prefers to stay home. Instructional delivery models and strategies should be focused on effective, researched based information. An additional concern is that of **teacher attendance.** Clearly there is a substantial issue regarding staff attendance that impacts student learning greatly. This fails to benefit their students as highly qualified substitutes are hard to find to fill the numerous absences. Some of our veteran teachers are perplexed by the lack of student achievement in classes despite all the ongoing dedicated instructional work. They may not feel rewarded, and need to be reenergized by learning from collaboration with other veteran and new teachers. Discipline issues with students are also difficult to deal with on a daily basis, especially when teachers are held more accountable for academic results each year. Lastly, veteran teachers at Watson

there have been 53 suspensions, with 49% of those involving special education students. 41% were for students with multiple suspensions. Of our 13 classroom teachers, none were at the distinguished (exemplary) level for classroom management, while 5 last year and 6 this year were rated less than Proficient (Effective/Average). When it comes to Instruction, 2 teachers were rated Distinguished (Exemplary), but 7 were rated less than Proficient (Effective/Average). During the 2010-2011 school year, the 13 classroom teachers on the certified staff were absent a total of 585 days: 237 illness, 6 family leave, 46 personal business, 50 funeral, 83 dockage, and 162 conference days. Grade 6 had 3 different teachers during the 2010-2011 school year. Also, grade 6 had 4 different teachers during the 2011-2012 school year. We feel the lack of teacher stability has impacted the teacher's rapport with grade 6 students and impacted their performance.	Academy have had several different principals over the years, leading to a kind of mistrust in the district and school. Our present **discipline system** needs to be replaced with a consistent, school wide system so that our students know both expectations and consequences. To address school wide disciplinary concerns, Watson Academy will implement the researched based PBIS discipline improvement model and a ROTC theme. With the exception of Kindergarten, which has 2 teachers, all other grades are taught by a single teacher. Grades K-3 are key years for **building foundational skills** in literacy and math. Our teachers don't **collaborate** with other teachers to design effective instruction. 49% of the staff has 20+ years of experience. While this is a benefit in many ways, it is a drawback in one key way; these teachers are slow to change their methods and resist new technology due to a lack of training and support. High expectations for students are often stated by staff, but putting those stated beliefs into practice is not happening.

Worksheet #2: Self-Assessment of Practices High-Performing Schools

➢ ***Instructions:***

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.			X		2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.			X		3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.	X				5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	**1**	**2**	**3**	**4**	**Instruction**

1. Is primarily lecture-style and teacher-centered.	X				1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).	X				2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).
3. Is primarily textbook-oriented.	X				3. Uses multiple sources beyond textbooks.
4. Does not include technology.					4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.	X	X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.		X			**7.** Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum.		X			1. Is observed by school leadership that it is being taught.
2. Is considered to be the textbook or the state standards.			X		2. Is developed by the district/teachers based on unpacking the state standards.
3. Is not aligned within or across grade levels.		X			3. Is aligned within and across grade levels.
4. Is not rigorous or cognitively demanding.		X			4. Is rigorous and cognitively demanding.
5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time.	X				5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum.
6. Is not differentiated for struggling students.	X				6. Is differentiated for struggling students.
Data - Formative Assessments	**1**	**2**	**3**	**4**	**Data - Formative Assessments**
1. Are not regularly used by teachers.		X			1. Are used to implement an aligned instructional program.
2. Are not routinely disaggregated by teachers.		X			2. Are used to provide differentiated instruction.
3. Are not used to determine appropriate instructional strategies.		X			3. Are discussed regularly in teacher groups to discuss student work
Professional Development	**1**	**2**	**3**	**4**	**Professional Development**
1. Is individually selected by each teacher; includes conferences and conventions.	X				1. Is of high quality and job-embedded.
2. Is not related to curriculum, instruction, or assessment.		X			2. Is aligned to the curriculum and instructional program.
					3. Includes increasing staff's knowledge and skills in instructing English

3. Is short, i.e., one-shot sessions. 4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X X				language learners and students with disabilities. 4 Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	**1**	**2**	**3**	**4**	**Parents, Family, Community**
1. Does not provide extended supports. 2. Does not ensure a safe school and community environment for children.		X X			1. Provides social and emotional supports from school and community organizations. 2. Creates a safe learning environment within the school and within the community. 3. Includes use of advisory periods to build student-adult relationships.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.	X				3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home languages; the political/economic history; conditions of countries or groups.	X				4. Investigates students' education prior to coming to the United States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

What are the key findings from the self-assessment of high-performing schools?	**What is at the "root" of the findings? What is the underlying cause?**
Leadership: Our current principal has not had the operational flexibility to replace teachers who are unwilling or unable to effectively manage an engaging learning environment and differentiate instruction. Much of his time is spent managing the school.	**Leadership:** Seniority and union agreements have limited the principal's selection of teachers. Watson Academy has had 4 principals since its inception. This has created a lack of stability for staff and students. Our principal needs specific school improvement training, more experience with improving underperforming schools, the ability to delegate some leadership duties such as discipline, and mentoring to apply the hard work as Turnaround Leader. **Instruction:** Teachers are not trained in differentiating instruction. The current curriculum does not promote pace, challenge, and high expectations of student

Instruction: Instruction is primarily teacher centered and directed to the entire group in most classrooms. Instruction is not differentiated for struggling students. Instructional time is often lost to classroom management and discipline issues. Current technology is seldom used by teachers and even more infrequently by students. **Curriculum:** Students with special needs are isolated in special needs classrooms. The current curriculum lacks rigor. Students fail to see the relevance between the curriculum and their lives.	work. Students are **not engaged** in the learning process. This grant funding will result in research based high quality professional development, new curriculum reaching all students with active engagement, and more collaboration between teachers and leaders. While 3 classrooms have interactive white boards, they are not completely installed and teachers have not received training in integrating them into daily instruction. Each classroom has 3 computers and Watson has a computer lab that is used by the Instructional Coach who works with teachers to use APANGEA Math Program. The computer lab is not staffed. Should a computer break, notice is sent to the district office for repairs. **Curriculum:** Students with special needs are not receiving all that the curriculum requires. These students need **access to curriculum through differentiated instruction** that will allow them to succeed academically and demonstrate proficiency on IMAST and ISTEP+. A rigorous implementation of curriculum and implementation of researched based teaching strategies are needed to support student achievement; this grant funding will help achieve both. **Data – Formative Assessments:** While we construct data walls, they are not used to inform instructional decisions. Some teachers do not use data to **identify students** needing tiered instruction. The entire staff

Data – Formative Assessments: DIBELS and Acuity data from these formative assessments are gathered, but not used to identify students for remediation or direct future instruction. **Professional Development:** Professional Development usually consists of one-shot sessions and little follow up to ensure application in the classroom. Teachers do not have input into professional development they need and see little relevance to what is offered. **Parents, Family, Community:** Families in our community are struggling in many ways and home issues many times can affect student learning. Job loss or job opportunities find our families moving away and also returning, often with incomplete student records or records that are not immediately available. Community partners include Gary Literacy Coalition; Northern Indiana Links, Inc.; Frontiers; Delta Sigma Theta; Urban Teacher Education Program; and Dads Are Doing Something. **Cultural Competency:** All students have identified themselves as Black or of Mixed Race. Teachers don't connect the curriculum to student's lives. Black History is only studied	needs to receive **professional development and coaching** to learn to use data to differentiate instruction effectively for ALL students. Because there is only one teacher at every grade level (except kindergarten), teachers have little opportunity to **collaboratively plan** instruction or review student work. **Professional Development:** Little follow- up results in lack of application. We need job-embedded professional development so that we can know how to implement research based effective teaching strategies in our classrooms. Ongoing coaching and modeling is needed if instruction is going to change. Professional development for staff in areas of **identified weaknesses** needs to be made a compulsory condition for continued employment. **Parents, Family, Community:** Parents are often invited for meetings, programs, or classroom visits, but few take advantage of the opportunities. We need to **welcome parents** so they feel comfortable attending school events by offering student incentives for parent involvement, providing refreshments, and chances to win prizes donated by the community. **Cultural Competency:** Some teachers show little regard for individual student life experiences. This results in poor rapport and student mistrust that is only exacerbated by poor teacher attendance.

during Black History Month and is not otherwise incorporated into classroom lessons in order to connect with students' real life experiences.	

B. Selection of School Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

X Turnaround ☐ Restart
☐ Transformation ☐ Closure

Intervention model selected **Turnaround**

(1) *Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.*

Our community, LEA, Governing Board, and Teacher Union support Watson Boys Academy and its vision of improving student achievement. The turnaround model is the best choice for us due to the following root causes for student failure:

- Traditional teaching is not building foundational skills in literacy/math
- Instruction fails to engage students and is not differentiated to meet all learner needs
- Learning time is disrupted because of ineffective discipline system
- Teachers do not regularly collaborate
- Instructional technology is not regularly used by teachers or students
- Teachers have poor attendance/morale

Special education students and the majority of all students are still not meeting AYP. To turn these poor statistics around, we must do the following:

- Improve student retention and attendance rates
- Improve teacher attendance/morale
- Provide better research based, high quality professional development
- Improve placement of students in the Least Restrictive Environment
- Implement research based teaching strategies
- Utilize student centered curriculum
- Develop turnaround leadership abilities
- Increase extended learning time
- Implement research based parent involvement
- Increase teacher collaboration between schools
- Build connections with students/culture and use technology in classrooms

"I understand that curriculum training and subject matter and all of those other things are important to the education of young people. But I also understand something that too many educators have forgotten, that is, we have no idea what a human being is capable of when they are inspired, when they are challenged and when they are supported. Too many of us have forgotten that the circumstances in which a person is born, regardless of how bad they are, has almost nothing to do with that person's intelligence, their potential and what is possible given the kind of nurturing, kind of support, kind of caring that every person in this country deserves" (Dr. Bernard C. Watson, remarks during a February reception at the WHYY studios celebrating the naming of a chair in his honor). Demonstrating a rich legacy, Dr. Watson was the first African American awarded an Endowed Chair in Urban Education at Temple University College of Education on May 15, 2008. He served as a teacher, administrator, philanthropist, and leader in the crucial field of urban education in Gary, Indiana and Philadelphia, among other locations (http://ed.temple.edu/alumni/watsonchair.html).

Dr. Bernard C. Watson Academy for Boys came into being in 2006 when the district decided to reorganize the current building in response to the following recognized obstacles: poverty, gangs, violence, and the criminal activity they invoke. Research indicates that boys' learning improves when the learning environment reflects their interests, and provides for authentic engagement. While we strive to be a safe harbor for our 224 students in grades K-6 who are dealing with a variety of family issues stemming from challenging economic times and society's ills, we need to create an environment at Watson that **reflects students' interests** and provide relevance to learning by connecting it to the **real world**.

To ensure student success, Dr. Bernard C. Watson Academy for Boys must change so many current systems that a Turnaround Model is the only answer. We recognize that we must change our very culture as a school, and follow Dr. Watson's philosophy that every student deserves the best education and equal opportunities in all areas. Despite our challenges, we are confident that we can apply the Turnaround Model in a manner that will improve our practice and increase student achievement results. We feel our plan corresponds to the data, findings, root causes and self-assessment in the following manner.

Our needs assessment has identified weaknesses in the following as being root causes posing barriers to student success at Dr. Bernard C. Watson Academy for Boys:

- Teacher Effectiveness
- Teacher Attitude
- Supported Leadership
- Differentiated Instruction
- Student Engagement
- Assessment for Learning
- Technology
- Reading & Math Instruction

- Collaboration for Instructional Improvement
- Coaching and Modeling
- Personal Regard (morale & connection to students/families/culture)

As we examined the models, we recognized that the breadth and depth of our weaknesses would best be resolved by a complete TURNAROUND. The following table aligns these weaknesses with the mandated elements of the Turnaround Model that will allow us to address and correct these shortcomings.

Dr. Bernard C. Watson Academy for Boys Alignment of Root Causes to Turnaround Model	
Required Element	**Watson's Root Causes**
Replace the principal and grant principal operational flexibility	**Supported Leadership:** The principal has not had an opportunity to build a quality teaching team at Watson as principals do not have a voice in hiring and transferring teachers. This will change as the principal and Leadership Team at Watson are empowered with operational flexibility to select a new staff. Currently, he spends little time as instructional leader as management issues consume his day. The principal will have more time to be in classrooms once a system of distributed leadership shares the responsibility for management effectively.
Measure the effectiveness of current staff; screen existing staff and rehire no more than 50%; select new staff	**Teacher Effectiveness:** Teachers are deeply concerned from dealing with our high need students, yet not seeing improved academic achievement. Replacing at least 51% of the staff will allow us to bring in teachers with a passion for teaching and learning and urgency to improve student achievement. The new principal will have an opportunity to build an effective team.
Implement strategies to recruit, place, and retain staff	**Teacher Attitude**: Teacher hiring is done at the district level. Allowing the principal to participate in hiring will help to sustain the staff with in the building. Incentives will encourage teachers to monitor and support student academic growth.
Provide high-quality, job embedded professional development	**Student Engagement:** Teacher centered lessons without the use of differentiated instruction are failing to engage our students and our test scores are proof. Our teachers will benefit from learning research based practices and using tools that engage and motivate all students effectively. **Coaching and Modeling:** Professional development is not mandated or monitored to ensure transfer to the classroom. Trained coaches will model and monitor professional development in a manner that is personalized for each teacher, supporting them as they apply these new practices in their classrooms.

Adopt a new governance structure	**Turnaround Officer:** Layers of our school corporation distance us from district level decision making. Having a Turnaround Officer in our school and classrooms on a weekly basis will provide a tighter link to our district decision makers.
Use data to implement an aligned instructional program	**Assessment for Learning:** Teachers view assessment results as an evaluation of their teaching rather than indicators that students learned. Teachers will be trained to use disaggregated data to inform instruction and recognize that assessment is all about LEARNING—they need to learn which students learned and provide intervention for those who haven't.
Promote the use of data to inform and differentiate instruction	**Collaboration for Instructional Improvement:** Teachers typically plan for instruction independently and let the textbook guide their planning. Teachers will learn to regularly collaborate in work groups to develop instruction that meets the needs of their learners using the 8-Step Process. **Differentiated Instruction:** Teachers do whole- group instruction and do not meet with small groups or individuals. Teachers will learn to employ a workshop model for reading and math that will allow them to work with flexible small groups that are determined by data and then use data to ensure they are learning, benefiting all students especially those with special needs.
Provide increased learning time for students and staff	**Technology:** Computers in classrooms are not used. Teachers will be trained to use interactive whiteboards to engage and support students' varied learning styles. Instructional technology will benefit students with special needs by using visual representations, kinesthetic activities, vocabulary reinforcement, and repetition. Students will use computers on a daily basis, benefitting from the immediate feedback and become more responsible for their own learning. **Reading & Math Interventions:** More and more students are slipping below grade level in reading comprehension and the development of number sense and math concepts. Teachers will use assessments to identify students in need of intervention and learn to use powerful, proven intervention programs. **Longer School Day:** An hour and 45 minutes will be added to the school day for all students. This will provide an additional 315 hours for instruction for all students. Students will receive extensive interventions as well as opportunities for enrichment during this extended time for learning. **Expanded Professional Development:** Teachers will commit to an extra week of teacher embedded professional development before the school year to learn to employ technology effectively, implement reading and math interventions, and put in place routines and rituals in a manner that supports classroom management. This professional development, as well as additional professional development indicated by their individual practice, will increase their

	learning times as well.
Provide social-emotional and community-oriented services/supports	**Personal Regard:** Some teachers show little personal regard for students, pointing to mobility as their rationale. Despite holding many meetings, there is little bond with the parents and community. The Parent Assistant will join the Leadership Team and foster home-school-community engagement to help us remove barriers that may impede our Turnaround and limit opportunities to celebrate our success.

Pearson was selected as our External Provider and they will assist us through their School-wide Improvement Model (SIM). Their approach to comprehensive school improvement involves a rigorous methodology that guides change across all dimensions of the school to quickly increase academic achievement for all students—from vision, leadership, and instructional practice to collaboration and stakeholder involvement. In addition, we already formed a trusting relationship with Pearson and have been impressed with the quality service and products the company provides. Many of our schools use these products and engage in the professional development opportunities offered. Two of our schools who are receiving SIG funding also have chosen Pearson as their External Provider and speak highly of their collaborative efforts.

SIM is powered by America's Choice and Learning Teams research and experience. This is a flexible model that can be expanded to include a range of education programs and services. For example, we plan to have a Field Specialist in our building 120 days each year to ensure Watson receives the type of coaching and modeling we need for our teachers, coaches, and leaders to meet Watson's needs for improvement. We have also selected resources to reverse the spiral of declining performance, achieve realistic growth goals within two years, and set the course for sustained improvement with a strategy built on the foundations of high performing schools.

These elements of turnaround are consistent with Mass Insight formulation of Readiness to Learn, Readiness to Teach, and Readiness to Act. The research and theory behind this philosophy shows that educating high-poverty, urban, diverse student populations requires a different type of education, not the same old practices that the U.S.A. has used for over a century (i.e. lecture, students listen and learn). Schools not meeting student achievement goals need to feel they are in crisis mode; if they fail, they will be shut down. The turnaround model from our federal government is an answer to this crisis in American education. Research into High Performing High Poverty (HPHP) schools demonstrates that nine factors lead to successful student achievement. "These nine strategies enable the schools to acknowledge and foster students' **Readiness to Learn,** enhance and focus staff's **Readiness to Teach,** and expand teachers' and administrators' **Readiness to Act** in dramatically different ways than more traditional schools" (http://www.massinsight.org/stg/about/approach/). At Watson, we will also be ***Ready for the Real World***.

C. LEA Capacity to Implement the Intervention Model

(2) *Describe how the model will create teacher, principal, and student change.*

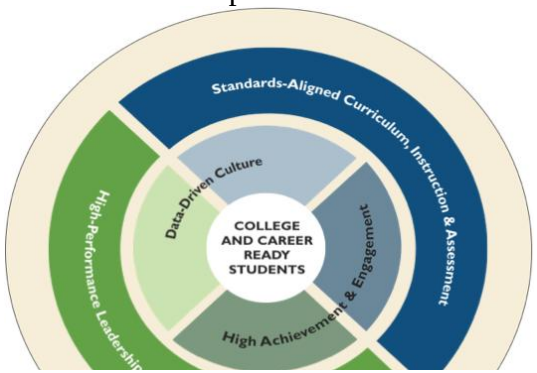
SIG funding and the turnaround model will improve teacher effectiveness through research based professional development with instructional coaching, better morale with increased attendance, frequent classroom observations with immediate teacher feedback, trusted strong principal leadership, and technology to reach different student learning styles. The Superintendent and Human Resources Department will select a new principal with proven school turnaround knowledge and ability who is dedicated to both the school vision and SIG goals.

This new **principal** will exhibit a proven track record for increasing student achievement and experience in turning around a school. From day one, this principal will create a strong, confident environment empathizing with teacher fear of accountability and transforming resistance to change into a positive climate with ultimate buy in of the school vision with our reconstructed faculty. He or she will then focus on the main role as instructional leader for teachers and students at Watson.

Teachers will collaborate for instructional improvement using data from DIBELS, Acuity, Navigator, and digital tools to design instruction that meets the needs of all students, including students identified with special needs in inclusive classrooms. They will employ rituals and routines that maximize instructional time and support a focused learning environment. Using a workshop model, teachers will meet with flexible small groups to provide instruction that meets the specific needs of each child. Teachers will support students' interests and integrate topics that motive our young men to research, explore, imagine, and engage in Real World Learning.

From these changes, **students** will participate in learning opportunities that are within their Zone of Proximal Development in a Least Restrictive Environment and that are also interesting and relevant to the young male. Lessons will be supported by interactive technology and students will be active participants. Digital tools will motivate our struggling students to take responsibility for their own learning. They will increase literacy and math skills, achievement test scores, self-confidence, and self-discipline as they interact with their community and apply what they are learning.

Our External Providers will help us create effective change. SIM is organized around a wheel of improvement that specifies aspects of school operations that must be addressed to achieve comprehensive school improvement:



➢ ***Instructions:*** Consider each topic under the column "Capacity Task" and determine if the district has or will have the ability to complete this task. Select "yes" or "no." List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. *All models*	X		**Budget** Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention element through an aligned check. Cost comparisons of curriculum programs through the bidding process, and leaders/teachers studied other turnaround schools utilizing SIM. GCSC and the Indiana DOE will review the budget which was developed by district leaders.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. *All models*	X		**Budget** Budget resources to support successful implementation are carefully calculated and assigned to address each identified turnaround intervention element through an aligned check. See proposed budget.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. *All models*	X		**Budget** Budget requests are reasonable, allocable, and allowable. The budget was based on turnaround needs and developed/reviewed by district personnel, our school planning committee, and our External Partner.
4. The budget is planned at a minimum of $50,000 and does not exceed two million	X		**Budget** The annual proposed budget is between $50,000 and $2,000,000. For year 1, the total budget is $1,834,066. Each

per year per school. *All models*			year of funding, our request lowers as Watson becomes equipped to provide ***Real World*** learning.
Capacity Task	**Yes**	**No**	**District Evidence**
5. The district has the resources to serve the number of Tier I, II, and III schools that are indicated. *All models*	**X**		**Budget** If granted the SIG funding proposed, the district has the resources to serve the two schools that are planning to adopt the Turnaround Model: Dr. Bernard C. Watson Academy for Boys and West Side Leadership Academy. District personnel from Watson Academy, Human Resources, Assessment, and the Planning Team consulted with our External Partner to ensure the budget meets all turnaround needs.

6. A clear alignment exists between the goals and interventions model and the funding request (budget). *All models* • Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application • Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions • Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application • Funding supports the schools current capacity to improve student achievement	**X**		**Chart Below** In order to achieve the goals for all students in English/Language Arts, Mathematics and close achievement gaps, we will be applying the Schoolwide Improvement Model (SIM). The following chart describes the resources that will support our turnaround and demonstrates that there is a clear alignment between the components of high performing schools that are supported by the interventions we are applying and the resources we are requesting. At Watson, we will help our young men get ***Ready for the Real World*** by creating authentic reasons to read, write, and problem solve using tools that motivate and challenge them to take responsibility for their own learning. **(Bolded items reflect resources that will be new and SIG funded. Resources not in bold are currently in place)**

DR. BERNARD C. WATSON ACADEMY FOR BOYS TURNAROUND RESOURCES		
Component	**Component**	**Description/Rationale**
Leadership	Turnaround Officer	Monitor implementation and remove barriers as necessary
	Replace the Principal	Install motivated instructional leader with proven school turnaround experience
	Leadership Team Support	Professional Development, coaching, and facilitation of meetings to nurture collaboration and build on a foundation of data-driven culture as they monitor progress and quality of implementation
	Field Specialist	Onsite support and coach for principal support and Strategic planning
	Focus Walk	Training and coaching to effectively provide regular feedback to teachers
	Project Manager	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround

	Teacher/Leader Incentives	Financial incentives to retain & reward performance that are heavily weighted on student achievement data
	iPad II	Provided to Leadership Team to facilitate web based data analysis and use of Teacher Compass (see PD below); both focus walk and evaluation data organized in software program using current district teacher evaluation forms or new system supporting Turnaround model; Pad IIs can record teacher lessons to be watched and analyzed with coach/mentor same day and can also be used to record principal & leadership team effectiveness in reaching SIG Turnaround goals while properly utilizing the Pearson SIM
	Data Coach	Create and update school-wide Data Wall (a Data Wall shows where individual students are and classes are in academic achievement in literacy and math; helps literacy coaches, teachers, and administrators analyze assessment data, identify at risk students in need of additional instructional support; can be post it notes on a bulletin board or stored/viewed electronically) to support teachers in differentiation instruction. Facilitate data meetings and conversations with teachers and with the Leadership Team
	Literacy Coach (Currently Instructional Coach-funded by Title I)	Provides modeling through direct instruction of students, supports and monitors the classroom application of professional development in literacy related subjects
	Math Coach	Provides modeling through direct instruction of students, supports and monitors the classroom application of professional development in math
	Transition Coach	Oversees student interventions: coordinates interventions for Extended Learning Time, intercedes when students are identified as at risk; provides onsite access to the ***Real World*** through semi-monthly field trip opportunities earned by students for demonstrating

		good citizenship and reaching academic goals
Instruction	**Literacy Navigator (4-6)** **Math Navigator (2-6)**	Support Tier II instruction for students in general and special education with gaps in their conceptual understanding that interferes with learning at grade level
	Technology Support: • **Interactive White Boards** • **eResponse systems** • **Document Camera** • **Computers on Wheels (cart w/ 30 laptops)**	Support students with diverse learning styles and students with special needs through presentations that promote high student engagement, visual representations of vocabulary/concepts, learning through peers teaching peers, and opportunities for repetitions/extra practice; students will use these ***Real World*** presentation tools to demonstrate their learning
	Workshop Model	Creates a classroom environment that allows the teacher to differentiate instruction while supporting tiered instruction and students to become collaborative learners and team players, requisite skills for the ***Real World*** workplace
	Extended Learning Time	Additional 1 hour and 45 minutes per day for all students (315 additional hours) to support extended opportunities for intervention and/or enrichment linked to, and with, our community
	Technology Training	Provide training and on-site coaching to support integration of technology into all lessons
	Technology Specialist	• Keep all technology working properly • Support teacher training as technology is integrated into instruction • Upgrade/update school website to facilitate home, school, and community communication
	Waterford Early Learning (K-2) **SuccessMaker (3-6)**	Digital tools support individualized instruction that motivates students to learn while providing teachers on-demand reports for monitoring individual student growth; encourages students to take responsibility for their own learning, which can lead to "earning"

		incentives and opportunities to expand their ***Real World***
	Million Words/25 Book Campaign	Students in our Real World will be challenged to become millionaires—by reading one million words (about 25 books for grades 4-6 and 30 books for grade 3) per year to improve reading proficiency; K-2 students read more books (independently or read to) due to fewer words per page
Curriculum	District Support	Provide pacing guides, formative assessments, and assessment data
	Field Specialist	Provides support for achieving strong alignment of instruction with the CCSS and ISTEP+; increase SPED and regular education teacher collaboration in order to successfully use reading and math programs with accommodations; Onsite support for 120 days (Foundational SIM expanded by 80 days to support the transition of our Special Education population to LRE, providing support so that teachers create inclusive Real Worlds for learning in every classroom
Data-Formative Assessments	Leadership Team	Foster distributed leadership through data driven systems for collaborative decision making
	Teacher Workgroup	Collaborative teacher teams employ specific protocol to use assessment for learning in a manner that mirrors the 8-Step Instructional Process
	Quarterly Progress Monitoring	Facilitated meeting w/Leadership Team 4 times a year to monitor the Turnaround initiative
Professional Development	**Launch Institute** • **Leadership Training** • **Facilitator Training** • **Overview & Visioning** • **Routines & Rituals** • **Literacy Institute** • **Math Institute**	Week long PD kicks off the 2012-13 school year to establish schoolwide focus on • Standards-Aligned Curriculum, Instruction & Assessment • High-Performance Leadership, Management & Organization • High Achievement & Engagement • Data-Driven Culture • Sustainability for Continuing Improvement

	Technology Integration	5 days of training on using new technology effectively
	Field Specialist	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrating technology, and data driven decision making in inclusive classroom setting
	Coaching Institute	Train coaches to employ research-based method to support and monitor faculty's professional development with fidelity
	CADRE Teachers	Release, or substitute, for classroom teachers for data-driven collaborative planning and professional development; provide assessment support; assist classroom instruction and the work of the Data Coach on a daily basis
	Compensation for Extended Time Learning	Compensation for PD that occurs beyond the school day/calendar & for teaching during extended school day
Parents, Family, Community	Parent Assistant	Liaison between home and Leadership Team
	Parent Resource Room	Provide welcoming access to family
	Parent Liaison	The parent liaison would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and secure professionals to provide direct mental health support to both parent and child as needed.
	Parent Incentives	Light snack and prizes to reward parent's attendance and participation at monthly parent training and other events
	Student Incentives (books, spirit wear, etc.)	Provide rewards for consistent student attendance and meeting proficiency goals; funding for field trips to explore our community, meet community partners, and expand our ***Real World*** horizons
Cultural Competence	**School Culture Transformation**	Create a welcoming work place for our students that focuses on their interests and encourages them to apply what they are learning to

		create authentic performances to be shared using ***Real World*** tools
	Expand Community Partners	Reach out to community members and groups that represent a variety of cultures for the purpose of mutual understanding and connect with successful adults to model achievement in the ***Real World***
	Establish Routines and Rituals that Promote Respect	Develop a sense of compassion and fair play for all people through consistent and logical expectations and consequences, in line with living in the ***Real World***
	Principal's Book of the Month	Shared reading supporting student discussion and thinking from multiple perspectives about ***Real World*** situations, events, and peopls

Capacity	Yes	No	District Evidence
7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model. *All models* • *Data portfolios of incoming staff/leaders* • *Highly Qualified in content of contractual agreement* • *Samples of implemented school improvement plans with documented outcomes using data*	X		**Resume of Dr. Campbell and Mr. Comer** Our superintendent, Dr. Myrtle V. Campbell, has been the driving force for developing this plan for Turnaround. His resume is attached. Mr. George Comer has successfully served as Turnaround Officer for Bailly Preparatory Academy and Lew Wallace Stem Academy, two of our schools selected for funding last year. His resume is attached.

8. The district has received the support of the staff to fully implement the intervention model. *All models* • *Staff Assurances* • *Staff Surveys* • *Staff Needs Assessments*	X		**Teacher Commitment Letter** The SIG needs assessment involved the voices of teachers, leaders and the teacher union. Staff surveys will be used to measure culture and morale changes, along with effects of new professional development programs and improved leadership on student academic success. All staff members will sign a letter of support and commitment to fully implement the Turnaround Model as they apply for positions at Watson Academy. This letter will clearly explain that professional development is mandated, professionalism is expected, and teacher retention is based on student achievement results.

9. The district has received the support of parents to fully implement the intervention model.	X		An ALERT telephone message on April 17 informed all parents of our intention to seek funding for Turnaround and requests for information resulted in meetings on and off

All models • *Parent Meeting Agendas* • *Parent Surveys* • *Parent Focus Groups*			campus. Meetings were held with parents to discuss and inform school improvement efforts on the following dates: April 16, 17, 18, and 19 in 2012.

Capacity Task	**Yes**	**No**	**District Evidence**
10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	**X**		**School Board Letter** The School Board provided the directive to seek SIG funding to improve Watson and West Side; they are fully committed to eliminating barriers to allow full turnaround implementation. The Turnaround Officer, who has extensive successful experience with other turnaround schools in the district, will ensure SIG/SIM goals are met through monitoring and coaching. He will also meet regularly with leaders, teachers, and other stakeholders to review student data, school needs, successful outcomes, and grant documentation.

11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or*	**X**		**Superintendent Assurances** Our Superintendent, Dr. Myrtle V. Campbell, is fully committed and was an active participant in the creation of this proposal. Her signature on this document indicates her commitment to eliminating barriers to allow for the full implementation of the Turnaround Model. The Turnaround Officer will provide weekly reports directly to the Superintendent so that she may closely monitor the

reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools			Turnaround at these two schools.
Capacity Task	**Yes**	**No**	**District Evidence**
12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*	**X**		**Memorandum of Understanding: Restructuring Schools** The Teachers' Union President has been present and involved in Board of Education Meetings when determining whether to apply for this funding and voiced support. He recognizes the benefit of the Turnaround and the Union will support teachers in these efforts. The union has participated at both the central administrative office and at the school in the development of our plan for turning around performance.

13. The district has the ability to recruit new principals. *Turnaround, Transformation Models* • *Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities* • *Statewide and national postings* • *External networking*	**X**		**Principal Posting** The Human Resources Department will begin an aggressive recruitment program for an effective principal to lead Dr. Bernard C Watson Academy for Boys as it applies the Turnaround Model upon notification of funding. Job postings will be placed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented

			record of successfully leading a school to turnaround its practices.

Capacity Task	Yes	No	District Evidence
14. The district has a robust process in place to select the principal and staff. *Turnaround, Transformation Models* • *Principal and staff hiring practices* • *Principal and staff transfer policies/procedures* • *principal and staff recruitment, placement and retention procedures*	X		**Principal Selection Process** The Indiana Department of Education Principal Effectiveness Rubric will be used to determine qualifications during our paper search. Candidates that successfully meet those requirements will be invited for interview and a campus tour during which time the candidate will meet with district administrator, teacher, parent/community, and School Board representatives. Collaboratively, this group will rank the candidates and present their findings to the Superintendent. After reviewing the findings of this group, the Superintendent will recommend the best candidate to Gary Community Schools Corporation Board of Education for approval. **Teacher Selection Process** We will use the following procedure. 1. All positions will be posted. 2. All current staff must reapply for their position 3. All staff must be willing to sign a commitment letter agreeing to fully support the Turnaround and understand that all professional development is mandatory 4. Selection will be based on review of teacher evaluation data, principal recommendation, and interview. 5. Priority will be given to teachers who have a history of positive student growth data and a personal passion for helping ALL students learn. No more than 49% of the staff may be rehired
15. The timeline is detailed and realistic,	X		**Timeline Below**

demonstrating the district's ability to fully implement the intervention during the 2011-2012 school year. *All models* • *Monthly focus with identified objectives* • *Smart Goals* • *Measurable Outcomes (consisting of transformative, formative, and summative data)* • *Streamline and scaffolded focus aligned to key findings and root causes in SIG application*			The following tentative timeline indicates the ongoing training, collaboration, and monitoring of the Turnaround that will take place at Dr. Bernard C. Watson Academy for Boys over the next 3 years. Specific services provided by Pearson will depend upon the collaborative agreement developed during the Requirements Conference. A Planning Conference will follow to develop the implementation plan, set schedules and projected milestones, and establish shared accountability during a full day meeting with key stakeholders so that Dr. Bernard C. Watson Academy for Boys will successfully meet its Goals listed at the end of this document. Together we will look at structures such as the master school schedule, extended school day, and school culture issues to provide the best possible learning environment for Watson 's students. The following chart details the comprehensive support through professional development that will be provided by our External Partner in Year 1 and a tentative monthly focus has been provided. Following this is a chart which provides an overview of SIM for the 3 years funding period.

Year 1 Professional Development through SIM

Foundation SIM for Elementary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership**	**Focus**	**Meetings**	**Pearson Onsite Support**

Foundation SIM for Elementary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership**	**Focus**	**Meetings**	**Pearson Onsite Support**
Planning Conference	Principal, key school and district personnel **(May/June)**	▪ Develop implementation plan ▪ Set schedule and projected milestones ▪ Establish shared accountability	1 full day (FD) scheduled as soon as possible after completion of contract	Field Specialist (FS) facilitates meeting
Leadership Team[1]	Principal, Assistant Principal(s) (AP[s]), Workgroup Facilitators[2], coordinator(s) of ELL, special education, and student services functions (Specific membership determined on a school by school basis) (**August Training; Monthly Meetings)**	▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	▪ 1 FD professional development (PD) during Launch Institute ▪ At least two 1-hour meetings per month (one focused on development of Data-Driven Culture; one focused on implementation) ▪ Quarterly 2-hour progress monitoring meetings	▪ FS facilitates PD during Launch Institute ▪ FS facilitates Data-Driven Culture meeting each month ▪ FS facilitates Implementation Meeting each month[3] ▪ FS facilitates quarterly Progress Monitoring meetings [4]

1 The term "Leadership Team" is used throughout descriptions of SIM, but it is understood that the title of this group of school leaders may differ from school to school to accommodate existing naming conventions. Because the SIM Leadership Team should serve as the key leadership team in the school, SIM's implementation may result in some role adjustments of decision-making groups.

2 Workgroups will normally be composed of teachers on a grade, one of whom will take the role of Workgroup Facilitator. Workgroup Facilitators have an integral role on the Leadership Team to assure strong linkages among implementation settings.

3 As implementation proceeds, FS role will transition toward co-facilitation with Principal and eventually to support for Principal's facilitation of these meetings.

4 See note above.

Foundation SIM for Elementary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership**	**Focus**	**Meetings**	**Pearson Onsite Support**
Administrative Team	Principal, AP(s) **(Ongoing Weekly Support)**	▪ Strategic leadership of improvement ▪ Distributed leadership ▪ Timely intervention to create and sustain improvement momentum ▪ Aligned resource management	▪ Strategic planning sessions, including sessions with FS at least three times per month ▪ Focus Walks to monitor implementation, including Guided Practice Focus Walks with FS at least six times per year ▪ Feedback and planning assistance for Workgroup facilitators with modeling and feedback provided by FS	▪ FS conducts strategic planning with Principal [and AP(s) as appropriate] at least three times per month ▪ FS facilitates Guided Practice Focus Walks for monitoring implementation at least six times per year
Workgroup Facilitators Training	Workgroup Facilitators **(August Training; Monthly Meetings)**	▪ The role and function of Workgroups ▪ The role of Workgroup Facilitator ▪ Protocols to support effective collaboration in Workgroups	Half-day training during Launch Institute[5] (in addition to Workgroup meetings and Leadership Team meetings)	▪ FS facilitates training ▪ FS attends at least 6 Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup facilitator(s)[6]
All Faculty PD	All faculty **(August)**	▪ Development of a common vision of improvement focused on establishing students on the pathway to College and Career Readiness ▪ Shared understanding of SIM and implementation plan	Half-day overview and visioning	FS facilitates overview and visioning
All Faculty PD	All faculty **(August)**	▪ Routines and rituals to support standards-aligned instruction consistent with the CCSS ▪ Goals and strategies for Year One implementation	1 FD[7] PD during Launch Institute	FS facilitates PD

[5] The Principal and Assistant Principal(s) also participate in this training.
6 This support is the same as the support for Workgroup Facilitators cited below.

[7] Full day is the preferred arrangement for this professional development. However, all professional development is designed in a modular format that allow for implementation in various configurations of time. This note applies to all professional development.

Foundation SIM for Elementary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership**	**Focus**	**Meetings**	**Pearson Onsite Support**
Primary Grades Literacy	All primary grades (K–2) teachers plus ESL, special education and other teachers who support primary grades classrooms **(August; Additional ½ day training in Nov, Jan, & March)**	▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Units to scaffold instructional practice in Literacy consistent with CCSS ▪ Scaffolds to support access to learning for ELLs and students with disabilities ▪ Independent reading program and monitoring of students' reading levels ▪ Development of foundation for writing consistent with and aligned to CCSS	1 half-day PD during Launch Institute 1 half-day PD quarterly during school year (approximately Fall, Winter, Spring)	FS facilitates each PD
Primary Grades Math	All primary grades (K–2) teachers plus ESL, special education and other teachers who support primary grades classrooms **(August; Additional ½ day training in Nov, Jan, & March)**	▪ Standards-aligned instruction, incorporating SIF strategies and using sample lessons to scaffold instructional practice in Math consistent with CCSS ▪ Scaffolds to support access to learning for English language learners and students with disabilities	1 half-day PD during launch Institute 1 half-day PD three times during school year (approximately Fall, Winter, Spring)	All primary grades (K–2) teachers plus ESL, special education and other teachers who support primary grades classrooms
Upper Elementary Grades Literacy	All primary grades (3–5) teachers plus ESL, special education, and other teachers who support upper elementary grades classrooms **(August; Additional ½ day training in Nov, Jan, & March)**	▪ Standards-aligned instruction, incorporating SIF strategies and using Foundation Units to scaffold instructional practice in Literacy consistent with CCSS ▪ Scaffolds to support access to learning for English language learners and students with disabilities ▪ Independent reading program and monitoring of students' reading levels ▪ Development of foundation for writing consistent with and aligned to CCSS	1 half-day PD during launch institute 1 half-day PD three times during school year (approximately Fall, Winter, Spring)	FS facilitates each PD

Foundation SIM for Elementary School in Action: Year One Implementation Focus, Settings, and Supports				
Setting	**Membership**	**Focus**	**Meetings**	**Pearson Onsite Support**
Upper Elementary Grades Math	All primary grades (3–5) teachers plus ESL, special education and other teachers who support upper elementary grades classrooms **(August; Additional ½ day training in Nov, Jan, & March)**	▪ Standards-aligned instruction, incorporating SIF strategies and using sample lessons to scaffold instructional practices in Math consistent with CCSS ▪ Scaffolds to support access to learning for English language learners and students with disabilities	1 half-day PD during launch institute 1 half-day PD three times during school year (approximately Fall, Winter, Spring)	FS facilitates each PD
Teacher Workgroup	All teachers organized by grade into Workgroups that provide stable settings for focusing on development of practice[8] Workgroups include ESL, special education, and any other teachers who support instruction **(15 meetings per year)**	Teacher collaboration on developing standards-aligned instruction consistent with the CCSS, incorporating SIF strategies, and building on content-focused PD, through cycles of planning, practice, and reflection on practice	15 meetings per Workgroup in the course of the year	▪ FS attends at least six Workgroup meetings per month and/or provides feedback and planning assistance to Workgroup Facilitator(s) ▪ FS provides in-class coaching/co-planning support/feedback (as appropriate) for at least 6 teachers per month
Engagement Workgroup	Principal, staff responsible for student services and related functions (e.g., dean(s), community outreach coordinator, social worker(s), psychologist(s) (Specific membership determined on a school by school basis) **(1/2 day training in Sept & Oct;** **12 meetings per year)**	▪ Student engagement and practices that support engagement ▪ School policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Parent involvement in independent reading program ▪ Communication of importance of strategies for supporting student engagement to school community	2 half-day PD sessions scheduled to suit school schedule, usually after Launch Institute 12 Workgroup meetings in the course of the year	▪ FS facilitates PD ▪ FS attends Engagement Workgroup meetings periodically as part of commitment to attend at least six Workgroup meetings per month and/or provide feedback and planning assistance to Workgroup Facilitator(s)

8 Research on this concept supports workgroups of approximately 3_7 members. This may suggest the need for some grades to combine to form a single Workgroup or divide to form two Workgroups, depending on numbers.

Three Year SIM Overview

SIM in Elementary School—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**

SIM in Elementary School—A Three-Year Overview			
SIM Component —Focus	**Year One**	**Year Two**	**Year Three**
Standards-Aligned Curriculum, Instruction and Assessment—Literacy	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate strategies to build students' academic language and independent learner competencies into instruction (focused on age-appropriate strategies for building vocabulary and language use, reasoning and justifying, collaborating, and working independently) and study related artifacts and student work ▪ Build scaffolds to support access to learning for English language learners and students with disabilities ▪ Analyze related instructional artifacts and student work ▪ Implement independent reading program using a variety of texts that build reading stamina ▪ Build a foundation for writing instruction and production of writing consistent with and aligned to the CCSS	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Continue use the strategies established in Year 1 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on age-appropriate strategies for close reading, attending to purpose and audience, planning and organizing work, taking responsibility for self-assessment and revision) ▪ Enhance scaffolds to support access to learning for English language learners and students with disabilities ▪ Enhance independent reading program with focus on knowledge and skills of reading comprehension consistent with the CCSS, including a range of text types, tasks, and text complexity ▪ Deepen writing instruction and practice, including the study of text types and purposes ▪ Investigate CCSS demands of text complexity and implications for curriculum and instruction ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Continue use the strategies established in Year 1 and Year 2 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on age-appropriate strategies for critiquing information sources, using technology to identify, analyze and present information, setting priorities, reflecting on work practices and setting goals) ▪ Routinely scaffold access to learning for English language learners and students with disabilities ▪ Enhance independent reading program to include a variety of text complexities across content areas and reading bands ▪ Incorporate into writing instruction consistent strategies for developing knowledge of text structures and features and practices that build independent learner competencies ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

SIM in Elementary School—A Three-Year Overview			
SIM Component—Focus	**Year One**	**Year Two**	**Year Three**
Standards-Aligned Curriculum, Instruction and Assessment—Math	▪ Teach model of standards-aligned instruction and study use of practices ▪ Incorporate strategies to build students' academic language and independent learner competencies into instruction (focused on age-appropriate strategies for building vocabulary and language use, reasoning and justifying, collaborating, and working independently) and study related artifacts and student work ▪ Build scaffolds to support access to learning for English language learners and students with disabilities ▪ Analyze related instructional artifacts and student work ▪ Investigate CCSS Standards for Mathematical Practice and their implications for curriculum and instruction	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan instruction using own curriculum materials ▪ Continue use the strategies established in Year 1 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on planning and organizing work, and taking responsibility for self-assessment and revision) ▪ Enhance scaffolds to support access to learning for English language learners and students with disabilities ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and consider implications for curriculum and instruction ▪ Develop knowledge and skills in using data, including instructional artifacts and student work, to drive instructional decisions	▪ Continue to build knowledge and skills related to CCSS-aligned instruction to plan yearlong and vertical curriculum using own curriculum materials ▪ Continue use the strategies established in Year 1 and Year 2 to build students' academic language and independent learner competencies into instruction and incorporate further strategies (focused on age-appropriate strategies for using technology to identify, analyze and present information, setting priorities, reflecting on work practices and setting goals) ▪ Build opportunities for students to read and comprehend situations and model them mathematically ▪ Use CCSS-related performance tasks to build knowledge of CCSS demands and expected levels of performance and refine curriculum and instruction ▪ Make systematic use of data, including instructional artifacts and student work, to drive instructional decisions

SIM in Elementary School—A Three-Year Overview			
SIM Component —Focus	**Year One**	**Year Two**	**Year Three**
High-Performance Leadership, Management, and Organization	With Pearson Field Specialist facilitation: ▪ Establish and maintain a vision of improvement built on the goal of establishing all students on the pathway to college and career readiness and reflecting the diverse needs of students in achieving the mission ▪ Build the foundation of a data-driven culture consistent with the school's mission ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	With Pearson Field Specialist co-facilitation and technical support: ▪ Sustain a vision of improvement built on the goal of establishing all students on the pathway to college and career readiness and reflecting the diverse needs of students in achieving the mission ▪ Provide the anchor for development of a data-driven culture consistent with the school's mission and nurture use of data among Workgroups ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning	With Pearson Field Specialist technical support, as needed: ▪ Sustain a vision of improvement built on the goal of establishing all students on the pathway to college and career readiness and reflecting the diverse needs of students in achieving the mission ▪ Serve as primary driver of school's data-driven culture consistent with the school's vision and continue to nurture Workgroups' use of data to inform decisions ▪ Drive and manage implementation with a focus on staying on track and making sure resources and attention are focused on quality implementation ▪ Monitor progress and quality of implementation, and redirect activity as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning
Data-Driven Culture	Establish foundation of knowledge and practice to support development of a data-driven culture through the work of Leadership Team and the practices of the Principal and Assistant Principal(s)/ Administrative Team	Expand foundation of knowledge and practice for data-driven culture to Workgroups and deepen the data-driven practices of the Leadership Team and Principal and Assistant Principal(s)/ Administrative Team	Data-driven culture serves as primary driver of Leadership Team and Workgroup activities, which reflect strong linkages among settings for school improvement

SIM in Elementary School—A Three-Year Overview			
SIM Component —Focus	**Year One**	**Year Two**	**Year Three**
High Achievement and Engagement	Schoolwide student engagement: ▪ Study research on student engagement and practices that support engagement ▪ Investigate school policies and practices that relate to student engagement and personalization and recommend changes as needed ▪ Involve parents in the independent reading program ▪ Communicate importance of reading and strategies for supporting students as readers to the school community	Systems of support for student engagement and high achievement: ▪ Expand parent and community involvement in the independent reading program ▪ Engage community organizations in provision of supports for student engagement and assuring students have timely access to supports ▪ Communicate importance of and strategies for supporting high expectations for students' achievement to the community	Strengthening parent and community connections: ▪ Expand community connections in support of student engagement and high expectations for student achievement ▪ Maintain focus and momentum of parent and community engagement in the independent reading program ▪ Monitor effectiveness of system of social and emotional supports for students and connect data to critical indicators of student progress toward college and career readiness
Sustainability for Continuing Improvement	▪ Establish stable settings for focusing on the work needed to achieve school improvement ▪ Establish strong linkages among settings for school improvement ▪ Establish infrastructure to support leaders of SIM implementation and build a bench for leadership in the school ▪ Establish foundation for data-driven culture	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with limited need for Field Specialist support for maintaining stability ▪ Further strengthen linkages among settings for school improvement ▪ Nurture development of infrastructure to support SIM implementation leaders and provide a bench for school leadership to support succession planning ▪ Expand foundation for data-driven culture to Workgroups	▪ Maintain stable settings for focusing on the work needed to achieve school improvement with little or no need for Field Specialist support to maintain stability ▪ Sustain strong linkages among setting for school improvement ▪ Sustain infrastructure to support SIM implementation leaders that serves as a bench for leadership in the school supporting succession planning ▪ Sustain data-driven culture as primary driver of Leadership Team and Workgroup activity

Three-Year Overview of SIM. Pearson will help Watson build on the components of SIM each year so that leaders and teachers can sustain school improvement initiatives after formal SIM implementation ends.

Capacity Task	Yes	No	District Evidence
16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model. *Turnaround, Transformation, Restart Models* • *Professional Development sign in sheets aligned to SIG funded PD* • *Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)*	X		**Resume of Turnaround Officer** The Gary Community School Corporation has high levels of expertise and successful experience in supporting school improvement. The resume of our Turnaround Officer, George Comer, Assistant Superintendent for Curriculum and Instruction is attached as an example of our expertise. Mr. Comer has been overseeing two SIG Turnovers completing Year 1 at Bailly Preparatory Academy and Lew Wallace STEM Academy, both in the GCSC district.

17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input. *All models* • *Town Hall Meetings* • *Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)* • *Town Hall sign in sheets* • *Community Partner Assurances* • *Documentation of mailings*	**X**		**Parent and Community Meetings** An ALERT phone call went out to all parents notifying them of our intentions to seek SIG funding. Meetings were held with parents to inform and seek input on this schools improvement on the following dates: April 16, 17, 18, and 19. The community at large was notified at our April Board of Education meeting by our Board of Trustees whose actions were reported in the minutes that are available in the district office. Notification was sent to our community partners by fax or e-mail on April 11.
Capacity Task	**Yes**	**No**	**District Evidence**
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. *All models* • *Title I* • *Title II* • *Title III* • *IDEA* • *E-Rate* • *TAP*			**Alignment Chart** Our Planning Committee met with our External Provider and our district office representative to analyze the current budget and project anticipated needs. A close eye was paid to current resources and funding streams that we could rely upon to be continued during our Turnaround. Our Turnaround Resources chart (see response to Capacity Task 6 above) became a graphic organizer for our work as we collaboratively developed a budget that we believe meets each requirement for Turnaround in our plan. The chart below summarized the alignment of funding sources for resources required for our school Turnaround efforts, using the same graphic organizer. It has become a useful tool that we envision using in the future as we monitor our plan and reassign initiatives through data-based conversations.

DR. BERNARD C. WATSON ACADEMY FOR BOYS TURNAROUND RESOURCES		
Component	**RESOURCE/ INTERVENTION**	**FUNDING SOURCE**
Leadership	Turnaround Officer	General Fund
	Replace the Principal	General Fund
	Leadership Team Support	SIG Funded as part of SIM
	Field Specialist	SIG Funded as part of SIM
	Focus Walk Training	SIG Funded as part of SIM
	Project Manager	SIG Funded
	Teacher/Leader Incentives	SIG Funded
	iPad II for each Leadership Team member	SIG Funded
	Academic Support Teacher	Title I Funded
	Data Coach	SIG Funded
	Literacy Coach	SIG Funded
	Math Coach	SIG Funded
	Transitional Coach	SIG Funded

Instruction	**Literacy Navigator (4-6)** **Math Navigator (2-6)**	SIG Funded
	Technology Support: • **Interactive White Boards** • **eResponse systems** • **document camera** • **media carts** • **iPads**	SIG Funded
	Workshop Model	SIG Funded as part of SIM
	Waterford Early Learning (K-2) **SuccessMaker (3-6)**	SIG Funded
	Extended Learning Time (1:45 daily)	SIG Funded
	Technology Training	SIG Funded
	Technology Specialist	SIG Funded
	25 Book Campaign	SIG Funded
Curriculum	District Support: pacing guides, formative assessments, and assessment data	Title I
	Field Specialist	SIG Funded as part of SIM
	Teacher Workgroups	SIG Funded as part of SIM
Data-Formative Assessments	Leadership Team	General: Certified positions already identified in the building Training is SIG Funded as part of SIM
	Teacher Workgroups	General: Certified positions already identified in the building

		Training is SIG Funded as part of SIM
	Quarterly Progress Monitoring	SIG Funded as part of SIM
Professional Development	**Launch Institute** • **Leadership Training** • **Facilitator Training** • **Overview & Visioning** • **Routines & Rituals** • **Literacy Institute** • **Math Institute**	SIG Funded as part of SIM
	Technology Integration	SIG Funded
	Field Specialist	SIG Funded as part of SIM
	Coaching Institute	SIG Funded
	CADRE Teachers	SIG Funded
	Compensation for Extended Learning	SIG Funded
Parents, Family, Community	Parent Assistant	Title I
	Parent Resource Center	Title I
	Parent Liaison	SIG Funded
	Parent Incentives	SIG Funded
	Student Incentives (books, spirit wear, field trips, etc.)	SIG Funded
Cultural	**School Culture Transformation**	SIG Funded as part of SIM

Competence	Expand Community Partners	No funding required
	Establish Routines and Rituals that Promote Respect	SIG Funded
	Principal's Book of the Month	SIG Funded

19. The district demonstrates the ability and commitment to increased instructional time.
Turnaround, Transformation Models
• *Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar*
• *Increased learning time for students is tiered and supported by licensed and/or highly qualified educators*
• *A needs assessment has been completed to identify areas where extended time can be most effectively used*
• *Increased learning time is structured as a vehicle to support differentiated learning (ex:…)*
  ○ *An additional block of time embedded into the school day*
  ○ *Summer enrichment/remediation*
  ○ *Saturday intervention*
  ○ *Before or after school*
	X		**Increased Learning Time**
			
			Our current school day is from 8-2:15. We will be extending the school day by 1 hour and 45 minutes so that all students will be in session from 7:30-3:30.
			
			This program will provide both intervention and enrichment. This will result in an additional 315 hours of instruction.
			
			Our Parent Assistant and Leadership Team will reach out to community partners to find enrichment opportunities (clubs, teams, Project Based Learning, community service, etc.) to link learning to the ***Real World*** while our teachers will use data to determine individualized plans, using our Tier II and Tier III intervention ***Real World*** tools.
			
			Extended time will permit 105 minute blocks of time daily for struggling students to receive intensive intervention through research based, highly effective interventions and digital tools.
			
			Waterford Early Learning will provide early intervention in reading, math, and science for our K-3 learners. *Waterford* has been used to meet the individual instructional needs of many diverse student

enrichment/remediation ○ *School vacation weeks* • *Compensation for extended day is identified by the LEA*			populations including Title I students, English language learners, pre-referral intervention students, students with special needs, Pre-K students, and students eligible for migrant education services. The software can be implemented via a distributed-classroom or lab model and is used both by individual students for personalized instruction and by teachers using a projection device or interactive whiteboard to enhance whole group and small group direct instruction. *SuccessMaker* will provide intervention and support to students in grades 3-6, Students can work independently in *SuccessMaker* for the most part, although teachers can use the product to do small or whole group instruction using a whiteboard or projector. Once the program assesses the skill level of each student, they work at their own pace receiving individualized instruction and reinforcement of concepts taught in the classroom using motivating digital technology. Teachers, coaches, and the principal review weekly reports from *SuccessMaker* to identify areas of weakness and target specific students who need extra help. *SuccessMaker* brings students who are performing below expectations up to benchmark while monitoring and intervening for students identified as Tier II and III in RTI. Program data is also used to track student IEP goals and monitor progress for students with disabilities. Due to school wide usage, the program is also beneficial for advanced students, allowing them to move ahead and providing a different slant on concepts they have encountered in the classroom. The implantation of *Literacy Navigator* for students in grades 4-6 who struggle with reading non-fiction and need additional time and focused instruction to strengthen their performance in their regular course work, will assist our teachers by giving students the strategies

			they need to build a strong foundation in reading text they may encounter in social studies and science courses. The program ensures that students develop comprehension strategies for dealing with complex informational text—a goal aligned with the expectations set by the Common Core State Standards. All students in grades 2-6 will take a math screening assessment to determine which students have misconceptions which disrupt participation or misunderstandings that disrupt learning. These students will receive focused intervention using *Math Navigator* to help them resolve these difficulties that can impede learning and to build a firm foundation of math concepts that will support them through more rigorous study. Teachers will be trained to effectively use these tools through professional development that is supported with coaching and will be compensated for teaching a longer school day.

D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➢ *Instructions:*

1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2012-13*.
3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
1. Design and implement school	(a)With our External Provider, we have developed a plan to address our failure to

intervention model consistent with federal application requirements. ***The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:*** (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for supporting the designed interventions; (d) Assessing other resources that will support the design and implementation efforts of selected interventions; (e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process; (f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those	make AYP by looking at our data and analyzing it to determine findings and root causes. We recognize our school culture must change and through the Turnaround Model we can bring about positive change that will support Watson Academy to provide rigor and relevance for our students by supporting effective teachers. These teachers will create lessons that engage and challenge our students using differentiated instructional practices, thus preparing them for college and careers. (b) Our study has determined that Watson Academy for Boys will require a new principal with operational flexibility and a screening of all staff before rehiring to ensure a staff open to the school culture transformation. Leadership will be distributed throughout the school to make informed decisions that foster a positive school culture. Teachers will need extensive training supported by effective coaches and ongoing job-embedded professional development in order to be effective. Powerful and proven tools and technology will be needed to motivate and accelerate the progress of our many struggling learners. Formative data must be disaggregated and analyzed in a timely fashion by teachers who have been trained and are supported to collaboratively design and deliver instruction that meets the needs of all learners. On-site support from our External Provider will be frequent and flexible to meet the changing needs as we transform education at Watson. The role of the Parent Assistant will be expanded to include becoming part of the Leadership Team and reaching out to both parents and community leaders to establish positive partnerships. (c) A designated Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While turnaround principals are charged with making significant achievement and graduation rate improvements, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen. To enable the work of turnaround principals, they will be given direct access to an individual with the knowledge, determination and the authority to be responsive to issues that impede success. Our Assistant Superintendent for Curriculum and Instruction, George Comer, will serve as the district's Turnaround Officer.

weaknesses; (g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly), (h) Maintaining accurate documentation of meetings and communications, (i) Following and/or revising schedules, goals, and timeline as needed, and (j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.	Dr. Myrtle V. Campbell, Superintendent of Gary CSC, appointed George Comer as the Turnaround Officer giving turnaround principals direct reporting authority to her that will enable relief from traditional organizational structures encountered that may impede needed reform. Most notably, increased flexibility—not available to other schools—the Turnaround Officer will enable the responsive action needed to enact necessary changes. Throughout the SIG grant period, the Turnaround Officer will work closely with the External Provider, Pearson, to support identified leadership and instructional improvements needed to positively impact the work of Gary's turnaround schools to dramatically-increase student achievement. (d) The formative assessments delivered from the district in 3 week intervals are critical for our success to become data users for instructional improvement.. These data will be disaggregated and analyzed by Teacher Workgroups to determine appropriate and timely remediation. **Ensuring Effectiveness** Pearson, our External Partner, will support us throughout our School Turnaround process. To ensure that we are headed in the right direction, they will expand our needs assessment with an on-site visit to collaboratively set schedules, identify goals and timelines, and make sure we are on track for school improvement. **Planning Conference** A Planning Conference will take place as soon as possible following completion of the contract to provide SIM. This conference is a full-day meeting of the principal with key school/district personnel facilitated by Pearson Field Specialists. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability. Throughout our turnaround, our Pearson Field Specialist will closely monitor the implementation for coherence and adherence. **Systematic Monitoring of Progress**

	Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmarks, and high stakes assessments to track progress. These data are disaggregated and used to determine instructional plans by the Leadership Team, Teacher Workgroups, and the Engagement Work Group described below.

(e) A variety of stakeholders has been and will be instrumental in determining the course of our Turnaround. Our Planning Team for this SIG application was composed of the current principal, the Academic Support Teacher, the Instructional Coach, special education teachers for primary and for intermediate grades, a district administrator, and our External Provider. Our Leadership Team will include administrators, staff, and our Parent Assistant to provide decision making that examines issues from multiple perspectives.

(f,g) SIM supports the emergence of a data-driven school culture by initially centering on the work of the school leadership team. This focus on building habits of appropriate and effective use of data to guide decisions extends over time to an ever increasing number of teachers and school staff, thereby impacting and improving all aspects of school policy and practice. Data meetings will occur in a variety of regular settings throughout each month:

Leadership Team
The Leadership Team is expected to meet on matters relating to SIM implementation for approximately one hour at least three times each month and for an extended period of 2 hours 4 times during the year for the purpose of progress monitoring (Quarterly Progress Monitoring Meetings).

Leadership Team meetings have a variety of functions:

- **Professional Development.** Each month the team participates in a study of data knowledge and use to build the foundation necessary to establish a Data-Driven Culture. Content includes the language of assessment and data, investigating data, analyzing student work, and triangulating data to reframe performance problems into instructional issues.
- **Progress Monitoring.** The process of progress monitoring begins prior to the start of school with data gathered during the early engagement conversations between school leadership and Pearson. This data becomes crucial to the Leadership Team as they develop an initial action plan for implementation prior to the beginning of school.

- **Progress Monitoring Meetings**. Each quarter the Leadership Team meets to track and analyze implementation of SIM across the whole school using various tools, as well as data gathered from Workgroup meetings and classroom visits conducted by the principal and certified members of the Leadership Team.
- **Implementation Meetings.** These leadership meetings occur at least every other week. Led by the principal, team members engage in decision making about the status of SIM implementation and problem solve issues where needed. During these meetings, the principal shares findings from classroom visits where they looked for evidence of the Workgroup learning and practices under study. Workgroup Facilitators, in turn, report on implementation progress and challenges from their Workgroup meetings. The Leadership Team applies knowledge from Data-Driven Culture modules as team members analyze student work, address issues relating to the creation of a data collection system and/or engage in periodic Focus Walks to monitor implementation schoolwide.

Teacher Workgroups

A Teacher Workgroup is made up of teachers who share responsibility. Workgroups also allow content teachers, Cadre Teachers and special education teachers an important opportunity for collaboration to build the quality of literacy/ELA and math curriculum and instruction. They also stimulate collaboration among teachers to work on the Schoolwide Instructional Focus instructional strategies to support students' development of Academic Language and Independent Learner Competencies.

Each Workgroup meets a minimum of 12 times during the year on a cycle that allows for flexibility in scheduling while assuring continuity of work. Meeting protocols guide a process of teachers' trying out strategies in their classrooms, sharing their experience with reference to student work and other artifacts, revising their approach based on their discussion and reflection and beginning the cycle of exploration anew (8 Step Process).

The initial emphasis is on establishing and maintaining effective Learning Routines and Rituals, including taking into account the similarities and differences between the Learning Routines and Rituals of literacy/ELA and math. Additional topics in literacy/ELA include independent reading, monitoring students' progress in reading, and analyzing student writing. Math-specific topics include selecting rich problems and analyzing students' misconceptions in order to plan further instruction.

Engagement Workgroup

The Engagement Workgroup includes the staff that provide student services: nurse, librarian, social worker, and Parent Assistant. They meet a minimum of 12 times during the year to investigate and recommend school policies and practices that relate to cultivating strong connections between home and school in supporting children's engagement in school and their learning progress. This includes working on building parents' involvement in their children's learning and assisting in the schoolwide independent reading initiative by actively building partnerships with parents to support reading at home. The Engagement Workgroup also helps to build partnerships with

community agencies that can provide supports for student's continuing engagement in their education. This committee will explore enrichment that supports college and career readiness through dual enrollment classes, mini-internships, and job shadowing.

Leadership

A Pearson Field Specialist participates in 3 Leadership Team meetings each month. That participation includes facilitating the Data-Driven Culture professional development and providing technical support for the progress monitoring and implementation activities of the Leadership Team.

The Field Specialist works closely with the principal and other Leadership Team members on Focus Walks to establish systematic practices for data gathering, analysis, and triangulation that are aligned to the School-wide Instructional Focus. This data determine focus of ongoing, job-embedded professional development.

Field Specialists time at Watson has been expanded to 120 days a year and will include literacy and math specialties to support the operations of the Workgroups on an as-needed basis via participation in selected meetings and communication with Workgroup Facilitators, and as indicated by data gathered in the course of progress monitoring. The Leadership Team and Field Specialist will determine how best to use the 120 days of support based on our specific needs.

Ensuring Effectiveness

Our External Partner will support us throughout our School Turnaround. To ensure that we are headed in the right direction, they will expand our needs assessment with an on-site visit and we will collaboratively set schedules, identify goals and timelines, and make sure we are on path for school improvement.

To increase our effectiveness and efficiency, SIM includes these tools and services:

- Powerful, cloud technology-based progress monitoring capabilities customized for the Pad and laptop that use observational protocols from Johns Hopkins University
- Anywhere, anytime 24/7 access to online tools and resources for Leadership Teams, Workgroup Facilitators, teachers and staff engaged in SIM work
- Webinars on key implementation topics delivered live periodically and recorded for accessing later
- Dropout prevention early-warning technology and dashboard

Planning Conference

A Planning Conference will take place as soon as possible following completion of the contract to provide SIM. This is a full-day meeting of the principal and key school and district personnel with Pearson Field Specialists. The purpose of the meeting is to develop a detailed implementation plan, set a schedule of cooperative activities and project milestones, and establish shared accountability.

Throughout our turnaround, our Pearson Field Specialists will closely monitor the implementation for coherence and adherence.

Systematic Monitoring of Progress

Ongoing monitoring of implementation of the plan uses measures of student achievement data from curriculum-embedded, benchmark, and high stakes assessments to track progress. These data are disaggregated and used to determine instructional plans by the Leadership Team, Teacher Workgroups, and the Engagement Work Group described below.

(h,i,j) A **Project Manager** will assist Dr. Bernard C. Watson Academy for Boys and the Turnaround Officer with clerical work including disaggregating data reports, creating schedules and providing mandated reports. This person will organize and ensure timely processing of all documents of the turnaround. They will maintain accurate documentations of meetings and be responsible for producing evidence of compliance with requirements of this grant.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
(2) The LEA has or will recruit, screen, selects and support appropriate external providers. ***The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*** (a) Identifying external providers based on	(a) We have selected Pearson as our External Provider for the following reasons: • We are impressed with SIM as it will address the critical needs of our school in a comprehensive, yet personalized manner. • The intervention programs that are part of this program are powerful and proven. • The teacher collaboration model embedded in this program has provided significant help to schools like ours, increasing student achievement and improving teacher morale, while building distributed leadership within the school • The components of SIM address our root causes inhibiting student achievement. (b) We came to this decision in the following manner:

each school's SIG needs; (b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs; (c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs; (d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel; (e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs, (f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE. (g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s), (h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff	• We researched a number of potential providers • We interviewed 3 of these providers • We determined Pearson best fit the need of Dr. Bernard C. Watson Academy for Boys. Pearson is a leader in school improvement services. They have successfully worked with more than 1,000 schools to implement school-wide reform by unifying schools around the goal of college and career readiness. Two decades of verifiable third-party research and experience form the backbone of Pearson's SIM: America's Choice and Learning Teams. A sampling of the research studies which confirm that the core elements of SIM help drive achievement include the following: ▪ Key findings of *A Study of Instructional Improvement* reported in a chapter of the American Educational Research Association's *Handbook of Education Policy Research* (Sykes, et al. eds. 2009) concluded that the levels of instructional leadership in America's Choice schools were the highest among three models studied and that the America's Choice approach to literacy accelerated growth in student's literacy achievement in the upper elementary grades. ▪ Using data from a five year prospective, quasi-experimental study funded by the Spencer Foundation, researchers concluded that by the end of the study, Learning Teams schools showed statistically significant increases in academic achievement on the Stanford 9 compared to demographically similar control schools in the same district (Saunders, W., C. Goldenberg, and R. Gallimore. 2009) ▪ A Longitudinal Study of the Impact of America's Choice on Student Performance in Rochester, NY, 1998–2003 (May et al. 2006) published in *Education Policy Evaluation and Analysis* found that low achieving student performed particularly well under the America's Choice regimen. (c) A final reason for choosing Pearson is the level of support they have supplied at Bailly Preparatory Academy and Lew Wallace STEM Academy through Year 1 of their Turnaround Efforts. Pearson responded to the needs of both of these schools in

with the selected service provider(s) to ensure the full implementation of supports; and (i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.	a timely and effective manner that responded to both the needs of our elementary and our high school. Relationships have been built that we believe will give us a head start at Watson Academy. (d) Pearson field specialists know resources are limited and that the 3 year funding will expire. They have demonstrated ways we can, "Work smarter, not harder," when it comes to both our district's resources and personnel. SIM will help us maximize the most important resource we have—instructional time with students by embedding routines and rituals that set common expectations and preserve instructional time. (e) SIM is a comprehensive, flexible solution that is personalized for each school that will address Watson Academy specific needs. Ongoing communication is facilitated by the Field Specialist. The flexible SIM model will be expanded to include 120 days of onsite support to ensure weekly visits by the Field Specialist, Tier II and III intervention tools, and online personalized professional development to support observed need. Additional communication with Pearson will include progress phone and email communication and scheduled webinars to support identified needs of teachers. Communication between Pearson and Watson Academy will exceed the bi-weekly requirement. **(f,g,h) SIM Technical Support System** Field Specialists provide a weekly onsite presence and technical support throughout implementation on a systematic basis to create a continuous loop of information and response to information that fosters a continuous cycle of improvement that includes: ▪ Help get implementation practices underway ▪ Monitor practice ▪ Provide feedback on progress ▪ Provide scaffolding as needed in order to maintain progress ▪ Nurture the development of strong linkages among all of the school's settings for

	SIM implementation The SIM Technical Support System also includes reports that are generated on a systematic basis and shared with the principal and other stakeholders in real time. These technical support reports are designed to provide information relevant to goal achievement, pinpoint specific issues, and support timely response to keep implementation on course. Gradual increase in the responsibility of school personnel for implementation guides the provision of technical support to build sustainability. (g,i) A Project Manager will assist the Principal and Field Specialist to ensure that data is regularly entered in a timely fashion, schedules are shared, records of meetings and other data are organized and on file, and reports are generated in a timely, efficient manner that meets both the state and federal mandates and supports the data culture developing at Watson.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	

The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet the intended outcomes or making adjustments as necessary; (f) Redirecting resources that are not being used to support the school improvement process; and	**Aligned Resources** (a,b,c,d)The chart which follows response to **Capacity Task 18** in this proposal identifies the current and **potential resources** (appear in bold font in the chart) that we plan to use to support Watson's turnaround. All resources from SIG funding are potential resources while resources provided by federal, state, and local resources are currently being used in an academic support capacity. SIG funding will not be used to supplant currently funded resources. All resources are required in order to meet our annual goals of improving student proficiency on English/language arts and Mathematics ISTEP+ assessments on an annual basis. Each resource has been carefully selected to support our goal of increasing student achievement. An explanation of the evidence of success of SIM components appears in response to the previous question. The other resources and methods have been selected to meet Watson's specific needs. Further explanation the rationale behind our choices are included in response to Capacity Task 19. **Regularly Scheduled Monitoring** (e,f) Our Turnaround Officer and External Partner will provide regular monitoring of the Project Managers reports and the work of the Leadership Team. The Field Specialist will train and facilitate Leadership Team meetings as they become the watchdogs and cheerleaders for our Turnaround. **Leadership Team Responsibilities** The foci of the Leadership Team includes: ▪ Establish and maintain vision of improvement ▪ Build the foundation of a data-driven culture ▪ Drive and manage implementation

(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.	▪ Monitor progress and quality of implementation, and redirect resources as needed ▪ Develop and nurture collaboration, using a systems approach to engage entire school in shared responsibility and shared learning. ▪ Watson's Leadership Team, supported by our Field Specialist, will regularly review and redirect resources so that SIG funding has the greatest impact on Watson Academy students' achievement. (g) The Turnaround Office will visit once a week and a Pearson Field Specialist will be on-site 120 days providing a presence that exceeds the minimum of at least once each week. With the Leadership Team, Watson's turnaround will be closely monitored to ensure full implementation of supports. **Personnel Resources** (d) Watson Academy currently has an Instructional Coach with little training but does an effective job and an Academic Support Teacher funded through Title I. **Urban Teacher Education Program School Liaison** (c) To further prove Watson's personnel capacity and time commitment to the Turnaround Model, SIM, and grant guidelines, an Urban Teacher Education Program (UTEP) School Liaison already works closely with Watson Academy, funded by a block grant. This staff member will contribute to the Watson school improvement goals as well. The position incorporates the following duties and responsibilities: 1. Provide and supervise students from the Urban Teacher Education Program (UTEP) to work at Watson with students 2. Provide ongoing professional development to the staff and faculty at Watson to include, but not limited to, specific needs of the school

	3. Provide follow up consultations with teachers on all professional development (PD) sessions 4. Collaborate with the IUN Diversity and Equity Department in providing mentors for Watson Academy 5. Maintain an accounting of the UTEP Block Grant at Watson 6. Assign UTEP students in the Gary Community School Corporation (GCSC) 7. Collaborate with the UTEP Director each semester to analyze program needs and make necessary changes 8. Supervise and evaluate students' field and student teaching experiences 9. Conduct meetings with teacher instructors and mentor teachers on their duties and responsibilities 10. Design and implement workshops specific to the needs of the UTEP students 11. Collaborate with the UTEP Director and coordinators to discuss and implement changes within the program 12. Attend UTEP Policy Board Meetings and conduct Policy Board Meetings in the Director's absence 13. Collaborate with Human Resource Department on UTEP hires 14. Assist with the tutorial program for the GCSC's alternative school in collaboration with IUN/UTEP 15. Supervise the payment of stipends to Teacher Instructors and Mentor

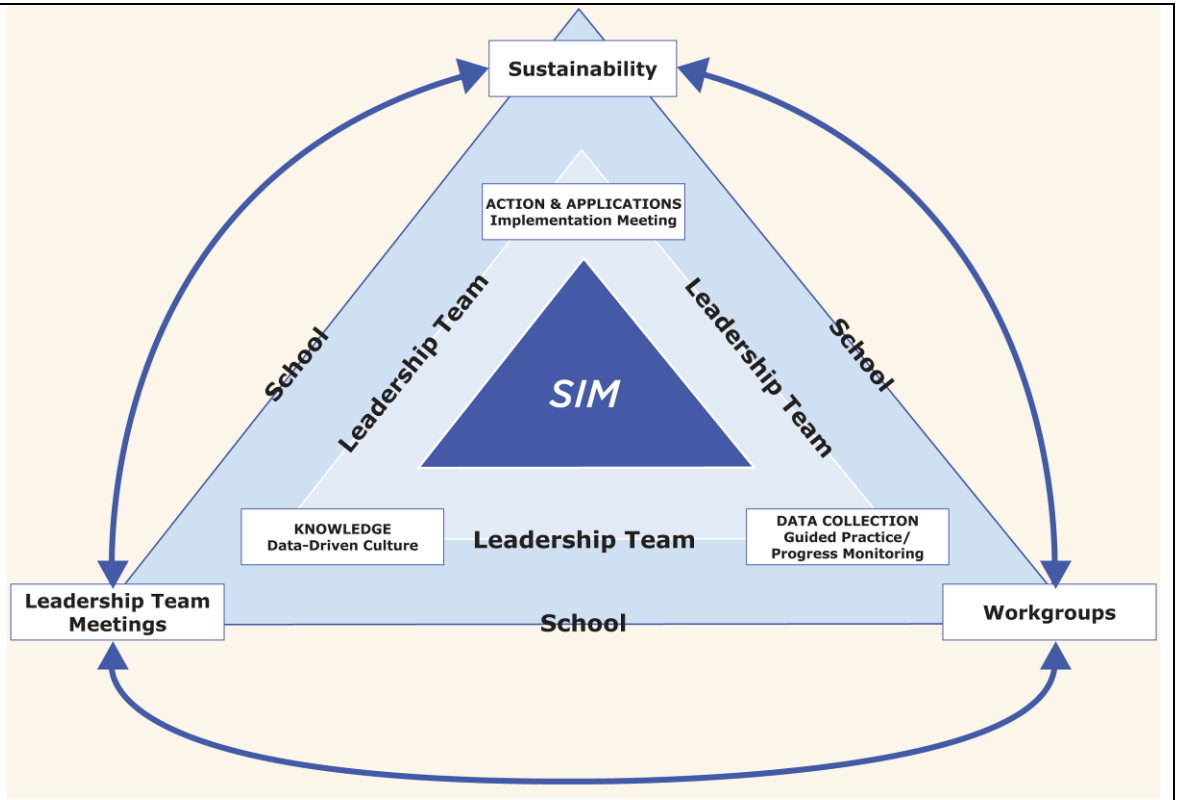
	Teachers 16. Recruit Teacher Instructors and Mentor Teachers for UTEP 17. Teaching and assist in grant writing for urban teaching. 18. Maintain the distribution of Tuition Assistance and the Gary Career Ladder Incentive Program (G-CLIP) brochure and application to district employees interested in teaching 19. Insure that brochures are made available to schools and their affiliates 20. Interview and screen potential GCSC employees who are eligible for UTEP 21. Assist with screening of potential GCSC employees eligible for the supplemental Financial Aid or the Gary Career Ladder Incentive Program (G-CLIP) 22. Provide assistance to the school with university initiatives from IUN, Bloomington and other institutions 23. Other duties as assigned to maintain the partnership

Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to: (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures;	**Operational Flexibility** (a) We recognize the size and complexity of our school district can provide barriers to school improvement despite our best intentions. The many layers of our large organization can hinder timely decision making and implementation. However, our Superintendent and School Board of Trustees fully support eliminating all barriers. (b,c) In order to facilitate Turnaround at Watson Academy, our Turnaround Officer will be a direct conduit to district resources and administrators, including the Superintendent. For example, the principal, along with key stakeholders, will be involved in the hiring process for all staff members. Human Resources will provide support rather than simply assigning teachers to these schools as is the current practice. The principal will interview and screen all candidates and be the decision maker when it comes to hiring or retaining teachers. (c .vii) Also, the School Planning Teams have determined how to expand the school day and the district agrees to provide transportation at the close of the day that supports our extended time for learning. **(c.iv) Administrator Evaluation** The administrator's evaluation is a modified version of the Indiana Principal Evaluation Model. The principal effectiveness rubric is divided into two Domains: Domain 1: Principal Effectiveness Domain 2: Leadership Actions

(iii) school administrator and staff dismissal procedures; (iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data] (v) school administrator and staff rewards for increased student achievement and/or graduation rate; (vi) school administrator and staff recruitment, placement and retention procedures ; and (vii) altering the traditional school day and/or calendar to include additional instructional and planning time.	Discrete competencies within each domain target specific areas upon which effective principals must focus. The rubric focuses on evaluating the principal's role as a driver of student growth and achievement through their leadership skills and ability to manage teacher effectiveness in their buildings. The rubric defines and prioritizes the actions that effective principals must engage to improve student achievement. It provides the foundation for accurately assessing school leadership along two discrete proficiency ratings, with student growth data used as the predominant measure. **(c.iii, iv)Teacher Evaluation** Gary CSC is moving to the Charlotte Danielson model to conduct teacher evaluation. The new evaluation plan is scheduled to be presented by the Teacher Union to the membership upon completion by July 1, 2012. This model focuses attention on four domains of teacher supervision and evaluation: *Planning/Preparation, Classroom Management/Student Engagement, Instruction/Assessment*, and *Teacher Professional Obligations.* Teacher and staff dismissal follow the state's requirements. **Teacher Incentive** The teachers will receive an incentive for effectively boosting student attendance, teacher attendance and student achievement. The amount of the incentive will be collaboratively decided by the Superintendent and Turnaround Officer with input from Pearson's Field Specialist, the principal's coach.

Indicators of LEA Commitment	Description of how this action was or will be completed
5. *Sustain the model after the funding period ends.*	
The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to: (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom	**Building Capacity for Sustained Improvement** (a, h, j, k, l) GCSC completed a Comprehensive Needs Assessment (CNA) previously as part of its school improvement plan per NCLB and Title I guidelines. Then we further reflected on these needs when identifying root causes for Watson's poor performance. The SIG planning/leadership team identified the main areas needing improvement through the CNA as described earlier in this application. One of the reasons we chose Pearson as our External Provider is because the School Improvement Model is designed to sustain improvement after the period of funding ends. Each aspect of the implementation process and the system of supports Pearson provides is designed to scaffold development of capacity for sustained improvement within each school and district. Scaffolding is clearly shown previously in the 3 year description of Pearson's services during the funding period. Scaffolding includes modeling, shoulder-to-shoulder coaching, co-planning, providing exemplars, giving direct advice, and other strategies designed to provide support and guidance for us as we take on new roles, tackle new problems, or approach tasks in different ways from those we have followed in the past. Pearson provides a debriefing process, transparent facilitation and protocols to transfer these practices to us. Pearson will gradually withdraw scaffolding as we grow in

curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational improvement; (f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan; (g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy; (h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement; (i) Developing an evaluation system to	competence and confidence in our changed roles. This approach is reflected in the design of professional development and, especially, in the way their field services teams provide onsite technical assistance and coaching. The scaffolds provided are designed to build capacity so we can assume responsibility, independent of Pearson support, for continuing improvement at the end of our funding. From the outset, SIM incorporates structures and processes for sustaining, monitoring and adjusting implementation over time to ensure school-level capacity building and a gradual transfer of responsibility from Pearson staff to school staff. As illustrated in the following graphic, effective distributed leadership and collaborative practices have a ripple effect that reaches the furthest corners of school attitudes and operation consistent with a school-wide approach to continual school-wide improvement.

monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity; (j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs; (k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of interventions and school improvement activities; (l) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.	 (b) GCSC already had a Turnaround Officer supporting two previously funded SIG schools, but realized it needed more guidance in order to help two more SIG schools change dramatically. The current Turnaround Officer has extensive turnaround experience, but will continue to improve his skills and support the district through the Pearson SIM. "SIM trains leadership teams to support school improvement efforts at every level by: empowering staff through distributed leadership, balancing support and pressure to help teachers transform their practices, and focusing the school on organization-wide activities proven to positively impact student success" (Pearson Elementary SIM Proposal).

	(c) GCSC and Dr. Bernard C. Watson Academy for Boys continue to benefit from community programs such as UTEP which builds instructional capacity in educational staff members. Pearson will continue this capacity building through such professional development opportunities such as: modeling/coaching, classroom technology integration, Teacher Workgroups, online webinars, and specific literacy/math instructional focuses. (d) We will strive to find and support continued funding for new positions and resources deemed crucial for continued student achievement success after grant funding ends. This may be achieved by flexible, creative use of various federal and state funding sources such as Title money, donations, fundraising, community partnerships, and competitive grants such as the UTEP Block Grant. (e) Meaningful professional development for teachers and leaders is based on the CNA developed by various stakeholders in the district, thus leading to buy-in and understanding that student achievement will improve. Pearson provides instructional focus areas in its three year implementation as shown in the following order: Talking to Learn, Reading and Writing to Learn, and Learning through Research. In addition, teachers work on standards-aligned instruction in Teacher Workgroups by participating in collaborative activities such as analyzing student work. Leaders participate in these PD opportunities and also have their own leadership meetings to trouble shoot and learn from others. Furthermore, they can focus on instructional leadership due to distributing responsibilities to other team members. (f) This is demonstrated through the Pearson 3 Year Implementation Plan shown previously and driven by the CNA. Continuous development in teachers will be demonstrated by increased collaboration with peers, results of Teacher Workgroup sessions, focus walks through classrooms, coaching/modeling, increased student achievement, and evaluations. (g) Dr. Bernard C. Watson Academy for Boys, supported by GCSC, will become a data-driven culture by: a clearly articulated vision, staff commitment to use data to guide all

	instructional & policy initiatives, leaders modeling effective use of data, regular PD & protected collaboration time to improve data literacy, and focus on data quality, security, utility, and timeliness (i) "Evaluating SIM involves two discrete streams of activity. The first stream focuses on all schools implementing SIM and has three data events. During the engagement and implementation process, "pre" data is collected on a series of variables including leadership practices, data culture, teacher collaboration, quality of instruction and student engagement. "Post" data on these variables is collected at the end of the year. Throughout the school year, information and data (including client perception data) on progress towards achievement of SIM goals is accumulated continually using, among other tools, the site-based progress monitoring techniques of the SIM Progress Monitoring System. The second stream of evaluation activity is focused on a stratified random sample of schools implementing SIM. An evaluation team, composed of evaluation specialists, content specialists, and field specialists from Pearson's School Achievement Services group, visits the schools in the sample to collect data and validate findings. The team uses both quantitative and qualitative methods, tools, and approaches to gather data on implementation of SIM goals, leadership practices, data culture, teacher collaboration, quality of instruction, student engagement, and perception data. The evaluation team uses this rich and multifaceted information to conduct a multi-level evaluation of SIM in order to examine a) the efficacy of the model itself as well as b) the quality of site-specific implementations. Actual outcomes are measured against expected outcomes to determine impact across a variety of data (including student achievement, instructional quality, use of data and student engagement). Implementation reports will document implementation strength and fidelity, provide feedback to the schools for the purpose of celebrating successes as well as to improve implementation and inform SIM planning for the subsequent year. Field Specialists collaborate with school and/or district administrators to analyze the data and to use it to guide further implementation." (Pearson Elementary SIM Proposal)

4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➢ ***Instructions:***

1) Scroll down to the intervention model that the school will be using. Complete the information for that model *only*.
2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
3) **Complete the table for only the model that the school will implement.**
4) If the improvement model will not be implemented, check "We will not implement this model."
5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment E).

Turnaround Model (Guidance Document, Section B, pages 26-31)

X We will implement this model. ☐ We will not implement this model - move to next model.

If implementing the turnaround model, complete the table below.

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
1. *Replace the principal and grant principal operational flexibility.*	**Principal Posting** The Human Resources Department will begin an aggressive recruitment program for an effective principal to lead Dr. Bernard C. Watson Academy for Boys as it applies the Turnaround Model. Operational flexibility will support the principal as instructional leader by allowing the principal input in selecting staff and decision making for distributing Teacher Incentive monies. Additional operation flexibility will be	Dr. Campbell, Supt. & HR	Upon Notification

	available through the Turnaround Officer. Job postings will be listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices. 1) Post Position 2) Complete paper screening 3) Invite Top 5 Candidates for interviews and campus tour 4) Stakeholders and district administrators interview and rank candidates 5) Collaborative decision is made and principal is hired	1) HR 2) HR 3) HR & Supt 4) Supt & Leadership Team 5) School Board	1) Upon Notification 2) June 3) June 4) June 5) June

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
2. *Measure the effectiveness of current staff; screen existing staff and rehire no more than 50 percent; select new staff.*	The effectiveness of the current staff will be evaluated based on classroom observation records, student achievement scores on ISTEP+, and attendance record and professionalism data. The Planning Team will serve with the Principal to form an interview committee.	1) HR 2) HR 3) HR 4) Principal 5) Principal 6) Principal	1) May 2) May 3) June 4) June 5) June/July 6) July

	1) Contact all current staff to inform them of the need to apply 2) Post all positions and alert the need to sign a letter of commitment and support for all elements of the turnaround including mandatory professional development that will include a week of training this summer (compensated) 3) Screen all candidates using evaluations, student achievement data on file, and attendance record 4) Interview all viable candidates using the questions below 5) Select staff rehiring no more than 49% 6) Notify new staff and invite to Launch Institute		

The External Provider has provided the following teacher interview questions:

Teacher Interview Questions

1. Tell me about yourself. Describe your experience(s) working in an urban school setting.

2. Which literacy and math teaching strategies have you implemented in the past that have been successful for you? How did you know they were successful?

3. What techniques do you use to keep students actively engaged during a lesson?

4. In the past year, how did you contribute to the collaborative work that your team/grade level was responsible for?

5. Assuming you have adequate equipment, how would students be allowed to use technology in your classroom?

6. Share three interesting classroom management techniques used in your classroom. What steps would you take before sending a student to the office?

7. Why should we hire you? What could you offer us that would set you apart from another candidate?

3. *Implement strategies to recruit, place and retain staff (financial incentives, promotion, career growth, and flexible work conditions).*	Financial incentives and opportunities for career growth have been developed to recruit and retain the best and the brightest teacher for Watson Academy. In addition to building their professional competency through personalized professional development, teachers will have opportunities to attend conferences and participate in collaborative decision making that will determine direction at Watson through their Teacher Workgroup collaboration. Teachers will also have the opportunity to participate 1) Notify teachers and leaders of financial incentives linked to their performance and the performance of their students. 2) Create rubric for determining financial incentives collaboratively 3) Share rubrics for financial incentives 4) Compute & recommend incentive 5) Critique and deliver financial incentive based upon teacher performance and student growth for 1st semester 6) Revise financial incentive rubric as needed 7) Share new rubric with all staff	1) HR & Principal 2) Leadership Team 3) Principal & HR 4) Principal 5) Supt. & Turnaround Officer	1) Upon hiring 2) August 3) August 4) January 2013 5) February 2013 6) January 2013

	8) Compute & recommend incentive 9) Critique and deliver financial incentive based upon teacher performance and student growth for 2nd semester	6) Leadership Team 7)Principal 8)Principal 9) Supt. & Turnaround Officer	7) January 2013 8) June 2013 9) June 2013

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
4. *Provide high quality, job-embedded professional development.*	Professional development at Watson Academy will be personalized, job-embedded, supported, and closely monitored. A number of specific Institutes, Academies, and training events are planned for Year 1. CADRE Teachers will be used to release teachers for training when it occurs during the school day. Some of the listed trainings will be part of the week-long Launch Institute. Teachers will receive compensation for professional development received outside of the normal school day. Teachers will be directed to resources that include peer observation, facilitated by CADRE teachers, and an online *Community of Learners* site that holds powerful resources including video and interactive chat rooms. CADRE teachers will be carefully selected certified teachers who will receive foundational training with the staff. They will be on hand on a daily basis to relieve teachers for a time period ranging from a class to a school day so that the teacher may receive professional development or collaborate with their Teacher Workgroup. In this manner, students will not be deprived of effective instruction while the teacher is learning. The Community of Learning ("COL") is the online eLearning portal that provides materials, tools and online resources in support of implementation of SIM. Designated school staff will access the implementation		

	expectations (rubrics), monographs, study groups, assessments, scoring templates, videos and other handouts. Implementation tools that are available only on the COL are: assessment scoring templates, monograph flipbooks, genre study online resources, and access to the Assessment Reporting Online System. In addition, social networking tools such as blogs, journals, discussion boards, chat rooms, etc., are available through COL for use as part of study groups and online professional development. Online professional development is designed to provide a self-study course environment enhanced by live, web-based sessions with content experts. Foundational training for all staff will include the following:		
	Pre Launch Training Leadership Team Institute (1 day training) for LT: Principal, asst. principal, Parent Assistant, Coaches, Workgroup Facilitators) Workgroup Facilitators Training (1/2 day): All Teacher Workgroup Facilitators Coaching Institute (5 days): principal and all coaches	Field Specialist (FS)	August
	Launch Institute Overview & Visioning (1/2 day): Principal and all faculty Routines & Rituals, Yr. 1 Goals & Strategies (1 days) Principal and all faculty Primary Grades Literacy (½ day + ½ day in Nov, Jan, Mar): Coaches, K-2 Teachers, Special Education Teachers	FS	August

	who support K-2 instruction Primary Grades Math ((½ day + ½ day in Nov, Jan, Mar): Coaches, K-2 Teachers, Special Education Teachers who support K-2 instruction Upper Elementary Grades Literacy (½ day + ½ day in Nov, Jan, Mar): Coaches, Gr. 3-6 Teachers, Special Education Teachers who support gr.3-6 instruction Upper Elementary Grades Math (½ day + ½ day in Nov, Jan, Mar): Coaches, Gr. 3-6 Teachers, Special Education Teachers who support 3-6 instruction Technology Integration Training (2 day + 1 day in Sept, Oct, Nov): All teachers, coaches, principal. Training on using new technology effectively. Follow up training provided to support individualized through coaching/department specific training **Ongoing Job-Embedded Professional Development (PD):** Leadership Team PD Meetings facilitated by Field Specialist (FS): (Monthly) Leadership Team (LT) focused on study and use of data to build data-driven culture Guided Practice for Classroom Observation: (6x year) FS accompanies/coaches principal during Focus Walk/ Classroom Observation Progress Monitoring: (4x year) LT facilitated by FS to analyze progress supported by data	Pearson Trainer FS and Principal FS FS and LT	Ongoing as indicated throughout the school year Personalized PD will also be provided through the Community of Learners

	Principal Coaching: (weekly) Principal job-embedded coaching by FS during planning, facilitating meetings, and providing instructional leadership to staff Teacher Workgroups: (15x year) FS supports Workgroup Facilitators through planning and/or participation Engagement Workgroup: (½ day in Sept & Feb, 12x yr) FS supports investigation into policies/practices to enhance student engagement, supporting student social & emotional development	FS Workgroup Facilitator, FS FS	

Implementation for Year 2 and Year 3 begins with a late-winter/early spring Planning Conference, driven by data gathered through site-based progress monitoring and a Post-Assessment Survey to determine the appropriate plan for continuing implementation and professional development.

Once agreement is reached, the cycle of work begins with professional development focused on the content and tasks of the year ahead. Continuing implementation is supported through the established settings of the Leadership Team (vertical) and Workgroups (both horizontal and vertical), connected by systematic processes of knowledge development and goal-setting, action planning and implementation, and followed by data collection and analysis to form a united approach to achieving high quality instruction for all students consistent with the requirements of the CCSS and directed toward college and career readiness for all.

5. *Adopt a new governance structure (i.e., turnaround office, turnaround leader).*	GCSC has named Assistant Superintendent George Comer to also assume the role of Turnaround Officer to provide an efficient and effective conduit between our Turnaround Schools and the Superintendent. Our Turnaround Officer will visit each school weekly, accompany the principal on Focus Walks, and be a regular and visible presence. The purpose of the Turnaround Officer is to remove barriers	Turnaound Officer	May 2012-August 2015

	and support each school to fulfill the goals of their Turnaround. The principal will report directory to the Turnaround Officer and the Turnaround Officer will report directly to the Superintendent, bypassing the many layers normally associated with our large urban district.		

6. *Use data to implement an aligned instructional program.*	**Developing a Data-driven Culture** SIM begins with an initial focus on the Leadership Team as the vital setting for establishment of cultural norms for the school necessary for the creation of a Data-Driven Culture. The strategy includes: ▪ Building an understanding of the role and value of a data-driven approach to progress monitoring and instructional problem solving ▪ Building the Leadership Team's capacity to oversee, monitor, evaluate, and support school improvement ▪ Improving the Leadership Team's ability to use data from multiple sources to identify and think critically about Watson's Turnaround Activities are conducted in a series that is repeated throughout the year. Each series of activity starts with a knowledge-sharing PD that includes the content, information, techniques, and protocols for effectively using data. The topics developed in these modules are: ▪ The Language of Assessment and Data ▪ Investigating Data	FS, Principal, Leadership Team	August 2012-August 2015

	▪ Analyzing Student Work ▪ Triangulating and Reframing ▪ Describing Current Practice ▪ Identifying Strategies to Address Problems of Practice ▪ Measuring and Improving Each of these knowledge-building modules connects to a cycle of guided practice and application by the Leadership Team. These cycles of knowledge-building, guided practice and application are connected together in a recursive cycle that lays the foundation of a school-wide data culture. As implementation deepens, the focus of building a Data-Driven Culture widens to include discipline, safety, and student services. The process of connecting performance and instruction progressively becomes embedded in the daily functioning of the school. Teacher Workgroup facilitators on the Leadership Team become trainers for effectively using data points including DIBELS, Acuity, 3 week data (8 Step Instructional Process), data from *Waterford Early Learning, SuccessMaker* and other digital tools, screening and follow-up assessments on the *Assessment Reporting Online* (ARO) feature of the *Community of Learners.* ARO assessments support *Math* and *Literacy Navigator,* our Tier II intervention tool and will be taken using online to ensure timely feedback to students, teachers, and LT members. The Leadership Team meets quarterly for Progress Monitoring Meetings. These meetings occur regularly	Workgroup Facilitators, FS FS, Leadership Team	Sept/Nov /Jan/March

	throughout implementation and use information from systematically and continually employed progress monitoring tools and techniques (the SIM Progress Monitoring System) to improve implementation. Multiple data sources help the Leadership Team investigate, track, and address critical areas of SIM implementation throughout the year in a manner that mirrors the 8-Step Process.	Data Coach	Daily
	The Data Coach constructs a Data Wall to visually portray progress and holds weekly data conversations with teachers. The Literacy and Math Coach keep a watchful eye on the Data Wall to indicate the focus of services. They provide targeted assistance to teachers to quickly turn around practice and support specific areas of weaknesses uncovered by closely examining and thoroughly disaggregating data.	Teacher Workgroups	Weekly
	Special education teachers actively participate in Teacher Workgroups to determine appropriate ways to mainstream students for success in LRE. They "push in" to classrooms to support students identified with having special needs and collaborate with the classroom teacher to support appropriate accommodations and modifications as determined by student's Individual Education Plan (IEP). Regularly, we will: 1. Use data gathered through Focus Walks to enhance teachers' effectiveness through reflective conversation and targeted professional development 2. Screen all students for math and literacy to determine placement in tiered instruction 3. Use 3 week mini assessments per the District 8-Step Instructional Calendar to provide formative assessment data	1) Principal supported by FS 2) DA Coach & Teachers 3)Workgroup Facilitators 3) Workgroup Facilitators	1) Daily 2) August 3) every 3 wks. 4)Weekly

	on students to direct instruction. 4. Hold collaborative data conversations with Teacher Workgroups to plan instruction		

Elements	Tasks/Steps	Lead Person/ Position	Time Period (month)
7. *Promote the use of data to inform and differentiated instruction.*	Teachers will learn to use data to inform and differentiate instruction through targeted assistance by coaches, Workgroup Facilitators, and Pearson Field Specialists in a manner mirroring the 8-Step Process. Students will regularly use new digital tools (*Waterford Early Learning* and *SuccessMaker*) that individualize instruction and provide immediate feedback that helps them take responsibility for their learning. Teachers will use on demand reporting to facilitate their instructional decision making both individually and collaboratively in Teacher Workgroups. 1. Administer scanners to identify students in need of intervention or acceleration courses 2. Schedule students into Navigator 3. Hold data conversations to learn how to use data to determine instruction 4. Determine instruction based on student work and results of formative assessment 5. Administer formative assessments 6. Provide intervention for students not meeting standards 7. Retest remediated students	1. DA Coach 2. DA Coach 3. Workgroup Facilitators. DA Coach 4. Teacher Workgroup 5. Teachers 6. Teachers 7. Teachers	1. August 2. August 3. Weekly 4. Weekly 5. At end of intervention 6. Ongoing 7. Cyclically

8. *Provide increased learning time for students and staff.*	**Extended Time for Learning**	Principal	August 2012-June 2015

	Learning time will be increased for both staff and students. Staff will participate in a Launch Institute (5 days) before school starts to begin the process of Turnaround. They will participate in revisioning, orientation, and team building as they begin the formidable work of changing the culture at Dr. Bernard C. Watson Academy for Boys. **Extended Time for Learning for Faculty** Ongoing professional development will require attendance at trainings that occur both within and outside the school day. All professional development is mandatory and teachers commit to participate fully when applying for their position. Compensation for professional development that occurs outside the school day, and for teaching during Extended Time, will be SIG funded. **Extended Time for Learning for Students** Instructional time will be increased both before and after school. Instruction will begin at 7:30 a.m. instead of 8:00 a.m. on a daily basis and end at 3:30 p.m. instead of 2:15 p.m. This will result in an additional 315 hours of instruction to support our students' success. More importantly, instructional time will be improved through the implementation of Learning Routines and Rituals combined with Effective Instructional Practices that incorporate strategies for helping all students develop the ability to use Academic Language and develop Independent Learner Competencies, making the most of instructional time. Additionally, each lesson will be evaluated for relevance so that our ***Real World*** theme resonates with our		

	students.		

9. *Provide social-emotional and community-oriented services/supports.*	**Differentiated Supports to Address Students' Non-academic Needs** Going hand in hand with the academic components of Pearson's SIM Model are supports for students' social and emotional growth. These supports attend to students' motivation, engagement, and capacity to manage themselves as learners. SIM focuses on students' sense of belonging to the school, their connections to teachers and other adults, their friendships with peers, their sense that they are known both as learners and as people, and their belief in their ability to succeed academically. Emphasis is placed on instructional routines and rituals built into everyday classroom learning to scaffold students' development as effective learners and members of a productive learning community. Predictable routines and rituals provide for (1) direct instruction to the whole class, (2) small-group instruction for students according to need, and (3) individual instruction based on students' assessed needs. **Academic Behaviors** Our teachers will also learn to provide support for consistent, age-appropriate expectations and the necessary scaffolding for students' development as effective learners and members of a productive learning community across content areas, such as skills in identifying and setting goals for one's learning, working independently and in groups, and knowing when and how to seek help. Systematic attention to students' development of these	Principal & Pearson Trainers	Ongoing August 2011-2014

	academic behaviors is important for all students and vital for students for whom skills in self-management and cooperation do not come easily. These types of support are also incorporated into the Tier 2 academic interventions. **Community Services** Our Parent Assistant will plan and present monthly parent workshops on topics that will support student success. This person will also be a conduit for families struggling in the ***Real World.*** Our Parent Resource Room will be a warm and welcoming place that may be used to host health related screenings or one-on-one conversations with families who are experiencing stressful conditions. As a member of the LT, the Parent Assistant will meet at least twice each month with this leadership team to provide parent perspective and to bring forth opportunities to host community service events at the school.	Parent Assistant	Monthly from September 2012-August 2014 during school year

- If implementing the turnaround model, explain how the recruitment and selection of a new principal will take place.

Principal Posting

The Human Resources Department will begin an aggressive recruitment program for an effective principal to lead Dr. Bernard C. Watson Academy for Boys as it applies the Turnaround Model.

Job postings will be listed within major newspapers and publications, including *Education Week*. Incentives will be provided through adjustments in salary and benefits based upon training and experience. Priority will be given to candidates who have a documented record of successfully leading a school to turnaround its practices.

1) Post Position
2) Complete paper screening
3) Invite Top 5 Candidates for interviews with committee composed of all stakeholders and campus tour
4) Stakeholders and district administrators interview and collaboratively rank candidates
5) Superintendent reviews ranking recommendations of the committee and recommends chosen candidate to the School Board

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: **There are no proposed Pre-Implementation activities.**

Timeline:

Budget:

Check Your Work - ***Additional Requirements for All Models***

Requirement	Yes	No
1. *All* the elements of the selected intervention model are included.	X	
2. The descriptions of how *all* of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that *all* of the model's elements will be implemented during the 2012-2013 school year.	X	

Transformation Model

☐ We will implement this model. X We will not implement this model – move to next model.

Restart Model

☐ We will implement this model. X We will not implement this model – move to next model.

School Closure

☐ We will implement this model. X We will not implement this model – move to next model.

5. Annual Goals for Tier I and Tier II Schools for Accountability

Instructions:

1) Review the results of the two worksheets "Analysis of Student and School Data" and "Self-Assessment of High-poverty, High-performing School," the findings, and the root cause analysis.
2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
   - One English/language arts goal for "all students."
   - One mathematics goal for "all students."
   - For examples of goals, see guidance document, H-25, p. 41.
3) Schools serving students in grade 12 must also include a goal related to graduation.
4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2010-2011 Baseline Data (most recent available data that corresponds to the proposed goals)	**Annual Goals**		
	SY 2012-2013	**SY 2013-2014**	**SY 2014-2015**
40.5% of all students are proficient on ISTEP+ mathematics	**45% of all students are proficient on ISTEP+ mathematics**	**55% of all students are proficient on ISTEP+ mathematics**	**65% of all students are proficient on ISTEP+ mathematics**
37.5% of all students are proficient on ISTEP+ English/language arts	**44% of all students are proficient on ISTEP+ English/language arts**	**55% of all students are proficient on ISTEP+ English/language arts**	**70% of all students are proficient on ISTEP+ English/language arts**

II: Budget

Instructions:

1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment B). Electronically select each "tab" for years 2011-2012, 2012-2013, 2013-2014.
2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than $50,000* and *no greater than $2,000,000* per year.

Note: The LEA's budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA's school.

4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (see Attachment D for suggestions)

The chart below has been modified to summarize the alignment of funding sources for Dr. Bernard C. Watson Academy for Boys Turnaround. A more detailed explanation and chart may be found in response to Capacity Task 18.

SIG funding will supplement the funds received to better support the unique needs of all learners at Dr. Bernard C. Watson Academy for Boys.

Element of the Intervention	Intervention	Resource
Federal Resources		
Use of *research-based instructional practices* that are	Turnaround	**Title I, Part A** - regular and stimulus funds (school-

vertically aligned across grade levels and the state standards		wide or targeted assistance programs)
Assistance with design and implementation of *improvement plan* including high-quality job-embedded professional development designed to assist schools in implementing the intervention model	Turnaround	**1003(a)** School Improvement Grant - AYP funds
Recruitment of teaching staff with skills and experience to effectively implement the selected intervention model	Turnaround	**Title II, Part A**
State Resources		

Attachment H: Budget:

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2012 - 2013

Note: The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: **Gary Community School Corporation**
Corporation Number: **4690**
School Name: **Dr. Bernard C. Watson Academy for Boys**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Literacy Coach	0.5	Yes		Provide direct instructional assistance to students in classrooms in the area of Reading and English/Language Arts	$30,000.00	
Literacy Coach	0.5	Yes		Collaborate with teachers in grades K-6 on the effective implementation of researched based strategies for Reading and English/Language Arts	$30,000.00	
Math Coach	0.5	Yes		Provide direct instructional assistance to students in classrooms in the area o Mathematics	$30,000.00	
Math Coach	0.5	Yes		Collaborate with teachers in grades K-6 on the effective implementation of researched based strategies for Mathematics	$30,000.00	
Data Coach	1.0	Yes		Create and update Data Wall; facilitate data meetings and conversations with teachers and leaders	$60,000.00	
Transitions Coach	1.0	Yes		Oversees student interventions: coordinates interventions for Extended Learning Time, intercedes when students are identified as at risk	$60,000.00	
Parent Liaison	1.0	Yes		The parent liaison would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and secure professionals to provide direct social/emotional health support to both parent and child as needed.	40,000.00	

Cadre Teachers	4.0	Yes		Release, or substitute, for classroom teachers for data-driven collaborative planning and professional development; provide assessment support; assist classroom instruction at direction of the Data Coach or Principal on a daily basis; participate in Launch Institute	$140,000.00	
Project Manager	1.0		Yes	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround.	25,000.00	
Technology Specialist	1.0		Yes	Keep all technology working properly; supports teacher training as technology is integrated into instruction; upgrade/update school website to facilitate home school communication	63,000.00	
Teacher Extra Pay	All teachers	Yes		Stipends for teachers for attending PD, $30.00 per hour and for teaching outside of the contracted school day, hourly rate	503,685.00	
		TOTAL SALARIES				***1,011,685.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
						$ 284,460.00
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state		National Math/ English/Reading Conference			$5,000.00	
out-of-state		Coalition of Schools Educating Boys of Color			$10,000.00	
in-state		Conference on Differentiated Instruction			$5,000.00	
		TOTAL TRAVEL				***$20,000.00***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
Pearson		Elementary Schoolwide Improvement Model—includes 120 days onsite support			$310,000.00	
Pearson		Tier II Interventions-Math /Literature Navigator--Professional Development-2 days each subject.			$14,000.00	
Pearson		Instructional Technology Professional Development—5 days @$3,500.00			$17,500.00	

Pearson	Coaching Institute—includes 5 days of PD and materials	$30,000.00	
Positive Behavior Intervention Support (PBIS, CHAMPS)	Three day training for all staff ($ 2,500.00 x3 days equals $7,500.00 and $2,400.00 travel expenses for consultants.)	9,900.00	
	TOTAL CONTRACTED SERVICES		***$ 381,400.00***
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$ 13,910.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***169,872.00***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Teacher Incentives	Determined by student achievement growth, classroom observation, and professionalism	**15,500.00**	
Student Incentives	Semi-monthly reward visit to various community locations to motivate/inspire links to *Real World* (transportation, fees for admissions to museums, etc.)	$2,500.00	
Student Incentives	Uniform Vouchers, Attendance/Academic Awards	$2,000.00	
Parent Incentives	Incentive to participate in Parent Training (light snacks, prizes, etc.)	$2,000.00	
	TOTAL OTHER SERVICES		***22,000.00***
	Indirect Cost		***12,134.19***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$ 1,915,461.19***

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
12	Literacy Navigator—Student Materials—Sets of 10	$ 230.00	$ 2,760.00
20	Math Navigator—Student Materials—Sets of 10	$ 180.00	$ 3,600.00
5	Teacher Materials—Literacy Navigator	$ 120.00	$ 600.00
10	Teacher Materials-- Math Navigator	$ 120.00	$ 1,200.00
	Consumable materials & games to support the 8 Step Instructional Process Success Time	$ -	$ 1,500.00 -
	Books to support 25 Book Campaign & Principal's Book of the Month	$ 3,500.00	$ 3,500.00 -
15	Training materials for PBIS implementation	$50.00	$ 750.00
	TOTAL SUPPLIES COSTS		$ 13,910.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
7	Interactive Smart Boards (includes installation and freight charges)	$ 5,236.00	$ 36,652.00
96	i Pads for principal, coaches, and the leadership team to (collect data & capture Focus Walk data); teacher incentive; student use (6 @ 11 classrooms)	$ 550.00	$ 52,800.00
11	Media carts for each classroom (document camera, projector, cart, and screen).	$ 2,180.00	$ 23,980.00
6	Waterford Early Learning (K-2): Online Digital Tool support student personalized learning; provides immediate feedback to students and reports on demand to teachers. Includes: Site License (2 year), Installation, 1 year maintenance,2 days on site PD		$ 25,730.00
5	SuccessMaker (gr. 3-6) Online Digital Tool support student personalized learning; provides immediate feedback to students and reports on demand to teachers. Includes: Site License (2 year), Installation, 1 year maintenance,2 days on site PD		$ 30,710.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 169,872.00

LEA/GOVERNANCE : *List below activities for LEA-level activities, including pre-implementation activities. Clearly explain/identify requested amounts to a specific element and/or activity. Funds budgeted here will be included in the maximum amount available per school.*

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2013 - 2014

Note: The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: **Gary Community School Corporation**
Corporation Number: **4690**
School Name: **Dr. Bernard C. Watson Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Literacy Coach	0.5	Yes		Provide direct instructional assistance to students in classrooms in the area of Reading and English/Language Arts	30,000.00	
Literacy Coach	0.5	Yes		Collaborate with teachers in grades K-6 on the effective implementation of researched based strategies for Reading and English/Language Arts	30,000.00	
Math Coach	0.5	Yes		Provide direct instructional assistance to students in classrooms in the area o Mathematics	30,000.00	
Math Coach	0.5	Yes		Collaborate with teachers in grades K-6 on the effective implementation of researched based strategies for Mathematics	30,000.00	
Data Coach	1.0	Yes		Create and update Data Wall; facilitate data meetings and conversations with teachers and leaders	60,000.00	
Transitions Coach	1.0	Yes		Oversees student interventions: coordinates interventions for Extended Learning Time, intercedes when students are identified as at risk	60,000.00	
Parent Liaison	1.0	Yes		The parent liaison would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and secure professionals to provide direct	40,000.00	

				social/emotional health support to both parent and child as needed.		
Cadre Teachers	4.0	Yes		Release, or substitute, for classroom teachers for data-driven collaborative planning and professional development; provide assessment support; assist classroom instruction at direction of the Data Coach or Principal on a daily basis; participate in Launch Institute	140,000.00	
Project Manager	1.0		Yes	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround.	25,000.00	
Technology Specialist	1.0		Yes	Keep all technology working properly; supports teacher training as technology is integrated into instruction; upgrade/update school website to facilitate home school communication	63,000.00	
Teacher Extra Pay	All teachers	Yes		Stipends for teachers for attending PD $30.00 per hour and teaching outside of the contracted school day @ hourly rate	503,685.00	
		TOTAL SALARIES				***1,011,685.00***

2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.

			284,460.00

3. TRAVEL: (differentiate in-state and out-of-state)

out-of-state	National Math/ English/Reading Conference	$5,000.00	
out-of-state	Coalition of Schools Educating Boys of Color	$10,000.00	
In-state	Conference on Differentiated Instruction	$5,000.00	
	TOTAL TRAVEL		***$20,000.00***

4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**

Pearson	Elementary School-wide Improvement Model—includes 120 days onsite	$310,000.00	
Pearson	**Tier II Interventions-Math /Literature Navigator--Professional**	**$14,000.00**	

	Development-2 days each subject.		
Pearson	Instructional Technology Professional Development—5 days @$3,500.00	$17,500.00	
Edgewater Systems	Community Mental Health services for students experiencing difficulties adjusting to the traditional school model.	$10,000.00	
Positive Behavior Intervention Support (PBIS, CHAMPS)	Three day training for all staff ($ 2,500.00 x3 days equals $7,500.00 and $2,400.00 travel expenses for consultants.)	9,900.00	
	TOTAL CONTRACTED SERVICES		***$ 361,400.00***
5. SUPPLIES: Enter the total amount of materials and supplest. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$ 13,950.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ 72,490***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Teacher Incentives	Determined by student achievement growth, classroom observation, and professionalism	$ 15,500.00	
Student Incentives	Bimonthly reward visit to various locations related to topic under study to motivate and inspire Watson boys (transportation, fees for admissions to museums, etc.)	$2,500.00	
Student Incentives	Uniform Vouchers, Attendance/Academic Awards	$2,000.00	
Parent Incentives	Incentive to participate in Parent Training (light snacks, prizes, etc.)	$2,000.00	
			22,000.00
	Indirect Cost		***11,994.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***$ 1,797,979.00***

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
20	Literacy Navigator—Student Materials—Sets of 10	$ 230.00	$ 4,600.00
20	Math Navigator—Student Materials—Sets of 10	$ 180.00	$ 3,600.00

	Consumable materials & games to support the 8 Step Instructional Process Success Time		$ 1,500.00 -
	25 Book Campaign and Principal's Book of the Month Books	$3,500.00	$ 3,500.00
15	Training materials for PBIS implementation	$50.00	750.00
	TOTAL SUPPLIES COSTS		$ 13,950.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
1	***Poster Maker***	***8,000.00***	***8,000.00***
2	Routers for Mobile Laptop computers	70.00	140.00
60	Laptop computers for 2 mobile labs	900.00	54,000.00
2	Mobile carts to accommodate the 60 laptop computers	1,800.00	3,600.00
	Software for the smart boards (Reading/Language Arts and Math	4,000.00	4,000.00
11	Site licenses for 1 year on-Target reading resources for providing differentiated instruction	250.00	2,750.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		***72,490.00***

School Improvement Grant (1003g)
Section II -- BUDGET

School Year 2014 - 2015

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.

Corporation Name: **Gary Community School Corporation**
Corporation Number: **4690**
School Name: **Dr. Bernard C. Watson Academy**

ACCOUNT NO.	*FTE*	*Cert.*	*Noncert.*	*EXPENDITURE DESCRIPTION*	*SUBTOTAL*	*LINE ITEM TOTAL*
1. PERSONNEL **(include positions and names)**						
Literacy Coach	0.5	Yes		Provide direct instructional assistance to students in classrooms in the area of Reading and English/Language Arts	30,000.00	
Literacy Coach	0.5	Yes		Collaborate with teachers in grades K-6 on the effective implementation of researched based strategies for Reading and English/Language Arts	30,000.00	
Math Coach	0.5	Yes		Provide direct instructional assistance to students in classrooms in the area o Mathematics	30,000.00	
Math Coach	0.5	Yes		Collaborate with teachers in grades K-6 on the effective implementation of researched based strategies for Mathematics	30,000.00	
Data Coach	1.0	Yes		Create and update Data Wall; facilitate data meetings and conversations with teachers and leaders	60,000.00	
Transitions Coach	1.0	Yes		Oversees student interventions: coordinates interventions for Extended Learning Time, intercedes when students are identified as at risk	60,000.00	
Parent Liaison	1.0	Yes		The parent liaison would connect parents with community resources and programs that would address mental and physical health issues. This person would also, coordinate training for parents and secure professionals to provide direct social/emotional health support to both parent and child as needed.	40,000.00	

Cadre Teachers (4)	4.0	Yes		Release, or substitute, for classroom teachers for data-driven collaborative planning and professional development; provide assessment support; assist classroom instruction at direction of the Data Coach or Principal on a daily basis; participate in Launch Institute	140,000.00	
Project Manager	1.0		Yes	Clerical work including disaggregated data reports, creating schedules and reports, organizing and timely processing of all documents of the turnaround.	25,000.00	
Technology Specialist	1.0		Yes	Keep all technology working properly; supports teacher training as technology is integrated into instruction; upgrade/update school website to facilitate home school communication	63,000.00	
Teacher Extra Pay	All teachers	Yes		Stipends for teachers for attending PD $30.00 per hour and teaching outside of the contracted school day hourly rate	503,685.00	
		TOTAL SALARIES				***$1,011,685.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
						284,460.00
3. TRAVEL: (differentiate in-state and out-of-state)						
out-of-state	National Math/ English/Reading Conference				$5,000.00	
out-of-state	Coalition of Schools Educating Boys of Color				$10,000.00	
In-state	Conference on Differentiated Instruction				$5,000.00	
	TOTAL TRAVEL					***$20,000.00***
4. CONTRACTED SERVICES: **(List the type of contracted services to be provided, including the vendor's name, if applicable.)**						
Pearson	Elementary School-wide Improvement Model—includes 120 days onsite				$310,000.00	
Pearson	Tier II Interventions-Math /Literature Navigator--Professional Development-2 days each subject.				$14,000.00	
Pearson	Instructional Technology Professional Development—5 days @$3,500.00				$17,500.00	

Edgewater Systems	Community Mental Health services for students experiencing difficulties adjusting to the traditional school model.	$10,000.00	
Positive Behavior Intervention Support (PBIS, CHAMPS)	Three day training for all staff ($ 2,500.00 x3 days equals $7,500.00 and $2,400.00 travel expenses for consultants.)	9,900.00	
	TOTAL CONTRACTED SERVICES		***$ 361,400.00***
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet. **(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)**			
	TOTAL SUPPLIES		***$ 13,450.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".			
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ 41,150.00***
7. OTHER SERVICES: **(Include a specific description of services.)**			
Teacher Incentives	Determined by student achievement growth, classroom observation, and professionalism	**15,500.00**	
Student Incentives	Bimonthly reward visit to various locations related to topic under study to motivate and inspire Watson boys (transportation, fees for admissions to museums, etc.)	$2,500.00	
Student Incentives	Uniform Vouchers, Attendance/Academic Awards	$2,000.00	
Parent Incentives	Incentive to participate in Parent Training (light snacks, prizes, etc.)	$2,000.00	
			22,000.00
	Indirect Cost (.70%)		***11,990.00***
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).			***1,766,135.00***

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
20	Literacy Navigator—Student Materials—Sets of 10	$ 230.00	$ 4,600.00
20	Math Navigator—Student Materials—Sets of 10	$ 180.00	$ 3,600.00
	Consumable materials & games to support the 8 Step Instructional Process Success Time	$ -	$ 1,500.00 -

	25 Book Campaign		$ 3,500.00
5	Training materials for PBIS implementation (training materials for new staff)	50.00	250.00
	TOTAL SUPPLIES COSTS		$ 13,450.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	***DESCRIPTION***	***UNIT PRICE***	***TOTAL PRICE***
60	Classroom Response Systems (clickers)	80.00	4,800.00
11	Site licenses for 1 year on-Target reading resources for providing differentiated instruction	250.00	2,750.00
2	Mobile carts for the I Pads classroom sets	1,800.00	3,600.00
60	2 classroom sets of I Pads	500.00	30,000.00
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		41,150.00